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

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

**Date:** Friday, February 16, 2024  
**Time:** 8:30 a.m.  
**Place:** University of Hawai'i at Hilo  
Daniel K. Inouye College of Pharmacy  
Hale Kiho'ihoi Room 101  
722 South Aohoku Place  
Hilo, HI 96720

**See the Board of Regents website to access the live broadcast of the meeting and related updates: [www.hawaii.edu/bor](http://www.hawaii.edu/bor)**

**AGENDA**

- I. Call Meeting to Order**
- II. Approval of the Minutes of the January 18, 2024 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](mailto: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 7:00 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.

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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. President's Award for Excellence in Building and Ground Maintenance
- B. Hawai'i Island Regional Presentation

**V. Report of the University of Hawai'i All Campus Council of Faculty Senate Chairs (ACCFSC)**

**VI. Report of the University of Hawai'i Foundation**

**VII. Committee Reports**

- A. Committee on Student Success
- B. Committee on Institutional Success
- C. Committee on Governance

**VIII. Agenda Items**

- A. Consent Agenda
  - 1. Approval of Provisional Status for the Bachelor of Arts in Education at the University of Hawai'i at Hilo (UHH)
  - 2. Approval of Authorizing the University of Hawai'i to Enter into a Sixth Amendment to the Ground Lease with the Adult Student Housing Hawai'i, Inc for the Hale Kāwili Apartments at UHH
  - 3. Approval of an Indemnification Provision in a Contract Issued by the American Library Association ("ALA")
  - 4. Approval of Legislative Option to Address Legislative Issues and Measures
- B. Report on [Senate Committee on Higher Education Informational Briefing of January 18, 2024](#) by Regents Abercrombie, Akitake, Lee, Tochiki, and Wilson, as required by HRS Section 92-2.5(e)
- C. Update on Mānoa Student Housing

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D. Legislative Update

E. Discussion and Possible Board Action on Pending Legislation including:

1. HB1597 RELATING TO OPEN MEETINGS. Provides a specific right of action to challenge decisions of the Office of Information Practices relating to the State's open meetings law. Aligns the enforcement mechanisms for the State's open meetings law with the State's Uniform Information Practices Act.
2. HB1598 RELATING TO THE SUNSHINE LAW. Establishes that board packets shall be made available for public inspection no later than two business days, rather than forty-eight hours, before a board meeting. Clarifies that public testimony may be submitted to the board before the meeting.
3. HB1599 RELATING TO THE SUNSHINE LAW. Requires public meeting notices to inform members of the public how to provide remote oral testimony in a manner that allows the testifier, upon request, to be visible to board members and other meeting participants.
4. HB1600 RELATING TO OPEN MEETINGS. Requires that a board may only schedule a meeting for discussion and decision making on a report by an investigative group six days after the investigative group has made a report of its findings to the board.
5. HB1858 RELATING TO PUBLIC AGENCY MEETINGS. Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.
6. HB1859 RELATING TO PUBLIC AGENCY MEETINGS. Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.
7. HB1975 RELATING TO THE SUNSHINE LAW. Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.
8. HB2168 RELATING TO MEETINGS. Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.
9. HB2211 RELATING TO PUBLIC EMPLOYEE COMPENSATION. Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated

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in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.

10. HB2482 RELATING TO MEETING NOTICES. Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.
11. SB2116 RELATING TO BOARD MEETINGS. Requires boards to use interactive conference technology to remotely conduct public meetings in conjunction with in-person meetings that allow for public participation. Requires boards to archive minutes of meetings on their websites.
12. SB2172 RELATING TO BOARDS AND COMMISSIONS. Establishes the priority of who may assume the authority and duties of a chairperson of a board or commission in the chairperson's and all co-chairperson's absence at a hearing or meeting of a board or commission. Prohibits staff members from assuming the authority and duties of the chairperson of a board or commission.
13. SB2198 RELATING TO PUBLIC AGENCY MEETINGS. Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.
14. SB2199 RELATING TO PUBLIC AGENCY MEETINGS. Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.
15. SB2292 RELATING TO BOARDS AND COMMISSIONS. Clarifies that the procedures for selecting members of boards and commissions also apply to ex officio members.
16. SB2517 RELATING TO PUBLIC AGENCY MEETINGS. Required that heads of agencies that require board appointments be made through a publicly established process and timeline. Requires that a vote by a public agency board to hire an officer or employee be conducted in an open meeting.
17. SB2597 RELATING TO BOARDS AND COMMISSIONS. Clarifies that the prohibition against board and commission holdover members from holding office beyond the end of the second regular legislative session following the expiration of the member's term of office takes precedence over any conflicting statutes.
18. SB2599 RELATING TO PUBLIC EMPLOYEE COMPENSATION. Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated

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in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.

19. SB2636 RELATING TO REMOTE MEETINGS. Requires a board to offer remote testifiers an option to be seen and heard by the board and the public when offering remote testimony. Authorizes a board to remove or block any persons who intentionally disrupt or compromise the conduct of a meeting.
20. SB2637 RELATING TO PUBLIC AGENCY MEETINGS. Clarifies that the third meeting of public agency meetings must occur not less than six calendar days after the second.
21. SB2638 RELATING TO BOARD PACKETS. Requires boards to make available for public inspection board packets, if created, at the time the board packet is distributed to the board members but no later than two business days before the meeting. Carves out an exception by allowing public testimony to be distributed to board members within two business days before the meeting.
22. SB2639 RELATING TO PUBLIC AGENCY MEETINGS. Updates the enforcement mechanisms for the Uniform Information Practices Act and the Sunshine Law.
23. SB2751 RELATING TO THE SUNSHINE LAW. Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.
24. SB2830 RELATING TO MEETINGS. Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.
25. SB3171 RELATING TO MEETING NOTICES. Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.
26. SB3203 RELATING TO PUBLIC AGENCY MEETINGS AND RECORDS. Enables boards to operate more effectively by amending sections of the Sunshine Law pertaining to the declaration of policy and intent, permitted interactions of members, limited meetings, executive meetings, exceptions, board packets, and minutes. Amends the definition of the term "meeting".
27. SB3307 RELATING TO PUBLIC AGENCY MEETINGS. Requires the Director of the Office of Information Practices to adopt rules to establish a process for the selection and appointment of trusted public representatives. Allows the Director of the Office of Information Practices to assign trusted public

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representatives to observe board meetings closed to the public. Requires the Director of the Office of Information Practices to include in the Director's annual report the activities of trusted public representatives. Requires trusted public representatives to submit a confidential report to the Director of the Office of Information Practices that a board meeting was conducted in conformance with chapter 92, Hawaii Revised Statutes. Defines "trusted public representative". Allows boards to hold certain meetings closed to the public if a trusted public representative is assigned to the meeting by the Director of the Office of Information Practices and is present at the meeting.

28. SB3366 RELATING TO OVERSIGHT OF EDUCATION. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the President of the University of Hawaii to the Board of Education of the Department of Education. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the Superintendent of Education to the University of Hawaii Board of Regents.
29. GM532 Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, LAUREN AKITAKE, for a term to expire 06-30-2028.
30. GM587 Submitting for consideration and confirmation to the Mauna Kea Stewardship and Oversight Authority, Gubernatorial Nominee, BENJAMIN KUDO, for a term to expire 06-30-2027.
31. GM596 Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, NEIL ABERCROMBIE, for a term to expire 06-30-2028.
32. GM597 Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, ALAPAKI NAHALE-A, for a term to expire 06-30-2028.

33. Other Bills

**IX. Announcements**

A. Next Meeting: March 21, 2024, at the University of Hawai'i at Mānoa

**X. Adjournment**

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

**MINUTES**

**BOARD OF REGENTS MEETING**

**JANUARY 18, 2024**

A video recording of this meeting may be viewed at the Board of Regents website as follows:

[Meeting Video](#)

**I. CALL TO ORDER**

Vice-Chair Gabriel Lee called the meeting to order at 9:04 a.m. on Thursday, January 18, 2024, at the University of Hawai'i at West O'ahu, Campus Center, Room C208, 91-1001 Farrington Highway, Kapolei, HI 96707, with regents participating from various locations.

Quorum (10): 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.

Excused (1): Chair Alapaki Nahale-a

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Community Colleges Erika Lacro; 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; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Leeward Community College (LeeCC) Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

**II. APPROVAL OF THE MINUTES OF THE NOVEMBER 16, 2023 MEETING**

Vice-Chair Lee inquired if there were any corrections to the minutes of the November 16, 2023, meeting which had been distributed. Hearing none, the minutes were approved.

**III. PUBLIC COMMENT PERIOD**

Board Secretary Lau announced that the Board Office received written comments from K. Akeo regarding in-person attendance at university campuses.

Lyndsey Millerd provided late written, as well as oral, comments on the presidential selection process.

Jill Nunokawa provided oral comments on UH student housing.

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

[Written Testimony Received](#)

[Late Written Testimony Received](#)

In reference to the remarks made by Ms. Nunokawa, Regent Abercrombie requested that the record reflect audits regarding student housing at UHM are already underway as called for by regents through the board's Committee on Independent Audit.

#### **IV. REPORT OF THE PRESIDENT**

##### **A. Enrollment Update**

As of yesterday, systemwide headcount enrollment for the spring 2024 semester is up three percent compared to the same day last year with the community colleges and UHM seeing the largest overall increases of 4.4 and three percent respectively. Comparable growth in student semester hours has also been experienced across the university system. Additionally, the university system witnessed overall increases in degree-seeking students, early college students, and students enrolled in courses at more than one campus. Nevertheless, UH regional universities continue to face enrollment challenges similar to those being witnessed by regional institutions of higher education around the country.

##### **B. Stadium Update**

President Lassner spoke about the ongoing effort to develop and build a new Aloha Stadium which is being undertaken using a design-build-operate-maintain, or DBOM, approach. He discussed this paradigm shift, highlighting the fundamental differences between the DBOM model and prior stadium district development proposals; touched upon the university's existing relationship with the public Stadium Authority under an agency-to-agency memorandum of agreement and its anticipated affiliation with a private stadium operator once the stadium is built; reviewed the university administration's primary concerns with respect to the development of a new stadium such as an improved fan and player experience and better financial arrangements than what was afforded with prior stadium agreements; and mentioned efforts currently underway to collaboratively work with the New Aloha Stadium Entertainment District (NASED) project team, the Stadium Authority, and the Department of Business, Economic Development, and Tourism, to insert elements of what the university believes constitutes a fair deal, as well as expectations of the association between the university and selected stadium operator, directly into a request for proposal (RFP). He also went over key aspects of prior agreements with the Stadium Authority the university administration believes must be maintained like scheduling priority for home football games, rent-free use of the facility, and retention of stadium revenue streams currently afforded to the university;



noted changes being sought regarding parking, food, and beverage proceeds generated at university events; and went over potential revenue sharing opportunities for the university made possible by the development of a new Aloha Stadium including monies from the sale of premium, loge, and club seating, and temporary advertising and sponsorship deals. The procurement process for developing a new Aloha Stadium is expected to begin this spring, with projections for a selectee to be named in fall 2024 and a contract to be awarded by summer 2025. Given this timeline and the estimated construction schedule, the new Aloha Stadium is anticipated to be open in time for the university's home football opener against the University of Kansas on August 26, 2028.

To date, total extramural funding was just over \$344 million, which is about a four percent increase over same-day figures from 2023, itself a record-breaking year. VP Symos will be sharing more information on this accomplishment at the Committee on Institutional Success meeting presently slated to take place in February.

### **C. UHWO and LeeCC Regional Presentation**

Regent Abercrombie arrived at 9:25 a.m.

Chancellor Benham and Chancellor Peñaloza began by thanking their respective students, faculty, and staff for all of the work carried out in putting together this joint, co-hosted, and first-of-its-kind regional campus presentation. They went on to note some of the characteristics that differentiate UHWO and LeeCC from other campuses within the university system; describe the region served by the two campuses, which spans from central and leeward O'ahu to west O'ahu and the Waianae coast; speak about the breadth and depth of educational programming, various instructional modalities, unique curricula, and degrees offered at each campus and the opportunities this provides to individuals living within the aforementioned regional boundaries and beyond; and provide information on some of the characteristics of the region's population which is reflected in the diverse student demographic served by each campus. They also briefly reviewed student population statistics, enrollment figures, and outcome performance data for each institution; pointed out the strong academic relationship between the two campuses, in addition to those with other institutions throughout the university system, as evidenced by various articulation and career pathway agreements, and discussed the benefits afforded by these affiliations; highlighted specific ways in which each campus is assisting the region's constituency in continuing their post-secondary educational journey and achieving academic success including through early college programs, veterans' resource centers, and curricular alignment with secondary schools in various career pathways; drew attention to community, business, and secondary education partnerships intended to take care of a full gamut of workforce demands via training initiatives and commented on efforts to formulate programs with the ability to quickly adapt to a dynamic labor market; shared some insights on the creation, development, implementation, and initial successes of career pathways which have been designed to address community needs, such as the recently established Bachelor of Science in Nursing pathway; went over impediments to attaining a post-secondary education individuals served by UHWO and LeeCC face, along with efforts undertaken to remove these barriers; touched upon endeavors being carried out to contend with the mental health requirements of students as well as overall student well-being; and

discussed each campus's work towards accomplishing the goals for each of the four imperatives set forth in the University of Hawai'i Strategic Plan 2023-2029. It was emphasized that addendums included in the board materials packet provided much more data on UHWO and LeeCC, as well as its educational programming, and explored the information presented in greater detail.

Vice-Chair Wilson and Regent Akitake arrived at 9:48 a.m.

To illustrate the success of UHWO and LeeCC's educational strategies and programming and the impact this has had on students, Chancellor Benham shared a story about Bryson Tugade, a fall 2023 graduate of UHWO, recapping his academic journey from Radford High School through LeeCC and on to UHWO where he earned a Bachelor of Applied Science in sustainable community food systems. Mr. Tugade is currently employed as a teacher with the State Department of Education and is preparing to attend graduate school at UHM.

Noting the proximity of the UHWO and LeeCC campuses, Regent Haning asked Chancellor Benham and Chancellor Peñaloza to provide their assessment of the justification for having two university institutions so closely collocated. Chancellor Benham replied that UHWO and LeeCC have two distinct missions with each providing curricula to meet the post-secondary needs of unique student populations. LeeCC also serves as a gateway for students requiring remedial support in certain academic subject matter areas to further their baccalaureate education at UHWO. Chancellor Peñaloza concurred with Chancellor Benham's assessment emphasizing the complementary, as opposed to redundant, nature of UHWO and LeeCC's relationship.

In light of the large number of students participating in either fully online or hybrid course modalities, Regent Tochiki inquired about efforts being made to rejuvenate campus life and whether any additional resources were needed to achieve this goal. Chancellor Benham and Chancellor Peñaloza espoused the benefits of social interaction attained through a vibrant campus life and spoke about actions being taken to address this issue such as the holding of more on-campus social events, the institution of a more balanced approach to academic programming that provides greater opportunities for in-person course instruction while at the same time meeting the desire of students to have the flexibility in academic scheduling offered by online and hybrid courses, and the promotion of on-campus faculty and staff gatherings. They also commented on observed increases in the number of students seeking classes with more traditional forms of teaching as well as those wanting to take full advantage of available campus facilities and resources such as the library and Wi-Fi access.

Regent Paloma questioned whether the various modalities of course instruction cited in previous UHWO presentations were still in existence. Chancellor Benham replied in the affirmative noting the continued offering of completely in-person, hybrid, and fully online classes at UHWO.

Regent Abercrombie expressed his opinions about the advantages of in-person, as opposed to online, course instruction particularly in relation to certain subject matter areas. Although he understood student demand for the scheduling flexibility offered by

online classes, he stressed the importance of the direct, interpersonal contact afforded by in-person instruction to an individual's academic success and urged the campuses to delve deeper into possible ways to attend to this matter. Chancellor Benham replied that discussions on this topic are currently occurring throughout the higher education landscape. While in-person instruction does provide the ultimate scholastic experience, the aspects of student learning have evolved over the years and campuses must adapt to these changes. Nevertheless, higher education institutions continue to search for innovative ways to provide intellectual offerings in a well-rounded manner optimally suited for the students they serve.

Refencing a recent informational briefing held by the Senate Committees on Ways and Means (WAM) and Higher Education (HRE) where concerns were raised about the effects distance learning has had on enrollment at the various university campuses and, in turn, their capital needs, Regent Akitake asked Chancellor Benham and Chancellor Peñaloza to share their thoughts on what appears to be a recurring issue among legislators and regents. Chancellor Benham and Chancellor Peñaloza remarked that while distance learning does impact the on-campus presence of students, a number of programs have experienced enrollment increases as a result of the availability of online coursework which has not only benefitted students but the community as well. Additionally, while workforce training courses, many of which involve in-person classes, are witnessing enrollment growth, these numbers are not reflected in the reports and data presented. Both also noted the high percentage of students taking courses online experienced by each campus prior to the COVID-19 pandemic, a trend that continues. However, demand for in-person courses and activities remains strong and is on the rise.

Conversations occurred among Regent Akitake, Chancellor Benham, and Chancellor Peñaloza about improving messaging with respect to enrollment successes relative to the courses being offered especially given the apparent disconnect among legislators, regents, and the university administration on this subject.

For the edification of regents who arrived after the completion of the President's Report, Vice-Chair Lee summarized the enrollment and stadium updates provided by President Lassner and asked if there were any questions.

In light of the president being a non-voting member of the Stadium Authority, Regent Abercrombie shared his fervent views and concerns about the authenticity of the university's involvement in the NASED project and the effectiveness of its participation in matters relative to the new stadium.

A robust conversation took place between Regent Abercrombie and President Lassner regarding the university's relationship with the Stadium Authority and the bearing of its input on the NASED project.

Given Regent Abercrombie and President Lassner's discussion, Regent Akitake suggested placing the Aloha Stadium issue on an agenda for the Committee on Institutional Success (IS Committee) to provide regents with an overview of, and historical background on, this subject. Vice-Chair Lee, as Chair of the IS Committee, recommended waiting until an actual RFP for the NASED project was issued before

discussing this topic further. President Lassner offered to provide more background information on this issue to individual regents if they were so inclined to receive this material.

Regent Abercrombie communicated his belief in the exigency of the situation involving the stadium, especially since the Legislature is currently working on developing the supplemental budget and will embark on crafting the next biennium budget soon thereafter. As such, he asked for clarification as to whether the stadium issue would be placed on a meeting agenda in the near future. Vice-Chair Lee replied that Regent Abercrombie's concerns were noted and would be taken under consideration by board leadership.

## **V. COMMITTEE REPORT**

### **A. Report from the Committee on Independent Audit**

Vice-Chair Lee referred regents to the standing committee report from the December 7, 2023, committee meeting which was contained in the materials packet.

## **VI. AGENDA ITEMS**

### **A. Review of the Executive Summary of the Annual Institutional Review of Graduate Medical Education (GME) Programs at the John A. Burns School of Medicine (JABSOM) for Academic Year 2022-2023**

Susan Steinmann, M.D, the Designated Institutional Official for the GME Programs at JABSOM, explained that the annual institutional review of GME programs at JABSOM is a major component of the Accreditation Council for Graduate Medical Education's accreditation process. She also highlighted some of the key statistics and successes of the residency program contained within the executive summary of the annual institutional review and talked about JABSOM's ongoing work to expand residency programs statewide, particularly on the neighbor islands, along with associated challenges to these efforts. While the board is required to review these materials, it was noted that no further action would be necessary since the meeting minutes will serve as certification for the purposes of the review of the executive summaries of the annual institutional review of GME programs at JABSOM for the 2022-2023 academic year.

Regent Akitake asked about JABSOM's strategies for dealing with critical physician shortages being experienced on the neighbor islands, particularly in Maui County. Dr. Steinmann replied that JABSOM's ability to develop GME resources is partly dependent upon the availability of financial resources as well as the capacity of medical facilities to support, facilitate, and expand residency programs. Nevertheless, JABSOM is interested in establishing GME programs with more rotations on the neighbor islands, including Maui County, and is in the infancy stages of working with Maui Health Systems to be able to support inpatient learning by residents and advanced medical students. Lee Buenconsejo-Lum, M.D., Interim Dean of JABSOM, added that JABSOM has been actively engaged with the administration of Maui Health Systems regarding this matter.

Regent Abercrombie complimented JABSOM on the excellence and thoroughness of its report, which includes details on the barriers to establishing GME programs on the neighbor islands as well as specific strategies for tackling some of these challenges. He also inquired as to whether JABSOM has requested legislative funding to address the GME program's faculty needs, as noted in the annual institutional review. Dr. Buenconsejo-Lum stated that a request to fund three full-time equivalent (FTE) faculty positions for the expansion of medical education and health professions pathway programs, particularly on the neighbor islands, was submitted to the governor and Legislature via the university's budget request. In addition, a position request was made for a physician-scientist in endocrinology to help grow clinical diabetes research. She also provided details on the expenditure of these funds relative to the categories of faculty slated to be hired should the Legislature approve the appropriations being sought. Regent Abercrombie asked if the requested monies were one-time funding and if the amount would be sufficient to meet the GME Program needs of the neighbor islands. Dr. Buencosejo-Lum responded that, although the noted funding for the additional FTE positions was included in JABSOM's base budget, the amount of money and FTE positions currently being asked for is below amounts sufficient to meet all of the GME program's future personnel requirements with respect to residency program expansion. However, JABSOM does anticipate submitting additional funding requests for this purpose to the Legislature as plans to expand GME programs further begin to materialize.

Regent Akitake voiced her support for JABSOM's "growing your own doctors" concept which, in her opinion, is a brilliant approach to addressing physician retention issues, especially for the neighbor islands. She also suggested the notion of including demographic components within this concept so as to develop physicians who are representative of the community in which they serve. Dr. Buenconsejo-Lum noted JABSOM's current efforts to attain the utmost compatibility between the MD Program (medical students) and GME Program residents and fellows and the community they serve while concomitantly ensuring diversity amongst its student population.

## **B. 2024 University of Hawai'i Legislative Pre-Session Review and Legislative Budget Update**

VP Young furnished a preview of the 2024 legislative session and updated the board on the university's supplemental operating and capital improvement project (CIP) budget requests, highlighting several key elements of each, including variances between the university's budget requests and what was approved for inclusion in the governor's legislative ask. In total, the governor's budget request for the university includes approximately \$28.6 million in supplemental operating funds and \$66 million in supplemental Capital Improvement Project (CIP) funds which is less than the \$56.3 million and \$331.5 million in respective funding sought by the university. Information about the membership of the current legislature, including the House Committees on Finance and Higher Education and Technology and the Senate Committees on Ways and Means and Higher Education; briefings that were held regarding the university's budget; and the legislative timetable was also presented.

Referencing the absence of the board's request for an additional \$120 million in funding for student housing at UHM from the governor's proposed budget and noting the urgency of the situation, Regent Akitake asked if the administration is provided with an opportunity to speak with the governor and express the wishes of regents regarding the university's budget request. VP Young explained the budget submittal process, which includes obtaining requisite approval from the board and meetings with the governor and Director of the State Department of Budget and Finance (B&F) about the funding request as well as opportunities to advocate for items excluded from the governor's proposed budget for submission to the Legislature. In addition, the university is one of only a few State departments that separately submits its budget request directly to the Legislature and the administration has been working with individual legislators to introduce legislative appropriation measures to address some of the university's budget requests including a bill to fund student housing at UHM. VP Young also emphasized the impacts of the Maui wildfires on the State's overall budget noting the anticipated costs for initiatives relating to the restoration of Maui may offer an explanation for the lower CIP amounts included in the governor's submitted budget.

Regent Akitake questioned whether the administration fervently advocated for inclusion of the UHM student housing request in its meetings with the governor and Director of B&F and inquired if involving regents in these discussions would be helpful. VP Young replied that, without a doubt, the university administration ardently fought for the inclusion of student housing funds within the governor's budget and expressed the board's desire for this item to be prioritized. He also welcomed any additional support the regents could provide when seeking inclusion of items within the governor's budget request.

Discussions ensued amongst Regent Akitake and VP Young on the intricacies and challenges of the budget submission process and the inclusion of board priorities and regent requests within the university's comprehensive budget request.

Regent Abercrombie sought clarification as to whether the context for the board's request to include funding for student housing at UHM in the university's budget request was made clear to the governor and Director of B&F. VP Young replied in the affirmative. Regent Abercrombie proceeded to share his thoughts on, and experiences with, the State budgeting process stressing that the budget process is dynamic and opportunities will be available for inclusion of this funding, or some variation thereof, within the overall State budget throughout the course of the legislative session.

Regent Akitake asked VP Young to share his thoughts on statements uttered by legislators during the WAM-HRE informational briefing about the university's ability to find money within its existing appropriations to tackle UHM's student housing needs. VP Young stated that while there are limited ways for the university to find money within its available fiscal resources for some of its priority projects, uncovering an additional \$40 and \$80 million in Renew, Improve, and Modernize funding for student housing and for renovations to the Hale Noelani residence hall respectively would be a challenge. As a special fund program, student housing at UHM is also expected to be financially self-sustaining, generating sufficient revenues to cover operational expenses as well as capital investments, which adds another layer of complexity to the situation and has

proven to be problematic. With more time, the administration believes it could probably develop a more suitable financial plan to deal with this matter.

In light of his response, extensive conversations took place between Regent Akitake and VP Young about the length of time the administration would need to develop a financial plan to address UHM's student housing issues; the necessity of considering multiple, at times interrelated factors impacting student housing revenues and expenditures when creating a financial plan; and the exploration of alternative financing strategies and options to contend with both the immediate and long-term needs of UHM student housing.

Noting the dynamic nature of the legislative process where positions can change at a moment's notice, as well as the impact of statutory open meeting requirements on the board's ability to quickly respond to items before the Legislature involving the board, or university governance, Regent Abercrombie voiced his apprehensions about the effectiveness of the board receiving after-the-fact legislative updates from the administration on issues pertinent to the university. As such, he suggested the board explore courses of action that will allow it to provide responses to legislative matters in a timely fashion and asked VP Young for his opinion on this situation. VP Young reviewed the process currently used by the administration to monitor legislation relevant to the university emphasizing the vast amount of personnel, effort, and time it takes to carry out this endeavor. Thus, he would be hard-pressed to suggest a simple way for the board to engage with the Legislature to the same degree as the administration.

Deliberations followed on the procedures used to inform the administration of real-time actions taken on legislation with the potential of affecting the university and past practices used by the board to discuss legislative matters and determine whether it would take an official stance on specific measures involving the board or the governance of the university.

Regent Abercrombie vehemently made a case for the board to play a larger, more in-depth role in the legislative process, particularly among its leadership and committee chairs and vice chairs. He also called for greater collaboration between regents and the administration on legislative items related to the university.

Vice-Chair Wilson conveyed his reservations in relation to the board becoming overly involved in all legislative matters concerning the university. Instead, he supported the use of a more thoughtful approach whereby regents would discuss their views and positions on legislative measures with the greatest potential for impacting the success of the institution and which were a high priority for the administration.

Taking into consideration the dialogue occurring to this point, Regent Akitake asked for this topic to be placed on a Committee on Governance agenda so as to provide adequate time for more detailed discussions. Vice-Chair Lee acknowledged Regent Akitake's request and stated that it would be taken under advisement.

### **C. Update on Manoa Student Housing**

David Akana, Interim Director of Student Housing at UHM, gave an update on the progress made in tackling some of the more pressing issues facing residence halls at UHM since the board's December 7, 2023, meeting; spoke about the conducting of student engagement sessions to assist the administration in the planning and prioritization process for interior and exterior student housing improvement projects and went over some of the feedback received; discussed a recent site visit to UHM student housing facilities by members of WAM and HRE; noted follow-up requests received for specific data related to student housing at UHM subsequent to the tour including wait list figures for the past several years and reserve fund balances; and presented information on a proposal put forth by the administration to increase bed rates, which have remained unchanged since 2016, by five percent in each of the next three years to help offset rising operational costs in addition to improving conditions and amenities of the residence halls.

In view of ongoing efforts by KMH LLP to conduct a comprehensive study of room rates and generate a stable financial model for the operation and maintenance of UHM's residence halls, Regent Akitake inquired about the rationale for proposing student housing rate increases at this time. Interim Director Akana replied that conversations about increasing student housing room rates were initiated prior to KMH LLP being contracted to perform the aforementioned task. Considering the current and anticipated future financial needs for UHM student housing, the length of time required to propose and receive approval for rate increases, and the projected date of June 2024 for KMH LLP to complete its work on creating a financial plan for implementation in June 2025, the administration believed starting discussions on this matter now was important to provide greater financial predictability for both students and student housing administrators over the next three to four years. He also mentioned questions raised by students during public meetings on this item regarding the potential for rate increases beyond the 2026-2027 Academic Year. In response to these questions, students were informed that the same established processes used to seek approval for the current rate proposal would be used by the administration should rate increases in accordance with KMH LLP recommendations be put forth in the future.

Regent Akitake asked the administration to elaborate further on the exploration of alternative financing strategies and options for UHM student housing brought up during earlier discussions. VP Gouveia responded that the student housing program is searching for ways it can simultaneously balance multiple priorities with respect to UHM's residence halls, including the possible restoration of Hale Noelani and maintenance of existing facilities so as not to lose any additional student housing inventory. While KMH LLP was contracted to provide the administration with a forecast of the short-, mid-, and long-term fiscal requirements to meet student housing needs, together with a workable financial plan, the enormity of funding required to operate and maintain UHM's residence halls suggest the need for considering financing alternatives beyond room rate increase. Regent Akitake questioned when the board will be briefed on these alternatives. VP Gouveia replied that the board would be provided with more comprehensive information on the various proposals made by KMH LLP, including funding requirements for each scenario and the student housing rate structures needed to obtain these monies, once the report is finalized in June of this year.



Regent Mawae sought clarification on the revenue source for student housing at UHM. She also verbalized her support for investigating alternatives to the means by which UHM's student housing program is currently funded, particularly since the Legislature appears to be reluctant in providing the university with requisite monies for this purpose, and praised the proactive, student-focused, collaborative approach being taken by the administration regarding this issue. VP Gouveia replied that the student housing program is financed entirely by the money it generates via room rental rates based on the principle of having individuals residing in and utilizing the facility shoulder the costs for its operation and maintenance.

Vice-Chair Wilson questioned whether KMH LLP's financial analysis was inclusive of future student housing requirements relative to enrollment projections. VP Gouveia responded that the primary goal of the rate study was to ascertain an accurate understanding of the true operational and maintenance costs for student housing on a per unit basis and develop hypothetical rate structures to contend with these expenses. While the report will contain data on the alignment between headcount enrollment and student housing, this particular study will not include market demand forecasts, although this idea is something to contemplate for consideration in the future.

Regent Tochiki urged the administration to think of student housing more in terms of the impact a vibrant and healthy residence hall atmosphere can have on a student's educational experience and overall community perception of the university rather than viewing the program solely from the perspective of it being a self-sustaining enterprise. She verbalized her appreciation for the administration's attempts to learn from past errors and look towards the future with respect to the oversight of student housing at UHM but also wondered whether the root cause of the complex historical problems faced by this program were, in fact, truly understood, so as to make sure they did not happen again.

Regent Abercrombie offered his observations on the state of student housing at UHM, the importance of aesthetic and practical improvements to residence halls, creative measures to address some of the noted issues facing student housing units, and the fairness of burdening current students with financing the costs for previous mistakes in managing and overseeing the facilities. He also asked about the basis for the administration's proposal to increase bed rates by five percent in each of the next three years and inquired if employment, as well as financial aid, data for students living in the residence halls was available. VP Gouveia replied that the rationale for the five percent bed rate increase was based, in part, on an escalation in salary and fringe benefit costs associated with several recent across the board raises received by student housing staff through their respective collective bargaining agreements. She also discussed the administration's exploration of incrementally larger rate increases over the next three years to address mounting labor costs, a concept which, based upon student feedback, was not pursued. Interim Director Akana added that historical increases in bed rates at UHM served as an additional basis for choosing the five percent figure and emphasized that the money generated by the increase is intended to be used strictly for operational expenditures. While data on the employment and financial aid situation for students living in the residence halls is not currently captured,

gathering this information via future student housing surveys may be something to consider as this could help guide the administration when considering bed rate increases going forward.

#### **VII. EXECUTIVE SESSION (closed to the public)**

Vice-Chair Wilson moved to convene into executive session, seconded by Regent Tochiki, 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), Hawai'i Revised Statutes.

The meeting recessed at 12:21 p.m.

Vice-Chair Lee called the meeting back to order at 1:45 p.m. and announced that the board met in executive session to discuss the matters as stated on the agenda.

#### **VIII. ANNOUNCEMENTS**

Vice-Chair Lee announced that the next board meeting was scheduled for February 16, 2024, at UHH. Furthermore, he noted that committee meetings were slated to be held on February 15, 2024, at UHH, and a Special Board meeting was planned for February 16, 2024, after the regular board meeting.

#### **IX. ADJOURNMENT**

There being no further business, Vice-Chair Lee adjourned the meeting at 1:46 p.m.

Respectfully Submitted,

Yvonne Lau  
Executive Administrator and Secretary  
of the Board of Regents

# Item IV.A.

## Report of the President

**NO MATERIALS  
ORAL REPORT**

# University of Hawai'i at Hilo and Hawai'i Community College



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## Serving Hawai'i Island

UH Hilo Chancellor Bonnie Irwin  
HawCC Interim Chancellor Susan Kazama

February 16, 2024

UH Board of Regents Meeting  
UH Hilo



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# County and State Data

|   | County of Hawai'i | State     |
|---|-------------------|-----------|
| Total population*   | 200,629           | 1,455,271 |
| Native Hawaiian/Pacific Islander alone or in combination* | 34%               | 27%       |
| 18-24 years old**   | 6.8%              | 8.2%      |
| Under 18 years old**                                      | 21.5%             | 20%       |
| Median income**   | \$72,568          | \$92,458  |
| Families below ALICE threshold***                         | 47%               | 41%       |
| Some college, no degree**                                 | 31,922            | 200,539   |

\*2020 Census

\*\*2022 American Community Survey

\*\*\*2021 United for ALICE



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**HILO**

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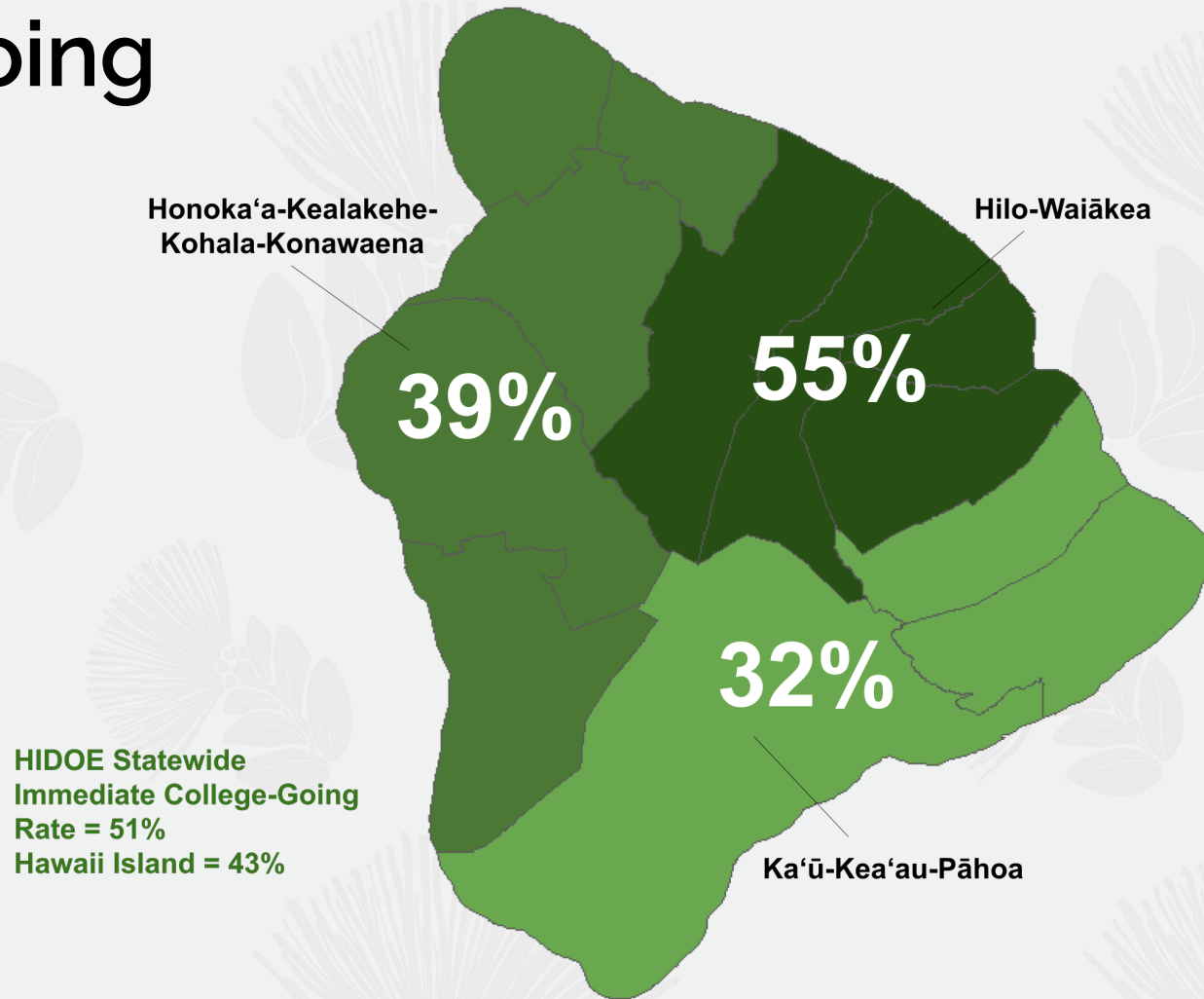


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# College-Going Rate



# Serving Hawai'i Island

## ● UH Hilo

- Hilo Campus
- Pacific Aquaculture & Coastal Resources Center, Keaukaha
- Agricultural Farm Laboratory, Pana'ewa

## ● Hawai'i Community College

- Hilo Campus
- Pālanui, West Hawai'i
- North Hawai'i Kō Education Center, Honoka'a
- Agricultural Farm Laboratory, Pana'ewa



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Ke Kulanui kaiaulu o Hawai'i 4

| Who We Serve          | UH HILO     | HAWAI'I COMMUNITY COLLEGE |
|-----------------------|-------------|---------------------------|
| Total Headcount       | 2,781       | 2,260                     |
| FTE Enrollment        | 2,311       | 1,153                     |
| From Hawai'i Island   | 49% (1,357) | 85% (1,931)               |
| First Generation      | 23% (637)   | 49% (1,103)               |
| Non-Credit Students   |             | 1,216                     |
| F23 Transfer Students | 311         |                           |



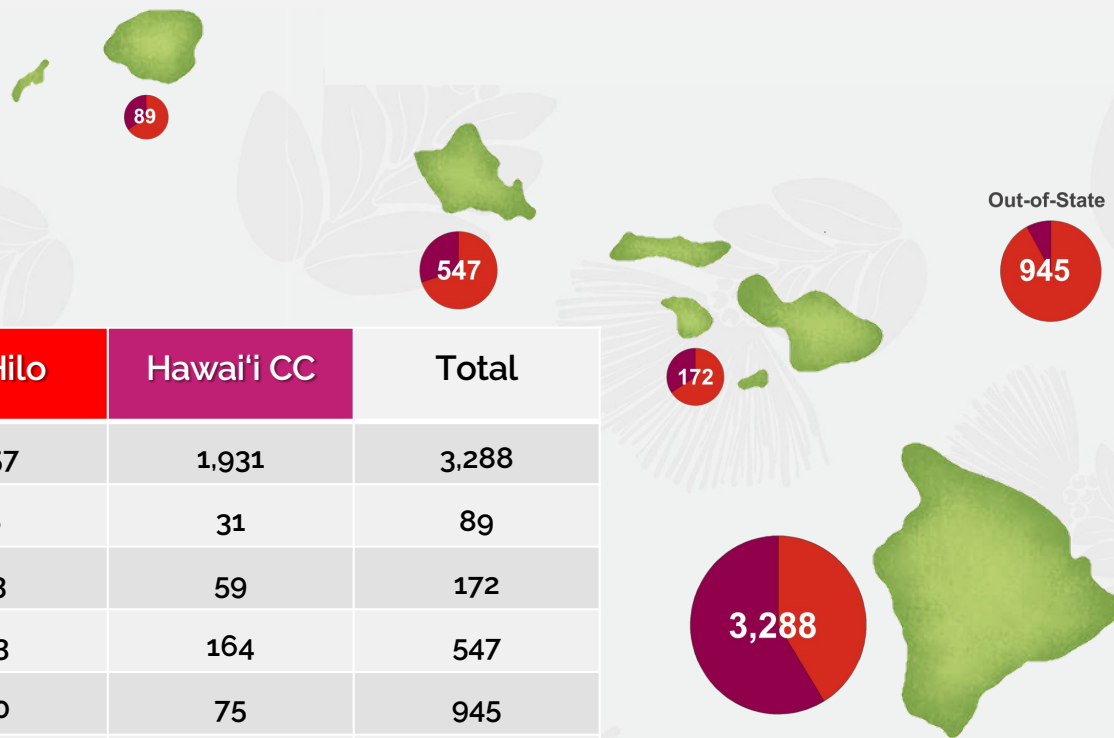


| Who We Serve                              | UH HILO   | HAWAI'I COMMUNITY COLLEGE |
|---|-----------|---------------------------|
| Native Hawaiian alone or in combination   | 32% (883) | 38% (856)                 |
| Filipino alone                            | 193       | 227                       |
| Filipino alone or in combination          | 30% (847) | 37% (827)                 |
| Pacific Islander alone                    | 165       | 64                        |
| Pacific Islander alone and in combination | 14% (377) | 11% (243)                 |





# Who We Serve: 5,000 Enrolled From All Regions



|                | UH Hilo      | Hawaii CC    | Total        |
|----------------|--------------|--------------|--------------|
| Hawai'i Island | 1,357        | 1,931        | 3,288        |
| Kaua'i         | 58           | 31           | 89           |
| Maui County    | 113          | 59           | 172          |
| O'ahu          | 383          | 164          | 547          |
| Out-of-State   | 870          | 75           | 945          |
| <b>TOTAL</b>   | <b>2,781</b> | <b>2,260</b> | <b>5,051</b> |



# How We Serve Together

## ARTICULATION

- AA to Bachelor of Business Administration
- AA to BA in English
- AA to BA in Sociology
- AS to BA in Natural Science
- HawCC MOU to Administration of Justice
- AA to BA in Art

## SHARED SPACES & SERVICES

- Mookini Library
- Housing
- Classrooms
- Auto shop space
- Office space
- Child care



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## How We Serve: Kuleana

- Ho'okama'āina tours
- Ka'ao training
- Kūkūena
- Kuleana & Community
- La Honua Earth Day
- Manai-a-Maui
- Pā'ie'ie
- Pāmaomao to Maine
- Protocol Committee
- Uluākea





# How We Serve: Student Success

## UH HILO

- Data Dashboards
- Ka'i i ka wēkiu
- Strategic Enrollment Planning

## BOTH CAMPUSES

- Basic needs:
  - Hale Lako (UH Hilo)
  - Kahuaola (HawCC)
- Local scholarships





# How We Serve: Workforce Development

## UH HILO

New/expanded programs in high need areas

- Data science
- Education
- Counseling psychology
- Pre-Engineering

## HAWAI'I COMMUNITY COLLEGE

Career readiness/workforce training

- 1,216 enrollment
- Certified Nursing Assistant
- Plumbing & Electrical continued competency
- English as a Second Language
- Security Guard training



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[\\*2022 Hawai'i County Comprehensive Economic Development Strategy](#)



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**HAWAI'I**  
COMMUNITY COLLEGE  
Ke Kulanui kaiāulu o Hawai'i 11

# Eden Ledward

## Student-Carpenter-Barista-Singer

- Kamehameha Schools Hawai'i, 2021 graduate.
- Hawai'i Community College, carpentry major, 2022-2024.
- UH Mānoa School of Engineering, accepted for fall 2024.
- Interests: Farming, fishing, water polo, paddling.
- Mantra: Don't give up, persevere and follow your dreams.



