

Notice of Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS

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

Date: Thursday, July 18, 2024
Time: 9:00 a.m.
Place: University of Hawai'i at Mānoa
Bachman Hall
1st Floor Conference Room 106 A/B
2444 Dole Street
Honolulu, Hawai'i 96822

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

ORDER OF THE DAY

- I. Call Meeting to Order**
- II. Welcome New Regents Miyahira and Faumuina**
- III. Approval of the Minutes of the May 16, 2024 Meeting**
- IV. Public Comment Period for Agenda Items:**

All communications from the Public to the Board of Regents is welcomed and distributed to all regents. To enable the Board to conduct its business, public comment at meetings may only be provided on agenda items noted below. Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All comments on agenda items received after posting of this agenda and up to the end of the meeting will be distributed to the board as testimony. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 103, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Individuals wishing to orally testify virtually are requested to register no later than 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

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

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

V. Adoption of Resolutions Honoring University of Hawai'i Regents Alapaki Nahale-a and Abigail Mawae

VI. Report of the President

- A. Update on Enrollment
- B. Final Fiscal Year 2024 Extramural and Philanthropy Numbers
- C. Willard Wilson Award for Distinguished Service
- D. Other

VII. Agenda Items

- A. Update on Board of Regents Resolution [23-01: Resolution To Further Act on Items Relating to Maunakea Management](#)
 - 1. Report by the Center for Maunakea Stewardship
 - 2. Address by Maunakea Stewardship and Oversight Authority Officials
 - 3. Discussion Regarding the Work of the Co-Management and the Transition Working Groups
- B. Strategic Plan Implementation Update
- C. Consent Agenda
 - 1. Board Approval of Amendments to Regent Policy 5.211 Admissions
 - 2. Board Approval of Contracting of the Migration on Ongoing Operation of the Kualii Financial System to the Kualii Hosted Version (Fully Hosted Software-as-a-Service)
 - 3. Board Approval of a \$500.00 Per Semester Professional Fee for the Doctor of Pharmacy Program at the University of Hawai'i at Hilo
- D. Approval of the Establishment and Naming of the John C. Couch Endowed Chair in Hepatology at the University of Hawai'i John A. Burns School of Medicine (JABSOM)

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- E. Approval of the Establishment and Naming of the Dr. Ken and Mrs. Gemie Arakawa Endowed Chair in Medicine at JABSOM
- F. Approval of the Establishment and Naming of the Leonard Hoshijo Endowed Chair in Labor Law at the University of Hawai'i William S. Richardson School of Law
- G. Approval of a Request to Award the Title of Dean Emeritus to Dr. Noreen Mokuau
- H. Legislative Update

VIII. Executive Session (closed to the public):

- A. Personnel: *(To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), HRS)*
 - 1. Discussion of Personnel Actions (Attachment A-1 for Approval)
- B. Legal Matters: *(To consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to 92-5(a)(4), HRS)*
 - 1. Settlement of Civil Actions Entitled, (1) Ekins-Coward v. University of Hawai'i, et al., Civil No. 17-1-0036-01; and (2) Ekins-Coward v. University of Hawai'i and Firms Claims Services, Case No. AB 2018-282, DCD No. 2-16-48915, on Appeal to the Intermediate Court of Appeals, State of Hawai'i (CAAP-23-0000303)
 - 2. Quarterly Status Report on Legal Matters

IX. Agenda (continued)

- A. Personnel Actions (A-1 for approval)
- B. Approval of Settlement of Civil Actions Entitled: (1) Ekins-Coward v. University of Hawai'i, et al., Civil No. 17-1-0036-01; and (2) Ekins-Coward v. University of Hawai'i and Firms Claims Services, Case No. AB 2018-282, DCD No. 2-16-48915, on Appeal to the Intermediate Court of Appeals, State of Hawai'i (CAAP-23-0000303)

X. Announcements

- A. Next Meeting: August 15, 2024 at the University of Hawai'i Maui College

XI. Adjournment

ATTACHMENT

Attachment A-1 – Personnel actions posted for approval

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

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

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

dtis 24323

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Halbert	Debora	Vice President for Academic Strategy	Office of the Vice President for Academic Strategy	Extension of Appointment	\$21,656	July 1, 2024
UH Mānoa	Coffman	Makenakauhaneola	Academic Program Officer	Institute for Sustainability and Resilience	Appointment	\$17,917	August 1, 2024, or shortly thereafter

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UNIVERSITY OF HAWAII
BOARD OF REGENTS

Recommendation: That the Board approve the personnel action as recommended.
David Lassner
President

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

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Rivera	Victoria	Interim Assistant Vice President	Office of the Vice President for Research and Innovation	Appointment	\$17,062	July 19, 2024
UH Mānoa	Moriarty	Sarah	University Academic Affairs Program Officer	Office of the Vice Provost for Academic Excellence	Appointment	\$10,834	July 19, 2024
UH Mānoa	Quemuel	Christine	Assistant Vice Provost	Student Diversity & Inclusion	Appointment	\$14,500	August 1, 2024
UH Mānoa	Sugano	Jari	County Administrator (Oahu)	College of Tropical Agriculture and Human Resources	Special Salary Adjustment	\$14,231	July 19, 2024
UH Hilo	Kimura	Leslie	Program Director	'Imiloa Astronomy Center	Special Salary Adjustment	\$12,500	July 19, 2024
UH Hilo	Matz	Christopher	University Librarian	University of Hawai'i at Hilo	Appointment	\$11,063	August 1, 2024
UH West Oahu	Furuto	Michael	Interim Associate Vice Chancellor	Academic Affairs	Appointment	\$12,012	August 1, 2024 - July 31, 2025
Hawai'i CC	Kazama	Susan	Chancellor	Hawai'i Community College	Appointment	\$15,924	July 19, 2024
Hawai'i CC	Griffis	Kimberly	Dean	Career and Technical Education	Appointment	\$10,667	August 1, 2024
Kaua'i CC	Sanchez	Margaret	Chancellor	Kaua'i Community College	Appointment	\$15,574	July 19, 2024
Kaua'i CC	Takamine	Kurt	Dean	Academic Affairs	Appointment	\$9,844	July 19, 2024
Leeward CC	Riseley	Leanne	Dean	Academic Services	Appointment	\$11,752	July 19, 2024

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UNIVERSITY OF HAWAII
BOARD OF REGENTS

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

MINUTES

BOARD OF REGENTS MEETING

MAY 16, 2024

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

[Meeting Video](#)

I. CALL TO ORDER

Interim Chair Lee called the meeting to order at 9:14 a.m. on Thursday, May 16, 2024, at University of Hawai'i (UH) at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Quorum (11): Interim Chair Gabriel Lee; Interim Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; Regent Laurel Loo; Regent Abigail Mawae; Regent Michael Miyahira; Regent Diane Paloma; and Regent Laurie Tochiki.

Others in attendance: President David Lassner; Vice President (VP) for Community Colleges Erika Lacro; VP for Legal Affairs/UH General Counsel Carrie Okinaga; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/UH Foundation (UHF) Chief Executive Officer Tim Dolan; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. APPROVAL OF THE MINUTES OF THE MARCH 21, 2024, AND APRIL 18, 2024, MEETINGS

Interim Chair Lee inquired if there were any corrections to the minutes of the March 21, 2024, and April 18, 2024, meetings which had been distributed. Hearing none, the minutes for both meetings were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced the Board Office's receipt of late written testimony from Jill Nunokawa regarding the development agreement and option to lease real property at 550 Makapu'u Avenue and stated several individuals had signed up to provide oral comments. She also noted that, while written comments relating to committee reports were received, these are not considered agenda items. Therefore,

these submittals were not considered to be public testimony for the purposes of this meeting but rather general public comment and has been shared with regents as such.

Interim Chair Lee reminded testifiers of remarks made during the April 18, 2024, board meeting regarding public comments on committee reports stating oral testimony on these matters would not be allowed. However, he noted the ability for individuals to still provide written remarks on committee reports emphasizing these comments are distributed to regents.

Cynthia Franklin provided oral comments on the University Affiliated Research Center (UARC).

Interim Chair Lee stated the UARC issue is not on the board's current agenda and comments on this matter will not be allowed.

Pearl Bachiller began to provide oral comments on the UARC matter particularly with respect to its relationship with the university's Kuleana Imperative.

Regent Haning raised a point-of-order stating neither the UARC nor the university's Kuleana Imperative were on the board's agenda. Interim Chair Lee agreed with Regent Haning's point and asked Ms. Bachiller to refrain from commenting on the UARC issue.

In light of these instructions, Ms. Bachiller then began to speak on the development agreement and option to lease real property at 550 Makapu'u Avenue.

Kamele o Pu'uwai Donaldson started to provide comments on the Kuleana Committee Report. Referencing his previous statement regarding the provision of remarks on committee reports, Interim Chair Lee informed Ms. Donaldson that her testimony would not be allowed.

Regent Mawae raised a point-of-order asking why comments on committee reports were not being accepted. Board Secretary Lau replied that committee reports are meant to serve as the committee chair's report about the undertakings of their respective committee at a committee meeting for the edification of regents and are not considered to be an agenda item. She noted agenda items are specifically indicated as such on the meeting notice.

Ms. Donaldson remarked that it would be helpful for community members if clarification on what was considered an agenda item could be provided in the future and expressed her frustration about not being allowed to provide comments on the university's kuleana as relayed in the Kuleana Committee Report.

Peggy Kwi-Suk began to provide comments on the Reports of the Institutional Success and Kuleana Committees. Interim Chair Lee notified Ms. Kwi-Suk that comments on committee reports were not being allowed as these matters were not considered to be agenda items. He reiterated that written comments on committee reports are always welcomed and will be distributed to regents. Ms. Kwi-Suk communicated her disappointment in the board's position to not accept remarks on committee reports.

Regent Abercrombie shared his views about this issue expressing his belief in the existence of a clear delineation between committee reports and agenda items. He also stated that board meetings are not open forums. However, he suggested the possibility of amending the meeting notice to clarify this matter further.

Regent Haning concurred with Regent Abercrombie adding that, in his opinion, the meeting notice clearly indicates states what constitutes an agenda item as there is a section on the meeting notice entitled "Agenda Items".

Mariko Quinn provided comments on the Legislative update and board self-assessment as they relate to the UARC. Despite calls for her to cease and a point-of-order being called for by Interim Vice-Chair Wilson, Ms. Quinn continued with her testimony.

Interim Chair Lee once again stated the UARC is not on this agenda. However, an update on the UARC is expected to be presented at a future meeting during which time comments on this issue will be accepted.

Meagan Harden expressed her disappointment in the board's silencing of student voices and spoke about UARC.

Sam Peck, who signed up to provide comments on the committee reports and the development agreement and option to lease real property at 550 Makapu'u Avenue, was reminded to confine his comments to the matter regarding the real property development and lease. Mr. Peck voiced his exasperation with the board for what he believed was its limitation of free speech on the continued militarization of the university, continued colonization of Hawai'i, historic injustices, and the Israel-Gaza situation.

Misty Pegram, Samantha Avila Gomez, Dianna Deanna, Sonja Giardina provided comments on the board self-assessment in relation to what they believed was the stifling and censorship of student voices on issues such as the university's kuleana and its incongruence with the UARC, the militarization of the university, and the board's accountability to students.

Jill Nunokawa provided verbal comments on the development agreement and option to lease real property at 550 Makapu'u Avenue and the relocation of the May board meeting from Maui to O'ahu.

Regent Abercrombie disagreed with some of the representations made by testifiers stating these comments mischaracterize the work of the board. He also called into question the notion that the board was engaged in the censorship or silencing of student voices stating are multiple avenues available to students to express their views on university campuses throughout the system.

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

[Late Written Testimony Received](#)

IV. REPORT OF THE PRESIDENT

A. End of Semester Update

President Lassner spoke about recently completed graduation activities conducted across the university system highlighting the holding of a commencement ceremony on Moloka'i which occurs once every four years. He congratulated all of the graduates stating these events remind everyone about the primary role of, and important work being done by, the university.

The Compacts of Free Association (COFA), which govern the relationships between the United States and the Republic of the Marshall Islands (RMI), Federated States of Micronesia (FSM), and Republic of Palau (Palau), were recently funded via one of the consolidated budget bills passed by the United States Congress in March. A little-noticed provision within this legislation regarding tuition assessments for individuals from the aforementioned freely associated states was recently brought to the attention of the administration. In essence, the proviso prohibits institutions of higher education participating in federal financial aid programs from charging more than their in-state tuition rate to citizens of RMI, FSM, and Palau. Although the noted legislation does not take effect until July 1, 2024, the administration has already begun taking steps to ensure compliance with the new law and is currently working with campus leaders to understand the impacts it could have on the university. Discussions about tuition rate differentials between students from RMI, FSM, and Palau, and those from Hawai'i's other Pacific neighbors, particularly the United States Territories of Guam and American Samoa and the Commonwealth of the Northern Marianas, resulting from this legislation and how to address this issue are also taking place between the administration and campus leaders. Once these assessments are completed, the administration plans to put forth a proposal to amend the Board of Regents' policy regarding tuition and seek approval for this change.

Lahainaluna High School seniors are taking advantage of the post-secondary educational opportunities afforded to them through a scholarship offer made possible by a philanthropic gift received last year which will cover full two- or four-year tuition costs for individuals choosing to attend any of the 10 campuses of the university system. As compared to Fall 2023 enrollment data, over four times the number of students from Lahainaluna High School have announced their intent to register at the university in Fall 2024. In particular, UHM and Maui College have seen the number of seniors from this particular high school who expect to enroll at their campuses nearly doubling and tripling respectively. President Lassner stated that this situation illustrates the impact cost of tuition can have on an individual's decision to pursue a post-secondary education and the importance of maintaining these costs at a reasonable level. He also expressed the administration's disappointment in its unsuccessful attempts at convincing the State Legislature to expand the Hawai'i Promise Program to the university's four-year institutions which would have had a positive impact on the ability of economically disadvantaged students to pursue and obtain bachelor's degrees.

Fall headcount enrollment and student semester hour numbers are up roughly five-to-six percent systemwide as compared to the same time last year and continue to hold steady with UHM and the community colleges leading the way. While the overall impacts on enrollment resulting from issues related to the Free Application for Federal

Student Aid discussed at the April 18, 2024, board meeting are still unknown, the administration continues to provide as much support as possible to students and their families to address this situation.

The university continues to do extremely well in securing extramural research funding already surpassing last year's record numbers with about a month-and-a-half to go in the fiscal year. To date, just over \$546 million has been received, an increase of between 10 and 15 percent as compared to the same period last year. Although these figures in-and-of themselves are outstanding, President Lassner pointed out the numerous benefits receipt of these funds and the research it supports has on Hawai'i, including the creation of thousands of high-quality, high-paying jobs across the islands.

For the fourth year in a row, philanthropic donations have exceeded \$100 million, which is roughly a 10 percent increase over last year at this time. President Lassner lauded the work of UHF in garnering financial support for scholarships, research, and more across the university system stating more details on this matter will be provided in a report later in this meeting.

Referencing the board minutes of the March 21, 2024, meeting and the May 2, 2024, meeting of the Committee on Institutional Success, Regent Abercrombie inquired about the status of the Festival of Pacific Arts & Culture (FestPAC) in addition to the furnishing of 2,000 beds within the university's student housing facilities for use by the FestPAC delegates; questioned whether issues he raised regarding the clarity of the Memorandum of Agreement (MOA) between the Hawai'i Community Development Authority (HCDA), the Hawai'i Housing Finance Development Corporation (HHFDC), and the university for the development of infrastructure and housing on university property in West O'ahu had been resolved; and asked if it was the administration's intent to permanently incorporate the facilities and ground maintenance work for UHM's student housing areas under the jurisdiction of the Office of Campus Operations and Facilities (COPF). President Lassner replied that the 13th FestPAC will be taking place in Honolulu this June and beds within UHM's student housing facilities are still slated for use by FestPAC delegates; Regent Abercrombie's remarks with respect to the MOA between the university, HCDA, and HHFDC, were noted by the parties to the agreement and would be given due consideration prior to a final agreement being brought before the board for approval; and the administration is evaluating potential reorganization scenarios to more effectively and efficiently address facilities and ground maintenance issues related to student housing at UHM, including the possibility of permanently placing responsibility for these matters under the authority of COPF.

V. REPORT OF UHF

VP/UHF CEO Dolan reported on the fundraising efforts of UHF for the current fiscal year, stating that, just a tad over \$104 million has been raised to date as compared to \$87 million received at the same time last year. He spoke about an increase in principal gifts, which are donations of \$1 million or more, taken in by UHF with 24 such contributions being made this fiscal year as opposed to 10 last fiscal year; noted a jump in the unique donor count; discussed UHF's \$1 billion comprehensive capital campaign, which continues to raise money at an aggressive pace garnering slightly more than

\$641 million in contributions as of this morning; and pointed out the success of UHF's first ever Giving Day, a 24-hour online event with crowdfunding components to raise funds for, and promote gift impact opportunities from, all of the 10 campuses within the UH System, which brought in a little more than \$593,000. He also emphasized UHF's ability to regularly obtain over \$100 million in annual philanthropic donations, a feat made possible, in large part, by improved engagement between the university's academic programs and donors, as well as prospective donors, about the advantages of making contributions to the university.

John Han, Chief Operating Officer and Chief Financial Officer for UHF, presented an overview of UHF's operating budget for Fiscal Year 2024, along with a comparative breakdown of revenues generated and expenses incurred for UHF operations over the last four fiscal years, highlighting the main drivers for the increase in revenues and the organic growth of expenditures seen over the last two years.

Regent Abercrombie and VP Dolan engaged in discussions about the receipt and disposition of funds by UHF, especially larger donations, and the processes involved in doing so; the importance of consistent engagement with donors after a gift is made to the university; and the amount of unfulfilled philanthropic pledges made to UHF each year, which is about three percent and on par with what is experienced by other university foundations across the country.

Referencing President Lassner's procuring of services from the National Center for Higher Education Management Systems (NCHEMS) to review and analyze the University of Hawai'i System, Regent Akitake asked if her understanding that UHF funds were used to pay for this study was correct. President Lassner replied in the affirmative stating he utilized discretionary funding designated by the board for use by the President of the University of Hawai'i to compensate NCHEMS for its work. In light of this response, Regent Akitake asked whether other individuals in the university system, such as deans, have access to discretionary funds. VP Dolan replied that, while they contain modest sums of money, most deans have what are known as dean's discretionary fund accounts, the contents of which can be used for various purposes by deans.

A conversation took place between Regent Akitake and VP Dolan about the specificity of donations made to UHF and the limitations placed upon their use; the percentage of truly unrestricted gifts received each year, which VP Dolan indicated is very low; and the general thought processes behind a benefactor's decision to contribute money to specific programs, research, or other uses at the university.

VI. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Governance

B. Report from the Committee on Kuleana

C. Report from the Committee on Institutional Success

Interim Chair Lee referred regents to the respective standing committee reports from

the May 2, 2024, committee meetings which were contained in the materials packet.

Discourse occurred among regents about future actions related to suggestions or comments made during committee meetings, the purpose of committee reports, and the process for approval of recommended board actions supported by committee members. Board Secretary Lau explained that committee reports were intended to serve as a summary of what took place during a particular committee meeting for the edification of regents who were unable to take part in or observe the meeting in person.

VII. AGENDA ITEMS

A. Consent Agenda

- 1. Board Approval of Revisions to Attachment 1 of Regents Policy (RP) 10.207, Parking and Operations of Motor Vehicles, for the Adjustment of the Parking Permit Fee Schedule for the UHM Kaka'ako Parking Lot**
- 2. Board Approval of Authorizing UH to Enter into a Development Agreement and Option to Lease with MW Group, Ltd. (MW Group) for Real Property at 550 Makapu'u Avenue**

Interim Chair Lee and Regent Paloma announced their recusal from Agenda Item VII.A.2. and Interim Vice-Chair Wilson conducted the meeting for the duration of this matter.

Regent Abercrombie questioned the reason for Interim Chair Lee and Regent Paloma recusing themselves from the vote on Agenda Item VII.A.2.

Regent Haning raised a point of order stating he did not believe it to be necessary for a regent to disclose the rationale behind their recusal from discussions or a vote. VP Okinaga concurred with Regent Haning's assessment.

Interim Chair Lee and Regent Paloma left the meeting at 10:31 a.m.

Interim Vice-Chair Wilson asked regents if they wanted to remove any item from the consent agenda for further discussion.

Regent Mawae requested that Agenda Item VII.A.2 be taken off the consent agenda and placed on the regular agenda for further discussion. She then proceeded to express her opposition to entering into a development agreement and option to lease with MW Group for real property located at 550 Makapu'u Avenue, referencing some of the concerns raised about the agreement during the May 2, 2024, meeting of the Committee on Institutional Success, including, among other things, the length of the lease, the affordability of the units in the senior assisted living facility being touted by MW Group, the lack of a firm commitment by MW Group with respect to the provision of academic programming at their facilities, and the amount of revenue the administration expects to generate for the university through this agreement. She also communicated her strong belief in the use of a more measured approach when considering the possible development of land owned by the university as well as her desire for university parcels

to be used for purposes that would be of greater benefit to students and the institutions strategic goals.

Regent Abercrombie shared his thoughts on the plan for the Makapu'u Avenue property, which is more commonly referred to as the Lē'ahi parcel, touting its potential benefits while at the same time communicating his concern with the proposal's lack of accommodations or other senior assisted-living alternatives for Medicaid eligible individuals. He also reiterated his belief in the need to secure subsidies from the State or other entity to offset costs not compensated for by Medicaid and asked if this matter had been looked into.

Regent Higaki raised a point of order expressing his belief that a formal motion on Agenda Item VII.A.2 should be made before proceeding with further discussions on this topic. Interim Vice-Chair Wilson agreed with Regent Higaki and asked for a motion on Agenda Item VII.A.2.

Regent Mawae moved to reject the administration's request for the authority to enter into a development agreement and option to lease with MW Group for real property located at 550 Makapu'u Avenue. The motion was seconded by Regent Abercrombie.

Interim Vice-Chair Wilson asked VP Young if he could comment on Regent Abercrombie's previous remarks with respect to the Medicaid issue. VP Young replied that he and Michael Shibata, Director of the Office of Strategic Development and Partnership, have met with Stephen Metter, Chief Executive Officer of MW Group, and Daniel Cody, Chief Investment Officer of MW Group, several times since the conclusion of the May 2, 2024, meeting of the Committee on Institutional Success to discuss feedback and input received from regents, including the possibility of inserting a Medicaid element into the final agreement between the parties. While Mr. Metter and Mr. Cody have acknowledged the Medicaid request and are open to exploring this matter further, MW Group cannot commit to providing a set number of accommodations for Medicaid eligible individuals at this time. However, VP Young conveyed his firm belief in MW Group's willingness to revisit the issue should the situation change whereby State subsidies or a similar form of compensation to offset the assisted living costs not paid for by Medicaid become available and is something that could be reflected in the final agreement between the university and MW Group.

Regent Abercrombie spoke at length about the long-term care needs facing the state due to an aging population, the financial costs of providing such care, the State's role in tackling this problem, and possible ways by which this matter can be addressed, including the formation of public-private partnerships.

Taking into consideration Regent Abercrombie's comments and VP Young's response, Regent Mawae communicated her belief that a pledge to explore the Medicaid issue was not a commitment to address the matter. She continued to voice her opposition to the project stressing that, in her opinion, the agreement did not appear to provide the university with substantial benefits. Although Regent Mawae concurred with Regent Abercrombie about the need for long-term care in Hawai'i and the necessity

of providing this type of care to individuals across the socioeconomic spectrum, she did not feel this was a part of the university's core mission.

Regent Akitake inquired as to whether the motion could be amended to recommit the matter back to the committee for further discussion.

Regent Higaki raised a point of order stating there was a motion currently before the board. He proceeded to note the requirement for a vote to be taken on the matter unless the regent who made the original motion withdrew their recommendation, at which time the maker of the motion could amend their original motion to address the situation as described by Regent Akitake, or someone could make a new motion. He then called for the question.

Discussions ensued among regents regarding the motion currently before the board and the consequences of affirming or not affirming this motion.

Regent Akitake asked Regent Mawae if she would consider withdrawing her motion or amending the motion to refer the matter back to committee. Regent Mawae stated she would not withdraw or amend her motion.

There having been a motion that was moved and seconded, a roll call vote was taken, and with Regents Akitake and Mawae voting in the affirmative and all other regents present voting no, the motion failed to carry.

Regent Abercrombie subsequently moved to refer Agenda Item VII.A.2 back to committee for further discussion and consideration and the motion was seconded by Regent Akitake.

Despite supporting the overall project, several regents voiced their preference for referring the matter back to committee noting their concerns with the length of the lease as it related to MW Group's business plan.

In addition to the lease's length, and in light of the recusal of two regents from these discussions, Regent Akitake noted her apprehension with moving forward on this proposal given the complexity of the situation and, in her opinion, the lack of adequate time to thoroughly review the lease terms stating she felt rushed in making a decision. She also mentioned a number of questions she believed needed to be answered before making a final determination on this matter including, among other things, the adequacy of the lease-rent amount, the process used to find a lessee for the parcel, and other proposals or options considered by the administration for use of the land.

Regent Tochiki communicated her respect for the work, effort, and due diligence exercised by the administration in crafting this proposal.

Regent Higaki sought further information on other potential uses for the parcel considered by the administration prior to embarking upon negotiations with MW Group. He also asked if other proposals were received for development of the land in question. VP Young provided historical context to this matter stating that approximately five or six years ago the board directed the administration to find ways to utilize vacant land

owned by the university for the betterment of the institution with the generation of additional revenues being of particular interest to regents. Specific to the Lē'ahi parcel, the board charged the administration with the task of evaluating several options for the disposition of the land including selling it, developing it solely with university resources, and leasing it to an entity for either an explicit university related purpose, such as the development of student or faculty housing, or to generate additional revenue for the university. The administration assessed all of the aforementioned possibilities and approximately two years ago identified leasing of the land to generate monies for the university as the best choice. Once this decision was made, the administration began to solicit proposals for development of the parcel with desirable attributes for the project being included within the solicitation. A number of parties tendered offers to use the land for purposes such as housing and light commercial operations. All things being considered, the proposal made by the MW Group was deemed to be the best option, as it met most of the particulars contained within the solicitation. As such, the administration decided to move forward with negotiations on the MW Group's proposition.

Regent Abercrombie continued to stress the need for long-term care and senior housing options in Hawai'i. He also spoke about the project's potential for addressing these issues through inclusion of certain elements within the agreement which is something he believed deserved further consideration when this matter is once again brought before the committee.

Regent Miyahira asked about the rationale for choosing to pursue a 90-year lease. VP Young replied that, in general, longer leases are more beneficial when it comes to business and financial planning. He discussed MW Group's business model which typically involves developments on land owned, rather than leased, by the entity. In the case of this project, all of MW Group's assets would be located on land owned by the university which could impact its business model should the length of the lease be too short. VP Young also noted the university and past board's aspirations to develop new, substantial, stable, and long-term revenue streams for the institution which is something a longer lease of the Lē'ahi parcel offers. Given these factors, it was believed that a 90-year lease term, essentially a lease in perpetuity, was the most beneficial choice for this project. However, VP Young stated the administration was willing to reopen discussions with MW Group to consider shortening the lease, although, in his opinion, anything less than 50 years would probably not be feasible.

Regent Akitake inquired about the annual lease rent being paid by MW Group via this agreement relative to market rent. VP Young replied that the default for estimating ground lease amounts is eight percent of the value of the land. In this case, an appraisal of the Lē'ahi parcel commissioned in 2020 determined the value of the property to be in the area of \$5 million. Thus, market lease rent for this land would fall somewhere in the vicinity of \$400,000 per year. As noted in the summary of major terms sheet contained in the materials packet, MW Group would be paying an annual base rent of \$210,000 for years four-through-ten of the lease with incremental increases occurring in subsequent years throughout the entirety of the lease term. VP Young acknowledged that based on the stated default formula, this calculation would be

approximately 50 percent below market rate. VP Young added that not part of the calculation is the qualitative value of the intangible benefits received by the university through this agreement including the use of the MW Group's assisted living facilities throughout the state for academic programming, as well as the potential for establishing student internships and apprenticeships. He also explained the basis for charging MW Group an annual base rent of \$12,000 for the first three years of the lease stating the majority of this time will be devoted to pre-construction planning and due diligence, such as obtaining permits and entitlements, and noted, at present, the university is receiving \$100 a month from the State Department of Health and Lē'ahi Hospital for use of the property as an employee parking lot. Director Shibata added that the lease rent agreed to by MW Group was by far the highest of any other offers received by the administration.

Regent Abercrombie shared his thoughts on the educational advantages the proposal could provide to university programs such as nursing and geriatrics noting these experiences will be invaluable to a student's academic and professional life.

Regent Tochiki sought clarification about the willingness of MW Group to discuss modifying the length of the lease's term. VP Young stated the administration has heard the input from and concerns raised by regents regarding the length of the lease and would be amenable to revisiting this issue in discussions with MW Group. However, he could not speak for MW Group.

In view of the extensive discussion on this matter, Regent Tochiki called for the question.

There having been a motion that was moved and seconded, and with the question being called, a roll call vote was taken, and the motion carried with all regents present voting in the affirmative.

Interim Chair Lee and Regent Paloma returned at 11:35 a.m.

Regent Akitake and Regent Mawae left at 11:35 a.m.

Regent Haning moved to approve Agenda Item VII.A.1, seconded by Interim Vice-Chair Wilson, and noting the excused absences of Regent Akitake and Regent Mawae, the motion carried with all other members present voting in the affirmative.

Regent Akitake and Regent Mawae returned at 11:40 a.m.

B. Request Board Approval of an Exception to RP 5.219 to Award the Title of Professor Emerita to Dr. Ruth Haas, Department of Mathematics, College of Natural Sciences at UHM

Provost Bruno referenced the numerous achievements of Dr. Haas spelled out in the memo for this request stating her positive and valuable contributions to the university, as well as dedicated service, merits approval of exceptions to RP 5.219 which establishes the criteria for the awarding of the Emeritus/Emerita title.

Regent Abercrombie spoke about the caliber of faculty at the university and commended the exceptional dedication, service, academic record, and accomplishments of Dr. Haas. He then moved to approve the exception to RP 5.219 and grant the title of professor emerita to Dr. Haas as recommended. The motion was seconded by Interim Vice-Chair Wilson and the motion carried with all members present voting in the affirmative.

C. Legislative Update

VP Young highlighted a number of measures and priority issues that the university followed at the Legislature this year, including the university's legislative package bills, as well as items of interest involving the administration and board. He briefly went over legislation regarding, among other things, the university's operating and capital improvement budgets passed by the Legislature which are currently awaiting action by the Governor, reviewing the major differences between the university's budget requests approved by the board and those authorized by the Legislature; university procurement; collective bargaining; technology transfer; innovation and commercialization; the cigarette tax; public agency and open-meetings requirements as they relate to the board; the Research Corporation of the University of Hawai'i (RCUH); and response, recovery, mitigation, and future planning issues relating to the Maui wildfires and wildfires in general. He also pointed out numerous resolutions related to the university that were taken up by the Legislature; talked about provisos contained within the state budget that place conditions upon the use of certain appropriations; and noted the deadlines for the governor to act upon bills passed by the Legislature.

Regent Abercrombie requested clarification on the purpose of funding provided within the operating budget for a community college statewide access master plan. VP Young replied that the appropriation for a statewide access master plan was not a university ask but may be linked to communications occurring last year between the community colleges and the Legislature regarding the development of a master plan for college access. VP Lacro added that the aforementioned funding is related to an initiative undertaken by the community colleges, based upon a legislative request, to identify areas where they believed training opportunities could be increased and develop a plan to expand access to the educational programming related to these subject matters at campuses statewide.

A conversation took place between Regent Abercrombie, VP Young, and VP Lacro regarding the necessity and intent of the funding for a community college statewide access master plan, whether this would be a recurring appropriation, and personnel costs, along with other expenses required for implementation of the plan.

Taking the above-mentioned discussion into consideration, Regent Abercrombie suggested the board seek greater clarity with respect to legislative intent for the community college statewide access master plan before it makes decisions on how these funds should be spent.

In light of Regent Abercrombie's statement, Interim Chair Lee stated the board should not become deeply involved in the operations of the institution and asked VP

Young to summarize the normal process for developing the university's expenditure plan for the fiscal year. VP Young stated that, under Regents Policy, the administration is required to present an expenditure plan for approval by the board which usually occurs sometime around August or September of any given fiscal year. He proceeded to briefly explain the process used to develop the operating budget reviewing some of the assumptions taken into consideration by system and campus administrators when formulating their respective expenditure plans, chief among them being the total amount of revenues expected to be received from the various sources of funds available for use by each unit. He also noted that specific funding for items such as a community college statewide access master plan is inconspicuously encompassed within the information on the spending plan presented to the board but is accounted for nonetheless.

Referencing statements made by legislators during his and Regent Akitake's confirmation hearings, Regent Abercrombie stressed the university's budget is the regent's budget and not the administration's budget. As such, the board should be provided specific details on the monies received by the university and how they are being allocated prior to considering approval of the budget.

Further discussions ensued about some of the details of the community college statewide access plan.

Regent Abercrombie asked if there was a reason for the \$2 million increase in funding for the Coconut Island sewer line upgrade project. VP Young stated that \$5 million was the original amount of funding appropriated for the Coconut Island sewer line upgrade project in the second year of the fiscal biennium. However, the means of financing for this project was changed from general funds to general obligation bond funds.

Citing limitations established by the legislative measure related to RCUH regarding new contracts, Regent Abercrombie questioned whether these restrictions were enumerated in the bill. VP Young replied that the bill related to RCUH explicitly establishes boundaries on the undertakings of the agency. He also stated this bill will have an impact not only on RCUH but other agencies utilizing its services, including the university. Regent Abercrombie requested a report regarding the implications of this bill, particularly with respect to its effects on the university, be provided to the board and appropriate board committee.

D. Board Self-Assessment

Interim Chair Lee explained that, in accordance with RP 2.204 which requires the board to conduct an annual self-study on, among other things, its performance, goals, responsibilities, and expectations, a self-assessment survey will soon be sent to regents. He urged all regents to complete the survey in a timely manner stating the intent was for its results to be discussed at the next, regularly scheduled meeting of the Committee on Governance.

VIII. EXECUTIVE SESSION (closed to the public)

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

The meeting recessed at 12:23 p.m.

Interim Chair Lee called the meeting back to order at 1:17 p.m. and announced that the board met in executive session to discuss the matters as stated on the agenda.

IX. AGENDA ITEMS (Continued)

A. Personnel Actions (Attachment A-1 for approval)

Provost Bruno requested approval of the appointment of the appointment of Dr. Thomas Samuel Shomaker as the Dean of the UHM John A. Burns School of Medicine (JABSOM).

Regent Haning moved to approve the appointment of Dr. Thomas Samuel Shomaker as the Dean of JABSOM as requested, seconded by Interim Vice-Chair Wilson, and the motion carried with all members present voting in the affirmative.

X. ANNOUNCEMENTS

Interim Chair Lee announced that the next board meeting was scheduled for July 3, 2024, at UHM.

XI. ADJOURNMENT

There being no further business, Interim Chair Lee adjourned the meeting at 1:18 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

R E S O L U T I O N**Honoring University of Hawai‘i Regent
Alapaki ‘Paki’ Nahale-a**

WHEREAS, Alapaki Nahale-a, more affectionately known amongst friends as Paki, was born and raised in Hilo, Hawai‘i, graduated from Kamehameha Schools - Kapālama Campus, and attended the University of Pennsylvania, where he earned a bachelor of arts degree in political science; and

WHEREAS, Alapaki Nahale-a has enjoyed an illustrious career focused on community service and advocacy spending over 30 years in a variety of roles including Director and Chair of the Department of Hawaiian Home Lands (DHHL), East Hawai‘i Commissioner at DHHL, Chief Executive Officer of Global Resiliency Hub at ‘Iole in Kohala on Hawai‘i Island, and partner at Islander Institute, as well as serving on numerous community boards and commissions such as the County of Hawai‘i Cultural Resources Commission, where he served as Chair, the County Charter Commission, the Boys and Girls Club of the Big Island, the Native Hawaiian Legal Corporation; and

WHEREAS, a consummate believer in the opportunities afforded to individuals through education, Alapaki Nahale-a worked extensively for local charter schools as President and Executive Director of the Hawai‘i Charter School Network, Director of Laupāhoehoe Community Public Charter School, and Director of Ka ‘Umeke Kā‘eo Hawaiian Immersion Public Charter School. Additionally, he was appointed by President Barrack Obama to serve on the Presidential Scholars Commission and served as Kamehameha School’s Senior Director of Community Engagement and Resources for Hawai‘i Island where he connected programs, services, lands, and resources with communities the school engaged with and helped support; and

WHEREAS, in 2019, Governor David Ige appointed Alapaki Nahale-a to the University of Hawai‘i Board of Regents, representing the island of Hawai‘i; and

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

WHEREAS, while serving on the Board of Regents, particularly during his term as Chair, Regent Nahale-a attempted to change the mindset of both regents and university administrators spearheading a number of initiatives aimed at increasing collaboration in accomplishing the business of the university while maintaining the Board’s statutorily established oversight of university governance; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University of Hawai‘i extends its heartfelt gratitude and appreciation to Regent Alapaki ‘Paki’ Nahale-a for his

University of Hawai'i Board of Regents
R E S O L U T I O N

24-01

dedicated service, guidance, and invaluable contributions to the University of Hawai'i and the State of Hawai'i; and

BE IT FURTHER RESOLVED that the Board of Regents wishes Paki a warm mahalo, and extends to him its aloha and best wishes for continued success and happiness with his wife Kāhele, their children, and grandchildren.

Adopted by the Board of Regents
University of Hawai'i
_____, 2024

R E S O L U T I O N**Honoring University of Hawai‘i Regent
Abigail Mawae**

WHEREAS, Abigail Mawae was born in Baton Rouge, Louisiana, graduated from Desert Mountain High School in Scottsdale, Arizona, and attended Arizona State University before completing her undergraduate education at the University of Hawai‘i at Mānoa, where she graduated Magna Cum Laude with a bachelor of arts in communicology, receiving the Communicology Senior Award, which is bestowed upon a student who exhibits dedication, commitment, and excellence in the field of communicology; and

WHEREAS, upon completion of her undergraduate studies, Abigail Mawae continued her post-secondary educational pursuits at the University of Hawai‘i at Mānoa’s William S. Richardson School of Law, where she is set to embark on her third year of studies in August 2024; and

WHEREAS, in addition to her academic successes, Abigail Mawae was also a proud student-athlete at the University of Hawai‘i at Mānoa helping the Wahine Swim Team secure their fifth straight Mountain Pacific Sports Federation (MPSF) Conference Championship title in 2021 and earning MPSF All-Academic Team honors in 2021; and

WHEREAS, throughout her career as a student-athlete and her term as a member of the University of Hawai‘i Board of Regents, Abigail Mawae served as a consummate advocate for student-athletes, particularly in the areas of mental health, physical well-being, and gender equity, often mentoring underclassmen and participating in various events to encourage young girls to participate in athletics; and

WHEREAS, outside of the pool and classroom, Abigail Mawae strived to build deeper relationships among the student-athlete community and improve communications between student-athletes and athletic department administrators. She also served on the student-leadership team for the University of Hawai‘i Fellowship of Christian Athletes (FCA) for four years, being named FCA Co-Captain and Captain during her junior and senior year, respectively, and organized numerous outreach efforts and mentorship programs for high school athletes in Hawai‘i, particularly young women; and

WHEREAS, in 2022, Governor David Ige appointed Abigail Mawae as the student member of the University of Hawai‘i Board of Regents; and

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

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

R E S O L U T I O N

State of Hawai'i; and

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

Adopted by the Board of Regents

University of Hawai'i

_____, 2024

Item VI.

Report of the President

**NO MATERIALS
ORAL REPORT**

RESOLUTION**23-01****To Further Act on Items Relating to Maunakea
Management and Repeal of Regents Resolutions 19-03 and
21-02**

WHEREAS, the Board of Regents (“**Board**”) believes and acknowledges that Maunakea holds a special and important place in the history, culture, and hearts of the peoples of Native Hawaiian ancestry and all of Hawaii;

WHEREAS, Maunakea has become a symbol of Native Hawaiian self-determination;

WHEREAS, the Board, in response to past criticisms, has clarified its roles, duties, and responsibilities beginning with the adoption of the following: (a) *Mauna Kea Science Reserve Master Plan* (2000), updated by *Master Plan for the University of Hawai'i Maunakea Lands: E Ō I Nā Leo (Listen to the Voices)* (2022); (b) *Mauna Kea Comprehensive Management Plan UH Management Areas* (2009), updated by *Comprehensive Management Plan 2022 Supplement: Management Actions Update* (2022); (c) *A Cultural Resources Management Plan for the University of Hawai'i Management Areas on Mauna Kea* (2009); (d) *Natural Resources Management Plan for the UH Management Areas on Mauna Kea* (2009); (e) *Public Access Plan for the UH Management areas on Mauna Kea* (2010); and (f) *Decommissioning Plan for the Mauna Kea Observatories* (2010) (collectively, “**Management Plans**”);

WHEREAS, under said Management Plans, the Board was principally responsible to fulfill and to carry out all of the recommendations, obligations, and duties promulgated under said Management Plans;

WHEREAS, the Board realizes that any mismanagement of Maunakea is hurtful and disrespectful to the sanctity and inviolability of this place to Native Hawaiians and others;

WHEREAS, Act 255 Session Laws of Hawai'i 2022 (“**Act 255**”), codified in part under Haw. Rev. Stats chapter 195H, establishes the Mauna Kea stewardship and oversight authority (“**MKSOA**”), with broad powers to oversee stewardship of Maunakea after a five-year transition period beginning July 1, 2023, during which the MKSOA shall jointly manage Maunakea lands with the University;

WHEREAS, Act 255 requires the transfer of real property agreements and permits related to astronomy facilities and support services on Maunakea, granted to the University by the Board of Land and Natural Resources (BLNR) (collectively, “**UH Entitlements**”), to the MKSOA on or before July 1, 2028;

WHEREAS, the Board takes its responsibility seriously and hereby reaffirms its commitment to follow through with the recommendations made in the Management Plans and UH Entitlements to better manage the impacts of the astronomy facilities and operations upon the natural environment, cultural resources, recreational resources, educational resources, and upon the broader community, until July 1, 2028, or earlier time as UH Entitlements are transferred to the MKSOA;

WHEREAS, the Board also realizes that the enactment of Act 255 has thrown into question,

RESOLUTION**23-01**

during the five-year transition period, the Management Plans, the UH Entitlements, and the authority of the University to pursue or comply with obligations set forth therein, including the pursuit of a new teaching telescope at Hale Pōhaku;

WHEREAS, because of the uncertainty created by Act 255, Resolutions 19-03 and 21-02 no longer provide clear guidance, and the University still needs to continue to perform all of its stewardship responsibilities notwithstanding the questions surrounding the MKSOA and how it will “jointly manage” Maunakea lands with the University; and

WHEREAS, the Board wishes to clearly restate its desire for the University, in consultation with the MKSOA and BLNR, to complete ongoing responsibilities in an accelerated and expeditious manner.

NOW, THEREFORE, BE IT RESOLVED that Regents Resolutions 19-03 and 21-02 are hereby repealed.

BE IT FURTHER RESOLVED that Chair Alapaki Nahale-a and Regent Wayne Higaki, as the Board's representatives to the Maunakea Management Board and for Hawai'i Island residents, engage with the MKSOA and BLNR to craft an agreement providing clarity and a common understanding on how to “jointly manage” Maunakea lands and provide monthly updates via the Governance Committee until an agreement is achieved.

BE IT FURTHER RESOLVED that the University of Hawai'i President David Lassner, University of Hawai'i at Hilo Chancellor Bonnie Irwin, University of Hawai'i Vice President for Research and Innovation Vassilis Syrmos, Maunakea Support Services, Institute for Astronomy, Center for Maunakea Stewardship (“CMS”), and any other necessary, related management or operation entity be directed to cause the following action items to be accomplished in the timeframes as specified herein below:

1. Provide progress updates to the Board every six months regarding progress made toward the accomplishment of action items set forth in this Board Resolution.
2. Two (2) observatory sites known as the Caltech Submillimeter Observatory (“CSO”) and Hōku Ke'a Observatory (“HKO”) shall be decommissioned, assuming no permitting, weather, and access issues the target date for CSO and HKO decommissioning is no later than August 31, 2024. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site as close as feasible to its natural state prior to construction.
3. To ensure the prompt availability of a teaching telescope for the University of Hawai'i at Hilo Physics and Astronomy Program, a new educational telescope facility shall be established on already developed land at Hale Pōhaku, in coordination with MKSOA and the Department of Land and Natural Resources (“DLNR”) as contemplated in this resolution. The Board shall support the funding of the planning, design, and construction of the new educational facility.
4. In collaboration with CMS, the 'Imiloa Astronomy Center shall continue to develop and implement educational programs regarding Maunakea, including but not limited to Native

RESOLUTION**23-01**

Hawaiian culture, history, environmental, and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers, and visitors, as required by the Management Plans, in coordination with MKSOA and DLNR as contemplated in this resolution.

5. In coordination with MKSOA, the Maunakea Observatories, and DLNR, on or by December 30, 2025, a determination will be made on the decommissioning of up to three (3) additional observatory sites based upon compliance with existing or future permits or governmental approvals. If decommissioning is still required, the three (3) observatory sites will be identified and reported to the Board by January 2026.
6. In implementing its obligations under the Management Plans and UH Entitlements to the extent still allowable under Act 255, the University will seek the MKSOA's input; provided that, the University will make final decisions on any matters that require the University to act to fulfill its legal obligations until such time as the UH Entitlements are transferred and assigned to the MKSOA on or before July 1, 2028, whichever occurs sooner.
7. Enter into an agreement with MKSOA, such as a memorandum of understanding, which outlines how the University and MKSOA will jointly manage during the transition by agreeing to general parameters that set forth clear expectations for the University and MKSOA. The agreement should address, among other things (a) when and how the University should seek MKSOA's input as it relates to the University's obligations to implement and enforce Haw. Admin. Rules chapter 20-26, (b) how the University and MKSOA will cooperatively implement the terms and conditions of the UH Entitlements, and (c) operationalize the terms "jointly manage" and "day-to-day operations" as those terms are used in Act 255. Failure to enter into such agreement shall not prevent the University from meeting its obligations, for example, under UH Entitlements or other existing legal obligations.

Adopted by the Board of Regents
University of Hawai'i
August 17, 2023



UNIVERSITY of HAWAI'I*at HILO
CENTER FOR MAUNAKEA
STEWARDSHIP

UNIVERSITY OF HAWAI'I
BOARD OF REGENTS
JULY 18, 2024

RESOLUTION 23-01 ACTION ITEM UPDATES



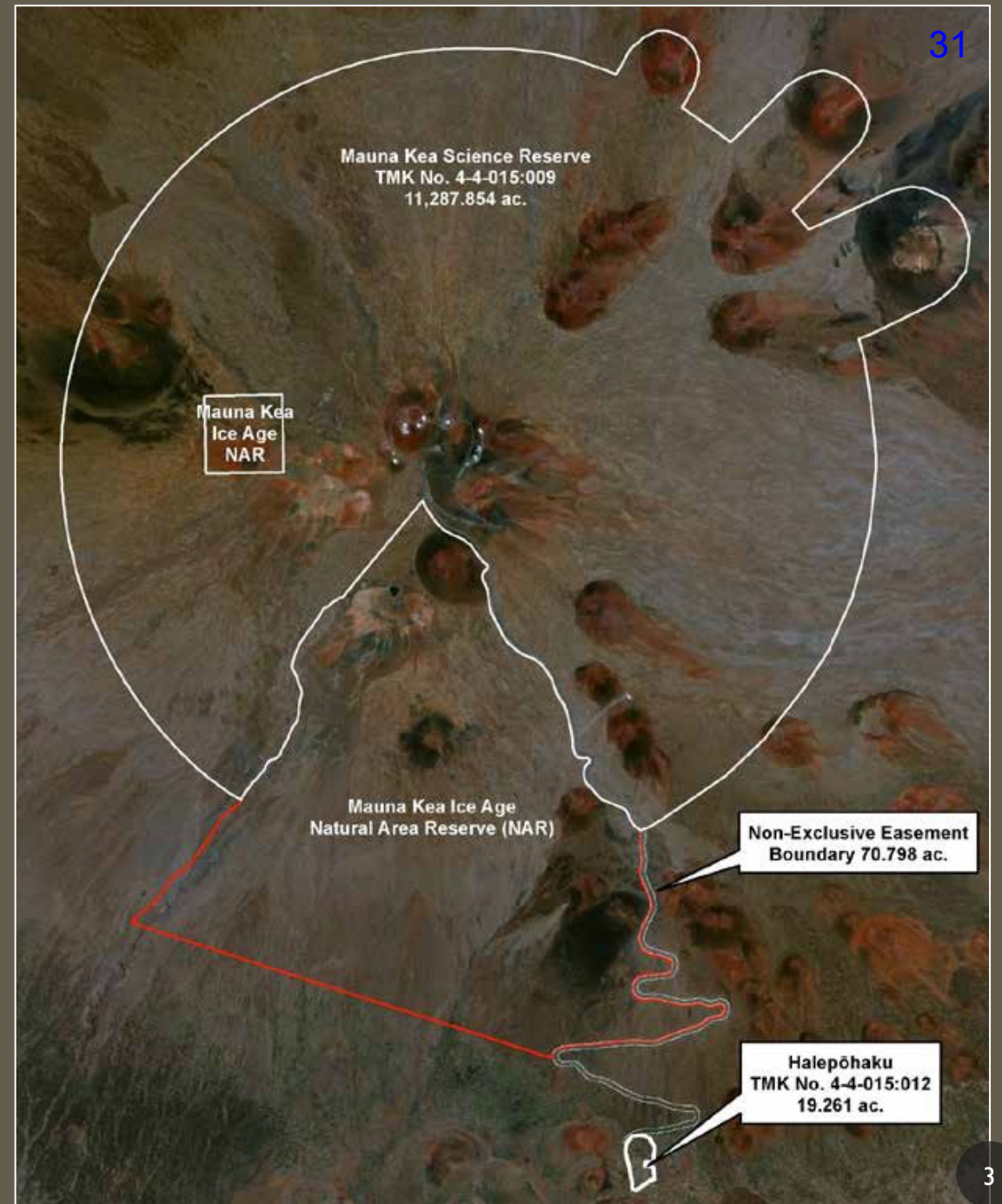
- Caltech Submillimeter Observatory (CSO)³⁰ and Hōkū Ke‘a (HK) Decommissioning Status
- UHH new educational telescope
- Educational programming
- Identify additional decommissionings with MKSOA and DLNR
- Fulfill ongoing UH management obligations during the transition with input from MKSOA
- Develop University/MKSOA MOA

UH MANAGEMENT AREAS

Maunakea Science Reserve
GL S-4191 (Dec 31, 2033)

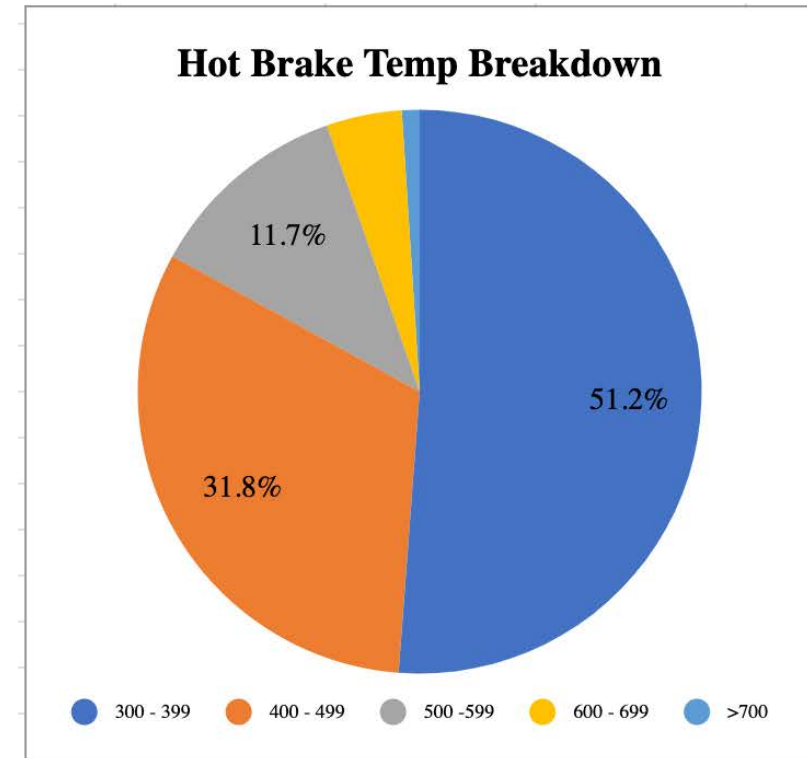
Hale Pōhaku
GL S-5529 (Feb 27, 2041)

Roadway Corridor
Easement S-4697 (Dec 31, 2033)





Trail	# Hikers
Humu'ula Trail	1,672
Lake	65
Lake Waiau	330
Mountain Trail	787
Poliahu	19
Road	98
Summit	325
Summit Access Road	447
Total	3,743

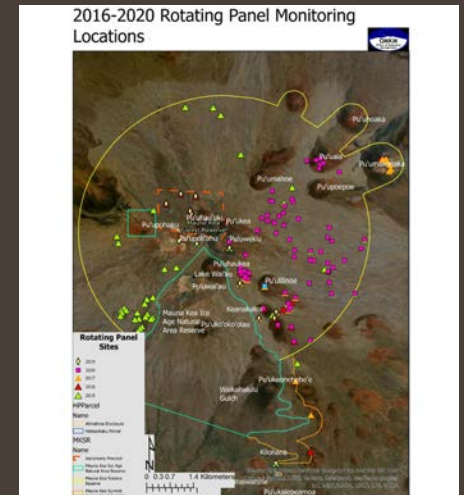


2023 Visitors

- Total Estimated Visitors - 248,929
 - Total @ FIT Visitors who go to the Summit - 100,946
 - Total Visitors who went with CTO's to Summit - 35,191
 - Total @ Vehicles that went to Summit - 69,029

Resource Management FY23

- ❖ 263 Historic sites; 90 monitored
- ❖ 111 Arthropod survey sites (103 monitored)
- ❖ 119 Vehicle Inspections
- ❖ 286 new outplants for 2023
- ❖ 13,200 lbs of weeds removed from our restoration area through volunteer programs and staff efforts.
- ❖ Habitat monitoring research conducted in collaboration multiple academic institutions
- ❖ Partnership with NARS for propagation of 'āhinahina





CONSERVATION PARTNERSHIPS

- ❖ 'Āhinahina Propagation for PEPP (Plant Extinction Prevention Program)
- ❖ Community Stewardship Permit for 'Āhinahina Enclosure from DLNR
- ❖ Predator Control with MKFRP (Maunakea Forest Restoration Project)
- ❖ DHHL Uau Enclosure

EDUCATION AND OUTREACH

MAUNAKEA AS KUMU THE MAUNA AS CLASSROOM

Management and protection of natural and cultural resources through community-based stewardship efforts.

Share updated and accurate information through education, outreach and community engagement.

Teach values, practices and cultural significance of Maunakea as it relates to Native Hawaiians.

Support UH mission of becoming an Indigenous Serving Institution by incorporating cultural protocols, language and practices into daily operations.

MAY 2023 - 2024

❖ 20 groups with a total of 557 volunteers

- Parker School
- Kanu o Ka 'Āina
- Lanakila Learning Center
- UHH Bonner Program
- YWAM
- UH Hilo
- First Nations Futures Program
- Rotary Club Leadership Program
- *+ 12 other groups / access

❖ Participated in 6 community events.

- Girl Scouts of Hawai'i STEM Fest (>100 attendees)
- 'Ohi'a Love Fest (>100 attendees)
- Hawai'i Career Expo (x2; >700 attendees)
- Kū i ka Wa'a Festival (>200 attendees)
- Hilo Rotary Club

❖ Upcoming Projects Summer 2024

- Lanakila Learning Center
- Pasadena City College
- YWAM
- Stewardship of Public Lands program





HUMU'ULA TRAIL

Trail Specs

High altitude trail to the summit.

Humu'ula Trail > Lake Waiau
Length (One Way) 4.8 mi. (7.7 km)
Elevation Gain 3,897 ft. (1,188 m)
Average Grade 15.4%
Maximum Grade 41%

Humu'ula Trail > Summit
Length (One Way) 6.6 mi. (11.2 km)
Elevation Gain 4,595 ft. (1,400 m)
Average Grade 12%
Maximum Grade 41%

NO dogs allowed

NO service or cell phone signal

Plan for a 10 hr. round trip hike

Trail Info:

(808) 934-4550

<https://hilo.hawaii.edu/maunakea/visitor-information/permits>

- All Hikers please fill out a Registration Form.
- Stay on the designated trail.
- Call 911 in case of emergency



Weather Info:

<http://mkwc.ifa.hawaii.edu/current/>



For more information call DLNR DOWAW: (808) 974-4221



Visitor Information Station



HŌKŪ KE‘A DECOMMISSIONING

- ❖ May 30, 2024 - Final inspection
- ❖ Project site work deemed substantially complete
- ❖ Off-site work to be completed this summer

UHH EDUCATIONAL TELESCOPE

- ✓ Proposed site at Hale Pōhaku
- ✓ EA studies and public scoping completed





Project paused pending MKSOA
management plan development

Rendering

CSO DECOMMISSIONING

- ❖ Physical deconstruction completed
- ❖ Sublease termination agreement
- ❖ 3-yr site monitoring program
- ❖ Close-out/After action debrief



ACT 255
MAUNA KEA STEWARDSHIP
OVERSIGHT AUTHORITY
(MKSOA)

§-8 Astronomy development; declaration of policy; reserved viewing or observing time and other requirements. (a) ***It is declared that the support of astronomy consistent with section —1 is a policy of the State***

§~6 Transition; management plan. (d) The authority shall be responsible for the establishment of a framework for astronomy - related development on Mauna Kea. The framework may include: (l) ***Limitations on the number of observatories and astronomy—related facilities***, or an astronomy facility footprint limitation;*

JOHN KOMEIJI (Business)
Chairperson

DAWN CHANG (RYAN KANAKA'OLE), BLNR
MITCH ROTH (DOUG ADAMS), COH
BEN KUDO, BOR

NEIL HANNAHS (Land Mgt)
PAUL HORNER (Senate Appointee)
KALEHUA KRUG (Education)
LANAKILA MANGAUIL (Cultural Practitioner)
NOE NOEWONG-WILSON (House Appointee)
RICH MATSUDA (Astronomy Rep)
POMAIKALANI BERTELMANN (Lineal Descendant)
BONNIE IRWIN (UHH Chancellor; non-voting)

JOHN DE FRIES, Executive Director (April 2024)
LLOYD UNEBASAMI, Administrative Services Officer
(Temp; May 2024)
BILL STORMONT, Project Director (July 8, 2024)
PUA'ENA AHN, Executive Asst (2023)

MKSOA AUTHORITY POST TRANSITION

§ -7 ***Authority after transition period.***

(a) Following the end of the transition period pursuant to section —6, the department of land and natural resources, University of Hawaii, and all other departments and agencies of the State ***shall be subject to the oversight of the authority with regard to the control and management of Mauna Kea lands.***

(b) Notwithstanding any law to the contrary, ***all powers and duties of the board of land and natural resources pursuant to chapter 171, and the land use commission pursuant to chapter 205, concerning permits, dispositions, land use approvals, and any other approvals pertaining to the Mauna Kea lands are transferred to the authority*** upon the expiration of the transition period;

JOINT MANAGEMENT DURING TRANSITION

§ -3 Mauna Kea stewardship and oversight authority; established. (a) There is established the Mauna Kea stewardship and oversight authority, which shall be a body corporate and a public instrumentality of the State for the purpose of implementing this chapter. ***The authority shall serve jointly with the University of Hawaii in fulfilling the obligations and duties under the state lease for a period of five years as established in section -6.***

§ ~6 Transition; management plan. (a) The authority shall have a transition period of five years beginning July 1, 2023; provided that all of the initial members have been confirmed by the senate. ***During the transition period, the authority shall jointly manage Mauna Kea lands with the University of Hawaii; provided that the authority's day-to-day operations shall be carried out by the center of Mauna Kea stewardship for the transition period*** established in this subsection.

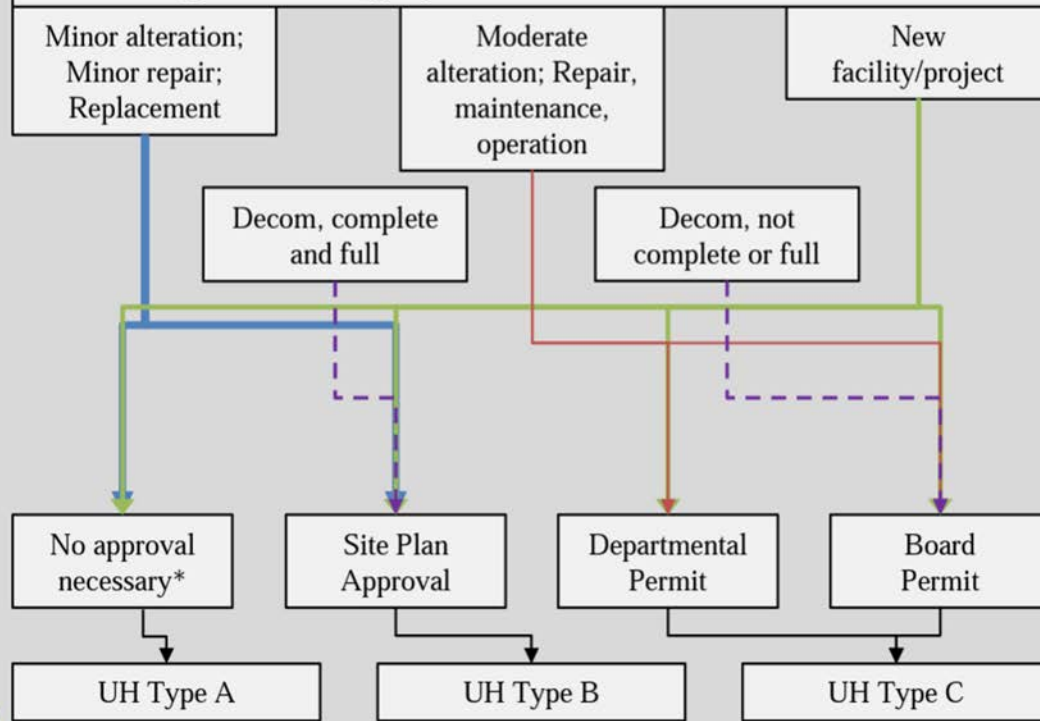
TRANSITION SUPPORT



- ❖ UH Annual Reports include updates on CMP implementation, Maunakea Special Lands Fund, TMT, and MKSOA transition:
 - ✓ 2023 Annual Report to DLNR
 - ✓ 2024 Annual Report to the Legislature
- ❖ 7 orientation sessions for MKSOA on CMS management, administration, operations, and finance
- ❖ Inventory of assets and liabilities completed for Long-term Asset Transfer Working Group
- ❖ Monthly operations reports at MKSOA board meetings
- ❖ Updates on major projects to MKSOA
- ❖ Weekly meetings with MKSOA Chair/ED
- ❖ Provided input and assistance to MKSOA with their annual report to the Legislature
- ❖ Temporary start-up admin assistance by CMS/‘Imiloa
- ❖ Temporary MKSOA office space at ‘Imiloa
- ❖ MKSOA staff access to 4WD vehicle use

The UH Type determination is guided by scoping discussions with OCCL under its Conservation District Rules (HAR Chapter 13-5). OCCL will not make a formal determination during scoping on whether no approval, a Site Plan Approval, Departmental Permit, or Board Permit will be required. The purpose of the UH Type designation is to facilitate planning at the earliest practicable time and allocate appropriate staff time and resources to UH's review.

CMS staff, Proponent, and UH proposal sponsor (if applicable) review HAR Chapter 13-5, as amended, and discuss with OCCL the level of approval that will likely be required for the proposal, if any. CMS staff will then recommend the type of UH review and approval that is appropriate.



Type of Projects (per Master Plan)

- ▶ Type A – Minor repair/replacement (Letter of Concurrence)
- ▶ Type B – Moderate – Site Plan Approval
- ▶ Type C – Major – Departmental or Board Permit (CDUP)



Project Permitting Process



BEFORE ANY PROJECT STARTS ON UH MANAGED LANDS ON MAUNAKEA (STATE CONSERVATION LANDS), EACH APPLICANT IS MADE AWARE, THAT ALL WORK MUST FOLLOW GUIDELINES OUTLINED IN THE MASTER PLAN AND COMPREHENSIVE MANAGEMENT PLAN (CMP) THAT WAS APPROVED BY DLNR.



PROJECT PROPOSALS ARE SUBMITTED TO CMS FOR REVIEW AND CONSIDERATION.



CMS REVIEWS AND WORKS WITH APPLICANT TO MAKE ANY NECESSARY MODIFICATIONS.



CMS ROUTES THRU COMMITTEES
* ENVIRONMENT
* KAHU KŪ MAUNA
* MAUNAKEA MANAGEMENT BOARD
* MKSOA



PREVIOUSLY, CMS COMPLETED THE APPLICATION AND SUBMITTED TO DLNR FOR REVIEW AND APPROVAL ON BEHALF OF THE APPLICANT.

MOVING FORWARD, PROJECT PROPOSER WILL BE THE APPLICANT.



IF PROJECT IS APPROVED, CMS PROVIDES NOTICE TO PROCEED AND WILL MONITOR THE PROJECT



CMS ENSURES THAT ALL LARGE-SCALE PROJECTS HAVE THE APPROPRIATE MONITORS WHICH COULD INCLUDE:
* CONSTRUCTION
* CULTURAL
* ARCHEOLOGICAL
* BIOLOGICAL



JOINT MANAGEMENT PROPOSAL UNDER DISCUSSION

Maunakea Executive Management Board (EMB)

- BOR Board Chair and additional BOR member, preferably from Hawaii Island
- MKSOA Chair and additional MKSOA member, preferably from Hawaii Island

Maunakea Joint Management Committee (JMC)

- CMS Executive Director and CMS Sr Staff
- MKSOA Executive Director and MKSOA Sr Staff
- By September 1, 2024, JMC develops a group charter that defines its purpose and operating rules
- JMC meets bi-weekly

JMC Focus

- CMS Master Plan Type B and C projects
- Strategic Issues, e.g., CTO permits, cultural artifacts, MKAR issues, UHH New Educational Telescope, etc.
- Operational Updates
- Budget
- Staffing
- Program enhancements
- Permit/lease/rules violations
- Preparation/coordination of annual reports
- Special events
- Other

Roles

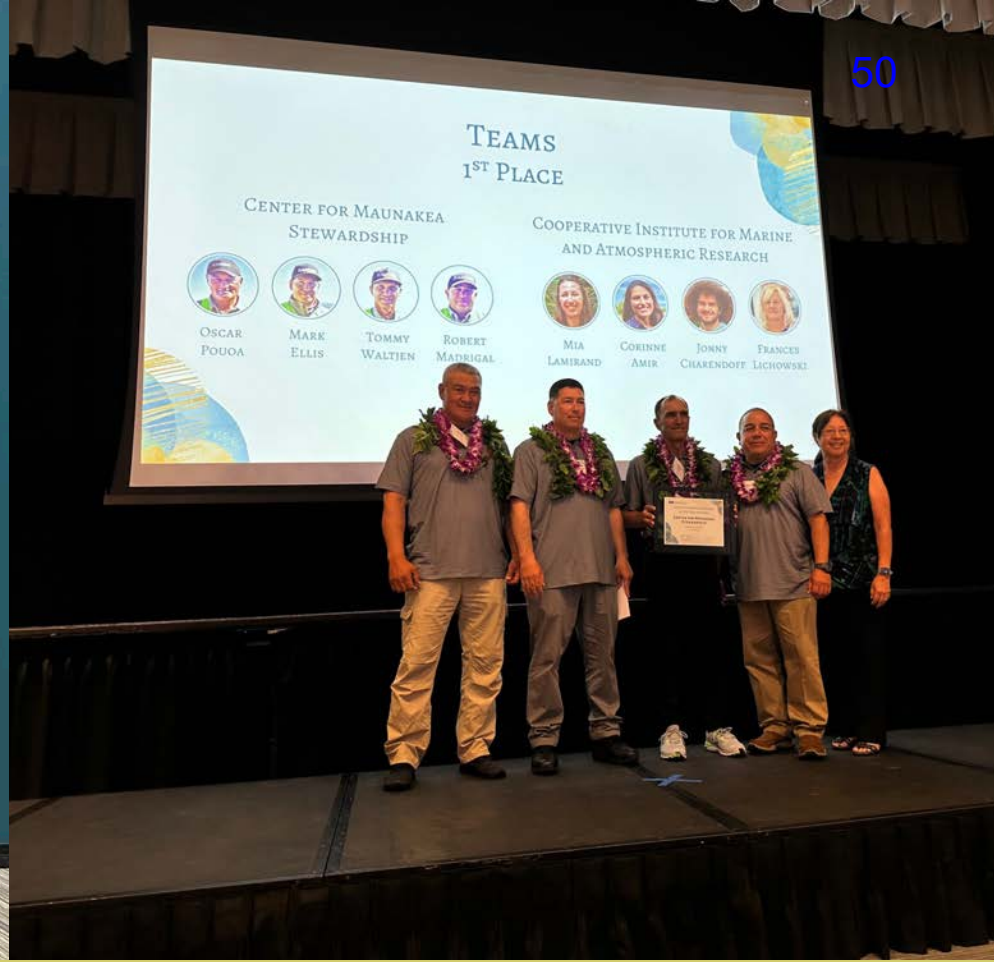
- Each org operates within their respective legal authorities and obligations
- Decisions are made per each org's delegation of authority
- Disputes rise to the EMB
- Disputes not resolved at that level elevate to the BOR and MKSOA Board



UNIVERSITY of HAWAII*
CENTER FOR MAUNAKEA
STEWARDSHIP



MAUNA KEA STEWARDSHIP AND
OVERSIGHT AUTHORITY (MKSOA)



CMS RANGERS
2023 RCUH EMPLOYEE TEAM OF THE YEAR

Pau





University of Hawai‘i Strategic Plan Implementation Update

Debora Halbert, Vice President for Academic Strategy

BOARD OF REGENTS - July 18, 2024

Updates from Imperative Leads

- **Kuleana:***
Maenette Benham, UH West O'ahu Chancellor
Lui Hokoana, UH Maui College Chancellor
- **Student Success:**
Farrah-Marie Gomes, Assoc. VP for Student Affairs
Alan Rosenfeld, Assoc. VP for Academic Programs and Policy
- **Workforce:***
Alan Rosenfeld, Assoc. VP for Academic Programs and Policy
Della Teraoka, UHCC Assoc. VP for Academic Affairs
- **Innovation:**
Vassilis Syrmos, Vice President for Research and Innovation

*Pending startup of full-time system leads.

Future Activities

PLAN STRUCTURE


- **Foundational Principles**
- **Imperatives**
- **Objectives**
- **Metrics**

FOUNDATIONAL PRINCIPLES

- ❖ **Hawaiian Place of Learning**
- ❖ **Statewide Need**
- ❖ **Diversity and Equity**
- ❖ **Sustainability**
- ❖ **Stewardship of Resources**



First Year General Activities 2023 -2024



Forming working groups for each imperative with regular meetups.

Developing action items from objectives.

Prioritizing action items.

Engaging campus communities.

Posting committee structure on the Vice President for Academic Strategy website.

<https://www.hawaii.edu/leadership/vp-academic-strategy/strategic-plan-committee-structure-and-composition/>



UH IMPERATIVE

Fulfill Kuleana to Native Hawaiians and Hawai'i



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

Kuleana Objective 1

Ensure that UH supports the success of Native Hawaiians in learning, teaching, service and research across our campuses and nurtures Native Hawaiians as leaders.

- Increase educational attainment of Native Hawaiians in Hawai'i and beyond.
- Embrace and nurture 'Ike Hawai'i and incorporate Kuleana into division/department/college outcomes.
- Increase Ho'ohawai'i opportunities in learning, teaching, service, and research to nurture Native Hawaiian leadership and achieve parity of Native Hawaiians in faculty and leadership roles.
- Sample metrics (to be finalized):
Enrollment and outcomes of Native Hawaiian students
Numbers of Native Hawaiian faculty, staff and administrators



Kuleana Objective 2

Create opportunities for all UH students, faculty, staff, executives and regents to inform their work by learning about Hawaiian language, culture, knowledge, and past and present impacts of colonization.

- All new UH students matriculate into Hawai'i Papa O Ke Ao (HPOKA) via new student orientations.
- All new administrators, faculty and staff matriculate into HPOKA via new employee orientations.
- All new regents matriculate into HPOKA via a new regent matriculation program.
- Sample metrics (to be finalized):
Participation rates in HPOKA orientations



Kuleana Objective 3

Play an active role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians across the islands.

- Lead statewide efforts to achieve language parity.
- Informed by community input, develop long-term plans for UH and Hawai'i to advance Native Hawaiian outcomes in key areas including health, educational attainment and economic vitality.
- Share 'Ike Hawai'i broadly inside and outside UH.

Sample metrics (to be finalized):

Progress to language parity

Improve in Native Hawaiian outcomes of well-being



Kuleana Progress...

- Recruited and selected systemwide Kuleana imperative lead.
- Regular meetings with current HPOKA leadership council to refine plan.

...and next steps

- Remaining campuses assign HPOKA lead; no longer a volunteer “other duty”.
- Convene new systemwide HPOKA leadership council; engage in system-wide and community consultation.
- Finalize metrics
- Develop action plans



Develop Successful Students for a Better Future

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



Definition of Student Success

Student success includes students completing their academic goals within a timely manner and securing opportunities after graduation. UH is committed to providing the appropriate learning environment for each student to grow and achieve their fullest potential academically, socially, and professionally where supportive resources and assistance are made accessible to aid students in overcoming barriers.

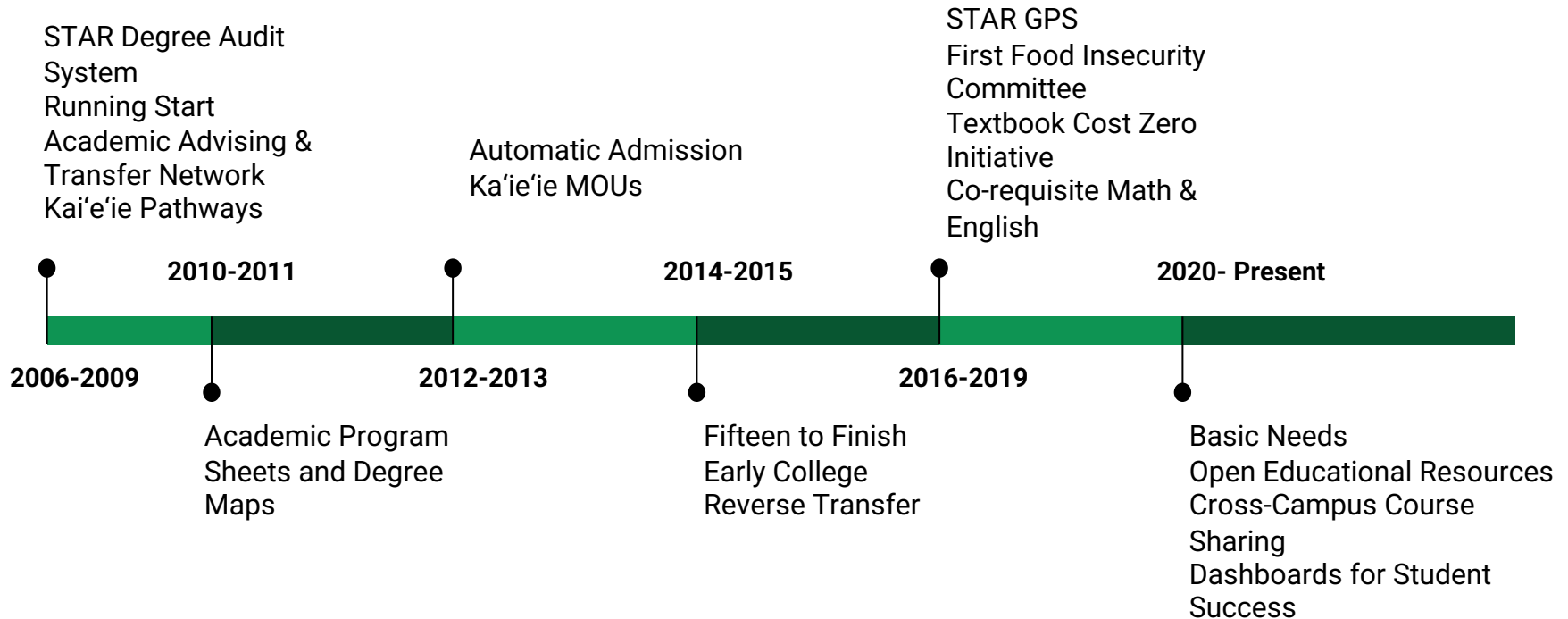
Student Success Objectives

1. Increase participation in post-secondary education statewide.
2. Provide necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness.
3. Fully deploy multiple modalities of instruction that recognize changing times and widely differing student preferences, needs, and goals.
4. Provide innovative learning experiences that prepare students to achieve their personal and professional goals while fulfilling their kuleana to people and place.
5. Improve campus infrastructure to develop successful students and a vibrant, inclusive, and safe environment on campuses across the UH System.



Student Success is NOT a Single Strategy ⁶⁴

Select History of Hawai'i Graduation Initiative (HGI) Activities and Campus Initiatives



Student Success Action Item Assessment 66

Sample Illustration of Process:

Objective	Implementation Action Item	Member 1	Member 2	Member 3
Objective 2: Provide necessary support for student success, including addressing barriers to access, bas				
Necessary support (e.g., basic needs)	Improve mechanisms for actively monitoring student progress.	Undecided	Undecided	Undecided
Necessary support (e.g., basic needs)	Create a financial support system that provides aid to those with most need and includes emergency aid.	Year 1-2 priority	Year 1-2 priority	
<i>Necessary support (e.g., basic needs)</i>	<i>Create programs [note: change wording] supporting students' basic needs, especially housing, food, and mental health.</i>	<i>Year 1-2 priority</i>	<i>Year 1-2 priority</i>	<i>Year 1-2 priority</i>
Necessary support (e.g., basic needs)	Continue expansion of OER and other free textbook materials, including integrating existing library materials into the TXTO process to promote affordability and access.	Year 1-2 priority	Start now for implementation later	Start now for implementation later
Necessary support (e.g., basic needs)	Ensure adequate representation of the student body in decision making.	Start in a future year	Year 1-2 priority	

Prioritized Student Success Activities 67

In 1 to 2 years...

1. Streamline processes (e.g., sense of summer, admissions, transfer, articulation). Objectives 1, 5
2. Strengthen the pipeline of early college students in areas of statewide need. Objectives 1, 2, 3
3. Program development for support of students' basic needs, especially housing, food, and mental health. Objectives 2, 5
4. Establish cross-campus course sharing (C3S) between two-year and four-year campuses, and between four-year campuses. Objectives 3, 4, 5
5. Provide faculty opportunities for professional development to integrate equity-based practices into the classroom. Objectives 4, 5
6. Invest in advanced technology and learning equipment (e.g., Learning Management System) Objectives 3, 4, 5

To Begin Now for Future Implementation

- Increase the number of degree opportunities open to rural, remote, and part-time students either through online or low residency programs.
- Increase quality and quantity of experiential learning opportunities (e.g., paid internships).
- Enhance existing curriculum to promote student engagement in civil society across all campuses.



Meet Hawai'i's Workforce Needs of Today and Tomorrow

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

Workforce Objectives

1. Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being, including education, health, technology, skilled trades and sustainability/resilience.
2. Enhance non-traditional offerings, including micro-credentials serving needs of specific groups of students, and industry certified credit and non-credit credentials, for those seeking upskilling or career change opportunities.
3. Partner with employers to ensure the necessary preparation and support for students to succeed in their careers.
4. Prepare graduates for life-long learning, innovation and entrepreneurship.

Milestones

- Identified four action items for Years 1 and 2
- Held Zoom Brown Bag event (January)
- Hired Director of Workforce Development
- Began developing Inventory of Industry-Valued Credentials



January Brown Bag Question: What new or evolving jobs are emerging for which we must prepare future ready-students?

72

From 98 responses...



Prioritized Workforce Activities

1. Address an initial set of workforce shortages in Hawai'i: teachers, healthcare workforce, information technology (IT) and related specializations.
2. Partner with employer groups to gather information (at the local and statewide levels) about necessary skills and knowledge to inform curricula and prepare workforce to meet future needs.
3. Finalize inventory of industry-valued credentials and criteria.
4. Prioritize key strategies such as stackable credentials, prior learning assessment, and non-credit to credit articulations.
5. Implement new models of deeply connecting education and employment including work-based learning for students and career advancement programs for working adults that employers can support for their entry-level employees.

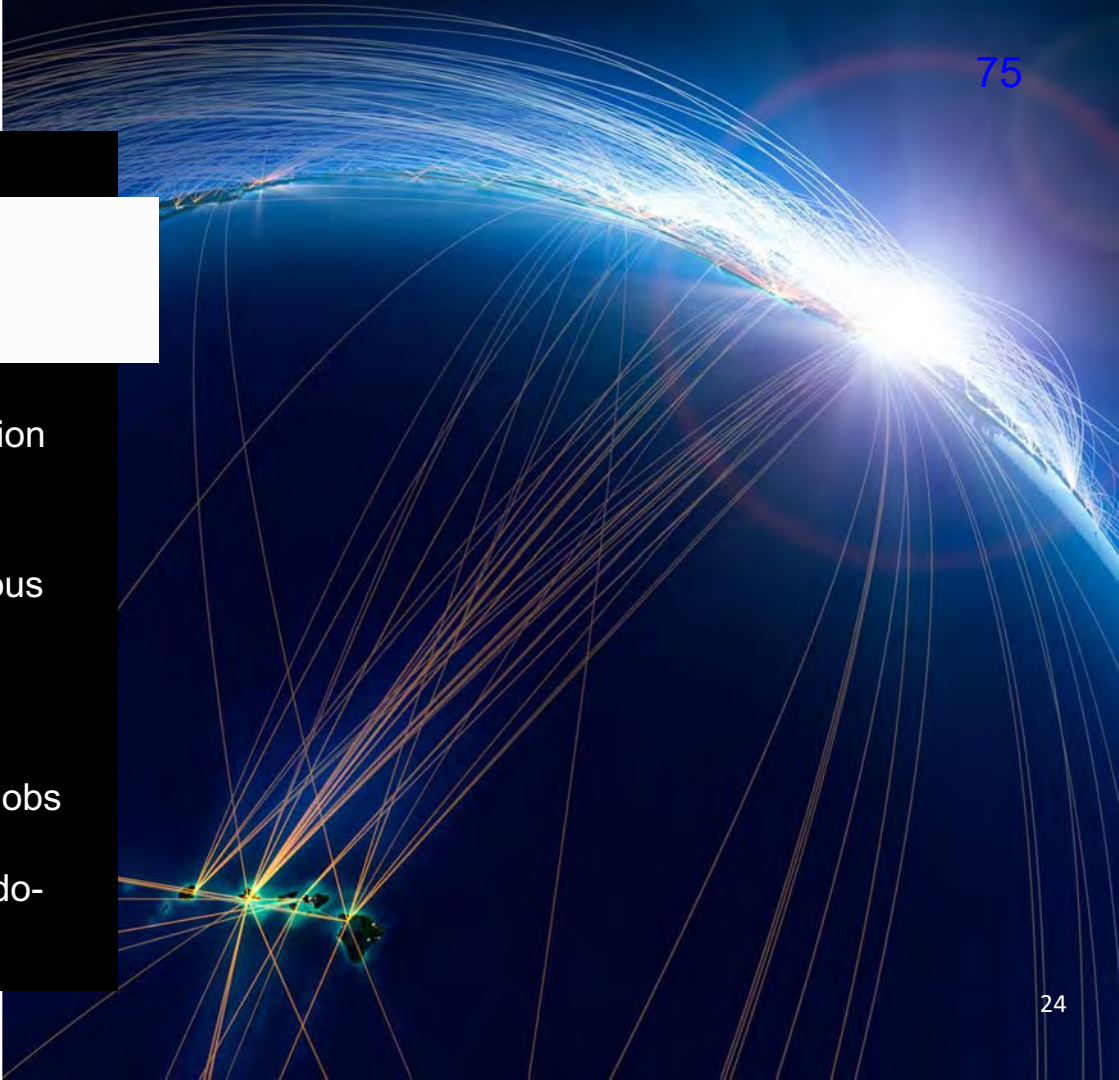


Diversify Hawai‘i’s Economy Through UH Innovation and Research

Goal: Build and sustain a thriving UH research and innovation enterprise that addresses local and global challenges by linking fundamental scientific discovery with applied research necessary for technological innovation to create jobs and advance a knowledge-based economy.

OBJECTIVES

- Build out and sustain research and innovation hubs in key areas
- Leverage intellectual diversity and indigenous innovation
- Generate intellectual property and spin-off startup companies that create high-quality jobs
- Advance meaningful engagement in the Indo-Pacific region





Climate Resilience, Energy and Sustainable Ecosystems



Ocean, Earth and Atmospheric Sciences



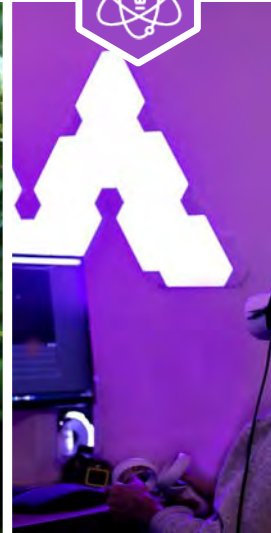
Astronomy and Space Sciences



Health and Wellness



Food Security and Agriculture



Data Sciences and Global Cybersecurity



The Asia-Pacific and Hawai'i

For each hub, establish committee to:

- Assess the current UH research and innovation landscape
- Identify challenges, opportunities, resources and local and global impact
- Develop an action plan with initiatives and tactics and design methods to measure progress and outcomes
- Analyze and Report social, economic and knowledge creation from innovation and initiatives



Climate Resilience, Energy and Sustainable Ecosystems

INITIATIVES & TACTICS

- Establish the following within UH:
 - Climate Resilient Organized Research Unit
 - Natural & Cultural Resource Management Center
- Accelerate research in Geothermal and Green Hydrogen to achieve the state's 2045 clean energy goal
- Build up infrastructure to strengthen coastal and marine conservation research, instruction, mitigation and adaptation
- Strengthen Disaster Resilience through Biocultural Restoration
- Strengthen partnerships with 'āina-based organizations (e.g. Paepae o He'ēia, Purple Mai'a, Kaluakalana, KUA)



Ocean, Earth and Atmospheric Sciences

INITIATIVES & TACTICS

- Establish a UH-led Pacific Ocean cluster to identify new blue economy opportunities and contribute to economic diversification
- Establish a Climate Research and Education Center as a hub for cutting-edge expertise, evaluation and adaptation of climate projects and impacts
- Develop a clean, climate-literate and highly paid workforce/industry



Atmospheric and Space Sciences

INITIATIVES & TACTICS

- Grow UH's space science and engineering to provide new workforce pathways to keep graduates in the islands and create highly paid space engineering jobs
- Establish a space engineering and instrument development center at Institute for Astronomy (IfA) Hilo to develop/service instruments for space-based missions and ground-based telescopes
- Expand the capabilities of the UH Space Science Initiative to include space exploration and space weather centers
- Leverage or reimagine space and research capacity for indigenous knowledge holders within astronomy and planetary sciences (e.g. 'Imiloa Astronomy Center)



Health and Wellness

INITIATIVES & TACTICS

- Create and expand John A. Burns School of Medicine (JABSOM) programs to educate, train and recruit healthcare professionals, including Native Hawaiian and Other Pacific Islanders (NHOPI), to address healthcare equality in Hawai'i
- Establish new centers to leverage investments in data sciences, bioinformatics, machine learning/AI-related approaches to healthcare (e.g. precision medicine, advanced imaging)
- Improve research to support culturally based health interventions, while recognizing their potential as new drivers of health
- Expand clinical trials utilizing personalized medicine and other novel cancer treatments
- Expand health disparities research opportunities, particularly for NHOPI



Food Security and Agriculture

INITIATIVES & TACTICS

- Support research on diversifying agriculture and aquaculture food crops (e.g. Hawai'i Climate Smart Commodities, UHWO Sustainable Community Food Systems, and planned UH Indigenous Center for Circular Economy & Justice)
- Engage in public-private partnerships to create agricultural businesses incubators at underutilized UH and state properties/facilities (e.g. Wahiawā Value-Added Product Development Center)
- Co-produce research with current 'āina organizations to develop and scale infrastructure, operations, capacity and sustainability
- Establish a Center for Sustainable Island Food Systems at UH



Data Science and Global Cybersecurity

INITIATIVES & TACTICS

- Establish a UH center for cybersecurity, data science, visualization, creative media and artificial intelligence (AI) to better engage stakeholders in education, research and technology transition
- Develop cybersecurity facilities to train industry and government executives, while generating income
- Establish a cyber accelerator program to connect faculty and students with key customers and stakeholders to enable technology transition



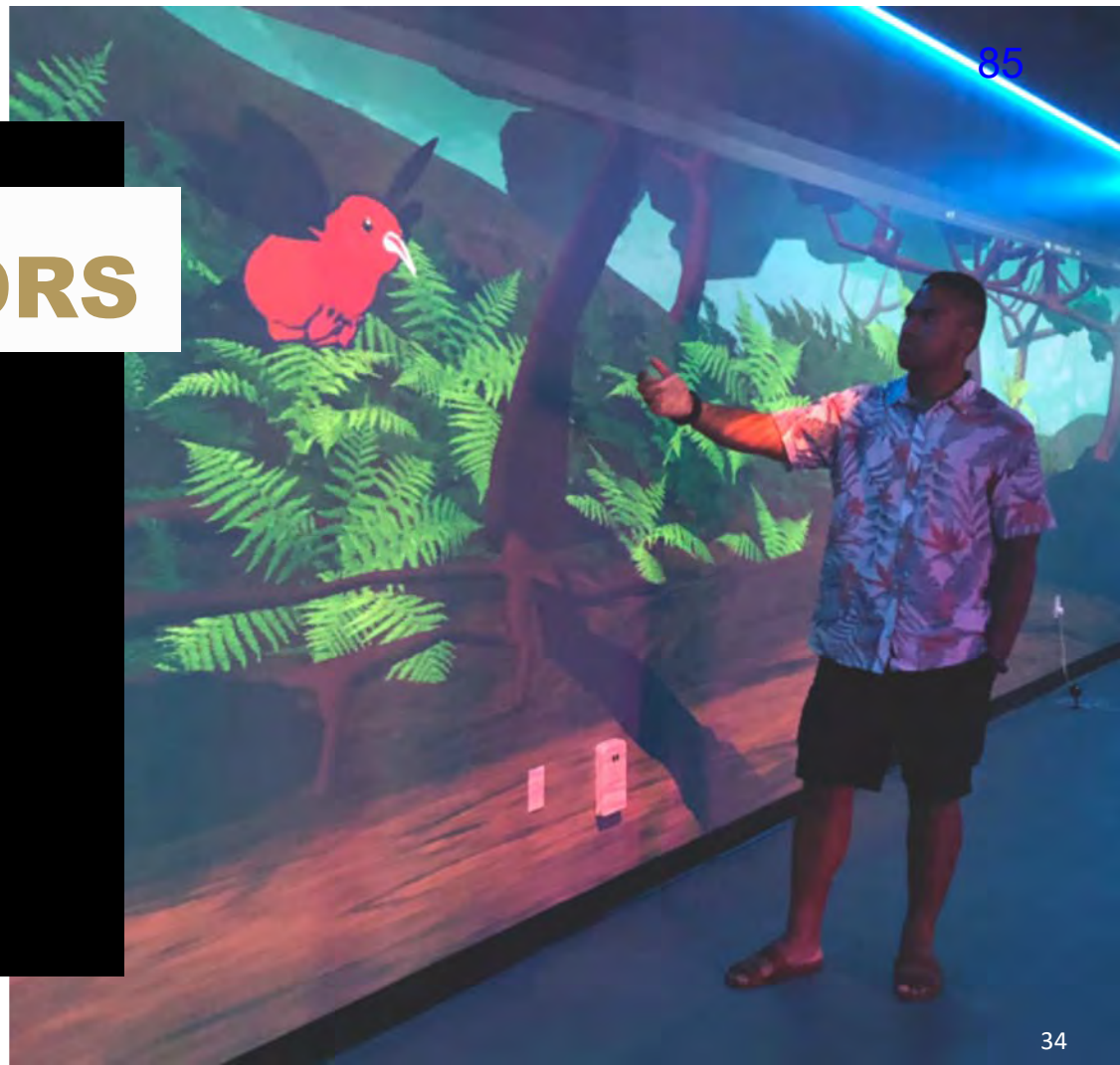
The Asia-Pacific and Hawai'i

INITIATIVES & TACTICS

- Establish an Asia-Pacific policy working group to provide strategic guidance on funding and collaborative opportunities in the region (e.g. Pacific Business Center Program, Minority Business Development Agency)
- Expand job creation and knowledge exchange opportunities throughout the region where many UH co-authors reside, including China, Japan, Australia, India, Pakistan, South Korea and Taiwan
- Provide UH leadership with comprehensive data on research and innovation in the region to better ascertain potential funding opportunities

KEY INDICATORS

- Community & industry engagement
- Companies/jobs created
- Economic impact
- Education & training
- Faculty participation & retention
- Extramural funding & philanthropy
- Intellectual property
- Investments (non-contracts/grants)

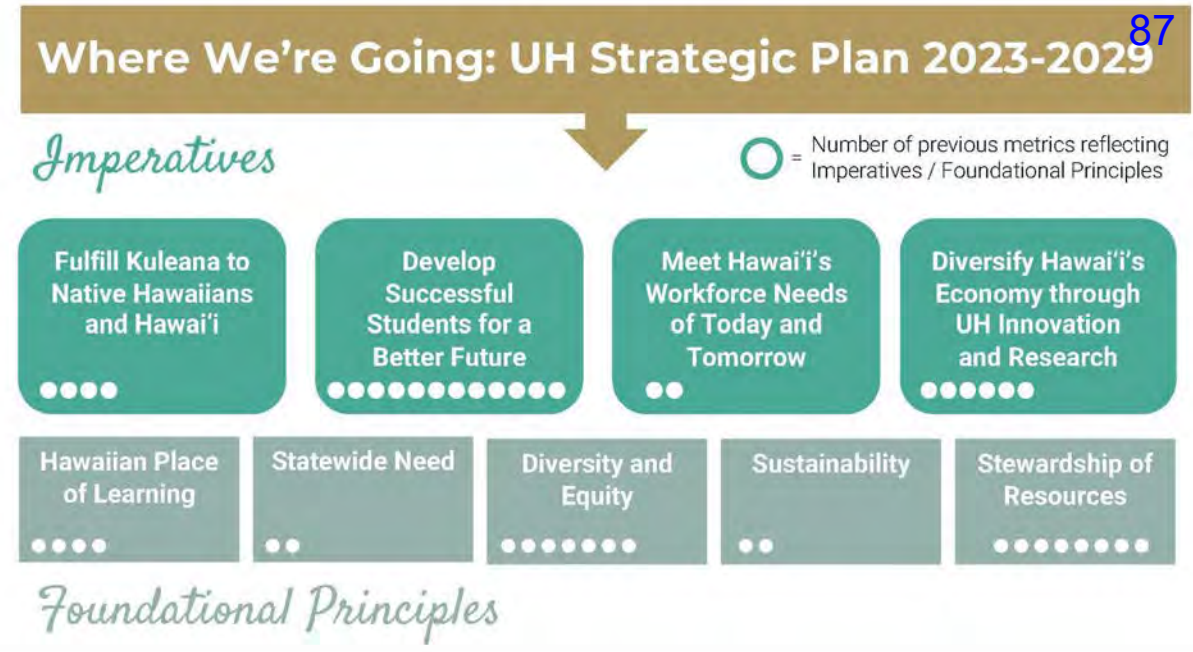


Measuring What We Value

Where We Were: Previous Metrics



Measuring What We Value



Key Performance Indicators (KPIs) as well as specific and targeted metrics, are being finalized in consultation with each imperative group and with stakeholders across the campuses.

Discussion





UNIVERSITY
of HAWAII[®]
SYSTEM

‘Ōnaehana Kulanui o Hawai‘i

UNIVERSITY OF HAWAII
BOARD OF REGENTS

24 JUL 10 AIO 40

Debora J. Halbert, PhD
Vice President for Academic Strategy

July 18, 2024

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents

VIA: David Lassner
President

FROM: Debora J. Halbert
Vice President for Academic Strategy

SUBJECT: RECOMMENDATION TO APPROVE AMENDMENTS TO BOARD OF
REGENTS POLICY (RP) 5.211 ADMISSIONS

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the revisions to RP 5.211 Admissions to reflect the administration's proposed policy changes, which are designed to align with the evolving needs of the UH System.

RECOMMENDED EFFECTIVE DATE:

Upon Board of Regents approval.

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

Revisions to RP 5.211 on admissions are recommended to align with changes that have taken place over the past two decades and current enrollment management strategies. These revisions, once approved, will bring about a more efficient and inclusive admissions process, benefiting both the UH system and its stakeholders.

Chair Gabriel Lee
July 18, 2024
Page 2

BACKGROUND:

RP 5.211 establishes the President's authority to create campus ceilings for non-resident undergraduate enrollment. Such ceilings were designed when the environment for admission of qualified undergraduate students required restrictions on non-resident enrollment so that UH campuses with limited capacity would prioritize Hawai'i residents.

UH systemwide headcount enrollments peaked in Fall 2012 with a system total of over 60,000 students compared to our Fall 2023 enrollment of just under 49,000. Only UH West O'ahu exceeds its peak of the 2012-2013 semesters, and that campus now has a far greater physical capacity at its new campus than 10 to 12 years ago. Some campuses have seen very substantial reductions; all campuses have more online courses that do not draw on campus physical facilities, and many of our campuses are serving their headcount enrollment through early college courses offered at high schools.

In the current environment, UH campuses now admit all qualified Hawai'i residents, and we continue to enjoy the capacity to admit additional students. Furthermore, nationally, the United States is facing a "demographic cliff," or at the very least, a demographic shift that will have a lasting impact on college enrollments. (See, for example, <https://wcet.wiche.edu/frontiers/2023/07/14/college-enrollment-cliffs-shifts-and-lifts/>.) Additionally, UH has formally prioritized the importance of educating residents through the BOR-approved Strategic Plan, "Hawai'i's University for Today and Tomorrow."

These changes have resulted in an environment for modern enrollment management that differs substantially from a decade ago. For UH, specifically articulated non-resident undergraduate enrollment caps are no longer necessary to ensure that priority is placed on recruitment and admission of Hawai'i residents into the UH system.

The revisions maintain the clear policy decision to prioritize Hawai'i residents in the enrollment management strategy while giving campuses flexibility to admit additional non-residents to ensure maximum class size and effective resource utilization. This commitment underscores the importance of our resident students and their integral role in the UH system.

Although the policy was undergoing formal consultation when initially reviewed by the Committee on Institutional Success, the following proposed revisions were presented to the Committee on April 4, 2024:

- Clarification that each Chancellor/Provost develops admissions requirements with graduate admissions established by the relevant graduate program.
- Clarification that any conditional admission program will clearly articulate its criteria.

Chair Gabriel Lee
July 18, 2024
Page 3

- Reinforcement that resident undergraduate students will be prioritized and no qualified undergraduate resident will be denied admission.
- Clarification that graduate and undergraduate programs targeting statewide needs should prioritize resident students.
- Removal of language establishing campus ceilings for non-resident undergraduate enrollments.

The Committee recommended that upon completion of formal consultation any additional revisions be presented to the Board of Regents for final approval. Below is a summary of further revisions proposed as a result of formal consultation.