**"If I can do it, you can do it!" –Eden Ledward**



Build your future.



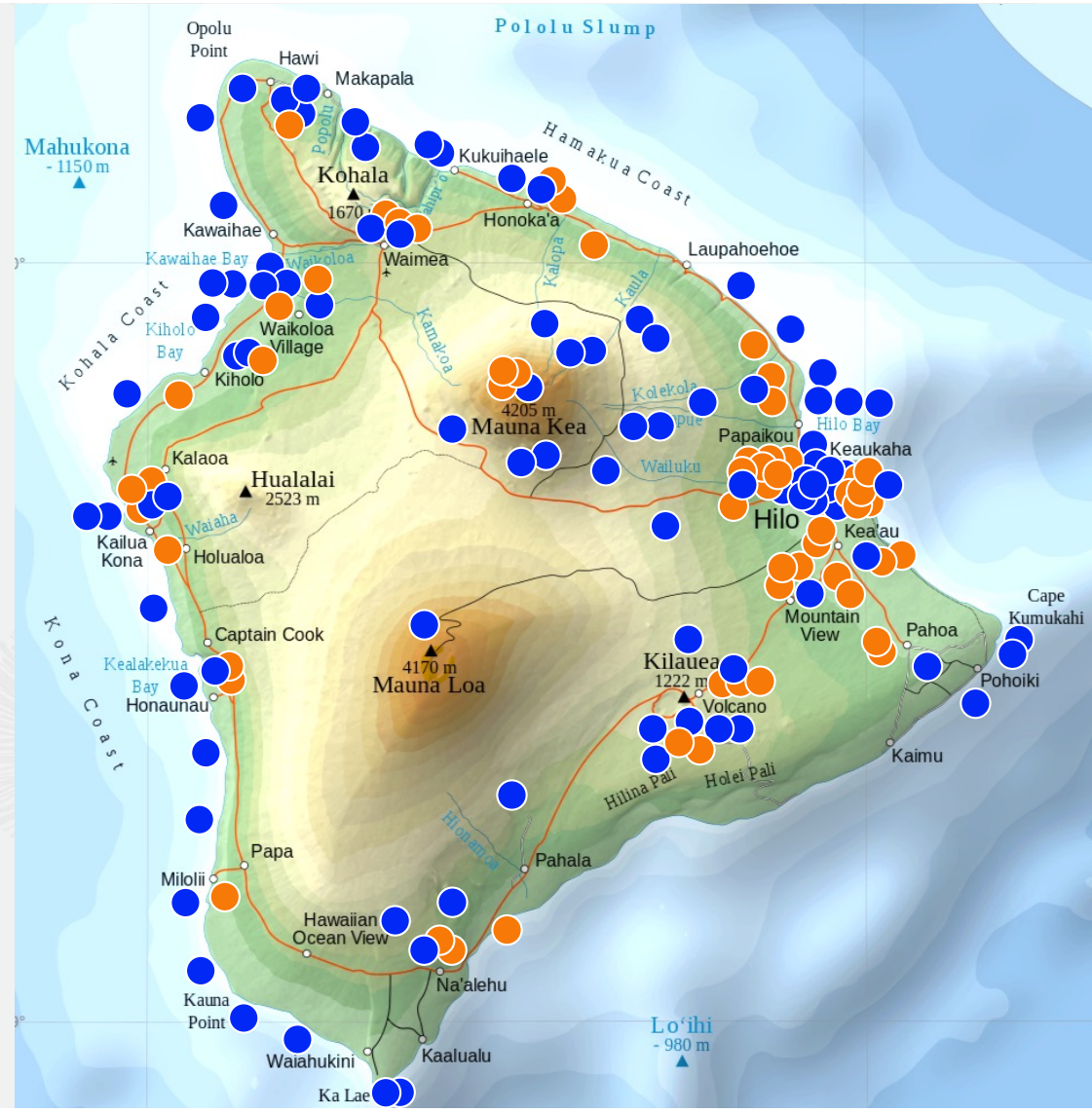
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COMMUNITY  
COLLEGES



- Research
- Community Engagement

# Hawai'i Island

Selected current and recent projects



# Taylor U'ilani Barongan

## Student-Scientist-Artist-Poet

- Connections Public Charter School, Hilo, 2020 graduate.
- UH Hilo, biology major, 2020-2024.
- Research assistant, UH Hilo pharmacy lab.
- Editor-in-chief, student paper and student literary magazine.
- Peer mentor.
- Internship (Local Community Engagement): USGS Pacific Island Ecosystems Research Center, Hilo.
- Internship (Nashville, TN): Hinton Lab, Vanderbilt University.
- Student exchange on scholarship, University of Stirling, Scotland: ecology, cellular biology, film analysis.
- Published book on Scotland's flora and fauna: science, watercolors, poetry.



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**"I hope there are more opportunities to continue integrating art into scientific community outreach and research efforts." –U'i Barongan**



MAHALO!  
From all of us at



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# All Campus Council of Faculty Senate Chairs

2023–2024 Co-Chairs  
Erin E. Centeio, UH Mānoa  
Debasis Bhattacharya, Maui College

# What is the makeup of the 2023-2024<sup>37</sup> ACCFSC? 27 Senate Chairs

Faculty Senates, Faculty Congress, Academic  
Senates, Division Senates, Unit Senates,  
College Senates

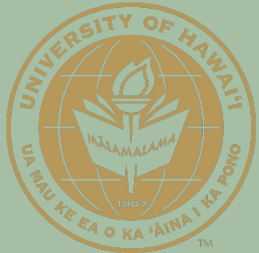
All across the 10 campuses

UH Manoa – 11

UH Hilo – 8

UHWO – 1

UHCCs - 7



## 2 Co-Chairs

2-year campus – Debasis Bhattacharya

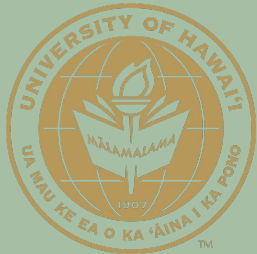
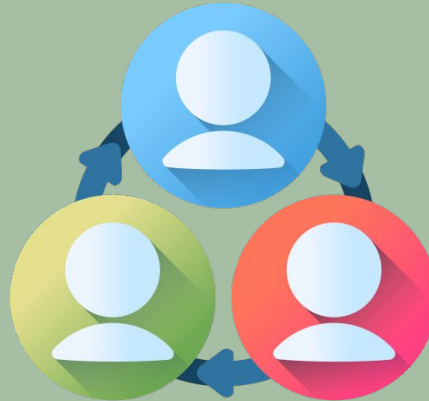
4-year campus – Erin E. Centeio



Meet monthly on Friday's following the BOR meetings<sup>39</sup>

**BOR Liaisons:  
Ernie Wilson and Neil Abercrombie**

**UH Leadership Liaisons:  
David Lassner and Debbie Halbert**



# Purpose and Functions

A formal and independent voice

The purpose of the University of Hawai'i All Campus Council of Faculty Senate Chairs (ACCFSC) is to provide a formal, independent voice and organization through which the faculty of the University of Hawai'i System can participate in the development and interpretation of system-wide policy, and to promote and improve coordination, communication, and understanding among the faculty, students, community, administration, and Board of Regents.



## What does the ACCFSC Do?

- Assist the Faculty Senates, or equivalent organizations, in their role of advising the President of the University on system-wide academic and governance issues;
- Share information regarding the various campuses and programs of the University of Hawai'i System;
- Promote an open, democratic, and collegial discussion of issues of system-wide concern;
- Promote the involvement of faculty at all levels of the University in matters of shared governance and academic policy and planning.



## What does the ACCFSC Do?

- Two in person meetings a year with monthly meetings in between
- Discuss and provide input on items that are pertinent to all campuses
  - Comment on shared governance
  - Regent policy, executive policy, and academic policy review and discussion
  - System issues
    - Leadership comes and presents on a regular basis
- Discuss resolutions that are made within the individual senates
- Quality of faculty worklife survey



## What does the ACCFSC NOT Do?

- We do not do Formal consultation
  - We can connect them to the bodies that do formal consultation
  - Chairs are part of the ACCFSC and can take it back to their bodies
- We do not make formal resolutions
  - We can make statements
  - The statements do not represent all of the individual governance bodies
  - The statement is only representative of the 27 chairs



# Quality of Faculty Worklife Survey

71 Statements about professional worklife,  
reward/evaluation system, collegial relations,  
students, faculty governance...

1998, 2002, 2006, 2014, 2018, 2022...next one in 2026!

<https://www.hawaii.edu/offices/vp-academic-strategy/quality-of-faculty-worklife-survey/>

## Overall Highlights from 2022

| Items   | 2022 |
|---|------|
| <b>Satisfaction</b><br>Campuses ranged from 4.95 to 7.07; 2 campuses below midpoint             | 5.89 |
| <b>Morale</b><br>Campuses ranged from 3.86 to 6.62; <b>7 campuses below midpoint</b>            | 5.07 |
| <b>Change in Morale</b><br>Campuses ranged from 2.83 to 5.11; <b>10 campuses below midpoint</b> | 3.90 |

Scale range is 1–10. 1=low satisfaction; 10=high satisfaction (midpoint 5.5).

Scale range is 1–10. 1=low moral; 10=high morale (midpoint 5.5).

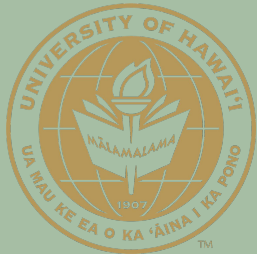
Scale range is 1–10. 1=decline in morale; 10=improvement in morale (midpoint 5.5).

# 12 Dimensions of Worklife Quality

## 5-point scale

1 is strongly disagree,  
weak advocacy, low confidence, low  
contributions

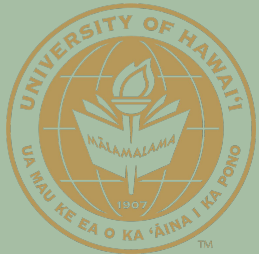
5 is strongly agree,  
strong advocacy, high confidence,  
high contributions



|    | Survey Dimension                | 2022 | 2018 | 2014 <sup>46</sup> |
|----|---------------------------------|------|------|--------------------|
| 1  | Collegial relations             | 3.86 | 3.80 | 3.82               |
| 2  | Professional worklife           | 3.45 | 3.52 | 3.26               |
| 3  | Campus climate                  | 3.34 | 3.43 | -                  |
| 4  | Personal factors                | 3.31 | 3.27 | 3.11               |
| 5  | Fosters Native Hawaiian culture | 3.29 | 3.44 | -                  |
| 6  | Reward/Evaluation system        | 3.25 | 3.26 | 3.15               |
| 7  | Civility and collaboration      | 3.15 | 3.24 | -                  |
| 8  | Support services                | 3.14 | 3.17 | 3.17               |
| 9  | <b>Open and transparent</b>     | 3.04 | 3.09 | -                  |
| 10 | <b>Faculty governance</b>       | 2.97 | 3.06 | 2.97               |
| 11 | <b>Advocacy for faculty</b>     | 2.89 | 3.01 | 2.97               |
| 12 | <b>Confidence in leadership</b> | 2.87 | 2.98 | 3.03               |



Mahalo for the  
invitation



UNIVERSITY OF HAWAII  
BOARD OF REGENTS



'24 FEB -6 P2:31

UNIVERSITY of HAWAI'I  
FOUNDATION

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MEMORANDUM

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TO: Alapaki Nahale-a, Chair  
University of Hawai'i Board of Regents

VIA: David Lassner, President  
University of Hawai'i

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

SUBJECT: UH Foundation Report

DATE: February 5, 2024

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

- Development Operations Report as of December 31, 2023 for FY 2024
- Funds Raised Leadership Report by Campus as of December 31, 2023 for FY 2017 through FY 2024
- Funds Raised by Source, Gift Type, Account Category and Purpose as of December 31, 2023 for FY 2024
- Funds Expended by UH Programs as of December 31, 2023 for FY 2021 through FY 2024
- UH Foundation Statement of Operations for Fiscal Periods Ended December 31 for FY 2021 through FY 2024

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

Attachments





UNIVERSITY of HAWAII®  
FOUNDATION

# Board of Regents

Tim Dolan, Vice President of Advancement

FEBRUARY 16, 2024

# Funds Raised Leadership Report FY17-24

| Unit           | 2017            | 2018            | 2019            | 2020            | 2021            | 2022             | 2023            | 2024            |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|
| Manoa          | \$24,093        | \$24,897        | \$24,040        | \$19,372        | \$50,845        | \$119,502        | \$41,179        | \$40,811        |
| Hilo           | \$1,843         | \$2,507         | \$1,165         | \$1,919         | \$1,865         | \$4,812          | \$2,674         | \$6,570         |
| West Oahu      | \$122           | \$439           | \$315           | \$540           | \$532           | \$100            | \$516           | \$405           |
| Hawaii CC      | \$165           | \$613           | \$1,119         | \$550           | \$1,499         | \$171            | \$958           | \$1,180         |
| Honolulu CC    | \$123           | \$73            | \$1,182         | \$229           | \$460           | \$84             | \$622           | \$404           |
| Kapiolani CC   | \$620           | \$1,422         | \$2,408         | \$686           | \$1,956         | \$2,349          | \$3,478         | \$360           |
| Kauai CC       | \$327           | \$248           | \$517           | \$500           | \$173           | \$562            | \$900           | \$674           |
| Leeward CC     | \$190           | \$55            | \$89            | \$174           | \$84            | \$1,905          | \$267           | \$616           |
| Maui College   | \$546           | \$465           | \$313           | \$726           | \$532           | \$848            | \$801           | \$2,259         |
| Windward CC    | \$362           | \$241           | \$51            | \$1,522         | \$300           | \$523            | \$104           | \$932           |
| Multi-Campuses | \$8,269         | \$5,639         | \$4,109         | \$3,327         | \$5,076         | \$4,534          | \$9,728         | \$14,622        |
| <b>Totals</b>  | <b>\$36,660</b> | <b>\$36,599</b> | <b>\$35,308</b> | <b>\$29,545</b> | <b>\$63,322</b> | <b>\$135,390</b> | <b>\$61,227</b> | <b>\$68,833</b> |

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

# Comprehensive Campaign Update

51

## As of 2/5/2024:

- 61% of \$1B Goal
- \$608,362,826 raised
- \$72,278,344.60 raised this FY



FOR UH • FOR HAWAI'I

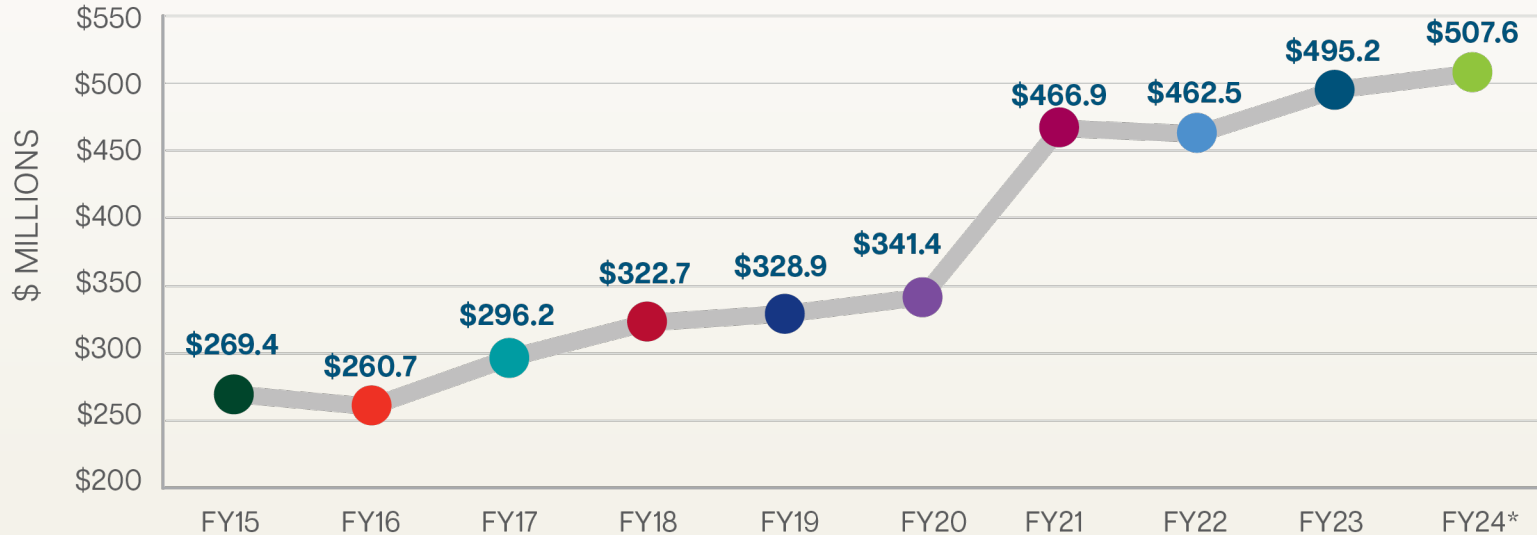
*The campaign for the University of Hawai'i*

IS THE CAMPAIGN FOR HAWAI'I

Endowment Value as of 12/31/23\*

**\$507,614,367**

ENDOWMENT INVESTMENT POOL MARKET VALUES



\* Current fiscal year is July 1, 2023–June 30, 2024



*giving day*  
**FOR UH**  
**FOR HAWAI'I**

53  
April 10  
**2024**

- Builds on campaign momentum
- 24-hour online giving event with crowdfunding components
- Promotes gift impact opportunities from all 10 UH campuses

# Item VII.A.

## Committee Reports: Committee on Student Success

**NO MATERIALS  
ORAL REPORT**

# Item VII.B.

Committee Reports:  
Committee on  
Institutional Success

**NO MATERIALS  
ORAL REPORT**

# Item VII.C.

## Committee Reports: Committee on Governance

**NO MATERIALS  
ORAL REPORT**





UNIVERSITY  
of HAWAII®  
HILO

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

College of Arts and Sciences  
Office of the Dean

DTS 23894

'24 JAN 24 4 8:20

January 10, 2024

**MEMORANDUM**

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

Laurie Tochiki  
Chair, BOR Committee on Student Success

**VIA:** David Lassner  
President *David Lassner*

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

**VIA:** Bonnie D. Irwin  
Chancellor *Bonnie D. Irwin*  
Bonnie D. Irwin (Jan 10, 2024 16:27 HST)

**VIA:** Keiki Kawai'ae'a  
Interim Vice Chancellor for Academic Affairs *Keiki Kawai'ae'a*

**FROM:** Michael Bitter  
Dean, College of Arts & Sciences *Michael Bitter*

**SUBJECT:** REQUEST FOR PROVISIONAL STATUS FOR THE BACHELOR OF ARTS IN EDUCATION STUDIES AT THE UNIVERSITY OF HAWAII AT HILO

**SPECIFIC ACTION REQUESTED:**

It is respectfully requested that the Board of Regents grant provisional status to the Bachelor of Arts in Education Studies (BAES) in the College of Arts and Sciences at the University of Hawai'i at Hilo.

**RECOMMENDED EFFECTIVE DATE:**

Fall 2024

**ADDITIONAL COST:**

As the Bachelor of Arts in Education Studies matures and expands offerings, the program anticipates the need for three additional faculty FTE for full implementation, evaluation, and accreditation of the degree program.

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An Equal Opportunity/Affirmative Action Institution

PURPOSE:

The University of Hawai'i at Hilo School of Education's Bachelor of Arts in Education Studies proposal was created in response to Senate Act 141 to address a critical shortage of qualified teachers throughout the State of Hawai'i. The program fills a clear need to provide undergraduate training toward teacher licensure on the neighbor islands and across the state. Until now, challenges in staffing have prevented the UH Hilo School of Education from offering an undergraduate teacher education program to our students.

BACKGROUND:

This request is in accordance with Board of Regents policy 5.201 III(A)(1), which states that "Approval of the board is required for the establishment of all new instructional programs granting academic credit leading to a degree or credential..." The Authorization to Plan was approved by Vice President for Academic Strategy, Debora Halbert on April 10, 2023.

Significance/Contribution of this degree:

The School of Education (SOE) at the University of Hawai'i at Hilo intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Arts in Education Studies (BAES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BAES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.

Alignment with the UH System Mission:

From the mission statement, " ... it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both the undergraduate and graduate levels" (p. 1). Providing a BAES through the UH Hilo SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at UH Hilo.

Alignment with the UH System Strategic Plan:

The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai'i workforce needs for today and tomorrow, (3) embrace kuleana to Hawai'ians and Hawai'i, and (4) diversify Hawai'i's economy through UH research and innovation. The Bachelor of Arts in Education Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state – teachers, and teach in rural and outer island settings with HĀ.

The SOE will also develop pathways that enable undergraduate students to join the BAES cohort after completing two years at the community college level. There are already such discussions taking place among leadership at UH Hilo, Hawai'i Community College, and UH Maui College about this collaboration, with more to come.

According to Senate Bill 2359/Act 141, "Hawai'i has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, " ... the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of " ... K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3).

Consequently, the SOE at UH Hilo is submitting this proposal to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

Demand projections:

The School of Education has offered an Academic Certificate in Education Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program. The School of Education surveyed students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents indicated that a Bachelor of Arts in Education Studies degree program would be popular or very popular.

Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island and 18 percent from Maui.

Similar programs at other UH campuses:

Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all counties. The University of Hawai'i at Hilo proposes a Bachelor of Arts in Education Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawai'i at Mānoa and the University of Hawai'i at West Oahu both offer Bachelor of Education (BED) degree programs in elementary education and secondary education.

The UH Hilo SOE proposes to roll out the Bachelor of Arts in Education Studies (BAES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

ACTION RECOMMENDED:

It is recommended that the Board of Regents grant provisional status to the Bachelor of Arts in Education Studies in the College of Arts and Sciences at the University of Hawai'i at Hilo, effective upon Board approval.

Attachments:  
Provisional Program Proposal  
Appendices

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

School of Education

# Bachelor of Arts in Education Studies

New Academic Program Proposal

University of Hawai'i at Hilo



**SCHOOL OF EDUCATION**

*THE HEART of OUR LEARNING COMMUNITY*

*UNIVERSITY of HAWAI'I\**

**HILO**

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# Bachelor of Arts in Education Studies

## 1. Executive Summary

The School of Education at University of Hawai'i at Hilo intends to provide a high-quality, face-to-face, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Arts in Education Studies (BAES) degree program designed to meet the educational needs of Hawai'i Island. Undergraduate students will have the option of two tracks within the Bachelor of Arts in Education Studies degree program—a Teacher Licensure track (in elementary education, kindergarten through grade six) and an Education Studies track.

At the completion of the Bachelor of Arts in Education Studies degree program, Teacher Licensure candidates will exhibit the knowledge, skills, and abilities of professional educators appropriate to their degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.<sup>1</sup> Candidate instructional practices will also be grounded in HEART<sup>2</sup> and HĀ<sup>3</sup>.

At the completion of the Bachelor of Arts in Education Studies degree program, Education Studies candidates will begin their careers in a variety of fields and settings where they can exhibit their education core knowledge and skills in ways that positively contribute to their workplaces. Candidate educational practices will be grounded in HEART and HĀ as well.

The curriculum within the Bachelor of Arts in Education Studies is fully aligned to national standards. Program effectiveness will be evaluated through multiple means, including assessment of student coursework and fieldwork by faculty, field supervisors; post-graduation surveys by graduates and employers. The accreditation process is a rigorous examination of candidate quality, faculty inquiry, and institutional capacity reviewed on a regular basis.

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 306 students have graduated with the ACES, which is an average of 24 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program in education.

---

<sup>1</sup> These are the program learning outcomes that must be demonstrated as achieved by all program completers in the Bachelor of Arts in Educational Studies (BAES) degree program by the School of Education's national accreditors AAQEP (Association for Advancing Quality in Educator Preparation).

<sup>2</sup> HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

<sup>3</sup> HĀ or Nā Hopena A'o is a Hawai'i Department of Education initiative. The School of Education has served as a pilot site for HĀ, which includes six outcomes to be strengthened in every student—belonging, responsibility, excellence, aloha, and total well-being. More information about HĀ is available at the following URL: <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>.

The School of Education plans to welcome freshmen into the Bachelor of Arts in Education Studies degree program in the Fall of 2024 and graduate its first cohort of students in the Spring of 2028. Based upon ACES data, it is anticipated that 25<sup>4</sup> new students will enter the program each year, with an 80 percent retention rate<sup>5</sup>. Within four years, it is anticipated that the program will have a consistent enrollment of 85 students. The School of Education plans to welcome transfer students from Hawai'i Community College initially, gradually expanding its outreach to Kaua'i Community College and Maui College in years to come.

The School of Education is requesting three faculty members for the design, development, implementation, evaluation, accreditation, and teaching within the Bachelor of Arts in Education Studies degree program—one new faculty member each year, beginning this academic year.

## 2. Program Purpose and Outcome

### Why This Program Is a Priority

Senate Bill 2359—Act 141, which was signed into law on July 22, 2022, requires that beginning with the 2022-2023 academic year, the University of Hawai'i [System] shall establish in each county K-12 expanded teaching cohort programs for students who are pursuing undergraduate degrees in education.<sup>6</sup>

According to the Hawai'i Department of Education, state-approved teacher preparation programs, such as those at UH Hilo, UH West O'ahu, and UH Mānoa<sup>7</sup>, only provided 30.7 percent of the teachers hired for the 2021-2022 academic year. Therefore, the Hawai'i Department of Education relied on out-of-state hires (41.7 percent) and non-licensed individuals (27.6 percent) to fill vacancies<sup>8</sup>. Further, on Hawai'i Island, of the 157 new teachers hired, 24.8 percent were non-licensed individuals. Finally, as of October 1, 2022, when school was well underway, there were still 24 elementary vacancies on Hawai'i Island<sup>9</sup>. (It should be noted that this number does not include vacancies filled with emergency hires.)<sup>10</sup>

According to Osa Tui, President of the Hawai'i State Teachers Association, and his Hawai'i Island presidents, "As has been the trend for quite some time, each year, Hawai'i is short of hundreds of highly qualified educators for Hawai'i public school keiki. Recent news touts significant increases in the hiring of temporary employees from outside the United States to fill some of those vacancies.

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<sup>4</sup> Twenty-five students is an estimated minimum enrollment. We hope to welcome up to 35 students into the program each academic year.

<sup>5</sup> Enrollment projections are based upon an 80 percent retention rate. Although the most recent UH Hilo four-year graduation rate is 21 percent, the BAES 80 percent rate was based upon our Master of Arts in Teaching program retention rate of 85 percent, because they have similar licensure-related admission criteria.

<sup>6</sup>To view Senate Bill 2359—Act 141, please access the following URL:  
[https://www.capitol.hawaii.gov/sessions/session2022/bills/SB2359\\_.HTM](https://www.capitol.hawaii.gov/sessions/session2022/bills/SB2359_.HTM).

<sup>7</sup> There are 13 state-approved teacher preparation programs in Hawai'i.

<sup>8</sup> The Hawai'i Department of Education workforce data may be viewed at the following URL:  
<https://www.hawaiipublicschools.org/Reports/EmploymentReport2021-22.pdf>.

<sup>9</sup> Data provided through personal correspondence with A.J. Cabradilla, Recruiter, Office of Talent Management, Hawai'i Department of Education.

<sup>10</sup> At the same time, there were 48 elementary vacancies on Maui. We look forward to working with UH Maui College to establish a two-plus-two agreement to accommodate student transfers into the Bachelor of Arts in Education Studies degree program in the near future.

Other methods to combat the teacher shortage crisis include allowing unlicensed college graduates without teaching credentials to staff classrooms. These stopgap measures only take care of the issues in the short term, but more long-term solutions are required.

Each year, Hawai'i Island teachers experience the effects of understaffed schools by having to carry the load of vacant positions. Worse, the students of Hawai'i island schools are adversely affected because they lack access to the highly-qualified educators to whom they are entitled. Establishing a Bachelor of Arts in Education Studies degree program at the University of Hawai'i at Hilo will go a long way toward helping to solve the teacher shortage crisis.”

According to Paula Adams, Executive Director of the Hawai'i Afterschool Alliance, “The undergraduate program aligns with one of our strategic priorities, strengthening out-of-school programs through training, technical assistance, and education pathways that build a professional workforce. I believe that this program will provide education opportunities for the field to be able to deliver high-quality afterschool and summer learning programming. The program is long overdue and will benefit the educational community on Hawai'i Island.”<sup>11</sup>

We anticipate that the Education Studies track graduate students of the Bachelor of Arts in Education Studies degree program will work in the Education Services industry as self-enrichment teachers, providing instruction and training in a wide variety of after-school and out-of-school settings. According to a search conducted via Hawai'i Career Explorer, there are 2,243 postings with 113 unique positions available to those classified as self-enrichment teachers.

## How This Program Aligns

The Bachelor of Arts in Education Studies degree program aligns with the University of Hawai'i System 2023-2029 Strategic Plan<sup>12</sup> by addressing the third Imperative—Meet Hawai'i's workforce needs of today and tomorrow—through the Goal—Eliminate workforce shortages in Hawai'i while preparing students for a future different than the present—and Objective—Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being, including **education**, health, technology, skilled trades and sustainability/resilience.<sup>13</sup>

## Evidence of Need

The proposed Bachelor of Arts in Education Studies degree program will better serve the University of Hawai'i at Hilo's student population by providing them with a completely new pathway to earning an undergraduate degree. According to Kelsey Fernald, a senior at University of Hawai'i at Hilo, “I wholeheartedly support the proposed Bachelor of Science in Education Studies<sup>14</sup> program in the School of Education at the University of Hawai'i at Hilo. I believe that this undergraduate program is long

<sup>11</sup> These letters of support, as well as others, may be found in Appendix G—Letters of Support—Community.

<sup>12</sup> The University of Hawai'i System 2023-2029 Strategic Plan may be viewed at the following URL:

<https://www.hawaii.edu/strategic-plan/>.

<sup>13</sup> The Imperative, Goal, and Objective may be viewed at the following URL: <https://www.hawaii.edu/strategic-plan/imperative-workforce/>.

<sup>14</sup> At the time of writing the letter, the School of Education was in the process of proposing a Bachelor of Science in Education Studies degree program. Based upon recommendations from the UH System Council of Chief Academic Officers and administration, the degree program was changed to a Bachelor of Arts in Education Studies.



overdue and will benefit the educational community on Hawai'i Island. Personally, being on the track towards an education degree and teaching credential, I would have greatly benefited from it being available as an undergraduate program."<sup>15</sup> It should be noted that Kelsey had to design her own undergraduate degree program through Liberal Studies.

According to the UH Hilo Advising Center, "While we do not have exact numbers as to past students who have indicated teaching as a career path, we can comfortably say that such interests have been consistently high, and the creation of a bachelor degree in education will provide a much clearer pathway for these students to become licensed teachers. Furthermore, the creation of a bachelor degree in education would allow students to be much more deliberate and intentional when it comes to their undergraduate experience."

The School of Education conducted a survey of students recently enrolled in undergraduate education courses in the spring of 2023. Findings revealed that 81 percent of respondents<sup>16</sup> indicated that an undergraduate degree in Education Studies would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island and 18 percent from Maui.

### Profile of BAES Students

The Bachelor of Arts in Education Studies degree program students have a keen interest in becoming educators, whether in the schools or in their communities. These students were born and raised in rural neighborhoods and will benefit from highly-structured, yet nurturing, in-person learning environments that facilitate their personal and professional growth. Once students complete the Bachelor of Arts in Education Studies degree program, they will serve as teachers and educators within their rural communities on Hawai'i Island and beyond.

### Enrollment and Completion Estimates

We plan to enroll a minimum of 25 undergraduate students into the BAES program each academic year, starting in the fall of 2024. At this rate of enrollment, with an anticipated retention rate of 80 percent, the School of Education will reach continuous enrollment of at least 85 undergraduate students in Year 4. See Table 1. Enrollment Projections—Provisional Years and Table 2. Program Completion Projections below.

|                          | Year 1<br>AY 24-25 | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28 | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Projected New Enrollment | 25                 | 25                 | 25                 | 25                 | 25                 | 25                 |

<sup>15</sup> This letter of support, as well as others, may be found in Appendix F—Letters of Support—Students.

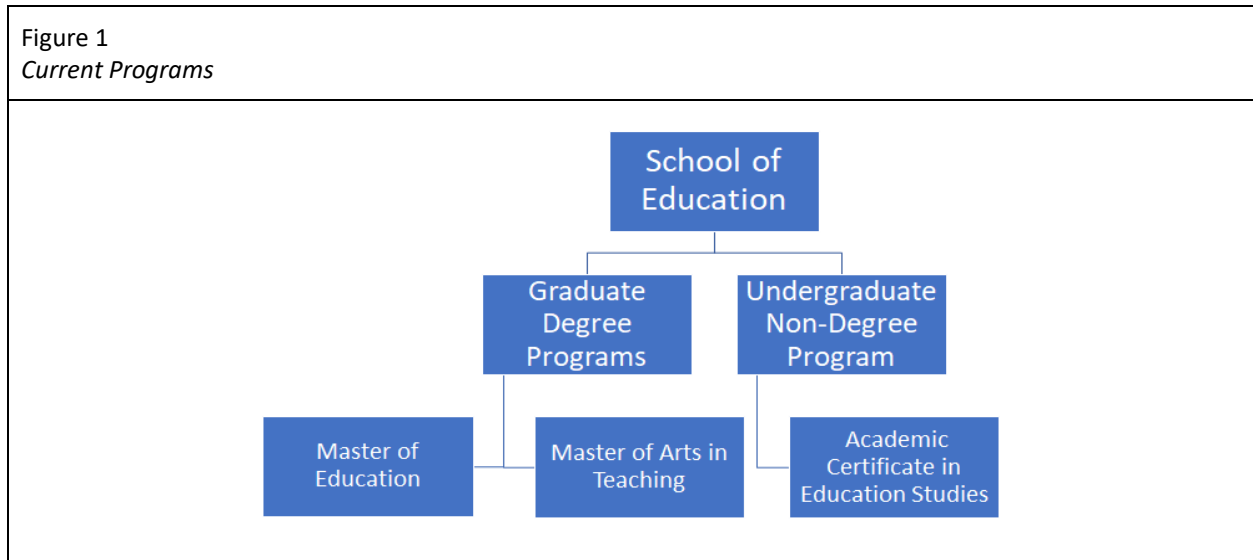
<sup>16</sup> N=22

|                               | Year 1<br>AY 24-25 | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28 | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 |
|-------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Projected Retained Enrollment | 0                  | 20 <sup>17</sup>   | 40                 | 60                 | 60                 | 60                 |
| Total Enrollment              | 25                 | 45                 | 65                 | 85                 | 85                 | 85                 |

|                      | Year 1<br>AY 24-25 | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28 | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 |
|----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Projected Completion | 0                  | 0                  | 0                  | 20                 | 20                 | 20                 |

### 3. Program Organization

The School of Education at the University of Hawai'i at Hilo currently provides three academic programs—(1) Academic Certificate in Education Studies (ACES) for undergraduate students interested in education, (2) a Master of Arts in Teaching (MAT) program designed for pre-service teachers who wish to attain initial teacher licensure in the State of Hawai'i, and (3) a Master of Education (M.Ed.) degree program designed for in-service teachers who wish to attain Teacher Leader Licensure through the Hawai'i Teacher Standards Board.

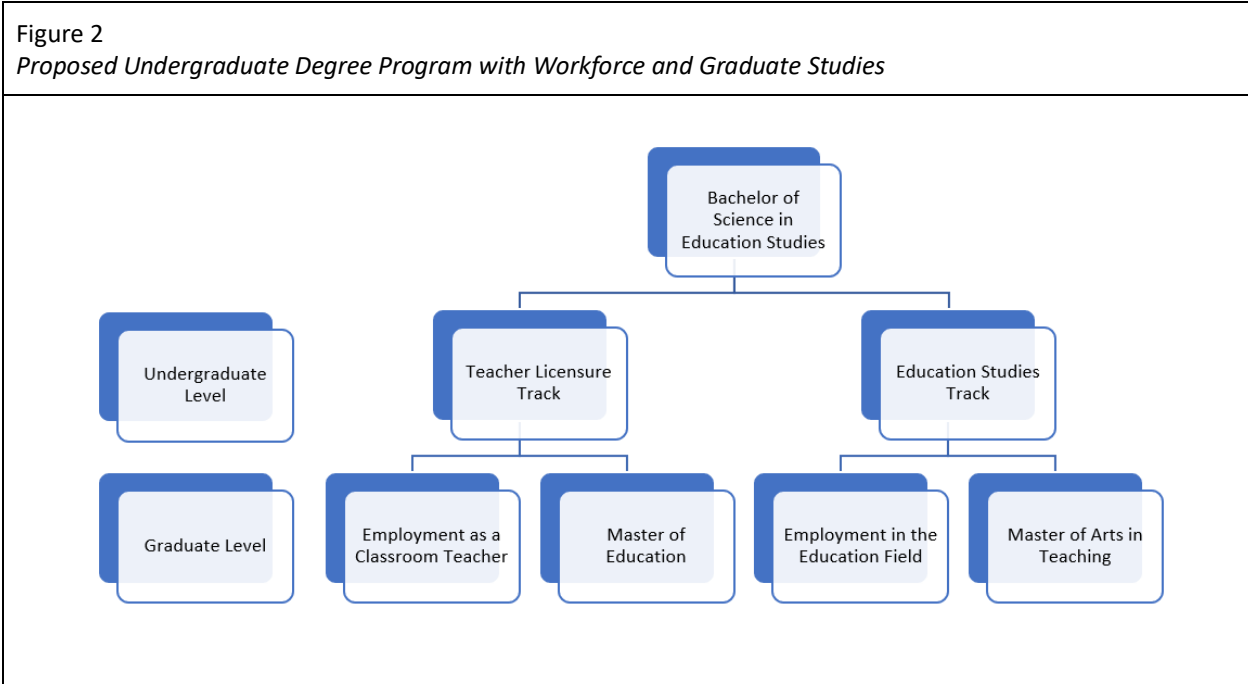


<sup>17</sup> The projected retention rate over the four years is 80 percent. For ease of calculation, an overall 20 percent reduction is taken between the first and second year. Although the most recent UH Hilo four-year graduation rate is 21 percent, the BAES 80 percent rate was based upon our Master of Arts in Teaching program retention rate of 85 percent, because they have similar licensure-related admission criteria.

The proposed Bachelor of Arts in Education Studies degree program Teacher Licensure track is specially designed for undergraduate students who wish to enter the workforce as classroom teachers in the State of Hawai'i. This track will lead to elementary education (kindergarten through grade six) teacher licensure<sup>18</sup>. Graduates of this program may return to continue their studies in the Master of Education degree program.

The proposed Bachelor of Arts in Education Studies degree program Education Studies track is specially designed for undergraduate students who wish to enter the workforce as educators within their communities through public, private, and non-profit organizations that provide out-of-school programs. Graduates of this program, who later wish to become licensed teachers, may return to continue their studies in the Master of Arts in Teaching degree program.

Figure 2. Proposed Undergraduate Degree Program with Workforce and Graduate Studies (shown below) displays how the design of the Bachelor of Arts in Education Studies undergraduate degree program provides multiple pathways (Teacher Licensure track and Education Studies track) to contribute to the Hawai'i education workforce, as well as provide pathways to multiple graduate degrees (Master of Education and Master of Arts in Teaching) enabling advanced skill sets and additional salary benefits.



### Goals and Outcomes

The primary goal of the Bachelor of Arts in Education Studies degree program is to prepare teachers and educators who demonstrate the knowledge, skills and dispositions needed to build strong curriculum, pedagogy, assessments, and relationships that bring about significant changes to improve

<sup>18</sup> Please note that teacher licensure in the Bachelor of Arts in Education Studies degree program is for elementary education (kindergarten through grade six) only—not middle school or high school teacher licensure.

our schools and communities, and support learners and their development. The Bachelor of Arts in Education Studies degree program is a commitment to our island community.

The proposed Bachelor of Arts in Education Studies degree advances the School of Education's mission to promote excellence in teaching and learning. This mission fosters the professional vitality of reflective, caring educational practitioners who inspire learners to recognize and act upon their power to positively transform both the local and global communities. To this end, the primary purpose of the Bachelor of Arts in Education Studies degree is to prepare qualified, caring, and competent teachers and educators for 21<sup>st</sup> century learning environments through varied and extensive experiences that connect academic preparation and clinical practices to quality learning outcomes.

The Bachelor of Arts in Education Studies degree program Teacher Licensure track is aligned with national InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards, established under the Council of Chief State School Officers. Bachelor of Arts in Education Studies candidates in the Teacher Licensure track must meet the following standards through their coursework and field experiences.

- Standard 1: Learner Development, as they design and implement developmentally appropriate and challenging learning experiences based on knowledge of how children learn and develop,
- Standard 2: Learning Differences, as they work to ensure inclusive learning environments based on knowledge of individual differences and diverse communities,
- Standard 3: Learning Environments, as they create environments that support individual and collaborative learning, positive social interaction, active engagement, and self-motivation,
- Standard 4: Content Knowledge, as they create learning experiences that make the central concepts, tools of inquiry, and structures of content accessible and meaningful for learners,
- Standard 5: Application of Content, as they connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem solving related to authentic local and global issues,
- Standard 6: Assessment, as they use multiple methods of assessment to engage learners in their own growth, document learner progress, and inform instructional practice,
- Standard 7: Planning for Instruction, as they plan instruction that supports student attainment of rigorous learning goals based on teacher knowledge of content areas, cross-disciplinary skills, and pedagogy,
- Standard 8: Instructional Strategies, as they implement a variety of instructional strategies to help learners develop a deep understanding of content areas and their connections and to build skills to access and appropriately apply information,
- Standard 9: Professional Learning and Ethical Practice, as they gather evidence to continually reflect upon, evaluate, and adjust instructional practice to meet the needs of each learner, and
- Standard 10: Leadership and Collaboration, as they work in partnership with students, families, colleagues, and others who share responsibility for student growth, development, learning, and well-being.

Bachelor of Arts in Education Studies candidates in the Education Studies track must meet the following standards through their coursework and field experiences. Upon completion of the program, students will be prepared to begin their careers in a variety of educational fields and diverse settings by

- Standard 1: exhibiting their core knowledge, skills, and professional ethics in ways that positively contribute to their educational work.
- Standard 2: applying their critical expertise to problems of practice utilizing strength-based approaches grounded in place.

## The Curriculum

The Bachelor of Arts in Education Studies program will offer two tracks—a Teacher Licensure track and an Education Studies track. The Curriculum Plan for both tracks are displayed in Appendix B – Curriculum Plan. Further, the four-year curriculum maps for both tracks are displayed in Appendix C1 – Four-Year Map for Teacher Licensure Track and Appendix C2 – Four-Year Map for Education Studies Track.

## The Prerequisites

Those undergraduate students who enter the Bachelor of Arts in Education Studies degree program have no prerequisites, other than meeting UH Hilo admission requirements. Those undergraduate students who transfer into the Bachelor of Arts in Education Studies degree program from a UH community college are required to hold an associate’s degree. Further, undergraduate students must meet the general education requirements for the Bachelor of Arts in Education Studies degree program as shown in Appendix B – Curriculum Plan.

## Admission Policies

Undergraduate students who wish to enter the Bachelor of Arts in Education Studies degree program must meet all University of Hawai’i at Hilo admission requirements. Further, undergraduate students must declare their intentions to become Education Studies majors.

During the fifth of eight semesters within the Bachelor of Arts in Education Studies degree program, undergraduate students may apply for admission into the Teacher Licensure track of the program. Upon completion of this track, undergraduate students will be eligible to apply for teacher licensure in the field of Elementary Education (K-6) through the Hawai’i Teacher Standards Board. Admission requirements specific to the Teacher Licensure track may be viewed in Appendix J – Admission Review Plan.

## Advising

The School of Education will work closely with the UH Hilo Advising Center to successfully usher undergraduate students into and through the Bachelor of Arts in Education Studies degree program. Students will be required to meet with their advisors at least once per academic year.

## Academic Pathways

The Bachelor of Arts in Education Studies degree program offers two tracks—a Teacher Licensure track and an Education Studies track. All students in the Bachelor of Arts in Education Studies degree program begin in the Education Studies track. Those who wish to become licensed teachers

must apply for admission into the Teacher Licensure track during the first semester of their junior year—before field experiences in the schools begin.

### Articulation with Community Colleges

The Bachelor of Arts in Education Studies degree program has been designed to allow undergraduate students with an associate’s degree earned at any UH Community College to seamlessly transfer to UH Hilo for their junior and senior years of study.

Once the Bachelor of Arts in Education Studies degree program is approved, we will work closely with our community college partners to create two-plus-two agreements. We have already begun discussions with Hawai’i Community College. These may be followed by discussions with Kaua’i Community College and UH Maui College.

|                                       | Year 1<br>AY 24-25 | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28 | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Number of <b>New Courses</b> Offered  | 0                  | 1                  | 10                 | 13                 |                    |                    |
| Number of <b>New Sections</b> Offered | 2                  | 2                  | 11                 | 13                 |                    |                    |
| <b>Annual SSH</b>                     | 150 <sup>19</sup>  | 120 <sup>20</sup>  | 400 <sup>21</sup>  | 420 <sup>22</sup>  |                    |                    |

## 4. Program Resources and Efficiency

The School of Education will maximize our existing resources by repurposing 9 courses (27 credits) from the Academic Certificate in Education Studies non-degree program to create the Bachelor of Arts in Education Studies degree program. However, we will need additional teaching faculty for the Bachelor of Arts in Education Studies degree program. Further, the Teacher Licensure Track requires faculty<sup>23</sup> to oversee field placement of pre-service teachers in the schools during the final year of the program.

### Operating and Instructional Resources

The University of Hawai’i at Hilo has sufficient operating resources to support the Bachelor of Arts in Education Studies degree program, such as technology support, library resources, and student services. As far as instructional resources, the School of Education will need three more faculty members—one for the 2024-2025 academic year, one for the 2025-2026 academic year, and one for the

<sup>19</sup> Two 3-credit courses times 25 students = 150 SSH

<sup>20</sup> Two 3-credit course times 20 students = 120 SSH

<sup>21</sup> Four 3-credit courses times 20 students, four 3-credit courses times 10 students, 1 two-credit course times ten students, and two 1-credit courses times 10 students = 400 SSH

<sup>22</sup> Ten 3-credit courses times 10 students, two 1-credit courses times 10 students, 1 10-credit course times 10 students = 420 SSH

<sup>23</sup> The field coordination responsibilities may be shared among the full-time faculty members.

2026-2027 academic year to teach within the Bachelor of Arts in Education Studies degree program going forward. Further, the School of Education incurs special operating costs for Supervisors and Cooperating (Mentor) Teachers who oversee the field components of the program. They facilitate the strength and quality of student teachers. Please see Table 6. Anticipated New Personnel and Operating Costs for exact calculations.

### Facility Needs

The School of Education currently has two dedicated classrooms for instructional use. These classrooms should be sufficient to hold courses for both tracks of the Bachelor of Arts in Education Studies degree program, based upon how the current ACES (Academic Certificate in Education Studies), MAT (Master of Arts in Teaching), and M.Ed. programs are scheduled.

### Risks Associated with the Bachelor of Arts in Education Studies Program

The UH Hilo School of Education does not see any potential or new risks associated with the proposed Bachelor of Arts in Education Studies degree program, as we already have established procedures for preservice teacher placement in schools, working with the Hawai'i Department of Education, as well as community partners.

### Impact on Resource Allocation

Other than needing faculty (as resources) to teach in the Bachelor of Arts in Education Studies degree program, the impact on resource allocation should be minimal.

### Similar Programs

The University of Hawai'i at Mānoa and the University of Hawai'i at West O'ahu both have teacher preparation programs at the undergraduate level; however, these programs are insufficient to fulfill the severe teacher shortage. Having the Bachelor of Arts in Education Studies degree program will help.

### Consultations Completed

When designing and developing the Bachelor of Arts in Education Studies degree program, the School of Education consulted with many people. A table that displays communication with on-campus and off-campus partners may be viewed in Appendix N – Consultations Completed.

### Summary of Results of Consultations

Faculty members in the School of Education have met with stakeholders on campus, as well as with community members and professional organizations. All in all, everyone that we spoke to about the undergraduate degree in Education Studies was tremendously supportive. Many expressed relief that we were finally developing such a program. Please refer to the following documents that support the above statements—Appendix F – Letters of Support – Students and Appendix G – Letter of Support – Community.

|                                       | Year 1<br>AY 24-25      | Year 2<br>AY 25-26      | Year 3<br>AY 26-27      | Year 4<br>AY 27-28      | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 | Provisional<br>Total |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------|--------------------|----------------------|
| Combined Tuition, Summer, Course Fees | \$183,600 <sup>24</sup> | \$336,960 <sup>25</sup> | \$508,800 <sup>26</sup> | \$661,440 <sup>27</sup> | \$661,440          | \$661,440          | \$3,013,680          |
| Other Allocation (Grants)             |                         |                         |                         |                         |                    |                    |                      |

| Personnel                 | Year 1<br>AY 24-25 | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28     | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 | Personnel<br>Total |
|---------------------------|--------------------|--------------------|--------------------|------------------------|--------------------|--------------------|--------------------|
| New Faculty FTE           | 1.0 FTE            | 1.0 FTE            | 1.0 FTE            |                        |                    |                    | 3.0 FTE            |
| New Lecturer FTE          |                    |                    |                    |                        |                    |                    |                    |
| Supervisors <sup>28</sup> |                    |                    |                    | 1.0 FTE <sup>29</sup>  |                    |                    | 1.0 FTE            |
| Cooperating Teachers      |                    |                    |                    | \$12,000 <sup>30</sup> | \$12,000           | \$12,000           | \$36,000           |

|                     | Year 1<br>AY 24-25    | Year 2<br>AY 25-26 | Year 3<br>AY 26-27 | Year 4<br>AY 27-28 | Year 5<br>AY 28-29 | Year 6<br>AY 29-30 | Operating<br>Costs Total |
|---------------------|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|
| New Operating Costs | \$4,000 <sup>31</sup> | \$4,000            | \$4,000            | 0                  | 0                  | 0                  | \$12,000                 |

<sup>24</sup> Calculation: 25 students per semester at \$3,672.

<sup>25</sup> Calculation: 45 students (25 new, 20 retained) per semester at \$3,744.

<sup>26</sup> Calculation: 65 students (25 new, 40 retained) per semester at \$3,816 (Fall and Spring) and 20 students for summer at \$318 per credit (for two credits)

<sup>27</sup> Calculation: 85 students (25 new, 60 retained) per semester at \$3,816 (Fall and Spring) and 20 students for summer at \$318 per credit (for two credits)

<sup>28</sup> Supervisors are hired as lecturers.

<sup>29</sup> Calculation: 1.0 FTE for Supervisor begins in Year 4 and will remain the same for Year 5 and Year 6.

<sup>30</sup> Stipend calculation: \$750 per academic year times 16 = \$12,000. This rate will also apply to the Master of Arts in Teaching program.

<sup>31</sup> Calculation: \$4,000 per new faculty member, includes computer system, office setup, and materials/supplies.



## 5. Program Effectiveness

### Plan for Assessing the Quality of Student Learning

As a whole, the faculty members have designed an assessment system by carefully addressing national and state professional standards, determining assessment checkpoints for student and candidate progression, identifying key assessments, developing and refining rubrics, and establishing levels of student and candidate performance, ranging from unacceptable to exemplary. All faculty members take responsibility for assessing the quality of student and candidate performance, as well as the effectiveness of the Bachelor of Arts in Education Studies degree program. The School of Education assessment culture is demonstrated through the process of monitoring and improving program quality based upon evidence of student and candidate learning, with data analysis occurring during School of Education faculty retreats in August and January. Once analyzed, data are disaggregated, as appropriate, to determine program improvement methods. Decisions to modify assessments, pedagogical approaches, and curriculum and program requirements are based upon evidence of student and candidate performance.

### Program Accreditation Plans

The School of Education at the University of Hawai'i at Hilo currently offers two state-approved and nationally-accredited programs—the Master of Arts in Teaching program for preservice teachers, which leads to licensure, and the Master of Education program for in-service teachers. Accreditation reports are written and submitted to our national accreditors for review annually. Both programs are approved by the Hawai'i Teacher Standards Board (HTSB) as well. Annual reports are written and submitted to the HTSB. Further, the HTSB audits School of Education student records annually.

The School of Education will seek accreditation for the new Bachelor of Arts in Education Studies degree program immediately upon acceptance of this proposal by the University of Hawai'i Board of Regents. First, the School of Education will seek substantive change approval through WSCUC, then program approval through the Hawai'i Teacher Standards Board.

### Accreditation Through WSCUC

The University of Hawai'i at Hilo is accredited by the Senior Commission of the Western Association of Schools and Colleges (WSCUC). Since the Bachelor of Arts in Education Studies is a new degree program, the School of Education plans to submit a formal proposal for Substantive Change review.

### Approval Through HTSB

The UH Hilo School of Education has been approved as a Hawai'i State Approved Teacher Preparation Program (SATEP) by the Hawai'i Teacher Standards Board (HTSB). The HTSB has already been notified, through a Letter of Intent, of our plans to create a Bachelor of Arts in Education Studies degree program with a licensure track in elementary education. The Letter of Intent was accepted and approved on January 12, 2023. The Letter of Intent may be viewed at the following URL:

<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-22-60-Consideration-of->

[the-University-of-Hawaii-at-Hilo-Letter-of-Intent-to-Plan-a-Bachelor-of-Science-in-Educational-Studies-with-a-Licensure-Approved.pdf](#). Prior to advertising the program, the School of Education must attain Provisional Approval for the Bachelor of Arts in Education Studies degree program Teacher Licensure track.

### Accreditation Through AAQEP

The School of Education's two master's degree programs—the Master of Arts in Teaching degree program and the Master of Education degree program—are both accredited through the Association for Advancing the Quality of Educator Preparation (AAQEP). Since the addition of the Bachelor of Arts in Education Studies degree program is considered a significant programmatic change, the School of Education submitted a Substantive Change Notification to AAQEP on June 22, 2023. This notification was the first step in the Bachelor of Arts in Education Studies degree program accreditation process. A State Approval Letter from the Hawai'i Teacher Standards Board is required prior to applying for accreditation through our national accreditors, AAQEP.

## List of Appendices

The following appendices are available to review.

Appendix A – Market Analysis of Needs

Appendix B – Curriculum Plan

Appendix C1 – Four-Year Map for Teacher Licensure Studies Track

Appendix C2 – Four-Year Map for Education Studies Track

Appendix D1 – Assessment Map for Teacher Licensure Studies Track

Appendix D2 – Assessment Map for Education Studies Track

Appendix E1 – Assessment Plan for Teacher Licensure Track

Appendix E2 – Assessment Plan for Education Studies Track

Appendix F – Letters of Support – Students

Appendix G – Letters of Support – Community

Appendix H – Letters of Support – Complimentary Programs

Appendix I – Recruitment Plan

Appendix J – Admission Review Plan

Appendix K – Articulation Maps with UH Community Colleges

Appendix L – Course Descriptions

Appendix M – Curriculum Sequence

Appendix N – Consultations Completed

Appendix O – Action Memo and Authorization to Plan the Bachelor of Arts in Education Studies Degree Program

# Appendix A

## Market Analysis of Need

The School of Education market analysis of need is based upon a needs survey, an existing certificate program, a legislative mandate, and community needs.

### Survey

The School of Education conducted a survey of students recently enrolled in undergraduate education courses in the spring of 2023. Findings revealed that 81 percent of respondents (n=22) indicated that an undergraduate degree in Education Studies would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Education Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island and 18 percent from Maui.

### Certificate Program

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 306 students have graduated with the ACES, which is an average of 24 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program in education.

### Legislative Mandate

According to Senate Bill 2359/Act 141<sup>1</sup>, "Hawai'i has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, ". . . the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of ". . . K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3).

### Community Needs

According to the Hawai'i Afterschool Alliance, Hawai'i suffers from a shortage of educator-staffed afterschool and summer programs. In fact, for every one child enrolled in their programs, two more children are waiting to participate. Their enrollment depends upon staffing. The YMCA after-school program recently reported that many families are still waitlisted, mainly due to staffing shortages, as well.

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<sup>1</sup> The Act 141 document is available at the following URL:  
<https://www.capitol.hawaii.gov/session2022/bills/GM1242 .pdf>.

Consequently, the School of Education at the University of Hawai'i at Hilo is submitting this New Academic Program Proposal for the Bachelor of Arts in Education Studies degree program to help meet both the teacher shortage in the schools and the educator shortage in the community.

# Appendix B

## Curriculum Plan

Below is the Curriculum Plan for the Bachelor of Arts in Education Studies degree program presented in the form of requirements. Once the Bachelor of Arts in Education Studies degree program is approved, this document will be published in the University of Hawai'i at Hilo Catalog.

## Bachelor of Arts in Education Studies Requirements

### Group 1. General Education Foundation, Diversification, Structural, and Integrative Requirements (in effect Fall 2018)

Students may choose to graduate under the [General Education Foundation, Diversification, Structural and Integrative requirements](#) and [graduation requirements](#) in force at the time they entered the UH System, when they entered UH Hilo, or when they graduate, provided there is no break in enrollment.

Students should meet with their academic advisor to ensure that they enroll in courses that will enable them to meet these requirements as well as requirements for the major and for graduation. Some courses may meet both General Education requirements and major requirements.

The new GE foundations, diversification, structural and integrative requirements and lists of certified courses are posted on the [General Education website](#).

### General Education Requirements for Education Studies

#### FW Composition

- ENG 100 Composition I (3), ENG 100T Composition with Tutorial (3), ESL 100 Composition/Nonnative Speakers (3), or ESL 100T Composition/Non-native Tutorial (3) with a "C" or better

#### FQ GQR Quantitative Reasoning

- One [MATH](#) course numbered 100 or higher with "C" or better
- ED 243 Math for Elementary Teachers I (3) with a "C" or better

## DS Social Sciences

- PSY 100 Survey of Psychology (3)

Note: All remaining General Education Requirements must also be met.

## Group 2. Major Requirements and Assigned Credits (59 to 62 credits)

Students must choose one of the two tracks—the Teacher Licensure Track or the Education Studies Track. Major requirements for both tracks are provided below.

### I. Teacher Licensure Track: (62 Credits)

#### Education Foundation Core Courses (12)

- ED 314 Technology for Learning and Teaching (3)
- ED 350 Learner Development (3)
- ED 443 Learning Environments (3)
- ED 450 Learning and Teaching in Hawai'i Schools (WI) (3)

#### Content Courses (15)

- ED 341 Literacy for Elementary Teachers (3)
- ED 342 Science for Elementary Teachers (3)
- ED 343 Math for Elementary Teachers II (3)
- ED 344 Social Studies for Elementary Teachers (3)
- ENG 350 Second Language Acquisition Theory (3)

#### Teaching Methods (15)

- ED 451 Literacy Methods (3)
- ED 452 Social Studies and Science Methods (3)
- ED 453 Math Methods (3)
- ED 455 Differentiated Instruction (3)
- ED 457 Emerging Bilingual Students in Schools (3)

#### Practicum and Fieldwork (20)

- ED 470 Professional Dispositions (1)
- ED 471 Ethics for Educators (1)
- ED 472 Professional Responsibility (1)
- ED 480 Field Experiences I (1)
- ED 481 Field Experiences II (3)
- ED 482 Clinical Practice (10)
- ED 490 Teaching Seminar (3)

### Recommended Courses at the Freshman and Sophomore Levels

- ED 110 Explorations in Education<sup>1</sup> (3)
- ED 210 Introduction to Teaching (3)
- ED 310 Foundations of Education (3)

## II. Education Studies Track (59 Credits)

### Education Foundations Core Courses (12)

- ED 310 Foundations of Education (WI) (3)
- ED 314 Technology for Learning and Teaching (3)
- ED 350 Learner Development (3)
- ED 450 Learning and Teaching in Hawai'i Schools (WI) (3)

### Applied Research Methods (9)

Students may select from the courses listed below.

- ANTH 445 Ethnographic Field Tech (3)
- COM 340 Interviewing (3)
- ED 445 Community-Based Research (3)
- ED 448 Qualitative Research (3)
- PSY 213 Statistical Techniques (4)
- PSY 214 Research Methodology (4)
- PSY 312 Evaluation Research (3)
- SOC 280 Statistical Reasoning (3) with SOC 280L (1)

### Practicum and Capstone (17)

- ED 330 Teaching and Learning in Informal Settings (3)
- ED 485 Field Practicum I (2)
- ED 486 Field Practicum II (3)
- ED 491 Capstone I (3)
- ED 492 Capstone II (3)
- ED 493 Professional Pathways (3)

### Education Studies Electives (21)

Students may select from the courses listed below.

- ART 475 Data Visualization (3)
- DNCE 419 Dance In Education (3)

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<sup>1</sup> ED 110 Exploration in Education (3) may be taken as an Early College course and used as an elective in the BAES program.



- DRAM 419 Drama in Education (3)
- ED 210 Introduction to Teaching (3)
- ED 312 Schooling in a Multicultural World (3)
- ED 341 Literacy Content (3)
- ED 342 Science Content (3)
- ED 343 Math Content (3)
- ED 344 Social Studies Content (3)
- ED 346 Teaching Children's Literature (3)
- ED 347 Intgr Sci/Soc Stud Elem School (3)
- ED 355 Sec ELA I: Lit as Exploration (3)
- ED 358 Intro to Adol Writing in Disc (3)
- ED 442 Comm Sci in HI Island Schools (3)
- ED 444 Place-Based SEL (3)
- ED 447 Robotics in K-12 Schools (3)
- ED 452 Social Studies and Science Methods (3)
- ED 460 Children of Migration (3)
- ED 455 Differentiated Instruction (3)
- ED x94 Special Topics in Subject Matter (To Be Arranged)
- ED x99 Directed Studies (To Be Arranged)
- ENG 345 Children Literature (3)
- ENG 350 Second Language Acquisition Theory (3)
- ENG 482 Teaching Composition (3)
- ENG 484 ESL Materials & Methods (3)
- ENG 492 Teaching Literature (3)
- KES 310 Motor Learning (3)
- KIND 240 Culture Revitalization Movement (3)
- LING 432 Critical Applied Linguistics (3)
- MARE 434 Teaching Marine Science (3)
- MARE 435 Marine Field Experience for Teachers (3)
- MUS 419 Music in Education (3)
- NSCI 476 Communicating Science (3)
- PHIL 370 Indigenous and American Philosophy (3)
- PSY 320 Developmental Psychology (3)
- SOC 352 Sociology of Education (3)

## Total Semester Hours Required for the Bachelor of Arts in Education Studies

- 120 credits

### Notes

1. Students must earn at least a 2.0 GPA in courses required for the major.
2. Students must pass each course applied to the Education Studies major with a grade of "C-" or better.
3. At least 45 credits must be earned in courses at the 300- or 400-level.

4. During the fifth semester of the Bachelor of Arts in Education degree program, undergraduate students may apply for admission to the Teacher Licensure track for Elementary Education. See the School of Education website for more information.
5. To earn a Bachelor of Arts in Education Studies degree, students must fulfill the requirements for the major **and** meet all of the University's other baccalaureate degree requirements. (Please see the [Baccalaureate Degree Requirements](#) in this Catalog.)
6. Students wishing to make timely progress toward graduation are urged to pay careful attention to all degree requirements.
7. In addition, when planning a schedule of courses, it is imperative to be aware of course prerequisites and the frequency with which courses are offered. This information is available in the [course listings](#) in this Catalog.
8. To ensure progress toward degree completion, **students are urged to meet with an advisor each semester before registering.**

# Appendix C1

## Four-Year Map for Teacher Licensure Track

The Bachelor of Arts in Education Studies degree program provides undergraduate students with two options—a Teacher Licensure track and an Education Studies track. The four-year map for the Teacher Licensure track is shown below.

| Year 1  |    | Year 2   |    | Year 3   |    | Year 4  |    |
|---|----|--|----|--|----|---|----|
| Fall  |    | Fall   |    | Fall   |    | Fall  |    |
| ENG 100 (FW)  | 3  | GL: Language Arts (REC: ENG 200A, 200G, 204, 205, 206, 257, 285, 286A, 286B, 287, 350) | 3  | ED 341 Literacy for Elementary Teachers                      | 3  | ED 451 Literacy Methods                       | 3  |
| MATH 100 of Higher (FQ: Quantitative Reasoning)       | 3  | ED 243 (GQR: Quantitative Reasoning)   | 3  | ED 343 Math for Elementary Teachers II                       | 3  | ED 453 Math Methods                           | 3  |
| FGA: Global Multicultural Perspective (REC: HIST 151) | 3  | FGB: Global Multicultural Perspective (REC: GEOG 102)                                  | 3  | ED 344 Social Studies for Elementary Teachers                | 3  | ED 443 Learning Environments                  | 3  |
| DA, DH, DL: Arts, Hum, Lit I (REC: LING 102)          | 3  | DA, DH, DL: Arts, Hum, Lit II (Rec: ART 101)   | 3  | ED 342 Science for Elementary Teachers                       | 3  | ED 457 Emerging Bilingual Students in Schools | 3  |
| GE: HPP (REC: IS 150)                                 | 3  | Elective (REC: COM 251)  | 3  | ED 350 Learner Development                                   | 3  | ED 481 Field Experiences II                   | 3  |
|   |    |  |    |  |    | ED 471 Ethics for Educators                   | 1  |
| Credits   | 15 | Credits  | 15 | Credits  | 15 | Credits                                       | 16 |
| Spring  |    | Spring   |    | Spring   |    | Spring  |    |
| PSY 100 (DS: Social Sci)                              | 3  | DS: Social Science II  | 3  | ED 452 Social Studies and Science Methods                    | 3  | ED 482 Clinical Practice                      | 10 |
| DB: Biol Sci or DP: Phys Sci                          | 3  | DB: Biol Sci or DP: Phys Sci   | 3  | ED 450 Learning and Teaching in Hawai'i Schools (WI)         | 3  | ED 472 Professional Responsibility            | 1  |
| DY: Science Laboratory                                | 1  | GE GCC   | 3  | ED 455 Differentiated Instruction in the Inclusive Classroom | 3  | ED 490 Teaching Seminar                       | 3  |
| Elective (REC: ED 210)                                | 3  | WI Elective (REC: ED 310)  | 3  | ED 314 Technology for Learning and Teaching                  | 3  |   |    |

| Year 1  |           | Year 2                   |           | Year 3                                     |           | Year 4               |           |
|---|-----------|--------------------------|-----------|--|-----------|----------------------|-----------|
| WI Elective   | 3         | Elective (REC: KIND 240) | 3         | ENG 350 Second Language Acquisition Theory | 3         |                      |           |
| Credits   | 13        | Credits                  | 15        | Credits                                    | 15        | Credits              | 14        |
| <b>Summer</b>   |           | <b>Summer</b>            |           | <b>Summer</b>                              |           | <b>Summer</b>        |           |
|   |           |                          |           | ED 470 Professional Dispositions           | 1         |                      |           |
|   |           |                          |           | ED 480 Field Experiences I                 | 1         |                      |           |
| Credits   | 0         | Credits                  | 0         | Credits                                    | 2         | Credits              | 0         |
| <b>Total Credits</b>  | <b>28</b> | <b>Total Credits</b>     | <b>30</b> | <b>Total Credits</b>                       | <b>32</b> | <b>Total Credits</b> | <b>30</b> |
| <b>Bachelor of Arts in Education Studies Degree Program - Teacher Licensure Track - Total Credits = 120</b> |           |                          |           |  |           |                      |           |

# Appendix C2

## Four-Year Map for Education Studies Track

The Bachelor of Arts in Education Studies degree program provides undergraduate students with two options—a Teacher Licensure track and an Education Studies track. The four-year map for the Education Studies track is shown below.

| Year 1   |    | Year 2  |    | Year 3   |    | Year 4                            |    |
|--|----|---|----|--|----|-----------------------------------|----|
| Fall   |    | Fall  |    | Fall   |    | Fall                              |    |
| ENG 100 (FW: WRIT COM)                                 |    | GL: Language Arts (REC: ENG 200A, 200G, 204, 205, 206, 257, 285, 286A, 286B, 287, or 350) | 3  | ED 330 Teaching and Learning in Informal settings          |    | ED 491 Capstone I                 | 3  |
| MATH 100 or Higher (FQ: Quantitative Reasoning)        | 3  | ED 243 (GQR: Quantitative Reasoning)  | 3  | Core: ED 350 Learner Development                           | 3  | ED 486 Field Practicum II         | 3  |
| FGA: Global Multicultural Perspectives (REC: HIST 151) | 3  | FGB: Global Multicultural Perspective (REC: GEOG 102)                                     | 3  | ED Studies Elective  | 3  | Applied Research Methods Elective | 3  |
| DA, DH, DL: Arts, Hum, Lit I: (REC: LING 102)          | 3  | DA, DH, DL: Arts, Hum, Lit II: (REC: ART 101)   | 3  | ED Studies Elective  | 3  | ED Studies Elective               | 3  |
| GE HPP (REC: IS 150)                                   | 3  | Elective (REC: COM 251)   | 3  | Applied Research Methods Elective                          | 3  | ED Studies Elective               | 3  |
| Credits  | 15 | Credits   | 15 | Credits  | 15 | Credits                           | 15 |
| Spring   |    | Spring  |    | Spring   |    | Spring                            |    |
| PSY 100 (DS: Social Sci)                               | 3  | DS: Social Science II   | 3  | Core: ED 450 Learning and Teaching in Hawai'i Schools (WI) | 3  | ED 492 Capstone II                | 3  |
| DB: Biol Sci or DP: Phys Sci                           | 3  | DB: Biol Sci or DP: Phys Sci  | 3  | Core: ED 314 Technology for Learning and Teaching          | 3  | ED 493 Professional Pathways      | 3  |
| DY: Science Laboratory                                 | 1  | GE GCC  | 3  | ED Studies Elective  | 3  | ED Studies Elective               | 3  |
| Elective (REC: ED 210)                                 | 3  | Core: ED 310 Foundations of Education (WI)  | 3  | ED Studies Elective  | 3  | ED Studies Elective               | 3  |

| Year 1  |           | Year 2                   |           | Year 3                            |           | Year 4               |           |
|---|-----------|--------------------------|-----------|-----------------------------------|-----------|----------------------|-----------|
| WI Elective   | 3         | Elective (REC: KIND 240) | 3         | Applied Research Methods Elective | 3         | Elective             | 3         |
| Credits   | 13        | Credits                  | 15        | Credits                           | 15        | Credits              | 15        |
| <b>Summer</b>   |           | <b>Summer</b>            |           | <b>Summer</b>                     |           | <b>Summer</b>        |           |
|   |           |                          |           | ED 485 Field Practicum I          | 2         |                      |           |
| Credits   | 0         | Credits                  | 0         | Credits                           | 2         | Credits              | 0         |
| <b>Total Credits</b>  | <b>28</b> | <b>Total Credits</b>     | <b>30</b> | <b>Total Credits</b>              | <b>32</b> | <b>Total Credits</b> | <b>30</b> |
| <b>Bachelor of Arts in Education Studies Degree Program - Education Studies Track - Total Credits = 120</b> |           |                          |           |                                   |           |                      |           |

# Appendix D1

## Assessment Map

### Teacher Licensure Track

(Learning Outcomes Mapped to Each Course)

The Bachelor of Arts in Education Studies degree program offers students two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The Student Learning Outcomes (SLOs) and the Program Learning Outcomes (PLOs) for the Teacher Licensure track are provided in this section.

The Teacher Licensure Track is considered a professional program, leading to teacher licensure in the field of Elementary Education (K-6) in the State of Hawai'i. Therefore, all courses within this track must align with the two different national standards—one that focuses upon student learning outcomes (SLOs) and one that focuses upon program learning outcomes (PLOs).

The Hawai'i Teachers Standards Board has adopted CAEP (Council for the Accreditation of Educator Preparation) K-6 Elementary Teacher Preparation Standards<sup>1</sup>. Therefore, the School of Education has mapped these standards to the courses within the Teacher Licensure track. The assessment map for student learning outcomes aligned to CAEP standards is shown in Table D1-1 on the following pages.

Further, the Hawai'i Teachers Standards Board has adopted InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards and Learning Progression for Teachers<sup>2</sup>. Therefore, the School of Education has mapped these standards to the courses within the Teacher Licensure track. The assessment map for program learning outcomes aligned to InTASC standards is shown in Table D1-1 below and on the following pages as well.

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<sup>1</sup> The CAEP K-6 Elementary Teacher Preparation Standards may be viewed at the following URL: <https://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards>.

<sup>2</sup> The InTASC Model Core Teaching Standards and Learning Progression for Teachers may be viewed at the following URL: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>.

| STUDENT LEARNING OUTCOMES (SLOs)                  |  |  |  |  |  |                              |                          |                          |                                  |                              |
|---|--|--|--|--|--|------------------------------|--------------------------|--------------------------|----------------------------------|------------------------------|
| CAEP Elementary Education Standards               | Standard 1   | Standard 3   | Standard 2   | Standard 3   | Standard 4   | Standard 5                   |                          |                          |                                  |                              |
|   | Understanding and Addressing Each Child's Developmental and Learning Needs | Assessing, Planning, and Engaging Learners for Instruction | Understanding and Applying Content and Curricular Knowledge for Teaching | Assessing, Planning, and Engaging Learners for Instruction | Supporting Each Child's Learning Using Effective Instruction | Developing as a Professional |                          |                          |                                  |                              |
| Components  | 1a, 1b, 1c   | 3e, 3f   | 2a, 2b, 2c, 2d   | 3a, 3b, 3c, 3d   | 4a, 4b, 4c, 4d, 4e, 4f, 4g                                   | 5a, 5b 5c                    |                          |                          |                                  |                              |
| PROGRAM LEARNING OUTCOMES (PLOs)                  |  |  |  |  |  |                              |                          |                          |                                  |                              |
| Hawai'i Teacher Standards Board INTASC Standards  | Standard 1   | Standard 2   | Standard 3   | Standard 4   | Standard 5   | Standard 6                   | Standard 7               | Standard 8               | Standard 9                       | Standard 10                  |
|   | Learner Development  | Learning Differences                                       | Learning Environments  | Content Knowledge  | Application of Content                                       | Assessment                   | Planning for Instruction | Instructional Strategies | Professional Learning and Ethics | Leadership and Collaboration |
| ED 243 Math for Elementary Teachers I (3)         |  |  |  | •  |  |                              |                          |                          |                                  |                              |
| ED 314 Technology for Learning and Teaching (3)   | •  | •  | •  | •  | •  | •                            | •                        | •                        | •                                |                              |
| ED 341 Literacy for Elementary Teachers (3)       |  |  |  | •  | •  |                              |                          |                          |                                  |                              |
| ED 342 Science for Elementary Teachers (3)        |  |  |  | •  | •  |                              |                          |                          |                                  |                              |
| ED 343 Math for Elementary Teachers II (3)        |  |  |  | •  | •  |                              |                          |                          |                                  |                              |
| ED 344 Social Studies for Elementary Teachers (3) |  |  |  | •  | •  |                              |                          |                          |                                  |                              |



| Table D1-1<br>Assessment Map for Student Learning Outcomes and Program Learning Outcomes |  |                      |  |  |                        |  |                          |  |                                  |                              |
|--|--|----------------------|--|--|------------------------|--|--------------------------|--|----------------------------------|------------------------------|
| STUDENT LEARNING OUTCOMES (SLOs)   |  |                      |  |  |                        |  |                          |  |                                  |                              |
| CAEP<br>Elementary<br>Education<br>Standards   | Standard 1   |                      | Standard 3   | Standard 2   |                        | Standard 3   |                          | Standard 4   | Standard 5                       |                              |
|  | Understanding and Addressing Each Child's Developmental and Learning Needs |                      | Assessing, Planning, and Engaging Learners for Instruction | Understanding and Applying Content and Curricular Knowledge for Teaching |                        | Assessing, Planning, and Engaging Learners for Instruction |                          | Supporting Each Child's Learning Using Effective Instruction | Developing as a Professional     |                              |
| Components   | 1a, 1b, 1c   |                      | 3e, 3f   | 2a, 2b, 2c, 2d   |                        | 3a, 3b, 3c, 3d   |                          | 4a, 4b, 4c, 4d, 4e, 4f, 4g                                   | 5a, 5b 5c                        |                              |
| PROGRAM LEARNING OUTCOMES (PLOs)   |  |                      |  |  |                        |  |                          |  |                                  |                              |
| Hawai'i<br>Teacher<br>Standards<br>Board INTASC<br>Standards                             | Standard 1   | Standard 2           | Standard 3   | Standard 4   | Standard 5             | Standard 6   | Standard 7               | Standard 8   | Standard 9                       | Standard 10                  |
|  | Learner Development  | Learning Differences | Learning Environments                                      | Content Knowledge  | Application of Content | Assessment   | Planning for Instruction | Instructional Strategies                                     | Professional Learning and Ethics | Leadership and Collaboration |
| ED 350 Learner Development (3)   | •  |                      |  |  |                        |  |                          |  |                                  |                              |
| ED 443 Learning Environments (3)   |  |                      | •  |  |                        |  |                          |  |                                  |                              |
| ED 450 Learning and Teaching in Hawai'i Schools (3)                                      |  | •                    | •  |  |                        |  |                          |  |                                  |                              |
| ED 451 Literacy Methods (3)  |  |                      |  |  | •                      | •  | •                        | •  |                                  |                              |
| ED 452 Social Studies and Science Methods (3)  |  |                      |  |  | •                      | •  | •                        | •  |                                  |                              |





# Appendix D2

## Assessment Map

### Education Studies Track

(Learning Outcomes Mapped to Each Course)

The Bachelor of Arts in Education Studies degree program offers students two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The Program Learning Outcomes (PLOs) and the Student Learning Outcomes (SLOs) aligned to each course within the Education Studies track are provided in Table D2-1 on the following pages.

| Table D2-1<br>Assessment Map for Student Learning Outcomes and Program Learning Outcomes  |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| PROGRAM LEARNING OUTCOMES (PLOs)  |  |  |   |   |   |  |
| Upon completion of the program, students will be prepared to begin their careers in a variety of educational fields and diverse settings by . . .   | (1) exhibiting their core knowledge, skills, and professional ethics in ways that positively contributes to their educational work.  |  |   |   |   |  |
|   | (2) applying their critical expertise to problems of practice utilizing strength-based approaches grounded in place.   |  |   |   |   |  |
| STUDENT LEARNING OUTCOMES (SLOs)  |  |  |   |   |   |  |
| SLO 1   | SLO 2  | SLO 3  | SLO 4   | SLO 5   | SLO 6   |  |
| Place-Based   | Core Knowledge   | Critical Literacy  | Application of Expertise  | Professional and Ethical Practice   | Research  |  |
| Students will apply a place-based approach to education, encompassing all aspects of community (culture, history, environment) in diverse contexts. | Students will effectively learn the skills and dispositions to develop, plan, and implement culturally sustaining outcomes in an area of expertise for diverse student populations in a variety of educational contexts. | Students will understand and apply critical interdisciplinary lenses to compare the interaction of culture, place and education in Hawaiian, U.S., Pacific, and global contexts. | Students will gain expertise in a chosen area of education studies that connects theory to real-world settings. | Students will utilize critical reflections to examine practices that promote professional growth, sound ethical practices, and continuous improvement of their work in community. | Students will successfully conduct critical participatory research that addresses practical problems of policy, process, or practice to drive decisions in ways that uplift the gifts of their communities and professional spaces. |  |
| Core Courses  |  |  |   |   |   |  |
| ED 310 Foundations of Education (3)   |  | •  | •   |   |   |  |
| ED 314 Technology for Learning and Teaching (3)   |  | •  |   |   |   |  |
| ED 350 Learner Development (3)  |  | •  |   |   |   |  |
| ED Learning and Teaching in Hawai'i Schools (3)   | •  | •  | •   |   |   |  |

| <b>Applied Research Methods<sup>1</sup></b>            |   |  |   |   |   |   |
|--|---|--|---|---|---|---|
| ANTH 445 Ethnographic Field Tech (3)                   |   |  |   |   |   | • |
| COM 340 Interviewing (3)                               |   |  |   |   |   | • |
| ED 445 Community-Based Research (3)                    | • |  | • |   |   | • |
| ED 448 Qualitative Research (3)                        |   |  |   |   |   | • |
| PSY 213 Statistical Techniques (4)                     |   |  |   |   |   | • |
| PSY 213 Research Methodology (4)                       |   |  |   |   |   | • |
| PSY 312 Evaluation Research (3)                        |   |  |   |   |   | • |
| SOC 280 Statistical Reasoning (3) with SOC 280L (1)    |   |  |   |   |   | • |
| <b>Practicum and Capstone</b>                          |   |  |   |   |   |   |
| ED 330 Teaching and Learning in Informal Settings (3)  | • |  | • | • |   |   |
| ED 485 Field Practicum I (2)                           | • |  | • | • | • |   |
| ED 486 Field Practicum II (3)                          | • |  |   | • | • |   |
| ED 491 Capstone I (3)                                  |   |  | • | • |   | • |
| ED 492 Capstone II (3)                                 |   |  | • | • |   | • |
| ED 493 Professional Pathways (3)                       |   |  |   |   | • |   |
| <sup>1</sup> Students may select three of the courses. |   |  |   |   |   |   |

# Appendix E1

## Assessment Plan

### Teacher Licensure Track

The School of Education plans to incorporate three different types of assessments for those students enrolled in the Teacher Licensure track of the Bachelor of Arts in Education Studies degree program. They are (1) Assessment Checkpoints, (2) Course Assessments, (3) and Program Assessments.