- Added references to Hawai'i Revised Statutes and Hawai'i Administrative Rules to definitions.
- Graduate admissions criteria are split out into a separate section, with input from the "campus Graduate Division" included.
- Differential admissions policies for undergraduate and graduate level programs are split into separate sections, noting that the differential tuition paid by non-residents helps support the cost of "high-quality educational opportunities."
- New section on "Monitoring" – The Vice President for Academic Strategy shall monitor the non-resident undergraduate enrollment rates and coordinate with the President and campuses on potential changes to admissions requirements and recruitment strategies to address concerns regarding resident/non-resident enrollment balances.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the revisions to RP 5.211 Admissions to reflect the administration's proposed policy changes, which are designed to align with the evolving needs of the UH System.

Attachments:
RP 5.211 original
RP 5.211 redline v2
RP 5.211 clean v2

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



Regents Policy Chapter 5, Academic Affairs
Regents Policy RP 5.211, Admissions
Effective Date: Oct. 18, 2002
Prior Dates Amended: Sept. 21, 1970; Aug. 2, 1985; Apr. 26, 1996; Oct. 31, 2014
(recodified)
Review Date: August 2018

I. Purpose

To set forth policy regarding admissions policies.

II. Definitions:

No policy specific or unique definitions apply.

III. Policy:

- A. The board shall provide for differential admissions policies on system campuses and clear communication of university expectations to prospective students. In pursuing this purpose, the board intends to provide for a mix of students while ensuring preference for qualified Hawai'i residents. In doing so the following principles are established:
1. The University of Hawai'i at Mānoa, the University of Hawai'i at Hilo and the University of Hawai'i – West O'ahu shall utilize selective admissions criteria for all colleges and programs.
 2. The University's community colleges shall be open admissions institutions to which all residents who are high school graduates or age 18 and over and can benefit from the instruction offered shall be admitted. This policy does not preclude selective admissions to specific programs of the community colleges where pre-requisite skills and knowledge are necessary for program success or where student demand exceeds the available resources of the college.
 3. Each chancellor that uses selective admissions criteria for undergraduate admission shall develop, in concert with campus administrators and faculty:
 - a. Admission requirements communicated to assure prospective applicants who meet them of admission to the campus.

- b. Other admission criteria that are used to determine the admission of students who do not meet the higher, assured admissions criteria.
 - c. Assured admission requirements and other criteria shall be published in college catalogs and otherwise widely publicized to allow students to plan in advance for entering the campuses of the university.
- B. Differential admissions policies may be established for resident and non-resident students. In establishing admissions criteria for non-residents, the campuses shall utilize the following principles:
1. A public university's first responsibility is to provide higher education opportunities for qualified students from the community that supports it.
 2. No qualified resident applicant should be denied admission to a university campus. Implementing this policy is a major responsibility of both the two-year and baccalaureate granting campuses.
 3. At all campuses, but particularly at the community colleges, programs established for the explicit purpose of educating and training students to meet state manpower needs have a special obligation to admit qualified residents who can reasonably be expected to remain in the state upon graduation.
 4. Graduate and professional programs have a special responsibility to admit the most qualified students while demonstrating that every effort is made to enroll resident applicants who compete favorably in the admissions process.
 5. Professional programs at the four-year and graduate level must be cognizant of their responsibility to educate adequate numbers of resident professionals to serve state needs. In addition to these numbers, qualified nonresidents who pay a higher tuition can enhance the mix of students.
 6. In general, the admission of nonresidents should give priority to those who can derive special benefit from focuses of the university.
 7. Campus ceilings for nonresident undergraduate enrollments shall be established by the president in consultation with the board. The president shall promulgate policies and procedures relating to the establishment of the ceiling.

- C. Graduate admissions criteria are established by program faculty with the approval of the chancellor.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

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

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- EP 5.210

Approved as to Form:

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 5, Academic Affairs

Regents Policy RP 5.211, Admissions

Effective Date: ~~Oct. 18, 2002~~XXXX 2024

Prior Dates Amended: Sept. 21, 1970; Aug. 2, 1985; Apr. 26, 1996; Oct. 18, 2002; Oct. 31, 2014 (recodified)

Review Date: ~~August 2018~~XXXX 2027

I. Purpose

To set forth policy regarding admissions policies.

II. Definitions:

Resident - A person who meets the requirements of Hawai'i residency for tuition purposes, as set forth in Section 304A-402 of the Hawai'i Revised Statutes and Title 20, Chapter 4, of the Hawai'i Administrative Rules.

Qualified – A person who meets the published admission requirements for a campus or program. ~~No policy specific or unique definitions apply.~~

III. Policy:

A. The board shall provide for differential admissions policies on system campuses and clear communication of university expectations to prospective students. In pursuing this purpose, the board intends to provide for a mix of students while ensuring preference for qualified Hawai'i residents. In doing so the following principles are established:

1. The University of Hawai'i at Mānoa, the University of Hawai'i at Hilo and the University of Hawai'i – West O'ahu shall utilize selective admissions criteria for all colleges and programs.
2. The University's community colleges shall be open admissions institutions to which all residents who are high school graduates or age 18 and over and can benefit from the instruction offered shall be admitted. This policy does not preclude selective admissions to specific programs of the community colleges where pre-requisite skills and knowledge are necessary for program success or where student demand exceeds the available resources of the college.

3. Each Chancellor/Provost that uses selective admissions criteria for undergraduate admission shall develop admissions requirements; in ~~consultation~~ with campus administrators and faculty:
 - a. In general, undergraduate admission requirements will differ ~~between~~ UH Mānoa, UH Hilo and UH West O'ahu Admission requirements communicated to assure prospective applicants who meet them of admission to the campus.
 - b. If programs exist to conditionally admit students who do not meet campus admissions requirements, these programs will be described and the admission criteria used to admit students to these programs will be clearly articulated ~~Other admission criteria that are used to determine the admission of students who do not meet the higher, assured admissions criteria.~~
 - c. ~~Assured~~ All admission requirements ~~and other criteria~~ shall be clearly communicated and publicly available ~~published~~ in college catalogs, on campus websites, and in admissions materials ~~and otherwise widely publicized to allow students to plan in advance for entering the campuses of the university.~~
4. Graduate admissions criteria are established by program faculty and the campus Graduate Division, with the approval of the Chancellor/Provost and/or other campus administrators, i.e., Deans or Directors as appropriate.

e.

- B. Differential admissions policies may be established for resident and non-resident undergraduate students. In establishing admissions criteria for non-residents, the campuses shall utilize the following principles:
 1. A public university's first responsibility is to provide higher education opportunities for ~~qualified~~ students from the community that supports it, typically categorized as resident students.
 2. Non-resident students from across the United States and other countries are valued members of UH campus communities. They provide a diversity of backgrounds and perspectives that enrich the UH experience for residents, many of whom may not have had the opportunity for domestic or international travel. They also generally pay differential tuition, which helps support the cost of providing ~~residents with~~ high quality educational opportunities.
 - 2.3. No qualified resident applicant should be denied admission to a university campus. ~~Should demand for undergraduate admissions by residents exceed~~

capacity, the President is responsible for developing solutions to ensure that a public university education is available for all qualified residents of Hawai'i. ~~Implementing this policy is a major responsibility of both the two-year and baccalaureate granting campuses.~~

3.4. ~~At 4-year and community college~~ All campuses, but particularly at the community colleges, both with undergraduate and graduate programs established for the explicit purpose of educating and training students to meet state workforce ~~manpower~~ needs have a special obligation to admit qualified residents or others, ~~(e.g., former residents seeking to return home)~~ who can reasonably be expected to remain in the state upon graduation, assuming these students meet the applicable admissions criteria.

4.5. Graduate and professional programs in areas of strategic excellence have a special responsibility to admit the most qualified students while demonstrating ~~ensuring~~ that every effort is made to enroll resident applicants who compete favorably in the admissions process.

5.6. Professional programs at the four-year and graduate level must be cognizant of their responsibility to educate adequate numbers of resident professionals to serve state needs. In addition to these numbers, qualified nonresidents ~~who pay a higher tuition~~ can enhance the mix of students, ~~and also generally pay differential tuition, which helps support the cost of providing high quality educational opportunities.~~

6.7. In general, the admission of nonresidents should give priority to those who can derive special benefit from ~~focuses~~ of the university.

~~7. Campus ceilings for nonresident undergraduate enrollments shall be established by the president in consultation with the board. The president shall promulgate policies and procedures relating to the establishment of the ceiling.~~

~~C. Graduate admissions criteria are established by program faculty with the approval of the chancellor.~~

C. Monitoring

The Vice President for Academic Strategy (VPAS) shall monitor the nonresident undergraduate enrollment rates at all campuses each fall semester and the data shall be made publicly available. If concerns arise regarding resident/non-resident enrollment balances, the VPAS and President shall work with campuses regarding potential changes to admission requirements and/or recruiting strategies to ensure the policy objectives are met.

IV. Delegation of Authority:

There is no policy specific delegation of authority.

V. Contact Information:

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

VI. References:

- <http://www.hawaii.edu/offices/bor/>
- ~~EP 5.210~~

Approved as to Form:

~~Cynthia Quinn~~ Yvonne Lau
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 5, Academic Affairs

Regents Policy RP 5.211, Admissions

Effective Date: XXXX 2024

Prior Dates Amended: Sept. 21, 1970; Aug. 2, 1985; Apr. 26, 1996; Oct. 18, 2002; Oct. 31, 2014 (recodified)

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-
3. Each Chancellor/Provost that uses selective admissions for undergraduate admission shall develop admissions requirements in consultation with campus administrators and faculty.
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 - b. If programs exist to conditionally admit students who do not meet campus admissions requirements, these programs will be described and the admission criteria used to admit students to these programs will be clearly articulated.
 - c. All admission requirements shall be clearly communicated and publicly available in college catalogs, on campus websites, and in admissions materials.
 4. Graduate admissions criteria are established by program faculty and the campus Graduate Division, with the approval of the Chancellor/Provost and/or other campus administrators, i.e., Deans or Directors as appropriate.
- B. Differential admissions policies may be established for resident and non-resident undergraduate students. In establishing admissions criteria for non-residents, the campuses shall utilize the following principles:
1. A public university's first responsibility is to provide higher education opportunities for students from the community that supports it, typically categorized as resident students.
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 3. No qualified resident applicant should be denied admission to a university campus. Should demand for undergraduate admissions by residents exceed capacity, the President is responsible for developing solutions to ensure that a public university education is available for all qualified residents of Hawai'i.
 4. All campuses with undergraduate programs established for the explicit purpose of educating and training students to meet state workforce needs have a special obligation to admit residents or others, who can reasonably be

expected to remain in the state upon graduation, assuming these students meet the applicable admissions criteria.

5. Graduate and professional programs in areas of strategic excellence have a special responsibility to admit the most qualified students while demonstrating that every effort is made to enroll resident applicants who compete favorably in the admissions process.
6. Professional programs at the four-year and graduate level must be cognizant of their responsibility to educate adequate numbers of resident professionals to serve state needs. In addition to these numbers, qualified nonresidents can enhance the mix of students, and also generally pay differential tuition, which helps support the cost of providing high quality educational opportunities.
7. In general, the admission of nonresidents should give priority to those who can derive special benefit from foci of the university.

C. Monitoring

The Vice President for Academic Strategy (VPAS) shall monitor the nonresident undergraduate enrollment rates at all campuses each fall semester and the data shall be made publicly available. If concerns arise regarding resident/non-resident enrollment balances, the VPAS and President shall work with campuses regarding potential changes to admission requirements and/or recruiting strategies to ensure the policy objectives are met.

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V. **Contact Information:**

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

VI. **References:**

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

Approved as to Form:

Yvonne Lau

Date

Executive Administrator and
Secretary of the Board of Regents



UNIVERSITY of HAWAII SYSTEM

'Ōnaehana Kulanui o Hawai'i

UNIVERSITY OF HAWAII BOARD OF REGENTS

Garret T. Yoshimi Vice President for Information Technology and Chief Information Officer

24 MAY 28 10:13

DTS 24131

May 6, 2024

MEMORANDUM

TO: Gabriel Lee Interim 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 & Finance and Chief Financial Officer

FROM: Amy Kunz Associate Vice President for Budget and Finance/Controller

Amy S Kunz Digitally signed by Amy S Kunz Date: 2024.05.06 13:58:58 -10'00

Garret T. Yoshimi Vice President for Information Technology and Chief Information Officer

SUBJECT: REQUEST APPROVAL TO PROCEED WITH THE CONTRACTING OF THE MIGRATION AND ONGOING OPERATION OF THE KUALI FINANCIAL SYSTEM (KFS) TO THE KUALI HOSTED VERSION (FULLY HOSTED SOFTWARE-AS-A-SERVICE)

SPECIFIC ACTION REQUESTED:

Request that the Board of Regents approve the contracting for the migration of the Kualii Financial System (KFS) from the current, on-premise operation to the Kualii hosted Software-as-a-Service (SaaS) version in excess of the \$5,000,000 threshold under Section III.E. of Board of Regents Policy 8.201.

RECOMMENDED EFFECTIVE DATE:

Upon approval.

2520 Correa Road, IT Center, 6th Floor Honolulu, Hawai'i 96822 Telephone: (808) 956-3501 Fax: (808) 956-7322

An Equal Opportunity/Affirmative Action Institution

Board Interim Chair Gabriel Lee
Committee Chair Gabriel Lee
May 6, 2024
Page 2 of 4

ADDITIONAL COSTS:

The additional one-time costs to be incurred in the amount of \$3,952,397 for the migration and conversion will be funded by existing UH System special fund balances. Ongoing operational costs of \$2,053,143 to support the subscription service will be funded under UH System operations through the end of 2028, and are expected to be at about \$750,000 per year beginning in 2029.

Of note, these costs are less than 20% of the comparable costs for competing commercial products, with the one-time costs for migration to commercial alternatives expected to be a significantly higher multiple of our cost to migrate to KFS SaaS. The operating costs during the current period will be largely offset by the application of existing Kualii partner credits (\$860,315) and reductions in future infrastructure hardware and software maintenance costs.

PURPOSE:

Migration of our Kualii Financial System upkeep and operations to the Kualii SaaS environment will result in a number of ongoing benefits to UH. While the majority of these benefits are not attributed to a reduction in cost, there is a substantial avoidance of likely future costs that we would have incurred related to resource heavy upgrades and custom enhancements if we were to remain with the on-premise status quo.

- **Leap Forward to Current KFS Release With Continuous Delivery Going Forward:** Our current version of KFS was last upgraded in 2018 to the then-current version of the software, and included re-application of our set of nearly 300 UH specific customizations to the software. The upgrade effort required about two years of concentrated effort from our technical and functional teams, during which there was a “freeze” imposed on the release of new features and capabilities to KFS. Since that upgrade, only a small number of additional features have been added during ongoing maintenance activities, with none of the major changes in KFS being adopted due to the impacts to our on-premise, customized version. This migration effort will bring the UH implementation completely current with the fully maintained version of KFS, together with deprecating over 95% of our UH customizations in favor of full, current capabilities in KFS. The effort will eliminate all of the UH specific technical debt resulting from our large number of customizations, and allow the UH to receive continuous delivery of patches and enhancements under the Kualii hosted SaaS offering. UH will no longer be subject to the heavy, resource intensive, legacy freeze-and-upgrade cycles.
- **Elimination of KFS Infrastructure and Software Maintenance and Upgrade Costs:** Migration of our KFS operations to the Kualii SaaS offering will reduce the reliance on our on-premise technology infrastructure (KFS servers) and eliminate some of our ongoing software maintenance costs (KFS software and Oracle database software).

Board Interim Chair Gabriel Lee
Committee Chair Gabriel Lee
May 6, 2024
Page 3 of 4

- **Elimination of In-house Software Maintenance (Required with our Customized On-Premise Operations):** Migration of our KFS operations to the Kualu SaaS offering will eliminate the need for UH to maintain in-house technical staffing to maintain and operate the on-premise version of KFS. While this will not reduce our overall headcount, as our overall demand for technical staffing continues to rise, it will eliminate the legacy work of maintaining KFS and many of our UH specific customizations, as all of those responsibilities are shifted to Kualu (included in the Kualu SaaS offering). Existing technical staff will be upskilled to support the complex system-to-system integrations, as well as fulfill other required technical roles for UH. While many of the legacy system test and quality assurance roles are also reduced, they will also not be eliminated given the increasing demand for support across all of our enterprise systems. The elimination of the in-house maintenance load will allow us to better handle the loss of key senior institutional staff over time (of note, we have already been impacted by the recent retirement of senior technical staff). The increasing risk to stable KFS operations will be significantly reduced by shifting the responsibility for ongoing maintenance from our internal staff to Kualu.

BACKGROUND:

Kualu and KFS were borne out of frustration with traditional enterprise software vendors, by a number of large higher education institutions. Costs were continually rising, and higher education was generally required to pay a premium for software that was implemented case-by-case for each institution. In 2004, a group of universities and colleges assembled, with support from the National Association of College and University Business Officers, and a grant from the Mellon Foundation, forming the Kualu Foundation. UH was a member of that original group of institutions.

The first product emerging from that community effort was KFS. UH completed its initial adoption of KFS, and conversion from its prior mainframe based financial system, in 2012. The system continued to be updated by the consortium of institutions, under the Kualu Foundation, with UH taking on the role of applying selected updates depending on need and impact to operations.

In 2014, the Kualu Foundation and the collection of institutional partners made the decision to invest in a commercial operation, that would be formed to evolve Kualu to a fully sustainable, commercial software company. The company (Kualu, Inc.) would continue to focus on higher education, and focus its attention on our community, to bring current design to the set of Kualu products. Over its initial years, Kualu (the company) would work to establish its organizational base, and to put critical efforts into preparing the products to launch as commercially competitive products – delivered at scale, using a cloud hosted, continuous-delivery model that had become the generally accepted future for commercial enterprise products.

Board Interim Chair Gabriel Lee
Committee Chair Gabriel Lee
May 6, 2024
Page 4 of 4

UH continued to be a member of the KFS core partners group, working together with Kualu to build the KFS SaaS offering. The initial institutional partner to migrate to the KFS SaaS offering was Colorado State University (CSU). Always a challenge to be the first out the gate, CSU went live with its KFS SaaS implementation in Spring 2022. CSU's implementation continues to be successful, including remaining fully current with the continuous delivery mechanisms inherent in the Kualu SaaS product.

Second in the queue for migration to KFS SaaS was the University of Connecticut (UConn). UConn's successful migration was completed in March 2024. Ongoing conversations between CSU, UConn and UH were highly beneficial to the UH team to observe and learn from the challenges and successes of both successful migrations. In early 2023, UH committed to begin work to be the third institutional partner to migrate to the KFS SaaS product. Since that time, UH technical and functional staff have engaged with Kualu staffers to map out the migration effort, in particular spending substantial efforts to work through UH's nearly 300 customizations to identify the optimum approach to get to the KFS SaaS implementation. As a result of the effort over the past year, each of our customizations was assigned to a category: (1) to be included in the SaaS base product, (2) eliminated due to a process change by UH in favor of existing product capability, or (3) to be supported by Kualu with the majority of UH customizations accommodated under the KFS SaaS product, with a very small number of customizations remaining for ongoing support by UH. The migration plan currently has UH completing its migration in the Spring of 2026, with selected additional capabilities to follow, delivered under the KFS SaaS continuous delivery mechanism.

Successful migration to the KFS SaaS product will eliminate a number of ongoing legacy responsibilities for UH, including the costs of maintaining technical and functional staff responsible for legacy system code. This includes the elimination of the vast majority of the nearly 300 UH customizations that were specific to UH, and required ongoing, repetitive maintenance for every update of the KFS system. KFS operations in the Kualu SaaS environment also removes the need for ITS to maintain and operate the infrastructure that supports KFS, that will positively impact future costs for infrastructure refresh, and associated hardware and software maintenance. And finally, this migration eliminates the cost of KFS and Oracle software maintenance associated with our legacy on-premise KFS operation (these are transferred to Kualu and provided for under the KFS SaaS product).

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the contracting for the migration of the Kualu Financial System from the current, on-premise operation to the Kualu hosted Software-as-a-Service version.

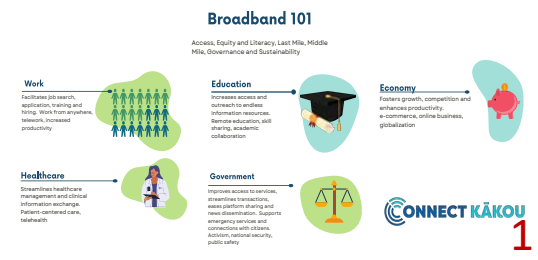
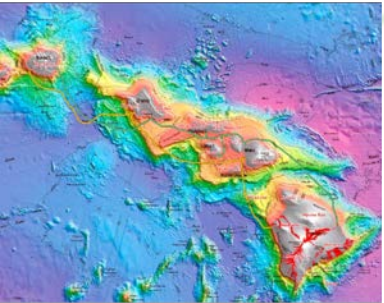
KO'OLIA

laka Nā Leo Nālanī Manu Ne



KFS Transaction Approval

BOR Committee on Institutional Success June 6, 2024



Information Technology Services (ITS)

- Systemwide + Manoa Infrastructure: *Pipes, Plumbing & Plumbers*
- Information Technology Center – Primary Data Center
Backup Data Center @ DRFortress
- High Performance Research Computing and Storage
- 24x7 Operations and Help Desk
- Information Security: Policy, Overwatch, Incident Response
- Academic Technologies: UH Online, Laulima, Video/Media
- Enterprise Systems + STAR
- Data Governance
- Research Cyberinfrastructure, Hawaii Data Science Institute, EPSCoR
- State Broadband Office

ITS Core Enterprise Systems

- Google Workspace for Education Plus*
- Banner: Student Information System
- Banner ODS: Operational Data Store**
- STAR: Pathways, Supporting Student Success
- LMS: Laulima (Sakai), Migrating to Lamakū (Brightspace)**
- Finance: Kualii Financial System (KFS)**
- HR: Peoplesoft HCM
- Plus: eLeave, eTravel, Tenure & Promotion, etc.!

*Cloud hosted or Software-as-a-Service

**Transitioning to Software-as-a-Service

Kuali Financial System (KFS) Timeline

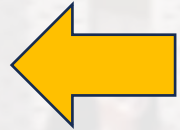
2004: UH part of a consortium of higher education institutions formed Kuali Foundation, with funding from the Mellon Foundation, to create purpose-built financial system for higher education, by higher education, as a cost effective alternative to \$\$\$ misfit commercial software



2012: UH Successfully Migrates to KFS from legacy mainframe financial system



2014: Kuali Foundation decides on next phase of work, with objective of moving to Software-as-a-Service (SaaS) Model; Kuali, Inc. is born



2015: Group of Institutional Partners Begins Working With Kuali, Inc. on KFS SaaS



2022: First KFS Institutional Partner migrates to KFS SaaS – Colorado State University



2023: UH Commits to Being Third Institution to Migrate to KFS SaaS

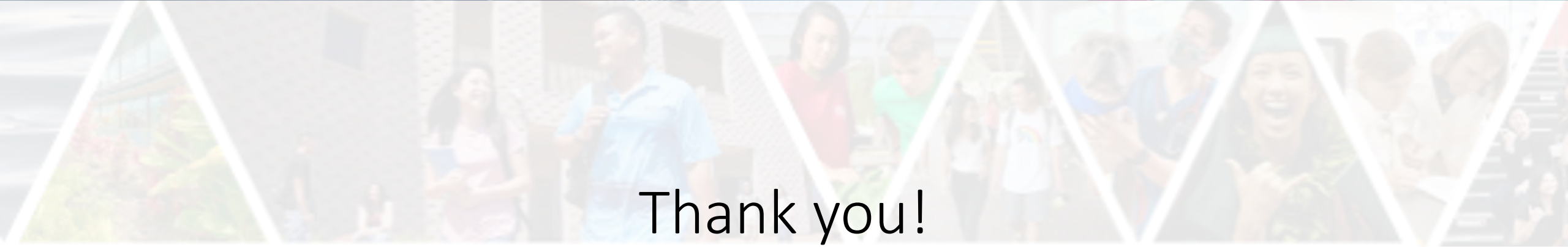


2024: Second KFS Institutional Partner migrates to KFS SaaS – University of Connecticut

Request Approval to Proceed with Transaction for UH Migration to Kualu Financial System (KFS) SaaS

[Ref. Regents Policy 8.201, Section III.E]

- Over the past year, UH and Kualu worked to identify UH customizations to eliminate in order to take fullest advantage of current KFS SaaS features and capabilities, and UH required features and capabilities to add to the KFS SaaS baseline system
- Kualu worked to refine its estimate to complete UH migration to Kualu SaaS operations by 2026; objective to migrate by FYE 2026
- Estimated cost to complete the migration effort: \$3,952,397
- Ongoing operational costs of the KFS SaaS system (through Q1 2029): \$2,053,143
- Ongoing annual operational costs (2029+): \$750,000 with annual increases
- Additional costs offset by savings in ITS Infrastructure, Oracle licenses and technical support resources



Thank you!



Questions?





UNIVERSITY
of HAWAII
HILO

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'24 MAY 31 A7:41

DTS 24086

May 23, 2024

MEMORANDUM

TO: Gabriel Lee
Interim Chair, Board of Regents

Laurie Tochiki
Chair, Committee on Student Success

VIA: David Lassner *David Lassner*
President

VIA: Bonnie D. Irwin *Bonnie D. Irwin*
Chancellor Bonnie D. Irwin (May 24, 2024 16:32 PDT)

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

VIA: Chris Holland *Chris Holland*
Vice Chancellor for Student Affairs Christopher Holland (May 24, 2024 06:06 HST)

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

FROM: Rae Matsumoto *Rae Matsumoto*
Dean, Daniel K. Inouye College of Pharmacy Rae Matsumoto (May 23, 2024 18:40 HST)

SUBJECT: REQUEST APPROVAL OF A \$500 PER SEMESTER PROFESSIONAL FEE
FOR THE DOCTOR OF PHARMACY PROGRAM AT THE UNIVERSITY OF
HAWAII AT HILO

SPECIFIC ACTION REQUESTED:

A new, professional student fee of \$500 per semester is being requested for the Doctor of Pharmacy (PharmD) program in the Daniel K. Inouye College of Pharmacy at the University of Hawaii at Hilo.

RECOMMENDED EFFECTIVE DATE:

Implementation will be no earlier than Fall 2025.

ADDITIONAL COST:

No additional cost is associated with this request.

Gabriel Lee, Interim Chair, Board of Regents
Laurie Tochiki, Chair, Committee on Student Success
May 23, 2024
Page 2

PURPOSE:

The purpose of this request is to ensure that our students have access to the necessary tools, resources, and training to succeed in their academic and professional pursuits. This request encompasses three areas to sustainably ensure continued student access to contemporary pharmacy learning resources that help them stay current with the latest developments in pharmacy practice and science.

- Digital professional learning resources: includes textbooks, platforms for exam and clinical rotation management, and other educational software to fulfill didactic and clinical experiential coursework.
- Laboratory and practical training programs: includes practical training costs such as the American Pharmacists Association Immunization and Medication Therapy Management certification, and the National Association of Chain Drug Stores Point of Care certification, along with the purchase of modern equipment, simulation tools, and resources for hands-on learning experiences that ensure that students are well prepared for real-world pharmacy practices.
- Professional development programs: includes professional liability costs, as well as targeted workshops and seminars to expose students to industry trends, best practices, and networking opportunities that will contribute to their overall growth and competitiveness in the job market.

BACKGROUND:

The Daniel K. Inouye College of Pharmacy at the University of Hawai'i at Hilo offers the only Doctor of Pharmacy degree in Hawai'i. It was founded in 2007, graduated its first class in 2011, and is committed to training a health professional workforce that can meet the needs of the citizens of Hawai'i. The tuition for the Doctor of Pharmacy program is lower than the national average, and when the Daniel K. Inouye College of Pharmacy was established, a professional student fee was not included.

Per the Board of Regents policy RP6.203, the authority to establish fees which impact a student's cost of attendance, such as professional fees, requires the approval of the Board of Regents.

Throughout its history, the Daniel K. Inouye College of Pharmacy has utilized tuition, foundation, and grant funds to cover the cost of the Doctor of Pharmacy program. When the campus was faced with budget shortfalls in 2020, select library resources were temporarily terminated, which negatively impacted the quality of education offered to students in the Doctor of Pharmacy program. In addition, students incur out-of-pocket expenditures for professional expenses tied to each individual (e.g., liability insurance, immunization certification). This presents hardships for certain students who lack immediate funds to cover these professional expenses. By moving essential individual, professional expenses into a professional fee, it can be placed on a student's account and be eligible for financial aid. Additional inclusion of pharmacy-specific resources in the professional student fee would help

Gabriel Lee, Interim Chair, Board of Regents
Laurie Tochiki, Chair, Committee on Student Success
May 23, 2024
Page 3

ensure sustainability and mitigate potential budget fluctuations that impact the campus as a whole.

In 2023 and 2024, the DKICP conducted town halls and surveys to stimulate dialog and obtain feedback from faculty, staff and students in the Doctor of Pharmacy program regarding the establishment of a professional student fee. With few exceptions, the constituencies in the college expressed support for instituting a professional fee that would be covered by financial aid, while advocating for transparency in what is included in the fee. The exceptions conveyed concerns about any type of cost increase.

As the demands and expectations of pharmacy programs continue to evolve, it is imperative to ensure that our students have access to the necessary tools, resources, and opportunities to succeed in their academic and professional pursuits. A profession student fee will help to achieve this goal.

ACTION RECOMMENDED:

It is recommended that a professional student fee of \$500 per semester be established for the Doctor of Pharmacy program in the Daniel K. Inouye College of Pharmacy at the University of Hawai'i at Hilo.

Attachment:
Fee Proposal Form and Statement

University of Hawaii at Hilo – Fee Proposal

Name of Fee: Doctor of Pharmacy Professional Fee

Proposed Action: Establish a NEW fee/person of \$500 per semester

Requestor Name and Signature:

<u><i>Rae Matsumoto</i></u> <small>Rae Matsumoto (May 23, 2024 05:55 HST)</small>	Rae Matsumoto	05/23/24
Signature	Printed Name	Date

Campus Signatures and Recommendations:

<u><i>Chris</i></u> <small>Christopher Holland (May 23, 2024 08:18 HST)</small>	Chris Holland	05/23/24	<input checked="" type="checkbox"/> Recommend
Vice Chancellor for Student Affairs Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

<u><i>Keiki Kawai'ae'a</i></u>	Keiki Kawai'ae'a	05/23/24	<input checked="" type="checkbox"/> Recommend
Vice Chancellor for Academic Affairs Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

<u><i>Bonnie D. Irwin</i></u> <small>Bonnie D. Irwin (May 23, 2024 10:38 HST)</small>	Bonnie D. Irwin	05/23/24	<input checked="" type="checkbox"/> Recommend
Chancellor Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

Fee Proposal for Review
Proposal Statement

Name of Proposed Fee: Doctor of Pharmacy Professional Fee

Outline of Proposal Sections

1. Purpose of the fee, who will be charged, and a statement of need
2. Explanation of how the proposed fee will impact the level and quality of services provided
 - 2.1 Record of previous fee increases, decreases and implementation dates
 - 2.2 What other resources have been used in the past/considered to cover these service/materials
 - 2.3 What is the benefit to the individuals receiving these materials/services
3. Supporting analysis
 - 3.1 Impact of the fee on the student's cost of attendance budget
 - 3.2 Comparisons of fees at peer and/or benchmark institutions
 - 3.3 Evidence demonstrating that the fee structure covers cost of services at the university
 - 3.4 Results of consultation with impacted individuals
4. Explanation of how fees will be collected and allocated

1. Purpose of the Fee

The field of pharmacy is dynamic and constantly evolving, with advancements in technology, research, and healthcare practices. To maintain a high standard of education that prepares our students for contemporary careers in pharmacy, it is crucial to adapt and enhance our educational offerings in alignment with the continually evolving healthcare landscape. To ensure that our students have access to the necessary tools, resources, and opportunities to succeed in their academic and professional pursuits, a new professional student fee is proposed for all students enrolled in the Doctor of Pharmacy (PharmD) program at the Daniel K. Inouye College of Pharmacy (DKICP).

2. Impact of the Proposed Fee

2.1. Record of previous fees

A professional fee has not been charged since the DKICP was established in 2007.

2.2. Other resources used in the past

Throughout its history, the DKICP has utilized tuition, foundation, and grant funds to cover the cost of the PharmD program. When the campus was faced with budget shortfalls in 2020, select pharmacy-specific resources were temporarily terminated because the DKICP was unable to make up the deficit. This negatively impacted the quality of education offered to students in the PharmD program, which remains vulnerable to budget fluctuations.

In addition to tuition and living expenses, students incur out-of-pocket outlays for professional expenditures tied to each individual (e.g., liability insurance, immunization certification). This presents hardships for certain students who lack immediate funds to cover these necessary professional expenses.

2.3. Benefit to individuals receiving these materials/services

By moving essential individual, professional expenses into a professional fee, these can be placed on a student's account and be eligible for financial aid. Additional inclusion of specialized pharmacy-specific resources in the professional fee would help mitigate potential budget fluctuations to support sustainability and program quality.

Examples include pharmacy-specific library resources which are comprised of digital textbooks and reference materials that are used by the students and can be accessed on demand. Although the cumulative expense is significant at the school level, when divided among the student body, it is much more cost-effective than purchasing textbooks. Another example is the \$500 out-of-pocket expense currently incurred by each fourth-year pharmacy student for board exam prep materials, which can be prorated over four years and eligible for financial aid when incorporated as part of a student fee

3. Supporting Analysis

3.1 Impact of the fee on the student's cost of attendance budget

The DKICP is committed to ensuring value for the cost of a PharmD education. Tuition for the PharmD program is currently \$12,048 per semester (\$24,096 annual) for Hawai'i residents and \$20,520 per semester (\$41,040 annual) for out-of-state residents. The proposed professional student fee will add \$500 per semester (\$1000 annual) to the overall cost of the program.

For comparison, annual PharmD tuition in the nation ranges from \$5,464 (in-state) to \$86,580 for first-year students. Mandatory fees range from \$0 to \$16,414. A full listing of PharmD tuition and mandatory fees for accredited schools in the US can be found at: [2022-23 Tuition and Fees at U.S. Colleges and Schools of Pharmacy | Tableau Public](#)

It should be noted that a mandatory campus fee of \$494 per year is currently levied to students enrolled at the University of Hawai'i at Hilo. Therefore, the total cost of one year in the DKICP (tuition + proposed professional fee + mandatory campus fee) would be \$25,590 for Hawai'i residents and \$42,534 for out-of-state residents. This falls within the national norms for PharmD programs, where the average (\pm SD) cost of tuition + mandatory fees based on the aforementioned data for the first year in the program is \$36,796 \pm \$13,531 (in-state) and \$44,478 \pm \$11,051 (out-of-state).

3.2 Comparisons of fees at peer and/or benchmark institutions

With regard to professional fees, the proposed \$500 per semester for the DKICP is consistent with other health professional programs that charge fees in the UH system, and pharmacy programs at peer/benchmark institutions. A select list of the most relevant are listed below:

- University of Hawai'i at Hilo School of Nursing: \$500/student/semester
- University of Hawai'i at Manoa Nursing: \$1000/student/semester
- University of Hawai'i at Manoa Dental Hygiene: \$500/student/semester
- University of Oregon College of Pharmacy: \$746.26/student/term
- Creighton University College of Pharmacy: \$312-\$577/student/year
- University of Arizona College of Pharmacy: \$7100/student/year

- Roseman University College of Pharmacy: \$5221-\$6411/student/year

3.3 Evidence demonstrating that the fee structure covers cost of services at the university

The fee structure was determined using an estimated enrollment of 130 PharmD students per year. It should be noted that specific digital resources and vendors could change over time, with the provided list reflecting relevant details at the time of proposal submission.

	Annual fee	Per student/year	Per student/semester
CORE	\$29,000	\$223	\$112
CORE Readiness	\$6500	\$50	\$25
Examsoft	\$11,878	\$91	\$46
Certifications	\$16,250	\$125	\$63
Liability insurance	\$2140	\$16	\$8
RxPrep	\$16,000	\$123	\$62
Access Pharmacy	\$20,500	\$158	\$79
APhA Pharmacy	\$8287	\$64	\$32
Lexicomp	\$6187	\$48	\$24
Enflux	\$24,900	\$192	\$96
TOTAL	\$141,642	\$1090	\$547

3.4. Results of consultation with impacted individuals

Impacted individuals include students and select faculty and staff in the DKICP. The faculty and staff consulted included those on the DKICP executive committee (deans, directors, chairs) as well as experiential education staff involved in the collection of funds to cover individual fees (e.g., liability insurance, immunization certification). There was unanimous agreement that a professional fee would better support the students and enhance the professional infrastructure of the school by adding financial stability for covering essential PharmD-specific costs in a way that was less burdensome to students (financial aid coverage) and personnel in the college (eliminate need to collect cash payments, negative impact of unpredictable budget fluctuations). The DKICP faculty and staff at large also had opportunities to comment at an all college and department meetings about the proposed plan; no dissensions were expressed.

Proactive efforts were undertaken to obtain useful student feedback. The following are dates and comments from conversations, student town hall meetings, and a student survey:

- November 27, 2023: Meeting with associate dean for academic affairs, director of student services, and P1-P3 class liaisons
- November 29, 2023: Meeting with interim dean, new dean and students; approximately 12 students in attendance in person and 2 on zoom
- January 11, 2024: Student Town Hall meeting with dean, faculty and staff; approximately 50 students in attendance in person and 3 on zoom
- January 12-19, 2024: Digital survey sent out and available to all P1-P4 students for “written” feedback

A summary of comments that were shared during the aforementioned meetings and town halls included the following:

- Concerns focused around the added cost of fees; impact on financial aid; transparency (what are the fees paying for; does it all come back to benefit them)
- Support for the plan overwhelmingly emphasized the benefits of financial aid covering the cost of the fees; they don't have to worry about coming up with out-of-pocket expenses if it is included in the fees

In addition, the results of the student survey are appended. A total of 26 pharmacy students responded to the survey: 11 P1s (46% of class), 10 P2s (37% of class), 4 P3s (11% of class) and 1 P4 (3% of class), representing a 29% response rate from the P1-P3 classes. The individual comments are included in the attachment, with overlapping themes expressed during the face-to-face meetings and town halls.

4. Collection and Allocation of Fees

Professional fees will be collected on a semester basis with the cost of tuition and disbursed to the DKICP. A fee account will be established by the business office for this purpose. The professional fee structure covers the cost of select services and programs, and will be allocated as such:

- **Enhanced Learning Resources**

The professional fee will contribute to the acquisition of state-of-the-art learning resources, including updated textbooks, digital platforms including exam and clinical rotation management, and educational software to fulfill didactic and clinical experiential coursework. This will enable students to stay current with the latest developments in pharmacy practice and science.

- **Laboratory and Practical Training Programs**

Funding from the professional fee will be allocated towards enhancing laboratory experiences and practical training opportunities, such as the American Pharmacists Association Immunization and Medication Therapy Management Certificate programs and the National Association Drug Stores Point of Care Certificate program. There may also be the need to purchase modern equipment, simulation tools, and resources for hands-on learning experiences, ensuring that students are well-prepared for real-world pharmacy practices.

- **Professional Development Programs**

The fee will help support the implementation of professional development programs, workshops, and seminars. These initiatives will expose students to industry trends, best practices, and networking opportunities, contributing to their overall growth and competitiveness in the job market. Included in this area are professional liability and board preparation costs.

In summary, the establishment of a professional student fee is essential to provide our students with a contemporary education that prepares them for successful careers in pharmacy. By investing in their learning resources, practical training, professional development, and support services, we can fulfill our commitment to student success and ensure the sustainable excellence of our pharmacy program.

DKICP Professional Student Fee Feedback Form

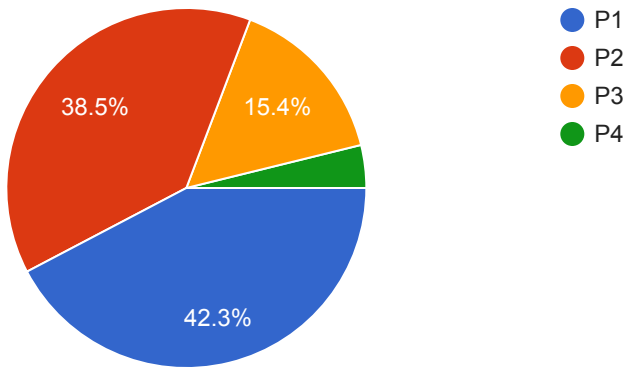
26 responses

[Publish analytics](#)

 Copy

Please indicate your pharmacy year of study:

26 responses



Please provide any comments regarding the professional student fee.

24 responses

I wouldn't mind a fee if it all goes to the "out of pocket" expenses we were required to pay for. I think it would be beneficial, especially if financial aid could help. As long as the fee is directly benefitting me as a pharmacy student, I support it.

I like the idea of the upfront fee at the beginning of the semester. However, I have a really hard time adding up the expenses that would equal \$1000 every year, especially if we would still be having to pay out of pocket for HMC and rotation site fees. I am sure that those fees were calculated correctly, it just feels like I will be giving more money than necessary for the fees we are covering now. I also appreciate the ability to have financial aid to cover the cost, however, I have been covering these fees with money from a previous budget. I would rather keep paying from my own funding than having to take out more loans that will accumulate more interest. I can make wiggle room to afford the fees with my budget as they come up but it may be more difficult to have the upfront money at the beginning of each semester, because I do not want to have to take more loans out.

I am grateful for the student forum's and look forward to participating in future forums. Thank you.

I would be OK with the professional fee as long as we won't have to pay anything out of pocket during the school year.

I would like more transparency of where our current students fees are being spent. With the other professional programs being 500 - 1000 for their program fees, I can only assume DKICP being somewhere between that range. Currently, I believe that our out of pocket fees have yet to exceed \$200 per semester. With a mandatory fee of \$500-1000 dollars per semester, I would want all of the out of pocket fees to be erased, and other perks/amenities with the extra \$300 - \$800 per semester that will be pocketed. Hopefully there will be more funds to maintain the campus better. Landscaping and groundskeeping seems to be lacking and could be improved and maintained to make the campus more welcoming. As well as vacuuming and cleaning of the lecture halls to minimize the hair balls and dust build up.

Do it! It's a lot better than having random fees emerging throughout school!

Yes

I support the implementation of the professional student fee, as not only will it help to have these fees eligible for financial aid support, but I believe it would also save time for the students who have been paying out-of-pocket for these services, as well as administration staff who are in charge of collecting these charges.



I think the required fees like the immunization/CPR training would be good to add on so that we can get more financial aid to support those costs but other things should be made optional like the new training programs, since it's likely that not everyone will utilize/benefit from it.

I highly agree with the notion of the professional fee. This is a better way to organize the program as a whole since it will be included in the tuition and there'll be no surprise fees.

sounds good to me

I feel it important to disclose an itemized list of the different expenses this fee would pay for to the students, faculty and administration. This may include what item, activity or service is being paid for, the cost or value of the item, activity or service, and what organization is providing the item, activity or service. This may answer many questions that may be asked of the school administration going forward, provide accountability for the school and provide comfort for the student's knowledge of what this expense is providing for them.

Thank you.

I support the idea of having the professional student fee mainly because I feel that it allows students to feel more financially prepared for paying the required fees as opposed to having a few weeks or days to come up with the money for various fees throughout the academic year. I also like that it gives us the opportunity to have the fees covered by financial aid.

If we do not have out of pocket expenses, then I am for and appreciate this fee. I had to wait until the last minute to order my stethoscope as I did not have \$86 to buy it. I have had to borrow and scrounge for money to pay for things during the semester, as I also use my student loans to help pay some of my bills such as rent and car. With that said, I do need my student loan money. This is a lot of debt to be going into. So if I was only going to be paying like \$150 a semester out of pocket and now I'm paying \$500 with that money, that would be an issue for me. I understand certain semesters cost more, such as NAPLEX prep. I have hesitations with the cost of the fee rising in future years, and me be paying for stuff that isn't essential to me with money that I need for my family. Currently, \$500 is reasonable and I appreciate have it out of the way and with loan money so I am not desperately trying to afford something mid-semester.

I see no issues with transitioning to a professional fee system and also see the benefits. As a student, I enjoy the transparency that DKICP has presented with each fee up to this point. Therefore if this would become a one time professional fee, I would hope there to be a breakdown of the total and continued transparency of what the funds are needed for.

I like it. I don't think any students oppose it

NO EXTRA FEES!!! Everything should be covered in our \$12,000 a semester tuition! A PharmD is already way more expensive for the students than a PhD. Charging us an additional fee of \$500, is akin to robbery. Please stop making students take out extra loans, maybe consider a pay decrease instead.



I think including these fees in our tuition is a great idea and takes the financial burden off of us. Paying out of pocket each time for these fees can be difficult at times so tying the fees into our tuition is a very helpful option to provide.

Sounds good to me

It would be highly preferred compared to the constant fees we're expected to pay.

Considering how much we actually spend on additional costs throughout the semester I feel like a fee of \$500/semester is too much. If we're considering implementing a fee, I don't think we should just copy what other parts of the UH system is doing and take into consideration how much students have actually paid in the past couple of years. I don't know exactly how much that is but I feel like it won't add up to \$500/semester. Thanks for the opportunity to share!

I do not feel that this is a good idea because I prefer to know what my money is going to. For example, I got the same stethoscope as everyone else but for only \$20 by buying it on my own rather than through the school. In addition, fafsa is not free money, I will have to pay it back anyway so I rather pay now for the smaller things so I don't have as big of a debt at the end. I feel that we should at least be able to choose and people can either choose to pay the professional fee or pay how we have been currently.

I would prefer to pay it my self so I actually know where it is going. Also with how much I pay in tuition added costs I see as unnecessary and my tuition should already cover it not be raised.

I think fees such as this should be included in the tuition. It is difficult for some people to come up with \$500 or more to pay out of pocket as a fee. Though the same can be said about the other fees we pay without a much prior notice. I would be okay with a one time pharmacy school fee that covers the exact costs of all the expenses we pay throughout pharmacy school, but if the fee is more than the total we pay out of pocket for each item throughout pharmacy school, then I'd rather continue paying per item out of pocket. Whatever amounts to the least amount of expenses on top of the tuition.

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Google Forms













DKICP Professional Student Fee memo 2024v2 (003)

Final Audit Report

2024-05-24


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Status:	Signed
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UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 24265

'24 JUL 10 A10:26

May 7, 2024

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents
University of Hawai'i

VIA: David Lassner *David Lassner*
President
University of Hawai'i

VIA: Michael Bruno *Michael Bruno*
Provost
University of Hawai'i at Mānoa

FROM: Tim Dolan *T-Dolan*
Chief Executive Officer
University of Hawai'i Foundation

Lee Buenconsejo-Lum *Lee Buenconsejo-Lum*
Interim Dean, John A. Burns School of Medicine
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE JOHN C. COUCH ENDOWED CHAIR IN HEPATOLOGY AT THE UNIVERSITY OF HAWAII AT MĀNOA JOHN A. BURNS SCHOOL OF MEDICINE

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the future establishment and naming of the John C. Couch Endowed Chair in Hepatology at the University of Hawai'i at Mānoa John A. Burns School of Medicine ("JABSOM") in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.

Chair Gabriel Lee
May 7, 2024
Page 2 of 4

ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

The purpose of the gift from John Couch is to provide support for an Endowed Chair in Hepatology at the University of Hawai'i at Mānoa John A. Burns School of Medicine ("JABSOM") to recruit and retain talented faculty, as well as to provide resources to the chair holder to enhance the research, education, and community outreach missions in the field of Hepatology.

Funds may be used by the recipient at his/her discretion to enhance and support the program.

Examples of how funds may be used include, but are not limited to:

1. A salary or supplement for the recipient; and/or
2. Any combination of costs as follows to support the recipient and enhance the goals of the program.
 - a. Research and educational program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
 - b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
 - c. Attendance at workshops, short or extended courses, and other educational opportunities on or off campus, by the recipient and/or by other members of the program.
 - d. Graduate student research assistants, residents, and fellows, and graduate/undergraduate student internships and travel.
 - e. Funds may also be used to support the recruitment and relocation expenses of the endowed chair position.

The recipient will consider input from the Dean in determining priorities and activities for research, education, and community outreach initiatives. Funds may also be used to support the recruitment and relocation expenses of the Endowed Chair recipient.

The Dean will appoint a committee to recommend candidates for the Endowed Chair. The Dean will make the final decision in awarding the Endowed Chair after conferring with the committee.

The recipient shall submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous year's related activities to the Dean.

Chair Gabriel Lee
May 7, 2024
Page 3 of 4

The candidate must:

1. Be a current faculty member or new recruit, at associate professor level or higher.
2. Hold a doctorate in medicine (Doctor of Medicine or Doctor of Osteopathic Medicine degree).
3. Have a documented record of research and strong knowledge in Hepatology.
4. Be able to provide program leadership and to make substantial contributions to the education and research goals of the program.
5. Have a distinguished record of working with learners in an academic clinical learning environment.

The appointment will be reviewed for reassignment either to the current holder or for assignment to another individual every three years, or sooner upon agreement of the Dean, in accordance with the standard review and renewal process as established by the Dean of JABSOM and in accordance with University of Hawai'i policy.

BACKGROUND:

In accordance with Board of Regents' policy governing the Delegation of Personnel Actions, Section 9.218, JABSOM requests the Board of Regents' approval for the philanthropic naming of an Endowed Chair to be known as the John C. Couch Endowed Chair in Hepatology. John C. Couch ("Donor") has made a bequest to establish the John C. Couch Endowed Chair at JABSOM. Beginning in June 2026, the Donor will make payments of \$80,000 annually for three successive years to partially fulfill that bequest, which has a total value of \$3,000,000. Subsequent annual payments toward fulfilling the bequest will be made at the Donor's discretion with any balance due to be paid on the Donor's passing.

John C. Couch is vice chairman/CEO of CM Capital Corporation (CMC), a private equity and venture capital company in Palo Alto, CA. It is a member of the Cha Group of companies and was an early pioneer of venture capital investing. Based in Hong Kong, the Cha Group's operations include textile and other manufacturing, real estate, technology, and financial services in China, the US, Europe, the UK, and Africa. CMC provides investment advice on portfolios worth over \$1B. Mr. Couch also chairs CM Capital Foundation, which supports education, healthcare, cultural, environmental, and economic initiatives in the Bay Area.