#### Assessment Checkpoints

The School of Education faculty members will conduct five Assessment Checkpoints for those undergraduate students who qualify for the Teacher Licensure track, as shown in Table E1-1 below. These checkpoints are designed to monitor and support student progress through the program. Students must pass these checkpoints in order to maintain continuous enrollment in the Teacher Licensure track.

| Table E1-1<br><i>Assessment Checkpoints for Teacher Licensure Track</i>             |                               |  |
|---|-------------------------------|--|
| Assessment Checkpoint   | Time                          | Assessment Instruments   |
| Admission into the Bachelor of Science in Education Studies Teacher Licensure Track |                               |  |
| 1   | Year Three—End of Fall Term   | <ul style="list-style-type: none"> <li>● Professional Attributes Scale Scores</li> <li>● Course Grades</li> </ul>                                    |
| 2   | Year Three—End of Spring Term | <ul style="list-style-type: none"> <li>● Professional Attributes Scale Scores</li> <li>● Course Grades</li> </ul>                                    |
| 3   | Year Three—End of Summer Term | <ul style="list-style-type: none"> <li>● Professional Attributes Scale Scores</li> <li>● Course Grades</li> <li>● Field Experience Scores</li> </ul> |
| 4   | Year Four—End of Fall Term    | <ul style="list-style-type: none"> <li>● Professional Attributes Scale</li> <li>● Scores</li> <li>● Course Grades</li> </ul>                         |

| Table E1-1<br><i>Assessment Checkpoints for Teacher Licensure Track</i> |                              |   |
|---|------------------------------|---|
| Assessment Checkpoint   | Time                         | Assessment Instruments  |
|   |                              | <ul style="list-style-type: none"> <li>● Field Performance Scores</li> </ul>  |
| 5   | Year Four—End of Spring Term | <ul style="list-style-type: none"> <li>● Professional Attributes Scale Scores</li> <li>● Course Grades</li> <li>● Field Performance Scores</li> </ul> |

## Course Assessments

Each course within the Teacher Licensure track will have a major assignment that measures student mastery of at least one of the CAEP K-12 Elementary Teacher Preparation Standards. The courses, the assignments, and the CAEP K-12 Elementary Teacher Preparation Standards are displayed in Table E1-2 below. This data will be reviewed by faculty members each semester, during the Fall and Spring retreats, to assure continuous review and improvement.



| Table E1-2<br>Meeting the CAEP K-12 Elementary Teacher Preparation Standards Through Course Assignments |                                      |             |           |         |           |                  |                            |   |                             |           |  |
|---|--------------------------------------|-------------|-----------|---------|-----------|------------------|----------------------------|---|-----------------------------|-----------|--|
| Courses→  | ED 350                               | ED 341      | ED 451    | ED 443  | ED 314    | ED 450           | ENG 350                    | ED 490                                    | ED 480                      | ED 471    | ED 470   |
|   | ED 455                               | ED 342      | ED 452    |         |           |                  | ED 457                     |   | ED 481                      |           | ED 472   |
|   |                                      | ED 343      | ED 453    |         |           |                  |                            |   | ED 482                      |           |  |
|   |                                      | ED 344      |           |         |           |                  |                            |   |                             |           |  |
| Assignments→  | Case Study and Eduphlog <sup>1</sup> | Lesson Plan | Unit Plan | Toolkit | Portfolio | Written Analysis | e-Portfolio and TESOL Exam | Video and Student Assessment for Learning | Field Experience Reflection | ProEthica | PD <sup>2</sup> Self-Assessment and PR <sup>3</sup> Mini Portfolio |
| CAEP K-6 Elementary Teacher Preparation Standards   |                                      |             |           |         |           |                  |                            |   |                             |           |  |
| Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs                  | •                                    |             |           |         |           | •                | •                          | —   |                             |           |  |
| Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching                    |                                      | •           |           |         |           |                  |                            |   |                             |           |  |
| Standard 3: Assessing, Planning, and Engaging Learners for Instruction                                  |                                      |             | •         | •       |           |                  |                            |   |                             |           |  |
| Standard 4: Supporting Each Child's Learning Using Effective Instruction                                |                                      |             | •         |         | •         |                  |                            | •   |                             |           |  |

<sup>1</sup> Eduphlog is a narrated educational photo log.

<sup>2</sup> Professional Development

<sup>3</sup> Professional Responsibility

| Table E1-2<br>Meeting the CAEP K-12 Elementary Teacher Preparation Standards Through Course Assignments |                                      |             |           |         |           |                  |                            |   |                             |           |  |
|---|--------------------------------------|-------------|-----------|---------|-----------|------------------|----------------------------|---|-----------------------------|-----------|--|
| Courses→  | ED 350                               | ED 341      | ED 451    | ED 443  | ED 314    | ED 450           | ENG 350                    | ED 490                                    | ED 480                      | ED 471    | ED 470   |
|   | ED 455                               | ED 342      | ED 452    |         |           |                  | ED 457                     |   | ED 481                      |           | ED 472   |
|   |                                      | ED 343      | ED 453    |         |           |                  |                            |   | ED 482                      |           |  |
|   |                                      | ED 344      |           |         |           |                  |                            |   |                             |           |  |
| Assignments→  | Case Study and Eduphlog <sup>1</sup> | Lesson Plan | Unit Plan | Toolkit | Portfolio | Written Analysis | e-Portfolio and TESOL Exam | Video and Student Assessment for Learning | Field Experience Reflection | ProEthica | PD <sup>2</sup> Self-Assessment and PR <sup>3</sup> Mini Portfolio |
| CAEP K-6 Elementary Teacher Preparation Standards   |                                      |             |           |         |           |                  |                            |   |                             |           |  |
| Standard 5: Developing as a Professional  |                                      |             |           |         |           |                  |                            |   | •                           | •         | •  |





# Appendix E2

## Assessment Plan

### Education Studies Track

The School of Education plans to incorporate two different types of assessments for those students enrolled in the Education Studies Track of the Bachelor of Arts in Education Studies degree program. They are (1) Assessment Checkpoints and (2) Program Assessments.

#### Assessment Checkpoints

The School of Education faculty members will conduct two Assessment Checkpoints for those undergraduate students enrolled in the Education Studies track, as shown in Table E2-1 below. These checkpoints are designed to monitor and support student progress through the program.

| Assessment Checkpoint | Time                         | Assessment Instruments   |
|-----------------------|------------------------------|--|
| 1                     | Year Four—End of Fall Term   | <ul style="list-style-type: none"> <li>● Course Grades<sup>1</sup></li> <li>● Field Practicum Assessment</li> <li>● Capstone Project Assessment</li> </ul> |
| 2                     | Year Four—End of Spring Term | <ul style="list-style-type: none"> <li>● Course Grades</li> <li>● Field Practicum Assessment</li> <li>● Capstone Project Assessment</li> </ul>             |

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<sup>1</sup> Students must maintain a grade point average of 2.0 or higher in this track.

## Program Assessments

The Bachelor of Arts in Education Studies degree program assessments for the Education Studies track are aligned to the UH Hilo Core Competency Assessment Indicators<sup>2</sup> as prescribed by the university national accreditors—the Senior Commission of the Western Association of Schools and Colleges (WSCUC). The four competency indicators are (1) Written Communication, (2) Quantitative Reasoning, (3) Oral Communication, and (4) Information Literacy.

All of these indicators fall under the umbrella of Critical Thinking. Per WSCUC, “Critical thinking is about analysis, decision-making, planning, and the synthesis of information and evidence into one’s own work that results in a unique, insightful, and purposeful “product” —whether that be a scholarly paper, an artistic composition, a field experiment, or a lab report.” This skill—Critical Thinking—is embedded within each indicator provided below.

### Written Communication

Per WSCUC, written communication is “The ability to logically construct a line of reasoning in well-organized and eloquent prose that effectively communicates information makes a convincing argument, and/or expresses important viewpoints to an intended audience is a marketable skill in the professional world.” This indicator is evaluated every four years using the Written Communication scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/written-communication-rubric/>.

### Quantitative Reasoning

Per WSCUC, “Students may not need to master advanced algorithms, but all individuals need to understand numbers and what they mean (and don’t mean). Often, poor arguments are based on haphazard or misuse of data and statistics—completing a college degree ensures students will have the ability to identify & solve problems from a quantitative perspective through the critical collection and scrutiny of data and how to best visually produce data in ways that are effective.” This indicator is evaluated every four years using the Quantitative Reasoning scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/quantitative-and-scientific-reasoning-rubric/>.

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<sup>2</sup> The UH Hilo Core Competency Assessment Indicators may be viewed at the following URL: <https://hilo.hawaii.edu/blog/accreditation/>.

## Oral Communication

Per WSCUC, “Oral Communication refers to verbal/oral eloquence (spoken language). Students should be able to choose appropriate language for any given audience (professional or casual), and deliver a message or main points through an organized and engaging speech or presentation that may employ visual aids, body language, and other non-verbal elements that enhance the meaning or argument put forth.” This indicator is evaluated every four years using the Oral Communication scoring rubric available at the following URL:

<https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/oral-communication-rubric/>.

## Information Literacy

Per WSCUC, “College-level writing often stresses proper citation formatting in terms of bibliographies and cited material. However, Information Literacy is also about learning to avoid plagiarism (whether intentional or unintentional) as well as locating and utilizing credible sources of information as opposed to just taking anything from the internet as ‘fact.’ Universities try and instill in students an ability to question and to reject information or arguments that are clearly inaccurate or false.” This indicator is evaluated every four years using the Information Literacy scoring rubric available at the following URL: <https://hilo.hawaii.edu/blog/accreditation/core-competency-programmatic-assessment-indicators/information-literacy-rubric/>.

## Review Plan

Once the Bachelor of Arts in Education Studies degree program is approved by the University of Hawai‘i System Board of Regents, faculty members will meet to determine which courses within the Education Studies track will best align with each indicator, as well as develop a plan for conducting and reviewing the assessments (one for each academic year), going forward. During the fall faculty and staff retreats (in August and January), faculty members will review, analyze, and discuss the data from the most recent assessment to assure continuous program improvement.

# Appendix F

## Letters of Support Students

The following letters of support for the Bachelor of Arts in Education Studies degree program have been provided by students.

| Index of Letters of Support from Students |  |
|---|--|
| Letter Received                           | Affiliation  |
| Princess Gail Calapit                     | Student enrolled in Hawai'i Community College          |
| Kelsie Fernald                            | Student enrolled in the Univeristy of Hawai'i at Hilo  |
| Emily Kerr                                | Student enrolled in the University of Hawai'i at Mānoa |

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.



Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI

Dear Dean Bitter,

I am currently enrolled as a student at Hawaii Community College with aspirations of one day attending UH Hilo to expand my education of becoming a teacher. I plan on pursuing a career as an elementary teacher in hopes of making a difference in the lives of our future students.

Growing up, I struggled to find passion or interest in a specific career pathway. However, becoming a teacher was always a possible career choice. During the COVID-19 pandemic in 2020, I was challenged to learn through online distance. In the beginning of my sophomore year in highschool, I realized that I had a strong love for helping others and wanting to make an important impact in other's lives. Since I wanted to make a difference in people's lives, I decided to pursue a career in education.

When I was a student at Waiakea High School I took an early college class and earned college credit for ED 110, Exploration in Education. This helped me to understand the expectations and quality of college student work. Taking the course enhanced and improved my writing, comprehension, and critical thinking skills. In addition to improving my skills, I learned what is expected of me when attending college to pursue a career in education. It takes patience and creativity in order to become a teacher, and I am proud to have had the opportunity of taking this class while in high school.

While I know that it takes time to establish a new program and that I may not benefit from this program, I am still wholeheartedly in support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo because it will be a supportive program for students who are deciding to pursue a career in education. For the future students pursuing a career in education, this program will guide students to becoming a successful teacher.

Sincerely,

Princess Gail Calapit

**Signature:**

**Email:** pcalapit@hawaii.edu

Michael Bitter, Dean  
 College of Arts and Sciences  
 University of Hawai'i at Hilo  
 200 West Kawili Street  
 Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

Personally, being on the track towards an Education degree and teaching credential, I would have greatly benefited from it being available as an undergraduate program. Since this wasn't an option, I designed a Liberal Studies degree with a concentration in Education, Communications, and Sociology. This way, I could still take the upper division Education courses to count for my major. UH offers a wide array of Education courses, and it was difficult to choose between them all. I would have loved to have gotten the chance to take all of the Education courses that were available, however I had to balance the education component of my major with other areas of concentration. I was able to find courses under the other concentrations that helped me build skills that are useful in teaching; however the education courses would have offered more pointed information, and more opportunities to implement my skills in the field. For example, there was a course "Dance in Education" where at the end of the year, students got to go teach a dance class at an elementary school, which I would have loved to do! However I was stuck to the course outline I had created at the beginning of the year for my liberal studies plan. The other difficulty with the Liberal Studies degree was that I had to choose all of my courses up front, based on what I thought was likely to be offered - based on their availability in the past. There was no way to tell for sure what would be offered in the future. All and all, I believe the Education undergraduate program would have awarded me more flexibility to explore in my area of interest - as the opportunities arose each semester - and allowed space for my interests to change over time. Most importantly, it would have given me more hands-on opportunities to put what I was learning into practice. One final piece is that having the integrated credentialing program would have saved a lot of time. I would have been able to start teaching next year! Though I now have to take an additional masters program to finish my credential. I'm really happy to hear the school is finally getting the Undergraduate program together now. I think it will greatly benefit the community, as well as all of the students looking to become teachers. Mahalo for hearing my story, and helping advance the teacher licensing process on Big Island.

Sincerely,  
 Kelsey Fernald  
 Kelsey Fernald

Signature:   
Kelsey Fernald (Aug 1, 2023 16:36 PQ1)  
 Email: [kelseyf7@hawaii.edu](mailto:kelseyf7@hawaii.edu)

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

Education and teaching have been a huge focus for me from the time I started my undergraduate degree, and had there been an undergraduate program focused on education at the time I would have undoubtedly been a part of it. Instead, I chose another program that had less relevance to my interests and the career I am working towards. The proposed program would have greatly benefitted me during my time as an undergraduate student at the University of Hawai'i at Hilo as well as in my journey through graduate school and as an informal educator.

Sincerely,

*Emily Kerr*

Emily Kerr (Aug 9, 2023 08:03 HST)

Emily Kerr

Master of Education Student

STEMS<sup>2</sup>

University of Hawai'i at Mānoa

# Appendix G

## Letters of Support Community

The following letters of support for the Bachelor of Arts in Education Studies degree program have been provided by community members.

| Letter Received   | Affiliation                                 |
|---|---|
| David Tarnas, Representative  | State of Hawai'i House of Representatives   |
| Dru Mamo Kanuha, Senator  | State of Hawai'i Senate                     |
| Tim Richards, Senator   | State of Hawai'i Senate                     |
| Joy San Buenaventura  | State of Hawai'i Senate                     |
| Osa Tui, Jr., HSTA President<br>Jill Jacobs, HSTA Kona President<br>Austin Morrissey, HSTA Hāmākua President<br>Edwin Kagawa, HTSA Hilo President<br>Wendy Nicki, HSTA Kohala President | Hawai'i State Teachers Association          |
| Kelcy Koga, Principal   | Waiakea High School                         |
| Felicia Villalobos, Director  | Hawai'i Teacher Standards Board             |
| Stacy Bello, Complex Area Superintendent  | Ka'u, Kea'au, Pāhoa Complex Area            |
| Joan Kamila Lewis, President  | Hawai'i Education Association               |
| Esther Kanehailua, Complex Area Superintendent  | Hilo, Waiakea Complex Area                  |
| Derek Kurisu, Executive Vice President  | KTA Super Stores                            |
| Lisa Spain, Deputy Director   | 'Imiloa Astronomy Center                    |
| Dian Mahoney, President   | Hawai'i Island Retired Teachers Association |
| Paula Adams, Executive Director   | Hawai'i After School Alliance               |

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.

Representative David Tarnas  
House District 8

Phone No.: (808) 586-8510



**HOUSE OF REPRESENTATIVES**  
STATE OF HAWAII  
STATE CAPITOL, ROOM 442  
415 SOUTH BERETANIA STREET  
HONOLULU, HAWAII 96813

September 25, 2023

Dean Michael Bitter  
College of Arts and Sciences  
200 W. Kāwili Street  
Hilo, Hawai'i 96720

Aloha Dean Bitter,

I am writing to express my strong support for the Provisional Program Proposal for a Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo, specifically designed to provide teacher preparation in elementary education and expand into other teacher licensure fields over time, including early childhood education and secondary teaching.

We are all acutely aware of the critical importance of education in our community and the pressing teacher shortage facing our state and nation. The Hawaii State Teachers Association has determined that "more than 60,000 keiki are not taught by a Hawaii Qualified Teacher (HQT) each year." The shortage has resulted in 1,000 emergency hires and long-term substitutes covering classrooms in recent years. The establishment of the BSES degree program represents a significant step forward in addressing the need for well-prepared educators in Hawai'i. Our keiki deserve the highest quality education, and this program will play a pivotal role in ensuring that they receive just that.

The establishment of the BSES degree program aligns with our shared vision for a thriving educational ecosystem in Hawai'i. It will not only have a positive and lasting impact on our community's educational landscape but will also provide a path for Hawai'i Island students to study and teach in their own community.

Please consider this letter as a testament to my strong support for this initiative. I look forward to witnessing the positive outcomes and the transformational effect this program will have on our students, educators, and community alike.

Mahalo,

A handwritten signature in black ink that reads "David Tarnas".

Representative David A. Tarnas  
Hawai'i State House of Representatives



The Senate  
Office of the Majority Leader

STATE CAPITOL  
HONOLULU, HAWAII 96813

October 5, 2023

Dr. Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 W. Kāwili Street  
Hilo, Hawai'i 96720

Dear Dean Bitter:

Thank you for your tireless work on behalf of students pursuing a higher education in the State of Hawai'i. I appreciate the opportunity to express my strong support for the University of Hawai'i at Hilo (UHH), College of Arts and Sciences, School of Education's Provisional Program Proposal to implement a Bachelor of Science in Education Studies (BSES).

The State of Hawai'i has long suffered from a severe shortage of qualified K-12 educators—a shortage that is felt disproportionately in rural communities such as South Kona, Ka'ū, and Volcano in my Senate District. Through years of working to address this issue as a Member of the Senate Committee on Education in the Hawai'i State Senate, it is apparent that in order to strengthen our State's education workforce, it is incumbent upon us to find ways to increase educational opportunities for individuals interested in the profession—especially on the Neighbor Islands.

In 2022, the Legislature passed SB2359, signed into law by the Governor as Act 141, SLH 2022, which required the University of Hawai'i to expand teaching cohort programs in each county for students who are pursuing undergraduate degrees in education. The implementation of a BSES program at UHH is reflective of the intent of Act 141, and will provide high quality, face-to-face, place-based, rural-focused, nationally accredited curriculum for students interested in the teaching profession that will aim to meet the specific educational needs of Hawai'i Island.

In closing, I would like to thank you again for the opportunity to express my strong support for UHH's efforts to establish a BSES program and look forward to working together in the future to further address our State's educational needs. Should you have any questions with regard to the foregoing, please do not hesitate to reach out to my office.

Me ka ha'aha'a,

A handwritten signature in black ink, appearing to read "Dru Kanuha".

Senator Dru Mamo Kanuha  
3<sup>rd</sup> Senatorial District (Kona, Ka'ū, Volcano)



The Senate  
Ka 'Aha Kenekoa

STATE CAPITOL  
HONOLULU, HAWAII 96813

October 25, 2023

Dean Michael Bitter  
College of Arts and Sciences

RE: Support for UH Hilo Bachelor of Science in Education Studies

Aloha,

I wholeheartedly endorse UH Hilo's steadfast commitment to addressing Hawaii's persistent teacher shortage issue. Rural communities, like many areas on the island of Hawai'i, face formidable barriers to accessing higher education. Act 141 (SLH2022) responds to this critical need in the neighbor islands, where shortages are most acute.

UH Hilo's response is tailored to the situation, exemplified by the Bachelor of Science in Educational Studies (BSES) undergraduate degree program. This program offers a range of options that facilitate educational advancement for those aspiring to pursue an education career.

At the heart of this program lies a dedication to national standards outlined by the Interstate Teacher Assessment and Support Consortium (InTASC). This program nurtures professional, introspective, and compassionate educational practitioners who are driven to effect positive change in their communities. The program embraces a culturally responsive approach, considering the intersectionality of race, ethnicity, class, and gender identity, thus weaving a tapestry that mirrors our diverse island State.

The incorporation of the Nā Hopena A'o initiative is a testament to the University's unwavering commitment to uniting culture, education, and multi-modal learning methodologies. This integration further enriches individuals and society.

The BSES program is poised to deliver a curriculum that addresses the island's needs, while producing highly qualified teachers for the State. I extend my support for the development and implementation of this program, and I anticipate the positive transformative outcomes it will yield.

Sincerely,

Sen. Herbert M "Tim" Richards III, DVM  
Hawaii State Senator, District 4  
Office: 808.586.6760



Hawai'i State Legislature  
 Ka 'Aha'ōlelo Moku'āina 'O Hawai'i

STATE CAPITOL  
 415 SOUTH BERETANIA STREET  
 HONOLULU, HAWAII 96813

November 4th, 2023

Dean Michael Bitter  
 College of Arts and Sciences  
 200 W. Kāwili Street  
 Hilo, Hawai'i 96720

Dear Dean Bitter:

I am writing this letter to express my support towards the Provisional Program Proposal for a Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo. Notably, this program would provide a teacher preparation track that would address the need for highly qualified education for PreK-12 students in our community.

As the chair of the Senate Committee on Health and Human Services, I am heavily invested in the health and well-being of our keiki. It is also my belief that one of the foundations that help shape our keiki are the teachers who guide them forward, therefore underscoring the importance in addressing the teacher workforce shortage throughout the State of Hawai'i.

Establishing the BSES degree program at the University of Hawai'i at Hilo would be a step towards ensuring quality education that our keiki deserve.

Mahalo for your consideration - and for all the work that you do for our community.

With warm aloha,

Joy A. San Buenaventura  
 Hawaii State Senator  
 District 2



THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT  
5720 S. UNIVERSITY AVE.  
CHICAGO, ILL. 60637

PHYSICS 435  
LECTURE 10



1200 Ala Kapuna Street • Honolulu, Hawaii 96819  
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: [www.hsta.org](http://www.hsta.org)

**Osa Tui, Jr.**  
President

**Logan Okita**  
Vice President

**Lisa Morrison**  
Secretary-Treasurer

**Ann Mahi**  
Executive Director

Bonnie D. Irwin, Chancellor  
University of Hawai'i at Hilo  
200 West Kawili St.  
Administration Building 119  
Hilo, HI 96720-4091

July 27, 2023

Aloha Chancellor Irwin,

I am writing to you today, along with all four Hawai'i State Teachers Association Hawai'i Island chapter presidents, to express enthusiastic support for the development of a Bachelor of Science in Education Studies degree program to include tracks for teacher licensure and education studies at the University of Hawai'i at Hilo.

As has been the trend for quite some time, each year, Hawai'i is short of hundreds of highly qualified educators for Hawai'i public school keiki. Recent news touts significant increases in the hiring of temporary employees from outside the United States to fill some of those vacancies. Other methods to combat the teacher shortage crisis include allowing unlicensed college graduates without teaching credentials to staff classrooms. These stopgap measures only take care of the issues in the short term, but more long-term solutions are required.

The most recently published Hawai'i State Department of Education [Employment Report](#) for the 2021–2022 school year shows troubling trends. While retirements declined 27% from the year before, resignations increased 19% over the same time period. Of those resignations, there was an 81% increase in those who resigned to leave teaching/education and a 94% increase in those resigning because of the workplace environment. Part of the issue with resignations stems from educators not being fully prepared with high quality teacher preparation programs.

In 2022, the Legislature passed and the governor signed into law [Act 141](#) calling for the establishment of "K–12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education." Act 141 also noted that, "[t]he legislature additionally finds that the University of Hawaii system does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education,

especially on the neighbor islands where shortages are most severe." To this end, establishing the Bachelor of Science in Education Studies degree at UH Hilo will help alleviate the teacher shortage in a meaningful way by providing more convenient opportunities for Hawai'i Island teacher candidates to earn their degrees to become and remain Hawai'i public school educators.

Each year, Hawai'i Island teachers experience the effects of understaffed schools by having to carry the load of vacant positions. Worse, the students of Hawai'i Island schools are adversely affected because they lack access to the highly qualified educators to whom they are entitled. Establishing a Bachelor of Science in Education Studies degree program at the University of Hawai'i at Hilo will go a long way toward helping to solve the teacher shortage crisis, and we enthusiastically look forward to seeing the first cohort of students, perhaps as soon as fall 2024.

Respectfully,



**Osa Tui, Jr.**  
HSTA State President



**Jill Jacobs**  
HSTA Kona President



**Austin Morrissey**  
HSTA Hāmākua President



**Edwin Kagawa**  
HSTA Hilo President



**Wendy Nickl**  
HSTA Kohala President



**STATE OF HAWAII**

DEPARTMENT OF EDUCATION

**WAIAKEA HIGH SCHOOL**

155 W. KAWILI ST.

HILO, HAWAII 96720-5038

PHONE: (808)480-3200 FAX: (808)974-4880

Website - <http://waiakcahigh.k12.hi.us>

MR. KELCY KOGA  
PRINCIPAL

July 7, 2023

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

It is our hope that Waiakea High graduates that are pursuing a career in education can provide willing and capable candidates to enter and take advantage of this program.

If there is anything more that I can do to help this program become a reality, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelcy Koga", with a long horizontal line extending to the right.

Mr. Kelcy Koga  
Principal, Waiakea High School



STATE OF HAWAII  
HAWAII TEACHER STANDARDS BOARD  
650 IWILEI ROAD, SUITE 268  
HONOLULU, HAWAII 96817

July 10, 2023

Dear University of Hawai'i System Board of Regents,

As Director of the Hawai'i Teachers Standards Board (HTSB), this letter is to enthusiastically support the proposed Bachelor of Science in Education Studies degree program that is being submitted by the University of Hawai'i at Hilo's School of Education to the University of Hawai'i System Board of Regents.

The State of Hawai'i is in urgent need of more highly qualified teachers. The Bachelor of Science in Education Studies degree program, with a Teacher Licensure track in K-6 Elementary Education, will certainly help address the severe teacher shortage in the state. It will be the first of its kind on the neighbor islands and is long overdue.

I look forward to working with The University of Hawai'i at Hilo's School of Education through HTSB's approval process.

Respectfully,

A handwritten signature in cursive script that reads "Felicia Villalobos".

Felicia Villalobos, Executive Director  
Hawai'i Teacher Standards Board

JOSH GREEN, M.D.  
GOVERNOR



KEITH T. HAYASHI  
SUPERINTENDENT

STACEY BELLO  
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
KA'Ū/KEA'AU/PĀHOA COMPLEX AREA  
16-588 KEA'AU-PĀHOA ROAD  
KEA'AU, HAWAII 96749

OFFICE OF THE COMPLEX AREA SUPERINTENDENT

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI 96720

Dear Dean Bitter,

I am in full support of the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

As a proud 1996 graduate of UH Hilo, I believe that this undergraduate program is necessary and will benefit the educational community on Hawai'i Island. Simply said, our schools are in need of teachers statewide. A program such as this will increase our talent pool for school leaders and I am very excited about the possibilities.

Thank you for your time and consideration of my support.

With Much Appreciation,

Stacey Bello  
Complex Area Superintendent  
Ka'ū- Kea'au- Pāhoa Complex Area



## Hawaii Education Association

EDUCATORS SHAPING HAWAII'S FUTURE TODAY

### BOARD OF DIRECTORS

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### VISION

To affirm the  
professionalism of  
Hawaii's educators

### MISSION

To strengthen  
excellence in education:

- Advocate teaching as a profession.
- Support pre-service and in-service educators.
- Advance professional learning for effective teaching.

July 28, 2023

The University of Hawaii System  
Board of Regents  
Chair Alapaki Nahale-a  
2444 Dole Street  
Honolulu, HI 96822

Dear Chair Nahale-a:

The Hawaii Education Association (HEA) has a one-hundred-year history of supporting scholarships, teacher preparation and educator professional development in our state. As a result of recent legislation, undergraduate teacher preparation programs are to be developed on Neighbor Islands to support access to quality preparation for all interested aspiring educators, and to address the critical teacher shortage.

The HEA **strongly supports** the University of Hawaii at Hilo School of Education's desire to develop a Bachelor of Science in Education Studies. This proposed undergraduate program for preparing elementary education teachers will offer two tracks to address both candidates seeking teacher licensure and those interested in expanding their knowledge of education studies.

Currently, Hawaii Island students must travel to Oahu or enroll in online only programs, potentially from out of state providers. HEA believes each UH campus can best prepare teacher candidates to work on its own island with their local students, so approval of this new degree program will support the current gap in teacher preparation on Hawaii Island.

Should you have questions, please contact me at 808-949-6657.

Sincerely,

Joan Kamila Lewis  
President

JOSH GREEN, M.D.  
GOVERNOR



KEITH T. HAYASHI  
SUPERINTENDENT

ESTHER KANEHAILUA  
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
HILO-WAIĀKEA COMPLEX  
75 AUPUNI STREET, RM. 203  
HILO, HAWAII 96720

July 17, 2023

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island. The teacher shortage for Hawaii public schools is dire. This program will support our pathways in high schools that lead to careers in education. This aligns with Superintendent Hayashi's vision for Hawaii public school graduates being, "globally competitive, locally committed".

As an alum of UH Hilo's Teacher Education Program, I intimately understand the importance of such a program in growing local educators that go on to work and serve in the communities that have raised them.

Sincerely,

A handwritten signature in blue ink, appearing to read "Esther Kanehailua".

Esther Kanehailua  
Complex Area Superintendent





*You're Someone Special*

July 7, 2023

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI 96720

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

I am a strong supporter of education. We have a teacher shortage in the State of Hawai'i especially on Hawai'i Island. Due to the size of our island, we have many underserved locations that definitely need teachers to provide additional educational opportunities for our students.

Being a local businessman, I know there is a strong correlation between our education system and quality employees. We need educators to help better prepare our students for the workplace.

I've been involved with the University of Hawai'i at Hilo, School of Education for many years. You have an excellent faculty and staff, whom I've worked with on many issues. I am a 110% believer the School of Education at UH Hilo will create and execute a Bachelor of Science in Education Studies program beyond one's expectation.

Please call me if there is any questions regarding this letter of support.

Sincerely,

Derek Kurisu  
Executive Vice President  
KTA Super Stores  
(808) 989-5555

PHONE: (808) 959-4575  
50 EAST PUAINAKO STREET, HILO, HAWAII 96720

WWW.KTASUPERSTORES.COM





August 7, 2023

Michael Bitter, Dean  
 College of Arts and Sciences  
 University of Hawai'i at Hilo  
 200 West Kawili Street  
 Hilo, HI

Dear Dean Bitter,

I wholeheartedly support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

I believe that this undergraduate program is long overdue and will benefit the educational community on Hawai'i Island.

'Imiloa is keenly interested in supporting this program by providing a site for capstone and internship projects for enrolled students. Through our public educational programming, undergraduate BS Education Studies students would fit well into our team, and we would benefit from their experience.

Thank you for your consideration of this important program!

Sincerely,

A handwritten signature in black ink that reads 'Lisa Spain'.

Lisa Spain  
 Deputy Director 'Imiloa Astronomy Center

*Imiloa Astronomy Center of Hawai'i*

600 IMILOA PLACE  
 HILO, HAWAII 96720  
 PHONE: (808) 932-8901  
 FAX: (808) 969-9748

An Equal Opportunity / Affirmative Action Institution

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawaii at Hilo  
200 West Kawili Street  
Hilo, Hi. 96720

Dear Dean Bitter:

As a former Hawaii Department teacher and administrator for nearly 45 years and as current President of the Hawaii Island Retired Teachers Association (HIRTA), I want to share with you my unwavering support of the University of Hawaii at Hilo's proposed Bachelor of Science in Education Studies. It is sorely needed to recruit and train qualified, caring, innovative, and dedicated individuals, who choose to make a difference in our students' lives.

Having known and worked with Dr. Michele Ebersole, as a teacher and then as a professor mentoring future teachers, has been heartwarming. She exemplifies what students need in a teacher. We have discussed this proposed program and its various components of critical thinking skills, student learning styles, field training, culture-based learning, enhancing course content, and diversity training to name a few. When I shared the proposal with the HIRTA Board this past Monday, two former English Language Learner (ELL) teachers were ecstatic that the six ELL credits required for the Hawaii Department of Education was being added and they said they would certainly share their expertise and experience, if requested!

I am sure that more former teachers would be supportive, as we share information at future meetings on September 15 and December 1, 2023. I encourage your department to pursue this initiative for our community. Perhaps more of our local community will want to participate. There is a shortage of good teachers, who know our children and how they learn. If I can be of further assistance, please let me know.

Have a great year!

Sincerely,

*Dian Mahoney*

Dian Mahoney (Aug 12, 2023 21:08 HST)

Dian Mahoney

743 Kaumana Drive

Hilo, Hi. 96720

Phone: 808-935-5690

Email: dianhilo@gmail.com

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, Hawai'i



Dear Dean Bitter,

My name is Paula Adams and as the director of the Hawai'i Afterschool Alliance, I support the proposed Bachelor of Science in Education Studies program in the School of Education at the University of Hawai'i at Hilo.

The Hawai'i Afterschool Alliance is a network of individuals and organizations dedicated to supporting and advancing sustainable, quality afterschool, summer learning, and community schools that result in improved academic, social, emotional, and physical outcomes for children and families in Hawai'i.

This undergraduate program aligns with one of our strategic priorities, strengthening out-of-school programs through training, technical assistance, and educational pathways that build a professional workforce.

I believe that this program will provide education opportunities for the field to be able to deliver high quality afterschool and summer learning programming. This program is long overdue and will benefit the educational community on Hawai'i Island.

Sincerely,

A handwritten signature in black ink, appearing to read "Paula Adams", is positioned above the typed name.

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance  
1776 University Avenue, WA1-102  
Honolulu, HI 96822

# Appendix H

## Letters of Support Complimentary Programs

The following letters of support have been provided by complimentary programs within the University of Hawai'i System.

| <b>Index of Letters of Support from Complimentary Programs</b> |                                     |
|--|-------------------------------------|
| <b>Letter Received</b>   | <b>Affiliation</b>                  |
| Nathan Murata, Dean, College of Education                      | University of Hawai'i at Mānoa      |
| Mary Heller, Director of Teacher Education                     | University of Hawai'i at West O'ahu |
| Kimberley Collins, Vice Chancellor of Academic Affairs         | Hawai'i Community College           |

Special Note: Letters may reference a Bachelor of Science in Education Studies degree program, rather than a Bachelor of Arts in Education Studies degree program. The original proposal was for a Bachelor of Science in Education Studies; however, at the recommendation of the UH System Council of Chief Academic Officers and administration, the proposal was changed.



UNIVERSITY  
of HAWAII<sup>®</sup>  
MĀNOA

September 30, 2023

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, Hawai'i 96720

Dear Dean Bitter:

I am writing in support of the Bachelor of Science in Education Studies (BSES) degree program at the University of Hawai'i at Hilo. As we know, our teacher shortage continues throughout our state and is more acute on our neighbor islands. Having another nationally accredited undergraduate degree program specific to Hawai'i island is both necessary and vital to our ability to eliminate the teacher shortage plaguing the state. Your BSES degree with a focus on elementary education will meet the needs of Hawai'i island.

As an on-campus program, you will be addressing the immediate teaching workforce for those who reside on the eastside of Hawai'i island. This intentionality demonstrates your focus of educating your community stakeholders who are actually part of the fabric of your community, increasing the likelihood that they will remain for years to come in the profession.

Of particular interest is the undergraduate option for two tracks: Teacher Licensure and Education Studies. While the teacher licensure track is clear, I am appreciative of the education studies track whereby students can elect to pursue employment that may not be teaching related. Education as we know often extends well beyond your typical school day and this option provides a quality education for those interested in a non-teaching environment.

From the University of Hawai'i at Mānoa I consider ourselves to be partners in addressing the teacher shortage here in the state of Hawai'i. Please also know that UH Mānoa will continue our statewide recruitment efforts on all islands including Hawai'i island in order to address the teacher shortages. I am also a firm believer that potential candidates, having options in pursuing their education and by offering an undergraduate degree program is a wonderful opportunity for those residing on the eastside of Hawai'i island. Good luck with the program.

Best wishes,

Nathan M. Murata, Dean  
College of Education  
University of Hawai'i at Mānoa

1776 University Avenue  
Everly Hall, Room 128  
Honolulu, Hawai'i 96822

Tel: (808) 956-7703 • Fax: (808) 956-3106

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UNIVERSITY  
of HAWAII  
WEST O'AHU

Ke Kulanui o Hawai'i-O'ahu Komohana

Education Division



September 12, 2023

Michael Bitter, Dean  
College of Arts and Sciences  
University of Hawai'i at Hilo  
200 West Kawili Street  
Hilo, HI 96720

Dear Dean Bitter,

I am writing to express my support of the University of Hawai'i at Hilo School of Education proposal to develop a Bachelor of Science in Education Studies (BSES) Educator Preparation Program (EPP), effective fall 2024. I recently met via zoom with Dr. Janet (Jan) Ray, Dr. Michele Ebersole, and Dr. Tobias Irish who provided an excellent overview of the program structure that will include both Teacher Licensure and Education Studies pathways. It is my understanding that the in-person licensure program will first target grades K-6.

The Executive Summary that I was provided clearly articulates the mission and vision of a program grounded in HEART and HĀ. Given the state-wide shortage of highly qualified teachers, this EPP is truly needed to serve the communities of Hawai'i Island. I wish my UH Hilo colleagues the very best, as they work through the many steps towards final approval and implementation. Having led our UHWO K-12 programs from the ground up (2006-present), I truly understand the challenges that lie ahead, but the rewards without a doubt will be forthcoming.

All best,

Dr. Mary F. Heller, Professor & Chair  
Director of Teacher Education  
Education Division, Office E-225  
University of Hawai'i West O'ahu  
91-1001 Farrington Hwy  
Kapolei, HI 96707  
Phone: 808-689-2339  
Email: [mfheller@hawaii.edu](mailto:mfheller@hawaii.edu)



UNIVERSITY of HAWAII  
**HAWAII**  
COMMUNITY COLLEGE

September 28, 2023

Dr. Michael Bitter  
Dean, College of Arts & Sciences  
University of Hawai'i at Hilo  
200 W Kawili Street  
Hilo, HI 96720

Dear Dr. Bitter

University of Hawai'i – Hawai'i Community College (HawCC) supports University of Hawai'i at Hilo's (UHH), Education Department's pursuit of a Bachelor of Science in Education Studies degree.

HawCC has worked closely with UHH creating seamless pathways for our students to transition to a four-year institution. We have already been in conversation to create a clear 2+2 pathway for HawCC-Liberal Arts graduates to transition smoothly to the BS in Education Studies, for both the Education Studies and Teacher Licensure Tracks.

As you know, the teacher shortage on Hawaii Island is a real problem and a Bachelors in Education will meet the need for qualified teachers and educational assistants. In addition, this degree creates opportunities for Hawai'i Island residents to pursue a high-demand need in their home community.

We will continue our partnership with UHH to ensure the successful implementation of this 2+2 pathway for our transfer students. I look forward to future conversations regarding the development of a Pre-K-3 track that pathways from our Early Childhood Education (ECED) program, all for the sake of our students to E'Imi Pono (seek excellence) while connecting learning, life, and Aloha.

If you have any questions regarding this matter, please do not hesitate to contact me at 808-934-2512.

Sincerely,

A handwritten signature in blue ink that reads 'Kimberley P. Collins'.