Prior to CMC, Couch was with Alexander & Baldwin for more than 20 years before he decided to take an early retirement from A&B in 1998. He has served on a wide variety of public and private company boards including Matson, Alexander & Baldwin, Pacific Resources, First Hawaiian Bank, California & Hawaiian Sugar Company, and Big Island Abalone Company. His non-profit board affiliations have included Aloha United Way, The Business Roundtable, The Boy Scouts, Bishop Museum, and the University of Hawai'i Foundation. Couch earned Bachelor and Master's Degrees in Engineering at the University of Michigan and an MBA at Stanford University.

Chair Gabriel Lee
May 7, 2024
Page 4 of 4

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the future establishment and naming of the John C. Couch Endowed Chair in Hepatology at the University of Hawai'i at Mānoa John A. Burns School of Medicine in recognition of a private donation.

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



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 24265


'24 JUL 10 AIO:26

May 7, 2024

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents
University of Hawai'i

VIA: David Lassner 
President
University of Hawai'i

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

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

Lee Buenconsejo-Lum 
Interim Dean, John A. Burns School of Medicine
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE DR. KEN AND MRS. GEMIE ARAKAWA ENDOWED CHAIR IN MEDICINE AT THE UNIVERSITY OF HAWAII AT MĀNOA JOHN A. BURNS SCHOOL OF MEDICINE

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the future establishment and naming of the Dr. Ken and Mrs. Gemie Arakawa Endowed Chair in Medicine at the University of Hawai'i at Mānoa John A. Burns School of Medicine ("JABSOM") in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.

Chair Gabriel Lee
May 7, 2024
Page 2 of 4

ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

The purpose of the gift from Dr. Ken and Mrs. Gemie Arakawa is to provide support for an Endowed Chair in the Department of Medicine at the University of Hawai'i at Mānoa John A. Burns School of Medicine ("JABSOM") to recruit and retain talented faculty, as well as to support, reward, and retain talented faculty, as well as to provide resources to the chair to enhance the research, education, and community outreach missions of the Department.

Funds may be used by the recipient at his/her discretion to enhance and support the program.

Examples of how funds may be used include, but are not limited to:

1. A salary or supplement for the recipient; and/or
2. Any combination of costs as follows to support the recipient and enhance the goals of the Department.
 - a. Research and educational program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
 - b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
 - c. Attendance at workshops, short or extended courses, and other educational opportunities on or off campus, by the recipient and/or by other members of the Department.
 - d. All graduate student research assistants, residents, and fellows, as well as participants in graduate/undergraduate student internships and travel, will be eligible to receive support. This support will be administered without any preference for specific sub-groups, ensuring it is based solely on factors such as need, merit, or other objective criteria, with no consideration of race or ethnicity.
 - e. Funds may also be used to support the recruitment and relocation expenses of the endowed chair position.

The recipient will consider input from the Dean in determining priorities and activities for research, education, and community outreach initiatives. Funds may also be used to support the recruitment and relocation expenses of the Endowed Chair recipient.

The Dean will appoint a committee to recommend candidates for the Endowed Chair. The Dean will make the final decision in awarding the Endowed Chair after conferring with the Department Chair.

Chair Gabriel Lee
May 7, 2024
Page 3 of 4

The recipient shall submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous year's related activities to the Dean and Department Chair.

The candidate must:

1. Be a current faculty member or new recruit, at associate professor level or higher.
2. Hold a doctorate in medicine (Doctor of Medicine or Doctor of Osteopathic Medicine degree).
3. Have a documented record of research and strong knowledge in medicine.
4. Be able to provide program leadership and to make substantial contributions to the education and research goals of the JABSOM Department of Medicine.
5. Have a distinguished record of working with learners in an academic clinical learning environment.

The appointment will be reviewed for reassignment either to the current holder or for assignment to another individual every three years, or sooner upon agreement of the Dean and Department Chair, in accordance with the standard review and renewal process as established by the Dean of JABSOM and in accordance with University of Hawai'i policy.

BACKGROUND:

In accordance with Board of Regents' policy governing the Delegation of Personnel Actions, Section 9.218, JABSOM requests the Board of Regents' approval for the philanthropic naming of an Endowed Chair to be known as the Dr. Ken and Mrs. Gemie Arakawa Endowed Chair in Medicine. Dr. Ken and Mrs. Gemie Arakawa ("Donors") have made a gift commitment to the University of Hawai'i Foundation to establish the Endowed Chair.

Ken C. Arakawa, MD, is a board certified physician based in Honolulu specializing in rheumatology with over 41 years of experience. He earned his BS '78 in Chemistry and MD '82 from the University of Hawai'i. He was later a resident in internal medicine at the Mayo Clinic in Rochester, Minnesota and a fellow in rheumatology in the Clinician and Investigator program at Mayo Clinic.

Dr. Arakawa is a member of the American Medical Association and a Fellow of the American College of Physicians and American College of Rheumatology. He has published articles on topics in arthritis care and is currently an Associate Professor at JABSOM.

Gemie Arakawa earned her BS '79 from the University of Hawai'i in Medical Technology. She works for her husband's clinic as a medical technologist.

Chair Gabriel Lee
May 7, 2024
Page 4 of 4

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of the Dr. Ken and Mrs. Gemie Arakawa Endowed Chair in Medicine at the University of Hawai'i at Mānoa John A. Burns School of Medicine in recognition of a private donation.

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



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The William S. Richardson School of Law
Office of the Dean
UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS 24318

24 JUL 10 A10:40

July 9, 2024

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents
University of Hawai'i

VIA: David Lassner 
President
University of Hawai'i

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

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

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

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE LEONARD HOSHIGO ENDOWED CHAIR IN LABOR LAW AT THE UNIVERSITY OF HAWAII AT MĀNOA WILLIAM S. RICHARDSON SCHOOL OF LAW

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the establishment and naming of the Leonard Hoshigo Endowed Chair in Labor Law at the University of Hawai'i at Mānoa William S. Richardson School of Law in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.

2515 Dole Street
Honolulu, Hawai'i 96822
Tel: (808) 956-6363
Fax: (808) 956-6402

Chairperson Gabriel Lee
July 9, 2024
Page 2 of 4

ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

The purpose of the gift from the Leonard Hoshijo Memorial Foundation is to provide support for an Endowed Chair in Labor Law at the University of Hawai'i at Mānoa William S. Richardson School of Law ("Law School") to recruit and retain faculty of the highest caliber.

Funds may be used by the recipient at his/her discretion to enhance and support the program.

Examples of how funds may be used include, but are not limited to:

1. Salary support for the recipient based on the determination of the Dean of the Law School ("Dean").
2. Recruitment and retention of world-class faculty and students, drawn to a college with elevated prestige and a renowned faculty, committed to addressing inequality and facilitating fair and safe labor practices.
3. Program support as follows:
 - a. Providing resources for an esteemed member of the faculty to research, train, and practice in the field of Labor Law.
 - b. Travel by the recipient and/or other members of the Law School to other universities, government agencies, and industry visits, provided such travel opportunities are related to Labor Law.
 - c. Attendance at workshops, short or extended courses, and other educational opportunities on or off campus by the recipient and/or other members of the Law School, provided such travel opportunities are related to Labor Law.
 - d. Support for Law School faculty, junior faculty, fellows, graduate researchers, and professionals, including paid graduate assistantships, internships, and mentoring, provided such support is related to Labor Law.
 - e. Support for research, curriculum, and/or program development in Labor Law.
 - f. Promotion of deep mentorship and community-relevant Labor Law Scholarship.

The recipient will consider input from the Dean in determining priorities and activities for research, education, and community outreach initiatives. Funds may also be used to support the recruitment and relocation expenses of the endowed chair position.

Chairperson Gabriel Lee
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Page 3 of 4

The Dean will appoint a committee to recommend candidates for the Chair. The Committee shall include the Dean, retired Associate Dean of Student Services Ronette Kawakami (serving in an ex-officio capacity), Law School professors with expertise in Labor Law, one (1) Donor representative (ex-officio), and two (2) representatives appointed by the Hawai'i State AFL-CIO (ex-officio). Ex-officio members shall have advisory roles on the committee. The Dean will make the final decision in awarding the Chair after conferring with the committee.

The candidate must:

1. Be a current Law School faculty member or new recruit from another accredited law school.
2. Hold a JD and be eligible for appointment to a tenure-track faculty position.
3. Have a documented record of teaching, research, scholarship, and strong knowledge of Labor Law.
4. Be able to provide program leadership and to make contributions to the education and research goals of the Law School.
5. Have a strong interest in and substantial record of working with students.

The program and the recipient of the Chair shall be reviewed for reassignment either to the current holder or for assignment to another individual at three (3) to five (5) year intervals. If the Chair is vacated, the selection process for his/her replacement shall be conducted in the manner as described above.

BACKGROUND:

In accordance with Board of Regents' policy governing the Delegation of Personnel Actions, Section 9.218, JABSOM requests the Board of Regents' approval for the philanthropic naming of an Endowed Chair to be known as the Leonard Hoshijo Endowed Chair in Labor Law. The Leonard Hoshijo Memorial Foundation ("Donor") has made a pledge of \$7,000,000 to establish the Leonard Hoshijo Endowed Chair in Labor Law. Beginning in June 2024, the Donor will make payments of \$1,400,000 annually for five successive years.

Leonard Paul Hoshijo dedicated his life to public service. As an activist, organizer, educator, and union staff member and officer, he supported, uplifted, and championed the rights of working people.

Leonard was a passionate advocate against predatory practices. After graduating from college, he served at the International Longshore and Warehouse Union, Local 142, for 26 years, quickly establishing a reputation as a determined leader and fearless fighter for social justice. Following his years of service with the ILWU, he joined the Hawai'i Regional Council of Carpenters as their Education and Political Director for fifteen years.

Chairperson Gabriel Lee
July 9, 2024
Page 4 of 4

Leonard was also involved in the Hawai'i State Department of Labor and Industrial Relations, where he was appointed Deputy Director in 2015, became acting Director in 2017, and was appointed Director in 2018 by Gov. David Ige. He was re-appointed Deputy Director in January 2019, a position he held until his retirement in September 2019.

Throughout his career, Leonard volunteered in leadership roles for groups including the Hawai'i Labor Heritage Council, Hawai'i Council for Housing Action, national board of the Asian Pacific American Labor Alliance, Hawai'i Visitor and Convention Center Bureau, 90th Anniversary of Okinawan Immigration Committee, Hawaiian Electric Company Integrated Resource Advisory Group, the Center for Labor Education and Research at the University of Hawai'i, State Judicial Selection Committee, and Blood Bank of Hawai'i.

Leonard was born on November 3, 1951, and passed away peacefully on October 21, 2021, surrounded by his family. He is survived by his wife Ronette Kawakami, sister Katherine O'Connor, brother William Hoshijo (Joyce), daughters Jennifer (Daniel) Leung, Andie Hoshijo, and Kai Hoshijo, and granddaughters Maggie and Charlotte Leung.

A graduate of Kalani High School and Antioch College with a post-graduate degree in education from the University of Hawai'i, Leonard was a UH Rainbow Warrior football fan. He enjoyed pick-up basketball at the YMCA, playing full-court games well into his 60s. Most of all, he cherished spending time with his family, especially his daughters.

ACTION RECOMMENDED:

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of the Leonard Hoshijo Endowed Chair in Labor Law at the University of Hawai'i at Mānoa William S. Richardson School of Law in recognition of a private donation.

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



UNIVERSITY
of HAWAI'I
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

24 JUL 10 10:00

April 25, 2024

DTS 24214

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents

VIA: David Lassner *David Lassner*
President

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

VIA: Michael Bruno
Provost *Alexander Ortega* for Michael Bruno

VIA: Laura Lyons *Alexander Ortega*
Interim Vice Provost for Academic Excellence

FROM: Alex Ortega **Alexander Ortega** Digitally signed by Alexander Ortega
Date: 2024.04.25 12:23:01 -10'00'
Dean, Thompson School of Social Work & Public Health

SUBJECT: EXCEPTION – EMERITUS REQUEST FOR NOREEN MOKUAU

SPECIFIC ACTION REQUESTED:

It is requested that approval be given to award Dr. Noreen K. Mokuau the dean emeritus title. She retired from the University of Hawai'i at Mānoa on July 31, 2020 with more than five (5) years of full-time service at rank 5 and served as an Emeritus Professor.

RECOMMENDED EFFECTIVE DATE:

Upon the Board of Regent's approval.

ADDITIONAL COST:

There are no additional costs associated with this request.

Interim Chair Gabriel Lee
 April 25, 2024
 Page 2

PURPOSE:

The purpose of this request is to honor Dr. Noreen K. Mokuau, a prominent leader in social work. Dr. Mokuau has contributed to the growth of the Thompson School of Social Work and Public Health and the University of Hawai`i at Mānoa through her leadership, teaching, scholarship, and service. By awarding her this title, the school, university and community will continue to benefit from her contributions. Since her retirement, she has remained active particularly in the area of scholarship. Examples of her activities after retirement include:

Scholarship:

In 2023, Dr. Mokuau co-authored a book with Yoshimoto, S.K. and Braun, K.L - Ka māno wai - Source of life. Honolulu: University of Hawai`i Press

April 2024, she took part in an Ola HAWAII. Presentation (w/Jerris Hedges, Noemi Polgar, Nicholas James, Nani Morgan, James Yess) at the Research Centers in Minority Institutions Consortium Annual Conference. Bethesda, Maryland.

February 2024. Move Upstream: Determinants of Health for Native Hawaiians and Pacific Islanders. National Institute of Minority Health and Health Disparities Workshop (Virtual).

February 2024.. Bringing Forth the Light: Ka Lama Kū O Ke Ao. Presentation (w/Claire Hughes and Kaleo Paik). Mits Aoki Foundation Annual Meeting. Honolulu, Hawai`i.

April 2023. Ola HAWAII. Presentation (w/Jerris Hedges, Gehan Devendra, Juwon Park) at the Research Centers in Minority Institutions Consortium Annual Conference. Bethesda, Maryland.

March 2022. Ola HAWAII. Presentation (w/Jerris Hedges, Gehan Devendra, Juwon Park, Mapuana Antonio) at the Research Centers in Minority Institutions Consortium Annual Conference (Virtual).

CONTRACTS/GRANTS

Active

09/01/2022-08/31/2027 2U54MD007601-36 (Hedges/Mokuau, Multiple PIs)\$24M

NIH/NIMHD

Ola Health And Wellness Achieved by Impacting Inequalities (HAWAII)

The objective of the Center, named Ola HAWAII, is to improve minority health and reduce health disparities for those communities in Hawai`i which suffer disproportionately in health outcomes and healthcare access.

Interim Chair Gabriel Lee

April 25, 2024

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Completed

09/01/2017-08/31/2022 2U54MD007601-31 (Hedges/Mokuau, Multiple PIs) 09/01/2017-08/31/2022 \$23M

NIH/NIMHD

Ola Health And Wellness Achieved by Impacting Inequalities (HAWAII)

The objective of the Center, named Ola HAWAII, is to grow and support a community of health disparities investigators (the “workforce”) to harness the power of diverse thought (the “thinkforce”) to determine the causes of and interventions for health disparities.

BACKGROUND INFORMATION:

Per Executive Policy EP 9.209, Guidelines For Requests To Award Emeritus Title, the emeritus title is awarded to faculty members who retired from the University with five (5) or more years of full-time service at the rank of full professor. The dean emeritus title is an honor bestowed by the Board of Regents who has delegated authority to award individuals who meet the criteria.

She is the first Native Hawaiian woman with a doctorate in social work and the first Native Hawaiian dean of social work. A hallmark of her legacy for social work, public health, and the center on aging, is captured in her statement:

We are committed to educational excellence for achieving social justice and health equity. As social workers and public health workers, we understand that when we lift the most vulnerable among us, we lift the entire global community.

Dr. Noreen Mokuau served the University of Hawai`i at Mānoa for 37 years, 26 years at rank 5 and the last ten years as Dean of the Thompson School of Social Work and Public Health. Her educational legacy in teaching, research, and service is highlighted in her contributions in social justice, with attention to Native Hawaiians, women, and older adults.

Instruction

- As a distinguished teacher and mentor, she was awarded the UH Presidential Citation for Meritorious Teaching (1994), the UH Regents Excellence in Teaching Award (1997), and the Lifetime Achievement Award in Education from the National Association of Social Workers, Hawai`i Chapter (2014).

Scholarship

- She has edited three books, authored more than 100 publications, and provided more than 50 national and international presentations. In 2023, she published a University of Hawai`i Press book with co-authors Kukuna Yoshimoto and Kathryn Braun, titled Ka Mano Wai. The book focuses on the stories of kumu loa (expert teachers) and cultural solutions to social justice and health equity.
- She has been Multiple Principal Investigator (with Dean Jerris Hedges) for nearly \$100 million in interdisciplinary extramural grants including Ola HAWAII and RMATRIX II, both funded by the National Institute for Minority Health and Health Disparities. She has also been the Principal Investigator and Co-Investigator of Hā Kūpuna: National Resource Center for Native Hawaiian Elders, funded by the US Administration on Aging.

Interim Chair Gabriel Lee

April 25, 2024

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Service

- She has been elected to the National Association of Deans and Directors (NADD) of Schools of Social Work (2017-2020) and appointed to the Commission for Diversity and Social and Economic Justice of the Council on Social Work Education (CSWE) (2013-2019).
- In service to Native Hawaiians, she has served as the Chair of the Board of Trustees of The Queen's Medical Center (2007-2012), and was awarded the O'o Award from the Native Hawaiian Chamber of Commerce (2014) and Educator of the Year from the Native Hawaiian Educators Association (2015).

Attached: A tribute from faculty leadership in Social Work, Public Health and the Center on Aging, was published in the Hawaii Journal of Health and Social Welfare upon her retirement in August 2020 - Aloha e Dean Mokuau (pp. 259-261).


Dr. Mokuau received the title of Professor Emerita in September 2020, but she is requesting an exception so that she may be granted the title of Dean Emerita. She works closely with Dean Emeritus Jerris Hedges on research and as they sign off on the same letter or document, there has been confusion between Dr. Mokuau's title of Retired Dean and Professor Emerita and Jerris Hedges' title of Dean Emeritus. If she is granted the title of Dean Emerita, she will rescind her emerita title of professor.

As Dean Emerita, Dr. Mokuau will continue to make significant contributions to the University of Hawai'i at Mānoa in educational endeavors that intersect with her areas of expertise. Specifically, her scholarship in culturally-anchored solutions to social justice and health equity; her leadership in research grants in health disparities and aging; and her service in social welfare and health. Per procedure, the UHM Deans and Directors were consulted and the majority of responses received were overwhelmingly positive.

Interim Chair Gabriel Lee

April 25, 2024

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Dr. Noreen Mokuau's address is: 

In May 2020, the full faculty of the Department of Social Work considered Dean Mokuau's accomplishments and overwhelmingly supported and recommended her for the Emerita Title with no dissenting voices and no identified concerns.


ACTION RECOMMENDED:

It is recommended that approval be given to award the dean emeritus title to Dr. Noreen Mokuau, Thompson School of Social Work.

APPROVED / DISAPPROVED:

Attachments

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



Hawai‘i Journal of Health & Social Welfare

A Journal of Pacific Health & Social Welfare

August 2020, Volume 79, No. 8, ISSN 2641-5216

HAWAI‘I JOURNAL WATCH

Karen Rowan MS

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MEDICAL SCHOOL LOCATION AND SEX AFFECT THE IN-STATE RETENTION OF PEDIATRIC RESIDENCY PROGRAM GRADUATES IN HAWAI‘I

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Aloha E Dean Mokuau: *Mai Ka Ho‘oku‘i A Ka Hālāwai. From Zenith to Horizon*
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Hawai'i Journal of Health & Social Welfare

ISSN 2641-5216 (Print), ISSN 2641-5224 (Online)

Aim:

The aim of the Hawai'i Journal of Health & Social Welfare is to advance knowledge about health and social welfare, with a focus on the diverse peoples and unique environments of Hawai'i and the Pacific region.

History:

In 1941, a journal then called The Hawai'i Medical Journal was founded by the Hawai'i Medical Association (HMA). The HMA had been incorporated in 1856 under the Hawaiian monarchy. In 2008, a separate journal called the Hawai'i Journal of Public Health was established by a collaborative effort between the Hawai'i State Department of Health and the University of Hawai'i at Manoa Office of Public Health Studies. In 2012, these two journals merged to form the Hawai'i Journal of Medicine & Public Health, and this journal continued to be supported by the Hawai'i State Department of Health and the John A. Burns School of Medicine.

In 2018, the number of partners providing financial backing for the journal expanded, and to reflect this expansion the name of the journal was changed in 2019 to the Hawai'i Journal of Health & Social Welfare. The lead academic partners are now the six units of the UH College of Health Sciences and Social Welfare, including the John A. Burns School of Medicine, UH Public Health, the Myron B. Thompson School of Social Work, the School of Nursing and Dental Hygiene, the UH Cancer Center, and the Daniel K. Inouye College of Pharmacy. Other partners are the Hawai'i State Department of Health and the UH Office of the Vice Chancellor for Research. The journal is fiscally managed by University Health Partners of Hawai'i.

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HAWAI'I JOURNAL WATCH

KAREN ROWAN MS

Highlights of recent research from the University of Hawai'i and the Hawai'i State Department of Health

MENTAL HEALTH IN KOREAN OLDER ADULTS

The prevalence of mental distress among Korean older adults in America is high, yet this population tends to have low use of mental health services. Researchers including Seunghye Hong PhD, of the Myron B. Thompson School of Social Work, examined data from the Study of Older Korean Americans, a survey of Korean immigrants ages 60 and older in five states including Hawai'i. Results showed 30% of participants reported mental distress, and only 5.7% reported using professional mental health services. The participants with more physical health constraints were more likely to have high levels of mental distress and to utilize mental health services. Importantly, participants' with higher objectively measured mental distress but higher self-rated mental health were less likely to use mental health services than those with lower self-rated mental health. The researchers concluded that intervention efforts with this population should focus on promoting self-awareness and recognition of mental distress.

- Jang Y, Chiriboga DA, Park NS, et al. The role of self-rated mental health in seeking professional mental health services among older Korean immigrants [published online ahead of print, 2020 Apr 30]. *Aging Ment Health*. 2020;1-6. doi:10.1080/13607863.2020.1758908

COMMUNICATION WITH FAMILIES DURING COVID-19

The COVID-19 pandemic changed the in-hospital experiences of families of children with medical complexity. Isolation procedures, visitation policies, and rounding practices increase family stress. A team of authors made up of parents, nurses, physicians, educators, and researchers, including Shilpa Patel MD, of the John A. Burns School of Medicine, asked family advisors and health care providers for suggestions on maintaining excellent communication in this setting. Family advisors said providing clear, timely communication reduces patient and family anxiety. Engaging family members with responsibilities to complete, such as recording patient symptoms, can help increase a sense of control, as can reinforcing the message that patients and families are experts about themselves. Programs such as Zoom and Skype can facilitate frequent communication. In summary, the authors wrote, changes in workflows to ensure patient- and family-centered care remain a priority can reduce stress of hospitalization.

- Rosenbluth G, Good BP, Litterer KP, et al. Communicating effectively with hospitalized patients and families during the COVID-19 pandemic [published online ahead of print, 2020 Jun 17]. *J Hosp Med*. 2020;10.12788/jhm.3466. doi:10.12788/jhm.3466

FIRE SAFETY BEHAVIORS AMONG THE OCCUPANTS OF HIGH-RISE BUILDINGS

The behaviors of high-rise building occupants during emergencies is an important issue in disaster preparedness. In a scoping review aimed at describing literature on high-rise occupant fire safety behaviors, Gary Glauber PhD, of the School of Nursing and Dental Hygiene, examined 14 peer-reviewed articles. Results showed the occupants of commercial high-rise buildings reported high levels of participation in fire drills, but did not always then move to other floors, nor exit the building during drills. Commercial high-rise

occupants had insufficient knowledge of evacuation procedures and were not able to identify proper procedures. Occupants of residential high rises were less knowledgeable about buildings' fire safety features compared with commercial high-rise occupants. Most studies focused on commercial high-rise occupants; more research is needed on residential high-rise occupants' fire safety knowledge, attitudes, and behaviors. Public health nurses can engage high-rise residents in emergency preparedness planning.

- Glauber G. Scoping review of fire safety behaviors among high-rise occupants: Implications for public health nursing. *Public Health Nurs*. 2020;37(3):371-379. doi:10.1111/phn.12728

CARCINOGENIC CHEMICALS IN WEEDS NEED FURTHER RESEARCH

Chemicals called 1,2-dehydroPAs are produced by weeds in agricultural systems throughout the world. In an opinion article, researchers including Russell Molyneux PhD, of the Daniel K. Inouye College of Pharmacy, outline the research avenues that could be used to investigate the possible role of 1,2-dehydroPAs in human cancers. In the body, these chemicals are metabolized to form compounds called 6,7-DHP-esters and other products, which damage liver cells. It is possible that these metabolic products cause mutations that lead to human health issues. Plausible examples include a liver disease called hepatic veno-occlusive disease, a lung disease called pulmonary veno-occlusive disease, and cancers such as rhabdomyosarcoma, a cancer of the muscles. The researchers concluded that more research is needed to know definitively whether these compounds are linked to these health conditions.

- Edgar JA, Molyneux RJ, Colegate SM. Linking dietary exposure to 1,2-dehydropyrrolizidine alkaloids with cancers and chemotherapy-induced pulmonary and hepatic veno-occlusive diseases. *J Agric Food Chem*. 2020;68(22):5995-5997. doi:10.1021/acs.jafc.0c02582

FACILITATORS AND BARRIERS TO IMPLEMENTING SELF-MEASURED BLOOD PRESSURE MONITORING PROGRAMS IN HAWAI'I

When 5 community health centers in Hawai'i started programs in 2016 to teach patients to track their blood pressure at home with monitors, there was no standard, CDC-approved curriculum for such programs. Researchers led by David Stupplebeen, PhD, previously with the Office of Public Health Studies, conducted a process evaluation with program providers at these health centers. Researchers found the program inputs included grant funds for hiring support staff and monitors and educational materials donated by the American Heart Association. The programs succeeded in recruiting and enrolling participants, and providing patients with not only monitors, but also diet-related education, food preparation demonstrations, and referrals to nutritionists. Barriers to self-monitored blood pressure programs included inadequate material supports, data management difficulties, and staff turnover. The evaluation concluded that policy makers should consider developing protocols for self-measured blood pressure monitoring programs that can be used off the shelf and providing further supports to implementation sites.

- Stupplebeen DA, Pirkle CM, Sentell TL, et al. Self-measured blood pressure monitoring: Program planning, implementation, and lessons learned from 5 federally qualified health centers in Hawai'i. *Prev Chronic Dis*. 2020;17:E47. Published 2020 Jun 25. doi:10.5888/pcd17.190348

Medical School Location and Sex Affect the In-State Retention of Pediatric Residency Program Graduates in Hawai'i

David Kurahara MD; Faith D. Hamamura BA; Christine Ifuku JD; John J. Chen PhD; Chloe A. Liu MS; Elisabeth M. Seamon MPH; Chloe S. Miwa; Brienna Maestas BS; Ria Oba; Shilpa J. Patel MD; and Bruce Shiramizu MD

Abstract

The objective of this study was to assess the impact of medical school, sex, career choice, and location of practice of one pediatric residency program on physician workforce. This is a retrospective study of all categorical pediatric graduates of a residency program located in Honolulu, Hawai'i from 1968 to 2015. Information on medical school training, sex, career choice (general pediatrics or specialty), and location of practice were studied by examining data into five 10-year graduation periods. The program graduated 319 residents over nearly a 50-year timespan. Of these, 181 (56.7%) residents remained in Hawai'i to practice (adjusted odds ratio [OR] = 7.46, 95% confidence interval [CI]: 3.61-15.43). There were 125 (39.1%) graduates who relocated to the continental US with the majority moving to the West (55.2%), while other graduates moved to the South, Midwest, and Northeast (25.6%, 13.6%, and 5.6%, respectively). The remaining 13 (4.1%) graduates moved internationally. Female residents steadily increased over time ($P < .001$), with females significantly choosing general pediatrics (OR = 3.05, 95% CI: 1.91-4.89). In the time periods with the highest percentage of University of Hawai'i medical school graduates, there was an increased percentage of graduates staying in Hawai'i. This study examined the regional and national impact of a small residency program. The results indicated that trends in gender and the impact of medical school location were important in establishing a pediatrician workforce for local communities. Support of both medical school and residency education should be considered when assessing future workforce needs.

Keywords

Medical Education, Pediatric Workforce, Pediatric Residency, Pediatric Specialty, General Pediatrics

Abbreviations

CI = confidence intervals
 IMG = International medical graduate
 JABSOM = John A. Burns School of Medicine
 OR = odds ratio
 KMCWC = Kapi'olani Medical Center for Women & Children
 UH = University of Hawai'i
 UHPRP = University of Hawai'i Pediatric Residency Program
 US = United States

Introduction

The contributions to physician workforce from a specific residency program to the local and national communities have rarely been described in the literature.¹ One study evaluated the regional effect of closing family medicine residency programs, with the negative economic and geographic impact going undetected for years.² Hawai'i has the second-highest percentage of

active physicians over the age of 60 (32.9%) in the nation raising significant concerns for future physician workforce issues.³

Recent trends in the field of pediatrics have indicated a shift in gender and generational influences on the pediatric workforce.⁴ In order to sustain an adequate number of pediatricians, it is necessary to closely examine current trends, anticipate future needs, and formulate recruitment and retention strategies. Therefore, a balance of pediatric generalists and specialists is necessary to adequately care for the pediatric population in Hawai'i and the Pacific Basin.

As of 2018, Hawai'i is currently impacted by a physician shortage of 513 full-time physician equivalents.⁵ Data from 2016 revealed that 113 (33.5%) of 337 pediatricians in the state were over the age of 60. This may mean that many may retire in the next decade.⁶ Assuming no new pediatricians were added to the state's workforce, the remaining general pediatricians would theoretically only cover two-thirds of the patient population over the next 10 years or be overburdened to take on more patients. These workforce trends should be examined to strengthen graduate medical education for the community in order to supply sufficient numbers of pediatricians for the childhood population. In addition, Hawai'i's geographic isolation further restricts training a pediatrician workforce with enough capacity to adequately care for the children in the entire state.

The education and training landscape for the study is unique because Hawai'i is geographically isolated from the continental United States (US). This program is the only civilian pediatric residency in the state and is affiliated with the sole medical school in the state, the University of Hawai'i John A. Burns School of Medicine (JABSOM). This manuscript evaluated the effect of physicians trained in 1 residency program on the entire country and addresses the impact of these pediatricians on the regional workforce needs. The objective of this paper focused on the impact of a residency program on the physician workforce by investigating the career paths, changing demographics, and location of practice from an entire pediatric residency program's history over nearly 5 decades.

Methods

The University of Hawai'i Pediatric Residency Program (UH-PRP) maintained an alumni database featuring all graduates from

1968 to 2015. UHPRP is based at Kapi'olani Medical Center for Women & Children (KMCWC), the primary children's hospital in Hawai'i and the major tertiary referral hospital for most children in the Pacific Basin. All pediatric specialties are available at this hospital, including a pediatric intensive care unit and a tertiary neonatal intensive care unit. Currently, as of 2019, the pediatric residency program has 24 residents and adds 8 new interns per year with 2 post-graduate chief residents for a total size of 26 resident positions per year.

JABSOM is the only Liaison Committee on Medical Education-accredited medical school available in the Pacific Ocean, making the university an important source of recruitment for the pediatric residency program. The first JABSOM graduates of the 4-year medical school were in 1975.⁷ In addition, a physician rating and comparison database was used to collect demographic data of the total pediatric workforce currently in Hawai'i.

Residency graduates were classified into 3 categories of medical schools: JABSOM, continental US medical schools, and international medical schools. The graduates were further categorized based on their career choice into general pediatrics or specialties. The lead author of this manuscript is the current program director of the pediatric residency and has a database of the graduates' last known practice. The database is updated when graduates move practice because credentialing must go through the pediatric residency program office. Only categorical pediatric residents were included in this study. Medicine/pediatric and triple-board psychiatry/pediatric graduates were excluded because these programs were only a short time period of the history of the pediatric residency program. The data were then grouped by roughly 10-year time periods based on their graduation year from the residency program. The first time period (1968–1975) was inclusive of 8 years due to limited information and shorter residency requirements. The subsequent 10-year time periods were defined as 1976–1985, 1986–1995, 1996–2005, and 2006–2015.

Statistical Analysis

Data for the residency graduates were summarized by descriptive statistics and compared by time periods as described above. Unadjusted and adjusted logistic regression analyses were performed to evaluate the association between practicing in Hawai'i after residency and graduating from the local medical school. Odds ratios (OR) and respective 95% confidence intervals (CI) were derived. The OR were adjusted for the following possible confounding variables: residency training, sex, medical education, and year of graduation. A 2-sided *P* value of less than .05 was denoted as statistically significant. All data analyses were conducted using SPSS 23 software for Windows (Armonk, NY). Institutional review was done by Hawai'i Pacific Health Research Institute and was deemed exempt from full review by the Institutional Review Board.

Results

Geographic distribution of UHPRP graduates

There were 319 UHPRP graduates who completed the program over the 48-year time period. Following completion of the program, the graduates settled over a wide geographic area with their last known practice locations indicated in Figure 1. Of the total 319 pediatric graduates, 181 (56.7%) decided to stay and practice in the state of Hawai'i, while 13 (4.1%) moved to international locations, including Canada, England, Hong Kong, Japan, Micronesia, and Thailand. US Census Bureau regions were used to describe the distribution of these graduates across the country.⁸ The remaining 125 (39.1%) moved to the continental US to practice. Of these, the majority at 55.2% (*n* = 69) relocated to the western region (excluding Hawai'i), followed by 25.6% (*n* = 32) to the southern region, 13.6% (*n* = 17) to the Midwest region, and 5.6% (*n* = 7) to the northeast region.

Differences in Resident Graduates by Time Period

During 1986–1995, there was a significantly higher percentage of JABSOM graduates attending the residency program (68.1%, *P* < .001) compared to other time periods. Since then, there was a gradual decrease in JABSOM graduates within the residency program from 44.0% and 30.7% during 1996–2005 and 2006–2015, with an increase in graduates from other US and international medical schools. In the most recent time period (2006–2015), pediatric residency demographics were more evenly distributed with graduates from 29.3% international medical schools, 30.7% JABSOM, and 40.0% other US medical schools. In the last three 10-year time periods, an increasing number of pediatric residency graduates were more likely to practice in Hawai'i after residency graduation (*P* = .035).

Impact of JABSOM on Retention of Residency Graduates

The majority of graduates, 56.7% (*n* = 181), remained in Hawai'i to practice medicine following graduation. The adjusted OR of JABSOM graduates practicing in Hawai'i compared to international medical graduates (IMG) was 7.46 (95% CI: 3.61–15.43; Table 2). The odds of in-state retention for US graduates from other medical schools compared to students from international schools was 1.84 (95% CI: 0.97–3.49). However, residency graduates who pursued specialty training were less likely to practice in-state compared to general pediatricians (OR = 0.38, 95% CI: 0.22–0.64).

Sex Influence on Pediatric Career Choice

Over each of the time periods, a significant increase was observed in the percentage of female residents. For example, in the first time period 17.1% of the residents were female. This percentage increased to 61.3% by the most recent time period

($P < .001$; Table 1). Overall, the number of females in the residency program increased in every time period since the first interval. In the last 30 years, the majority of UHPRP residents have been female with the most recent 10-year period being 61.3% (Table 1) in comparison to the overall female pediatrician workforce in Hawai‘i at 57.6% as of 2016.⁶ With the increase in class size over recent decades, the number of males entering the program decreased, while the number of females increased.

General Pediatrics Versus Specialist Career Choices

When studying the career choices of program graduates, there was an increase in general pediatrics and a decrease in specialty training, in contrast with the national trend.⁹ In Table 1, the percentage of graduates entering specialty training decreased over the five 10-year time periods were 57.1%, 43.1%, 39.1%, 34.7%, and 36.0%, respectively. Conversely, the percentage of general pediatricians has increased steadily each time period at 42.9%, 56.9%, 60.9%, 65.3%, and 64.0%, respectively.

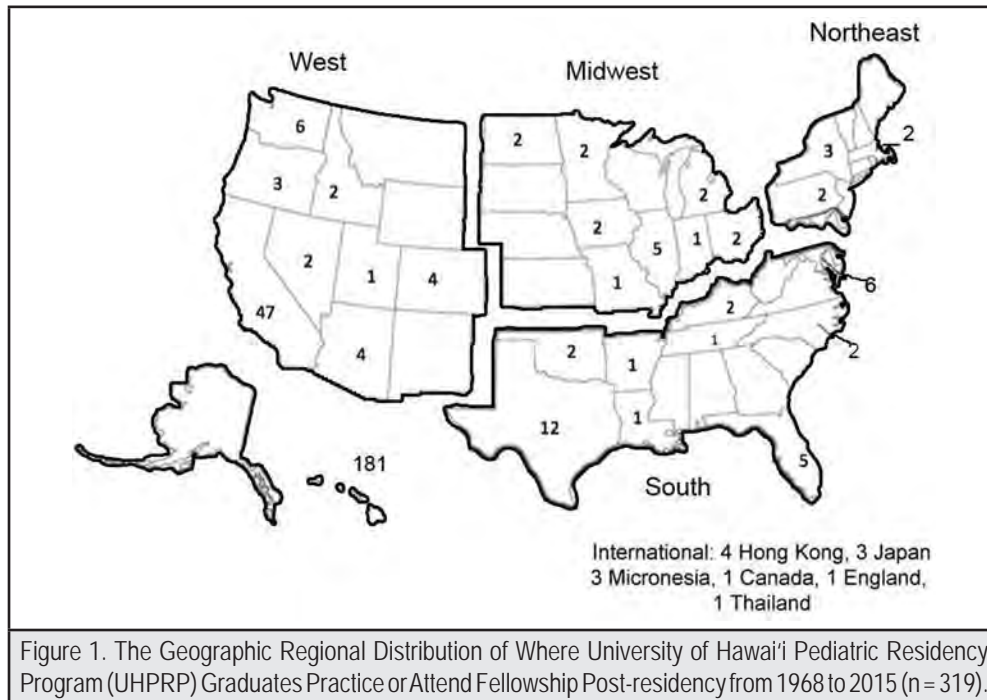


Table 1. Characteristics of JABSOM Pediatrics Residency Program Graduates, 1968–2015 ^{a,b}						
Characteristic	Year of Residency Graduation (N = 319)					P value ^c
	1968–1975 (n = 35)	1976–1985 (n = 65)	1986–1995 (n = 69)	1996–2005 (n = 75)	2006–2015 (n = 75)	
Sex, n (%)						
Female	6 (17.1%)	24 (36.9%)	37 (53.6%)	38 (50.7%)	46 (61.3%)	<.001
Male	29 (82.9%)	41 (63.1%)	32 (46.4%)	37 (49.3%)	29 (38.7%)	
Medical Education, n (%)						
International Graduates	16 (45.7%)	14 (21.5%)	8 (11.6%)	12 (16.0%)	22 (29.3%)	<.001
JABSOM Graduates	0 (0.0%)	23 (35.4%)	47 (68.1%)	33 (44.0%)	23 (30.7%)	
Other US Graduates	19 (54.3%)	28 (43.1%)	14 (20.3%)	30 (40.0%)	30 (40.0%)	
Specialty Training, n (%)						
General Pediatrician	15 (42.9%)	37 (56.9%)	42 (60.9%)	49 (65.3%)	48 (64.0%)	.21
Specialist	20 (57.1%)	28 (43.1%)	27 (39.1%)	26 (34.7%)	27 (36.0%)	
Place of Practice, n (%)						
Hawai‘i	16 (45.7%)	32 (49.2%)	50 (72.5%)	41 (54.7%)	42 (56.0%)	.035
Non-Hawai‘i	19 (54.3%)	33 (50.8%)	19 (27.5%)	34 (45.3%)	33 (44.0%)	

JABSOM = John A. Burns School of Medicine, US = United States. ^a There are 168 male and 151 female JABSOM residency program graduates during 1968–1975. ^b The percentage (%) is compared to total number per category. ^c P values are based on Chi-square tests with comparisons over each time period.

Table 2. Adjusted Odds Ratios of JABSOM Pediatrics Residency Program Graduates Practicing in Hawai'i after Graduation by Characteristics, 1968–2015		
Characteristic	Practice in Hawai'i	
	Unadjusted OR (95% CI)	Adjusted OR (95% CI)
Year of Graduation		
2006–2015 (Reference)	1.00	1.00
1968–1975	0.66 (0.30-1.48)	1.23 (0.50-3.01)
1976–1985	0.76 (0.39-1.48)	0.67 (0.31-1.44)
1986–1995	2.07 (1.03-4.15)	1.22 (0.55-2.71)
1996–2005	0.95 (0.50-1.80)	0.68 (0.33-1.42)
Sex		
Female (Reference)	1.00	1.00
Male	0.72 (0.46-1.13)	1.08 (0.63-1.84)
Medical Education		
International Graduates (Reference)	1.00	1.00
JABSOM Graduates	8.61 (4.44-16.67)	7.46 (3.61-15.43)
Other US Graduates	1.90 (1.03-3.49)	1.84 (0.97-3.49)
Residency Training		
General Pediatrics (Reference)	1.00	1.00
Specialist	0.31 (0.20-0.50)	0.38 (0.22-0.64)

OR = odds ratio, CI = confidence interval, JABSOM = John A. Burns School of Medicine, US = United States

Discussion

This comprehensive study of a pediatric residency program in Hawai'i with only 1 medical school highlights the unique distribution of post-graduate residents, factors that may affect retention of pediatricians to address the state's workforce needs, and the changing sex profile of pediatric residents from 1968 to 2015. This study suggests that a pediatrician who completed both medical school and residency training locally was more likely to remain in the state to practice.

UHPRP graduates not only have a substantial impact on the pediatrician workforce in Hawai'i, but they also contribute to the physician workforce across the country. Out of 319 graduates, 138 (43.3%) chose to practice out of state. One way to quantify this impact would be to estimate the number of children cared for by UHPRP graduates by multiplying this number by the average number of children a pediatrician cares for in a career. If one uses 1,546 patients as the average number of patients cared for by a pediatrician, this would imply that UHPRP graduates have cared for 213,348 children outside of Hawai'i.¹⁰

To our knowledge, this is the first time that the majority of a single pediatric residency program has been analyzed and can be important information on the trends seen in medicine over a nearly 5-decade time period. In reviewing the literature, a few studies examining aspects of residency graduates over shorter periods of time were found. The Children's Hospital in Boston, affiliated with Harvard Medical School, reported the choice and activities of its residency graduates during 1974–1986. That study examined a large residency program over a shorter

timeframe with its focus on academic research careers, which is different from this study's focus on career paths, changing demographics, and location of practice.¹ Another study on a surgical residency over a 15-year time period examined the career path of 34 non-designated general surgery residents at Massachusetts General Hospital also in Boston.¹¹ Finally, a group reported 4 years of an internal residency program in Guyana affiliated with the University of Maryland which graduated 6 residents from its start in 2013 to 2017. This described some of the challenges and successes for a program in a resource limited environment and has a much different focus than in our study.¹²

UHPRP graduates have cared for a significant majority of Hawai'i's children, showcasing the program as a vital component to ensure the quality of pediatric care in the state. Assuming all 181 (56.7%) graduates are actively practicing clinical pediatrics in Hawai'i, the total impact could be as high as 279,826 children or more than 90% of the children in the state.¹⁰ However, this may be overstated as recent graduates may not have yet cared for this many patients and others may have retired from practice. Similar studies could provide data for hospitals and state governments to understand the impact of residencies in meeting the healthcare needs of their local populations.

The likelihood of JABSOM graduates practicing in-state after residency was significantly higher than continental US medical schools or IMGs in our study. It is more likely for a resident who graduated from our local medical school to stay and practice in Hawai'i following residency. When looking at physicians who completed both in-state medical school and residency, Hawai'i has the highest retention in the country at 86.6%, which exceeds

the national median at 69.0%.⁶ JABSOM's commitment to in-state students may contribute to this outcome.¹³ Furthermore, completing both medical school and residency in Hawai'i could potentially increase in-state networking, leading to possible future improvements in the residents' knowledge of job opportunities and increase the comfort level of potential employers with residents' competency. These results may increase the likelihood of graduates choosing to practice in Hawai'i.

Comparatively, a cross-sectional study done in 2017 using a physician rating and comparison database was conducted to look at the total pediatric workforce in Hawai'i (n = 281), resulting in a finding of 36.7% (n = 103) who were UHPRP graduates. The difference may be accountable by this database including the pediatricians from the military systems (unpublished data).

Similar trends for physician retention have been observed elsewhere. A study from the University of Buffalo found that medical students with geographic ties to New York who graduated in 1989–1991 were more likely to practice locally mid-career. The likelihood of their local medical students practicing in the same area after residency graduation was found to be 15-fold greater in those who were not (OR = 15.7, 95% CI: 8.9–27.5). Their study looked at the graduates' mid-career locations, which was different than the focus of this study despite similar outcomes.¹⁴

The outcomes of IMG graduates who attended UHPRP were also examined. JABSOM gained accreditation as a 4-year institution in 1973, which may explain the absence of JABSOM graduates and the peak percentage of IMGs between 1968–1975.⁷ Following that time period, there was a subsequent decrease in IMGs to 21.5% from 1976–1985 with the lowest percentage at 11.6% during 1986–1995. In 1996–2005, IMGs in the UHPRP increased and the proportion of IMGs peaked at 29.3% in 2006–2015. Currently, with hundreds of applicants a year for 8 positions, competition for these residency positions has increased. Historically, many IMGs in our residency program have already completed residencies and even fellowships prior to applying to this program and bring a wealth of pediatric experience.

The UHPRP data showed an overall increase in residents who chose general pediatrics and a slight overall decrease in those who chose specialty practices during 1968–2015, which contrasted national trends of increasing specialization.^{4,9} The growing interest towards general pediatrics locally may be related to the greater number of female residents in our program since our data shows females are more likely to enter a career as a generalist. The increasing trend of female UHPRP residents reflects national trends. In 1975, females constituted 23.0% of the pediatric workforce nationally, which is comparable to Hawai'i's 17.1% during a similar time period.¹⁵ Then, in 2012, 73.0% of pediatric residency graduates nationally were female, which is also comparable to 61.3% in Hawai'i during a similar time period for this study.¹⁶ The data support the general trend of more females entering the field of pediatrics nationally.

Another important factor was that this program lacks fellowship opportunities, which may also influence career decisions, especially for graduates who did not want to relocate for fellowship training. However, career choice is a highly complex phenomenon, and many other factors can be involved. When deciding on a career choice, residents may be influenced by residency program size, availability of fellowship opportunities, medical school location, career location, debt, potential income, residency mentors, work-life balance, interest in specific disciplines, job opportunities, and family circumstances.^{4,9} Likewise, media coverage of workforce shortages may play a role in decision making.¹⁷ This trend potentially provides more primary care physicians for the local community's pediatric needs. These findings have potential implications for resident recruitment and training such as the need to offer family-friendly benefits like child care and flexible scheduling to attract potential applicants.¹⁸

Issues that influence whether a pediatric resident pursues specialty training and remains in Hawai'i may be multifactorial, including limited fellowship opportunities in the state, job market, and a higher cost of living. According to a 2011 study conducted by Rochlin and Simon, financial factors may also play a key role, based on their findings that pediatric fellowship training often resulted in decreased financial returns compared to general practice.¹⁹ Pediatric residents with medium or high indebtedness are then more likely to practice general pediatrics or hospitalist medicine.²⁰

In some situations, the residency program is unaware of where graduates have moved. Even though the program has tried to keep records, the data for 9 individuals was unavailable. Also, information on when graduates leave fellowship is not known.

By studying 1 pediatric residency program throughout its entire history, the impact of these trained pediatricians on the local workforce can be examined. Graduates from the UHPRP program mainly remained in-state to practice. However, 43.3% of graduates left the state and chose to practice in the continental US or international locations. From the standpoint of improving the pediatrician workforce in Hawai'i, the local medical school and the pediatric residency program should strive to provide valuable clerkship experiences for medical students to build interest in their specialties. The collected data of this study indicates that students who attend both medical school and residency in one location are more likely to remain in that area and contribute to the workforce locally and regionally.

More longitudinal research is required to further examine these emerging trends in the context of workforce sustainment. There are shortages in pediatric specialties including cardiology, endocrinology, hematology/oncology, gastroenterology, and neurology.²¹ Recruitment of future pediatricians and pediatric specialists can start as early as medical school. Residency programs and medical schools can partner together to provide educational services that benefit the students, residents, and communities that they serve.

Conflict of Interest

The authors have indicated they have no conflicts of interests relevant to this article to disclose.

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Lidocaine Infusion for Refractory Pain from Rat Lungworm Disease — Honolulu, Hawai‘i

Kirth Cucucoco MD; Kristin Bathen APRN-Rx; Daniel Fischberg MD, PhD

Abstract

Human infection with *Angiostrongyloides cantonensis*, or rat lungworm disease, manifests most commonly with neurologic symptoms that often include severe diffuse pain. While pain is reported by the majority of patients with rat lungworm disease, there are presently no published guidelines on the approach to pain management for these patients. Here we report a case of rat lungworm disease where severe refractory pain was the most prominent symptom and an intravenous lidocaine infusion was used as a successful treatment modality. Intravenous lidocaine has been shown to be safe and effective in neuropathic pain, refractory cancer pain, and peri-operative pain management. To our knowledge, this is the first case report on the use of lidocaine infusion for the management of refractory pain from rat lungworm disease, and among the first reports of any approach, to pain management for rat lungworm disease. We suggest that a lidocaine infusion protocol be considered when pain from rat lungworm disease fails to respond to first-line analgesics.

Keywords

Angiostrongyloides cantonensis, rat lungworm disease, lidocaine infusion, pain

Introduction

Rat lungworm disease (RLWD), or human *Angiostrongyloides cantonensis* infection, is prevalent mostly in Southeast Asia and the Pacific Islands, but has recently also been reported in the continental United States.^{1,2} It has been increasingly diagnosed in Hawai‘i where there have been 77 cases from 2008 to 2017; 25% of these were reported in 2017.¹ RLWD is typically acquired by ingesting raw or undercooked food containing the larval stage of the worm. The larva migrates within the human brain and spinal cord prior to its death. Neural injury may follow from the host’s immune response to the decaying larvae, resulting in varying degrees of pain and neurologic disability, described as neuroangiostrongyliasis.^{3,4} Neurologic symptoms may include headache, visual disturbance, fatigue or hyperesthesias.⁴ Clinicians who encounter patients with a history of travel from endemic areas such as Hawai‘i, and presenting with pain and neurologic symptoms, should have a high index of suspicion for RLWD.^{2,5,6} There are no recommended protocols to guide analgesic management. Published management strategies typically provide nonspecific recommendations for pain management.³ Here we report a case of a patient diagnosed with RLWD, presenting with refractory pain.

Case Report

A 29-year-old man lettuce farmer without significant past medical history presented to The Queen’s Medical Center in

Honolulu, Hawai‘i with 2 weeks of severe headache, joint pains, and fever. The patient described severe holocranial headache as well as a burning pain initially localized to the left upper extremity. The left upper extremity pains were also described as “stabbing” and “pins and needles” and were typically preceded by erythematous flushing with subsequent severe pain episodes. The pains became regional, at times affecting the lower extremities, at times the abdomen, although never in a dermatomal distribution. Over the course of the hospitalization, the quality of the pains also varied and additional descriptors included “cramping” and “crushing.” Diffuse allodynia was prominent on exam. The patient was eventually confirmed to have RLWD with findings consistent with larval tracks in the brain using magnetic resonance imaging (Figure 1), and a positive polymerase chain reaction test of cerebrospinal fluid.

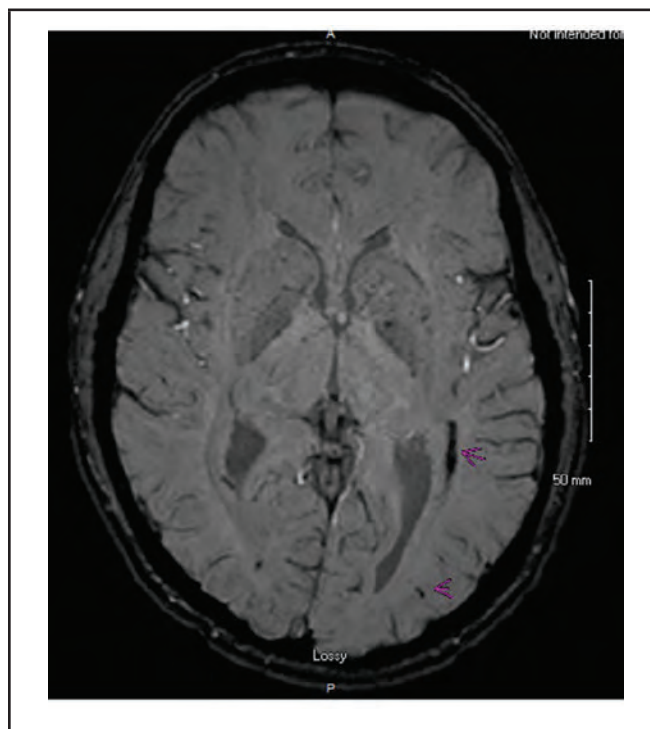
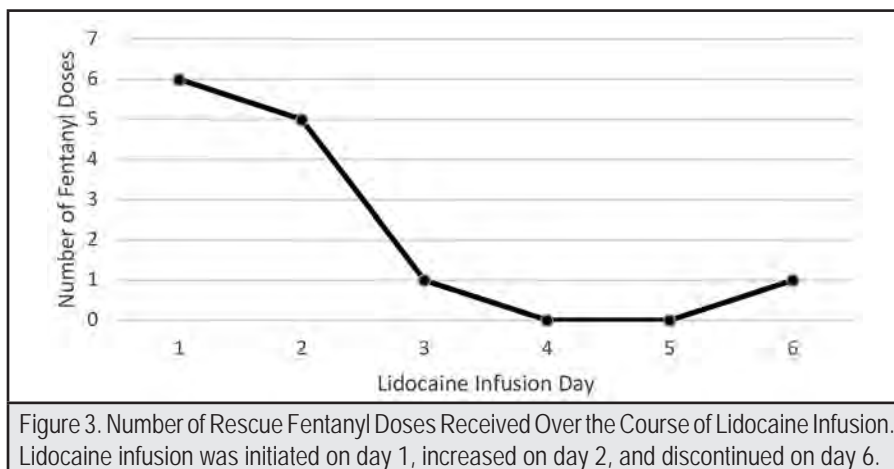
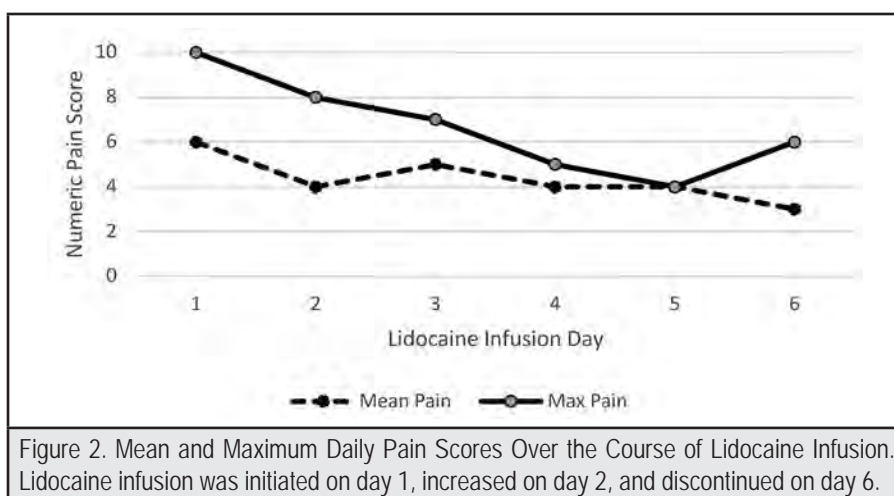


Figure 1. Magnetic Resonance Imaging of Patient Brain Using Susceptibility Weight Imaging. This image shows prominent dilated perivascular spaces in the cerebral hemisphere and cerebellum with multiple curvilinear tracks most prominent in the left temporal lobe consistent with eosinophilic meningitis.

For pain, the patient was initially treated with the oral non-opioid analgesics ibuprofen and acetaminophen. However, given the persistence of severe episodic, migratory, regional pain, gabapentin was added for a presumed neuropathic pain component along with the steroid prednisone and the oral opioid oxycodone. The headache, ascribed to increased intracranial pressure, was transiently relieved by serial lumbar punctures. However, the patient continued to report severe and incapacitating episodes of migratory, regional, burning pain throughout his body despite serial trials of gabapentin (titrated to 1200 mg every 8 hours), pregabalin (75mg 3 times a day), baclofen (5 mg every 8 hours), nortriptyline (50 mg at bedtime), oral hydrocodone/acetaminophen (10-325 mg every 4 hours as needed), and then intravenous fentanyl (via patient controlled analgesia bolus doses of 10 µg every 10 minutes as needed with clinician rescue boluses of 25 µg every 3 hours as needed). The patient was bedbound, unable to sleep, mobilize, or participate in physical therapy due to uncontrolled pain.

Given the patient's severe refractory and disabling pain, a lidocaine infusion was initiated on hospital day 12 utilizing our

hospital's protocol for severe and/or neuropathic pain. A bolus of 1 mg/kg was administered intravenously over 30 minutes followed by a continuous infusion rate of 0.5 mg/kg/hr. At the time of the start of the infusion, pain was most severe in the lower extremities. Mean pain scores the day of and prior to initiation of the lidocaine infusion were 6 (range: 3-10). Pain was described as "all over," or 8 out of 10, with occasional sharp bursts of stabbing pain approximately 17 hours after the initiation of lidocaine, so the dose was increased to 1 mg/kg/hr on hospital day 13. Within 4 hours of dose titration, the patient, who was previously bed-bound, was able to ambulate 160 feet with physical therapy. That night, the nursing notes documented the patient was able to sleep. Mean and maximal pain scores declined over the course of the lidocaine infusion (Figure 2) as did intravenous fentanyl rescue doses (Figure 3). Lidocaine infusion was stopped after 6 days on hospital day 17. Sustained release oxycodone was discontinued and the patient was discharged on hospital day 19 on an analgesic regimen of low dose immediate release oxycodone (morphine equivalent daily dose of 30 mg or less on the 2 final days of hospitalization), gabapentin, nortriptyline, and cyclobenzaprine.



Discussion

Pain associated with RLWD can be severe and difficult to control. However, there is no consensus on how to best manage pain due to neuroangiostrongyliasis.^{2,3,7} The pain may present acutely within days and last several weeks or become chronic.^{2,7} Given the lack of standardized pain management guidelines for patients with acute pain from RLWD, providers may be at a loss to treat pain that is refractory to standard approaches or rely heavily on opioid analgesics. Recent reports have described ketamine infusion to manage pain due to RLWD.^{7,8} A lidocaine infusion is another option to treat refractory pain syndromes and was, therefore, offered to our patient.^{9,10}

Lidocaine, an amide local anesthetic, is widely used topically and by local infiltration. However, physicians outside of the specialty of pain management or anesthesia may be less familiar with the use of intravenous lidocaine for acute and chronic pain. The inflammatory process in RLWD from the decaying larvae injures neurons that then may develop abnormal, spontaneously, and pathologically active sodium channels. The exact analgesic mechanism of action for lidocaine infusion is unknown, however has been postulated to be suppression of ectopic and aberrant sodium channel activity.¹¹⁻¹⁴ Intravenous lidocaine has been shown to be safe and effective in neuropathic pain, refractory cancer pain, and peri-operative pain management.^{9,11} Because our patient had severe neuropathic pain that was refractory to multiple first-line treatments, we initiated our institution's lidocaine infusion protocol for severe and/or neuropathic pain with prompt decrease in pain and intravenous opioid requirement and improvement in function.

The protocol at our institution involves starting with a bolus dose of 1-2 mg/kg administered intravenously over 30 minutes. Continuous infusion rates typically range from 0.5-2 mg/kg/hr and are titrated to the lowest effective dose.¹⁵ Opioids and other pain medications are then decreased. Vital signs, pain and clinical assessments for toxicity are monitored every 4 hours. Neither telemetry nor serum lidocaine level monitoring is considered necessary but may be ordered at the discretion of the treating physician. Typical analgesic therapeutic lidocaine blood levels occur at less than 3 µg/ml. Side effects of lidocaine toxicity are typically dose-related. At serum levels 4-6 µg/ml, a patient may experience lightheadedness, peri-oral numbness, metallic taste, hypertension, anxiety, restlessness, slurred speech or confusion. The infusion is slowed or stopped if a patient reports any of these symptoms. When used for analgesia, blood levels rarely approach 8 µg/ml, where more severe events may occur such as visual or auditory disturbances, muscle twitching, and hypotension. At increasing levels, above 12 µg/ml, patients are at risk for seizures, coma, and death.¹⁶ Lidocaine infusions should be avoided in patients with hypersensitivity to lidocaine or amide-type local anesthetics. Caution is advised in patients with any degree of heart block, heart failure, or seizure disorder. Patients with impaired renal or hepatic function can be expected

to have reduced lidocaine clearance and should be considered at increased risk for developing toxicity.¹²

Intravenous lidocaine has been recommended to treat refractory neuropathic pain and pain in the terminally ill.^{11,14} More recently, its benefits have been reported to achieve early recovery after surgery and in the emergency department setting.^{9,12} To our knowledge this is the first case report of the management of refractory neuropathic pain secondary to RLWD using a lidocaine infusion. We suggest that a lidocaine infusion protocol be considered when pain from RLWD fails to respond to first-line analgesics.

Conflict of Interest

None of the authors identify any conflicts of interest.

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2019 WRITING CONTEST POST-GRADUATE WINNER

Fire Safety Behaviors Among Residential High-Rise Building Occupants in Hawai'i: A Qualitative Study

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Abstract

The world's population is rapidly urbanizing. Today, the majority of people live in cities and many live in high-rise buildings. High-rise buildings pose many challenges with regards to occupant safety, including fire prevention and evacuation safety. The purpose of this study was to describe factors that influence fire safety behaviors among residents of high-rise buildings and the strategies that population health nurses can use to support health education for people living in high-rise environments. An exploratory, descriptive qualitative research design with purposive sampling was used. Twelve residents from 8 high-rise buildings in Honolulu, Hawai'i participated in this study. In-depth semi-structured interviews were conducted and recorded, followed by thematic analysis of the interview transcripts. Five key themes emerged from the study: (1) attitudes towards fire safety, (2) building fire safety culture, (3) perceived ability to prepare for fires, (4) intentions to prepare, and (5) occupant fire preparedness behaviors. Gaps in knowledge regarding high-rise building fire safety were identified that contributed to residents' risk and vulnerability. Fire safety is of relevance to all nurses who work with populations. Population health nursing practice addresses the health, safety, and emergency preparedness needs of clients and communities. More research should be done to improve understanding of fire safety behaviors among high-rise residents to help population health nurses and other professionals mitigate the risk of fire in residential high-rise buildings and keep individuals and families safe during actual emergencies.

Keywords

emergency preparedness, evacuation, fire safety, high-rise building, interviews, population health nursing, qualitative research, Theory of Planned Behavior

Abbreviations

EP = emergency preparedness
 HR = high-rise
 TPB = Theory of Planned Behavior
 US = United States

The world's population is urbanizing at a rapid rate with the majority of people now living in cities.¹ As a result, cities are experiencing an increase in high-rise (HR) building construction, erecting structures with exceedingly taller heights and greater occupant densities.^{2,3} HR buildings are defined as buildings greater than 75 feet in height from the ground level to the highest floor.⁴ The rapid expansion of residential HR buildings has also occurred in Hawai'i. The City of Honolulu, which is relatively small in terms of land area, has more than 470 HR buildings. It now ranks sixth among cities in the United States (US) for the number of HR buildings.⁵ As HR occupancy becomes commonplace, the health and safety of HR building occupants are of mounting concern. People who live and work in HR buildings are susceptible to emergencies resulting from natural, human-caused, and building-related hazards, including utility disruptions, elevator or other building system failures, flooded areas, and structural weaknesses.⁶ Fire poses a great risk to HR building occupants. In the US, during 2009–2013, there was an average of 40 civilian deaths and 520 injuries due to HR fires per year. Most of these HR fires occurred in apartments and other multi-family housing structures.⁴ The September 11, 2001 attacks on New York City's World Trade Center towers resulted in the deadliest HR fire in history. The fires and building collapses that followed the attack resulted in the deaths of 2791 civilians and firefighters.⁷

Fire safety refers to preventing fire, limiting the spread of fire and smoke, extinguishing a fire, and enabling a quick and safe exit.⁸ HR fire safety research has increasingly focused on the interactions between infrastructure, procedures, and behaviors of building occupants.⁹ Research on commercial HR building occupants has found that fire safety of occupants depends

greatly on behaviors before and during fires.¹⁰⁻¹³ Little research has been conducted on residential HR building occupants' fire safety behaviors. Current disaster preparedness research and educational programs have largely overlooked important aspects regarding residential HR building occupant fire safety. Honolulu has a high density of HR condominium buildings, and HR fire safety is an important public health issue for the city. The purpose of this study was to describe factors that influence fire safety behaviors among residential HR building occupants living in Honolulu and identify relevant priority areas for nursing research and practice.

Population health nurses focus on improving population health through assessing and addressing the multiple determinants that influence health, safety, and well-being. Key roles of population health nurses include advocating for safe living environments, promoting healthy behaviors, and partnering with communities to create conditions in which people can be healthy. In regard to preparing communities for disasters, the goals of population health nurses reflect the practice standards of public health nursing, which aim to protect the population against the risk of disasters and support an all-hazards approach to emergency preparedness.¹⁴ Because of this perspective, population health nurses are well-suited to engage clients and partners in research, practice, and policy regarding residential HR fire safety.

Methods

A qualitative research study using semi-structured key informant interviews was conducted in Honolulu, Hawai'i between August and October 2018. The overarching research question for this study was "What are the factors that influence fire safety and evacuation preparedness among residential HR building occupants?" The study was granted exempt status by the University of Hawai'i Human Research Protection Program review board.

Participants and Sampling

Twelve residents of 8 HR buildings participated in the study. Inclusion criteria for participants included English-speaking persons aged 18 or older who were HR building residents in Honolulu at the time of the study. Purposive sampling using a snowball recruitment technique was used to recruit participants. Sampling continued until data saturation was reached. Participants provided written consent before participating in the study. A gift card was provided to each participant in appreciation for their time. Buildings from which the participants were recruited were concentrated in the urban Honolulu area and were included on a publicly available list developed by the City & County of Honolulu and the Honolulu Fire Department as having an elevated risk for a HR fire. These buildings were deemed as having elevated risk due to being at least 10 stories in height, having interior hallways, and lacking fire sprinkler systems.

Data Collection

A sociodemographic questionnaire was developed to collect information about participants and their households. It included questions about previous experience with HR fires, building evacuation, and prior exposure to emergency or fire safety training. An initial semi-structured interview guide was developed to collect qualitative data. It was informed by the Theory of Planned Behavior (TPB)¹⁵ and refined after input from City and County of Honolulu HR fire safety experts for appropriateness and validity. Each interview lasted 30-60 minutes and was audio recorded.

Data Analysis

Responses to the sociodemographic questionnaire were analyzed using descriptive statistics. Interviews were recorded and transcribed. Thematic analysis of the interview transcripts was performed by two researchers using techniques described by Nowell, Norris, White, Moulos.¹⁶ Various techniques were practiced to maintain trustworthiness.¹⁷ For example, credibility was enhanced through extended engagement with participants and frequent member checks. Direct quotations were employed to achieve transferability of findings. An audit trail was maintained to enhance the study's confirmability. Dependability of the findings was enhanced through double-coding of the transcripts. Two researchers worked independently, then compared results and mutually resolved the few differences in coding.

Results

Demographics

The majority of the participants (n=9, 75%) were female. Participant ages were evenly distributed among young, middle-aged, and older adults. The majority of participants had some college education (n=11, 92%). Seven participants (58%) reported that at least 1 member of the apartment household was 65 years or older. The large majority of participants (n=11, 92%) owned their apartment versus being a renter. The years of tenure living in the HR building was evenly split between 0-5 years and ≥ 6 years. Most had apartment insurance (n=11, 92%). Participant and household characteristics are summarized in Table 1.

Participant experience with HR building fires. Most of the participants (n=8, 67%) reported having had prior experience with a fire event in the HR building where they currently live. Of these 8 participants, 2 experienced 3 fires in their HR building, 3 experienced 2 fires, and 3 experienced 1 fire in their current building. One experienced a fire in their own apartment. Seven of the participants reported having to evacuate their building due to a fire, in which 3 participants had to evacuate once, 2 evacuated twice, and 2 evacuated 3 or more times. A summary of prior experience with HR building fires and evacuation is provided in Table 2.

	n	(%)		n	(%)
Sex			Household member >65 years old		
Male	3	(25)	Yes	7	(58)
Female	9	(75)	No	5	(42)
Age (years; n=11)^b			Number of household members		
25-39	3	(27)	One	5	(42)
40-64	4	(36)	Two	5	(42)
65-79	4	(36)	Three	2	(17)
Highest education completed			Years in current HR		
High School	1	(8)	0-5	6	(50)
Associate	0	(0)	6-10	1	(8)
Bachelor	6	(50)	11-15	3	(25)
Graduate	5	(42)	>15	2	(17)
Tenure			Total years lived in HR		
Owner	11	(92)	0-5	5	(42)
Renter	1	(8)	6-10	1	(8)
			11-20	2	(17)
Insurance Policy			>20		
Yes	11	(92)		4	(33)
No	1	(8)			

HR = high-rise. ^a Total of 12 study participants. ^b One participant declined to answer.

Prior emergency preparedness (EP) training. Half of the participants had prior EP training (Table 2). Specific types included annual fire and safety training at work, occupational training, annual fire safety video at school, and fire drills. Half of the participants had experience working in an HR, which are subject to the US Occupational Safety and Health Administration regulations regarding fire prevention, such as periodic drills and emergency planning. Table 3 summarizes the types of EP training experienced by participants.

Qualitative Findings

Five primary themes emerged from the data. Themes and sub-themes mapped to TPB theoretical model and are summarized in Table 4 and discussed below.

(1) Attitudes Towards Fire Safety

Fire risk perception. All participants felt some degree of risk for fire in their building. Residents of lower floors, namely the second through fifth floors, described a lower fire risk perception than those living on higher floors due to closer proximity to the ground and the option to escape from their window or balcony. Participants living on lower floors were less inclined to prepare for evacuation or initiate evacuation immediately in response to a fire alarm. One person stated, *“Its five stories,*

	n	(%)		n	(%)
Fire in current HR			Household member EP training		
Yes	8	(67)	Yes	6	(50)
No	4	(33)	No	6	(50)
Fire in own apartment			Experience working in HR		
Yes	1	(8)	Yes	6	(50)
No	11	(92)	No	6	(50)
Fire incidences in current HR (n=8)^a			Experience evacuating HR		
One	3	(38)	Yes	8	(67)
Two	3	(38)	No	4	(33)
Three	2	(25)			
			Number times evacuated HR (n=7)^b		
			One	3	(43)
			Two	2	(29)
			Three or more	2	(29)

HR = high-rise, EP = emergency preparedness. ^a Eight of 12 study participants experienced fire in their current HR. ^b Eight of 12 study participants had experience evacuating a HR, with 1 participant being unable to recall how many times.

Types of emergency preparedness training
● Annual fire safety or emergency preparedness
● Crisis management
● Annual fire safety class
● Partner’s occupational training
● Annual school fire safety video about proper use of a fire extinguisher
● Emergency or disaster training, fire drills, earthquake preparedness drills

so it’s not too bad. If I were on the 15th or 20th floor, I would probably be a little more cautious and probably be more aggressive in being prepared.”

All participants lived in buildings that lacked sprinkler systems, and most stated that they would feel safer if their building had sprinklers. However, many opposed retrofitting fire sprinkler systems into their building because they believed the cost of retrofitting sprinklers outweighed any safety benefit. Some participants shared that fire sprinklers were not necessary because sufficient safeguards were already in place to ensure safety, such as their buildings’ structure, or efforts by building management to bolster fire safety among residents.

Table 4. Thematic Analysis from Semi-Structured Interviews about High-Rise (HR) Fire Safety		
TPB domain	Theme	Subthemes
Behavioral beliefs/attitudes	Attitudes towards fire safety	Fire risk perception influenced by beliefs <ul style="list-style-type: none"> • Causes of high-rise fires • Floor of residence (higher floor = greater risk) • Fire sprinkler systems • Fire hazard risk assessment Prior experience with HR building fire <ul style="list-style-type: none"> • Direct • Indirect Self-responsibility for household fire safety
Normative beliefs/subjective norms	Building fire safety culture	Building management fire safety leadership <ul style="list-style-type: none"> • Inspections, enforcement drills • Communication with residents • Occupant trust in building management • Management linkages with EP community Occupant perception of neighbors' fire safety Social connectedness of the building community
Control beliefs/perceived behavioral control	Occupant perceived ability to prepare for fires	Self-efficacy related to prior knowledge and training in fire safety and EP
Behavioral intentions	Intentions to prepare for fire	
Behavior	Occupant fire preparedness behaviors	Fire prevention and preparedness <ul style="list-style-type: none"> • Fire safety precautions and equipment • Awareness of building fire safety features Evacuation preparedness <ul style="list-style-type: none"> • Awareness of evacuation routes • Cues for evacuation • Barriers to swift evacuation

TPB = Theory of Planned Behavior, EP = emergency preparedness.

Participants' assessment of fire hazard risks also influenced their fire risk perception. This subtheme emerged from a combination of remarks expressing complacency or comfortableness, fatalism, risk denial, avoidance, or a false sense of security regarding the risk of fire in their building. These beliefs prevented many from adopting fire safety behaviors. One participant who had recently experienced a fire in his building stated, *"I need to buy at least [a fire extinguisher]. I'm going to put up some smoke alarms... but I haven't done it yet. It should be a priority but it's not for me. Playing the odds I guess."*

Prior experience with HR building fires. Having direct experience with a fire in their building spurred action to improve household fire safety. Participants described purchasing fire safety supplies, planning evacuation routes, or adopting other EP behaviors. One individual explained that after a fire occurred in her building, she created a detailed family emergency plan that included multiple contact persons, meeting places, adequate insurance coverage, and a financial cushion. Persons who had indirectly experienced a HR fire, such as witnessing a neighboring building fire or learned about a HR fire from the media or a neighbor, explained that these experiences had prompted them to purchase new fire safety equipment, recheck existing supplies, or discuss fire safety in their building.

Self-responsibility for household fire safety. Participants who felt a strong sense of self-responsibility for their household's fire safety tended to be well prepared for fires. Others who ex-

pressed an expectation that their buildings' management should take the lead in preparing residents for fires were less likely to have fire safety knowledge or engage in fire safety behaviors.

(2) Building Fire Safety Culture

Building management fire safety leadership. Buildings with strong fire safety leadership demonstrated proactive steps towards preventing fires and preparing residents for emergencies. Examples of building-level fire safety leadership included fire safety inspections, enforcement of rules, evacuation drills, communication to residents, and establishing linkages with the local EP agencies. Residents who lived in buildings with a greater degree of fire safety leadership were more likely to possess fire safety equipment and had greater confidence and trust in building leadership. In buildings with less evidence of fire safety leadership, residents felt that building management should take more initiative on fire safety efforts on behalf of residents.

Occupant perception of neighbors' fire safety. Most participants felt that residents of their buildings were not prepared for fires. Reasons given for this were that their neighbors are too busy, careless, don't understand the causes of fires or how to prevent them, or don't follow fire safety rules. Participants who felt their neighbors practiced poor fire safety habits described varied emotions about this situation, such as disapproval, annoyance, anger, and fear. One participant explained a need

to mitigate her own risk for fires due to the behaviors of her neighbors, stating, *“If you’re going to live in a HR building... you’re going to be surrounded by a bunch of people you don’t know and whose lifestyles you don’t know... Because of that, you need to do all you can to protect yourself and your condo.”*

Social connectedness of the building community. Individuals with higher levels of engagement with the building community tended to have higher levels of household fire preparedness. These individuals attended board meetings, had served on the resident board of directors, or maintained personal connections with their buildings’ managers or staff. Participants with less engagement with building matters tended to have lower levels of awareness building fire safety features and policies. Experiencing a fire in their building had the effect of galvanizing social connectedness among neighbors and building management and staff. Increased connectedness among neighbors resulted in residents helping each other improve household fire safety. For example, one participant stated, *“I bought [a fire extinguisher] for my next-door neighbor after finding out that she’s a single mom with two kids.”*

(3) Occupant Perceived Ability to Prepare for Fires

Participants who lived in a household where at least 1 member had received some form of fire safety or EP training were much more confident in their ability to prepare for household fires and were more likely to practice fire safety or EP behaviors. For example, participants who had worked in nursing, in the military, or with utility companies maintained a very high level of household fire preparedness. Elementary school fire safety education was also very influential among participants in generating positive beliefs about self-efficacy for fire preparedness. Parents of children who received fire safety training also benefitted from their children’s education. Participants without exposure to fire safety or EP training had lower confidence in their ability to prepare for fires. These persons expressed that they would like building management to organize fire safety training sessions for residents. One person explained, *“I just don’t know what I’m doing! So the building should do something about that.”*

(4) Intentions to Prepare for HR Fires

Participants expressed various intentions to better prepare their households for fire, describing plans to purchase equipment, seek out more knowledge and training, and engage with building leadership to improve fire safety for the entire building. Even though many participants had intentions to prepare for building fires, this did not always result in the actual adoption of household fire safety behaviors. This attitude was true even for participants who had direct experience with 1 or more fires in their building.

(5) Occupant Fire Preparedness Behaviors

Fire safety precautions and equipment. Possession of basic household fire safety equipment varied greatly among participants. While most participants reported having either smoke alarms or fire extinguishers in their homes, few had both. People were not certain of the expiratory date of their fire extinguishers and expressed doubt in their ability to use them. Participants admitted to not replacing expired batteries in their smoke alarms. The low battery warning signal made by smoke alarms was considered very annoying to residents. A common reaction to this alert was to remove batteries from the unit without replacing them or to remove the unit from the wall.

Awareness of building fire safety features. Most participants knew where fire extinguishers were located in the hallways. Many people were not aware that their unit entry doors were designed to remain closed at all times to deter fire from spreading. Participants who had experienced a fire in their building only learned this after a fire had occurred.

Evacuation preparedness. Participants with experience evacuating from HR buildings tended to know at least 1 evacuation route out of the building. Experience with evacuating was gained from occupational training or having had experience evacuating from their units due to a false alarm or actual fire. Most persons understood that they could not use elevators during fires, though some learned this only after a fire occurred in their building. Participants without experience evacuating had less knowledge about evacuation routes or lacked confidence in getting out during an emergency. Some participants did not know the location of emergency stairwells, had never entered their buildings’ stairwells or had only noticed emergency stairwell entrances after a fire had occurred.

Evacuation cues and barriers to swift evacuation. Fire alarms were not perceived as a serious evacuation cue. Participants described varied reactions to the alarm, such as seeking more information, waiting for 1-5 minutes before acting, or completely ignoring it. Repeated exposure to false alarms or tests had desensitized participants to the alarm. Other cues prompted residents to evacuate, including seeing smoke or fire, hearing people scream, seeing emergency vehicles or equipment, and being told to evacuate by others. Physical or sensory impairments were described as an important factor influencing participants’ ability to quickly evacuate from their building. Engaging in multiple pre-evacuation actions, such as gathering items and preparing children or pets for evacuation, was another common barrier.

Discussion

Personal attitudes regarding fire safety, building fire safety culture of neighbors and building management, and perceived ability to prepare their household for fires all contributed to residents' intentions to prepare for HR fires. Occupants with higher levels of perceived risk are more likely to evacuate faster and interpret cues as dangerous faster, decreasing the total amount of time to evacuate from a building.^{13,18} Findings from this study suggest that HR residents who have not ever experienced a building emergency may not perceive fire as an urgent threat. Furthermore, negative attitudes towards fire safety influence attitudes and prevent individuals from taking action. Such factors are also known to serve as barriers to household EP.^{19,20}

Organizational leadership has previously been identified as an influencing factor for commercial HR occupant fire preparedness.^{13,21} This study found that residential HR occupants also seek building-level leadership to prepare for and respond to emergencies. Residents of buildings with proactive managers tended to be more knowledgeable regarding fire safety and benefit from the linkages building leadership make with local EP agencies. Population health nurses should encourage HR communities to build bonds among residents and their surrounding neighborhoods which will support greater fire safety within their buildings. Persons who report higher levels of engagement with their community are more likely to adopt household EP behaviors.²⁰ Furthermore, communities with strong communal linkages or bonds have personal and professional social networks that can be leveraged in disaster situations.²²

Participants who had positive beliefs about their ability to prepare for fires were more likely to have adopted more fire preparedness behaviors. This finding is consistent with research regarding commercial HR occupants.^{11,13,18} While commercial HR buildings are federally mandated to conduct periodic drills and emergency planning, residential HR buildings do not all have the same requirements. This finding indicates an area of concern, since many HR residents may not be exposed to fire safety or EP training unless they receive such exposure in the workplace, or seek it out on their own. Furthermore, participants in this study often lacked basic fire safety equipment, such as functioning smoke alarms and fire extinguishers. While this reflects what is known about household fire safety in the US,²³ this finding is particularly concerning among residential HR occupants, where a fire in 1 household can spread to multiple units. The absence of functional smoke alarms is a primary risk factor for death and injury in residential fires.²⁴ Population health nurses must be attuned to the differences in fire preparedness between commercial HR building occupants and residential HR building occupants.

Implications for Population Health Nursing Research and Practice

Population-focused nursing interventions emphasize primary prevention to promote the health of populations and prevent injury and premature death.¹⁴ Findings from this study indicate multiple areas where population health nurses can engage in promoting fire safety and evacuation preparedness among residential HR residents. Population health nurses can work with individual clients and families to improve fire safety in their units by conducting fire safety audits, which could be done during regularly scheduled home visits. Evacuation plans can be discussed and tailored to include special considerations for vulnerable members including the elderly and disabled. At the building community level, population health nurses can leverage existing partnerships with fire departments or other EP agencies to provide fire safety or EP training at health fairs or other venues convenient for HR residents. Population health nurses may also partner with building associations to cultivate fire safety leadership. For example, nurses can facilitate linkages between communities and local EP agencies or assist with the creation of building-specific educational materials for residents. At the systems level, population health nurses can advocate for health policies that improve residential HR safety, such as legislation mandating the installation of advanced fire safety features in residential buildings. Finally, generating knowledge and greater awareness of this topic through research can further influence policy to support systems change.

Limitations

This exploratory, qualitative study was limited to a single geographic area in Honolulu and involved a small number of participants. A majority of the participants were female, had high levels of education attainment, and were apartment owners. Demographics of study participants may not be representative of all HR dwellers in Honolulu. Further research among other HR residents in other areas is highly recommended. Qualitative descriptive research studies may pose risks for interviewer bias; however, strategies to enhance the rigor and credibility were used to reduce bias and subjectivity.

Conclusion

Findings from this study are significant because they bring to light important factors influencing fire safety behaviors among HR residents, a growing population in many cities. Improved understanding of fire safety behaviors among HR residents will help population health nurses and other professionals mitigate the risk of fire in residential HR buildings and keep individuals and families safe during actual emergencies. The knowledge gained from this study can be used to inform fire safety education

programs, policies, and future research on this topic. The next steps include the administration of a larger, quantitative survey regarding fire safety among high-risk building occupants across Honolulu County and the neighbor islands. Such information can inform the development of population health strategies to provide fire prevention and safety education to the HR building occupants in the state.

Conflict of Interest

None of the authors identify any conflict of interest.

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MEDICAL SCHOOL HOTLINE

Student Well-Being and the United States Medical Licensing Step 1 Examination

Damon Sakai MD

In 1993, the Medical School Hotline was founded by Satoru Izutsu PhD (former vice-dean UH JABSOM), it is a monthly column from the University of Hawai'i John A. Burns School of Medicine and is edited by Kathleen Kihmm Connolly PhD; HJH&SW Contributing Editor.

After completing their first two years of medical school, students across the nation challenge the United States Medical Licensing Examination (USMLE) Step 1, which tests the application of the biological sciences to the practice of medicine. At the John A. Burns School of Medicine (JABSOM) at the University of Hawaii, students are provided with eight additional weeks of “dedicated study time” for this exam in between the second and third years. Passing the Step exam is required for them to progress in the curriculum. More significantly, their numeric score has a tremendous impact on their competitiveness for elite residency programs, making it the most “high-stakes” exam of their lifetime to date. It is not surprising then that students report overwhelming anxiety and depression associated with this rite of passage.^{1,2} These reflections by JABSOM students capture a depth to their emotions that may surprise faculty and administrators. Revealed is the unprecedented level of anxiety, the sense that their self-worth is determined by their exam score, and the trials and tribulations they undergo that may affect their years after the exam is over. But in these reflections are also words of encouragement and tips for success that would benefit not only our students, but the entire medical school community who collectively share in the responsibility to promote their personal health and well-being.

An Unprecedented Level of Anxiety

Many students felt the anxiety they experienced studying for this exam was higher than any they'd experienced before.

Anxiety and inadequacy. These were the feelings that defined my Step 1 experience. Knowing that a single exam could determine my future filled me with dread.

Studying for something with so much weight on my future is probably the most anxiety-inducing thing I've done. I cried, laughed, and cry-laughed.

During my Step 1 study period I would wake up, and within 15 minutes my palms would start to sweat. They would sweat so much that the keys on my computer keyboard would fill with little puddles of water. It would usually subside by lunch, at which point my stomach would knot up and I'd develop heartburn.

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Around 3 days before my test I took a practice exam at the testing site. My score was in the “okay” range. That was reassuring. Then that same day I began feeling very overwhelmed. It's like it all hit me in that moment, and I started to cry. I'm usually a pretty positive person, and it's pretty uncharacteristic of me to burst into tears over an exam. But it happened. I took a break and listened to some music that I liked. I reached out to some of my friends for prayer and support. I worked out for a little bit. After a while I felt better and ready to focus again.

The Trials and Tribulations

Students found themselves isolated from friends and family, disheartened by feelings of fear and depression as they tried to learn a seemingly infinite amount of information in too short a time span.

Studying for Step 1 felt like I was in a bunker in a post-apocalyptic world. I stayed alone at home for 2 months straight, only ever venturing into the unfamiliar outside world when I needed to collect more food from the Chinese restaurant nearby. I stayed up later and later each day to study, and by the midpoint of my dedicated study period, I had become completely nocturnal, eating breakfast at 10 pm and going to bed at noon. The days blurred together easily since each day was the same: wake up, study, sleep. There was hardly a night that went by where I wasn't dreaming of Step 1 while I slept.

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My mom is cooking for me upstairs. My friends see me on my study breaks. My sister sends me care packages. I owe a debt to all who have supported me along the way, including my ex-boyfriend, who supported me for five and a half years, but who I ultimately lost because I was too busy to be a good partner...

— — — — —

I was most surprised by the toll on my emotion well-being. I found that when I didn't do well on a practice test it would dictate how I felt for the rest of the day. I struggled with feelings of anxiety and isolation from “the rest of the world”.

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Mother's Day happened to fall on the day before my Step 1 exam. My family planned to fly to O'ahu to have Mother's Day dinner with my sick grandma. Exhausted, I chose instead to get some extra sleep before my test and missed the dinner with my mom and grandma. The anxiety I had about my exam and the guilt I

felt not attending the dinner, ended up keeping me up all night long. I love my family, and this is all for them. Even knowing that, I don't know if I made the right decision.

Equating Exam Performance with Self-Worth

During their preparation, students sometimes questioned whether they were worthy of becoming a doctor.

Studying for Step 1 was the first time I truly doubted myself. I doubted my abilities as a student. I doubted my career choice to be a physician. I doubted my worth as a person.

There were days I didn't feel capable and questioned my ability to pursue a career in medicine.

Let's wait till we get your Step 1 score. If it's lower than 230, you cannot consider this program. – *JABSOM Faculty Advisor*

The Step 1 exam is a challenge because of the weight the medical community places on it. It determines your career, residency program, and your worth as a medical student.

Student Recommendations on Improving Their Well-Being

Students found family and friends were important in building their confidence and helping them overcome fears.

My parents were the source of confidence and faith I needed to continue to believe that I was a good student, that I made the right choice to become a physician, and that I was worth much more than my Step 1 score. They reminded me that for most people, it takes time to develop mastery, and as long as I stayed the course, I would eventually learn the knowledge I needed to be successful.

I felt very isolated and “stir-crazy” at home. So, I decided to study at school where I knew some of my classmates were also studying, which ended up being the best decision for me. Many of the students at school would eat lunch together and it was a great time to relieve stress and feel united in our misery.

It took me a while but I figured out what things I needed to do to manage my wellbeing like exercising, getting dinner with friends, even going home to Maui for a weekend. I realized that sometimes sacrificing study time to do something to make myself feel better would help me in the long run. Board study is a marathon not a sprint.

When I felt demoralized I turned to classmates who could commiserate with me and my family who would provide a sympathetic ear. From the outset the JABSOM faculty said that the people in our lives will carry us through our darkest days and this could not have been truer, especially during the 8 weeks of 12-hour study days.

Don't drop your loved ones for this test because having them by your side makes this huge pill easier to swallow.

I am so grateful to my friends, classmates, and family who surrounded me with love and support. They helped me regain my confidence and kept me laughing through the most demanding period of medical school to date.

While studying for Step 1, I spent most of my time indoors, not leaving the house for days at a time. One day, I decided to study at a cafe. As I walked down the street, I felt a sudden, euphoric sensation. The sun was warm on my face. The scent of freshly cut grass was in the air and a breeze ruffled my hair. I remembered for the first time in a long time that I was lucky to be in Hawaii. Being outside felt like visiting an old friend. I vowed to get out more during my exam preparation. I heard there are beaches nearby.

Every morning we'd roll into the library, set up our study areas and plow through content, notes, and test questions for weeks and weeks on end. During that toughest of times we'd find ways to lift each other up, by bringing in treats or coffee, taking breaks to do puzzles or play with Play-Doh. Rumor has it a kitten was smuggled into the building in a shoebox for a morale boost, but I'll never tell. I am just so happy this group of caring, supportive, fun, talented, passionate group of young doctors will be out in the world soon sharing what they learned and spreading joy.

Lessons Learned from the Experience

Learning medicine is a journey. There is no finish line. The real treasure is the lessons and the wisdom that you gain along the way.

Here's a mnemonic about the Step 1 exam: Sobs and Tears... Even so, Persevere!

My biggest lesson learned is that my test score doesn't determine who I am as a person. This has helped me grow as a person, a medical student, and future doctor.

Although it is important to strive to learn all we can, we must remember we will build that knowledge over a lifetime. Therefore, we shouldn't place too much pressure on ourselves for just one two-month period, for one exam. We have to forgive ourselves, reality check ourselves, and continue to celebrate the small victories.

What we do for our communities is far more important than the three-digit score that follows our names.

Conclusion

In addition to its impact on well-being, students feel pressured to study only the content they deem “board relevant”. This has frustrated educators who want students to also focus on skills needed for the third-year like how to interview and examine a patient. This licensing exam, designed to serve as a way to “rank” students has become an impediment to thoughtful curriculum innovation and reform. Due in large part to these consequences, the National Board of Medical Examiners announced in February 2020, that beginning in 2022, the USMLE Step 1 Examination will be reported as pass/fail only, eliminating the numerical score completely.⁴

This is a welcomed change. JABSOM will continue to warn students about the risk associated with studying for this exam and proactively reach out to students to check on their personal health during their dedicated study time. Despite their challenges it is worthwhile to note that the students writing these reflections, the JABSOM Class of 2021 collectively scored *above the national average* for the USMLE Step 1 Examination. This is just one more reason to be proud of our JABSOM students.

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SOCIAL WORK IN ACTION

Aloha E Dean Mokuau: ***Mai Ka Ho'oku'i A Ka Hālāwai.*** From Zenith to Horizon

Theresa M. Kreif MSW, LSW; Kathryn L. Braun DrPH; and the leadership of the Myron B. Thompson School of Social Work

Social Work in Action is a solicited column from the social work community in Hawai'i. It is edited by HJMPH Contributing Editor Sophia Kim PhD, of the Myron B. Thompson School of Social Work at the University of Hawai'i at Mānoa.

Dean Noreen Mokuau retires this year after a decade of service as Dean of the Myron B. Thompson School of Social Work (MBTSSW) and after nearly 40 years of service to the University of Hawai'i at Mānoa (UHM). As a Native Hawaiian woman, she is committed to education that is anchored in excellence and founded in the unique attributes of Hawai'i and the Pacific-Asia region. With a deep aloha for Hawai'i, her work is rooted in 'ohana and community. As with all things in Hawaiian culture, there is appreciation and acknowledgement of people, land, and spiritual realm. She acknowledges that her life work is based on the direction and guidance of her own 'ohana with special credit to the legacy of her parents.

From her cultural lens, she has taught the importance of the links of our past, present, and future, in which we trace our historical legacy, highlight the foundation of our contemporary work, and envision growth for the future. She has been known to begin speeches by sharing her genealogy and the influence of family and place on her work. In these "talks," she has often said that all members of her family—past, present, and future—stand with her in the sharing of stories and information. In addition, she has reinforced the value of genealogy in the MBTSSW by linking the life of the School's namesake, Myron "Pinky" B. Thompson, with present and future direction of MBTSSW. For many of us highlighting these links accentuates the meaning and purpose of our work when framed in the context of both our personal and professional lineage.

With a foundation in genealogy, her lifetime commitment to social justice and health equity has borne out many "firsts." Dean Mokuau is the first Native Hawaiian woman to be awarded a doctorate in social work which she earned from the University of California Los Angeles, the first Native Hawaiian dean of a school of social work, and the first faculty to hold the Barbara Cox Anthony Endowed Co-Chair in Aging at the University of Hawai'i at Mānoa. Her roles as a leader, scholar, instructor, and agent of change weave together her commitment to social justice and health equity through her leadership hallmarks, including *kākou* (support) engagement and the building of

a *kauhale*.¹ Under her leadership, MBTSSW prioritized the perspective that interdisciplinary partnership and community engagement for educational excellence will help us lift the most vulnerable among us.

In the same manner that her life work is founded in genealogy, it is also grounded in *pilina*, the relationships and connections with people and place. She considers the UHM as a second home and a place where she has developed roots and special connections with people who have strengthened her roles as teacher, program chair of the BSW, MSW and PhD programs, and dean. Since becoming dean in 2010, she supported the reaccreditation of the Department of Social Work for the maximum term, the reapproval of the social work PhD program, and the formal establishment of the BA Degree in Public Health. She also stewarded the launch of the first fully online degree program (BSW) at the University of Hawai'i at Mānoa in Fall 2018. Her *kāko'o* efforts were instrumental in improving the US News & World Report ranking of MBTSSW from the top 33% (2012) to the top 20% (2019) nationally. Her focus on interdisciplinary collaboration was instrumental in her reorganization of the school from a single academic unit (social work) to three academic units (social work, public health, and center on aging).^{1,2} She was also essential in finalizing and securing three endowments for the schools, including the Barbara Cox Anthony Endowed Chair (\$2 million), the Dr. Richard and T. Rose Takasaki Endowed Professorship for Social Policy (\$1 million), and the Lili'uokalani Trust Endowed Professorship (\$500,000).

While her scholarly work has applicability for all disenfranchised populations, it prioritizes Asian and Pacific Islanders, with special attention to Native Hawaiians. She has edited three books, authored more than 100 publications, and provided more than 50 national and international presentations. She has been Multiple Principal Investigator (with Dean Jerris Hedges) for more than \$40 million in interdisciplinary extramural grants including Ola HAWAII (Health And Wellness Achieved by Impacting Inequalities) and RMATRIX II (RCMI Multidisci-

plinary and Translational Research Infrastructure Expansion), both funded by the National Institute for Minority Health and Health Disparities.³ She has also been the Co- Investigator of Hā Kūpuna: National Resource Center for Native Hawaiian Elders, funded by the US Administration on Aging.⁴ She has held elected positions on the Social Work Board of Directors of the Bachelors Program Directors (BPD) and the National Association of Deans and Directors (NADD) of Schools of Social Work. She was appointed to positions on the National Committee on Minority Affairs of the National Association for Social Workers (NASW) and the Commission for Diversity and Social and Economic Justice of the Council on Social Work Education (CSWE); and held scholarly positions as editorial/consulting board member for *Social Work* and the *Journal of Social Work Education*.

The substance of her work champions equity, cultural diversity, and social and economic justice. Her seminal contributions are organized around Native Hawaiians. In her recent works, she links health disparities with historical trauma and social determinants, such as socioeconomic status, the physical environment, discrimination, and legislative policies. For example, while multiethnic Hawai‘i is one of the healthiest states in the United States, health disparities continue to plague the approximately 24% of the state’s population who are Native Hawaiians. In Hawai‘i, Native Hawaiians have the shortest life expectancy of the largest ethnic groups, high rates of mortality from cancer and heart disease, and experience disproportionate rates of poverty, incarceration, and addictions.⁵⁻⁸ Based on her life’s work and that of many other scholars and providers, there is increasing recognition of the merit of culturally anchored programs to reduce the effects of social issues. These programs are strengths-based in the honoring of cultural values and practices and are community engaged and interdisciplinary in scope. For many Native Hawaiians, this translates into the fundamental emphasis on the relationships of individual, family, community, environment, and spiritual realm, and their participation in the development and delivery of social services.⁹⁻¹⁸ Dean Mokuau recognizes that there is a continued need for vigilance to ensure survival and thriving for Native Hawaiians and other disenfranchised groups.

Shortly following her appointment as the MBTSSW Dean in 2010, she provided *kāko‘o* to Anake Lynette Paglinawan to secure funding from the Office of Hawaiian Affairs for the continuation of the Hawaiian Learning Program in social work (2011-2017). Beginning in 2017, Dean Mokuau secured funding from the Hawai‘i Medical Services Association Foundation and Hawai‘i Pacific Foundation, Inc, to develop and began teaching an innovative course called *Ke A‘o Mau* (Learning Preserved), presenting the wisdom of Native Hawaiian *kumu loea* (expert teachers). The class emphasized Hawaiian-anchored practices that may yield solutions to the array of social and health disparities confronting Hawaiians and other populations today. The signature interdisciplinary course is organized around principles

and practices that support cultural competency in work with Native Hawaiians. It is designed to maximize learning from *kumu loea* in areas that impact health and social justice such as *‘ōlelo* (language), *mea ‘ai* (food and nutrition), *mele* (song), *ho‘oponopono* (family conflict resolution), *aloha ‘āina* (caring for the land), and *lomilomi* (massage). *Kumu loea* represent diverse fields, including social work, public health, law, Hawaiian history, and medicine. Associated with Ke A‘o Mau and *kumu loea*, Dean Mokuau, along with *hoaloha* (friends) Dr. Kathryn Braun and Mr. Kukunaakalā Yoshimoto, are presently working on a book, *Hoho‘i i ka Māno Wai: Returning to the Source of Life*. This book documents the *mo‘olelo* (stories) of *kumu loea* who are renowned experts in culturally anchored practices, including *lomilomi*, *lua*, *ho‘oponopono*, *mele*, *mana*, *‘āina mōmona*, and navigation. Most of these practices were suppressed following the colonization of the Hawaiian archipelago and the illegal overthrow of the Kingdom of Hawai‘i. The reemergence and refinement of these practices requires knowledge exchange from one generation to the next. Thus, each chapter explores how *kumu loea* learned their practice and how they are teaching and influencing the next generation.¹⁹

Community service is a benchmark of social work, and Dean Mokuau has served in a number of roles for government and community organizations. For example, she has been a board or advisory committee member of the John Howard Association, Papa Ola Lōkahi, the Queen Lili‘uokalani Children’s Center, and Blueprint for Change.