Kimberley Collins  
Vice Chancellor of Academic Affairs

c: Susan Kazama, Interim Chancellor  
Carrie Mospens, Interim Dean for Liberal Arts and Sciences  
Kanoë Lambert, Pathway Coordinator

1175 Manono St.  
Hilo, Hawai'i 96720-5096  
Telephone: (808) 934-2512  
Fax: (808) 974-7770  
[www.hawacc.hawaii.edu](http://www.hawacc.hawaii.edu)



# Appendix I

## Recruitment Plan

The School of Education at the University of Hawai'i at Hilo proposes the following recruitment plan for the new Bachelor of Arts in Education Studies degree program. The plan focuses upon (1) Recruitment on Campus, (2) Recruitment with Community Colleges, and (3) Recruitment within the Community.

Special Note: The Bachelor of Arts in Education Studies degree program has two tracks—(1) a Teacher Licensure track and (2) an Education Studies track. The School of Education can advertise the Bachelor of Arts in Education Studies degree program with the Education Studies track upon approval of the University of Hawai'i System Board of Regents. The Teacher Licensure track cannot be advertised until the School of Education applies for, completes a review, and is awarded Provisional Approval to offer the Elementary Education (K-6) licensure program by the Hawai'i Teacher Standards Board.

### Recruitment on Campus

#### Advising and Admissions

The School of Education faculty members plan to work closely with the UH Hilo Advising Center and the UH Hilo Admissions Office to recruit students into the Bachelor of Arts in Education Studies degree program. This work may entail attending advising and admissions meetings, attending recruitment events, and planning for partnering with community colleges.

#### Academic Certificate in Educational Studies Students

The School of Education at the University of Hawai'i at Hilo has been offering an Academic Certificate in Education Studies (ACES) for the past ten academic years. There has been an average of 24 students graduating with the ACES each academic year. Since these are students that we already know are interested in education, School of Education faculty members will visit all education studies courses each term to recruit potential elementary teachers.

#### Institutional Marketing

The School of Education faculty members will work closely with Institutional Marketing to receive guidance and assistance from Media Relations, Communications, Print Marketing, and Digital Marketing, so that information about the Bachelor of Arts in Education Studies degree program enjoys a robust outreach.

## Recruitment with Community Colleges

The School of Education faculty members plan to hold meetings with academic advising centers at Hawai'i Community College, Kaua'i Community College, and UH Maui College to share Bachelor of Arts in Education Studies degree program information (admission, timeline, transfers) and brochures which advisors can provide to potential students.

## Recruitment within the Community

### High Schools and Teacher Academies

The School of Education faculty members plan to visit classrooms in local high schools to recruit students who may wish to become teachers. The faculty also plan to work with existing Teacher Academies in our local community. The existing Teacher Academy that we have been working with so far is Waiakea High School. We will gradually expand our reach to more distant high schools on the Big Island. Please see the letter from Kelcy Koga, Principal of Waiakea High School in Appendix G—Letters of Support—Community.

### Principals

The School of Education faculty members will also work with local Department of Education principals. We plan to attend principal meetings and share Bachelor of Arts in Education Studies degree program information (admission, timeline) and provide posters which they can display in their schools.

# Appendix J

## Admission Review Plan

Undergraduate students who wish to enter the Bachelor of Arts in Educational Studies (BAES) degree program must meet all University of Hawai'i at Hilo admission requirements. These requirements may be viewed at the following URL: <https://hilo.hawaii.edu/admissions/freshman.php>.

Further, undergraduate students must declare their intentions to become Education Studies majors. Instructions for declaring a major may be viewed at the following URL: <https://hilo.hawaii.edu/registrar/change-of-major.php#changemajor>.

During the fifth semester of the Bachelor of Arts in Education Studies degree program, undergraduate students may apply for admission into the Teacher Licensure track for Elementary Education. The Teacher Licensure track includes the admission requirements shown in Table 1 below. These admission requirements must be met on or before the October 1 application deadline each academic year.

| Table 1<br><i>Admission Requirements for BSES Teacher Licensure Track for Elementary Education</i> |  |                    |                                    |
|--|--|--------------------|------------------------------------|
| The undergraduate student must have  |  |                    |                                    |
| 1  | a cumulative GPA (grade point average) of 2.50 or higher                               |                    |                                    |
| 2  | passing scores on the Praxis Core Academic Skills for Educators Exams                  |                    |                                    |
|  | <b>Exam</b>  | <b>Exam Number</b> | <b>Passing Score</b>               |
|  | Reading  | 5713               | 156                                |
|  | Writing  | 5723               | 162                                |
|  | Mathematics  | 5733               | 150                                |
|  | Combined Reading,<br>Writing, and Mathematics  | 5752               | Same individual scores as<br>above |
| 3  | 25 hours of classroom observations   |                    |                                    |
| 4  | two letters of recommendation  |                    |                                    |
| 5  | a written statement that addresses the question "Why do you want to become a teacher?" |                    |                                    |
| 6  | two Professional Attributes Scale evaluations or an Admissions Interview               |                    |                                    |

# Appendix K

## Articulation Maps with UH Community Colleges

There are seven community colleges within the University of Hawai'i System. They are (1) Hawai'i Community College, (2) Honolulu Community College, (3) Kapi'olani Community College, (4) Kaua'i Community College, (5) Leeward Community College, (6) UH Maui College, and (7) Windward Community College.

So far, the School of Education at the University of Hawai'i at Hilo has reached out to Hawai'i Community College. We are in the process of working out a two-plus-two agreement with Hawai'i Community College, so that students with an associate's degree can seamlessly transfer into the Bachelor of Arts in Education Studies degree program at UH Hilo.

Once the Bachelor of Arts in Education Studies degree program is approved through the Board of Regents, we plan to reach out to Kaua'i Community College and UH Maui College to form two-plus-two agreements with them as well. Since UH Hilo has on-campus housing (dormitories), KCC and UHMC transfers could reside at UH Hilo during their licensure coursework. They could then return to their home islands for student teaching and subsequent employment within their local schools.

Further, the School of Education is exploring ways to cover the cost of residential housing for transfer students through grants.

# Appendix L

## Course Descriptions

The following table provides course descriptions for all of the education courses offered in the Bachelor of Arts in Education Studies program.

| <b>Course Descriptions</b>                            |   |
|---|---|
| <b>Prefix, Number, Title, Credits</b>                 | <b>Description</b>  |
| ED 210 Introduction to Teaching (3)                   | This course is an introduction to education with an emphasis on the following topics: the teaching profession; the analysis of reasons for entering teaching and factors that influence these reasons; the characteristics of the present teaching force; complexities of teaching; the current trends and issues in education; and the role of the school within the community. Students will be provided an opportunity for voluntary field experience totaling 10 hours. |
| ED 243 Math for Elementary Teachers I (3)             | Basic knowledge and skills designed to foster mathematics teaching in the elementary classroom. Includes major mathematics concepts, algorithms, procedures, applications, and practices in varied contexts.  |
| ED 310 Foundations of Education (3)                   | Introduction to the practice of thinking and the development of intelligence within the complexities of a diverse and transforming society. Historic aspects of education are explored along with philosophical and political movements so students understand education's potential. Critical thinking skills are developed to help students think seriously about education as a potential career. Must be taken for a grade. Pre: GPA of 2.5.                            |
| ED 314 Technology for Learning and Teaching (3)       | Basic knowledge and skills designed to foster the integration of instructional technologies across the curriculum in an educationally sound manner. Includes project-based and place-based learning aligned to the ISTE-E standards. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.   |
| ED 330 Teaching and Learning in Informal Settings (3) | Basic knowledge and skills designed to foster place-based learning in a variety of formal and informal settings. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.   |

## Course Descriptions

| Prefix, Number, Title, Credits             | Description   |
|--|---|
| ED 341 Literacy for Elem Teachers (3)      | Basic knowledge and skills designed to foster literacy teaching in the elementary classroom. Includes foundational knowledge of reading and writing processes. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.   |
| ED 342 Science for Elem Teachers (3)       | Basic knowledge and skills designed to foster science teaching in the elementary classroom. Includes integration of three dimensions of science and engineering practices, cross cutting concepts, and major disciplinary core ideas. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.  |
| ED 343 Math for Elementary Teachers II (3) | Continuation of knowledge and skills designed to foster mathematics teaching in the elementary classroom. Includes major mathematics concepts, algorithms, procedures, applications, and practices in varied contexts. Pre: ED 243 or equivalent, GPA 2.5, earned at least 58 credits, or instructor consent.   |
| ED 344 Soc Studies for Elem Teachers (3)   | Basic knowledge and skills designed to foster social studies teaching in the elementary classroom. Includes understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history within a framework of informed inquiry. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.        |
| ED 350 Learner Development (3)             | Theories of development focusing on physical, cognitive, social, and emotional development during the school-aged years, children (grades K-6) and adolescents (grades 7-12). Systematic observation and analysis of behavior of school-aged children at home, in the community, and at school. Pre: GPA of 2.5, earned at least 58 credits, or instructor consent. |
| ED 443 Learning Environments (3)           | Theory and practice for creating and sustaining a culture of connection and belonging in a learning environment grounded in Nā Hopena A'o (HĀ). Pre: GPA of 2.5, junior standing, or instructor consent.  |
| ED 445 Community-Based Research (3)        | Second part of a two-course sequence on place-based social emotional learning (PBSEL). Students will learn about community-based action research by conducting a study at their internship site that supports schools and community organizations on Hawai'i Island. Pre: ED 444 or instructor's consent.   |
| ED 448 Qualitative Research (3)            | Introduction to several traditions of qualitative inquiry. Students are guided (mentored) through experiences   |

| <b>Course Descriptions</b>                        |   |
|---|---|
| <b>Prefix, Number, Title, Credits</b>             | <b>Description</b>  |
|   | where they design, conduct, analyze, and write-up small-scale qualitative studies in educational settings.  |
| ED 450 Learn/Teach in Hawai'i Schools (3)         | Introduction to culture-based education. Integrates Hawaiian history, language, and cultural practices for meaningful and engaging student learning experiences. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.   |
| ED 451 Literacy Methods (3)                       | Application of literacy concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: Acceptance into the Teacher Licensure track.  |
| ED 452 Social Studies/Science Methods (3)         | Application of social studies and science concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: GPA 2.5, earned at least 58 credits, or instructor consent.   |
| ED 453 Mathematics Methods (3)                    | Application of mathematics concepts, skills, and effective instructional practices for planning, designing, and assessing student learning in the elementary classroom. Pre: Acceptance into the Teacher Licensure track.   |
| ED 455 Differentiated Instruction (3)             | Exploration and application of differentiated instructional strategies in the inclusive classroom. Includes learner analysis; practical development of activities for differentiated content, processes, and products to assure maximum learning for all students; and assessment. Pre: GPA 2.5, earned at least 58 credits, or instructor consent. |
| ED 457 Emerging Bilingual Students in Schools (3) | Exploration of emerging multilingualism in culturally and linguistically diverse settings. Extends awareness of and skills for translanguaging and scaffolding multilingualism integration across the curriculum. Includes sheltered instruction and cultural/social influences. Pre: GPA 2.5, junior standing, or instructor consent.              |
| ED 470 Professional Dispositions (1)              | Overview of professional attributes and licensure standards. Professional growth and development through field experiences in local K-6 schools. Pre: Acceptance into the Teacher Licensure track.  |
| ED 471 Ethics for Educators (1)                   | Introduction to the Model Code of Ethics for Educators (MCEE) as a guide to standards of ethical professional practice. Participation in collaborative discussions around ethical dilemmas, using awareness and understanding of the MCEE to support ethical decision-making. Pre:  |

## Course Descriptions

| Prefix, Number, Title, Credits         | Description  |
|--|--|
|  | Acceptance into the Teacher Licensure track and successful completion of ED 470 and ED 480.  |
| ED 472 Professional Responsibility (1) | Continued professional development through clinical practice, participation in workshops, training, and presentations in preparation for state licensure and employment in the profession. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481.                        |
| ED 480 Field Experiences I (1)         | Practical application of theories of learner development, learning environments, learner differences, and instructional planning in local K-6 schools. Introduction to school learning communities. Pre: Acceptance into the Teacher Licensure track.  |
| ED 481 Field Experiences II (3)        | Practical application of teaching methods and strategies in local K-6 schools. Supervised observations. Teaching with emphasis on lesson planning, unit planning, and instruction. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 470 and ED 480.                                |
| ED 482 Clinical Practice (10)          | Student teaching and professional development in local K-6 schools. Supervised observations. Teaching with emphasis on advanced lesson planning, unit planning, instruction, assessment, and critical reflection. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481. |
| ED 485 Field Practicum I (2)           | First practicum in teaching, internship, or research in an educational setting. Pre: GPA 2.5, senior standing, successful completion of ED 330, or instructor consent.   |
| ED 486 Field Practicum II (3)          | Second practicum in teaching, internship, or research in an educational setting. Pre: GPA 2.5, senior standing, successful completion of ED 485, or instructor consent.  |
| ED 490 Teaching Seminar (3)            | Participation and collaboration in a learning environment for reflective self-study and professional learning while student teaching. Pre: Acceptance into the Teacher Licensure track and successful completion of ED 471 and ED 481.   |
| ED 491 Capstone I (3)                  | Completion of reflective-inquiry project from the first field practicum. Pre: GPA 2.5, senior standing, successful completion ED 485, or instructor consent.   |
| ED 492 Capstone II (3)                 | Completion of senior capstone project. Pre: GPA 2.5, senior standing, successful completion of ED 486, or instructor consent.  |



## Course Descriptions

| Prefix, Number, Title, Credits   | Description   |
|----------------------------------|---|
| ED 493 Professional Pathways (3) | Professional development and exploration of career pathways in a variety of education settings. Examination of professional ethics when working with children and youth, professional preparation, and career planning. Pre: GPA 2.5, senior standing, successful completion of ED 485, ED 486, and ED 491. |

# Appendix M

## Curriculum Sequence

### Teacher Licensure Track

The School of Education has developed a Curriculum Sequence for the Bachelor of Arts in Education Studies Teacher Licensure Track that has four thematic blocks—Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The thematic blocks and courses for each are aligned with the Hawai'i Teacher Standards Board InTASC Model Core Teaching Standards and Learning Progression for Teachers. The Curriculum Sequence is shown in Table M1 on the following page.

| Table M1<br>Bachelor of Arts in Education Studies – Teacher Licensure Track – Curriculum Sequence |  |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|
| Thematic Block  | InTASC/HTSB Standards                                    | Year 1 and Year 2                         | Year 3 - Fall (15 credits)  | Year 3 - Spring (15 credits)  | Year 3 - Summer (2 credits)   | Year 4 - Fall (16 credits)  | Year 4 - Spring (14 credits)  |   |
| Learner and Learning  | Standard 1<br>Learner Development                        |   | ED 350 Learner Development (3)  |   |   |   |   | ED 314 Technology for Learning and Teaching (3) |
|   | Standard 2<br>Learning Differences                       |   |   | ED 455 Differentiated Instruction (3)<br>ENG 350 Second Language Acquisition Theory (3) |   | ED 457 Emerging Bilingual Students in Schools (3)                 |   |   |
|   | Standard 3<br>Learning Environment                       |   |   | ED 450 Learning and Teaching in Hawai'i Schools (3)                                     |   | ED 443 Learning Environments (3)                                  |   |   |
| Content   | Standard 4<br>Content Knowledge                          | ED 243 Math for Elementary Teachers I (3) | ED 341 Literacy for Elementary Teachers (3)<br>ED 342 Science for Elementary Teachers (3)       |   |   |   |   | ED 490 Teaching Seminar (3)                     |
|   | Standard 5<br>Application of Content                     |   | ED 343 Math for Elementary Teachers II (3)<br>ED 344 Social Studies for Elementary Teachers (3) |   |   |   |   |   |
| Instructional Practice  | Standard 6<br>Assessment                                 |   |   | ED 452 Social Studies/Science Methods (3)   |   | ED 451 Literacy Methods (3)<br>ED 453 Math Methods (3)            |   |   |
|   | Standard 7<br>Planning for Instruction                   |   |   |   |   |   |   |   |
|   | Standard 8<br>Instructional Strategies                   |   |   |   |   |   |   |   |
| Professional Responsibility   | Standard 9<br>Professional Learning and Ethical Practice |   |   |   | ED 470 Professional Dispositions (1)<br>ED 480 Field Experience I (1) | ED 471 Ethics for Educators (1)<br>ED 481 Field Experience II (3) | ED 472 Professional Responsibilities (1)<br>ED 482 Clinical Practice (10) |   |
|   | Standard 10.<br>Leadership and Collaboration             |   |   |   |   |   |   |   |

# Appendix N

## Consultations Completed

| <b>On Campus</b>                                    |   |
|---|---|
| UH Hilo Office of the Chancellor                    | Bonne Irwin, Chancellor   |
| UH Hilo Academic Affairs                            | Keiki Kawai'ae'a, Interim Vice Chancellor for Academic Affairs<br>Seri Luangphinit, Accreditation Officer<br>Shelby Iwamoto, Academic Curriculum and Graduate Program Officer |
| UH Hilo Administrative Affairs                      | Kalei Rapoza, Vice Chancellor for Administrative Affairs  |
| UH Hilo Advising Center                             | Kainoa Ariola-Sukisaki, Director<br>Kurt Dela Cruz, Senior Advisor<br>Comfort Sumida, Senior Advisor<br>Jodi Kunimoto, Senior Advisor   |
| UH Hilo Anthropology Department                     | Joseph Genz, Chair  |
| UH Hilo Art Department                              | Jonathan Goebel, Chair  |
| UH Hilo Biology Department                          | Patrick Hart, Chair   |
| UH Hilo College of Arts and Sciences                | Michael Bitter, Dean<br>Bryan Kim, Division Chair<br>Scott Kawachi, Administrative Officer  |
| UH Hilo College of Arts and Sciences Faculty Senate | Eric Heuer, Chair   |
| UH Hilo Communication Department                    | Jing Yin, Chair   |
| UH Hilo Performing Arts Department                  | Justina Mattos, Chair   |
| UH Hilo English Department                          | Kirsten Mollegaard, Chair   |
| UH Hilo Faculty Congress                            | Karen Pellegrin, Chair  |
| UH Hilo Geology Department                          | Jene Michaud, Chair   |

|   |  |
|---|--|
| UH Hilo Kahuawaiola Hawaiian and Indigenous Teacher Preparation Program | Kanani Māka'imoku, Assistant Professor   |
| UH Hilo Kinesiology and Exercise Science                                | Ozan Atalag, Chair   |
| UH Hilo Linguistics Department  | Yumiko Ohara, Chair  |
| UH Hilo Marine Science Department                                       | Steve Colbert, Chair   |
| UH Hilo Mathematics Department  | Efren Ruiz, Chair  |
| UH Hilo Philosophy Department   | Chris Lauer, Chair   |
| UH Hilo Psychology Department   | Adam Pack, Chair   |
| UH Hilo Sociology Department  | Lindy Hern, Chair  |
| UH Hilo TESOL Program   | Francis Dumanig, Program Coordinator   |
| 'Imiloa Astronomy Center  | Lisa Spain, Deputy Director<br>Anya Tagawa, Education Specialist   |
| <b>Other Campuses</b>   |  |
| Hawai'i Community College   | Kimberley Collins, Vice Chancellor for Academic Affairs<br>Carrie Mospens, Interim Dean for Liberal Arts<br>Kanoë Lambert, Pathway Coordinator                                 |
| University of Hawai'i at Mānoa  | Nathan Murata, Dean, College of Education  |
| University of Hawai'i at West Oahu                                      | Mary Heller, Director of Teacher Education   |
| <b>Off Campus</b>   |  |
| AAQEP <sup>1</sup> (National Accreditors)                               | Sungti Hsu, Chief Relationship Officer   |
| Hawai'i Afterschool Alliance  | Paula Adams, Executive Director  |
| Hawai'i Department of Education   | Esther Kanehailua, Hilo Waiakea Complex Area Superintendent<br>Stacey Bello, Keaau Kau Pahoā Complex Area Superintendent<br>Trintje Hironaga, Hilo Waiakea District Specialist |
| Hawai'i Education Association   | Lynn Hammond, Program Manager  |

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<sup>1</sup> Association for Advancing Quality in Educator Preparation

|   |   |
|---|---|
| Hawai'i Island Retired Teachers Association | Dian Mahoney, President   |
| Hawai'i State Teachers Association          | Edwin Kagawa, President   |
| Hawai'i Teacher Standards Board             | Felicia Villalobos, Executive Director<br>Jennifer Padua, Licensing Specialist<br>R J Rodriguez, Licensing Specialist |
| Waiakea Teacher Academy                     | Kelcy Koga, Principal Waiakea High School<br>Lisa Tada, Instructor, Teacher Cadets Program                            |
| Hawai'i County Recreation Department        | Lindsey Iyo, Administrator  |

# Appendix O

## Action Memo and Authorization to Plan the Bachelor of Arts in Education Studies Degree Program

On the following pages are the Action Memo, signed on March 15, 2023, by UH System and UH Hilo administrators, as well as the Authorization to Plan document.

Please note that the School of Education at the UH Hilo initially proposed a Bachelor of Science in Education Studies degree program. Based upon the recommendation of the UH System Council of Chief Academic Officers and administration, the proposed degree program was changed to a Bachelor of Arts in Education Studies.

DTS 23269

College of Arts and Sciences  
Office of the DeanUNIVERSITY  
of HAWAII  
HILO

March 15, 2023

MEMORANDUM

TO: David Lassner  
President

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

VIA: Bonnie Irwin  
Chancellor *Bonnie Irwin*

VIA: Kris Roney  
Vice Chancellor for Academic Affairs *Kris Roney*  
Digitally signed by Kris Roney  
Date: 2023.03.21 14:49:55  
-10'00'

FROM: Michael Bitter *Michael Bitter*  
Dean, College of Arts & Sciences

SUBJECT: REQUEST FOR APPROVAL TO PLAN (ATP) STATUS FOR THE BACHELOR OF SCIENCE IN  
EDUCATIONAL STUDIES AT THE UNIVERSITY OF HAWAII AT HILO

SPECIFIC ACTION REQUESTED

It is respectfully requested that the Approval to Plan (ATP) for the Bachelor of Science in Educational Studies (BSES) in the College of Arts and Sciences at the University of Hawai'i at Hilo be approved.

RECOMMENDED EFFECTIVE DATE

Effective upon approval.

ADDITIONAL COST

None. Future costs will be addressed in the Provisional Program proposal.

PURPOSE

The Approval to Plan proposal for the University of Hawai'i at Hilo (UHH) School of Education's Bachelor of Science in Educational Studies was created in response to Senate Act 141 to address a critical shortage of qualified teachers throughout the State of Hawai'i. The program fills a clear need to provide undergraduate training toward teacher certification on the neighbor islands and across the state. Until now, challenges in staffing have prevented the UH Hilo School of Education from offering an undergraduate teacher education program to our students.

BACKGROUND

The School of Education (SOE) at University of Hawai'i at Hilo (UHH) intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Science in Educational Studies (BSES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BSES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and



David Lassner  
 March 15, 2023  
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theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice.

Alignment with the UH System Mission - From the mission statement, " ... it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both the undergraduate and graduate levels" (p. 1). Providing a BSES through the UHH SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at an outer island university.

Alignment with the UH System Strategic Plan -The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai'i workforce needs for today and tomorrow, (3) embrace kuleana to Hawaiians and Hawai'i, and (4) diversify Hawai'i's economy through UH research and innovation. The Bachelor of Science in Educational Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state-teachers, and teach in rural and outer island settings with HĀ.

Alignment with the Integrated Academic and Facilities Plan for the University of Hawai'i System -From the plan, "UH supports and rewards collaboration across all programs and activities. New silos are discouraged and current silos are eliminated or reduced. The university prioritizes and integrates system wide articulation and transferability in all academic planning." Although the UHH SOE will develop a four-year BSES degree program on its own campus, the SOE will also develop pathways that enable undergraduate students to join the BSES cohort after completing two years at the community college level. There are already such discussions taking place among chancellors at UHH, Hawaii Community College, and Maui College about this collaboration, with more to come.

According to Senate Bill 2359/Act 141, "Hawaii has long suffered from a shortage of qualified public-school teachers" (p. 1). Further, " ... the University of Hawai'i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe" (p. 3). Therefore, the Act requires the establishment of " ... K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education" (p. 3). Consequently, the SOE at the UHH is submitting this proposal to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program. The School of Education conducted a survey of students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents indicated that a Bachelor of Science in Educational Studies degree program would be popular or very popular.

Seventy-seven percent of respondents indicated that they would likely or very likely major in Educational Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai'i, including 64 percent from Hawai'i Island, 18 percent from Maui.

According to the Integrated Academic and Facilities Plan for the University of Hawai'i System, "Duplication of academic programs takes place only with intention and sound justification." Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all

David Lassner  
March 15, 2023  
Page 3 of 3

counties. The University of Hawai'i at Hilo proposes a Bachelor of Science in Educational Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawaii at Mānoa and the University of Hawai'i at West Oahu both offer Bachelor of Education (BED) degree programs in elementary education and secondary education.

The UHH SOE proposes to roll out the Bachelor of Science in Educational Studies (BSES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

**ACTION RECOMMENDED**

It is recommended that the Approval to Plan (ATP) for the Bachelor of Science in Educational Studies (BSES) in the College of Arts and Sciences at the University of Hawai'i at Hilo be approved.

*1/9/23 Officers endorsed*

*1/18/23 CCAO concurred*

**Attachments:**

Approval to Plan Proposal

**Authorization to Plan (ATP)  
Bachelor of Science in Educational Studies**

**Part One—Location**

|                 |                               |
|-----------------|-------------------------------|
| <b>Campus</b>   | University of Hawai'i at Hilo |
| <b>College</b>  | College of Arts and Sciences  |
| <b>Division</b> | Social Sciences               |
| <b>School</b>   | School of Education           |

**Part Two—Degree and Objectives**

**Degree Proposed**—Bachelor of Science in Educational Studies (BSES)

**Program Objectives**—The School of Education (SOE) at University of Hawai'i at Hilo (UHH) intends to provide a high-quality, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Science in Educational Studies (BSES) degree program to meet the need for highly-qualified teachers on Hawai'i Island and other outer islands. At the completion of the BSES degree program, teacher candidates will exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree as outlined by SOE's national accreditors AAQEP (Association for Advancing Quality in Educator Preparation), including (1) content, pedagogical, and/or professional knowledge relevant to the credential sought; (2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory; (3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; (4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice; (5) creation and development of positive learning and work environments; and (6) dispositions and behaviors required for successful professional practice. Teacher candidate instructional practices will also be grounded in HEART<sup>1</sup> and HĀ<sup>2</sup>. Having a **Bachelor of Science in Educational Studies** provides two additional benefits—(1) the focus on science in preparation for STEM teaching and learning and (2) a strong fallback for teacher candidates who cannot meet the national PRAXIS exam requirements and may then serve as highly-qualified community educators.

**Part Three—Alignment with Campus and UH System Mission and  
UH System Strategic Plan**

**Alignment with the University of Hawai'i at Hilo's Mission Statement and Papahana Ho'olālā Hikiāloa Strategic Plan 2021-2031**—The UH Hilo Strategic Plan lists three goals. They are to strengthen our commitment to (1) haumāna—equity and access success, (2) 'āina- and community-based education, and (3) kakou—our campus 'ohana. The proposed Bachelor of Science in Educational Studies degree program aligns with all three of these goals.

**Alignment with the UH System Mission**—From the mission statement, “. . . it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university

<sup>1</sup> HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

<sup>2</sup> HĀ or Nā Hopena A'o is a Hawai'i Department of Education initiative. The School of Education has served as a pilot site for HĀ, which includes six outcomes to be strengthened in every student—belonging, responsibility, excellence, aloha, and total well-being. More information about HĀ is available at the following URL: <https://www.hawaiipublicschools.org/DOE%20Forms/NāHopenaAoE3.pdf>.

education at both the undergraduate and graduate levels” (p. 1). Providing a BSED through the UHH SOE will provide an opportunity for undergraduate students who cannot afford the cost of living on Oahu to complete their teaching degree at an outer island university.

**Alignment with the UH System Strategic Plan**—The Four Imperatives of the UH System Strategic Plan are (1) successful students for a better future, (2) meet Hawai’i workforce needs for today and tomorrow, (3) embrace kuleana to Hawaiians and Hawai’i, and (4) diversify Hawai’i’s economy through UH research and innovation. The Bachelor of Science in Educational Studies degree program clearly addresses Imperatives One, Two, and Three by providing a program where students can successfully train for and enter the field of education, provide for one of the greatest workforce needs in the state—teachers, and teach in rural and outer island settings with HĀ.

Although the UHH SOE will develop a four-year BSES degree program in a hybrid delivery format on its own campus, the SOE will also develop pathways that enable undergraduate students to join the BSES cohort after completing two years at the community college level. There are already such discussions taking place among chancellors at UHH, Hawaii Community College, and Maui College about this collaboration, with more to come.

#### **Part Four—Justification of Need**

According to [Senate Bill 2359/Act 141](#), “Hawai’i has long suffered from a shortage of qualified public-school teachers” (p. 1). Further, “. . . the University of Hawai’i System does not offer a sufficient number of classes for students who are pursuing undergraduate degrees in the field of education, especially on the neighbor islands where the shortages are most severe” (p. 3). Therefore, the Act requires the establishment of “. . . K-12 expanded teaching cohort programs in each county for students who are pursuing undergraduate degrees in education” (p. 3). Consequently, the SOE at the UHH is submitting this ATP to help meet both the teacher shortage needs and the requirements of Senate Bill 2359/Act 141.

#### **Part Five—Demand for the Program**

The School of Education has offered an Academic Certificate in Educational Studies (ACES) for undergraduate students interested in the field of education since the 2011-2012 academic year. To date, 299 students have graduated with the ACES, which is an average of 27 students per academic year. This may be considered an indirect indicator of student demand for an undergraduate degree program.

The School of Education conducted a survey of students currently enrolled in undergraduate education courses just last week. Findings revealed that 81 percent of respondents<sup>3</sup> indicated that a Bachelor of Science in Educational Studies degree program would be popular or very popular. Seventy-seven percent of respondents indicated that they would likely or very likely major in Educational Studies, if it was offered. It should be noted that 90 percent of respondents were from Hawai’i, including 64 percent from Hawai’i Island, 18 percent from Maui.

#### **Part Six—Non-Duplication of Programs**

Due to the severe workforce demand, ACT 141 mandates that undergraduate teacher preparation programs be made available within all counties.

The University of Hawai’i at Hilo proposes a Bachelor of Science in Educational Studies degree program. This specific degree is not offered on the other campuses. Rather, the University of Hawaii at Manoa and the University of Hawai’i at West Oahu both offer Bachelor of Education

<sup>3</sup> N=22

(BED) degree programs in elementary education and secondary education.

Here are the number of degrees conferred over the past three years in the Bachelor of Education degree programs at the University of Hawai'i at Manoa and the University of Hawai'i at West Oahu.

| <b>Number of Bachelor of Education (BED) Graduates</b> |             |             |             |
|--|-------------|-------------|-------------|
| <b>University of Hawaii at Manoa</b>                   |             |             |             |
|  | <b>2020</b> | <b>2021</b> | <b>2022</b> |
| Elementary   | 121         | 114         | 114         |
| Secondary  | 28          | 19          | 26          |
| <b>Total</b>   | <b>149</b>  | <b>133</b>  | <b>140</b>  |
| <b>University of Hawaii at West Oahu</b>               |             |             |             |
| Elementary   | 26          | 17          | 19          |
| Secondary  | 11          | 16          | 13          |
| <b>Total</b>   | <b>37</b>   | <b>33</b>   | <b>32</b>   |

The UHH SOE proposes to roll out the Bachelor of Science in Educational Studies (BSES) in phases, which include elementary education (first phase), pre-kindergarten through grade three (second phase), and secondary education (third phase).

#### **Part Seven—Potential Risks**

The UHH SOE does not see any potential or new risks associated with the proposed BSES program, as the SOE already has established procedures for preservice teacher placement in schools, working with the Hawai'i Department of Education, as well as public charter and private school partners.

#### **Part Eight—New Resources**

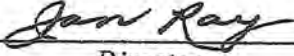
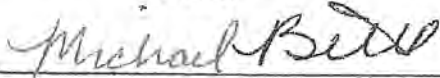

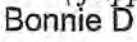
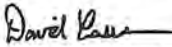
The UHH SOE is requesting three faculty members for the design, development, implementation, evaluation, and accreditation of the Bachelor of Science in Educational Studies degree program. (It is assumed that faculty positions will be legislated due to the teacher workforce requirements outlined in Act 141.)

#### **Part Nine—Timeline**

The Authority to Plan for the Bachelor of Science in Educational Studies will be submitted in Fall of 2022. The full proposal will be submitted in the Spring of 2023.

## Signature Page

*Signature indicates that the person has reviewed the ATP and supports the proposed program.*

|   |                                      |                           |
|---|--------------------------------------|---------------------------|
| <br><i>Director</i>  | Jan Ray<br><i>Print Name</i>         | 11.28.22<br><i>Date</i>   |
| <br><i>Dean</i>  | Michael Bitter<br><i>Print Name</i>  | 03/10/2023<br><i>Date</i> |
| <br><i>Dean, Graduate Division</i><br><i>(if applicable)</i> | Kris Roney<br><i>Print Name</i>      | 04/03/2023<br><i>Date</i> |
| <br><i>Provost</i>   | Bonnie D. Irwin<br><i>Print Name</i> | <i>Date</i>               |
| <br><i>President</i>   | David Lassner<br><i>Print Name</i>   | 04/10/2023<br><i>Date</i> |



UNIVERSITY  
of HAWAII

**HILO**

Ke Kulanui o Hawai'i ma Hilo

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

'24 FEB -9 A9:14

Bonnie D. Irwin  
Chancellor

dts 23895B

February 8, 2024

TO: Alapaki Nahale-a  
Chair, Board of Regents

Gabriel Lee  
Chair, Committee on Institutional Success  
Board of Regents

VIA: David Lassner  
President

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

FROM: Bonnie Irwin  
Chancellor for University of Hawai'i at Hilo

SUBJECT: Authorizing the University of Hawai'i to enter into a sixth amendment to the ground lease with the Adult Student Housing Hawai'i, Inc for the Hale Kāwili Apartments at the University of Hawai'i at Hilo

**SPECIFIC ACTIONS REQUESTED:**

We request the Board of Regents authorize Administration to enter into a sixth amendment to the ground lease ("**Sixth Amendment**") between the University of Hawai'i ("**UH or University**") and Adult Student Housing Hawai'i, Inc ("**ASH Hawai'i**"), a Hawai'i non-profit corporation, for the property underlying the student housing complex known as the Hale Kāwili Apartments ("**HK Apartments**") at UH Hilo. The only major term changed by this Sixth Amendment is to extend the lease term for a one (1) year period from July 1, 2024, to June 30, 2025, with a one (1) year mutual option to extend.

**RECOMMENDED EFFECTIVE DATE:**

Upon approval of the Board of Regents.

Board Chair Alapaki Nahale-a  
Committee Chair Gabriel Lee  
February 8, 2024  
Page 2 of 6

**ADDITIONAL COST:**

The Sixth Amendment to the ASH Lease is not anticipated to result in any additional costs to the University.

**BACKGROUND:**

In March 1972, the University entered into a ground lease with the State of Hawai'i ("**State**"), by its Board of Land and Natural Resources ("**State Lease**") for approximately 6.5 acres of land on the UH Hilo campus ("**Leased Property**"). In turn, in 1972, the University subleased the Leased Property for 40 years to ASH Hawai'i ("**ASH Lease**") to construct, operate, and manage affordable student housing.

The ASH Lease was amended by Amendment No. 1 (September 14, 1984) and Amendment No. 2 (April 12, 1989), both of which involved ASH obtaining approvals from the State and the University to place and substitute mortgage liens in favor of various mortgagees and pay off and cancel regulatory agreements with the United States. These Amendments did not entail any other revisions or extensions to the original ASH Lease.

In 2012, the University obtained a Governor's Executive Order which granted the University control, jurisdiction, and ownership of large portions of the UH Hilo campus, including the Leased Property. The Executive Order superseded and replaced the State Lease. This effectively made the ASH Lease a direct and primary lease with the University.

With the ASH Lease set to expire on December 12, 2012, the President, with the approval of the Board, executed an 18-month lease term extension, signed on December 11, 2012, during which time UH Hilo was to review alternatives and develop a plan for the HK Apartments. The Third Amendment: (a) extended the term of the ASH Lease to June 30, 2014; and (b) required ASH Hawai'i to perform and implement certain repairs and upgrades to the HK Apartments. All of these repairs were completed by ASH Hawai'i during the 18-month lease term extension.

On February 5, 2014, the President, with the approval of the Board, executed the Fourth Amendment to the ASH Lease. The Fourth Amendment: (a) extended the term of the ASH Lease for an additional five (5) years, from July 1, 2014, to June 30, 2019; and (b) required ASH Hawai'i to perform and implement certain repairs and upgrades to the HK Apartments.

On February 8, 2019, the President, with the approval of the Board, executed the Fifth Amendment to the ASH Lease. The Fifth Amendment: (a) extended the term of the ASH Lease for an additional five (5) years, from July 1, 2019, to June 30, 2024; and



Board Chair Alapaki Nahale-a  
Committee Chair Gabriel Lee  
February 8, 2024  
Page 3 of 6

(b) required ASH Hawai'i to perform and implement certain repairs and upgrades to the HK Apartments.

**CURRENT STATUS:**

ASH Hawai'i has managed the HK Apartments for over 50 years and is most familiar with the Leased Property. The HK Apartments provide 100 apartment units with approximately 208 beds for UH students and their families. ASH Hawai'i has consistently offered affordable rental rates to students with families throughout the lease term. The HK Apartment's current monthly rental rates (2-bedroom \$865; 3-bedroom \$905) are well below the 2024 U.S. Department of Housing and Urban Development fair market rent for the County of Hawai'i (2-bedroom \$2,010; 3-bedroom \$2,558), and the 2023 County of Hawai'i affordable rental housing program rates (2-bedroom \$1,901; 3-bedroom \$2,446).

ASH Hawai'i has fulfilled most of their lease obligations for the operation, repair, maintenance and improvement of the HK Apartments during this entire period. The limitation on completing the required repair is due to the rate of unit turnover during the period; the proposed extension will allow ASH Hawai'i to complete the remaining required repairs. ASH Hawai'i has a proven track record of responsibly repairing and improving the HK Apartments and ensuring a livable environment.

The Sixth Amendment to the ASH Lease will extend the lease term for a one (1) year period from July 1, 2024, to June 30, 2025, with a one (1) year mutual option to extend. This extension allows ASH Hawai'i to continue to provide affordable housing to UH Hilo students and their families. In accordance with the criteria set forth in RP 10.201, as more fully described below, several alternatives were considered; however, ASH Hawai'i is the only active opportunity that ensures that the student housing inventory is maintained.

The University plans to issue an Invitation to Submit Proposals ("ISP") in March 2024 to identify and select a Developer to enter into a new long-term ground lease for the HK Apartments. The University was awaiting the finalization of background reports, including a market demand study, to include in the ISP solicitation. The Sixth Amendment will allow ASH Hawai'i to continue to operate and manage HK Apartments while the University negotiates and finalizes agreements with the selected Developer from the ISP solicitation.

**APPLICABLE REGENTS POLICY:**

Under Board of Regents Policy RP 10.201, the Board of Regents' approval is required for this real property transaction because the President has identified it as a lease to present to the Board of Regents for approval. The six decision-making considerations enumerated under Board of Regents Policy RP 10.201.III.A are addressed in turn as follows.

Board Chair Alapaki Nahale-a  
 Committee Chair Gabriel Lee  
 February 8, 2024  
 Page 4 of 6

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

The HK Apartments provide affordable housing accommodations to University students and faculty with families. This essential housing option serves a niche population of the UH Hilo community and promotes and supports UH Hilo's educational mission and goals by increasing access to higher education. By increasing access to a higher education degree and expanding the socioeconomic diversity of UH Hilo graduates, the pool of local business and economic leaders is enriched and broadened, which will contribute to the future of our State's economy.

- b. *Advance principles and practices of sound environmental stewardship and sustainability.*

Constructed in 1972, the HK Apartments do not meet current sustainability standards nor do they conform with current principles of sound environmental stewardship, however, any long-term plans for the HK Apartments, or any subsequent development, will more likely incorporate sustainable building features that support the University's sustainability policy. The current proposal results in extending the useful life of the existing HK Apartments, which aligns with a guiding principle of sustainability that states "The Greenest Building is One that is Already Built."

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

UH Hilo's primary goal is to maintain their current housing inventory, including the HK Apartments. Alternatives were considered including the following:

- 1) Issuing an ISP to identify and select a Developer to assume ownership, management and operations of the HK Apartments, including all financing of capital improvements;
- 2) Transition of the HK Apartments to the County of Hawai'i or a private company, both proposing to access Department of Housing and Urban Development (HUD) funding to invest in updating the HK Apartments. Use of HUD funds in this endeavor would create an open market for the units, and HK Apartments would lose its original intended purpose as being for University students and faculty and their families;
- 3) UH Hilo assuming ownership, operations, and maintenance of the HK Apartments which would require additional financial resources and internal capacity to operate and maintain the HK Apartments. Beyond the capital improvements and employee costs, ongoing repair and maintenance costs would be incurred by UH Hilo; and

Board Chair Alapaki Nahale-a  
 Committee Chair Gabriel Lee  
 February 8, 2024  
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4) The closure of HK Apartments after June 30, 2024, which would result in a reduction of the UH Hilo's student housing inventory and displacement of University students and faculty (and their families) currently living at HK Apartments.