Perhaps her most devoted service contribution locally has been to Queen Emma and King Kamehameha IV through her work at The Queen’s Medical Center, the largest private hospital in Hawai‘i. Her affiliation with Queen’s began in 2003, when she was appointed as Vice-Chair of Board of Trustees of Queen Emma Land, and in 2004 when she was asked to chair the Native Hawaiian Health Committee of The Queen’s Health System and became the vice-chair of the Quality and Patient Safety Committee of the Queen’s Medical Center; she held these roles until 2012. In 2005, she joined the Board of Trustees for The Queen’s Medical Center and served as its chair from 2007-2012. She also served on the board of the Queen Emma Foundation. During her decade in service to Queen’s, Dean Mokuau advocated for improvements to care that helped to fulfill the intent of the medical center’s founders, Queen Emma and King Kamehameha IV, which was “to provide in perpetuity quality health care services to improve the well-being of Native Hawaiians and all of the people of Hawai‘i.”

Dean Mokuau’s work has not gone unnoticed. As a distinguished teacher and mentor, she was awarded the UH Presidential Citation for Meritorious Teaching in 1994, the National Association of Social Workers, Hawai‘i Chapter’s Social Work Educator of the Year Award in 1996, the UH Regents Excellence in Teaching Award in 1997. For her service commitments, she was awarded the UH Wo and Lau Ching Community Award in 2001, the

Association of Baccalaureate Social Work Program Directors' President's Medal of Honor in 2008, the National Association of Social Workers, Hawai'i Chapter's Lifetime Achievement Award in 2014. Distinctions for her scholarly performance with its focus on Native Hawaiians and aging include the Native Hawaiian Chamber of Commerce O'ō Award for outstanding achievements in the Native Hawaiian community in 2014; the Educator of the Year, Native Hawaiian Educators Association in 2015, and the American Society on Aging Award for Excellence in Multicultural Aging in 2015.

Her leadership has ensured synergy among social work, public health, and gerontology and greater connectivity with allied professions. As Dean Mokuau notes, "Let us work collectively for a just and healthy world, in this time as we continue to witness escalating violence, debilitating diseases, health epidemics, traumatic natural disasters, and dangerous international conflict. As we confront today's challenges, our call to action is in educational excellence that builds a cadre of professionals who are leaders with a deep understanding of humanity and who hold the knowledge and skills that will lead to transformational change in social justice and health equity." In her address to graduates in Spring 2020, she underscored their *kuleana* as the next generation of social workers and public health workers. She also called upon the *mana* (spiritual powers) that reaches from the zenith to the horizon to guide and fortify them for the work ahead. We now call upon this *mana* to guide and fortify Dean Mokuau as she moves purposively towards a new life. *Mai ka ho'oku'i a ka hālāwai.*

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The leadership of the Myron B. Thompson School of Social Work includes Michael C. DeMattos, Interim Chair, Department of Social Work, Tetine Sentell, Director/Chair, Office of Public Health Studies, and Margaret Perkinson, Director, Center on Aging.

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Hawai'i Journal of Health & Social Welfare (HJH&SW)

Guidelines for Publication of HJH&SW Supplements

The Hawai'i Journal of Health & Social Welfare (HJH&SW) partners with organizations, university divisions, and other research units to produce topic-specific issues of the journal known as supplements. Supplements must have educational value, be useful to HJH&SW readers, and contain data not previously published elsewhere. Each supplement must have a sponsor(s) who will work with the HJH&SW staff to coordinate all steps of the process. Please contact the editors at hjhswhawaii.edu for more information if you would like to pursue creating a supplement.

The following are general guidelines for publication of supplements:

1. Organizations, university divisions, and other research units considering publication of a sponsored supplement should consult with the HJH&SW editorial staff to make certain the educational objectives and value of the supplement are optimized during the planning process.

2. Supplements should treat broad topics in an impartial and unbiased manner. They must have educational value, be useful to HJH&SW readership, and contain data not previously published elsewhere.

3. Supplements must have a sponsor who will act as the guest editor of the supplement. The sponsor will be responsible for every step of the publication process including development of the theme/concept, peer review, editing, preliminary copy editing (ie, proof reading and first round of copy editing), and marketing of the publication. HJH&SW staff will only be involved in layout, final copy editing and reviewing final proofs. It is important that the sponsor is aware of all steps to publication. The sponsor will:

- a. Be the point of contact with HJH&SW for all issues pertaining to the supplement.
- b. Solicit and curate articles for the supplement.
- c. Establish and oversee a peer review process that ensures the accuracy and validity of the articles.
- d. Ensure that all articles adhere to the guidelines set forth in journal's [Instructions to Authors page](#), especially the instructions for manuscript preparation and the statistical guidelines.
- e. Obtain a signed [Copyright Transfer Agreement](#) for each article from all authors.

- f. Comply with all federal, state, and local laws, rules, and regulations that may be applicable in connection with the publication, including ensuring that no protected health information appears in any article.
- g. Work with the editorial staff to create and adhere to a timeline for the publication of the supplement.
- h. Communicate any issues or desired changes to the HJH&SW staff in a timely manner.

4. Upon commissioning a supplement, the sponsor will be asked to establish a timeline for the issue which the sponsor and the HJH&SW editor(s) will sign. The following activities will be agreed upon with journal publication to take place no later than 24 months after signing. Extensions past the 24 months will be subject to additional fees based on journal publication rates at that time:

- Final date to submit a list of all articles, with working titles and authors
- Final date for submitting Word documents for copy editing
- Final date for submitting Word documents for layout
- Final date to request changes to page proofs (Please note that changes to page proofs will be made only to fix any errors that were introduced during layout. Other editing changes will incur an additional fee of \$50 per page.)

5. The cost of publication of a HJH&SW supplement is \$5,000 for an 8-article edition with an introduction from the sponsor or guest editor. Additional articles can be purchased for \$500 each with a maximum of 12 articles per supplement. This cost covers one round of copy editing (up to 8 hours), layout, online publication with an accompanying press release, provision of electronic files, and indexing in PubMed Central, SCOPUS, and Embase. The layout editor will email an invoice for 50% of the supplement to the designated editor for payment upon signature of the contract. The remaining will be due at the time of publication. Checks may be made out to UCERA.

6. The sponsor may decide to include advertisements in the supplement in order to defray costs. Please consult with the HJH&SW advertising representative Michael Roth at 808-595-4124 or email rothcomm@gmail.com for assistance.

7. Supplement issues are posted on the HJH&SW website (<http://www.hawaiijournalhealth.org>) as a full-text PDF (both of the whole supplement as well as each article). An announcement of its availability will be made via a press release and through the HJH&SW email distribution list. Full-text versions of the articles will also be available on PubMed Central.

8. It is the responsibility of the sponsor to manage all editorial, marketing, sales, and distribution functions. If you need assistance, please contact the journal production editor. We may be able to help for an additional fee.

9. The editorial board reserves the right of final review and approval of all supplement contents. The HJH&SW will maintain the copyright of all journal contents.

Sample Workflow and Timeline for a Supplement

1. The sponsor contacts the HJH&SW editors (hjhs@hawaii.edu) to discuss the supplement topic, estimated timeline, length and cost. HJH&SW staff will review the journal requirements for articles and share our review process with the sponsor. **Time frame: 2 weeks**

2. The sponsor will complete the draft contract and pay a non-refundable deposit of \$2500 or half the contract value. **Time frame: 3 days**

3. The sponsor will solicit articles for the supplement. **Time frame: 3-6 months**

Articles must comply with:

- [Instructions for Manuscript Preparation and Submission of Research Articles](#)
- [Instructions for Manuscript Preparation and Submission of Columns](#)
- [HJH&SW Statistical Guidelines](#)
- [HJH&SW Style Guide for Native Hawaiian Words and Phrases](#) [AMA Manual of Style](#) A free summary can be found [here](#).

4. The sponsor will oversee the article selection, peer review, and editing process. We recommend that time be allowed for at least two rounds of reviews for each article. **Time frame: 3-6 months**

- Ensure that each article includes Institutional Review Board (IRB) review and approval, and a statement disclosing any conflicts of interest.
- Obtain a [Copyright Transfer Agreement](#) signed by all authors for each article.

5. *Optional:* During this time, the sponsor can solicit advertisements for the supplement to help defray costs for publication and/or printing. To initiate this process, the sponsor will work the HJH&SW advertising representative Michael Roth at 808-595-4124 or roth-comm@gmail.com.

6. The sponsor or their designee will conduct a final review of each article to ensure adherence to HJH&SW guidelines and AMA style. **Time frame: 2 weeks**

7. For each article, the sponsor will submit the final Word document and Copyright Transfer Agreement to the HJH&SW journal production editor. The journal production editor will send the articles to the copy editor for final journal style review. Copyediting will be 8 hours per edition plus 1 hour per article for additional articles purchased. Any additional hours will be billed at \$100 per hour. **Time frame: 2 weeks**

8. The sponsor will submit the final articles to the layout editor for formatting. **Time frame: 1 month**

Acting in the role of guest editor, the sponsor will include a column introducing the supplement.

IMPORTANT: All articles submitted for layout should be in their finalized form. Page proofs will be returned to the sponsor for their review and approval, but changes will only be made to fix any errors that were introduced during the layout process. Any editing or changes to the text or figures after the initial copy layout will incur a fee of \$50 per page.

9. The sponsor will review the electronic copy from the layout editor and submit any final corrections. **Time frame: 5 working days**

10. The layout editor will make the final corrections and provide a finished electronic copy of the supplement to the sponsoring editors to allow time for printing.

11. The managing editor will work with the sponsor to draft a press release. Sponsors should contact the managing editor at least 30 days prior to the date of publication to plan and script the press release. Sponsors are encouraged to submit 1-2 photos to accompany the press release. Note that obtaining signed photo releases is the responsibility of the sponsor.

12. The supplement will be published online along with the press release. An electronic copy will be sent to our subscribers and circulation lists, and the edition will be forwarded to the National Library of Medicine for indexing and made available for no cost access to the public.

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CURRICULUM VITAE

NOREEN MOKUAU, D.S.W.

Professor Emerita and Retired Dean, Thompson School of Social Work & Public Health
 Inaugural Barbara Cox Anthony Endowed Co-Chair in Aging
 University of Hawai'i at Mānoa

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Education

D.S.W., Social Welfare, University of California, Los Angeles

M.S.W., Social Work, University of Hawai'i at Mānoa

B.A., (Psychology, High Honors), University of Hawai'i at Mānoa

Administrative Experience

2014-2027 Multiple Principal Investigator (along with contact MPI Dr. Jerris Hedges), John A. Burns School of Medicine, University of Hawai'i at Mānoa (UHM), for research infrastructure grants on minority health and health disparities.

- Co-led one of the largest research grants from the National Institutes of Health (National Institute of Minority Health and Health Disparities-NIMHD) to the State of Hawai'i.
- Co-managed the two infrastructure grants, RMATRIX and Ola HAWAII, which approaches nearly \$100M during this funding period, including base budget and competitive supplements.

2010-2020 Dean, Thompson School of Social Work & Public Health, University of Hawai'i at Mānoa (UHM) [Retired, July 2020]

UHM is the flagship campus of the University of Hawai'i 10-campus system with approximately 18,000 students. The Thompson School of Social Work is one of 18 schools and colleges at UHM. There are approximately 320 students in social work and 240 students in public health. Accomplishments *we* have achieved during my term as Dean:

- Negotiated tenancy of a fully renovated building.
- Reorganized the School from a single academic unit (social work) to three academic units (social work, public health, center on aging).
- Improved the U.S. News & World Report ranking of our master's in social work program from the top 33% (2012) to the top 20% (2019) nationally.
- Improved professorial/chairship endowment status, with central responsibility for two endowments (\$500,000 and \$2M) and activation of a third legacy endowment (\$1M) – the first three endowments in the 80+ year history of the School. In addition, raised over \$1.5M in student and school financial support.

- Supported the reaccreditation of the BSW and MSW programs for the maximum terms (2018-2026), and the reapproval of the PhD program (2019-2024).
 - Stewarded the launch of the first fully online degree program (BSW) at the University of Hawai`i at Mānoa in Fall 2018.
 - Increased access to pilot project funding for public health and social work faculty totaling approximately \$1M through NIMHD health disparities infrastructure grants in which I serve as Multiple Principal Investigator (Dr. Jerris Hedges, contact MPI, John A. Burns School of Medicine).
- 2002-2006 Chair, Ph.D. Program, School of Social Work, UHM
- Secured approval for permanent status of the doctoral program from the university's Board of Regents.
 - Led the development of curriculum to focus on multi-cultural competence and community-based participatory research.
- 1992 (Spring) Acting Chair, M.S.W. Program, School of Social Work, UHM
- Maintained curricular and student services for the program.
- 1986-1992 Chair, BSW Program, School of Social Work, UHM
- Strengthened the articulation of the undergraduate and graduate programs with actions on advanced standing.
 - Increased student enrollment by 25%.
- Nov.1985-Feb.1986 Acting Dean, School of Social Work, UHM
- Maintained administrative leadership and oversight for the School.
- 1985-1986 Assistant Dean, Academic Affairs, School of Social Work, UHM
- Established/improved systems for program management, including course scheduling, curricular development and program articulation.
 - Provided overall support to the Dean on administrative and academic affairs.

Academic & Research Positions

- Feb. 2021-Present Adjunct Faculty, John A. Burns School of Medicine, Department of Native Hawaiian Health, UHM
- 2015-2020 Endowed Co-Chair, Barbara Cox Anthony Endowment in Aging
- 1994-2020 Professor, School of Social Work, UHM
- 1990-1994 Associate Professor, School of Social Work, UHM
- 1983-1990 Assistant Professor, School of Social Work, UHM
- 1981-1983 Lecturer/Assistant Professor, Human Services Program, California State University, Fullerton

University Courses Taught**Undergraduate Level:**

1. Ethnic Studies 420: Racism and Sexism
2. Human Services (HS) 201: Introduction to the Human Services
3. HS 380: Theories of Counseling and Psychotherapy
4. HS 480: Case Analysis
5. HS 490: Internship
6. Sociology 305: Introduction to Social Welfare
7. Social Work (SW) 200: Introduction to the Field of Social Work
8. SW 380: Social Work with Asian and Pacific Islanders
9. SW 402: General Social Work Practice III
10. SW 403: General Social Work Practice IV
11. Honors Colloquium 491-492: The Development of Self in a Multicultural Society

Graduate Level:

1. SW 606: Direct Practice with Individuals
2. SW 607: Social Work Practice with Families and Groups
3. SW 699: Directed Reading and Research (Variable Topics)
4. SW 708: Social Work Practice with Peoples of Hawai'i
5. SW 716: Advanced Social Work Practice with Individuals and Families
6. SW 720: Seminar in Social Work Practice with Individuals and Families
7. SW 750: Analysis and Development of Knowledge for Social Work
8. SW 774: Cultural Factors in Social Work with Hawaiians
9. SW 800: Dissertation
10. SW 680: Ke A`o Mau – Learning Preserved

Doctoral Dissertations

- 2017 PhD Kealoha Fox (Medicine)
Dissertation Title: Kūkulu Ola Hou: Rebuilding Native Hawaiian Health
- 2015 DrPH Lehua Choy (Public Health)
Dissertation Title: Community Interventions to Promote Physical Activity
- 2013 PhD Michiyo Tomioka (Social Welfare)
Dissertation Title: Organizational change in the aging network to promote evidence-based programs
- 2011 DrPH Jodi Leslie (Public Health)
Dissertation Title: Supports and barriers to healthy eating and physical activity among workers of different occupational groups
- 2009 PhD Katalina McGlone (Social Welfare)*
Dissertation Title: Raised Hānai: Recollections of Hawaiian adults
- 2008 PhD Stephanie Nishimura (Social Welfare)*
Dissertation Title: Psychosocial factors associated with substance use among youth in Hawai'i

- 2008 PhD Patti Isaacs (Psychology)
Dissertation Title: Aloha `Āina: A Hawaiian garden intervention designed to plant the seeds of recovery in persons with severe and persistent mental illness
- 2004 PhD Donald Neff (Social Welfare)
Dissertation Title: Perceptions of procedural justice in child protection: A study of family group conferencing
- 2003 PhD Sean Scanlan (Psychology)
Dissertation Title: Attention deficits and working memory: Phonological and visuospatial memory subsystems as mediators of central executive function and scholastic achievement in children
- 2002 PhD Kamana`opono Crabbe (Psychology)
Dissertation Title: Psychometric validation of He`Ana Mana`o o Na Meheu Hawai`i: Survey of Hawaiian cultural practices
- 2000 PhD David Leake (Sociology)
Dissertation Title: Mental health services for Native Hawaiians
- 1999 DrPH Claire Hughes (Public Health)
Dissertation Title: The Hawai`i traditional diet program: Participant perceptions and implications for culturally relevant health promotion

*Served as Chair

HONORS, AWARDS, RECOGNITIONS

Leadership

- 2016 Cohort-Participant, Leadership Academy in Aging, National Association of Deans and Directors of Schools of Social Work and Silberman School of Social Work at Hunter College, New York
- 2016 Advocacy and Social Justice Award (MBTSSW), National Association of Social Workers, Hawai`i Chapter, Honolulu, Hawai`i
- 2015 Educator of the Year, Native Hawaiian Educators Association, Honolulu, Hawai`i
- 2015 American Society on Aging Award for Excellence in Multicultural Aging, Hā Kūpuna National Resource Center for Native Hawaiian Elders (Co-Investigator), San Francisco, California
- 2014 Lifetime Achievement Award in Education, National Association of Social Workers, Hawai`i Chapter, Honolulu, Hawai`i
- 2014 O`O Award for Outstanding Achievements in the Native Hawaiian Community, Native Hawaiian Chamber of Commerce, Honolulu, Hawai`i
- 2008 President's Medal of Honor, Association of Baccalaureate Social Work Program Directors, Alexandria, Virginia

- 2001 The Wo and Lau Ching Community Foundation Award, UHM
- 1987 Kellogg Leadership Fellow, American Nurses' Association, Washington, D.C.

Teaching

- 1997 Regents Excellence in Teaching Award, UHM
- 1996 Social Worker of the Year in Education/Training, National Association of Social Workers, Hawai'i Chapter, Honolulu, Hawai'i
- 1994 Presidential Citation for Meritorious Teaching, UHM

Scholarships

- 1980 University Patent Fund Scholarship, University of California, Los Angeles, Los Angeles, California
- 1978-1980 Minority Research Fellow, Council on Social Work Education, Washington, D.C.
- 1978 Werner Scott Award, University of California, Los Angeles, California, Los Angeles, California
- 1978 Hawaiian Trust Company, Ltd. Scholarship Award, Honolulu, Hawai'i
- 1978 Alu Like Scholarship, Honolulu, Hawai'i
- 1976 National Institute of Mental Health Traineeship, UHM

CONSULTATION

- 2010 Consultant, Center on Aging, UHM
- 2006 Consultant, Public Policy Center, UHM
- 2004 Consultant, Federal Case, Office of the Public Defender, Honolulu, Hawai'i
- 1999-2000 Consultant, Capital Crime Case, Office of the Public Defender, Honolulu, Hawai'i
- 1992 Consultant, Capital Crime Case, California Appellate Project, San Francisco, California

PUBLICATIONS

Books

- 2023 **Mokuau, N., Yoshimoto, S.K., & Braun, K.L.** *Ka māno wai - Source of life.* Honolulu: University of Hawai'i Press, (217 pages).

Edited Books

- 1999 **Mokuau, N.** (Ed.), *Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention*. Washington, D.C.: U.S. Government Printing, (184 pages).
- 1999 Yee, B., **Mokuau, N.** & Kim, S. (Eds.), *Developing cultural competence in Asian-American and Pacific Islander communities: Opportunities in primary health care and substance abuse prevention*. Washington, D.C.: U.S. Government Printing, (285 pages).
- 1991 **Mokuau, N.** (Ed.), *Handbook of social services for Asian and Pacific Islanders*. Westport, Conn.: Greenwood Press, (254 pages).

Chapters in Books

- 2013 **Mokuau, N.** & Mataira, P. From trauma to triumph: Perspectives for Native Hawaiian and Māori peoples. In M. Gray, J. Coates, M.Y Bird, & T. Hetherington (Eds.), *Decolonizing social work* (pp.145-164). Burlington, VT: Ashgate Publishing Company.
- 2011 **Mokuau, N.** & Tauili`ili, P. Families with Native Hawaiian and Samoan Roots. In E. Lynch and M. Hanson (Eds.), *Developing cross cultural competence: A guide for working with young children and their families, 4th edition* (Chapter 10). Baltimore, MD: Brookes Publishing Company.
- 2004 **Mokuau, N.** & Tauili`ili, P. Families with Native Hawaiian and Samoan Roots. In E. Lynch and M. Hanson (Eds.), *Developing cross cultural competence: A guide for working with young children and their families, 3rd edition* (pp.345-371). Baltimore, MD: Brookes Publishing Company.
- 2004 Braun, K.L., Yee, B., Browne, C.V. & **Mokuau, N.** Native Hawaiian and Pacific Islander Elders. In K. Whitfield (Ed.) *Closing the Gap: Improving the Health of Minority Elders in the New Millennium* (pp. 55-67). Washington, DC: Gerontological Society of America.
- 2000 **Mokuau, N.** & Iuli, P. Nalani Ethel C.: Social work with a Hawaiian woman and her family. In R. Rivas & G. H. Hull, Jr. (Eds.), *Case studies in generalist practice, 2nd edition* (pp.23-29). Belmont, CA: Brooks/Cole.
- 1999 Fong, R. & **Mokuau, N.** Cultural competency and the responsiveness of health services to ethnic minorities of color. In G. Ma & G. Henderson (Eds.), *Rethinking ethnicity and health care* (pp.68-79). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- 1999 **Mokuau, N.** & Natividad, L. Chamorros: Recognizing a people and their issues with substance abuse. In N. Mokuau (Ed.), *Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention* (pp.137-150). Washington, D.C.: U.S. Government Printing.
- 1999 Napeahi, A., Kelly, T., Burgess, P.-A. Kamiyama, D. & **Mokuau, N.** Culture as a protective factor in two prevention programs for Hawaiians. In N. Mokuau (Ed.), *Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention* (pp.97-116). Washington, D.C.: U.S. Government Printing.

- 1999 **Mokuau, N.** Reality and vision: A cultural perspective in addressing alcohol and drug abuse among Pacific Islanders. In N.Mokuau (Ed.), *Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention* (pp.25-48). Washington, D.C.: U.S. Government Printing.
- 1999 **Mokuau, N.** Substance abuse among Pacific Islanders: Cultural context and implications for prevention programs. In B.Yee, N. Mokuau and S. Kim (Eds.), *Developing cultural competence in Asian-American and Pacific Islander communities: Opportunities in primary health care and substance abuse prevention* (pp.221-248). Washington, D.C.: U.S. Government Printing.
- 1999 Yee, B. & **Mokuau, N.** Epilog: Developing cultural competence evaluation for Asian-American and Pacific Islander communities. In B.Yee, N. Mokuau and S. Kim (Eds.), *Developing cultural competence in Asian-American and Pacific Islander communities: Opportunities in primary health care and substance abuse prevention* (pp.279-283). Washington, D.C.: U.S. Government Printing.
- 1998 **Mokuau, N.** & Taui'i'ili, P. Families with Native Hawaiian and Samoan Roots. In E. Lynch and M. Hanson (Eds.), *Developing cross cultural competence: A guide for working with young children and their families, 2nd edition* (pp.409-435). Baltimore, MD: Brookes Publishing Company.
- 1996 **Mokuau, N.** & Iuli, P. Nalani Eleanor C.: Social work practice with a Hawaiian woman and her family. In R. Rivas and G.H. Hull, Jr. (Eds.), *Case studies in a generalist perspective*, (pp. 22-28). Monterey, CA: Brooks/Cole.
- 1995 **Mokuau, N.** Pacific Islanders. In J. Philleo & F.L. Brisbane (Eds.), *Cultural competence in substance abuse prevention*, (pp. 127-152). Washington, D.C.: National Association of Social Workers.
- 1995 **Mokuau, N.** The relationship of substance abuse and HIV/AIDS among Pacific Islanders. In O. Amuleru-Marshall (Ed.), *Substance abuse in the era of AIDS, Volume II*, (pp. 195-222). Rockville, MD: Center for Substance Abuse Prevention.
- 1992 **Mokuau, N.** A conceptual framework for cultural responsiveness in the health field. In J. Fischer (Ed.), *East-West directions: Social work practice, tradition and change* (pp.91-101). Hon., Hawai'i: National Association of Social Workers, Hawai'i Chapter and the University of Hawai'i, School of Social Work.
- 1992 **Mokuau, N.** & Matsuoka, J. The appropriateness of personality theories for working with Asian and Pacific Islanders. In S. Furuto, R. Biswas, D. Chung, K. Murase and F. Ross-Sheriff (Eds.), *Social Work Practice with Asian Americans* (pp.67-84). Newbury Park, CA: Sage Press.
- 1992 **Mokuau, N.** & Taui'i'ili, P. Families with Native Hawaiian and Pacific Island Roots. In E. Lynch and M. Hanson (Eds.), *Developing cross cultural competence: A guide for working with young children and their families* (pp. 301-318). Baltimore, MD: Brookes Publishing Company.
- 1991 Blaisdell, K. and **Mokuau, N.** Kānaka Maoli: Indigenous Hawaiians. In N. Mokuau (Ed.), *Handbook of social services for Asian and Pacific Islanders* (pp. 131-154). Westport, Conn.: Greenwood Press.

- 1991 **Mokuau, N.** & Chang, N. Samoans. In N. Mokuau (Ed.), *Handbook of social services for Asian and Pacific Islanders* (pp. 155-169). Westport, Conn: Greenwood Press.
- 1991 **Mokuau, N.** and Shimizu, D. Conceptual framework for social services for Asian and Pacific Islander Americans. In N. Mokuau (Ed.), *Handbook of social services for Asian and Pacific Islanders* (pp. 21-36). Westport, Conn: Greenwood Press.
- 1988 **Mokuau, N.** Social work practice with individuals and families in a cross-cultural perspective. In D. Sanders and J. Fischer (Eds.), *Visions for the future: Social work and Pacific Asian perspectives* (pp. 46-61). Honolulu: University of Hawai'i School of Social Work.
- 1986 **Mokuau, N.** Ethnic minorities. In H. Gochros, J. Gochros, and J. Fischer (Eds.), *Helping the sexually oppressed*. (pp. 141-161). New Jersey: Prentice-Hall, Inc.
- 1986 **Mokuau, N.** Human sexuality of native Hawaiians and Samoans. In L. Lister (Ed.), *Human sexuality, ethnoculture, and social work* (pp. 67-80). New York: Haworth Press.
- 1985 **Mokuau, N.** Counseling Pacific Islanders. In P. Pedersen (Ed.), *Handbook of cross-cultural counseling and therapy* (pp. 147-155). Westport, Conn.: Greenwood Press.
- 1981 Kitano, H. & **Mokuau-Matsushima, N.** Counseling Asian-Americans. In P. Pedersen, J. Draguns, W. Lonner and J. Trimble (Eds.), *Cross-cultural counseling*, 2nd edition (pp. 162-180). Honolulu: University of Hawai'i Press.

Articles in Encyclopedias

- 2008 **Mokuau, N.** Native Hawaiians and other Pacific Islanders. *Encyclopedia of social work*. Washington, D.C.: National Association of Social Workers.
- 1995 **Mokuau, N.** Hawaiians. In F. Ng (Ed.), *Asian American encyclopedia* (pp.566-575). Pasadena, CA: Salem Press.
- 1995 **Mokuau, N.** Pacific Islanders. *Social work encyclopedia*, (pp. 1795-1801). Washington, D.C.: National Association of Social Workers.

Articles in Refereed Journals

- Review **Mokuau, N.**, Braun, K.L., Kreif, T., Sentell, T., & DeMattos, M. Myron B. Thompson School of Social Work: Kauhale for Social Justice and Health Equity. *Piko`oko`o: Hawaiian Place of Learning*.
- 2023 Hedges, J., Chow, D., Fogelgren, B., Braun, K., Tsark, J., Ordinado, S., Berry, M., Yanagihara, R., & **Mokuau, N.** 8 Health Disparities Investigator Development Through a Team-Science Pilot Projects Program. *International Journal of Environmental Research and Public Health*. doi.org/10.3390/ijerph20075336
- 2022 Lee, J.Y., Braun, K., Wu, Y.Y., Burrage, R., Muneoka, S., Browne, C., **Mokuau, N.**, Terada, T., & Hossain, M.D., Physical activity and health among Native Hawaiian and Other Pacific Islander older adults. *J Aging Health*. doi: 10.1177/08982643211032468

- 2021 Browne, C.V., Muneoka, S., Ka'opua, L.S., Wu, Y.Y., Burrage, R.L., Lee, Y.J., **Mokuau, N.** & Braun, K. L. Developing a culturally responsive dementia storybook with Native Hawaiian youth. *Gerontology & Geriatrics Education*, doi: 10.1080/02701960.2021.1885398
- 2021 Braun K.L., Browne C.V., Muneoka S., Terada T., Burrage R., Wu Y.Y. & **Mokuau N.** Migration and resilience in Native Hawaiian elders. *Journal of Ethnic & Cultural Diversity in Social Work*. doi.org/10.1080/15313204.2020.1770649
- 2019 Browne C., Braun K.L. Muneoka S., Wu Y.Y. & **Mokuau N.** Examining long-term service and support needs and preferences in Native Hawaiian elders: A mixed method approach. *Journal of Aging and Health*. doi: 10.1177/0898264319839903.
- 2019 Godinet, M.T., Vakalahi,H.O., & **Mokuau, N.** Transnational Pacific Islanders: Implications for social work. *Social Work*.
- 2019 Mokuau, N., Crabbe, K., & Fox, K. Kūka 'Ōhi'a i ka 'A`ā - 'Ōhi'a that stands amid the lava fields. *Hūlili*, 11 (2), 323-338.
- 2019 Ofili, E., Tchounwou, P., Fernandez-Repollet, E., Yanagihara, R., Akintobi, T., Lee, J., Malouhi, M., Garner, S., Hayes, T., Baker, A., Dent, A., Abdelrahim, M., Rollins, L., Chang, S., Sy, A., Hernandez, B., Bullard, P., Noel, Jr., R., Shiramizu, B., Hedges, J., Berry, M., Bond, V., Lima, M., **Mokuau, N.**, Kirken, R., Cruz-Correa, M., Sarpong, D., Vadgama, J., Yates, C., Kahn, S., Soliman, K., Perry, G., Pezzano, M., Luciano, C., Barnett, M.E., Oyekan, A., Kumar, D., Norris, K. The research centers in minority institutions (RCMI) translational research network: Building and sustaining capacity for multi-site basic biomedical, clinical and behavioral health. *Ethnicity & Disease*, 29, 135-144.
- 2018 Kreif, T., Yoshimoto, S.K., & **Mokuau, N.** Ke A`o Mau: Strengthening cultural competency in interdisciplinary education. *Hawai`i Journal of Medicine & Public Health*, 77, 333-336.
- 2017 Braun, K.L., Nelson-Hurwitz, D.C., Ono, M., Godinet, M., Perkinson, M.A., & **Mokuau, N.** From Hale to Kauhale – Public Health, Social Work and Aging. *Hawai`i Journal of Medicine & Public Health*, 76, 135-138.
- 2016 **Mokuau, N.**, DeLeon, P.H., Kaholokula, J.K., Soares, S., Tsark, J.U., & Haia, C. Challenges and promise of health equity for Native Hawaiians. *National Academy of Medicine*, Washington, D.C. 1-11. Retrieved from <https://nam.edu/wp-content/uploads/2016/10/Challenges-and-Promise-of-Health-Equity-for-Native-Hawaiians.pdf>
- 2016 Shiramizu, B., Shambaugh, V., Petrovich, H., Seto, T., Ho, T., **Mokuau, N.**, Hedges, J. Leading by success: Impact of a clinical and translational research infrastructure program to address health inequities. *Journal of Racial and Ethnic Health Disparities*, doi:10.1007/s40615-016-0302-4.
- 2015 Braun, K.L., Browne, C., **Mokuau, N.** Ha Kūpuna National Resource Center for Native Hawaiian elders. *Hawai`i Medical Journal* 14, 7, *Supp.1*, 9-10.
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- 2015 **Mokuau, N.**, Browne, C., Ka`opua, L.S., Higuchi, P., Sweet, K., Braun, K.L. Native Hawaiian grandparents: Exploring benefits and challenges in the caregiving experience. *Journal of Indigenous Social Development* 4, 1 1-19.
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- 2013 Leslie, J.H., Braun, K.L., Novotny, R., & **Mokuau, N.** Factors affecting healthy eating and physical activity behaviors among multiethnic blue- and white-collar workers: a case study of one healthcare institution. *Hawai`i Journal of Medicine and Public Health*, 72(9), 300-306.
- 2012 **Mokuau, N.**, Braun, K.L., & Daniggelis, E. Building family capacity for Native Hawaiian women with breast cancer. *Health and Social Work*, 37, 216-224. doi: 10.1093/hsw/hls033
- 2011 Ka`opua, L., Braun, K.L., Browne, C., **Mokuau, N.**, & Park, C-B. Why are Native Hawaiians underrepresented in Hawai`i's older adult population? Exploring disparities of Hawaiian elders. *Journal of Aging Research*. Pp. 1-8. Retrieved from <http://www.hindawi.com/journals/jar/contents/3/>
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- 2010 **Mokuau, N.** & Tomioka, M. Caregiving and older Japanese adults: Lessons learned from the periodical literature. *Journal of Gerontological Social Work*, 53, 117-136.
- 2009 Browne, C.V., **Mokuau, N.** & Braun, K.L. *Ola Pono Nā Kupuna* (Life and Health of our Elders): Resiliency and adversity in the lives of Native Hawaiians. *Social Work*, 54, 253-261.
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- 2008 **Mokuau, N.**, Garlock-Tuiali'i, J., & Lee, P. Has social work met its commitment to Native Hawaiians and other Pacific Islanders: A review of the periodical literature, *Social Work*, 53, 115-121.
- 2008 **Mokuau, N.**, Braun, K.L., Wong, L., Higuchi, P., & Gotay, C. Development of a family intervention for Native Hawaiian women with cancer: A pilot study. *Social Work*, 53, 9-19.
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- 2002 **Mokuau, N.** Culturally based interventions for substance use and child abuse among Native Hawaiians. *Public Health Reports*, 117, S82-S87.
- 2001 **Mokuau, N.**, Hishinuma, E. & Nishimura, S. Validating a measure of religiousness/spirituality for Native Hawaiians. *Pacific Health Dialog: Journal of Community Health and Clinical Medicine for the Pacific*, 8(2), 407-416.
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- 1998 Matsuoka, J. **Mokuau, N.** & Paul, L. Economic change on a Hawaiian island. *Social Development Issues*, 20(3), 73-96.
- 1998 **Mokuau, N.**, Browne, C.V., & Braun, K.L. Nā kūpuna in Hawai'i: A review of social and health status, service use, and the importance of value-based interventions. *Pacific Health Dialog*, 5(2), 282-289.
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- 1996 **Mokuau, N.** Health and Well-Being for Pacific Islanders: Status, Barriers and Resolutions. *Asian American and Pacific Islander Journal of Health*, 4(1-3), 55-67.
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- 1995 **Mokuau, N.**, Hughes, C. & Tsark, J. Heart disease and associated risk factors among Hawaiians: Culturally responsive strategies. *Health and Social Work*, 20(1), 46-51.
- 1994 Browne, C.V., Fong, R. & **Mokuau, N.** The mental health of Asian and Pacific Islander elders: Implications for research and mental health administration. *Journal of Mental Health Administration*, 21(1), 52-59.
- 1994 Fong, R. & **Mokuau, N.** Not simply Asian Americans: Periodical literature review on Asians and Pacific Islanders. *Social Work*, 39(3), 298-305.
- 1994 Hull, Jr., G.H. & **Mokuau, N.** Research in baccalaureate social work programs: A model for integration. *Journal of Teaching in Social Work*, 10(1-2), 137-147.
- 1994 **Mokuau, N.** & Browne, C.V. Native Hawaiian female elders (kūpuna): Resources for cultural preservation. *Social Work*, 39(1), 43-49.
- 1994 **Mokuau, N.** & Fong, R. A framework to assess responsiveness of health services to ethnic minorities of color. *Social Work in Health Care*, 20(2), 23-34.
- 1994 **Mokuau, N.**, Hull, G. H. & Wong, E. Scholarship as a dimension of an educator's role: The circumstances for undergraduate program directors. *Arete*, 19(2), 37-45.
- 1993 **Mokuau, N.** & Ewalt, P.L. School-agency collaboration: Enriching teaching, scholarship and service. *Journal of Social Work Education*, 29(3), 328-337.
- 1993 **Mokuau, N.**, Hull, Jr., G.H. & Burkett, S. The development of knowledge by undergraduate program directors. *Journal of Social Work Education*, 29(2), 160-170.
- 1992 **Mokuau, N.** & Kau, A. Ramifications of AIDS in the native Hawaiian community. *Journal of Multicultural Social Work*, 2(3), 43-49.
- 1992 Takeuchi, D.T., **Mokuau, N.** & Chun, C. Mental health services for Asian Americans and Pacific Islanders. *Journal of Mental Health Administration*, 19(3), 237-245.
- 1991 **Mokuau, N.** Ethnic minority curriculum in baccalaureate social work programs. *Journal of Multicultural Social Work*, 1(3), 57-75.

- 1991 Prizzia, R. & **Mokuau, N.** Mental health services for Native Hawaiians: The need for culturally relevant services. *Journal of Health and Human Resources Administration*, 14 (1), 44-61.
- 1990 **Mokuau, N.** A family-centered approach in native Hawaiian culture. *Families in Society: The Journal of Contemporary Human Services*, 71(10), 607-613.
- 1990 **Mokuau, N.** The impoverishment of native Hawaiians and the social work challenge. *Health and Social Work*, 15(3), 235-242.
- 1989 **Mokuau, N.** & Manos, M. A behavioral model for training parents. *Social Casework, the Journal of Contemporary Social Work*, 70(8), 479-487.
- 1987 **Mokuau, N.** White and Asian social workers' perceptions of counseling effectiveness for Asian clients. *Social Work*, 32(4), 331-335.

Book – Chapters Review

- 1989 **Mokuau, N.** [Review of *Women's therapy groups: paradigms of feminist treatment*] *Social Casework, the Journal of Contemporary Social Work*, 70 (7), 447-450.

Conference Proceedings

- 1992 **Mokuau, N.,** Hughes, C.K. & Tsark, J.U. Heart disease among Native Hawaiian women: Impact of risk factors and recommendations for change (p. 45). *National Heart, Lung, and Blood Institute Conference*. Washington, D.C: National Heart, Lung, and Blood Institute.

Technical and Project Reports

- 2019 **Mokuau, N.** Hawai'i Pacific Foundation, Inc. *Semi-annual progress report*. Honolulu: UHM Myron B. Thompson School of Social Work.
- 2019 **Mokuau, N.,** Yoshimoto, S.K., & Kreif, T. HMSA Foundation – *Final Project Report*. Ke A`o Mau: *Grounding the social work and health workforce in Native Hawaiian culture*. Honolulu: UHM Myron B. Thompson School of Social Work.
- 2012 Braun, K.L., **Mokuau, N.,** & Browne, C. Life expectancy, morbidity, and health practices of Native Hawaiian elders: A review of Hawai'i surveillance data. Honolulu, HI: Hā Kūpuna: National Resource Center for Native Hawaiian Elders.
- 2011 **Mokuau, N.,** Braun, K.L., & Daniggelis, E. *Kū me ka `ohana: Stand tall with families*. Honolulu: Myron B. Thompson School of Social Work.
- 2008 Browne, C., **Mokuau, N.,** Braun, K.L., & Choy, L. *Assessing the health and long-term care needs of Native Hawaiian elders and their caregivers*. Honolulu, HI: Hā Kūpuna: National Resource Center for Native Hawaiian Elders.
- 2002 **Mokuau, N.,** Reid, N., & Napalapai, N. *Ho`omana: Native Hawaiian women's views on spirituality*. Honolulu: University of Hawai'i School of Social Work.

- 2002 Lee, E. (with a contribution from **Mokuau, N.**) *Meeting the mental health needs of Asian and Pacific Islander Americans*. Alexandria, VA: National Technical Assistance Center for State Mental Health Planning.
- 2002 Browne, C. & **Mokuau, N.** (Eds.), *Social work practice and education for cultural competence with the aged: A handbook for social work educators and professionals working with Asian and Pacific Islander older adults*. Honolulu: University of Hawai'i School of Social Work.
- 1997 **Mokuau, N.**, Lukela, D., Obra, A. & Voeller, M. *Native Hawaiian spirituality: A perspective on connections*. Honolulu: University of Hawai'i School of Social Work and the Native Hawaiian Safe and Drug Free Schools and Communities Program.
- 1997 Fong, R., **Mokuau, N.**, Ono, M. & Ewalt, P. *Clinical supervision at Hawai'i State Hospital*. Honolulu: University of Hawai'i School of Social Work.
- 1996 Crocker, K., Kakai, H., **Mokuau, N.** & Ewalt, P. *Recidivism of Hawai'i State Hospital patients: An exploratory study*. Honolulu: University of Hawai'i School of Social Work.
- 1993 Ono, M., **Mokuau, N.** & Ewalt, P. (1993). *Social work practicum manual: Hawai'i State Hospital*. Honolulu: University of Hawai'i School of Social Work.
- 1993 Wilson, B., **Mokuau, N.**, Crocker, K., Ono, M. & Ewalt, P. *Documentation review: Social work services at Hawai'i State Hospital*. Honolulu: University of Hawai'i School of Social Work.
- 1992 **Mokuau, N.** & Browne, C. *Oral histories of female kūpuna: The lives of aging Native Hawaiian women*. Honolulu: University of Hawai'i Office of Women's Studies.
- 1989 Prizzia, R., Nishigaya, L., Oshiro, E., **Mokuau, N.** & Ohigashi, S. *Feasibility study of a senior/youth center at Moloka'i*. Honolulu: Management Planning and Administrative Consultants, Inc.
- 1988 Prizzia, R., Nishigaya, L., Oshiro, E., **Mokuau, N.**, Victor, A., & Minton, N. *Wai'anae coast children and youth mental health services*. Honolulu: Management Planning and Administrative Consultants, Inc.
- 1982 **Mokuau-Matsushima, N.**, Tashima, N. & Murase, K. *Mental health treatment modalities of Pacific/Asian American practitioners*. San Francisco, California: Pacific Asian Mental Health Research Project.

OTHER SCHOLARLY WORK (AUDIOVISUAL MEDIA)

- 2000 **Mokuau, N.** (Producer and Author) *His own words: Richard Chong* [Video]. Honolulu: Author.
- 1999 **Mokuau, N.** (Producer and Author) *Cultural competency: Native Hawaiian values* [Video]. Honolulu: University of Hawai'i School of Social work and Video Albums.

PROFESSIONAL PRESENTATIONS

International, National and Regional Conferences, Workshops & Poster Sessions (invited and refereed)

- 2024 (Apr.). Ola HAWAII. Presentation (w/Jerris Hedges, Noemi Polgar, Nicholas James, Nani Morgan, James Yess) at the Research Centers in Minority Institutions Consortium Annual Conference. Bethesda, Maryland.
- 2024 (Feb.). Move Upstream: Determinants of Health for Native Hawaiians and Pacific Islanders. National Institute of Minority Health and Health Disparities Workshop (Virtual).
- 2023 (Apr.). Ola HAWAII. Presentation (w/Jerris Hedges, Gehan Devendra, Juwon Park) at the Research Centers in Minority Institutions Consortium Annual Conference. Bethesda, Maryland.
- 2022 (Mar.). Ola HAWAII. Presentation (w/Jerris Hedges, Gehan Devendra, Juwon Park, Mapuana Antonio) at the Research Centers in Minority Institutions Consortium Annual Conference (Virtual).
- 2019 (Mar.). Building Research Infrastructure & Culture in Today’s Environment. Presentation (w/Luis Zayas, Alan Dettlaff, Sarah Gehlert, Audrey Shillington) at the NADD Spring Conference. San Diego, California.
- 2018 (Mar.). Grand Challenges in Health: Native Hawaiians. Presentation (w/Seunghye Hong) at Grand Challenges Western Consortium. Portland, Oregon.
- 2017 (Oct.). Community-Based Participatory Research (w/Kathryn Braun). Presentation at the Research Centers in Minority Institutions Annual Conference. Washington, D.C.
- 2016 (Apr.). Gun Violence (w/Wesley Church). Presentation at the National Association of Deans and Directors Annual Conference. San Juan, Puerto Rico.
- 2016 (Jun.). Plan and Design for an Agenda on Aging. Presentation at the Leadership Academy in Aging. New York, New York.
- 2014 (May.). Building Family Capacity to Deal with Breast Cancer. Presentation at Ewha University. Seoul, South Korea.
- 2013 (Mar.). Sustainability and Micronesia. Opening plenary at the National Association of Social Workers Annual Conference. Tamuning, Guam.
- 2013 (May.). Asia-Pacific Nexus: Relationship of Hawai`i and China. Presentation at Beijing Social Administration Vocational College. Beijing, China.
- 2011 Asia-Pacific Nexus: Relationship of Hawai`i and South Korea. Presentation at Chung-Ang University. Seoul, South Korea.
- 2011 Trauma and Triumph: Native Hawaiians. Closing plenary at the Institute on Violence, Abuse and Trauma. Honolulu, Hawai`i.

- 2010 Partnerships with Native Hawaiian and other Asian American and Pacific Islander Populations. Paper at the Asian American and Pacific Islander Social Workers' Association Conference. Portland, Oregon.
- 2009 Cultural Values: Impact on Native Elders. Paper presented at the Administration on Aging Title VI National Training and Technical Assistance Forum. Baltimore, Maryland.
- 2008 Building Community-University Partnerships (w/Colette Browne). Paper presented at the Administration on Aging Title VI National Training and Technical Assistance Forum. Shakopee, Minnesota.
- 2007 Establishing Hā Kūpuna: National Resource Center for Native Hawaiian Elders (w/Colette Browne, Kathryn Braun & Lehua Choy). Poster session at the Annual Scientific Meeting of the Gerontological Society of America. San Francisco, California.
- 2006 Who You Are and How You're Treated: Breast Cancer in Diverse Populations. (Moderator, Plenary). Paper and moderating at the Susan G. Komen Breast Cancer Foundation Mission Conference. Washington, D.C.
- 2003 Native Hawaiian and Other Pacific Island Elders. Paper presented at the Summer Conference on Aging & Diversity: Linking Research and Practice. Honolulu, Hawai'i.
- 2002 Breast cancer among Native Hawaiian women. Paper presented at the Native Researchers Cancer Control Training Program. Tucson, Arizona.
- 2001 Native Hawaiian spirituality: Lineage and legacy. Keynote presentation at the 5th International Indigenous Women's Wellness Conference. Honolulu, Hawai'i.
- 2001 Substance abuse and domestic violence among Native Hawaiians: Problems and culturally-based solutions. Paper presented at the Fifth National Conference on Family and Community Violence Prevention. Los Angeles, California.
- 2001 Substance use and family violence among Native Hawaiians: Problems and culturally-based solutions. Paper presented at the National Institute on Drug Abuse. Washington, D.C.
- 2001 Native Hawaiian health: Ola Pono. Paper presented at the Native Researchers Cancer Control Training Program. Portland, Oregon.
- 2000 Mental health and culture. Paper presented at the Mental Health Conference of the Federal Public Defender Training Group. San Francisco, California.
- 1999 Challenges of dental health services and diversity: Lessons from the Native Hawaiian experience (w/Kiyoshi Ikeda, Mark Greer & Claire Hughes). Paper presented at the National Conference of the American Dental Association. Honolulu, Hawai'i.
- 1997 Health status and challenges for Pacific Islanders. Paper presented at the Asian American and Pacific Islander Health Forum Conference. San Francisco, California.
- 1996 Native Hawaiian health. Paper presented at the Pacific Islander and Asian American Conference on Health Research & Research Training (National Institute of Health). Honolulu, Hawai'i.

- 1995 Health and well-being for Pacific Islanders: Status, barriers and resolutions. Paper presented at the First National Health Summit for Asians and Pacific Islanders. San Francisco, California.
- 1994 Spirituality: A dimension of practice with Hawaiians. Paper presented at the Counseling and Treating People of Colour Conference. San Juan, Puerto Rico.
- 1994 Alcohol and other drug abuse among Pacific Islanders. Paper presented at the Counseling and Treating People of Colour Conference. San Juan, Puerto Rico.
- 1993 Development and delivery of research courses in undergraduate social work education (with the BPD Research Task Force). Paper presented at the Baccalaureate Program Directors Annual Conference. Baltimore, Maryland.
- 1992 Heart disease among Native Hawaiian women: Impact of risk factors and recommendations for change. Paper presented at the 4th Annual National Forum on Cardiovascular Health, Pulmonary Disorders, and Blood Resources. Washington, D.C.
- 1992 Oral history methodology. Revisiting research: expanding our ways of knowing (with Dr. Colette Browne). Paper presented at the Council on Social Work Education Annual Program Meeting. Kansas City, Missouri.
- 1991 Scholarship of undergraduate program directors (w/Grafton Hull). Paper presented at the Baccalaureate Program Directors Annual Conference. Orlando, Florida.
- 1990 Ethnocultural barriers to care. Paper presented at the Asian American Health Forum Conference. Washington, D.C.
- 1989 Models for delivering mental health services to Native Hawaiians. Paper presented at the National Institute of Mental Health Western Minority Mental Health Services Research Workshop. Honolulu, Hawai'i.
- 1989 A cross minority perspective on social work education: Blacks and Asian Americans (w/ Larry Davis). Paper presented at the Council on Social Work Education Annual Program Meeting. Chicago, Illinois.
- 1989 Social skills training with Asian and Pacific Islander youth (w/ Michael Manos). Paper presented at the Council on Social Work Education Annual Program Meeting. Chicago, Illinois.
- 1988 The partnership of culture and social work. Paper presented at the 19th Annual Conference of the California Society for Clinical Social Work. Maui, Hawai'i.
- 1988 National Black leadership initiative on cancer (w/Brian Martin, & JoAnn Tsark). Paper presented at the National Cancer Institute workshop on issues of cancer control and prevention for Black Americans. Los Angeles, California.
- 1987 Minority career women: Asian and Pacific Islanders. Paper presented at the National Association of Social Workers Annual Conference. New Orleans, Louisiana.
- 1986 Appropriateness of practice theories for working with Asian and Pacific Islanders (w/Jon Matsuoka). Paper presented at the Council on Social Work Education Annual Program Meeting. Miami, Florida.