After considering the alternatives, the University plans to issue an ISP in March 2024 to select a Developer to assume ownership of the HK Apartments. The Sixth Amendment will allow ASH Hawai'i to continue to operate and manage HK Apartments while the University negotiates and finalizes agreements with the selected Developer.

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

The lease arrangement between the University and ASH Hawai'i is based on a business model whereby the University provides land at nominal value and, in return, ASH Hawai'i provides housing for students with families at affordable rates. ASH Housing has been and continues to be solely responsible for all construction, improvements, repair, maintenance, and operation of the HK Apartments at no cost to the University. This arrangement has tremendously benefited UH Hilo students, while avoiding any financial outlay by the University.

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

The subject real property is critical to UH Hilo's long range plans and supports its core mission, therefore providing housing for University students and faculty is prioritized over the generation of revenues. The availability of affordable student housing increases access to higher education for a broader population and enhances student recruitment and retention efforts which results in increased enrollment. Furthermore, ASH Hawai'i is responsible for all improvements, utilities, and maintenance of the Premises which is advantageous to reduce overall costs to the University.

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

Extending the ASH Lease will maintain the current student housing inventory and is consistent with the long range development plan ("LRDP") for the UH Hilo campus, including its physical development goals and objectives, "to create a fully integrated residential university by providing housing areas in close proximity to educational facilities." The Project is supportive of the Imperatives as set forth in the University's Strategic Plan 2023-2029, including "Develop successful students for a better future". The Project also supported and supports the 21<sup>st</sup> Century Facilities and High Performing System, which are two of the five policies as set forth in the University's Strategic Direction, 2015-2021.

Board Chair Alapaki Nahale-a  
Committee Chair Gabriel Lee  
February 8, 2024  
Page 6 of 6

The HK Apartments is the sole affordable apartment complex in UH Hilo's student housing inventory capable of accommodating students with families and is an essential component of UH Hilo's overall student housing inventory. Continuation of the only apartment-style housing for this niche population of students is critical to UH Hilo's recruitment and retention efforts. UH Hilo believes that the proposed Sixth Amendment is the best option available to provide uninterrupted alternative housing to students with families while UH Hilo pursues long-term P3 student housing options.

**ACTION RECOMMENDED:**

We respectfully request that: (1) the Committee on Institutional Success recommend that the Board of Regents approve; and (2) the Board of Regents subsequently approve, the Sixth Amendment to ASH Lease which would extend the lease term for a one (1) year period from July 1, 2024, to June 30, 2025, with a one (1) year mutual option to extend. Once approved, the President, the Vice President for Budget and Finance/Chief Financial Officer will: (1) finalize and execute said Sixth Amendment to the ASH Lease; and (2) take such actions and execute such other ancillary documents as they deem necessary to implement this transaction.

c: Executive Administrator and Secretary to the Board Yvonne Lau



UNIVERSITY  
of HAWAII  
SYSTEM

Office of the Vice President for Research and Innovation  
UNIVERSITY OF HAWAII  
BOARD OF REGENTS

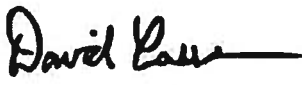
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UH DTS #23932


February 7, 2024


**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:** Request Approval of an Indemnification Provision in a Contract Issued  
by the American Library Association ("ALA")

**SPECIFIC ACTION REQUESTED:**

It is respectfully requested that the University of Hawai'i's ("UH") Board of Regents ("BOR") authorize UH to accept indemnity provisions in an Americans and the Holocaust: Grant Acceptance Form 2024 (the "Agreement") between American Library Association ("ALA" or "Sponsor") and the University of Hawai'i, on behalf of the University of Hawai'i at Mānoa, Library Services ("UHM Library Services").

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

**RECOMMENDED EFFECTIVE DATE:**

It is recommended that the authorization to undertake these indemnities become effective upon board approval.

Chairperson Alapaki Nahale-a  
February 7, 2024  
Page 2

### **ADDITIONAL COST:**

There are no additional costs associated with this request. 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.

### **PURPOSE:**

The purpose of this request is to obtain Board approval so that UH may enter into a contract with Sponsor to allow UHM Library Services to install and present the American and the Holocaust exhibition for a five-week period in the lobby of Hamilton Library.

### **BACKGROUND:**

#### **Overview of the Project**

According to the ALA's website, the American Library Association was founded on October 6, 1875 and is the oldest and largest library association in the world. Its mission is to "provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information to all."

In partnership with and with support from the United States Holocaust Memorial Museum ("USHMM"), the ALA created a 1,100-square-foot traveling exhibition called Americans and the Holocaust (the "Exhibition"), that explores the motives, pressures, and fears that shaped America during the 1930s and 1940s. The Exhibition toured libraries across the United States from October 2021 to January 2024, and is extending its tour to another 50 libraries between June 2024 and July 2026.

UH was selected as one of the 50 libraries that will host the Exhibition sometime between June 2024 and July 2026. UH will receive \$3,000 to publicly display the Exhibition at Hamilton Library for a five (5) week period. The dates will be assigned after the grant is accepted.

In connection with the Exhibition, the UHM Library Services will present four (4) public programs related to the Exhibition. UHM Library Services has the strong support of the local Jewish community, the Department of Education, and Punahou Schools to bring the

Chairperson Alapaki Nahale-a  
February 7, 2024  
Page 3

community and students to the Exhibition. UH's PI for this project is Clem Guthro, the University Librarian.

### **Indemnities Required by Sponsor**

The Agreement expressly requires UH as "Host" to indemnify Sponsor as follows:

Host agrees to indemnify and to hold harmless ALA and USHMM against all damages, claims, suits, or other legal proceedings arising from or attributed to negligent or improper operation or display of the exhibition by Host, or violation of third party rights resulting from any unauthorized creation, use, display, or modification of the exhibition or advertising or publicity materials relating to the exhibition.

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

### **RISK ANALYSIS:**

The risk analysis for the indemnification provision is described below:

First, UH believes the risk arising from or attributed to the negligent or improper operation or display of the Exhibition is low. The ALA will provide instructions on how to operate and display the Exhibition and requires a two-day orientation training before UHM Library Services receives the Exhibition. UHM Library Services agrees to follow the ALA's instructions on the proper orientation and display of the Exhibition. Furthermore, the Exhibition will be housed in the lobby of the Hamilton Library. The public regularly comes into Hamilton Library to see exhibits and participate in public programs; the risks associated with this Exhibition are no different than those exhibits and programs already conducted in the Hamilton Library.

Second, UH believes the risk of any unauthorized creation, use, display or modification of the Exhibition or advertising and publicity materials is also low. UHM Library Services will not deviate from the ALA's instructions or modify the Exhibition in any way.

In addition, ALA will also provide all the advertising and marketing materials for the Exhibition, so the creation of new advertising and marketing materials is not needed or necessary. UHM Library Services agrees to only use the advertising and marketing

Chairperson Alapaki Nahale-a  
February 7, 2024  
Page 4

materials provided by the ALA, and agrees not to create new materials or modify the advertising and marketing materials from ALA in any way.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve and authorize the University of Hawai'i to accept the indemnity provisions in the Agreement with the American Library Association on behalf of the University of Hawai'i at Mānoa Library Services.

Attachment (HRS § 304A-110)

c: Executive Administrator and Secretary to the Board of Regents



**Attachment 1****[§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.

# Item VIII.A.4.

Approval of Legislative  
Option to Address  
Legislative Issues and  
Measures

**NO MATERIALS**

# Item VIII.B.

Report on Senate Committee on  
Higher Education Informational  
Briefing of January 18, 2024 by  
Regents Abercrombie, Akitake, Lee,  
Tochiki, and Wilson, as required by  
HRS Section 92-2.5(e)

**NO MATERIALS  
ORAL REPORT**

## **Student Housing BOR Update – February 2024**

Work is progressing on several initiatives that will elevate the overall student living experience at the University of Hawai'i at Mānoa.

### **Facilities Improvements**

Over the winter break, work commenced installing water filling stations in every residential building managed by Student Housing Services on the Mānoa Campus. This work is coming on the heels of a facility-wide mattress replacement effort that concluded during the Fall Semester and signifies progress toward implementing many of the short-term and long-term improvements identified since May 2023.

Coordination efforts have also commenced on work to be performed over the summer, as there will be a considerable amount of activity in and around SHS facilities. In addition to the annual cleaning of student rooms, which can only be performed when rooms are vacant, renovations will take place at the Hale Aloha Towers, requiring coordination between custodial staff and contractors who will be on-site performing the work.

### **Expansion of Freshman Beds**

SHS is moving forward with a plan to increase the freshman bed count by more than 300 beds by Academic Year 24-25, resulting in a 26.5% increase in freshman beds compared to AY 23-24 levels. This initiative is intended to better meet the demand for freshman housing as freshman enrollment has outpaced available freshman beds since 2018. The resulting increase will align us with the overall freshmen enrollment growth over the past six years. The increase in freshmen bed spaces will mean a reduction in non-freshmen bed spaces. However, historically, new freshmen students have been the demographic with the highest need for the support structure provided by living on campus. Additionally, we still anticipate being able to accommodate all of our returning non-freshmen residents.

# 2024 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents  
February 16, 2024



- 2024 Legislative Tracking Statistics
- 2024 Budget/Funding Bills
- 2024 UH Legislative Package (Admin Bills)
- 2024 Select Bills of Interest
  - Board of Regents
  - UH Operations
- Legislative Calendar



Number of Bills Introduced in 2024: 2,678

- House Bill range: 1515 – 2807
- Senate Bill range: 2001 – 3385

Number of Bills Tracked by UH: 604

- House Bills: 288
- Senate Bills: 316

Number of Testimonies Submitted (as of 2/6/24): 87

Number of bills with an appropriation to UH: 61



## **HB 1800 (Saiki)**

### **RELATING TO THE STATE BUDGET**

Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

**Position:**

**Update:** Senate to House FIN

## **SB 2234 (Kouchi)**

### **RELATING TO THE STATE BUDGET**

Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

**Position:**

**Update:** Referred to Senate WAM





## HB 1537 HD1 (Perruso)

### **PROPOSING AMENDMENTS TO ARTICLES VIII AND X OF THE CONSTITUTION OF THE STATE OF HAWAII TO AUTHORIZE THE LEGISLATURE TO ESTABLISH A SURCHARGE ON RESIDENTIAL INVESTMENT PROPERTY TO INCREASE FUNDING FOR PUBLIC EDUCATION**

Proposes amendments to the Hawai'i State Constitution to repeal the counties exclusive power to tax real property and increase funding for public education for the children and adults of Hawai'i by authorizing the Legislature to establish, as provided by law, a surcharge on residential investment property valued at \$3,000,000 or greater. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House JHA hearing on 2/8/2024 at 2:00pm

## SB 2056 (Kanuha)

### **PROPOSING AMENDMENTS TO ARTICLES VIII AND X OF THE CONSTITUTION OF THE STATE OF HAWAII TO AUTHORIZE THE LEGISLATURE TO ESTABLISH A SURCHARGE ON RESIDENTIAL INVESTMENT PROPERTY TO INCREASE FUNDING FOR PUBLIC EDUCATION**

Proposes amendments to the Hawaii State Constitution to increase funding for public education for the children and adults of Hawaii by authorizing the Legislature to establish, as provided by law, a surcharge on residential investment property valued at \$3,000,000 or greater.

**Position:**

**Update:** Referred to Senate EDU/HRE, JDC/WAM



# 2024 Legislative Package and Other Similar Bills

170

## **RESIDENT TUITION FEE**

**HB 2498** (Saiki)

### **RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus to individuals who have graduated from a Hawaii high school and are enrolling in an undergraduate degree program, under certain conditions.

**Position:** Support

**Update:** House HET passed as an HD1

**SB 3187** (Kouchi)

### **RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus to individuals who have graduated from a Hawaii high school and are enrolling in an undergraduate degree program, under certain conditions.

**Position:** Support

**Update:** Senate HRE passed unamended



# 2024 Legislative Package and Other Similar Bills

171

## RESIDENT TUITION FEE

**HB 2060** (Ilagan)

### **RELATING TO RESIDENCE FOR TUITION PURPOSES**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus, including any community college, to adult or minor students who have obtained a Hawaii high school diploma or equivalent credential and are working toward their first undergraduate degree, under certain conditions.

**Position:**

**Update:** Referred to House HET, FIN



# 2024 Legislative Package and Other Similar Bills

172

## **PROCUREMENT**

**HB 2499 HD1** (Saiki)

### **RELATING TO PROCUREMENT FOR THE UNIVERSITY OF HAWAII**

Removes the repeal and reenactment in Act 8, Special Session Laws of Hawai'i 2021, to maintain the authority of the President of the University of Hawai'i to act as the University of Hawai'i's chief procurement officer. Effective 7/1/3000. (HD1).

**Position:** Support

**Update:** House LGO passed as an HD1; referred to CPC

**SB 3188** (Kouchi)

### **RELATING TO PROCUREMENT FOR THE UNIVERSITY OF HAWAII**

Removes the repeal and reenactment in Act 8, Special Session Laws of Hawaii 2021, to maintain the authority of the President of the University of Hawaii to act as the University of Hawaii's chief procurement officer.

**Position:**

**Update:** Referred to Senate HRE/GVO, WAM



# 2024 Legislative Package and Other Similar Bills

173

## **CONFERENCE CENTER REVOLVING FUND**

**HB 2500** (Saiki)

### **RELATING TO UNIVERSITY OF HAWAII CONFERENCE CENTER REVOLVING FUND.**

Establish the University of Hawaii Conference Center Revolving Fund and accounts under the fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawaii system.

**Position:** Support

**Update:** House HET passed as an HD1

**SB 3189** (Kouchi)

### **RELATING TO UNIVERSITY OF HAWAII CONFERENCE CENTER REVOLVING FUND.**

Establish the University of Hawaii Conference Center Revolving Fund and accounts under the fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawaii system.

**Position:**

**Update:** Senate HRE hearing on 2/8/2024 at 3:30pm



# 2024 Legislative Package and Other Similar Bills

174

## REPORTING REQUIREMENTS

**HB 2501** (Saiki)

### **RELATING TO THE UNIVERSITY OF HAWAII REPORTING REQUIREMENTS**

Repeals the reporting requirement to identify the cost impacts to the State of providing workers' compensation coverage for University of Hawaii students.

**Position:** Support

**Update:** House HET passed as an HD1

**SB 3190** (Kouchi)

### **RELATING TO THE UNIVERSITY OF HAWAII REPORTING REQUIREMENTS**

Repeals the reporting requirement to identify the cost impacts to the State of providing workers' compensation coverage for University of Hawaii students.

**Position:**

**Update:** Senate HRE/LBT hearing on 2/8/2024 at 3:05pm



## TECHNOLOGY TRANSFER

**HB 2502** (Saiki)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Repeals the sunset provision in Act 38, Session Laws of Hawaii 2017, as amended by Act 8, Special Session Laws of Hawaii 2021, to allow the University of Hawaii to continue to regulate conflicts of interests and other ethical issues for technology transfer activities it sponsors.

**Position:** Support

**Update:** House HET passed as an HD1

**SB 3191** (Kouchi)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Repeals the sunset provision in Act 38, Session Laws of Hawaii 2017, as amended by Act 8, Special Session Laws of Hawaii 2021, to allow the University of Hawaii to continue to regulate conflicts of interests and other ethical issues for technology transfer activities it sponsors.

**Position:**

**Update:** Referred to Senate HRE, JDC



# 2024 Legislative Package and Other Similar Bills

176

## INNOVATION AND COMMERCIALIZATION

**HB 2503** (Saiki)

### **RELATING TO UNIVERSITY OF HAWAII RESEARCH**

Repeals the Innovation and Commercialization Initiative Program's sunset provision in Act 8, Special Session Laws of Hawaii 2021, to allow the continuation of the Innovation and Commercialization Initiative Program established within the University of Hawaii.

**Position:** Support

**Update:** House HET passed as an HD1

**SB 3192** (Kouchi)

### **RELATING TO UNIVERSITY OF HAWAII RESEARCH**

Repeals the Innovation and Commercialization Initiative Program's sunset provision in Act 8, Special Session Laws of Hawaii 2021, to allow the continuation of the Innovation and Commercialization Initiative Program established within the University of Hawaii.

**Position:**

**Update:** Referred to Senate HRE, JDC





## **CIGARETTE TAX**

**HB 2504** (Saiki)

### **RELATING TO CIGARETTE TAXES**

Increases the cigarette tax and amends the cigarette tax disposition of revenues by allocating the increase in the cigarette tax amount to the Hawaii cancer research special fund.

**Position:** Support

**Update:** House HET/HLT passed as an HD1

**SB 3193** (Kouchi)

### **RELATING TO CIGARETTE TAXES**

Increases the cigarette tax and amends the cigarette tax disposition of revenues by allocating the increase in the cigarette tax amount to the Hawaii cancer research special fund.

**Position:**

**Update:** Referred to Senate HHS/HRE, WAM



## **CIGARETTE TAX**

**SB 3292** (San Buenaventura)

### **RELATING TO CIGARETTE TAXES**

Beginning 7/1/2024, increases the cigarette tax rate and amends the disposition of the cigarette tax revenues by increasing the amount allocated to the Hawaii Cancer Research Special Fund.

**Position:**

**Update:** Referred to Senate HHS/HRE, WAM



# 2024 Legislative Package and Other Similar Bills

179

## **HAWAII PROMISE**

**HB 1535** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM**

Provides scholarships for the unmet needs of qualified students at any four-year University of Hawaii campus who meet certain criteria.

**Position:**

**Update:** House HET hearing on 2/7/2024 at 2:00pm

## **Fringe Benefits**

**HB 1677** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND**

Specifies conditions for exemptions for the University of Hawaii from sections 87A-39(a) and 88-125(a), HRS. Amends the formulation of general fund budget appropriation in proportion to the amount of regular tuition and related fee revenues estimated for the respective fiscal year.

**Position:**

**Update:** House HET hearing on 2/7/2024 at 2:00pm



# 2024 Select Bills of Interest

## Board of Regents

180

**SB 3366** (Dela Cruz)

### **RELATING TO OVERSIGHT OF EDUCATION**

Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the President of the University of Hawaii to the Board of Education of the Department of Education. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the Superintendent of Education to the University of Hawaii Board of Regents.

**Update: Referred to Senate EDU/HRE, WAM**

# 2024 Select Bills of Interest

## Board of Regents

181

### **HB 1597** (Tarnas)

#### **RELATING TO OPEN MEETINGS**

Provides a specific right of action to challenge decisions of the Office of Information Practices relating to the State's open meetings law. Aligns the enforcement mechanisms for the State's open meetings law with the State's Uniform Information Practices Act.

**Update:** Referred to House JHA

### **HB 1598** (Tarnas)

#### **RELATING TO THE SUNSHINE LAW**

Establishes that board packets shall be made available for public inspection no later than two business days, rather than forty-eight hours, before a board meeting. Clarifies that public testimony may be submitted to the board before the meeting.

**Update:** Referred to House JHA

### **HB 1599** (Tarnas)

#### **RELATING TO THE SUNSHINE LAW**

Requires public meeting notices to inform members of the public how to provide remote oral testimony in a manner that allows the testifier, upon request, to be visible to board members and other meeting participants.

**Update:** Referred to House JHA

### **HB 1600** (Tarnas)

#### **RELATING TO OPEN MEETINGS**

Requires that a board may only schedule a meeting for discussion and decisionmaking on a report by an investigative group six days after the investigative group has made a report of its findings to the board.

**Update:** Referred to House JHA

# 2024 Select Bills of Interest

## Board of Regents

182

**HB 1858** (Saiki)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.

**Update:** Referred to House JHA

**SB 2198** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.

**Update:** Referred to Senate GVO, JDC

**HB 1859** (Saiki)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.

**Update:** Referred to House JHA

**SB 2199** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.

**Update:** Referred to Senate GVO, JDC

# 2024 Select Bills of Interest

## Board of Regents

183

**HB 1975** (Kobayashi)

### **RELATING TO THE SUNSHINE LAW**

Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

**Update:** House JHA hearing on 2/7/2024 at 2:00pm

**SB 2751** (San Buenaventura)

### **RELATING TO THE SUNSHINE LAW**

Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

**Update:** Referred to Senate GVO/HHS, WAM

**HB 2168** (Cochran)

### **RELATING TO MEETINGS**

Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.

**Update:** Referred to House LGO, JHA

**SB 2830** (McKelvey)

### **RELATING TO MEETINGS**

Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.

**Update:** Senate GVO deferred decision making until 2/8/2024 at 3:03pm

# 2024 Select Bills of Interest

## Board of Regents

184

### **HB 2482** (Saiki)

#### **RELATING TO MEETING NOTICES**

Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.

**Update:** House JHA hearing on 2/7/2024 at 2:00pm

### **SB 3171** (Kouchi)

#### **RELATING TO MEETING NOTICES**

Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.

**Update:** Senate GVO deferred decision making until 2/8/2024 at 3:03pm

### **SB 2116** (Keohokalole)

#### **RELATING TO BOARD MEETINGS**

Requires boards to use interactive conference technology to remotely conduct public meetings in conjunction with in-person meetings that allow for public participation. Requires boards to archive minutes of meetings on their websites.

**Update:** Senate GVO passed as an SD1

### **SB 2172** (Inouye)

#### **RELATING TO BOARDS AND COMMISSIONS**

Establishes the priority of who may assume the authority and duties of a chairperson of a board or commission in the chairperson's and all co-chairperson's absence at a hearing or meeting of a board or commission. Prohibits staff members from assuming the authority and duties of the chairperson of a board or commission.

**Update:** Senate GVO deferred decision making until 2/8/2024 at 3:01pm



# 2024 Select Bills of Interest

## Board of Regents

185

**SB 2517** (Dela Cruz)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Required that heads of agencies that require board appointments be made through a publicly established process and timeline. Requires that a vote by a public agency board to hire an officer or employee be conducted in an open meeting.

**Update:** Senate GVO passed as an SD1

**SB 2636** (Ihara)

### **RELATING TO REMOTE MEETINGS**

Requires a board to offer remote testifiers an option to be seen and heard by the board and the public when offering remote testimony. Authorizes a board to remove or block any persons who intentionally disrupt or compromise the conduct of a meeting.

**Update:** Referred to Senate GVO/LBT, JDC

**SB 2637** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Clarifies that the third meeting of public agency meetings must occur not less than six calendar days after the second.

**Update:** Senate GVO passed as an SD1

**SB 2638** (Ihara)

### **RELATING TO BOARD PACKETS**

Requires boards to make available for public inspection board packets, if created, at the time the board packet is distributed to the board members but no later than two business days before the meeting. Carves out an exception by allowing public testimony to be distributed to board members within two business days before the meeting.

**Update:** Senate JDC passed as an SD1

# 2024 Select Bills of Interest

## Board of Regents

186

**SB 2639** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Updates the enforcement mechanisms for the Uniform Information Practices Act and the Sunshine Law.

**Update:** Senate GVO deferred decision making until 2/8/2024 at 3:03pm

**SB 3203** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS AND RECORDS**

Enables boards to operate more effectively by amending sections of the Sunshine Law pertaining to the declaration of policy and intent, permitted interactions of members, limited meetings, executive meetings, exceptions, board packets, and minutes. Amends the definition of the term "meeting".

**Update:** Referred to Senate GVO, JDC

**SB 3307** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Requires the Director of the Office of Information Practices to adopt rules to establish a process for the selection and appointment of trusted public representatives. Allows the Director of the Office of Information Practices to assign trusted public representatives to observe board meetings closed to the public. Requires the Director of the Office of Information Practices to include in the Director's annual report the activities of trusted public representatives. Requires trusted public representatives to submit a confidential report to the Director of the Office of Information Practices that a board meeting was conducted in conformance with chapter 92, Hawaii Revised Statutes. Defines "trusted public representative". Allows boards to hold certain meetings closed to the public if a trusted public representative is assigned to the meeting by the Director of the Office of Information Practices and is present at the meeting.

**Update:** Referred to Senate GVO, JDC

# 2024 Select Bills of Interest

## Academics

187

### **HB 1588** (Perruso)

#### **RELATING TO THE LABOR EDUCATION ADVISORY COUNCIL**

Specifies that the Labor Education Advisory Council shall be advisory to the President of the University of Hawaii on all activities and programs of the Center for Labor Education and Research. Requires written responses addressing the Council's advice and adoption of resolutions by the President and Chancellor of the University of Hawaii, West Oahu campus.

**Position:**

**Update:** House LGO hearing on 2/8/2024 at 10:00am

### **SB 2187** (Aquino)

#### **RELATING TO THE LABOR EDUCATION ADVISORY COUNCIL**

Specifies that the Labor Education Advisory Council shall be advisory to the President of the University of Hawaii on all activities and programs of the Center for Labor Education and Research. Requires written responses addressing the Council's advice and adoption of resolutions by the President and Chancellor of the University of Hawaii, West Oahu campus.

**Position:**

**Update:** Senate HRE hearing on 2/8/2024 at 3:30pm



# 2024 Select Bills of Interest

## Academics

188

**HB 1676** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriate funds to the University of Hawaii to fulfill the requirements of Act 141, Session Laws of Hawaii 2022, which required the University of Hawaii to establish a K-12 expanded teaching cohort program in each county.

**Position:**

**Update:** House HET hearing on 2/7/2028 at 2:00pm



# 2024 Select Bills of Interest

## Mauna Kea

189

**HB 2041** (Ward)

**PROPOSING AN AMENDMENT TO ARTICLE XI OF THE HAWAII CONSTITUTION TO REQUIRE THE STATE TO SUPPORT AND FACILITATE THE EXPEDITIOUS CONSTRUCTION AND COMPLETION OF A THIRTY METER TELESCOPE ON THE SUMMIT OF MAUNA KEA ON THE ISLAND OF HAWAII**

Proposes an amendment to the state constitution to require the State to support and facilitate the expeditious construction and completion of a 30 meter telescope on Mauna Kea on the Island of Hawaii.

**Position:**

**Update:** Referred to House WAL, JHA, FIN

**HB 2332** (Ward)

**RELATING TO MAUNA KEA**

Requires rent on Mauna Kea to be commensurate with rents charged for similar astronomical observatories globally. Provides that in leases negotiated by the Mauna Kea Stewardship and Oversight Authority reserved viewing or observing time shall not be accepted in lieu of rent.

**Position:**

**Update:** Referred to House WAL, JHA, FIN



# 2024 Select Bills of Interest

## Mauna Kea

190

### **HB 2692 (Saiki)**

#### **RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Authorizes 2 or more members of the Mauna Kea Stewardship and Oversight Authority to meet during the transition period described in section 195H-6, HRS, regarding any matter relating to the Authority's business; provided that no commitment to vote is made or sought and no decision-making action is taken. Clarifies that the Authority is subject to state sovereign immunity.

**Position:**

**Update:** Referred to House JHA

### **SB 2761 (Kim)**

#### **RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Authorizes 2 or more members of the Mauna Kea Stewardship and Oversight Authority to meet during the transition period described in section 195H-6, HRS, regarding any matter relating to the Authority's business; provided that no commitment to vote is made or sought and no decision-making action is taken. Clarifies that the Authority is subject to state sovereign immunity.

**Position:**

**Update:** Referred to Senate WTL, JDC



# 2024 Select Bills of Interest

## Mauna Kea

191

**HB 2697** (Saiki)

### **RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Short form bill relating to the Mauna Kea Stewardship and Oversight Authority.

[Position:](#)

[Update:](#) Referred to House JHA

**SB 2297** (Inouye)

### **RELATING TO NATURAL RESOURCE MANAGEMENT**

Clarifies that the Board of Land and Natural Resources' authority shall supersede the Mauna Kea Stewardship and Oversight Authority for all lands designated under the state conservation district. Clarifies that the natural resource management enforcement and emergency response of Mauna Kea lands shall remain the responsibility of the Division of Conservation and Resources Enforcement of the Department of Land and Natural Resources.

[Position:](#) [Comments](#)

[Update:](#) Senate WTL passed as an SD1

**GM 587**

Submitting for consideration and confirmation to the Mauna Kea Stewardship and Oversight Authority, Gubernatorial Nominee, BENJAMIN KUDO, for a term to expire 06-30-2027

[Update:](#) Referred to Senate WTL







# 2024 Select Bills of Interest Projects/Facilities

193

**HB 1802** (Yamashita)

## **RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS**

Authorizes the board of regents of the university of Hawai'i to issue revenue bonds for the purpose of financing capital improvement projects.

**Position:**

**Update:** Referred to House HET, FIN

**SB 2508** (Dela Cruz)

## **RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS**

Authorizes the University of Hawai'i to issue \$300,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects.

**Position:**

**Update:** Referred to Senate HRE, WAM



# 2024 Select Bills of Interest Projects/Facilities

194

## **HB 2664** (Garrett)

### **RELATING TO SPORTS FACILITIES**

Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Reappropriates those funds to plan, design, and construct a new stadium at the University of Hawai'i at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:**

**Update:** Referred to House FIN

## **SB 2002** (Chang)

### **RELATING TO HOUSING**

Exempts certain housing projects reserved for certain students, faculty, and staff of public educational institutions from environmental assessment requirements.

**Position:**

**Update:** Referred to Senate HOU/WTL, EDU/HRE, WAM



# 2024 Select Bills of Interest

## JABSOM/Cancer Center

195

**HB 2221** (Chun)

### **RELATING TO THE HAWAII CANCER RESEARCH SPECIAL FUND**

Appropriates a percentage of the tobacco settlement moneys to the Hawai'i cancer research special fund.

**Position:**

**Update:** Referred to House FIN

**SB 3262** (Richards)

### **RELATING TO VETERINARIANS**

Renames the John A. Burns School of Medicine special fund as the physician and veterinarian special fund. Expands the authorized uses of the special fund to include providing loan repayments to veterinarians and scholarships for students attending a veterinary college; provided that the recipient commits to work in the State for a period of time determined by the Hawai'i Board of Veterinary Medicine. Requires the Hawai'i Board of Veterinary Medicine to establish a loan repayment and scholarship program. Assesses a fee on persons obtaining or renewing a veterinarian license. Provides for the deposit of the fee into the physician and veterinarian special fund. Appropriates moneys into and out of the physician and veterinarian special fund. Declares that the appropriation exceeds the state general fund expenditure ceiling..

**Position:**

**Update:** Referred to Senate CPN/HRE, WAM

# 2024 Select Bills of Interest

## JABSOM/Cancer Center

196

**HB 2511** (Miyake)

### **RELATING TO CANCER**

Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.

**Position:**

**Update:** Referred to House HLT/HET, FIN

**SB 2722** (Moriwaki)

### **RELATING TO CANCER**

Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.

**Position:**

**Update:** Referred to Senate HRE, WAM

# 2024 Select Bills of Interest

## Personnel/Students

197

### **HB 1678** (Perruso)

#### **RELATING TO ELECTIONS**

Designates all University of Hawaii system campuses as voter registration agencies as defined in the National Voter Registration Act. Requires the Chief Election Officer to use data concerning voter registration and election participation to study voter registration, absentee voting, and provisional voting trends by age, race, and class to improve youth voter registration and election participation. Allows student identification cards issued by the University of Hawaii system to be used to register to vote. Designates all University of Hawaii campuses as voter service centers.

[Position: Comments](#)

[Update: House JHA deferred](#)

### **SB 2004** (Chang)

#### **RELATING TO ELECTIONS**

Designates all University of Hawaii system campuses as voter registration agencies as defined in the National Voter Registration Act. Requires the Chief Election Officer to use data concerning voter registration and election participation to study voter registration, absentee voting, and provisional voting trends by age, race, and class to improve youth voter registration and election participation. Allows student identification cards issued by the University of Hawaii system to be used to register to vote. Designates all University of Hawaii campuses as voter service centers.

[Position: Comments](#)

[Update: Senate HRE deferred](#)

# 2024 Select Bills of Interest

## Personnel/Students

198

**HB 2177** (Perruso)

### **RELATING TO MENSTRUAL EQUITY**

Requires the University of Hawai'i to provide menstrual products free of charge to all students on all campuses, including community colleges and education centers.

[Position:](#)

**Update:** House HET hearing on 2/7/2024 at 2:00pm

**SB 2433** (Shimabukuro)

### **RELATING TO MENSTRUAL EQUITY**

Requires the University of Hawai'i to provide menstrual products free of charge to all students on all campuses, including community colleges and education centers.

[Position:](#)

**Update:** Referred to Senate HRE/HHS, WAM

**SB 3257** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Requires the establishment of a One-Stop Student Service Center at each University of Hawai'i campus with student enrollment greater than five thousand students beginning in the Fall 2025 semester. Requires that services provided by the One-Stop Student Service Center not reduce existing services or resources. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

[Position:](#) [Comments](#)

# 2024 Select Bills of Interest

## Personnel/Students

199

**SB 2970** (Shimabukuro)

### **RELATING TO ACCESS TO EDUCATION**

Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information.

**Position:** Support

**Update:** Senate HRE deferred

**SB 3317** (Rhoads)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawai'i and community college system.

**Position:** No position

**Update:** Senate LBT/HRE hearing on 2/8/2024 at 3:05pm

**HB 2720** (Perruso)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawai'i and community college system.

**Position:** No position

**Update:** House LGO passed as an HD1



# 2024 Select Bills of Interest

## Personnel/Students

200

### **SB 2946** (Kim)

#### **RELATING TO THE UNIVERSITY OF HAWAII**

Requires the University of Hawai'i to submit to the Legislature annual reports of all university employees who performed work from a location outside of the State during the applicable year no later than December 31 of that year.

[Position: Comments](#)

[Update: Senate HRE passed as an SD1](#)

### **HB 1844** (Saiki)

#### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriates funds for temporary full-time equivalent adjunct faculty positions at the University of Hawai'i Maui College.

[Position: Support](#)

[Update: House WAL/HET passed as an HD1](#)





# 2024 Select Bills of Interest

## RCUH

201

### **SB 3208 (Kim)**

#### **RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII**

Clarifies the purpose of the Research Corporation of the University of Hawai'i and that its undertakings shall be limited to acts that are reasonably necessary to carry out its purpose. Repeals the requirement that the University of Hawai'i contract with the Research Corporation when the University determines that other various agencies cannot more effectively or efficiently accomplish certain research and training activities.

Grandfathers existing Research Corporation contracts and requires new contracts be subject to new limitations. Limits the scope of the special account the Research Corporation is authorized to establish. Requires revolving accounts to follow University of Hawai'i Administrative Procedure 12.204. Limits internal service orders and revolving accounts of the Research Corporation that use University intramural and extramural funds to certain projects and requires biannual reports to the Legislature.

#### **Position:**

**Update: Referred to Senate HRE, WAM/JDC**



# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

202

**SB 2008** (Chang)

### **RELATING TO THE UNIVERSITY OF HAWAII TUITION**

Allows certain lawful permanent residents, asylees, and refugees, and certain DACA aliens who are not lawfully present in the United States to be eligible for the resident tuition fee at any University of Hawaii campus under certain conditions.

[Position: Comments](#)

[Update: Senate HRE deferred](#)

**SB 2105** (Kanuha)

### **RELATING TO HIGHER EDUCATION**

Authorizes students who are individuals from a COFA nation, refugees, or special immigrant visa holders to qualify for the resident tuition fee within the University of Hawaii system, under certain conditions..

[Position: Comments](#)

[Update: Senate HRE deferred](#)



# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

203

**HB 1779** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds.

[Position:](#)

[Update: House HET hearing on 2/7/2024 at 2:00pm](#)

**SB 2055** (Kanuha)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds.

[Position: Comments](#)

[Update: Senate HRE deferred](#)

# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

204

**HB 1795** (Kapela)

### **RELATING TO COMMUNITY COLLEGE**

Establishes a working group within the University of Hawai'i to evaluate possibilities for making community college free for Hawai'i residents.

**Position:**

**Update:** House HET hearing on 2/7/2024 at 2:00pm

**HB 2719** (Perruso)

### **RELATING TO POST-SECONDARY EDUCATION**

Establishes a pilot program to offer tuition waivers for certain community college students starting in fall 2025. Requires the Board of Regents of the University of Hawai'i to submit a report.

**Position:**

**Update:** Referred to House HET, FIN

# 2024 Select Bills of Interest

## Wildfire

205

**HB 1924** (Ichiyama)

### **RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII**

Establishes a 2-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

**SB 2284** (Dela Cruz)

### **RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII**

Establishes a 2-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:**

**Update:** Senate HRE/PSM hearing on 2/8/2024 at 3:01pm



# 2024 Select Bills of Interest

## Wildfire

206

### **HB 1949** (Ichiyama)

#### **RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII**

Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

### **SB 2502** (Dela Cruz)

#### **RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII**

Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** Senate HRE passed as an SD1

## Wildfire

### **HB 2729** (Ichiyama)

#### **RELATING TO WILDFIRE PREVENTION**

Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded.

**Position:**

**Update:** Referred to House WAL/EEP, FIN

### **SB 3375** (Fukunaga)

#### **RELATING TO WILDFIRE PREVENTION**

Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded.

**Position:**

**Update:** Senate HRE/PSM/WTL hearing on 2/8/2024 at 3:00pm

# 2024 Select Bills of Interest

## Wildfire

208

**HB 2379** (Saiki)

### **MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY**

Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.

**Position:**

**Update:** Referred to House FIN

**SB 3068** (Kouchi)

### **MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY**

Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.

**Position:**

**Update:** Senate PSM hearing on 2/9/2024 at 3:01pm





# 2024 Select Bills of Interest

## Wildfire

209

**HB 2805** (Belatti)

### **RELATING TO HEALTH**

Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

**SB 2142** (Inouye)

### **RELATING TO WILDFIRE MITIGATION**

Establishes the Wildfire Mitigation Working Group. Requires a report to the Legislature. Requires the Office of Planning and Sustainable Development to provide administrative support to the working group. Makes an appropriation.

**Position:**

**Update:** Senate PSM/WTL hearing on 2/7/2024 at 3:00pm

**HB 2805** (Belatti)

### **RELATING TO HEALTH**

Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

February 16 – First Lateral

February 22 to 28 – Mandatory 5-Day Recess

February 29 – Single Referral Filing (Senate Bills)

March 1 – First Decking (Bills)

March 7 – First Crossover (Bills)

March 8 – Substantive Resolution Cutoff

March 11 – Budget Decking

March 13 – Budget Crossover



# Conclusion



# Appropriation Bills

212

| Bill   | Title & Description  | Appropriations | Referral | Status  | Introducer |
|--------|--|----------------|----------|---|------------|
| HB1535 | RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM. Provides scholarships for the unmet needs of qualified students at any four-year University of Hawaii campus who meet certain criteria.  |                | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | PERRUSO    |
| HB1589 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE UNIVERSITY OF HAWAII. Appropriates funds for student housing capital improvement projects at the University of Hawaii at Manoa.  | \$120,000,000  | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | PERRUSO    |
| HB1590 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.  | \$2,000,000    | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | PERRUSO    |
| HB1676 | RELATING TO THE UNIVERSITY OF HAWAII. Appropriate funds to the University of Hawaii to fulfill the requirements of Act 141, Session Laws of Hawaii 2022.   | \$625,000      | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | PERRUSO    |
| HB1779 | RELATING TO THE UNIVERSITY OF HAWAII. Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds. | \$3,500,000    | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | PERRUSO    |
| HB1800 | RELATING TO THE STATE BUDGET. Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.  |                | FIN      | (H)1/24/2024-Referred to FIN, referral sheet 1      | SAIKI      |
| HB1802 | RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS. Authorizes the board of regents of the university of Hawaii to issue revenue bonds for the purpose of financing capital improvement projects.  | \$300,000,000  | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1 | YAMASHITA  |

# Appropriation Bills

| Bill          | Title & Description   | Appropriations | Referral     | Status  | Introducer |
|---------------|---|----------------|--------------|---|------------|
| HB1826        | RELATING TO EDUCATION FOR MENTAL HEALTH PROFESSIONALS. Appropriates funds for temporary positions to support the statewide expansion of the University of Hawaii Windward Community College's mental health-related programs.   |                | HET, FIN     | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.  | SAIKI      |
| HB1844        | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for temporary full-time equivalent adjunct faculty positions at the University of Hawaii Maui College.   |                | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.  | SAIKI      |
| HB1924        | RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII. Establishes a 2-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.   |                | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.. | ICHIYAMA   |
| <u>HB1931</u> | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for salaries and fringe benefits of positions for the University of Hawaii Institute for Astronomy's Space Sciences Workforce Development Program, Maunakea Scholars Program, and Akamai Internship Program. Appropriates funds for office equipment and supplies for the Maunakea Scholars Program and Akamai Internship Program. | \$1,000,000    | HET, FIN     | (H)1/24/2024-Referred to HET, FIN, referral sheet 1                                       | ONISHI     |

# Appropriation Bills

214

| Bill   | Title & Description  | Appropriations | Referral      | Status  | Introducer |
|--------|--|----------------|---------------|---|------------|
| HB1949 | RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII. Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | WAL/HET, FIN  | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.                                    | ICHIYAMA   |
| HB2063 | RELATING TO THE ENRICHMENT OF DIVERSITY IN THE UNIVERSITY OF HAWAII SYSTEM. Establishes and appropriates funds for a three-year pilot program to enrich diversity across the University of Hawaii System.  | \$250,000      | HET, FIN      | (H)1/24/2024-Referred to HET, FIN, referral sheet 2   | ILAGAN     |
| HB2096 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE SEVENTH REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the seventh representative district.   |                | FIN           | (H)1/24/2024-Referred to FIN, referral sheet 2  | LOWEN      |
| HB2113 | RELATING TO PHARMACY. Establishes the Daniel K. Inouye College of Pharmacy Special Fund to support pharmacist workforce assessment and planning efforts. Establishes the pharmacist workforce assessment fee. Appropriates funds.  |                | HET, CPC, FIN | (H)1/31/2024-Bill scheduled to be heard by HET on Friday, 02-02-24 2:10PM in House conference room 309 VIA VIDEOCONFERENCE. | SAYAMA     |
| HB2135 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.  |                | FIN           | (H)1/24/2024-Referred to FIN, referral sheet 2  | GATES      |

# Appropriation Bills

215

| Bill   | Title & Description   | Appropriations | Referral      | Status   | Introducer |
|--------|---|----------------|---------------|--|------------|
| HB2138 | RELATING TO AGRICULTURAL EDUCATION. Appropriates funds to the University of Hawaii for the College of Tropical Agriculture and Human Resources to establish an agriculture education coordinator position.  | \$300,000      | AGR, HET, FIN | (H)1/24/2024-Referred to AGR, HET, FIN, referral sheet 2 | GATES      |
| HB2140 | RELATING TO ORNAMENTAL GINGER. Appropriates funds for statewide research into ornamental ginger pathogens, prevention of the spread of ornamental ginger pathogens, production and distribution of pathogen-free ornamental ginger plants, and outreach to ornamental producers.  | \$125,000      | AGR, HET, FIN | (H)1/24/2024-Referred to AGR, HET, FIN, referral sheet 2 | GATES      |
| HB2153 | RELATING TO THE UNIVERSITY OF HAWAII. Establishes an air and space law program at the William S. Richardson School of Law at the University of Hawaii. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.   |                | HET, FIN      | (H)1/24/2024-Referred to HET, FIN, referral sheet 2      | SOUZA      |
| HB2200 | RELATING TO STUDENT LOAN FORGIVENESS FOR THE ELDERLY. Establishes a student loan forgiveness program within the University of Hawaii to forgive outstanding student loans of elders who have graduated from an institution of higher education in the United States and have worked for at least 10 years in public service. Requires the Employees' Retirement System to assist applicants with demonstrating proof of public employment. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | HET, LGO, FIN | (H)1/26/2024-Referred to HET, LGO, FIN, referral sheet 3 | GARRETT    |
| HB2221 | RELATING TO THE HAWAII CANCER RESEARCH SPECIAL FUND. Appropriates a percentage of the tobacco settlement moneys to the Hawaii cancer research special fund.   |                | FIN           | (H)1/26/2024-Referred to FIN, referral sheet 3           | CHUN       |

# Appropriation Bills

216

| Bill   | Title & Description  | Appropriations | Referral     | Status  | Introducer |
|--------|--|----------------|--------------|---|------------|
| HB2240 | RELATING TO HAWAII EDUCATOR LOANS. Appropriates funds into and out of the Hawaii educator loan program revolving fund to be used to provide financial assistance for students participating under the Hawaii educator loan program.  |                | EDN, FIN     | (H)1/30/2024-Bill scheduled to be heard by EDN on Thursday, 02-01-24 2:00PM in House conference room 309 VIA VIDEOCONFERENCE. | WOODSON    |
| HB2248 | RELATING TO BEACH MANAGEMENT ON THE NORTH SHORE OF OAHU. Appropriates funds to the university of Hawaii sea grant college program to develop a north shore beach management plan for the north shore of Oahu from Sunset point to the Kapoo (Sharks Cove) area. Appropriates funds.  | \$3,000,000    | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.                                      | QUINLAN    |
| HB2257 | RELATING TO PUBLIC EDUCATION. Establishes the Public Education Scholarship Program within the University of Hawaii to provide students who are residents of the State with scholarships in return for a service commitment to teach in a public school classroom of the Department of Education or Hawaii public charter school, under certain conditions. Appropriates funds. |                | HET/EDN, FIN | (H)1/26/2024-Referred to HET/EDN, FIN, referral sheet 3   | MATAYOSHI  |
| HB2379 | MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY. Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.  |                | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3  | SAIKI      |
| HB2506 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE TWENTY-SECOND REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the twenty-second representative district.   | \$335,000,000  | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3  | GARRETT    |



# Appropriation Bills

217

| Bill   | Title & Description   | Appropriations | Referral     | Status  | Introducer |
|--------|---|----------------|--------------|---|------------|
| HB2511 | RELATING TO CANCER. Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.  |                | HLT/HET, FIN | (H)1/26/2024-Referred to HLT/HET, FIN, referral sheet 3 | MIYAKE     |
| HB2633 | RELATING TO ACCESS TO EDUCATION. Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information.   |                | HET, FIN     | (H)1/26/2024-Referred to HET, FIN, referral sheet 3     | PERRUSO    |
| HB2664 | RELATING TO SPORTS FACILITIES. Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Reappropriates those funds to plan, design, and construct a new stadium at the University of Hawaii at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3          | GARRETT    |

# Appropriation Bills

218

| Bill   | Title & Description   | Appropriations | Referral     | Status   | Introducer |
|--------|---|----------------|--------------|--|------------|
| HB2729 | RELATING TO WILDFIRE PREVENTION. Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded. |                | WAL/EEP, FIN | (H)1/26/2024-Referred to WAL/EEP, FIN, referral sheet 3                                  | ICHIYAMA   |
| HB2776 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE FIRST REPRESENTATIVE DISTRICT. Authorizes the issuance of general obligation bonds and appropriates moneys for capital improvement projects in the 1st Representative District.   | \$1,500,000    | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3   | NAKASHIMA  |
| HB2777 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation to the University of Hawaii College of Tropical Agriculture and Human Resources for the establishment of two full-time equivalent (2.0 FTE) extension agent positions to support the 4-H Youth Development Program and intergenerational programming in Kona, Hawaii County, and Lihue, Kauai County. Declares that the general fund expenditure ceiling is exceeded.  | \$200,000      | HET, FIN     | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS. | NAKASHIMA  |
| HB2805 | RELATING TO HEALTH. Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.  |                | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS. | BELATTI    |

# Appropriation Bills

219

| Bill   | Title & Description  | Appropriations | Referral     | Status   | Introducer |
|--------|--|----------------|--------------|--|------------|
| SB2055 | RELATING TO THE UNIVERSITY OF HAWAII. Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds. | \$3,500,000    | HRE, WAM     | (S)1/29/2024-The committee(s) on HRE has scheduled a public hearing on 02-01-24 3:00PM; Conference Room 229 & Videoconference. | KANUHA     |
| SB2060 | RELATING TO AGRICULTURE. Establishes an Educational Support Associate position within the University of Hawaii College of Tropical Agriculture and Human Resources' Kona Cooperative Extension. Makes an appropriation.  | \$76,570       | HRE, WAM     | (S)1/18/2024-Referred to HRE, WAM.   | KANUHA     |
| SB2076 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE NINTH SENATORIAL DISTRICT. Appropriates funds for capital improvement projects in the ninth senatorial district.   | \$3,000,000    | WAM          | (S)1/18/2024-Referred to WAM.  | CHANG      |
| SB2234 | RELATING TO THE STATE BUDGET. Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.  |                | WAM          | (S)1/18/2024-Referred to WAM.  | KOUCHI     |
| SB2284 | RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII. Establishes a 2-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.                    |                | HRE/PSM, WAM | (S)1/19/2024-Referred to HRE/PSM, WAM.   | DELA CRUZ  |

# Appropriation Bills

220

| Bill   | Title & Description  | Appropriations | Referral     | Status                                 | Introducer |
|--------|--|----------------|--------------|--|------------|
| SB2362 | RELATING TO ORNAMENTAL GINGER. Appropriates funds for statewide research into ornamental ginger pathogens, prevention of the spread of ornamental ginger pathogens, production and distribution of pathogen-free ornamental ginger plants, and outreach to ornamental producers.   | \$125,000      | AEN/HRE, WAM | (S)1/22/2024-Referred to AEN/HRE, WAM. | GABBARD    |
| SB2416 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.  |                | HRE, WAM     | (S)1/22/2024-Referred to HRE, WAM.     | GABBARD    |
| SB2417 | RELATED TO AGRICULTURE. Appropriates funds to the University of Hawaii to establish a Foreign Agriculture Small Equipment Pilot Program. Declares that the general fund expenditure ceiling is exceeded. Requires a report to the Legislature.   |                | HRE/AEN, WAM | (S)1/22/2024-Referred to HRE/AEN, WAM. | GABBARD    |
| SB2502 | RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII. Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | HRE, WAM     | (S)1/24/2024-Referred to HRE, WAM.     | DELA CRUZ  |
| SB2508 | RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS. Authorizes the University of Hawaii to issue \$300,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects.  | \$300,000,000  | HRE, WAM     | (S)1/24/2024-Referred to HRE, WAM.     | DELA CRUZ  |

# Appropriation Bills

| Bill   | Title & Description  | Appropriations | Referral         | Status                                     | Introducer |
|--------|--|----------------|------------------|--|------------|
| SB2513 | RELATING TO WASTEWATER SYSTEMS. Establishes a 3-year new waste management solution and cesspool system demonstration pilot program within the University of Hawaii Water Resources Research Center to examine and demonstrate new wastewater and cesspool technology systems; implement those technologies in demonstration projects in areas across the State that are identified as priority level 1 in the 2021 Hawaii Cesspool Hazard Assessment and Prioritization Tool Report; and establish a similar ranking system for prioritization levels for the islands of Molokai, Lanai, and Niihau. Requires the University of Hawaii Water Resources Research Center to submit reports to the Legislature. Appropriates moneys for the pilot program. Appropriates moneys for 1 full-time equivalent (1.0 FTE) engineer position and 1 full-time equivalent (1.0 FTE) planner position within the Department of Health's Wastewater Branch. Declares that the general fund appropriation exceeds the state general fund expenditure ceiling for 2024-2025. | \$3,025,468    | AEN/HRE/HHS, WAM | (S)1/24/2024-Referred to AEN/HRE/HHS, WAM. | DELA CRUZ  |
| SB2542 | RELATING TO THE UNIVERSITY OF HAWAII MAUI COLLEGE, MOLOKAI EDUCATION CENTER. Makes an appropriation to the University of Hawaii for the relocation and expansion of the University of Hawaii Maui College, Molokai Education Center.   |                | HRE, WAM         | (S)1/24/2024-Referred to HRE, WAM.         | DECOITE    |
| SB2634 | RELATING TO HEALTH CARE EDUCATION. Makes appropriations for the expansion of the certified nurse aide to practical nurse bridge program at the University of Hawaii Maui College, including funding for instructional costs and student aid.   |                | HRE, WAM         | (S)1/24/2024-Referred to HRE, WAM.         | DECOITE    |

# Appropriation Bills

222

| Bill   | Title & Description   | Appropriations | Referral | Status   | Introducer |
|--------|---|----------------|----------|--|------------|
| SB2722 | RELATING TO CANCER. Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.                          |                | HRE, WAM | (S)1/24/2024-Referred to HRE, WAM.   | MORIWAKI   |
| SB2754 | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for salaries and fringe benefits of positions for the University of Hawaii Institute for Astronomy's Space Sciences Workforce Development Program, Maunakea Scholars Program, and Akamai Internship Program. Appropriates funds for office equipment and supplies for the Maunakea Scholars Program and Akamai Internship Program. | \$1,000,000    | HRE, WAM | (S)1/24/2024-Referred to HRE, WAM.   | INOUYE     |
| SB2817 | RELATING TO THE UNIVERSITY OF HAWAII COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES. Appropriates funds to the University of Hawaii to establish five administrative, professional, and technical full-time equivalent (5.0 APT FTE) positions at the College of Tropical Agriculture and Human Resources. Declares that the general fund expenditure ceiling is exceeded.             | \$500,000      | HRE, WAM | (S)1/29/2024-The committee(s) on HRE has scheduled a public hearing on 02-01-24 3:00PM; Conference Room 229 & Videoconference. | RICHARDS   |
| SB2878 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE TWENTIETH SENATORIAL DISTRICT. Authorizes the issuance of general obligation bonds and appropriates moneys for capital improvement projects for the 20th senatorial district.   | \$10,000,000   | WAM      | (S)1/24/2024-Referred to WAM.  | FEVELLA    |

# Appropriation Bills

223

| Bill   | Title & Description  | Appropriations | Referral     | Status   | Introducer  |
|--------|--|----------------|--------------|--|-------------|
| SB2934 | RELATING TO THE UNIVERSITY OF HAWAII COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation for the University of Hawaii College of Tropical Agriculture and Human Resources to establish eight full-time equivalent (8.0 FTE) agricultural technician positions.   | \$833,250      | HRE, WAM     | (S)1/24/2024-Referred to HRE, WAM.   | GABBARD     |
| SB2970 | RELATING TO ACCESS TO EDUCATION. Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information.                                    |                | HRE, WAM     | (S)1/29/2024-The committee(s) on HRE has scheduled a public hearing on 02-01-24 3:00PM; Conference Room 229 & Videoconference. | SHIMABUKURO |
| SB3068 | MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY. Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.  |                | PSM, WAM     | (S)1/26/2024-Referred to PSM, WAM.   | KOUCHI      |
| SB3209 | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to the University of Hawaii at Manoa College of Education for the establishment of seven full-time equivalent (7.0 FTE) positions and additional program costs for the expanded teacher cohort program to fulfill the requirements of Act 141, Session Laws of Hawaii 2022. Declares that the general fund expenditure ceiling is exceeded. | \$625,000      | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.   | KIM         |
| SB3246 | RELATING TO THE CENTER FOR CLIMATE RESILIENT DEVELOPMENT. Appropriates funds for the school of ocean and earth science and technology within the university of Hawaii to establish and operate a center for climate resilient development. Declares that the general fund expenditure ceiling is exceeded.   | \$3,000,000    | HRE/AEN, WAM | (S)1/29/2024-Referred to HRE/AEN, WAM.   | GABBARD     |

# Appropriation Bills

| Bill   | Title & Description  | Appropriations | Referral     | Status                                 | Introducer |
|--------|--|----------------|--------------|--|------------|
| SB3257 | RELATING TO THE UNIVERSITY OF HAWAII. Requires the establishment of a One-Stop Student Service Center at each University of Hawaii campus with student enrollment greater than five thousand students beginning in the Fall 2025 semester. Requires that services provided by the One-Stop Student Service Center not reduce existing services or resources. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation. |                | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.     | KIM        |
| SB3301 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation for the establishment of an agriculture education coordinator position within the University of Hawaii at Manoa College of Tropical Agriculture and Human Resources. Declares that the general fund expenditure ceiling is exceeded.  | \$300,000      | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.     | GABBARD    |
| SB3304 | RELATING TO AGRICULTURE. Establishes the Farm Succession Pilot Program under the Leeward Community College. Appropriates funds for the pilot program and for the Department of Agriculture's Farmer Apprentice Mentoring Program. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded.  |                | AEN/HRE, WAM | (S)1/29/2024-Referred to AEN/HRE, WAM. | GABBARD    |
| SB3325 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation to the University of Hawaii College of Tropical Agriculture and Human Resources for the establishment of two full-time equivalent (2.0 FTE) extension agent positions to support the 4-H Youth Development Program and intergenerational programming in Kona, Hawaii County, and Lihue, Kauai County. Declares that the general fund expenditure ceiling is exceeded.   | \$200,000      | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.     | INOUYE     |



# Appropriation Bills

225

| Bill   | Title & Description   | Appropriations | Referral         | Status                                     | Introducer |
|--------|---|----------------|------------------|--|------------|
| SB3340 | RELATING TO LIVESTOCK. Requires the University of Hawaii College of Tropical Agriculture and Human Resources, in consultation with livestock industry stakeholders, to conduct a study to assess the effects of heat stress on beef cattle during interisland ocean transportation. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.   |                | HRE, WAM         | (S)1/29/2024-Referred to HRE, WAM.         | RICHARDS   |
| SB3375 | RELATING TO WILDFIRE PREVENTION. Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded. |                | HRE/PSM/WTL, WAM | (S)1/29/2024-Referred to HRE/PSM/WTL, WAM. | FUKUNAGA   |

# 2024 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents  
February 16, 2024



- 2024 Legislative Tracking Statistics
- 2024 Budget/Funding Bills
- 2024 UH Legislative Package (Admin Bills)
- 2024 Select Bills of Interest
  - Board of Regents
  - UH Operations
- Legislative Calendar



# 2024 Legislative Tracking Statistics

VIII.D 3

Number of Bills Introduced in 2024: 2,678

- House Bill range: 1515 – 2807
- Senate Bill range: 2001 – 3385

\*Number of Bills Tracked by UH: 616

- House Bills: 294
- Senate Bills: 322

\*Number of Testimonies Submitted: 136

Number of bills with an appropriation to UH: 61

\*As of 2/13/24



# 2024 Budget/Funding Bills

VIII.D 4

## **HB 1800 (Saiki)**

### **RELATING TO THE STATE BUDGET**

Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

**Position:**

**Update:** Referred to House FIN

## **SB 2234 (Kouchi)**

### **RELATING TO THE STATE BUDGET**

Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.

**Position:**

**Update:** Referred to Senate WAM



# 2024 Budget/Funding Bills

VIII.D 5

**HB 1537 HD2** (Perruso)

**PROPOSING AMENDMENTS TO ARTICLES VIII AND X OF THE CONSTITUTION OF THE STATE OF HAWAII TO AUTHORIZE THE LEGISLATURE TO ESTABLISH A SURCHARGE ON RESIDENTIAL INVESTMENT PROPERTY TO INCREASE FUNDING FOR PUBLIC EDUCATION**

Proposes amendments to the Hawaii State Constitution to repeal the counties exclusive power to tax real property and authorize the Legislature to establish a state surcharge on real property taxation levied by the counties on certain residential investment properties for the purpose of helping to fund public education for all of Hawaii's children and adults. Effective 7/1/3000. (HD2)

**Position:** Support

**Update:** House JHA passed as an HD2; referred to FIN

**SB 2056** (Kanuha)

**PROPOSING AMENDMENTS TO ARTICLES VIII AND X OF THE CONSTITUTION OF THE STATE OF HAWAII TO AUTHORIZE THE LEGISLATURE TO ESTABLISH A SURCHARGE ON RESIDENTIAL INVESTMENT PROPERTY TO INCREASE FUNDING FOR PUBLIC EDUCATION**

Proposes amendments to the Hawaii State Constitution to increase funding for public education for the children and adults of Hawaii by authorizing the Legislature to establish, as provided by law, a surcharge on residential investment property valued at \$3,000,000 or greater.

**Position:**

**Update:** Referred to Senate EDU/HRE, JDC/WAM



# 2024 Legislative Package and Other Similar Bills

VIII.D 6

## **RESIDENT TUITION FEE**

**HB 2498 HD1** (Saiki)

### **RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus to individuals who have graduated from a Hawaii high school and are enrolling in an undergraduate degree program, under certain conditions. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**SB 3187** (Kouchi)

### **RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus to individuals who have graduated from a Hawaii high school and are enrolling in an undergraduate degree program, under certain conditions.

**Position:** Support

**Update:** Senate HRE passed unamended; referred to WAM



# 2024 Legislative Package and Other Similar Bills

VIII.D 7

## **RESIDENT TUITION FEE**

**HB 2060** (Ilagan)

### **RELATING TO RESIDENCE FOR TUITION PURPOSES**

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus, including any community college, to adult or minor students who have obtained a Hawaii high school diploma or equivalent credential and are working toward their first undergraduate degree, under certain conditions.

**Position:**

**Update:** Referred to House HET, FIN





# 2024 Legislative Package and Other Similar Bills

VIII.D 8

## **PROCUREMENT**

**HB 2499 HD1** (Saiki)

### **RELATING TO PROCUREMENT FOR THE UNIVERSITY OF HAWAII**

Removes the repeal and reenactment in Act 8, Special Session Laws of Hawai'i 2021, to maintain the authority of the President of the University of Hawai'i to act as the University of Hawai'i's chief procurement officer. Effective 7/1/3000. (HD1).

**Position:** Support

**Update:** House CPC hearing on 2/14/2024 at 2:00pm

**SB 3188** (Kouchi)

### **RELATING TO PROCUREMENT FOR THE UNIVERSITY OF HAWAII**

Removes the repeal and reenactment in Act 8, Special Session Laws of Hawaii 2021, to maintain the authority of the President of the University of Hawaii to act as the University of Hawaii's chief procurement officer.

**Position:**

**Update:** Referred to Senate HRE/GVO, WAM



# 2024 Legislative Package and Other Similar Bills

VIII.D 9

## **CONFERENCE CENTER REVOLVING FUND**

**HB 2500 HD1** (Saiki)

### **RELATING TO UNIVERSITY OF HAWAII CONFERENCE CENTER REVOLVING FUND.**

Establishes the University of Hawaii Conference Center Revolving Fund and authorizes the University of Hawaii to establish accounts under the fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawaii System. Repeals the Conference Center Revolving Fund for the University of Hawaii at Hilo. Lapses funds to the University of Hawaii Conference Center Revolving Fund. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**SB 3189** (Kouchi)

### **RELATING TO UNIVERSITY OF HAWAII CONFERENCE CENTER REVOLVING FUND.**

Establish the University of Hawaii Conference Center Revolving Fund and accounts under the fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawaii system.

**Position:** Support

**Update:** Senate HRE passed as an SD1



# 2024 Legislative Package and Other Similar Bills

VIII.D 10

## REPORTING REQUIREMENTS

**HB 2501 HD1** (Saiki)

### **RELATING TO THE UNIVERSITY OF HAWAII REPORTING REQUIREMENTS**

Repeals the reporting requirement to identify the cost impacts to the State of providing workers' compensation coverage for University of Hawaii students. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**SB 3190** (Kouchi)

### **RELATING TO THE UNIVERSITY OF HAWAII REPORTING REQUIREMENTS**

Repeals the reporting requirement to identify the cost impacts to the State of providing workers' compensation coverage for University of Hawaii students.

**Position:** Support

**Update:** Senate HRE/LBT passed as an SD1



# 2024 Legislative Package and Other Similar Bills

VIII.D 11

## TECHNOLOGY TRANSFER

**HB 2502 HD1** (Saiki)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Repeals the sunset provision in Act 38, Session Laws of Hawaii 2017, as amended by Act 8, Special Session Laws of Hawaii 2021, to allow the University of Hawaii to continue to regulate conflicts of interests and other ethical issues for technology transfer activities it sponsors. Effective 6/29/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**SB 3191** (Kouchi)

### **RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII**

Repeals the sunset provision in Act 38, Session Laws of Hawaii 2017, as amended by Act 8, Special Session Laws of Hawaii 2021, to allow the University of Hawaii to continue to regulate conflicts of interests and other ethical issues for technology transfer activities it sponsors.

**Position:** Support

**Update:** Senate HRE passed as an SD1



# 2024 Legislative Package and Other Similar Bills

VIII.D 12

## INNOVATION AND COMMERCIALIZATION

**HB 2503 HD1** (Saiki)

### **RELATING TO UNIVERSITY OF HAWAII RESEARCH**

Repeals the Innovation and Commercialization Initiative Program's sunset provision in Act 8, Special Session Laws of Hawaii 2021, to allow the continuation of the Innovation and Commercialization Initiative Program established within the University of Hawaii.

Effective 6/29/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**SB 3192** (Kouchi)

### **RELATING TO UNIVERSITY OF HAWAII RESEARCH**

Repeals the Innovation and Commercialization Initiative Program's sunset provision in Act 8, Special Session Laws of Hawaii 2021, to allow the continuation of the Innovation and Commercialization Initiative Program established within the University of Hawaii.

**Position:** Support

**Update:** Senate HRE passed as an SD1



# 2024 Legislative Package and Other Similar Bills

VIII.D 13

## **CIGARETTE TAX**

**HB 2504 HD1** (Saiki)

### **RELATING TO CIGARETTE TAXES**

Increases the cigarette tax and amends the cigarette tax disposition of revenues by allocating the increase in the cigarette tax amount to the Hawaii cancer research special fund. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET/HLT passed as an HD1; referred to FIN

**SB 3193** (Kouchi)

### **RELATING TO CIGARETTE TAXES**

Increases the cigarette tax and amends the cigarette tax disposition of revenues by allocating the increase in the cigarette tax amount to the Hawaii cancer research special fund.

**Position:**

**Update:** Referred to Senate HHS/HRE, WAM



# 2024 Legislative Package and Other Similar Bills

VIII.D 14

## CIGARETTE TAX

**SB 3292** (San Buenaventura)

### **RELATING TO CIGARETTE TAXES**

Beginning 7/1/2024, increases the cigarette tax rate and amends the disposition of the cigarette tax revenues by increasing the amount allocated to the Hawaii Cancer Research Special Fund.

**Position:**

**Update:** Referred to Senate HHS/HRE, WAM



# 2024 Legislative Package and Other Similar Bills

VIII.D 15

## HAWAII PROMISE

**HB 1535 HD1** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM**

Provides scholarships for the unmet needs of qualified students at any four-year University of Hawaii campus who meet certain criteria. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

## Fringe Benefits

**HB 1677 HD1** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND**

Specifies conditions for exemptions for the University of Hawaii from sections 87A-39(a) and 88-125(a), HRS. Amends the formulation of general fund budget appropriation in proportion to the amount of regular tuition and related fee revenues estimated for the respective fiscal year. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN





# 2024 Select Bills of Interest

## Board of Regents

VIII.D 16

**SB 3366** (Dela Cruz)

### **RELATING TO OVERSIGHT OF EDUCATION**

Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the President of the University of Hawaii to the Board of Education of the Department of Education. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the Superintendent of Education to the University of Hawaii Board of Regents.

**Update:** Referred to Senate EDU/HRE, WAM

**HB 2211** (Aiu)

### **RELATING TO PUBLIC EMPLOYEE COMPENSATION**

Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.

**Update:** Referred to House LGO, FIN

**SB 2599** (Kim)

### **RELATING TO PUBLIC EMPLOYEE COMPENSATION**

Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.

**Update:** Senate LBT passed as an SD1

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 17

### **HB 1597** (Tarnas)

#### **RELATING TO OPEN MEETINGS**

Provides a specific right of action to challenge decisions of the Office of Information Practices relating to the State's open meetings law. Aligns the enforcement mechanisms for the State's open meetings law with the State's Uniform Information Practices Act.

**Update:** Referred to House JHA

### **HB 1598** (Tarnas)

#### **RELATING TO THE SUNSHINE LAW**

Establishes that board packets shall be made available for public inspection no later than two business days, rather than forty-eight hours, before a board meeting. Clarifies that public testimony may be submitted to the board before the meeting.

**Update:** Referred to House JHA

### **HB 1599** (Tarnas)

#### **RELATING TO THE SUNSHINE LAW**

Requires public meeting notices to inform members of the public how to provide remote oral testimony in a manner that allows the testifier, upon request, to be visible to board members and other meeting participants.

**Update:** Referred to House JHA

### **HB 1600** (Tarnas)

#### **RELATING TO OPEN MEETINGS**

Requires that a board may only schedule a meeting for discussion and decisionmaking on a report by an investigative group six days after the investigative group has made a report of its findings to the board.

**Update:** Referred to House JHA

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 18

**HB 1858** (Saiki)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.

**Update:** Referred to House JHA

**SB 2198** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.

**Update:** Senate GVO deferred

**HB 1859** (Saiki)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.

**Update:** Referred to House JHA

**SB 2199** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.

**Update:** Senate GVO deferred

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 19

**HB 1975** (Kobayashi)

### **RELATING TO THE SUNSHINE LAW**

Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

**Update:** House JHA deferred

**SB 2751** (San Buenaventura)

### **RELATING TO THE SUNSHINE LAW**

Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

**Update:** Senate GVO/HHS deferred

**HB 2168** (Cochran)

### **RELATING TO MEETINGS**

Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.

**Update:** Referred to House LGO, JHA

**SB 2830** (McKelvey)

### **RELATING TO MEETINGS**

Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.

**Update:** Senate GVO passed as an SD1

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 20

**HB 2482** (Saiki)

### **RELATING TO MEETING NOTICES**

Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.

**Update:** House JHA passed unamended; referred to FIN

**SB 3171** (Kouchi)

### **RELATING TO MEETING NOTICES**

Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.

**Update:** Senate GVO passed unamended

**SB 2116** (Keohokalole)

### **RELATING TO BOARD MEETINGS**

Requires boards to use interactive conference technology to remotely conduct public meetings in conjunction with in-person meetings that allow for public participation. Requires boards to archive minutes of meetings on their websites.

**Update:** Senate GVO passed as an SD1

**SB 2172** (Inouye)

### **RELATING TO BOARDS AND COMMISSIONS**

Establishes the priority of who may assume the authority and duties of a chairperson of a board or commission in the chairperson's and all co-chairperson's absence at a hearing or meeting of a board or commission. Prohibits staff members from assuming the authority and duties of the chairperson of a board or commission.

**Update:** Senate GVO passed as an SD1

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 21

**SB 2517** (Dela Cruz)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Required that heads of agencies that require board appointments be made through a publicly established process and timeline. Requires that a vote by a public agency board to hire an officer or employee be conducted in an open meeting.

**Update:** Senate GVO passed as an SD1

**SB 2636** (Ihara)

### **RELATING TO REMOTE MEETINGS**

Requires a board to offer remote testifiers an option to be seen and heard by the board and the public when offering remote testimony. Authorizes a board to remove or block any persons who intentionally disrupt or compromise the conduct of a meeting.

**Update:** Senate GVO/LBT hearing on 2/15/2024 at 3:10pm

**SB 2637** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Clarifies that the third meeting of public agency meetings must occur not less than six calendar days after the second.

**Update:** Senate GVO passed as an SD1

**SB 2638 SD1** (Ihara)

### **RELATING TO BOARD PACKETS**

Requires boards to make available for public inspection board packets, if created, at the time the board packet is distributed to the board members but no later than two business days before the meeting. Carves out an exception by allowing public testimony to be distributed to board members within two business days before the meeting. Requires boards to provide notice that includes a list of the documents that were compiled by the board and distributed to board members before a meeting. (SD1)

**Update:** Senate JDC passed as an SD1; referred to WAM

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 22

**SB 2639** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Updates the enforcement mechanisms for the Uniform Information Practices Act and the Sunshine Law.

**Update:** Senate GVO deferred

**SB 3203** (Kouchi)

### **RELATING TO PUBLIC AGENCY MEETINGS AND RECORDS**

Enables boards to operate more effectively by amending sections of the Sunshine Law pertaining to the declaration of policy and intent, permitted interactions of members, limited meetings, executive meetings, exceptions, board packets, and minutes. Amends the definition of the term "meeting".

**Update:** Referred to Senate GVO, JDC

**SB 3307** (Ihara)

### **RELATING TO PUBLIC AGENCY MEETINGS**

Requires the Director of the Office of Information Practices to adopt rules to establish a process for the selection and appointment of trusted public representatives. Allows the Director of the Office of Information Practices to assign trusted public representatives to observe board meetings closed to the public. Requires the Director of the Office of Information Practices to include in the Director's annual report the activities of trusted public representatives. Requires trusted public representatives to submit a confidential report to the Director of the Office of Information Practices that a board meeting was conducted in conformance with chapter 92, Hawaii Revised Statutes. Defines "trusted public representative". Allows boards to hold certain meetings closed to the public if a trusted public representative is assigned to the meeting by the Director of the Office of Information Practices and is present at the meeting.

**Update:** Senate GVO deferred until 2/15/2024 at 4:00pm

# 2024 Select Bills of Interest

## Academics

VIII.D 23

**HB 1588 HD1** (Perruso)

### **RELATING TO THE LABOR EDUCATION ADVISORY COUNCIL**

Specifies that the Labor Education Advisory Council shall be advisory to the President of the University of Hawaii on all activities and programs of the Center for Labor Education and Research. Requires written responses addressing the Council's advice and adoption of resolutions by the President and Chancellor of the University of Hawaii, West Oahu campus. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House LGO passed as an HD1; referred to HET

**SB 2187** (Aquino)

### **RELATING TO THE LABOR EDUCATION ADVISORY COUNCIL**

Specifies that the Labor Education Advisory Council shall be advisory to the President of the University of Hawaii on all activities and programs of the Center for Labor Education and Research. Requires written responses addressing the Council's advice and adoption of resolutions by the President and Chancellor of the University of Hawaii, West Oahu campus.

**Position:** Support

**Update:** Senate HRE passed as an SD1





# 2024 Select Bills of Interest

## Academics

VIII.D 24

**HB 1676 HD1** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Appropriate funds to the University of Hawaii to fulfill the requirements of Act 141, Session Laws of Hawaii 2022. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN



# 2024 Select Bills of Interest

## Mauna Kea

VIII.D 25

**HB 2041** (Ward)

**PROPOSING AN AMENDMENT TO ARTICLE XI OF THE HAWAII CONSTITUTION TO REQUIRE THE STATE TO SUPPORT AND FACILITATE THE EXPEDITIOUS CONSTRUCTION AND COMPLETION OF A THIRTY METER TELESCOPE ON THE SUMMIT OF MAUNA KEA ON THE ISLAND OF HAWAII**

Proposes an amendment to the state constitution to require the State to support and facilitate the expeditious construction and completion of a 30 meter telescope on Mauna Kea on the Island of Hawaii.

**Position:**

**Update:** Failed to meet Triple Referral deadline

**HB 2332** (Ward)

**RELATING TO MAUNA KEA**

Requires rent on Mauna Kea to be commensurate with rents charged for similar astronomical observatories globally. Provides that in leases negotiated by the Mauna Kea Stewardship and Oversight Authority reserved viewing or observing time shall not be accepted in lieu of rent.

**Position:**

**Update:** Failed to meet Triple Referral deadline



# 2024 Select Bills of Interest

## Mauna Kea

VIII.D 26

### **HB 2692 (Saiki)**

#### **RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Authorizes 2 or more members of the Mauna Kea Stewardship and Oversight Authority to meet during the transition period described in section 195H-6, HRS, regarding any matter relating to the Authority's business; provided that no commitment to vote is made or sought and no decision-making action is taken. Clarifies that the Authority is subject to state sovereign immunity.

**Position:**

**Update:** Referred to House JHA

### **SB 2761 (Kim)**

#### **RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Authorizes 2 or more members of the Mauna Kea Stewardship and Oversight Authority to meet during the transition period described in section 195H-6, HRS, regarding any matter relating to the Authority's business; provided that no commitment to vote is made or sought and no decision-making action is taken. Clarifies that the Authority is subject to state sovereign immunity.

**Position:**

**Update:** Referred to Senate WTL, JDC



# 2024 Select Bills of Interest

## Mauna Kea

VIII.D 27

**HB 2697** (Saiki)

**RELATING TO THE MAUNA KEA STEWARDSHIP AND OVERSIGHT AUTHORITY**

Short form bill relating to the Mauna Kea Stewardship and Oversight Authority.

**Position:**

**Update:** Referred to House JHA

**SB 2297 SD1** (Inouye)

**RELATING TO NATURAL RESOURCE MANAGEMENT**

Clarifies that the Board of Land and Natural Resources' authority shall supersede the Mauna Kea Stewardship and Oversight Authority for all lands designated under the state conservation district; provided that the Board of Land and Natural Resources upholds its affirmative and non-transferable duty to protect the traditional and customary rights of native Hawaiians as articulated in Article 7 of the Hawaii State Constitution. Clarifies that the natural resource management enforcement and emergency response of Mauna Kea lands shall remain the responsibility of the Division of Conservation and Resources Enforcement of the Department of Land and Natural Resources. Takes effect 07/01/25. (SD1)

**Position:** Comments

**Update:** Senate WTL passed as an SD1; referred to JDC/WAM

**GM 587**

Submitting for consideration and confirmation to the Mauna Kea Stewardship and Oversight Authority, Gubernatorial Nominee, BENJAMIN KUDO, for a term to expire 06-30-2027

**Update:** Referred to Senate WTL

# 2024 Select Bills of Interest Projects/Facilities

VIII.D 28

**HB 1589** (Perruso)

## **RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE UNIVERSITY OF HAWAII**

Appropriates funds for student housing capital improvement projects at the University of Hawaii at Manoa.

**Position:**

**Update:** Referred to House HET, FIN

**HB 1590** (Perruso)

## **RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII**

Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.

**Position:**

**Update:** Referred to House HET, FIN



# 2024 Select Bills of Interest Projects/Facilities

VIII.D 29

**HB 1802** (Yamashita)

## **RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS**

Authorizes the board of regents of the university of Hawai'i to issue revenue bonds for the purpose of financing capital improvement projects.

**Position:** Support

**Update:** House HET deferred until 2/14/2024 at 2:00pm

**SB 2508** (Dela Cruz)

## **RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS**

Authorizes the University of Hawai'i to issue \$300,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects.

**Position:** Support

**Update:** Senate HRE deferred



# 2024 Select Bills of Interest Projects/Facilities

VIII.D 30

## **HB 2664** (Garrett)

### **RELATING TO SPORTS FACILITIES**

Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Reappropriates those funds to plan, design, and construct a new stadium at the University of Hawai'i at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:**

**Update:** Referred to House FIN

## **SB 2002** (Chang)

### **RELATING TO HOUSING**

Exempts certain housing projects reserved for certain students, faculty, and staff of public educational institutions from environmental assessment requirements.

**Position:**

**Update:** Failed to meet Triple Referral deadline



# 2024 Select Bills of Interest

## JABSOM/Cancer Center

VIII.D 31

**HB 2221** (Chun)

### **RELATING TO THE HAWAII CANCER RESEARCH SPECIAL FUND**

Appropriates a percentage of the tobacco settlement moneys to the Hawai'i cancer research special fund.

**Position:**

**Update:** Referred to House FIN

**SB 3262** (Richards)

### **RELATING TO VETERINARIANS**

Renames the John A. Burns School of Medicine special fund as the physician and veterinarian special fund. Expands the authorized uses of the special fund to include providing loan repayments to veterinarians and scholarships for students attending a veterinary college; provided that the recipient commits to work in the State for a period of time determined by the Hawai'i Board of Veterinary Medicine. Requires the Hawai'i Board of Veterinary Medicine to establish a loan repayment and scholarship program. Assesses a fee on persons obtaining or renewing a veterinarian license. Provides for the deposit of the fee into the physician and veterinarian special fund. Appropriates moneys into and out of the physician and veterinarian special fund. Declares that the appropriation exceeds the state general fund expenditure ceiling.

**Position:**

**Update:** Referred to Senate CPN/HRE, WAM



# 2024 Select Bills of Interest

## JABSOM/Cancer Center

VIII.D 32

**HB 2511** (Miyake)

### **RELATING TO CANCER**

Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.

**Position:**

**Update:** Referred to House HLT/HET, FIN

**SB 2722** (Moriwaki)

### **RELATING TO CANCER**

Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.

**Position:** Support

**Update:** Senate HRE passed as an SD1



# 2024 Select Bills of Interest

## Personnel/Students

VIII.D 33

### **HB 1678** (Perruso)

#### **RELATING TO ELECTIONS**

Designates all University of Hawaii system campuses as voter registration agencies as defined in the National Voter Registration Act. Requires the Chief Election Officer to use data concerning voter registration and election participation to study voter registration, absentee voting, and provisional voting trends by age, race, and class to improve youth voter registration and election participation. Allows student identification cards issued by the University of Hawaii system to be used to register to vote. Designates all University of Hawaii campuses as voter service centers.

[Position: Comments](#)

[Update: House JHA deferred](#)

### **SB 2004** (Chang)

#### **RELATING TO ELECTIONS**

Designates all University of Hawaii system campuses as voter registration agencies as defined in the National Voter Registration Act. Requires the Chief Election Officer to use data concerning voter registration and election participation to study voter registration, absentee voting, and provisional voting trends by age, race, and class to improve youth voter registration and election participation. Allows student identification cards issued by the University of Hawaii system to be used to register to vote. Designates all University of Hawaii campuses as voter service centers.

[Position: Comments](#)

[Update: Senate HRE deferred](#)

# 2024 Select Bills of Interest

## Personnel/Students

VIII.D 34

**HB 2177 HD1** (Perruso)

### **RELATING TO MENSTRUAL EQUITY**

Requires the University of Hawaii to provide menstrual products free of charge to all students on all campuses, including community colleges and education centers. Effective 7/1/3000.  
(HD1)

[Position: Comments](#)

**Update:** House HET passed as an HD1; referred to FIN

**SB 2433** (Shimabukuro)

### **RELATING TO MENSTRUAL EQUITY**

Requires the University of Hawai'i to provide menstrual products free of charge to all students on all campuses, including community colleges and education centers.

[Position:](#)

**Update:** Referred to Senate HRE/HHS, WAM

**SB 3257** (Kim)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Requires the establishment of a One-Stop Student Service Center at each University of Hawai'i campus with student enrollment greater than five thousand students beginning in the Fall 2025 semester. Requires that services provided by the One-Stop Student Service Center not reduce existing services or resources. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.

[Position: Comments](#)

**Update:** Senate HRE deferred

# 2024 Select Bills of Interest

## Personnel/Students

VIII.D 35

**SB 2970** (Shimabukuro)

### **RELATING TO ACCESS TO EDUCATION**

Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information.

**Position:** Support

**Update:** Senate HRE deferred

**SB 3317** (Rhoads)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawai'i and community college system.

**Position:** No position

**Update:** Senate LBT/HRE passed as an SD1

**HB 2720 HD1** (Perruso)

### **RELATING TO COLLECTIVE BARGAINING**

Establishes a collective bargaining unit for graduate assistants employed by the University of Hawaii and its community college system. Exempts graduate assistants from collective bargaining until they petition the Hawaii Labor Relations Board and the Board determines the graduate assistants are ready to be placed in a bargaining unit. Effective 7/1/3000. (HD1)

**Position:** No position

**Update:** House HET hearing on 2/14/2024 at 2:00pm



# 2024 Select Bills of Interest

## RCUH

VIII.D 37

### **SB 3208 (Kim)**

#### **RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII**

Clarifies the purpose of the Research Corporation of the University of Hawai'i and that its undertakings shall be limited to acts that are reasonably necessary to carry out its purpose. Repeals the requirement that the University of Hawai'i contract with the Research Corporation when the University determines that other various agencies cannot more effectively or efficiently accomplish certain research and training activities.