- 1985 Conflict resolution techniques for social workers: cross-cultural applications (w/Susan Chandler). Paper presented at the National Association of Social Workers Annual Conference. Chicago, Illinois.
- 1985 Multicultural content in direct practice courses. Paper presented at the Council on Social Work Education Annual Program Meeting. Washington, D.C.
- 1983 Mental health practices of Pacific/Asian therapists. Paper presented at the American Psychological Association Conference. Anaheim, California.
- 1982 The role of cultural values and traditions in the mental health treatment of Pacific/Asian clients. Paper presented at the Strategies for Cultural Stability and Change Conference, Society for Intercultural Education, Training, and Research (SIETAR). Long Beach, California.
- 1982 Utilization rates of treatment modalities and treatment styles with Pacific/Asian clients. Paper presented at the National Association of Social Workers Annual Conference. Los Angeles, California.
- 1982 Mental health treatment of Pacific/Asian clients. Paper presented at the Ethnic Conference on Mental Health, Fuller Theological Seminary. Pasadena, California.

Community and University Papers/Panels/Remarks

- 2024 (Feb.). Bringing Forth the Light: Ka Lama Kū O Ke Ao. Presentation (w/Claire Hughes and Kaleo Paik). Mits Aoki Foundation Annual Meeting. Honolulu, Hawai`i.
- 2018 (Oct). Kuleana. Closing Plenary at the NASW Conference. Queen's Conference Center, Honolulu, HI.
- 2018 (Oct). Striving to Become a Hawaiian Place of Learning. Panel presentation (w/Colette Browne, Kathryn Braun, Theresa Kreif, Kukuna Yoshimoto and Mari Ono) at Piko'oko'o Conference, University of Hawai`i at Mānoa. Honolulu, Hawai`i.
- 2017 CHSSW: Updates and Challenges to Interdisciplinary Collaboration in Culture and Diversity. Panel presentation (w/Mary Boland, Kathryn Braun and Jerris Hedges) at the 2017 Cross Cultural Health Care Conference, John A. Burns School of Medicine, Department of Surgery. Honolulu, Hawai`i.
- 2015 CHSSW: Working Together for Cross Cultural Health Care. Panel presentation (w/Maenette Benham, Mary Boland, Kathryn Braun, and Jerris Hedges) at the 2015 Cross Cultural Health Care Conference, John A. Burns School of Medicine, Department of Surgery. Honolulu, Hawai`i.
- 2014 Social Welfare and East Asia Policy. Opening Remarks at the Conference for Managing Changing Welfare Needs in a Growing Transborder East Asia, Myron B. Thompson School of Social Work. Honolulu, Hawai`i.
- 2014 Impact of Korean Immigration in Hawai`i. Opening Remarks at the Korean Immigration and Multiculturalism Conference, Myron B. Thompson School of Social Work. Honolulu, Hawai`i.

MOKUAU – Curriculum Vitae

- 2014 Gratitude. Panel presentation on topics of aging, John A. Burns School of Medicine, Mini Medical School on Aging. Honolulu, Hawai`i.
- 2014 English Language Learners & Social Work. Opening Remarks at the Hawai`i Educational Policy Center Forum (w/Avi Soifer and Don Young), William Richardson School of Law. Honolulu, Hawai`i.
- 2013 Women Graduate and Post-Doctoral Students in Health Sciences. Panel presentation (w/Virginia Hinshaw and Mary Boland) for Mentoring and Networking, John A. Burns School of Medicine. Honolulu, Hawai`i.
- 2013 Native Hawaiian Professional Development Seminar. Panel presentation (w/Davianna McGregor and Kawika Tengan) for emerging Hawaiian scholars, Hawai`i inuiakea School of Hawaiian Knowledge. Honolulu, Hawai`i.
- 2013 Language and Social Services. Remarks at the Hawai`i Language Roadmap Initiative, College of Language, Linguistics and Literature. Honolulu, Hawai`i.
- 2011 From Trauma to Triumph: One Perspective on a Native People. Closing Plenary. Institute on Violence, Abuse and Trauma 8th Annual Conference. Honolulu, Hawai`i.
- 2011 Building Community in Healthcare. Panel presentation (w/Maenette Benham, Mary Boland, Kamana`opono Crabbe, Jerris Hedges, DJ Mailer, Avi Soifer) on health disparities, John A. Burns School of Medicine, Department of Native Hawaiian Health and Center for Native and Pacific Health Disparities Research. Honolulu, Hawai`i.
- 2010 Native Hawaiian Health and Well-Being Partnerships at UH-Mānoa: UH Deans' Panel (w/Maenette Benham, Jerris Hedges, Mary Boland, Avi Soifer). Kamehameha Schools Research Conference. Honolulu, Hawai`i.
- 2010 Bridging research roots to contemporary lives. Paper presented at the Indigenous Research and Evaluation Summit: 2010. Native American Center for Excellence. Honolulu, Hawai`i.
- 2010 Hā Kūpuna: National Resource Center for Native Hawaiian Elders. Paper presented at the National Association of Social Workers Conference, Hawai`i Chapter. Honolulu, Hawai`i.
- 2008 Ho`ololi Kākou: We transform. Paper presented at the Behavioral Health Leadership Retreat, Queen's Medical Center. Honolulu, Hawai`i.
- 2007 Indigenous Social Work Perspectives in the Pacific and North America. Panel presentation at Indigenous Voices in Social Work: Not Lost in Translation Conference. Makaha, Hawai`i.
- 2003 Ho`omana: Spirituality and Well-Being. Presentation to The Royal Hawaiian Academy of Traditional Arts. Honolulu, Hawai`i.
- 2002 A Native Hawaiian perspective: Cherish the children. Paper presented at the Annual Meeting of the Healthy Mothers, Healthy Babies Coalition of Hawai`i. Honolulu, Hawai`i.
- 2002 Hawaiian values: Past and present. Paper presented at Leeward Community College Outreach Program (Nakamura Gakuen University and Junior College Study Program). Honolulu, Hawai`i.

- 2001 Connecting with culture: Implications for transition services. Paper presented at the Institute for Transition Services. Hilo, Hawai`i.
- 2000 What is the future of native practitioners and traditional healing practices? Panel presentation for Waimanalo Health Center Conference. Waimanalo, Hawai`i.
- 2000 Culture and health. Paper presented at Maui Medical Center and the County of Maui Conference on Cultural Competencies. Kahului, Maui.
- 2000 Native Hawaiian families: Problems and culturally-based solutions. Paper presented at the E Ola Mau Winter Conference. Punalu`u, Hawai`i.
- 2000 Cultural competence in working with older adults. Workshops I & II for the Ho`ola Program of the University of Hawai`i School of Social Work and Hawai`i Medical Service Association. Hon., Hawai`i.
- 2000 Substance abuse: Problems and resolutions. Paper presented to Pa Ku`i A Holo and the Uli`eo Koa Program of the Department of Health. Honolulu, Hawai`i.
- 1997 Native Hawaiian Spirituality. Workshop for the Native Hawaiian Health Scholarship Program and Papa Ola Lōkahi. Honolulu, Hawai`i.
- 1995 Influence of culture and spirituality on loss and end of life issues with Asian and Pacific Islander elders. Workshop for the UH School of Social Work and the Center on Aging. Honolulu, Hawai`i.
- 1994 Mental health practice with Hawaiians (kānaka maoli). Continuing medical education (CME) for Hawai`i State Hospital. Kāne`ohe, Hawai`i.
- 1993 Culturally competent practice with Hawaiians. In-service training for the Hawai`i Community Foundation. Honolulu, Hawai`i.
- 1993 The relationship of culture and counseling services: Circumstances for Hawaiians. Paper presented to the UH Health Careers Opportunity Program. Honolulu, Hawai`i.
- 1993 Hawaiians and mental health issues. In-service training for the Hawai`i State Hospital, Department of Social Work. Kaneohe, Hawai`i.
- 1992 Dimensions of ethnic competence. In-service training for the Department of Health, Zero to Three Project. Honolulu, Hawai`i.
- 1992 Ethnic-competent practice: The function of values in counseling Hawaiian students. In-service training for UH Student Development Center. Honolulu, Hawai`i.
- 1992 Culturally responsive health care practice: Case illustration with Native Hawaiians. Workshop for the Maui Rural Health Program. Kahului, Maui.
- 1992 Aging among native Hawaiian women: an oral history project (w/Colette Browne). Paper presented to the UH Office for Women's Research.

MOKUAU – Curriculum Vitae

- 1992 Social work in the field of corrections. Seminar for UH Outreach Program (Japan's Nihon Fukushi College). Honolulu, Hawai`i.
- 1992 Social work system in the United States. Seminar for UH Outreach Program (Japan's Capital International College). Honolulu, Hawai`i.
- 1991 Framework for curriculum relevant to Native Hawaiians. Paper presented to the UH-Hilo Office of Student Services, Minority Student Program. Hilo, Hawai`i.
- 1990 Communication skills, II. In-service training for United Cerebral Palsy. Honolulu, Hawai`i.
- 1990 Cultural sensitivity. In-service training for Hana Like Home Visitor Program. Honolulu, Hawai`i.
- 1990 Health and wellness. Paper presented at the National Association of Social Workers Annual Conference, Hawai`i Chapter. Honolulu, Hawai`i.
- 1990 A conceptual framework for cross cultural curriculum. Paper presented at the UH Pacific Gerontologic Social Work Education Conference. Honolulu, Hawai`i.
- 1990 Social work and healthcare. Seminar for UH Outreach Program (Japan's Nihon Fukushi College). Honolulu, Hawai`i.
- 1990 Social work: healthcare and early childhood. Seminar for UH Summer Session Life Long Education Series. Honolulu, Hawai`i.
- 1990 Native Hawaiians and healthcare for the developmentally disabled. In-service training for the State of Hawai`i, Developmental Disabilities Division. Honolulu, Hawai`i.
- 1989 Substance abuse and women. Paper presented at the Women in the 1990s Conference. Honolulu, Hawai`i.
- 1989 Transracial adoptions. In-service training for Casey Family Program. Honolulu, Hawai`i.
- 1989 Communication skills. In-service training for United Cerebral Palsy. Honolulu, Hawai`i.
- 1989 Social work and healthcare for children. Seminar for UH Outreach Program (Japan's Tokaigakuen Women's College). Honolulu, Hawai`i.
- 1988 Social work system in the United States. Seminar for UH Summer Session Life Long Education Seminar Series. Honolulu, Hawai`i.
- 1988 Social work and foster care in the United States. Seminar for UH Summer Session Life Long Education Seminar Series. Honolulu, Hawai`i.
- 1988 Casework assessment and treatment in a cultural context. In-service training for Queen Lili`uokalani Children's Center staff. Honolulu, Hawai`i.
- 1988 Cancer among Native Hawaiians (w/Brian Martin & JoAnn Tsark). Paper presented at the National Association of Social Workers Annual Symposium. Honolulu, Hawai`i.

MOKUAU – Curriculum Vitae

- 1988 Social work and health. Seminar for UH Outreach Program (Japan's Tokaigakuen Women's College). Honolulu, Hawai'i.
- 1987 Native Hawaiian health needs. Paper presented at the Conference of Community Health Centers of the Pacific. Wai'ananae, Hawai'i.
- 1987 Social work practice in the United States. Seminar for UH Summer Session Life Long Education Seminar Series. Honolulu, Hawai'i.
- 1986 Impact of multicultural values on service delivery to the elderly. In-service training for Project Malama. Honolulu, Hawai'i.
- 1986 Social work: our commitment to a job and a profession in a changing environment. Paper presented at the National Association of Social Workers Annual Symposium, Hawai'i Chapter. Honolulu, Hawai'i.
- 1986 Social work in the United States. Seminar for UH Summer Session Life Long Education Seminar Series. Honolulu, Hawai'i.
- 1985 Mediation with Asian and Pacific Islanders (w/Susan Chandler). Paper presented at the National Association of Social Workers Annual Symposium, Hawai'i Chapter. Honolulu, Hawai'i.
- 1985 Modifying contemporary theories of psychotherapy for work with Asian and Pacific Islander clients. In-service training for Family Court. Honolulu, Hawai'i.
- 1984 Multicultural practice. Paper presented at the UH School of Social Work Child Welfare Symposium. Honolulu, Hawai'i.

CONTRACTS/GRANTSActive

2U54MD007601-36 (Hedges/Mokuau, Multiple PIs) 09/01/2022-08/31/2027 \$24M
NIH/NIMHD

Ola Health And Wellness Achieved by Impacting Inequalities (HAWAII)

The objective of the Center, named Ola HAWAII, is to improve minority health and reduce health disparities for those communities in Hawai'i which suffer disproportionately in health outcomes and healthcare access.

Completed

2U54MD007601-31 (Hedges/Mokuau, Multiple PIs) 09/01/2017-08/31/2022 \$23M
NIH/NIMHD

Ola Health And Wellness Achieved by Impacting Inequalities (HAWAII)

The objective of the Center, named Ola HAWAII, is to grow and support a community of health disparities investigators (the "workforce") to harness the power of diverse thought (the "thinkforce") to determine the causes of and interventions for health disparities.

2U54MD007584-04 (Hedges/Mokuau/Shiramizu, Multiple PIs) 07/01/2014 - 06/30/2019 \$15.4M
NIH/NIMHD

RCMI Multidisciplinary And Translational Research Infrastructure eXpansion Hawai'i (RMATRIX) – II

The goal is to provide the infrastructure to support health disparities research in Hawai'i, with attention to Native Hawaiians, Pacific Islanders, and Filipinos, in the priority health areas of nutrition and metabolic health; growth, development and reproductive health; and aging and chronic disease prevention/management.

90OI0007 (Browne, PI) 07/01/2015-06/30/2020 \$880,000

U.S. DHHS Administration on Aging/Administration on Community Living
Hā Kūpuna National Resource Center for Hawaiian Elders

The purpose of the Center is to develop, generate, and disseminate knowledge on health and long-term care of Native Hawaiian elders and their families/caregivers in order to improve the delivery of services.
Role: Co-Investigator (w/Braun, KL)

UHF 129-1810-4 (Mokuau, PI) 12/01/2018-6/30/2020 \$110,000

Hawai'i Pacific Foundation, Inc.

The goal is to fund initiatives in social work that seek to empower the Native Hawaiian community. These initiatives include one student endowment, several student scholarships, research graduate assistants who work in the Native Hawaiian community, and a networking event.

UHM Office of the Vice Chancellor of Academic Affairs (Collaborating Partners)

(J. Osorio, N. Mokuau, J. Hedges, M. MacKenzie, K. Kaholokula, W. Kauai, K. Sproat, K. Lipe, Co-I)
2017 – 2019 \$100,000

Piko`oko`o

The goal is to have a group of Native Hawaiian faculty plan, implement and evaluate an interdisciplinary conference and produce a publication that will showcase how our institution strives to be a "Hawaiian Place of Learning."

UHF 127-7280-4 (Mokuau, PI) 07/01/2017 – 06/30/2018 \$73,500

Hawaii Medical Services Association Foundation

The goal is to grow the professional workforce uniquely trained in Hawaiian culture in order to improve services to the Native Hawaiian population and other culturally diverse groups.

OHA (Mokuau, PI) 12/01/2014 – 06/30/2017 \$218,855

Office of Hawaiian Affairs
Hawaiian Learning Program

The goal of the HLP is to provide a culturally-tailored educational program to graduate social work students to enhance their work with Native Hawaiian clients, families, and communities.

CMS 14-386 (Mokuau, PI) 07/01/2014 – 06/30/2017 \$ 75,000

Queen's Medical Center

Staff Development for Social Workers

The goal of this project is to provide continuing education to social workers to help them meet their standards and requirements for licensure.

(Mokuau & Kreif, Co-PI) 01/01/2014 – 12/31/2014 (NCE-12/31/15) \$ 30,000

Queen Lili'uokalani Children's Center
Kaumaha: Grief Work Module

The goal of this project is to develop and complete an online curriculum module on kaumaha, grief work that can be used to train social workers in working with Native Hawaiian clients and families.

90OI0006/01 (Browne, PI) 07/01/2012-06/30/2015 \$389,552

- U.S. DHHS Administration on Aging
Hā Kūpuna National Resource Center for Hawaiian Elders
The goal of the Hā Kūpuna National Resource Center for Native Hawaiian Elders is to identify, develop, and disseminate knowledge on evidence-based and culturally informed health and long-term care strategies and approaches to Hawaiian kūpuna (elders), families (‘ohana), and the community to improve kūpuna health.
Role: Co-Investigator (w/Braun, KL)
- 2760 (Mokuau, PI) 11/01/2011 – 10/31/2014 \$270,990
Office of Hawaiian Affairs
Hawaiian Learning Program
The goal of the HLP is to provide a culturally-tailored educational program to graduate social work students to enhance their work with Native Hawaiian clients, families, and communities.
Role: PI
- 90OI0002/02 (Mokuau and Browne, Co-PI) 07/01/2009-06/30/2012 \$389,556
U.S. DHHS Administration on Aging
Hā Kūpuna National Resource Center for Hawaiian Elders
The goal of the Hā Kūpuna National Resource Center for Native Hawaiian Elders is to identify, develop, and disseminate knowledge on evidence-based and culturally informed health and long-term care strategies and approaches to Hawaiian kūpuna (elders), families (‘ohana), and the community to improve kūpuna health.
Role: Co-PI
- 90OI0002/01 (Mokuau ,PI) 07/01/2009-06/30/2010 \$31,806
U.S. DHHS Administration on Aging
Hā Kūpuna National Resource Center for Hawaiian Elders
The goal of the Hā Kūpuna National Resource Center for Native Hawaiian Elders is to identify, develop, and disseminate knowledge on evidence-based and culturally informed health and long-term care strategies and approaches to Hawaiian kūpuna (elders), families (‘ohana), and the community to improve kūpuna health. This is a supplemental contract to assess grandparents’ caring for grandchildren.
Role: PI
- 90AM3079/02 (Mokuau, PI) 09/01/2006-06/30/2009 \$360,000
U.S. DHHS Administration on Aging
Hā Kūpuna National Resource Center for Hawaiian Elders
The goal of the Hā Kūpuna National Resource Center for Native Hawaiian Elders is to identify, develop, and disseminate knowledge on evidence-based and culturally informed health and long-term care strategies and approaches to Hawaiian kūpuna (elders), families (‘ohana), and the community to improve kūpuna health.
Role: PI (w/Browne, CV and Braun, KL as Co-Investigators)
- DISP0706698 (Mokuau, PI) 12/05/2007- 12/04/2009 (NCE 12/04/10) \$300,000
Susan G. Komen Foundation
The goal of this project titled “Kū Me Ka ‘Ohana” is to develop and feasibility test a psychosocial intervention to support Native Hawaiian women with breast and their family members.
Role: PI
- (Chong, PI) 2002-2003 \$ 50,000
NCI
The goal of this pilot project is to begin developing an intervention for Native Hawaiian women with

breast cancer and their families.

Role: Pilot Project PI

(Becker, PI) 2001-2002 \$ 22,000

NCI (Oregon Health Sciences University, Portland, Oregon)

The goal of this project was to refine the cultural protocols for a psychosocial intervention for Native Hawaiian women with breast cancer.

Role: Pilot Project PI

92-393 (Ewalt, PI) 1993-1995 \$238,000

State of Hawai'i Department of Health

The purpose of this collaborative project between the School of Social Work and the Hawai'i State Hospital was to facilitate workforce training and development for social workers in the adult mental health division.

Role: Project Director

92-393 (Ewalt, PI) 1991-1993 \$238,000

State of Hawai'i Department of Health

The purpose of this collaborative project between the School of Social Work and the Hawai'i State Hospital was to facilitate workforce training and development for social workers in the adult mental health division.

Role: Project Director

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

(Up to 2020)

Council on Social Work Education

National Association of Social Workers

National Association of Deans and Directors of Social Work

Native Hawaiian Chamber of Commerce

St. Louis Group for Excellence in Social Work Research and Education

SERVICE

National

Member, Board of Directors, National Association of Deans and Directors, 2017-2020.

Member, Commission for Diversity and Social and Economic Justice, Council on Social Work Education, 2016-2019; 2013-2016.

Co-Coordinator, US News & World Report Committee, National Association of Deans and Directors, 2017-2019.

Member, School Violence, Safety and Intervention Task Force, National Association of Deans and Directors, 2018.

Member, Search Committee for the CSWE President, Council on Social Work Education, 2011-2012.

Member, Steering Committee on Health Disparities, National Association of Deans and Directors (NADD) and Office of Minority Health (OMH), 2011-2012.

Member, Asian American/Pacific Islander National Advisory Council, Susan G. Komen Foundation, 2004-2007.

Member, Asian American and Pacific Islander Research Committee. National Institute on Drug Abuse, 1999-2001.

Member, Board of Directors, Asian American and Pacific Islander Health Forum, Inc., 1995-1998.

Member, Editorial Board, *Social Work*, 1995-1998.

Member, Technical Advisory Committee, National Women's Resource Center, 1995-1997.

Member, Consulting Editorial Board, *Social Work*, 1993-1995.

Member, Consulting Editorial Board, *Journal of Social Work Education*, 1994-1997.

Member, Editorial Board, *Journal of Baccalaureate Social Work*, 1995-1996.

Member, Consulting Guest Editors, *Families in Society*, 1991.

Member, National Committee on Minority Affairs, National Association for Social Workers, 1991-1994.

Member, Baccalaureate Program Directors Research Task Force, National Institute for Mental Health, 1993-1994.

Member, Editorial Board, *Proceedings of the Ninth Annual BPD Conference*, 1992.

Member, Board of Directors, Bachelors Program Directors, 1990-1992.

Community

Member, Blueprint for Change, Advisory Council, 2012-2020

Member, Na Limahana o Lonopuha Consortium, Office of Hawaiian Affairs, 2010-

Grant Reviewer, Susan Komen, Hawai'i Chapter, 2009, 2010, 2012

Member, Scientific Abstract Review Committee. International Society for the Prevention of Child Abuse and Neglect Congress (ISPCAN), 2010.

Member, Advisory Council, Kawaihonaakealoha – Papakolea's Elderly Service Project, 2010

Member, Advisory Council, Office of Hawaiian Affairs, Incarceration Study, 2009-2010

Chair, Board of Trustees, Queen's Medical Center, 2007-2012

Vice-Chair, Quality & Patient Safety Committee, Board of Trustees, Queen's Medical Center, 2004-2012

Vice Chair, Board of Trustees, Queen's Health Systems, 2010-2012

Vice-Chair, Board of Trustees, Queen's Medical Center, 2005-2007

MOKUAU – Curriculum Vitae

Member, Board of Trustees, Queen’s Medical Center, 2003-2005

Vice-Chair, Board of Trustees, Queen Emma Land, 2005-present

Member, Board of Trustees, Queen Emma Foundation, 2005-2006

Member, Board of Trustees, Queen’s Health Systems, 2005-2009

Chair, Native Hawaiian Health Committee, Queen’s Health System, 2004-2012

Member, Audit Subcommittee, Board of Trustees, Queen’s Health System, 2004-2007

Member, Finance Committee, Queen’s Health Systems, 2007-2012

Member, Institutional Review Board, Papa Ola Lōkahi, 2003-2005

Member, Board of Directors, Queen’s Health System Medical Library, 2001-2004

Member, Steering Committee, `Imi Hale - Native Hawaiian Cancer Awareness, Research and Training Network [National Cancer Institute], 2001-2010

Witness, Testimony on Native Hawaiian Healthcare Reauthorization, Jan. 2000

Consultant, Papa Ola Lōkahi, Grant to National Cancer Institute, 1999

Member, E Ola Mau, 1985-88; 1999-2002

Member, Advisory Council, Queen Lili`uokalani Children's Center, 1994-2000

Chair, Evaluation Committee, Advisory Council, Queen Lili`uokalani Children's Center, 1996-1997

Member, E Ola Mau Mental Health Update Committee, Papa Ola Lōkahi, 1996

Witness, Testimony on the Peoples' International Tribunal- Hawai`i, Aug. 1993

President, Board of Directors, John Howard Association, 1991-1992

Member, Board of Directors, John Howard Association, 1987-1991

Recording Secretary, Executive Board of Directors, E Ola Mau, Inc., 1988-1989

Member, Advisory Committee, DOH, AIDS Prevention Program for Native Hawaiians, 1988-1989

Member, Advisory Board, Brigham Young University, Laie, Social Work, 1986-1987

Member, Board of Directors, Young Women's Christian Association, 1986-1987

Member, Advisory Committee, Parent-Child Development Center, Kamehameha Schools, 1985-1987

Member, Task Force, Progressive Neighborhood Program, Governor's Office, 1985-1986

University (UH), University of Hawai'i at Mānoa (UHM) and School Service (SSW)

- Chair, Search Advisory Committee for the Dean of the William S. Richardson School of Law, Provost Office, 2019-2020
- Member, Outreach College Advisory Council, Outreach College, 2019-2020
- Member, Better Tomorrow Speaker Series, Provost Office, 2018-2020
- Member, Hawai'i Journal of Medicine and Public Health, CHSSW, 2018-2020
- Member, Piko'oko'o Advisory Initiative, OVCAA, UHM, 2017-2020
- Member, Hawai'i Papa O Ke Ao, President, UH, 2017
- Member, Search Committee for Native Hawaiian Affairs Officer, Chancellor's Office, UHM 2017
- Member, Deans Advisory to the CHSSW Inter-professional Education Committee, UHM 2014-2020
- Member, Search Committee for Chancellor, UHM, 2016
- Member, Strategic Planning Committee, UHM, 2016-2018
- Chair, Search Committee for Dean for Graduate Education, UHM, 2013
- Co-Facilitator, Community Task Force (Chancellor), UHM, 2013
- Member, Budget Task Force (Chancellor), UHM, 2013
- Co-Facilitator, Native Hawaiian Advancement Task Force (Chancellor), UHM, 2011
- Member, Hawai'i Papa O Ke Ao, Native Hawaiian Task Force, UH (Vice-President Student Services), 2011
- Member, Consultation Committee, Cultural Protocol, UHM (Chancellor & Dean Maenette Benham), 2011
- Member, Obama Library Research Committee (Chancellor), UHM, 2011-2012
- Member, Campus Fee Advisory Committee (Chancellor), UHM, 2010-2011
- Member, School Personnel Committee, SSW, 2007-2008; 2001-2002; 1994-1996
- Member, UH Hung Wo & Elizabeth Ching Award Committee, UHM, 2005
- Member, UH Mānoa Forum Committee, UHM, 2002-2003, 2010
- Member, Search Committee for Chancellor, UHM, 2002
- Member, Disciplinary Advisory Committee, Chancellor, UHM, 2002

MOKUAU – Curriculum Vitae

Member, Planning Committee for the Dedication of Queen Lili`uokalani Building, UHM, 2002

Member, Facilities Committee [Naming Buildings], UHM, 2001

Member & Convener (99, 2003), UHM Tenure, Promotion and Review Committee, 2003, 2001, 1999, 1996, 1993, 1991

Member, Ph.D. Program Committee, SSW, 2000-2006

Member, Ph.D. Admissions Committee SSW, 1998-2000; 2000-2001

Member, BSW Curriculum Committee SSW, 1992-2000

Member, MSW Curriculum Committee SSW, 1994-2008; 1990-1992; 1989-1990; 1987-1989; 1985-1987

Reviewer, Educational Improvement Fund Committee, UHM, 1999

Convener, Excellence in Teaching Award Committee (College of Health Sciences and Social Welfare), 1999

Member, Advisory Council, Rural Health Care Grant SSW, 1994-1995

Member, Kua`ana Committee, Office of the Vice-President for Student Affairs, UHM, 1993

Member, Honors Council, UHM), 1992-1994

Member, Excellence in Teaching Award Committee, (College of Health Sciences and Social Welfare), 1992

Member, Ad Hoc Committee on Personnel Committee Composition, SSW, 1990

Convener, Ad Hoc Committee on Curriculum Committee Composition, SSW, 1990

Member, Gerontology Concentration, SSW, 1990-1992

Member, PhD Planning Committee, SSW, 1990

Member, Foundation Practice Committee, SSW, 1990

Member, Academic Program Review Team for the Center for Hawaiian Studies, UHM, 1989

Member, Child and Family Concentration, SSW, 1987-1990

Liaison to the National Institute of Mental Health, Native Hawaiian mental health. (UH Board of Regents appointment), 1988

Convener, Ad Hoc Student Standards Committee, SSW, 1988

Co-facilitator, BSW Reaccreditation Committee, SSW, 1986-1987

MOKUAU – Curriculum Vitae

Member, MSW Reaccreditation Committee, SSW, 1986-1987

Member, Hawaii Instructional Television System Committee, UHM, 1986-1987

Chair, Admissions Committee, SSW, 1985-1986

Chair, Financial Aid/Scholarship Committee, SSW, 1985-1986

Chair, Recruitment Committee, SSW, 1985-1986

Member, Academic Procedures Committee, Student Services Directors, UHM, 1985-1986

Member, International Studies Committee, College of Arts and Sciences, UHM, 1985-1986

Chair, Direct Practice Concentration, SSW, 1985-1987

Member, Direct Practice Concentration, SSW, 1983-1985

04.10.24

2024 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents
July 18, 2024



- 2024 Budget Bill
- 2024 UH Legislative Package (Admin Bills)
- 2024 Select Bills of Interest
 - Board of Regents
 - UH Operations
- 2024 Select Resolutions of Interest
- Legislative Calendar

Post-Session Statistics

- 2,678 – Bills Introduced
- 640 – Total number of Bills tracked by UH
- 262 – Total Number of Bills passed the Legislature (overall)
- 66 – Total Number of Bills passed the Legislature tracked by UH
- 321 – Total Number of Testimonies Submitted



HB 1800 HD1 SD1 CD1 (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. (CD1)

Position: Support

Update: July 8, 2024 – Line-item appropriations veto
July 9, 2024 – Signed into law, Act 230



2024 Budget – Operating

205

Campus	Description	Board Request		CD1	
		FTE	\$\$\$	FTE	G \$\$\$
Mānoa	General Fund Restoration - UH Mānoa		\$ 5,600,000		\$ 5,600,000
JABSOM	General Fund Restoration - JABSOM		\$ 1,800,000		\$ 1,800,000
Hilo	General Fund Restoration - UH Hilo		\$ 3,420,000		\$ 3,420,000
West O'ahu	General Fund Restoration - UHWO		\$ 1,620,000		\$ 1,620,000
System Admin	General Fund Restoration - UH System		\$ 5,086,848		\$ 5,086,848
Mānoa	Athletics Subsidy - UH Mānoa		\$ 3,200,000		\$ 3,200,000
Hilo	Athletics Subsidy - UH Hilo		\$ 400,000		\$ 400,000
Community Colleges	Culinary Institute of the Pacific - Full Year Funding		\$ 389,245		
Community Colleges	Value Added Product Center - Full Year Funding		\$ 359,932		
Mānoa	Expand Teacher Cohort on Neighbor Islands	7.00	\$ 625,000		
Mānoa	CTAHR Extension Agents	5.00	\$ 506,555	5.00	\$ 506,555
System Admin	Increased Campus Safety	4.00	\$ 1,000,000	moved to TFSF	
Mānoa	Hawai'i Promise Expansion - UH Mānoa		\$ 12,506,711		
Hilo	Hawai'i Promise Expansion - UH Hilo		\$ 1,773,579		
West O'ahu	Hawai'i Promise Expansion - UHWO		\$ 4,026,116		
Community Colleges	Hawai'i Promise Continuation - UHCCs		\$ 3,700,000		\$ 3,700,000
Community Colleges	Community-Based Planning for Redevelopment of Lahaina	2.00	\$ 500,000		
Mānoa	Nursing Enrollment and Access through UHM-UHWO Nursing Collaboration	6.50	\$ 1,068,821	6.50	\$ 1,068,821
JABSOM	Neighbor Island Health Access & Pathway Extension	4.00	\$ 925,000	4.00	\$ 925,000

Appropriations in RED are non-recurring.

2024 Budget – Operating

206

Campus	Description	Board Request		CD1	
		FTE	\$\$\$	FTE	G \$\$\$
Hilo	MA Counseling Psychology	3.00	\$ 210,000	3.00	\$ 210,000
West O’ahu	Pre-Nursing Support	3.00	\$ 322,032		
West O’ahu	Early Childhood Education Support	2.00	\$ 180,910	2.00	\$ 180,910
Hilo	BS Educational Studies & Expand Indigenous Teaching	4.00	\$ 285,000	4.00	\$ 142,500
Community Colleges	Maui - Apprenticeship Training Expansion	-	\$ 250,000		
Community Colleges	LeeCC - Modernize Equipment	-	\$ 925,000		
System Admin	Systemwide Mental Health Services	6.00	\$ 510,000	6.00	\$ 510,000
Mānoa	Community Event Support	6.00	\$ 709,000		
West O’ahu	ACM Facilities & Core Services Support	4.00	\$ 252,648		
West O’ahu	Campus Safety	1.00	\$ 61,800		
Community Colleges	Maui - Water Quality Lab	2.00	\$ 160,000		
Mānoa	Stabilize UH Mānoa Athletics Operating Budget	43.00	\$ 3,136,642		
Mānoa	Cooperative Extension Support	5.00	\$ 581,555		
Community Colleges	WinCC - Incarcerated Students Program	3.00	\$ 250,528	3.00	\$ 250,528
Community Colleges	Statewide Access Master Plan				\$ 2,874,177
Mānoa	Wildfire Mapping and Vulnerability Assessments				\$ 1,000,000
Mānoa	Study and Cultivation of Ornamental Red Ginger				\$ 125,000
System Admin	International Programs for Economic Development at East-West Center				\$ 250,000
Total		110.50	\$ 56,342,922	33.50	\$ 32,870,339

Appropriations in RED are non-recurring. Line-item veto has been stricken.

2024 Budget – CIP

207

Campus	Description	Board Request	CD1
System/Mānoa	System, RIM Projects	\$ 110,000,000	\$ 100,000,000
Mānoa	RIM Projects for Student Housing	\$ 40,000,000	
Mānoa	Hale Noelani Renovation	\$ 80,000,000	
Mānoa	PV Rooftop, PV Canopies, and Various Energy Efficiency Projects	\$ 30,000,000	
Mānoa	Waikīkī Aquarium Upgrades	\$ 9,000,000	
Mānoa	Coconut Island Sewer Line Upgrades	\$ 3,000,000	\$ 5,000,000
Mānoa	Holmes Hall	\$ 8,000,000	
Mānoa	Assessment and Feasibility of Hamilton Library	\$ 6,500,000	
Mānoa	Mini Master Plan, Phase 3 - Kuykendall Hall	\$ 5,000,000	
Mānoa	Central Administration Facility with Parking	\$ 8,000,000	
Mānoa	Waikīkī Aquarium Seawall Repairs	\$ 3,000,000	
Mānoa	CTAHR - Poamoho Research Station		\$ 2,000,000
JABSOM	JABSOM Roof Replacement	\$ 6,500,000	
Hilo	RIM Projects	\$ 7,300,000	\$ 16,200,000
UHWO	RIM Projects	\$ 5,000,000	
UHWO	Road B Entry Plaza	\$ 5,200,000	
UHWO	PV Carport	\$ 5,000,000	\$ 5,000,000
Community Colleges	Capital Renewal and Deferred Maintenance		\$ 25,000,000
Community Colleges	Minor CIP		\$ 25,000,000
Community Colleges	Pāalamanui - Improvements and Repair of Buildings		\$ 3,000,000
Community Colleges	Pāalamanui - Expansion of Nursing and Early Childhood Ed Labs		\$ 500,000
Community Colleges	Value-Added Product Development Center, Molokaʻi		\$ 2,500,000
Total		\$ 331,500,000	\$ 184,200,000

Items in RED were previously appropriated in part or in full by General Funds in last year's budget.

2024 Budget – Lapses

208

Campus	Description		MOF
Mānoa	Coconut Island Sewer Line Replacement/Upgrade	\$ 5,000,000	A
Hilo	RIM	\$ 16,200,000	A
Community Colleges	Minor CIP	\$ 25,000,000	A
Community Colleges	Capital Renewal and Deferred Maintenance	\$ 25,000,000	A
System	RIM	\$ 30,000,000	A
Mānoa	HIMB DARPA Prototype Artificial Coral Reef	\$ 63,517,000	C

\$101.2M of General Funds was converted to General Obligation Bonds.

2024 Budget – Line-item Veto

Operating:

- Governor reduced via line-item veto \$125,000 for Ornamental Red Ginger Research at Mānoa (CTAHR) in FY25.

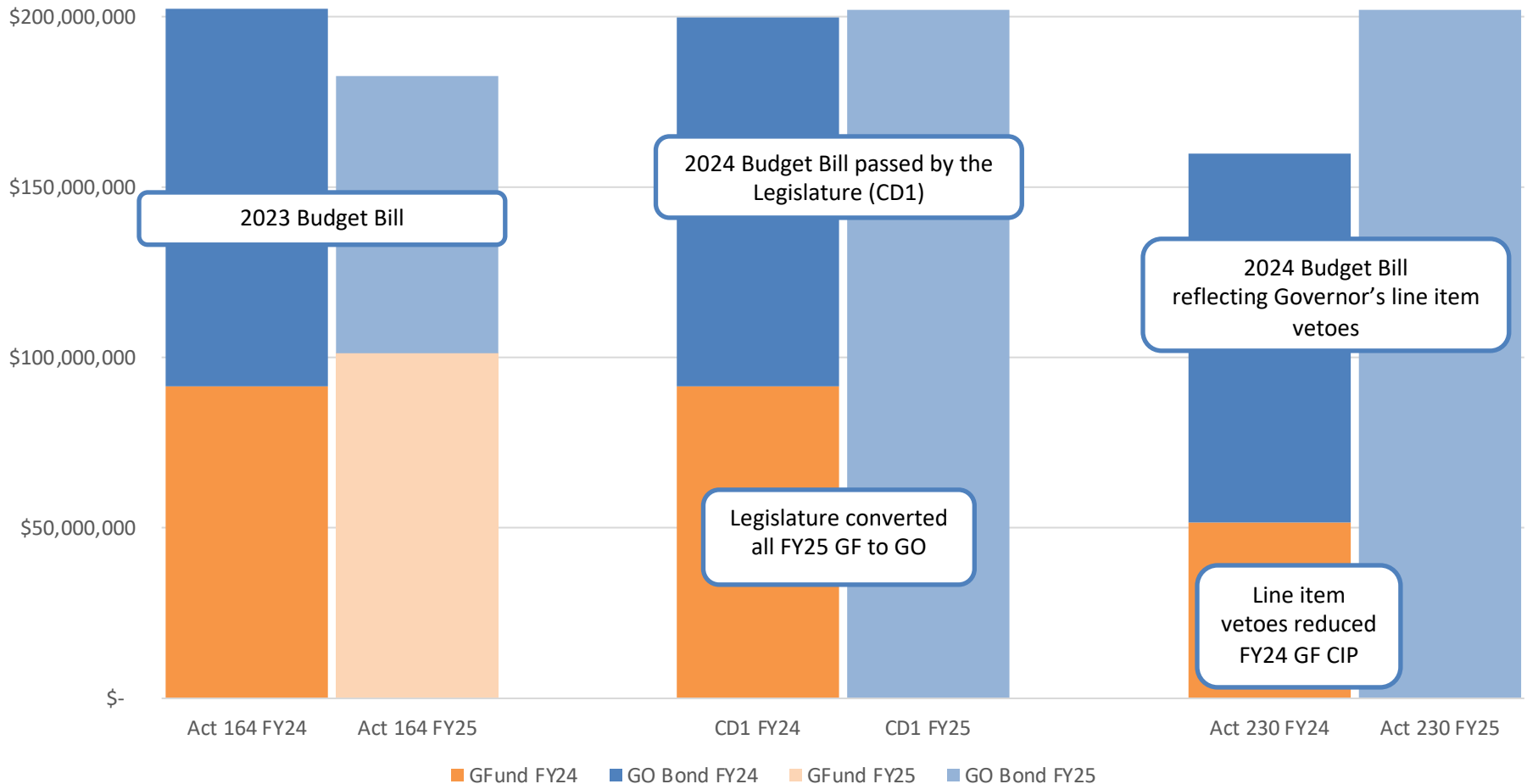
Capital:

- Governor reduced via line-item veto the following items:
 - \$12,500,000 for Minor CIP at the Community Colleges
 - \$12,500,000 for Capital Renewal/Deferred Maintenance for Community Colleges
 - \$14,866,000 for System Renew, Improve, and Modernize (RIM)
- These amounts were appropriated as General Funds for FY24.

Version	Fiscal Year 2024		Fiscal Year 2025		Total
	GFund 24	GO Bond 24	GFund 25	GO Bond 25	
Act 164/23	\$ 91,500,000	\$ 110,875,000	\$ 101,200,000	\$ 81,317,000	\$ 384,892,000
HB1800 CD1	\$ 91,500,000	\$ 108,250,000	\$ -	\$ 202,000,000	\$ 401,750,000
HB1800 Post-Veto	\$ 51,634,000	\$ 108,250,000	\$ -	\$ 202,000,000	\$ 361,884,000

2024 Budget – CIP – FY24 & FY25

Progression from end of 2023 Session to Today



PROCUREMENT

HB 2499 HD2 SD2 CD1 (Saiki)

RELATING TO PROCUREMENT FOR THE UNIVERSITY OF HAWAII

Designates the Chief Financial Officer of the University of Hawai'i to act as the University of Hawai'i's chief procurement officer until 6/30/2028. Effective 6/29/2024.

(CD1)

Position: [Support original version](#)

Update: [June 27, 2024 – Signed into law, Act 111](#)

REPORTING REQUIREMENTS

HB 2501 HD1 SD2 (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. (SD2)

Position: [Support](#)

Update: [July 2, 2024 – Signed into law, Act 167](#)



2024 Legislative Package and Other Similar Bills

212

TECHNOLOGY TRANSFER

SB 3191 SD1 HD2 CD1 (Kouchi)

RELATING TO TECHNOLOGY TRANSFER AT THE UNIVERSITY OF HAWAII

Permanently authorizes the University of Hawai'i to continue to regulate conflicts of interest and other ethical issues for technology transfer activities sponsored by the University of Hawai'i. Takes effect 6/29/2024. (CD1)

Position: Support

Update: June 27, 2024 – Signed into law, Act 115

INNOVATION AND COMMERCIALIZATION

SB 3192 SD1 HD1 CD1 (Kouchi)

RELATING TO UNIVERSITY OF HAWAII RESEARCH

Makes permanent the Innovation and Commercialization Initiative Program established within the University of Hawai'i. Takes effect 6/29/2024. (CD1)

Position: Support

Update: June 27, 2024 – Signed into law, Act 116



2024 Select Bills of Interest

Board of Regents

213

HB 1597 HD1 SD1 (Tarnas)

RELATING TO OPEN MEETINGS

Clarifies that members of the public may sue a board or alleged board after receiving an adverse Office of Information Practices decision, and that the decision will be reviewed de novo. Establishes a two-year statute of limitations to bring the lawsuit and reaffirms a complainant's right to seek review by the Office of Information Practices first. Recognizes that only a member of the public may recover attorney's fees and costs if that person prevails in an open meetings lawsuit. Requires that persons suing for open meetings law violations notify the Office of Information Practices about the lawsuit so that it may decide whether to intervene. Requires open meetings lawsuits that seek to void a board's final action to be prioritized by the courts. (SD1)

Update: July 2, 2024 – Signed into law, Act 160

HB 1598 HD1 SD2 (Tarnas)

RELATING TO THE SUNSHINE LAW

Requires boards to make available for public inspection board packets, if created, at the time the board packet is distributed to board members but no later than two business days before the board meeting. Provides that public testimony may be distributed to board members before the board meeting. Requires boards to include in the notice to persons requesting notification of meetings, a list of the documents that were compiled by the board and distributed to board members before a board meeting for use at the meeting. Requires boards to post board packets on its website. (SD2)

Update: May 3, 2024 – Signed into law, Act 11

2024 Select Bills of Interest

Board of Regents

214

HB 1599 HD1 SD2 (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. Recognizes a board's authority to remove and block individuals who disrupt meetings. Takes effect 1/1/2025. (SD2)

Update: May 3, 2024 – Signed into law, Act 12

HB 1600 HD1 SD2 (Tarnas) **RELATING TO OPEN MEETINGS**

Requires boards to schedule a meeting for deliberation and decision-making on a report by an investigative group at least six business days after the board meeting in which the investigative group presented the findings and recommendations of its investigation to the board. (SD2)

Update: May 3, 2024 – Signed into law, Act 13



2024 Select Bills of Interest

Board of Regents

215

HB 2482 HD1 SD2 CD1 (Saiki) **RELATING TO MEETING NOTICES**

Requires 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 removes the requirement to post notices in a central location in a public building.
(CD1)

Update: July 2, 2024 – Signed into law, Act 166

GM 732

Submitting for consideration and confirmation to the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, MICHAEL MIYAHIRA, for a term to expire 06-30-2028.

Update: Confirmed by the Senate



2024 Select Bills of Interest

Personnel/Students

216

HB 2374 HD1 SD2 CD2 (Saiki)

MAKING EMERGENCY APPROPRIATIONS FOR PUBLIC EMPLOYMENT COST ITEMS

Makes emergency appropriations for collective bargaining cost items for the members of Bargaining Units (1), (2), (3), (4), (8), (9), (10), (13), and (14) and their excluded counterparts, including the cost of salary adjustments negotiated between the State and the bargaining unit representative for fiscal biennium 2023-2025.

Makes emergency appropriations for the public employment cost items and cost adjustments for employees of the Senate, House of Representatives, and various legislative agencies who are excluded from collective bargaining. (CD2)

Position: Support

Update: June 19, 2024 – Signed into law, Act 49

2024 Select Bills of Interest

RCUH

217

SB 1511 SD2 HD2 CD2 (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. (CD2)

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

[Update:](#) July 9, 2024 - Vetoed



2024 Select Bills of Interest

Wildfire

218

SB 2284 SD2 HD1 CD1 (Dela Cruz)

RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII

Establishes a two-year program at the University of Hawai'i to develop a wildfire forecast system for the State using artificial intelligence. Makes an appropriation. (CD1)

Position: Support

Update: July 5, 2024 – Signed into law, Act 200

SB 3068 SD1 HD1 CD2 (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 Hawai'i and Maui. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. (CD2)

Position:

Update: July 9, 2024 – Vetoed



2024 Select Resolutions of Interest

Concurrent Resolutions – Adopted

219

HCR 125 HD1 (Belatti)

REQUESTING THE ESTABLISHMENT OF A TELEHEALTH WORKING GROUP TO EXAMINE THE IMPACT OF WIDESPREAD TELEHEALTH ADOPTION DURING THE COVID-19 PANDEMIC AND IDENTIFY PUBLIC POLICY INITIATIVES AT THE FEDERAL AND STATE LEVEL TO OPTIMIZE TELEHEALTH UTILIZATION AS THE STATE TRANSITIONS OUT OF THE COVID-19 PANDEMIC.

Position: Support

HCR 184 (Holt)

REQUESTING THE DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT, AND TOURISM TO COLLABORATE WITH UNIVERSITIES IN THE STATE TO CONVENE THE HAWAII CREATIVE INNOVATION GROUP.

Position: Support

HCR 205 (Perruso)

URGING THE UNIVERSITY OF HAWAII TO ADOPT AND PUBLICIZE A STATEWIDE EQUITY STATEMENT.

Position: Support



2024 Select Resolutions of Interest

Concurrent Resolutions – Adopted

220

SCR 128 SD1 (Gabbard)

REQUESTING THE DEPARTMENT OF HEALTH TO ESTABLISH A PER- AND POLYFLUOROALKYL SUBSTANCES TESTING GRANT PROGRAM IN COLLABORATION WITH THE UNIVERSITY OF HAWAII.

Position:

SCR 143 SD1 (Dela Cruz)

REQUESTING THE UNIVERSITY OF HAWAII TO DEVELOP A COMPREHENSIVE PLAN TO ADDRESS STUDENT AND FACULTY HOUSING FACILITY NEEDS AT THE MANOA CAMPUS.

Position: Support

SCR 184 SD1 (Dela Cruz)

REQUESTING THE DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT TO CONDUCT A SAMPLE SURVEY OF ORGANIZATIONS IN THE STATE WITHIN THE FOR-PROFIT, NONPROFIT, AND GOVERNMENT SECTORS THAT HAVE SUCCESSFULLY IMPLEMENTED REMOTE WORK, HYBRID WORK, OR TELEWORK ARRANGEMENTS.

Position: Comments



2024 Select Resolutions of Interest

Single Chamber Resolutions – Adopted

221

HR 65 (Matayoshi)

URGING STATE EXECUTIVE DEPARTMENTS TO REVIEW MINIMUM QUALIFICATIONS AND COMPENSATION FOR CLASS SPECIFICATIONS FOR JOB POSTINGS AND PROVIDE SUGGESTIONS TO THE DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT.

Position:

SR 126 (Lee)

URGING THE STATE FOUNDATION ON CULTURE AND THE ARTS TO CONVENE A TASK FORCE TO DEVELOP ART, BRANDING, AND NARRATIVES FOR AN APPROPRIATE SELECTION OF HAWAII'S UNIQUE COMMUNITIES, LANDMARKS, PARKS, AND OTHER SIMILAR AREAS.

Position: [Comments](#)

SR 173 (Dela Cruz)

URGING THE DEPARTMENT OF EDUCATION, UNIVERSITY OF HAWAII COMMUNITY COLLEGES, AND HAWAII P-20 PARTNERSHIPS FOR EDUCATION TO DEVELOP CLEAR PATHWAYS FOR STUDENTS IN DEPARTMENT OF EDUCATION CAREER AND TECHNICAL EDUCATION ACADEMIES TO SEAMLESSLY CONTINUE THEIR EDUCATION IN CAREER AND TECHNICAL EDUCATION PROGRAMS AT UNIVERSITY OF HAWAII COMMUNITY COLLEGES.

Position: [Support](#)

SR 178 SD1 (Kim)

URGING THE DEVELOPMENT OF A BACCALAUREATE DEGREE PROGRAM IN EDUCATION WITH AN ONLINE OPTION AT LEEWARD COMMUNITY COLLEGE TO ADDRESS THE EDUCATIONAL NEEDS OF WORKING ADULTS IN ALL COUNTIES.