Grandfathers existing Research Corporation contracts and requires new contracts be subject to new limitations. Limits the scope of the special account the Research Corporation is authorized to establish. Requires revolving accounts to follow University of Hawai'i Administrative Procedure 12.204. Limits internal service orders and revolving accounts of the Research Corporation that use University intramural and extramural funds to certain projects and requires biannual reports to the Legislature.

**Position:**

**Update: Referred to Senate HRE, WAM/JDC**



# 2024 Select Bills of Interest

## RCUH

VIII.D 38

### **SB 1511 SD2 (Kim)**

#### **RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII**

Clarifies the purpose of the Research Corporation of the University of Hawaii and that its undertakings shall be limited to acts that are reasonably necessary to carry out its purpose. Repeals the requirement that the University of Hawaii contract with the Research Corporation when the University determines that other various agencies cannot more effectively or efficiently accomplish certain research and training activities.

Grandfathers existing Research Corporation contracts and requires new contracts be subject to new limitations. Limits the scope of the special account the Research Corporation is authorized to establish. Requires revolving accounts to follow University of Hawaii Administrative Procedure 12.204. Limits internal service orders and revolving accounts of the Research Corporation that use University intramural funds to certain projects and requires biannual reports to the Legislature. Effective 7/1/2050. (SD2).

[Position:](#) [Comments](#)

**Update:** House HET deferred until 2/14/2024 at 2:00pm



# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

VIII.D 39

**SB 2008** (Chang)

### **RELATING TO THE UNIVERSITY OF HAWAII TUITION**

Allows certain lawful permanent residents, asylees, and refugees, and certain DACA aliens who are not lawfully present in the United States to be eligible for the resident tuition fee at any University of Hawaii campus under certain conditions.

[Position: Comments](#)

[Update: Senate HRE deferred](#)

**SB 2105** (Kanuha)

### **RELATING TO HIGHER EDUCATION**

Authorizes students who are individuals from a COFA nation, refugees, or special immigrant visa holders to qualify for the resident tuition fee within the University of Hawaii system, under certain conditions.

[Position: Comments](#)

[Update: Senate HRE deferred](#)





# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

VIII.D 40

**HB 1779 HD1** (Perruso)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds. Effective 7/1/3000. (HD1)

[Position: Comments](#)

**Update:** House HET passed as an HD1; referred to FIN

**SB 2055** (Kanuha)

### **RELATING TO THE UNIVERSITY OF HAWAII**

Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds.

[Position: Comments](#)

**Update:** Senate HRE deferred



# 2024 Select Bills of Interest

## Tuition Waiver/Scholarship

VIII.D 41

**HB 1795 HD1** (Kapela)

### **RELATING TO COMMUNITY COLLEGE**

Establishes a working group within the University of Hawaii to evaluate possibilities for making community college free for Hawaii residents. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HET passed as an HD1; referred to FIN

**HB 2719** (Perruso)

### **RELATING TO POST-SECONDARY EDUCATION**

Establishes a pilot program to offer tuition waivers for certain community college students starting in fall 2025. Requires the Board of Regents of the University of Hawai'i to submit a report.

**Position:**

**Update:** House HET hearing on 2/14/2024 at 2:00pm





# 2024 Select Bills of Interest

## Wildfire

VIII.D 43

**HB 1949 HD1** (Ichiyama)

### **RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII**

Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates funds. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House WAL/HET passed as an HD1; referred to FIN

**SB 2502** (Dela Cruz)

### **RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII**

Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** Senate HRE passed as an SD1

# 2024 Select Bills of Interest

## Wildfire

VIII.D 44

### **HB 2729** (Ichiyama)

#### **RELATING TO WILDFIRE PREVENTION**

Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming.

Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded.

**Position:**

**Update:** Referred to House WAL/EEP, FIN

### **SB 3375** (Fukunaga)

#### **RELATING TO WILDFIRE PREVENTION**

Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming.

Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded.

**Position:**

**Update:** Senate HRE/PSM/WTL passed as an SD1

# 2024 Select Bills of Interest

## Wildfire

VIII.D 45

**HB 2379** (Saiki)

### **MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY**

Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.

**Position:**

**Update:** Referred to House FIN

**SB 3068** (Kouchi)

### **MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY**

Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.

**Position:**

**Update:** Senate PSM decision making on 2/14/2024 at 3:00pm



# 2024 Select Bills of Interest

## Wildfire

VIII.D 46

**HB 2805** (Belatti)

### **RELATING TO HEALTH**

Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

**SB 2142** (Inouye)

### **RELATING TO WILDFIRE MITIGATION**

Establishes the Wildfire Mitigation Working Group. Requires a report to the Legislature. Requires the Office of Planning and Sustainable Development to provide administrative support to the working group. Makes an appropriation.

**Position:**

**Update:** Senate PSM/WTL deferred

**HB 2805** (Belatti)

### **RELATING TO HEALTH**

Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.

**Position:** Support

**Update:** House WAL/HET passed as an HD1

# 2024 Select Bills of Interest

## Board of Regents

VIII.D 47

### **GM 532**

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, LAUREN AKITAKE, for a term to expire 06-30-2028.

**Update:** Referred to Senate HRE

### **GM 596**

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, NEIL ABERCROMBIE, for a term to expire 06-30-2028.

**Update:** Referred to Senate HRE

### **GM 597**

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, ALAPAKI NAHALE-A, for a term to expire 06-30-2028.

**Update:** Referred to Senate HRE





# Legislative Calendar

VIII.D 48

February 16 – First Lateral

February 22 to 28 – Mandatory 5-Day Recess

February 29 – Single Referral Filing (Senate Bills)

March 1 – First Decking (Bills)

March 7 – First Crossover (Bills)

March 8 – Substantive Resolution Cutoff

March 11 – Budget Decking

March 13 – Budget Crossover



# Conclusion



# Appropriation Bills

VIII.D 50

| Bill          | Title & Description  | Appropriations | Referral | Status   | Introducer |
|---------------|--|----------------|----------|--|------------|
| HB1535<br>HD1 | RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM. Provides scholarships for the unmet needs of qualified students at any four-year University of Hawaii campus who meet certain criteria. Effective 7/1/3000. (HD1)  |                | HET, FIN | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 346-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | PERRUSO    |
| HB1589        | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE UNIVERSITY OF HAWAII. Appropriates funds for student housing capital improvement projects at the University of Hawaii at Manoa.  | \$120000000    | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1  | PERRUSO    |
| HB1590        | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.  | \$20000000     | HET, FIN | (H)1/24/2024-Referred to HET, FIN, referral sheet 1  | PERRUSO    |
| HB1676<br>HD1 | RELATING TO THE UNIVERSITY OF HAWAII. Appropriate funds to the University of Hawaii to fulfill the requirements of Act 141, Session Laws of Hawaii 2022. Effective 7/1/3000. (HD1)   | \$6250000      | HET, FIN | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 350-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | PERRUSO    |
| HB1779<br>HD1 | RELATING TO THE UNIVERSITY OF HAWAII. Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds. Effective 7/1/3000. (HD1) | \$3500000      | HET, FIN | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 345-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | PERRUSO    |

# Appropriation Bills

VIII.D 51

| Bill          | Title & Description   | Appropriations | Referral     | Status   | Introducer |
|---------------|---|----------------|--------------|--|------------|
| HB1800        | RELATING TO THE STATE BUDGET. Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.   |                | FIN          | (H)1/24/2024-Referred to FIN, referral sheet 1   | SAIKI      |
| HB1802        | RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS. Authorizes the board of regents of the university of Hawaii to issue revenue bonds for the purpose of financing capital improvement projects.   | \$300000000    | HET, FIN     | (H)2/12/2024-Bill scheduled for decision making on Wednesday, 02-14-24 2:00PM in conference room 309 VIA VIDEOCONFERENCE.                    | YAMASHITA  |
| HB1826<br>HD1 | RELATING TO EDUCATION FOR MENTAL HEALTH PROFESSIONALS. Appropriates funds for temporary positions to support the statewide expansion of the University of Hawaii Windward Community College's mental health-related programs. Effective 7/1/3000. (HD1) |                | HET, FIN     | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 361-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | SAIKI      |
| HB1844        | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for temporary full-time equivalent adjunct faculty positions at the University of Hawaii Maui College.   |                | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.   | SAIKI      |

# Appropriation Bills

VIII.D 52

| Bill          | Title & Description   | Appropriations | Referral        | Status   | Introducer |
|---------------|---|----------------|-----------------|--|------------|
| HB1924<br>HD1 | RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII. Requires UH to establish a program to develop a wildfire forecast system for the State using artificial intelligence. Appropriates funds. Effective 7/1/3000. (HD1)  |                | WAL/HET,<br>FIN | (H)2/14/2024-Reported from WAL/HET (Stand. Com. Rep. No. 323-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | ICHIYAMA   |
| HB1931        | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for salaries and fringe benefits of positions for the University of Hawaii Institute for Astronomy's Space Sciences Workforce Development Program, Maunakea Scholars Program, and Akamai Internship Program. Appropriates funds for office equipment and supplies for the Maunakea Scholars Program and Akamai Internship Program.                     | \$1000000      | HET, FIN        | (H)2/12/2024-Bill scheduled to be heard by HET on Wednesday, 02-14-24 2:00PM in House conference room 309 VIA VIDEOCONFERENCE.                   | ONISHI     |
| HB1949<br>HD1 | RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII. Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates funds. Effective 7/1/3000. (HD1) |                | WAL/HET,<br>FIN | (H)2/14/2024-Reported from WAL/HET (Stand. Com. Rep. No. 324-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | ICHIYAMA   |
| HB2063        | RELATING TO THE ENRICHMENT OF DIVERSITY IN THE UNIVERSITY OF HAWAII SYSTEM. Establishes and appropriates funds for a three-year pilot program to enrich diversity across the University of Hawaii System.   | \$250000       | HET, FIN        | (H)2/7/2024-The committee(s) on HET recommend(s) that the measure be deferred.   | ILAGAN     |
| HB2096        | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE SEVENTH REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the seventh representative district.  |                | FIN             | (H)1/24/2024-Referred to FIN, referral sheet 2   | LOWEN      |

# Appropriation Bills

VIII.D 53

| Bill          | Title & Description  | Appropriations | Referral         | Status   | Introducer |
|---------------|--|----------------|------------------|--|------------|
| HB2113<br>HD1 | RELATING TO PHARMACY. Establishes the Daniel K. Inouye College of Pharmacy Special Fund to support pharmacist workforce assessment and planning efforts. Establishes the pharmacist workforce assessment fee. Appropriates funds. Effective 7/1/3000. (HD1)  |                | HET, CPC,<br>FIN | (H)2/12/2024-Bill scheduled to be heard by CPC on Wednesday, 02-14-24 2:00PM in House conference room 329 VIA VIDEOCONFERENCE. | SAYAMA     |
| HB2135        | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.                              |                | FIN              | (H)1/24/2024-Referred to FIN, referral sheet 2   | GATES      |
| HB2138<br>HD1 | RELATING TO AGRICULTURAL EDUCATION. Appropriates funds to the University of Hawaii for the College of Tropical Agriculture and Human Resources to establish an agriculture education coordinator position. Effective 7/1/3000. (HD1)   | \$300000       | AGR, HET,<br>FIN | (H)2/12/2024-Bill scheduled to be heard by HET on Wednesday, 02-14-24 2:00PM in House conference room 309 VIA VIDEOCONFERENCE. | GATES      |
| HB2140<br>HD1 | RELATING TO ORNAMENTAL GINGER. Appropriates funds for statewide research into ornamental ginger pathogens, prevention of the spread of ornamental ginger pathogens, production and distribution of pathogen-free ornamental ginger plants, and outreach to ornamental producers. Effective 7/1/3000. (HD1) | \$125000       | AGR, HET,<br>FIN | (H)2/12/2024-Bill scheduled to be heard by HET on Wednesday, 02-14-24 2:00PM in House conference room 309 VIA VIDEOCONFERENCE. | GATES      |

# Appropriation Bills

VIII.D 54

| Bill          | Title & Description  | Appropriations | Referral      | Status   | Introducer |
|---------------|--|----------------|---------------|--|------------|
| HB2153        | RELATING TO THE UNIVERSITY OF HAWAII. Establishes an air and space law program at the William S. Richardson School of Law at the University of Hawaii. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.  |                | HET, FIN      | (H)2/12/2024-Bill scheduled to be heard by HET on Wednesday, 02-14-24 2:00PM in House conference room 309 VIA VIDEOCONFERENCE.   | SOUZA      |
| HB2200        | RELATING TO STUDENT LOAN FORGIVENESS FOR THE ELDERLY. Establishes a student loan forgiveness program within the University of Hawaii to forgive outstanding student loans of elders who have graduated from an institution of higher education in the United States and have worked for at least 10 years in public service. Requires the Employees' Retirement System to assist applicants with demonstrating proof of public employment. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.                                      |                | HET, LGO, FIN | (H)1/26/2024-Referred to HET, LGO, FIN, referral sheet 3   | GARRETT    |
| HB2221        | RELATING TO THE HAWAII CANCER RESEARCH SPECIAL FUND. Appropriates a percentage of the tobacco settlement moneys to the Hawaii cancer research special fund.  |                | FIN           | (H)1/26/2024-Referred to FIN, referral sheet 3   | CHUN       |
| HB2240<br>HD1 | RELATING TO HAWAII EDUCATOR LOANS. Opens eligibility under the Hawaii Educator Loan Program for students and teachers who agree to teach as a full-time teacher in a public charter school. Decreases the service requirement for total loan forgiveness to five years and increases the percent of the total loan award to be waived annually under the Hawaii Educator Loan Program. Appropriates funds into and out of the Hawaii educator loan program revolving fund to provide financial assistance for students participating under the Hawaii educator loan program. Effective 7/1/3000. (HD1) |                | EDN, FIN      | (H)2/7/2024-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; none voting no (0) and Representative(s) Nakashima, Ward excused (2). | WOODSON    |

# Appropriation Bills

VIII.D 55

| Bill   | Title & Description  | Appropriations | Referral     | Status   | Introducer |
|--------|--|----------------|--------------|--|------------|
| HB2248 | RELATING TO BEACH MANAGEMENT ON THE NORTH SHORE OF OAHU. Appropriates funds to the university of Hawaii sea grant college program to develop a north shore beach management plan for the north shore of Oahu from Sunset point to the Kapoo (Sharks Cove) area. Appropriates funds.  | \$3000000      | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS. | QUINLAN    |
| HB2257 | RELATING TO PUBLIC EDUCATION. Establishes the Public Education Scholarship Program within the University of Hawaii to provide students who are residents of the State with scholarships in return for a service commitment to teach in a public school classroom of the Department of Education or Hawaii public charter school, under certain conditions. Appropriates funds. |                | HET/EDN, FIN | (H)1/26/2024-Referred to HET/EDN, FIN, referral sheet 3                                  | MATAYOSHI  |
| HB2379 | MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY. Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.  |                | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3   | SAIKI      |
| HB2506 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE TWENTY-SECOND REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the twenty-second representative district.   | \$335000000    | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3   | GARRETT    |
| HB2511 | RELATING TO CANCER. Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.             |                | HLT/HET, FIN | (H)1/26/2024-Referred to HLT/HET, FIN, referral sheet 3                                  | MIYAKE     |



# Appropriation Bills

VIII.D 56

| Bill          | Title & Description   | Appropriations | Referral     | Status   | Introducer |
|---------------|---|----------------|--------------|--|------------|
| HB2633<br>HD1 | RELATING TO ACCESS TO EDUCATION. Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information. Effective 7/1/3000. (HD1)   |                | HET, FIN     | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 351-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | PERRUSO    |
| HB2664        | RELATING TO SPORTS FACILITIES. Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Reappropriates those funds to plan, design, and construct a new stadium at the University of Hawaii at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3   | GARRETT    |
| HB2729        | RELATING TO WILDFIRE PREVENTION. Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded.   |                | WAL/EEP, FIN | (H)1/26/2024-Referred to WAL/EEP, FIN, referral sheet 3  | ICHIYAMA   |

# Appropriation Bills

VIII.D 57

| Bill          | Title & Description  | Appropriations | Referral     | Status   | Introducer |
|---------------|--|----------------|--------------|--|------------|
| HB2776        | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE FIRST REPRESENTATIVE DISTRICT. Authorizes the issuance of general obligation bonds and appropriates moneys for capital improvement projects in the 1st Representative District.  | \$1500000      | FIN          | (H)1/26/2024-Referred to FIN, referral sheet 3   | NAKASHIMA  |
| HB2777<br>HD1 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation to the University of Hawaii College of Tropical Agriculture and Human Resources for the establishment of two full-time equivalent (2.0 FTE) extension agent positions to support the 4-H Youth Development Program and intergenerational programming in Kona, Hawaii County, and Lihue, Kauai County. Effective 7/1/3000. (HD1) | \$200000       | HET, FIN     | (H)2/14/2024-Reported from HET (Stand. Com. Rep. No. 359-24) as amended in HD 1, recommending passage on Second Reading and referral to FIN. | NAKASHIMA  |
| HB2805        | RELATING TO HEALTH. Appropriates moneys for the University of Hawaii Economic Research Organization to conduct a multiethnic cohort study regarding the 2023 Maui wildfires. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025.   |                | WAL/HET, FIN | (H)1/31/2024-The committee on HET recommend that the measure be PASSED, WITH AMENDMENTS.   | BELATTI    |
| SB2055        | RELATING TO THE UNIVERSITY OF HAWAII. Establishes a three-year summer tuition pilot program to provide funding to UH community colleges to offset the costs aligning the resident tuition rates for the summer semester with the resident tuition rates for the spring and fall semesters at the community colleges. Appropriates funds.   | \$3500000      | HRE, WAM     | (S)2/1/2024-The committee on HRE deferred the measure.   | KANUHA     |
| SB2060        | RELATING TO AGRICULTURE. Establishes an Educational Support Associate position within the University of Hawaii College of Tropical Agriculture and Human Resources' Kona Cooperative Extension. Makes an appropriation.  | \$76570        | HRE, WAM     | (S)2/13/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS.   | KANUHA     |

# Appropriation Bills

VIII.D 58

| Bill   | Title & Description   | Appropriations | Referral     | Status  | Introducer |
|--------|---|----------------|--------------|---|------------|
| SB2076 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE NINTH SENATORIAL DISTRICT. Appropriates funds for capital improvement projects in the ninth senatorial district.  | \$3000000      | WAM          | (S)1/18/2024-Referred to WAM.   | CHANG      |
| SB2234 | RELATING TO THE STATE BUDGET. Adjusts and requests appropriations for fiscal biennium 2023-2025 funding requirements for operations and capital improvement projects of Executive Branch agencies and programs.   |                | WAM          | (S)1/18/2024-Referred to WAM.   | KOUCHI     |
| SB2284 | RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII. Establishes a 2-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | HRE/PSM, WAM | (S)2/8/2024-The committee(s) on PSM recommend(s) that the measure be PASSED, WITH AMENDMENTS.                                     | DELA CRUZ  |
| SB2362 | RELATING TO ORNAMENTAL GINGER. Appropriates funds for statewide research into ornamental ginger pathogens, prevention of the spread of ornamental ginger pathogens, production and distribution of pathogen-free ornamental ginger plants, and outreach to ornamental producers.                                      | \$125000       | AEN/HRE, WAM | (S)2/9/2024-The committee(s) on AEN/HRE has scheduled a public hearing on 02-14-24 1:00PM; Conference Room 224 & Videoconference. | GABBARD    |
| SB2416 | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE UNIVERSITY OF HAWAII. Authorizes the issuance of general obligation bonds and appropriates funds for a capital improvement project for the repair, maintenance, and demolition of buildings at the Poamoho Research Station.   |                | HRE, WAM     | (S)1/22/2024-Referred to HRE, WAM.  | GABBARD    |
| SB2417 | RELATED TO AGRICULTURE. Appropriates funds to the University of Hawaii to establish a Foreign Agriculture Small Equipment Pilot Program. Declares that the general fund expenditure ceiling is exceeded. Requires a report to the Legislature.  |                | HRE/AEN, WAM | (S)1/22/2024-Referred to HRE/AEN, WAM.  | GABBARD    |

# Appropriation Bills

VIII.D 59

| Bill   | Title & Description  | Appropriations | Referral | Status  | Introducer |
|--------|--|----------------|----------|---|------------|
| SB2502 | RELATING TO THE GENERATION OF WILDFIRE SUSCEPTIBILITY MAPS FOR HAWAII. Requires the University of Hawaii to establish and implement a 2-year program to develop web-GIS wildfire susceptibility and vulnerability maps for the State of Hawaii to determine which communities, landscapes, buildings, and infrastructure are most vulnerable to future wildfires. Appropriates moneys. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. |                | HRE, WAM | (S)2/6/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in HRE were as follows: 5 Aye(s): Senator(s) Kim, Kidani, Fukunaga, Hashimoto, Fevella; Aye(s) with reservations: none ; 0 No(es): none; and 0 Excused: none. | DELA CRUZ  |
| SB2508 | RELATING TO THE UNIVERSITY OF HAWAII REVENUE BONDS. Authorizes the University of Hawaii to issue \$300,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects.  | \$300000000    | HRE, WAM | (S)2/13/2024-The committee on HRE deferred the measure.   | DELA CRUZ  |

# Appropriation Bills

VIII.D 60

| Bill   | Title & Description  | Appropriations | Referral     | Status  | Introducer |
|--------|--|----------------|--------------|---|------------|
| SB2513 | RELATING TO WASTEWATER SYSTEMS. Establishes a 3-year new waste management solution and cesspool system demonstration pilot program within the University of Hawaii Water Resources Research Center to examine and demonstrate new wastewater and cesspool technology systems; implement those technologies in demonstration projects in areas across the State that are identified as priority level 1 in the 2021 Hawaii Cesspool Hazard Assessment and Prioritization Tool Report; and establish a similar ranking system for prioritization levels for the islands of Molokai, Lanai, and Niihau. Requires the University of Hawaii Water Resources Research Center to submit reports to the Legislature. Appropriates moneys for the pilot program. Appropriates moneys for 1 full-time equivalent (1.0 FTE) engineer position and 1 full-time equivalent (1.0 FTE) planner position within the Department of Health's Wastewater Branch. Declares that the general fund appropriation exceeds the state general fund expenditure ceiling for 2024-2025. | \$3025468      | AEN/HRE, WAM | (S)2/9/2024-The committee(s) on AEN/HRE has scheduled a public hearing on 02-14-24 1:00PM; Conference Room 224 & Videoconference. | DELA CRUZ  |
| SB2542 | RELATING TO THE UNIVERSITY OF HAWAII MAUI COLLEGE, MOLOKAI EDUCATION CENTER. Makes an appropriation to the University of Hawaii for the relocation and expansion of the University of Hawaii Maui College, Molokai Education Center.   |                | HRE, WAM     | (S)2/6/2024-The committee on HRE deferred the measure.  | DECOITE    |
| SB2634 | RELATING TO HEALTH CARE EDUCATION. Makes appropriations for the expansion of the certified nurse aide to practical nurse bridge program at the University of Hawaii Maui College, including funding for instructional costs and student aid.   |                | HRE, WAM     | (S)2/6/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, UNAMENDED  | DECOITE    |

# Appropriation Bills

VIII.D 61

| Bill       | Title & Description   | Appropriations | Referral | Status   | Introducer |
|------------|---|----------------|----------|--|------------|
| SB2722     | RELATING TO CANCER. Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos. Requires the Cancer Center to seek federal funding to complete the study.                          |                | HRE, WAM | (S)2/13/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS. | MORIWAKI   |
| SB2754     | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for salaries and fringe benefits of positions for the University of Hawaii Institute for Astronomy's Space Sciences Workforce Development Program, Maunakea Scholars Program, and Akamai Internship Program. Appropriates funds for office equipment and supplies for the Maunakea Scholars Program and Akamai Internship Program. | \$1000000      | HRE, WAM | (S)1/24/2024-Referred to HRE, WAM.   | INOUYE     |
| SB2817 SD1 | RELATING TO THE UNIVERSITY OF HAWAII COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES. Makes an appropriation to the University of Hawaii to establish five full-time equivalent (5.0 FTE) faculty positions at the College of Tropical Agriculture and Human Resources. Declares that the general fund expenditure ceiling is exceeded. (SD1)   | \$500000       | HRE, WAM | (S)2/9/2024-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.      | RICHARDS   |
| SB2878     | RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE TWENTIETH SENATORIAL DISTRICT. Authorizes the issuance of general obligation bonds and appropriates moneys for capital improvement projects for the 20th senatorial district.   | \$10000000     | WAM      | (S)1/24/2024-Referred to WAM.  | FEVELLA    |
| SB2934     | RELATING TO THE UNIVERSITY OF HAWAII COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation for the University of Hawaii College of Tropical Agriculture and Human Resources to establish eight full-time equivalent (8.0 FTE) agricultural technician positions.                                      | \$833250       | HRE, WAM | (S)1/24/2024-Referred to HRE, WAM.   | GABBARD    |

# Appropriation Bills

VIII.D 62

| Bill   | Title & Description  | Appropriations | Referral     | Status   | Introducer  |
|--------|--|----------------|--------------|--|-------------|
| SB2970 | RELATING TO ACCESS TO EDUCATION. Appropriates funds to Leeward community college Waianae Moku to support and assist students who are twenty-four years old or younger and ineligible to apply for federal financial assistance through the Free Application for Federal Student Aid application because they are unable to access their parents' tax information.                                    |                | HRE, WAM     | (S)2/1/2024-The committee on HRE deferred the measure.   | SHIMABUKURO |
| SB3068 | MAKING APPROPRIATIONS FOR WILDFIRE RECOVERY. Appropriates funds to support the State's continued response to the August 2023 wildfires that affected the counties of Hawaii and Maui.  |                | PSM, WAM     | (S)2/12/2024-The committee(s) on PSM will hold a public decision making on 02-14-24 3:00PM; Conference Room 225 & Videoconference. | KOUCHI      |
| SB3209 | RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to the University of Hawaii at Manoa College of Education for the establishment of seven full-time equivalent (7.0 FTE) positions and additional program costs for the expanded teacher cohort program to fulfill the requirements of Act 141, Session Laws of Hawaii 2022. Declares that the general fund expenditure ceiling is exceeded. | \$625000       | HRE, WAM     | (S)2/13/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS.                                     | KIM         |
| SB3246 | RELATING TO THE CENTER FOR CLIMATE RESILIENT DEVELOPMENT. Appropriates funds for the school of ocean and earth science and technology within the university of Hawaii to establish and operate a center for climate resilient development. Declares that the general fund expenditure ceiling is exceeded.   | \$3000000      | HRE/AEN, WAM | (S)1/29/2024-Referred to HRE/AEN, WAM.   | GABBARD     |

# Appropriation Bills

VIII.D 63

| Bill   | Title & Description  | Appropriations | Referral     | Status   | Introducer |
|--------|--|----------------|--------------|--|------------|
| SB3257 | RELATING TO THE UNIVERSITY OF HAWAII. Requires the establishment of a One-Stop Student Service Center at each University of Hawaii campus with student enrollment greater than five thousand students beginning in the Fall 2025 semester. Requires that services provided by the One-Stop Student Service Center not reduce existing services or resources. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation. |                | HRE, WAM     | (S)2/6/2024-The committee on HRE deferred the measure. | KIM        |
| SB3301 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation for the establishment of an agriculture education coordinator position within the University of Hawaii at Manoa College of Tropical Agriculture and Human Resources. Declares that the general fund expenditure ceiling is exceeded.  | \$300000       | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.                     | GABBARD    |
| SB3304 | RELATING TO AGRICULTURE. Establishes the Farm Succession Pilot Program under the Leeward Community College. Appropriates funds for the pilot program and for the Department of Agriculture's Farmer Apprentice Mentoring Program. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded.  |                | AEN/HRE, WAM | (S)1/29/2024-Referred to AEN/HRE, WAM.                 | GABBARD    |
| SB3325 | RELATING TO THE UNIVERSITY OF HAWAII. Makes an appropriation to the University of Hawaii College of Tropical Agriculture and Human Resources for the establishment of two full-time equivalent (2.0 FTE) extension agent positions to support the 4-H Youth Development Program and intergenerational programming in Kona, Hawaii County, and Lihue, Kauai County. Declares that the general fund expenditure ceiling is exceeded.   | \$200000       | HRE, WAM     | (S)1/29/2024-Referred to HRE, WAM.                     | INOUYE     |



# Appropriation Bills

VIII.D 64

| Bill   | Title & Description   | Appropriations | Referral             | Status  | Introducer |
|--------|---|----------------|----------------------|---|------------|
| SB3340 | RELATING TO LIVESTOCK. Requires the University of Hawaii College of Tropical Agriculture and Human Resources, in consultation with livestock industry stakeholders, to conduct a study to assess the effects of heat stress on beef cattle during interisland ocean transportation. Requires a report to the Legislature. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.   |                | HRE, WAM             | (S)2/13/2024-The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in HRE were as follows: 4 Aye(s): Senator(s) Kim, Kidani, Fukunaga, Fevella; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) Hashimoto. | RICHARDS   |
| SB3375 | RELATING TO WILDFIRE PREVENTION. Appropriates funds for the University of Hawaii College of Tropical Agriculture and Human Resources to establish a Central Oahu Wildfire Prevention Plan, in consultation with the Department of Land and Natural Resources, community stakeholders, and nonprofit organizations that specialize in wildfire preparedness and mitigation programming. Requires matching funds from United States Department of Agriculture Forestry Service Wildfire Defense grants. Declares that the general fund expenditure ceiling is exceeded. |                | HRE/PSM/<br>WTL, WAM | (S)2/8/2024-The committee(s) on WTL recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in WTL were as follows: 4 Aye(s): Senator(s) Inouye, Elefante, Chang, Fevella; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) McKelvey. | FUKUNAGA   |

| Bill                   | Title & Description   | Referral     | Status*   |
|------------------------|---|--------------|---|
| <a href="#">HB1597</a> | RELATING TO OPEN MEETINGS. Provides a specific right of action to challenge decisions of the Office of Information Practices relating to the State's open meetings law. Aligns the enforcement mechanisms for the State's open meetings law with the State's Uniform Information Practices Act.   | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1598</a> | RELATING TO THE SUNSHINE LAW. Establishes that board packets shall be made available for public inspection no later than two business days, rather than forty-eight hours, before a board meeting. Clarifies that public testimony may be submitted to the board before the meeting.  | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1599</a> | RELATING TO THE SUNSHINE LAW. Requires public meeting notices to inform members of the public how to provide remote oral testimony in a manner that allows the testifier, upon request, to be visible to board members and other meeting participants.  | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1600</a> | RELATING TO OPEN MEETINGS. Requires that a board may only schedule a meeting for discussion and decisionmaking on a report by an investigative group six days after the investigative group has made a report of its findings to the board.   | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1858</a> | RELATING TO PUBLIC AGENCY MEETINGS. Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.   | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1859</a> | RELATING TO PUBLIC AGENCY MEETINGS. Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.  | JHA          | (H)1/24/2024-Referred to JHA, referral sheet 1<br>No hearing scheduled.                 |
| <a href="#">HB1975</a> | RELATING TO THE SUNSHINE LAW. Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.   | JHA, FIN     | JHA heard HB 1975 on 2/7/2024. The Measure was deferred.                                |
| <a href="#">HB2168</a> | RELATING TO MEETINGS. Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.  | LGO, JHA     | (H)1/24/2024-Referred to LGO, JHA, referral sheet 2<br>No hearing scheduled.            |
| <a href="#">HB2211</a> | RELATING TO PUBLIC EMPLOYEE COMPENSATION. Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.                                       | LGO, FIN     | (H)1/26/2024-Referred to LGO, FIN, referral sheet 3<br>No hearing scheduled.            |
| <a href="#">HB2482</a> | RELATING TO MEETING NOTICES. Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.  | JHA, FIN     | JHA passed HB 2482 unamended on 2/7/2024 and recommended referral to FIN.               |
| <a href="#">SB2116</a> | RELATING TO BOARD MEETINGS. Requires boards to use interactive conference technology to remotely conduct public meetings in conjunction with in-person meetings that allow for public participation. Requires boards to archive minutes of meetings on their websites.  | GVO, JDC/WAM | GVO passed SB 2116 with amendments on 2/6/2024 and recommended referral to JDC/WAM.     |
| <a href="#">SB2172</a> | RELATING TO BOARDS AND COMMISSIONS. Establishes the priority of who may assume the authority and duties of a chairperson of a board or commission in the chairperson's and all co-chairperson's absence at a hearing or meeting of a board or commission. Prohibits staff members from assuming the authority and duties of the chairperson of a board or commission. | GVO, JDC     | GVO passed SB 2172 with amendments on 2/8/2024 and recommended referral to JDC.         |
| <a href="#">SB2198</a> | RELATING TO PUBLIC AGENCY MEETINGS. Provides that supplemental information received within 48 hours of a meeting of a board subject to state opening meetings law may be added to the board packet; provided that the public is promptly provided access to the supplemental information.   | GVO, JDC     | (S)1/18/2024-Referred to GVO, JDC. No hearing scheduled                                 |
| <a href="#">SB2199</a> | RELATING TO PUBLIC AGENCY MEETINGS. Authorizes any board that is subject to state open meetings law to hold a closed meeting for the purpose of providing training to new and current board members.  | GVO, JDC     | (S)1/18/2024-Referred to GVO, JDC. No hearing scheduled                                 |
| <a href="#">SB2292</a> | RELATING TO BOARDS AND COMMISSIONS. Clarifies that the procedures for selecting members of boards and commissions also apply to ex officio members.   | GVO, JDC     | GVO passed SB 2292 with amendments on 2/1/2024 and recommended referral to JDC.         |
| <a href="#">SB2517</a> | RELATING TO PUBLIC AGENCY MEETINGS. Required that heads of agencies that require board appointments be made through a publicly established process and timeline. Requires that a vote by a public agency board to hire an officer or employee be conducted in an open meeting.  | GVO, JDC     | GVO passed SB 2517 with amendments on 2/6/2024 but is reconsidering action on 2/8/2024. |

| Bill                   | Title & Description   | Referral     | Status*   |
|------------------------|---|--------------|---|
| <a href="#">SB2597</a> | RELATING TO BOARDS AND COMMISSIONS. Clarifies that the prohibition against board and commission holdover members from holding office beyond the end of the second regular legislative session following the expiration of the member's term of office takes precedence over any conflicting statutes.   | GVO, JDC     | GVO passed SB 2597 unamended on 2/8/2024 and recommended referral to JDC.       |
| <a href="#">SB2599</a> | RELATING TO PUBLIC EMPLOYEE COMPENSATION. Prohibits a board or commission from authorizing a base salary for a position and prohibits an employee from receiving a base salary, in excess of the amount designated in the budget enacted by the Legislature or other legislative enactment, unless approved by the Legislature.   | LBT, WAM     | LBT has scheduled a hearing on SB 2599 on 2/9/2024.                             |
| <a href="#">SB2636</a> | RELATING TO REMOTE MEETINGS. Requires a board to offer remote testifiers an option to be seen and heard by the board and the public when offering remote testimony. Authorizes a board to remove or block any persons who intentionally disrupt or compromise the conduct of a meeting.   | GVO/LBT, JDC | (S)1/24/2024-Referred to GVO/LBT, JDC. No hearing scheduled.                    |
| <a href="#">SB2637</a> | RELATING TO PUBLIC AGENCY MEETINGS. Clarifies that the third meeting of public agency meetings must occur not less than six calendar days after the second.   | GVO, JDC     | GVO passed SB 2637 with amendments on 2/1/2024 and recommended referral to JDC. |
| <a href="#">SB2638</a> | RELATING TO BOARD PACKETS. Requires boards to make available for public inspection board packets, if created, at the time the board packet is distributed to the board members but no later than two business days before the meeting. Carves out an exception by allowing public testimony to be distributed to board members within two business days before the meeting.   | JDC, WAM     | JDC passed SB 2638 with amendments on 2/2/2024 and recommended referral to WAM. |
| <a href="#">SB2639</a> | RELATING TO PUBLIC AGENCY MEETINGS. Updates the enforcement mechanisms for the Uniform Information Practices Act and the Sunshine Law.  | GVO, JDC     | GVO deferred SB 2639 on 2/8/2024.   |
| <a href="#">SB2751</a> | RELATING TO THE SUNSHINE LAW. Establishes accessibility standards for the distribution of public documents and media presentations by boards as defined in section 92-2, Hawaii Revised Statutes. Declares that the general fund expenditure ceiling is exceeded. Makes an appropriation.   | GVO/HHS, WAM | (S)1/24/2024-Referred to GVO/HHS, WAM. No hearing scheduled.                    |
| <a href="#">SB2830</a> | RELATING TO MEETINGS. Amends the definitions of "board", "board business", and "meeting" within state open meetings law to expand the scope of the law to include state and county policymaking groups, including groups created by emergency proclamations.  | GVO, JDC     | GVO passed SB 2830 with amendments on 2/8/2024 and recommended referral to JDC. |
| <a href="#">SB3171</a> | RELATING TO MEETING NOTICES. Mandates the Office of the Lieutenant Governor or the appropriate county clerk's office to ensure access to paper or electronic copies of all meeting notices and deletes the requirement to post notices in a central location in a public building.  | GVO, JDC/WAM | GVO passed SB 3171 unamended on 2/8/2024 and recommended referral to JDC/WAM.   |
| <a href="#">SB3203</a> | RELATING TO PUBLIC AGENCY MEETINGS AND RECORDS. Enables boards to operate more effectively by amending sections of the Sunshine Law pertaining to the declaration of policy and intent, permitted interactions of members, limited meetings, executive meetings, exceptions, board packets, and minutes. Amends the definition of the term "meeting".   | GVO, JDC     | (S)1/29/2024-Referred to GVO, JDC. No hearing scheduled.                        |
| <a href="#">SB3307</a> | RELATING TO PUBLIC AGENCY MEETINGS. Requires the Director of the Office of Information Practices to adopt rules to establish a process for the selection and appointment of trusted public representatives. Allows the Director of the Office of Information Practices to assign trusted public representatives to observe board meetings closed to the public. Requires the Director of the Office of Information Practices to include in the Director's annual report the activities of trusted public representatives. Requires trusted public representatives to submit a confidential report to the Director of the Office of Information Practices that a board meeting was conducted in conformance with chapter 92, Hawaii Revised Statutes. Defines "trusted public representative". Allows boards to hold certain meetings closed to the public if a trusted public representative is assigned to the meeting by the Director of the Office of Information Practices and is present at the meeting. | GVO, JDC     | (S)1/29/2024-Referred to GVO, JDC. No hearing scheduled.                        |
| <a href="#">SB3366</a> | RELATING TO OVERSIGHT OF EDUCATION. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the President of the University of Hawaii to the Board of Education of the Department of Education. Adds the Director of Business, Economic Development, and Tourism; Director of Labor and Industrial Relations; and the Superintendent of Education to the University of Hawaii Board of Regents.   | EDU/HRE, WAM | (S)1/29/2024-Referred to EDU/HRE, WAM. No hearing scheduled.                    |
| <a href="#">GM532</a>  | Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, gubernatorial nominee, LAUREN AKITAKE, for a term to expire 06-30-2028.   | HRE          | (S)1/24/2024-Referred to HRE. No hearing scheduled.                             |

| Bill                             | Title & Description   | Referral     | Status*   |
|----------------------------------|---|--------------|---|
| <a href="#">GM587</a>            | Submitting for consideration and confirmation to the Mauna Kea Stewardship and Oversight Authority, Gubernatorial Nominee, BENJAMIN KUDO, for a term to expire 06-30-2027.  | WTL          | (S)1/24/2024-Referred to WTL. No hearing scheduled.   |
| <a href="#">GM596</a>            | Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, NEIL ABERCROMBIE, for a term to expire 06-30-2028.   | HRE          | (S)1/26/2024-Referred to HRE. No hearing scheduled.   |
| <a href="#">GM597</a>            | Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, ALAPAKI NAHALE-A, for a term to expire 06-30-2028.   | HRE          | (S)1/26/2024-Referred to HRE. No hearing scheduled.   |
| <b>Other Bills for Awareness</b> |   |              |   |
| <a href="#">SB3292</a>           | Beginning 7/1/2024, increases the cigarette tax rate and amends the disposition of the cigarette tax revenues by increasing the amount allocated to the Hawaii Cancer Research Special Fund.  | HHS/HRE, WAM | (S)1/29/2024-Referred to HHS/HRE, WAM. No hearing scheduled.  |
| <a href="#">SB2297</a>           | Clarifies that the Board of Land and Natural Resources' authority shall supersede the Mauna Kea Stewardship and Oversight Authority for all lands designated under the state conservation district. Clarifies that the natural resource management enforcement and emergency response of Mauna Kea lands shall remain the responsibility of the Division of Conservation and Resources Enforcement of the Department of Land and Natural Resources. | WTL, JDC/WAM | WTL passed SB 2297 with amendments on 2/5/2024. The measure has been referred to JDC/WAM for further consideration. |
| *Status as of 2/9/2024 12:00PM   |   |              | Updated 2/9/2024  |