Position: [Support](#)

June 25 (35th day after Sine Die) – Governor must notify legislature his “intent” to veto any bills pending his approval.

July 10 (45th day after Sine Die) – Last day for governor to sign, veto, or allow bill to become law without signature.



Conclusion



Appropriation Bills

224

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB1148 HD1 SD2 CD1	RELATING TO MENTAL HEALTH. Appropriates funds for temporary positions to support the expansion of the University of Hawaii Windward Community College's mental health-related programs. (CD1)	\$137,250	HHS/HRE, WAM	(S)6/28/2024-Act 107, 06/27/2024 (Gov. Msg. No. 1208).	MARTEN
HB1800 HD1 SD1 CD1	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. (CD1)		WAM	(S)7/9/2024-Act 230, 07/09/2024 (Gov. Msg. No. 1335). (S) 7/8/2024-Vetoed (Gov. Msg. #1333), various appropriations throughout the bill.	SAIKI
HB2248 HD1 SD1 CD1	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. (CD1)	\$3,000,000	HRE/WTL/A EN, WAM	(S)7/8/2024-Act 226, 07/08/2024 (Gov. Msg. No. 1327).	QUINLAN
HB2743 HD2 SD1 CD1	RELATING TO WASTEWATER. Requires the University of Hawaii Water Resources Research Center and the Sea Grant College Program to develop an overlay with the Hawaii Cesspool Prioritization Tool to identify specific priority areas in which the county sewer system or other centralized treatment system may most feasibly be expanded or constructed to reduce or eliminate cesspools before 1/1/2050. Makes an appropriation. (CD1)	\$350,814	AEN/HHS/G VO, WAM	(S)7/8/2024-Act 217, 07/08/2024 (Gov. Msg. No. 1318).	NAKAMURA



Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB2284 SD2 HD1 CD1	RELATING TO A WILDFIRE FORECAST SYSTEM FOR HAWAII. Establishes a two-year program at the University of Hawaii to develop a wildfire forecast system for the State using artificial intelligence. Makes an appropriation. (CD1)	\$1,000,000	WAL, HET, FIN	(S)7/8/2024-Act 200, 07/05/2024 (Gov. Msg. No. 1301).	DELA CRUZ
SB3068 SD1 HD1 CD2	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. Declares that the appropriation exceeds the state general fund expenditure ceiling for 2024-2025. (CD2)	\$2,334,681	FIN	(S)7/9/2024-Vetoed on 07-09-24 - Returned from the Governor without approval (Gov. Msg. No. 1364).	KOUCHI



Item VIII.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**



UNIVERSITY
of HAWAII

UNIVERSITY OF HAWAII
BOARD OF REGENTS

David Lassner
President

dts 24323

'24 JUL 12 A10:18

MEMORANDUM

July 9, 2024

TO: Gabriel Lee
Chair, Board of Regents

FROM: David Lassner
President

SUBJECT: REAPPOINTMENT OF DR. DEBORA HALBERT AS VICE PRESIDENT
FOR ACADEMIC STRATEGY, UNIVERSITY OF HAWAII SYSTEM

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the reappointment of Dr. Debora Halbert as Vice President for Academic Strategy (VPAS), University of Hawai'i System effective, July 1, 2024 at her current annual salary of \$259,872 (\$21,656 per month), subject to any Executive/Managerial (EM) salary adjustments as appropriate.

RECOMMENDED EFFECTIVE DATE:

July 1, 2024.

ADDITIONAL COST:

There is no additional cost.

PURPOSE:

The reappointment is necessary to ensure continuity of leadership for the Office of the Vice President for Academic Strategy (OVPAS). Dr. Halbert's initial appointment was unusual as it specified a limited term in order to accommodate her plan to return to the faculty in summer 2024.

However, given the presidential transition that will take place in January 2025 she has agreed to continue in her role as VPAS through the transition until the new President is established and is able to initiate a recruitment for the position. She will then return to the faculty to resume her teaching and research.

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Gabriel Lee
July 9, 2024
Page 2

BACKGROUND:

Pursuant to Executive Policy, EP 9.212 Executive/Managerial Classification and Compensation, this position reports directly to the President, and the BOR approves the appointment of all individuals in these positions.

Dr. Halbert is uniquely qualified to continue to lead OVPAS through the presidential transition. The OVPAS is sustained by the four executives who report directly to the VPAS: the Associate Vice President for Academic Programs and Policy (AVPAPP), the Associate Vice President for Student Affairs (AVPSA), the Director of Institutional Research and Analysis (IRAO), and, the Executive Director of Hawai'i P-20 / State Director of Career and Technical Education. During Dr. Halbert's tenure as VPAS, she successfully recruited and filled three of these four executive positions during her relatively short tenure, and she continues to ensure their success in their area of responsibility while coordinating across all these areas.

Dr. Halbert has personally led a number of major advances. The following are just a few highlights of her initiatives in addition to leading and overseeing the ongoing work of the offices and staff that are part of the OVPAS noted above.

Dr. Halbert was the principal executive leading the SCR 201 task force work. This created a completely new faculty classification plan that prospectively eliminates the specialist classification and establishes a broader "F" faculty category consistent with other universities. Creating this new classification plan required in-depth collaboration with administrative and academic stakeholders from the four-year campuses as well as our faculty union. Implementation involves our campuses, the Office of Human Resources, and the Office of Systems Integration. The new classification plan will be effective August 1, 2024.

Dr. Halbert was the senior executive who lead the creation of the 2023-2029 Strategic Plan and now oversees the implementation initiatives. This includes creating action plans for each imperative to guide campus activities. She also oversaw the hiring of UH System's first-ever director of workforce development.

Aligned with the strategic plan's foundational principle of diversity and equity, the NASH-funded Equity Action Initiative is focused on assessing how equity is (or is not) infused into UH system activities. Dr. Halbert has led a UH working group in drafting and consulting on an equity statement for the UH System and has further partnered with the Hawaii House of Representatives under a proposed resolution in support of creating such an equity statement to give the UH a legislative backing.

Gabriel Lee
July 9, 2024
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Dr. Halbert spearheaded the creation of the Cross-Campus Course Sharing (C3S) initiative, including creation of multi-campus pilots. The project has highlighted the complexity and problematic nature of sharing across campuses, even with a single student information system. Under Dr. Halbert's leadership, and with the hard work of the STAR, Accounts Receivable, and Banner staff, the team has worked through most of these issues and will offer over 28 C3S courses in Fall 2024.

In addition to the projects highlighted above, Dr. Halbert has attracted and leveraged external gifts and grants to focus on student success and workforce initiatives. One such project is the faculty development curriculum focused on addressing equity in the classroom by utilizing faculty student DFW data funded by Lumina. And STRADA funding was used to connect current faculty and students with UH alumni to forge better internship opportunities.

Dr. Halbert began her employment at the University of Hawai'i at Mānoa in August 2008 as an Assistant Professor of Political Science. She was promoted to Associate Professor in 2009 and full Professor in 2015. Following service as a Department Chair, she began service as UH Mānoa Associate Vice Chancellor for Academic Affairs in August 2015. Halbert was appointed Associate Vice President for Academic Programs and Policy in January 2019, and has served as Vice President for Academic Strategy since April 2022.

Dr. Halbert obtained her baccalaureate and master's degrees in Political Science from Western Washington University. She earned her doctorate in Political Science at the University of Hawai'i at Mānoa as well as a juris doctor degree from the William S. Richardson School of Law.

The recommended salary of \$259,872 falls between the minimum (\$204,750) and midpoint (\$259,875) of band SM-4 on the University's Executive/Managerial Salary Schedule.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the reappointment of Dr. Debora Halbert as Vice President for Academic Strategy (VPAS), University of Hawai'i System, effective July 1, 2024 at her current annual salary of \$259,872 (\$21,656 per month), subject to any Executive/Managerial (EM) salary adjustments as appropriate.



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

24 JUL 12 AIO:18

June 9, 2024

MEMORANDUM

TO: Gabriel Lee
Interim Chair, Board of Regents

VIA: David Lassner *David Lassner*
President

FROM: Michael Bruno *Michael Bruno*
Provost

SUBJECT: APPOINTMENT OF DR. MAKENAKAUHANEOLA (MAKENA) COFFMAN,
PROFESSOR, AS ACADEMIC PROGRAM OFFICER (DIRECTOR OF
THE INSTITUTE FOR SUSTAINABILITY AND RESILIENCE),
UNIVERSITY OF HAWAII AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that you approve the appointment of Dr. Makena Coffman, Professor, as Academic Program Officer (Director of the Institute for Sustainability and Resilience (ISR), University of Hawai'i at Mānoa (UHM), at an annual salary of \$215,004 (\$17,917 monthly), effective August 1, 2024, or shortly thereafter, subject to any executive/managerial (E/M) salary adjustments as appropriate.

RECOMMENDED EFFECTIVE DATE:

August 1, 2024, or shortly thereafter.

ADDITIONAL COST:

This is an additional cost of \$215,004 (\$17,917 monthly) which will be covered by general funds.

PURPOSE:

The purpose of appointing a Director of the ISR is necessary to provide leadership in order to build initiatives and projects within the UH system sustainability-related offices, the Mānoa deans and directors, Mānoa campus leadership as well as other internal and

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Gabriel Lee
June 18, 2024
Page 2

external stakeholders including local, national and international organizations and individuals.

BACKGROUND:

In consideration of Executive Policy, EP 9.212, Executive/Managerial Classification and Compensation, the Board of Regents retains authority to approve initial salaries for appointments above the maximum of a salary range, and compensation adjustments that exceed the maximum of a salary band. As this a new, regular appointment at a salary above the maximum, Board of Regents approval is required.

An executive-level search was formally convened to identify an individual for the position of Director, ISR, and the position was posted on November 2023. The job was posted on the WorkatUH site and sent to key individuals working on sustainability and resilience as a strategic approach in sourcing potential applicants by tapping into their respective networks.

The Search Advisory Committee (SAC) was led by Dr. Chad Walton, UH Mānoa Assistant Vice Provost for Research and Scholarship. In addition, the committee was comprised of faculty members whose courses encompass sustainability curriculum, including a Kualii Council representative. With a strong applicant pool, the SAC narrowed down the pool to four (4) candidates in which the SAC conducted interviews via Zoom videoconference. Based on the interviews, the SAC forwarded a strength and weakness assessment in which two (2) candidates were invited for a second interview with the Provost.

After careful consideration and review of all evaluations and references, including feedback from the SAC, Dr. Coffman was deemed the best qualified for the role as Director, ISR. A provisional offer was made and accepted contingent upon the Board posting and approval. Dr. Coffman is the best qualified for the role as ISR Director as we institutionalize the organizational structure on a more permanent basis. Dr. Coffman will be a valuable leadership team member in fulfilling our vision to strengthen and enhance our educational, interdisciplinary offerings and provide campus wide collaboration on sustainability and resilience matters across the UH Mānoa curriculum, disciplines, and in serving the State of Hawai'i.

Dr. Coffman holds two degrees - a Ph.D. and a Master of Arts (MA) in Economics from the University of Hawai'i at Mānoa. She received her Bachelor of Arts (BA) in International Relations from Stanford University. Dr. Coffman returned to Hawai'i after her BA as she has a deep commitment to the mission of the University in serving the people of Hawai'i as she saw a clear link between global and local environmental issues.

Dr. Coffman launched the Institute for Sustainability and Resilience from an idea to a

thriving, fully established unit within UHM. She has served as its Faculty Director since 2018. She has provided a vision for the institute and continues to foster a collaborative cross-campus effort by developing processes for faculty governance of sustainability-focused (SUST) courses and working with deans to identify candidates for faculty service on an interdisciplinary curriculum committee representing all units with SUST courses. These efforts have led to over 120 SUST courses currently being offered across 35 academic departments within 10 schools/colleges. With the development of courses across campus, Dr. Coffman was successful in growing a BA in Sustainability (via Interdisciplinary Studies), developing a Certificate in Sustainability (in process of being converted into a Minor), and proposing a thematic pathway through General Education in Sustainability (implemented by the Office of General Education).

At the end of the Fall semester, ISR graduated 17 BA and 8 certificate students over the last two years. There are currently 65 declared majors within the BA and another 40 in the certificate program. Sustainability students have been successfully placed in careers ranging from sustainability officers within municipal governments, to working for environmentally focused non-profits, or continuing to graduate school (for example, within the Bachelors and Masters to Geography and Environment as well as Environmental Law), with one student even becoming an environmentally focused filmmaker.

Due to both the impact of Dr. Coffman's work and the overwhelming positive response of ISR, Dr. Coffman was tasked to assess potential institutional structures for ISR, based on internal processes at UHM and best practices for similar institutes at other universities. After so doing, and with accomplishments that demonstrated proof-of-concept of the growing institute, she initiated the process of reorganization for ISR in 2022. In January 2024, the ISR was established as an independent unit with a direct report to the UHM Office of the Provost.

In addition to building the institute, Dr. Coffman has engaged in numerous conversations with donors. She has been able to share the benefits and continues impactful work ISR has had on informing sustainability and resilience-related decision-making across the State of Hawai'i and as a result of her efforts she has brought in significant funds to support ISR research, program support and student scholarships. Specifically:

- A \$1 million gift to steward cross-campus collaboration towards sustainability in perpetuity. In addition to supporting a 10-campus collaboration on a sustainability curriculum, funds are used to support undergraduate students studying sustainability.
- A \$950,000 gift to uplift the Healy Climate Fellows program (2024-2029) - the Healy Foundation started with funding one graduate research assistant, focused on supporting the City's Climate Change Commission. With positive research

Gabriel Lee
 June 18, 2024
 Page 4

and student mentoring outcomes, the Foundation is now expanding their commitment to ISR.

- Two Sustainability Fellowships with an initial two-year commitment with The Kosasa Foundation.
- An annual award of \$5,000 to undergraduate students interested in climate change from First Insurance Company.

The Director position is currently assigned to a band SM-2 of the University's Executive/Managerial Salary Schedule with a minimum of \$115,000, midpoint of \$160,125 and maximum of \$204,750. Given Dr. Coffman's accomplishments and her administrative experience, she is well qualified to manage and lead the operations and staff at ISR. As a full professor in the College of Social Sciences, Dr. Coffman currently makes \$174,972 and would be entitled to a 5% CBA increase effective July 1, 2024 making her faculty salary \$183,720. In addition to her annual salary she is provided a stipend in the amount of \$12,000 annually to serve as Faculty Director of ISR, this would make her total institutional base salary \$195,720. The proposed annual salary is \$215,004 which falls above the maximum of the range in the salary schedule. The salary is justified due to the specialization for the work itself and given Dr. Coffman's credentials, accomplishments and her administrative experience as Faculty Director of ISR. She is well qualified to lead and manage the operations and staff at ISR and work with faculty across the UHM campus and various units/disciplines to continue the work of sustainability and resilience throughout our curriculum, programs, and initiatives.

Attached for your reference is Dr. Coffman's curriculum vitae which reflects her outstanding and impressive record in sustainability and resilience.

Due to this salary being above the max point for an SM2 rank, if approved, this salary will not be used as a comparative for equity purposes for other SM2 ranks or impact future SM2 salary requests.

ACTION RECOMMENDED:

It is recommended that you approve the appointment of Dr. Makena Coffman, Professor, as the Director of the Institute for Sustainability and Resilience (ISR), University of Hawai'i at Mānoa (UHM), at an annual salary of \$215,004 (\$17,917 monthly), effective August 1, 2024, or shortly thereafter, subject to any executive/managerial (E/M) salary adjustments as appropriate.

Attachments:

1. Approved Request to Fill
2. Curriculum Vitae

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



UNIVERSITY
of HAWAII®
MĀNOA

February 8, 2024

MEMORANDUM

TO: David Lassner
UH President

VIA: Sandy French
for Chief Business Officer *Debra Ann C. Iselin* (see note at approval line)

FROM: Michael Bruno *Michael Bruno*
Provost

SUBJECT: REQUEST FOR POSITION COUNT AND TO FILL POSITION – PROPOSED
DIRECTOR OF INSTITUTE FOR SUSTAINABILITY AND RESILIENCE ON
REGULAR BASIS

SCHOOL/COLLEGE: Institute for Sustainability and Resilience

DEPARTMENT: Office of the Provost

POSITION TITLE: Director (w/OHR classification as Academic Program Officer)

POSITION CLASSIFICATION/RANK: EM - Proposed at SM2 POSITION FTE: 1.0

POSITION NUMBER: Pending MOF: General

DATE OF VACANCY: N/A LAST SALARY PAID: n/a

EST. START DATE: April/May 2024 EST. ANNUAL SALARY: \$150,000 – \$204,750

POSITION BUDGET TYPE (PERM OR BUDGETED TEMP): Perm

NARRATIVE JUSTIFICATION

1. Describe how the position is essential to the operations of the unit and UHM, and how this hire will contribute to the overall goal and mission of the unit and UHM. If requesting a new position, describe the circumstances that resulted in the need for an additional position.

The Institute for Sustainability and Resilience (ISR) was established in 2017 to provide a campus-wide focus for interdisciplinary instruction, research, and outreach programs related to sustainability and resilience. ISR serves as the coordinating body for sustainability and resilience-related activities, particularly in curricula, across the University of Hawai'i at Mānoa (UHM) campus, and provides representation and participation in system-wide sustainability and resilience initiatives. This coordination is essential to developing interdisciplinary educational programs to attract students into one of the most desired areas of study and to prepare all UHM students for 21st-century citizenship. ISR also provides a stronger focus for competitive participation by the campus in large interdisciplinary global research initiatives

David Lassner
 February 8, 2024
 Page 2

and for philanthropic investment in sustainability and resilience at UHM. The ISR was approved by you as President as an office reporting to the UHM Provost in January 2024.

We have been working with the Office of Human Resources (OHR) on the position description, and they have advised us that it would be classified as Academic Program Officer at SM2. We will be using the working title of Director of the Institute for Sustainability and Resilience for now. They did advise us that we may go ahead with advertising the position (based on attached) while the position description routes through PeopleSoft.

The SM2 range is minimum \$115,500, midpoint \$160,125 and maximum \$204,750 so we anticipate hiring somewhere between just below the midpoint and up to the maximum, depending on the applicant pool.

See attached position description.

2. Describe potential operational efficiencies and other options considered to fill this need, and why these alternatives are not adequate.

Since 2017, we have piloted this institute with a faculty member who has been temporarily assigned to serve in a faculty director capacity. The results have positively affirmed our need to institutionalize the organizational structure and this position on a more permanent basis. This effort will continue to strengthen and enhance our educational, interdisciplinary offerings and continue to provide campuswide collaboration on sustainability and resilience matters.

Other options included:

- Continuing with an interim faculty leader who is temporarily assigned to support the unit. This option does not convey a message of campus priority and support for a critical program having a campuswide impact, and of Mānoa's education and research contributions in our industry.
- Temporary EM. This is not effective from a financial perspective.

3. Describe the impact on the program and UHM if the request for exception is not approved.

If the request is not approved, the "temporary" nature of the position will continue to signify a lesser priority for UHM where other institutions have moved towards elevating the program and dedicating regular leadership that coordinates campus efforts to attract and retain students. You approved the organizational structure in January 2024, so it is now time to establish regular leadership. The request for ISR staffing will follow once we can move the director position forward.

Regular leadership will help build longer-term synergy, initiatives and projects with the UH system sustainability-related offices, the Mānoa deans and directors, Mānoa campus leadership as well as other internal and external stakeholders including local, national and international organizations and individuals.

David Lassner
 February 8, 2024
 Page 3

4. Select all that apply and describe the impact on the budget.

REQUEST TYPE (Select one):

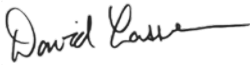
- Fill existing position Establish and fill new position

FTE COUNT / FUNDS (Select at least one):

- No position FTE count or additional funds requested.
College/School/Institute/Office's existing FTE count and budgeted funds will be used.
- Abolish vacant position and use the FTE count to establish a new position.
*Indicate position number / position title of the vacant position to be abolished.
 Describe how duties from the vacant position will be handled.*
- New FTE count requested. *If other than 1.00 FTE, indicate FTE amount.*
- Additional funds requested for position salary. *Indicate \$ amount requested. \$150,000-\$204,750*
- Other. *Explain.*

Please feel free to contact me (mbruno@hawaii.edu) should you need additional information regarding this request.

APPROVED/DISAPPROVED: *The additional funds for ISR position salaries should be in accordance with the additional salary amount as provided in the ISR reorganization, approved on January 8, 2024.*



 David Lassner
 UH President

February 10, 2024

 Date

c: Dawn Yamane, Human Resource Specialist
 Jenine Isawa, Fiscal Administrator

**DIRECTOR, INSTITUTE FOR SUSTAINABILITY AND RESILIENCE
POSITION #XXXXX**

I. INTRODUCTION

The Institute for Sustainability and Resilience (ISR) spearheads the implementation of the UH System sustainability goals related to teaching, research, and service at University of Hawai'i at Mānoa (UHM). The mission of the ISR is to 1) equip students to meet the critical environmental challenges facing the earth and humanity and 2) help decision-makers and communities understand solutions-oriented approaches to the climate crisis.

The ISR was established in 2017 to provide a campus-wide focus for interdisciplinary instruction, research, and outreach programs related to sustainability and resilience. ISR serves as a coordinating body for sustainability and resilience-related activities, particularly in curricula, across the UHM campus, and provides representation and participation in system-wide sustainability and resilience initiatives. This coordination is essential to developing interdisciplinary educational programs to attract students into one of the most desired areas of study and to prepare all UHM students for 21st-century citizenship. ISR also provides a stronger focus for competitive participation by the campus in large interdisciplinary global research initiatives and for philanthropic investment in sustainability and resilience at UHM. The ISR was approved as an office reporting to the UHM Provost in January, 2024.

The ISR Director will be responsible for the internal and external activities of the ISR, including supporting the fulfillment of UHM's strategic plan objective to "build a sustainable and resilient campus environment." The director also is a key leader within interdisciplinary sustainability and resiliency-focused administrative responsibilities including human resources management, space utilization, financial management, budget planning and execution.

II. DUTIES AND RESPONSIBILITIES

Strategic Leadership

Provide leadership, expertise and direction in developing and implementing overarching strategies, procedures and practices to advance ISR and its initiatives; set direction in alignment with UHM and UH system strategic priorities and plans, and BOR and University policies.

Monitor, facilitate, enhance, and promote sustainability and resilience in all aspects of UHM initiatives including teaching, research, service and administration.

Work with deans and directors to garner and collaboratively support academic and research partnerships. Work with dean's designee and lead campus efforts to support faculty development of interdisciplinary sustainability and resilience-focused curricular opportunities and degree programs consistent with campus commitments to sustainability-focused pedagogy and practices.

Management

Provide effective leadership and management of the day-to-day operations, ensuring efficient utilization of resources, support to faculty and staff, and adherence to budgetary guidelines; responsible for all aspects of the administrative operations including budget, fiscal, human resources, planning, space and other decisions and matters.

Evaluate and implement policies, procedures, and systems to enhance the ISR's effectiveness and efficiency.

Resource Development

Coordinate and lead efforts to expand ISR funding for both program development and research, working with the UH Foundation and other agencies as appropriate; oversee and facilitate grant submission and execution.

Lead fundraising efforts to secure external funding and philanthropic support, diversify revenue streams, and develop strategic partnerships with industry, government agencies, and private foundations that will further advance the provision of programs and services in the long-term.

Lead the measurement and reporting of UHM's institutional learning objective (ILO) of "stewardship of the natural environment" in collaboration with Mānoa Institutional Research Office (MIRO); lead cross-campus coordination in regards to assessment, tracking of student learning objectives and student enrollment across sustainability courses, as well expand programmatic access for students to engage with the ILO.

Engagement and Communication

Lead and promote the engagement and collaboration with the community, industry, and state, federal, and international government agencies to address sustainability/resilience challenges and contribute to community well-being in Hawai'i and beyond.

Establish collaborative initiatives with university and industry leaders that leverage ISR's expertise to address and improve state and university goals.

Represent the ISR in academic, professional, and public forums, acting as a spokesperson for ISR's mission, achievements, and contributions to sustainability and resilience, and to government, legislative, higher education, industry, private and other relevant executives, and organizations.

Represent UHM to the UH System Sustainability Curriculum Coordination Council, and help with related administrative matters as it relates to transfer students and articulation. Engage and coordinate with the UH System Office of Sustainability and relevant system Vice Presidents to co-develop the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking and Rating System (STARS) report and lead submission for UHM's campus.

Advocate for ISR's interests and funding needs at the university, state, and national levels.

Convene researchers, industry professionals, and government leaders to assess, collaborate, and respond to emerging and ongoing challenges in Hawai'i as it relates to sustainability and resilience.

Develop and implement communication and coordination activities of ISR, to parties external to UHM (local, national, international), current and incoming students, to sustainability and resilience-focused faculty, UHM and UH System leadership.

Performs other related duties as required.

III. LIST OF DIRECT REPORTS

According to the approved organizational chart.

IV. AUTHORITY AND DECISION-MAKING EXERCISED

Work is performed with wide latitude for exercising independent judgment and initiative as well as decision-making under the broad policy and general operational guidelines as set forth by the Board of Regents and the President.

The Director is a direct report to the Provost and will have a day to day reporting relationship with the Provost. The Director will work closely with university deans and directors, state department heads, industry professionals, and key community and government stakeholders and constituencies. This is a unique opportunity to contribute to advancing knowledge and improving sustainability in Hawai'i and beyond.

V. DIRECTION AND REVIEW OF WORK RECEIVED

Work, leadership and program results are reviewed by the Provost for results achieved. Formal reviews of research and education programs may be conducted by the appropriate federal agencies and site review teams.

VI. CONTACTS AND RELATIONSHIPS

The Director leads the ISR, its direction, and its goals for the University in the community locally, nationally, and internationally. In fulfilling that role, the Director works with UH System and UH Mānoa executives, faculty, staff, legislators, state and federal agencies, donors, and community members. The Director's responsibilities include extensive contact and dialogue with the campus sustainability faculty, staff and related personnel, state departments and agencies, sustainability leaders, private corporations, funding agencies, and public organizations.

VII. MINIMUM QUALIFICATIONS

An advanced degree in a discipline relevant to sustainability and/or resilience-focused topics from an accredited institution or equivalent combination of education and work experience.

Attained the rank of Associate Professor.

Minimum of five (5) years of professional experience in a leadership role within a higher education academic or research institution, or comparable professional experience and track record

Record of distinguished research and scholarship, demonstrated by publications and/or professional activity and achievement

Record of excellent service and outreach, and demonstrated understanding of building curriculum.

Demonstrated comprehensive knowledge of the principles and practices of sustainability and/or resilience-focused discipline in support of academic, research and community systems, programs and services.

Demonstrated knowledge of current strategies and best practices and proven record of developing and executing cross-disciplinary strategic plans, setting ambitious goals and objectives to drive organizational growth and impact, and executing systems and programs that achieve mission and goals.

Demonstrated record of successfully implementing change.

Successful administrative and budget management and execution skills.

Demonstrated fundraising and resource development experience and results, including a record of securing external grants and donations for program development or research activities

Demonstrated, effective analytical and communication skills and track record, with the ability to engage effectively with the full range of diverse stakeholders and constituencies, build and foster collaborative partnerships, and execute with a high level of achievement.

Demonstrated commitment to fostering diversity, equity, and inclusion in all aspects of the operations and activities. Ability to function successfully in an indigenous, multi-ethnic and multi-cultural environment

Demonstrated knowledge of, and experience working with related agencies including sustainability and resilience-relevant government agencies.

Demonstrated commitment to collaborative processes.

VIII. DESIRABLE QUALIFICATIONS

Earned doctoral degree.

Knowledge of UH Strategic Plan and applicable University of Hawai'i policies and procedures, and respective bargaining agreements.

Knowledge of the Hawai'i State Legislature, various state boards and commissions, and industry partners pertaining to areas contained herein.

Knowledge of Hawaiian and Pacific Island history, culture and values.

Achieved rank of tenured, full professor.

Makena Coffman

Director, Institute for Sustainability and Resilience

University of Hawai‘i at Mānoa

2560 Campus Road, George Hall 112

Honolulu, HI 96822

makena.coffman@hawaii.edu

(808) 956-2890

Updated March 8, 2024

Education

- PhD in Economics, University of Hawai‘i at Mānoa, 2007
- MA in Economics, University of Hawai‘i at Mānoa, 2005
- BA with Honors, International Relations, Stanford University, 2002

Academic Appointments - University of Hawai‘i at Mānoa

- Director, Institute for Sustainability and Resilience, Office of the Provost, 2018-present
- Chair, Department of Urban & Regional Planning, 2017-2018
- Professor, Department of Urban & Regional Planning (DURP), 2017-present
- Associate Professor, DURP, 2012-2017
- Assistant Professor, DURP, 2007-2012
- Research Fellow, University of Hawai‘i Economic Research Organization (UHERO), 2007-present

Professional Service, Recognition and Affiliations

Professional Organizations and Service

- 5th National Climate Assessment, Co-Author for Built Environment, Urban Systems, and Cities, 2021-2023
- APRU Sustainable Cities and Landscape Annual Conference, hosted by ISR at UHM, 2022
- Steering Committee, Association of Pacific Rim Universities Sustainable Cities and Landscapes, 2017-current
- President, Western Regional Science Association, 2023 (now Steering Committee service)
- Board of Directors, Western Regional Science Association, 2016-current
- Editorial Board, *Growth and Change*, 2021-current
- Member, Association of Collegiate Schools of Planning (ACSP)
- Co-Track Chair for Environmental Planning, ACSP Annual Conference, 2016-2017
- NSF Smart & Connected Communities Review Panel, 2018
- Frequent reviewer in top journals within policy/planning fields of climate change, energy and transport: e.g. *Transport Policy*, *Research Policy*, *Renewable & Sustainable Energy Reviews*, *Ocean & Coastal Management*, *Renewable Energy* – complete 1-2 reviews per month as a commitment to professional service

University

- Provost Council, 2022-present
- UH System Strategic Plan Imperative #4 Co-Lead for Climate Resilience, Energy and Sustainable Ecosystems, 2023-2024

- Co-Chair, Climate Solutions Thematic Pathway Pilot Project (Chair, Christine Beaulé), 2023-2024
- University of Hawai‘i Systemwide Sustainability Curriculum Coordination Council, representing UHM, 2018-present
- University of Hawai‘i at Mānoa WASC Steering Committee, 2019-2021
- University of Hawai‘i at Mānoa Faculty Senate, Committee on Academic Policy and Planning/Committee on Research, 2015-2017
- University of Hawai‘i at Mānoa College of Social Sciences Research Council, 2016-2017
- University of Hawai‘i at Mānoa Research Advisory Committee, tasked to inform campus strategic plan for research, 2016
- University of Hawai‘i at Mānoa University Research Council, Travel Application Review Committee, 2015-present
- University of Hawai‘i at Mānoa Chancellor’s Working Group on Utility Cost, tasked to inform the Chancellor on how to manage rising utility costs and integrate campus level renewable energy, 2014
- Faculty representative to the University of Hawai‘i at Mānoa Office of Auxiliary Services, Commuter Services Advisory Committee, 2013- present
- College of Social Sciences “Excellence in Teaching” Award, 2010
- University of Hawai‘i at Mānoa Climate Change Commission, Vice Chair, 2007-2010

State/Community-Level

- State of Hawai‘i Office of Planning and Sustainable Development, Coastal Zone Management Program, Managed Retreat Action Team/Steering Committee member 2023-2024
- “Sustainability Hero,” Hawai‘i Business Magazine 2023
- “20 for the Next 20” Awardee, Hawai‘i Business Magazine 2021
- City & County of Honolulu Climate Change Commission, Chair 2018-2020, Member through 2022
- Board of Directors, Honolulu Clean Cities Coalition, a program of the US DOE, 2015-2017
- Board of Directors, Hawai‘i Economics Association, 2010-2011
- State of Hawai‘i Clean Energy Initiative Working Group on Transportation, 2009-2012
- State of Hawai‘i Greenhouse Gas Emissions Reduction Task Force, Chair of the Analysis Committee, 2007-2010
- Founding Board Member, Kanu Hawai‘i, 2007

Peer-Reviewed Publications

*Denotes a student at the time of writing

Currently in preparation:

*Khan, M., Tarui, N., *Newfield, C., and Coffman, M. (Under Review). Sea Level Rise Impacts to Residential Real Estate Value in Hawai‘i. Submitted to a special issue of the Journal of Housing Economics on Climate Change and Housing Markets.

*Eshun, J., *Dreizin, T., Tarui, N., and Coffman, M. (In preparation). Economic Impacts of Cesspools Across Hawai‘i: An Analysis of Residential Real Estate Markets. Manuscript in development.

*Conrad, N., Coffman, M., and Tarui, N. (In preparation). Capturing Beach Loss: The Effect of Coastal Erosion on Residential Housing Markets in Hawai‘i. Manuscript in development.

*McLean, A., Tyndall, J., Wada, C., Coffman, M., Burnett, K., and *Ronquilio, K. (In preparation). Transfer of Development Rights for Sea Level Rise Adaptation. Manuscript in development. Abstract to be submitted to the 2024 Association of Collegiate Schools of Planning Annual Conference.

*Tavares, K., *Setter, R., *Roberson, I., Clinton, A., Tarui, N., and Coffman, M. (In preparation). Exploring Managed Retreat Approaches for the Protection of Sandy Beach Habitats Under Sea Level Rise on Kaua‘i. Manuscript in development. Abstract submitted to the 2024 Hawai‘i Conservation Conference.

Published:

Coffman, M., Bremer, L., *Summers, A., *Newfield, C., and Kelley, L. (2024). (Un)managed retreat? Perspectives on biophysical and social dynamics of coastal retreat on O‘ahu, Hawai‘i. *Journal of Environmental Planning and Management*, DOI: [10.1080/09640568.2023.2279019](https://doi.org/10.1080/09640568.2023.2279019)

Chu, E.K., M.M. Fry, J. Chakraborty, S.-M. Cheong, C. Clavin, M. Coffman, D.M. Hondula, D. Hsu, V.L. Jennings, J.M. Keenan, A. Kosmal, T.A. Muñoz-Erickson, and N.T.O. Jelks (2023). Ch. 12. Built Environment, Urban Systems, and Cities. In: *Fifth National Climate Assessment*. Crimmins, A.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, B.C. Stewart, and T.K. Maycock, Eds. U.S. Global Change Research Program, Washington, DC, USA. <https://doi.org/10.7930/NCA5.2023.CH12>.

*Setter, R., Han, R., *Tavares, K., *Newfield, C., *Terry, A., *Roberson, I., Tarui, N. and Coffman, M. (2023). Managing Retreat for Sandy Beach Areas under Sea Level Rise. *Scientific Reports*, 13, 11920. <https://doi.org/10.1038/s41598-023-388939-4>.

Tarui, N., *Urbanski, S., *Lam, Q.L., Coffman, M., and *Newfield, C. (2023). Sea Level Rise Risk Interactions with Coastal Property Values: A Case Study of O‘ahu, Hawai‘i. *Climatic Change*, 176, 130. <https://doi.org/10.1007/s10584-023-03602-4>.

*Paoa, N., Fletcher, C., Anderson, T., Coffman, M., and Habel, S. (2023). Probabilistic Sea Level Rise Flood Projections Using a Localized Ocean Reference Surface. *Scientific Reports*, 13, 2257. <https://doi.org/10.1038/s41598-023-29297-2>.

Coffman, M., Bernstein, P., Schjervheim, M., Lacroix, S., and Hayashida, S. (2023). A Comparison of State-Level Carbon Reduction Strategies: A Case Study of Hawai‘i. *Energy and Climate Change*, 4. <https://doi.org/10.1016/j.egycc.2023.100100>.

Bremer, L., Coffman, M., *Summers, A., Kelley, Lisa, and *Kinney, W. (2022). Managing for Diverse Coastal Uses and Values Under Sea Level Rise: Perspectives from O‘ahu, Hawai‘i. *Ocean & Coastal Management*, 225, 106151. <https://doi.org/10.1016/j.ocecoaman.2022.106151>.

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Bayham, J., Burkhard, J., Coffman, M., Hayashida, S., and La Croix, S. (2022). Does Air Pollution Increase Electric Vehicle Adoption? Evidence from US Metropolitan Areas, 2011-2018. *Journal of Environmental Economics and Policy*. <https://doi.org/10.1080/21606544.2022.2059015>.

Ko, Y. and Coffman, M. (2022). Renewable Energy Landscapes Across the Pacific Rim. Section 5, Chapter 30. The Routledge Handbook of Sustainable Cities and Landscapes in the Pacific Rim. Eds. Yizhao Yang and Anne Taufen.

Ko, Y., Coffman, M., Mulvaney, D., Copping, A., Wang, H., and Barrett, B. (2022). Conflict of Greens in Renewable Energy Landscapes: Case Studies and a Planning Framework. Section 5, Chapter 33. The Routledge Handbook of Sustainable Cities and Landscapes in the Pacific Rim. Eds. Yizhao Yang and Anne Taufen.

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Coffman, M., Bernstein, P., *Wee, S., and *Frost, A. (2014). PURPA and the Impact of Existing Avoided Cost Contracts on Hawaii’s Electricity Sector, UHERO Working Paper Series. Available at: <https://uhero.hawaii.edu/wp-content/uploads/2019/08/PURPA5.pdf>

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Coffman, M., *Mann, A., and *Dietrich, J. (2010). A Strategy for Environmental Grantmaking in Hawai‘i: a review of issues and opportunities. A Report to the Hau‘oli Mau Loa Foundation. Summary report available at: https://www.hauolimauloa.org/wp-content/uploads/2014/04/summary-of-key-findings_final.pdf

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City & County of Honolulu Climate Change Commission Reports/Guidances

Available at resilientoahu.org, * denotes a leading role:

*Social Cost of Carbon (2021)

Climate Change and Social Equity (updated 2022, 2020).

*Climate Change and Financial Risk (2020).

Shoreline Setback Guidance (2019).

Sea Level Rise Guidance (updated 2022, 2018).

Climate Change Brief (2018).

Grants and Awards

Current and Pending:

Co-I: “Integrated Sea Level Science for Societal Value and Decision Support.” NASA, in review. PI: Philip Thompson. Project to improve sea level rise science and application for regional assessment.

Co-PI: “Pacific Biocultural Adaptation and Resilience Hub.” NOAA, in review. PI: Alexander Mawyer. Project to develop a hub for the Oceania Sustainability Initiative. \$2m, 2024-2027.

Co-PI: “Costs and Tradeoffs of Sea Level Rise Adaptation in Island Urban Centers: The Case of Waikīkī.” NOAA, Project pending final approvals. PI: Ketty Loeb. Project to identify and quantify adaptation costs for Waikīkī. \$300k, 2024-2026.

Leadership Team: NSF EPSCoR “Change Hawai‘i.” Partnership and effort to develop web-based tools and database for socio-economic and exposure data for climate change – follow on to prior to project for State Climate Change Commission. 2024-2028.

PI: “Kaua‘i Managed Retreat.” County of Kaua‘i. Project to estimate the costs of managed retreat on the island of Kaua‘i as a sea level rise adaptation. \$37k, 2024.

PI: “SLR-XA and Transfer of Development Rights.” City & County of Honolulu Office of Climate Change, Sustainability and Resiliency. Project to assess socio-economic characteristics of the SLR-XA and the viability of TDR as a market mechanism for SLR adaptation on O‘ahu. \$150k, 2023-2024.

PI: “GHG Projections.” State of Hawai‘i Department of Health via ICF International. Project to develop the official state GHG inventory and projections. \$140k, 2022-2024.

PI: “Transportation GHG Emissions.” City & County of Honolulu Office of Climate Change, Sustainability and Resiliency via ICF International. Project to assess progress from O‘ahu Climate Action Plan with a focus on transportation-related actions. \$95k, 2022-2024.

PI: “Institute for Sustainability and Resilience Research Support.” Kosasa Foundation. Support for two graduate research fellows in sustainability topics focused on Hawai‘i. \$250k, 2023-2025.

PI: “Institute for Sustainability and Resilience Healy Climate Fellowship.” Healy Foundation. Support for a graduate research fellow in climate-focused topics focused on Hawai‘i. \$34k, 2023-2024. Commitment of \$950k for three “Healy Climate Fellows,” 2024-2029.

Prior Support:

PI: “Socio-Economic Impacts of SLR and SLR Response.” Sub-Award from Dr. Chip Fletcher ONR Award N00014-21-1-2677. Project to assess the cost of SLR adaptation options for Hawai‘i. \$390.5k, 2021-2023.

PI: “Carbon Pricing Study – Tax Review Commission.” State of Hawai‘i Department of Taxation. Project to assess additional scenarios for carbon tax. \$66k, 2021.

PI: “A Framework for Climate Vulnerability and Equity Work in Hawai‘i.” State of Hawai‘i Department of Land and Natural Resources, State of Hawai‘i Climate Change Commission. Project to develop a dataset of social vulnerability indicators for climate change. \$55k, 2021-2022.

PI: “Climate Change, Sustainability and Resilience Curriculum: A Landscape Assessment.” East-West Center. Project to conduct a landscape assessment for climate change adaptation curriculum at UHM and relevance across the Pacific. \$33k, 2021.

PI: “Healy Foundation Award to ISR.” Support for Healy Climate Fellow, research support for the City & County of Honolulu Climate Change Commission. \$29.5k, 2021-2022.

PI: “Identifying Multiple Values of Beaches and Coastlines Under Sea Level Rise.” NSF, Coastlines and People EAGER. Project to assess the multiple uses and values of beaches on O‘ahu and change under SLR. \$299k, 2020-2023.

PI: “Climate Action Plan.” City & County of Honolulu Office of Climate Change, Sustainability and Resiliency. Project to develop O‘ahu’s first-ever climate action plan, including technical modeling, strategy development, and plan writing. \$150k, 2019-2020.

PI: “Carbon Tax Analysis.” Hawai‘i State Energy Office. Project to study the economic and greenhouse gas impacts of a carbon tax for Hawai‘i. \$150k, 2020.

PI: “Healy Foundation Award to ISR.” Support for Healy Climate Fellow, research support for the City & County of Honolulu Climate Change Commission. \$29.5k, 2020-2021.

PI: “SLR Learning Trip.” ISR to organize a delegation to learn from other cities that are experiencing flooding (Boston, Miami and Charleston), Harold K. Castle Foundation, \$25k (2019). Completed in collaboration with the David and Lucile Packard Foundation.

PI: “Hawai‘i Community Foundation Award to ISR.” Research support for the City & County of Honolulu Climate Change Commission. \$35k, 2019-2020.

PI: “Greenhouse Gas Emissions Projections, State of Hawai‘i.” State of Hawai‘i Department of Health via ICF International. Project to develop the official state GHG inventory and projections. \$85k, 2017-2020.

Co-PI: “Economic Indicators for Energy Visualization Development.” State of Hawai‘i Department of Business, Economic Development and Tourism. Project to develop visualizations/indicators for Hawai‘i’s energy sector, now on the DBEDT energy dashboard. \$36k, 2017-2018.

PI: “Distributed Energy Resources.” State of Hawai‘i Division of Consumer Advocacy. Project to assess the socio-economic characteristics of distributed energy adopters. \$30k, 2017.

PI: “Kaua‘i Climate Action Plan – Baseline Assessment.” County of Kaua‘i. Project to guide county planning for climate action. \$24k, 2016-2017.

PI: “Economic Study of Hawai‘i’s Renewable Portfolio Standard.” Sub-award from the Hawai‘i Natural Energy Institute. Project to assess economic impacts of energy policy for Hawai‘i. \$186k, 2015-2017.

Co-PI: “Electric Vehicle Transportation Study.” U.S. Department of Transportation in collaboration with the University of Central Florida Electric Vehicle Transportation Center and the Hawai‘i Natural Energy Institute. Specific project to assess factors affecting electric vehicle adoption. \$1.1 million (total project value), 2014-2018.

Investigator: “BRDI, Conversion of High-Yield Tropical Biomass into Sustainable Biofuels: Task C Economic and Community Impacts.” U.S. Department of Agriculture, sub-award from John Yanagida (CTAHR). Project to assess economic considerations for bio-jet for Hawai‘i. \$80k, 2012-2016.

PI: “Hawai‘i Energy Impact Analysis.” Hawaiian Electric Company. Project to assess economic impacts of proposed renewable energy projects. \$57k, 2013.

PI: “Policy Analysis.” U.S. Department of Energy via the Hawai‘i Natural Energy Institute. Project to assess economic impacts of energy policy for Hawai‘i. \$111k, 2011.

PI: “Water Policy Analysis for Hawai‘i.” Hawai‘i Community Foundation. Landscape analysis of freshwater in Hawai‘i (effort later became the Hawai‘i Freshwater Initiative). \$24k, 2011.

PI: “Model Refinement to Assess Hawai‘i’s Clean Energy Options.” U.S. Department of Energy via the Hawai‘i Natural Energy Institute. Project to build harmonized “top-down” and “bottom-up” statewide energy-economy models. \$95k, 2010-2011.

PI: “Environmental Indicators for Hawai‘i.” Hau‘oli Mau Loa Foundation. Project to assess Hawai‘i’s environmental challenges for the purposes of informing the foundation’s environmental grantmaking strategy. \$35k, 2010.

Co-I: “Hawai‘i Bioenergy Master Plan, Economic Impacts Study.” State of Hawai‘i Department of Business, Economic Development and Tourism via the Hawai‘i Natural Energy Institute. Project to assess economic viability and impacts of bioenergy in Hawai‘i. \$32k, 2009.

PI: “Wave Valuation Study.” Save the Waves Coalition. Research on the value of the Mavericks surfing wave. \$18k, 2009.

Senior Personnel: “Sustainability Science, Technology and Policy.” UHM Research Grant Competition. Renewable Energy and Island Sustainability (REIS) education and research team. \$1m, 2009.

Summary of Academic Conferences (with accepted papers/presentations)

Association for Public Policy Analysis & Management (APPAM) Annual Conference, 2023

APRU Sustainable Cities and Landscape Conference, 2017-20, 2022

Association for Collegiate Schools of Planning (ACSP) Annual Conference, 2008-2010, 2012-2021, 2023

Western Regional Science Association (WRSA) Annual Conference, 2009-2013, 2015-2017, 2020-2023

ECOMOD Annual Modeling Conference, 2007, 2009, 2015

Western Economic Association International (WEAI) Annual Conference, 2015

Modeling Renewable Energy Workshop, Waseda University, 2013

Association for University Business and Economic Research (AUBER) Annual Conference, 2012

World Bank Urban Research Symposium, Cities and Climate Change, 2009

Association for Conflict Resolution, Managing Climate Change through Collaborative Governance, 2009

Selected Invited Speaking Engagements

Keynote Speaker, APRU Sustainable Cities and Landscape Global Speaker Series, to be hosted at the University of Oregon in November 2024
 Presidential Address, WRSA Annual Conference 2023
 Commentator, Spencer Foundation, Intersection of Housing and Education Convening (climate change parallels), 2023
 Special Lecturer, Korean Regional Science Association and Sungkyunkwan University, Graduate School of Governance, 2023
 Special Lecturer, Seoul National University, Graduate School of Environmental Studies, 2023
 Moderator, Better Tomorrow Speaker Series with Paul Hawken (2022), Donald Shoup (2021), Michael Mann (2021) and Edward Glaeser (2020)
 Plenary Speaker, WRSA Annual Conference, 2012, 2016
 Panelist, IUCN World Conservation Conference, Achieving Economic Growth and Environmental Stewardship in Hawai'i, 2016
 Keynote Speaker, Modeling Renewable Energy Workshop, Waseda University, 2013
 Keynote Speaker, Clean Energy Seminar in Okinawa, 2013

In addition to academic conferences and speaking engagements, I regularly present to school groups in Hawai'i on topics of sustainability and climate change, as well as to non-profit and government organizations. On average I give one presentation a month to Hawai'i-based audiences.

Summary of Teaching and Student Advising

As ISR Director, I continue to advise DURP students and teach one DURP course annually. I regularly serve on Master's Degree Plan A and Plan B committees for DURP, as well as other departments such as NREM and Earth Sciences.

Primary PhD Students:

Urban & Regional Planning, Dissertation Committee Chair:

Layla Kilolu, Topics in Renewable Energy Planning

Dolan Eversole, Topics in Sea Level Rise Adaptation

Kammie Tavares, Indigenous Planning and Sea Level Rise Adaptation

Tanya Dreizin, Community Planning and Sea Level Rise Adaptation

Aida Arik, Topics in Water Resource Management for Hawai'i (degree received 2021)

Barrett Ristroph, Topics in Climate Change Adaptation for Alaskan Native Villages (degree received 2018)

Other PhD Committee Service, including University Representative (given dates are for year of graduation):

Rupananda Widanage (NREM), Noah Paoa (Earth Sciences), Kimin Cho (NREM), Louis Chao (NREM), Adrian Amaya (Economics), Felix Gottdiener (Architecture, 2023), Pratistha Gyawali (Economics, 2023), Kristen Harmon (NREM, 2022), Emily Pesicka (Political Science, 2020), Katalina Kim (Architecture, 2020), Kerrie Littlejohn (Geography, 2018), Asahi Oshiro (Economics, 2018), Hui Shi (Atmospheric Science, 2018), Syed Khan (Economics, 2018), Hyun-Gyu Kim (Economics, 2018), Sherilyn Wee (Economics, 2016), Juliann Chen (Architecture, 2016), Arlan Brucal (Economics, 2016), Adam Ayers (DURP, 2016), Rusyan Mammit (NREM, 2016), Bryan Bushley (DURP, 2015), Dilini Hemachandra (Economics, 2015), Seekkuge Hemachandra (Economics, 2014), Junko Mochizuki (NREM, 2013), Iman Nasser (Economics, 2013), John Rush (Economics, 2013), Noriko Kono (DURP, 2010)

Item IX.B.

Approval of Settlement of Civil Actions
Entitled: (1) Ekins-Coward v. University of
Hawai'i, et al., Civil No. 17-1-0036-01; and
(2) Ekins-Coward v. University of Hawai'i and
Firms Claims Services, Case No. AB
2018-282, DCD No. 2-16-48915, on Appeal
to the Intermediate Court of Appeals, State of
Hawai'i (CAAP-23-0000303)

NO MATERIALS