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

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

**Date:** Thursday, January 16, 2025  
**Time:** 10:00 a.m.  
**Place:** University of Hawai'i at West Oahu  
Campus Center, Room C208  
91-1001 Farrington Highway  
Kapolei, HI 96707

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

**ORDER OF THE DAY**

- I. Call Meeting to Order**
- II. Approval of the Minutes of the October 29, 2024 and November 21, 2024 Meetings**
- III. 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](mailto: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 8:00 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

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,

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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](mailto: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.

Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

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

**IV. Welcome to President Wendy Hensel**

**V. Report of the President**

**VI. University of Hawai'i West O'ahu Campus Presentation**

**VII. Agenda Items**

- A. A Review of Graduate Medical Education Programs at the John A. Burns School of Medicine for Academic Year 2023-2024
- B. Request for Action to Approve the Establishment and Naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology at the University of Hawai'i at Mānoa College of Social Sciences
- C. Request for Action to Approve the Naming of the Innovation Center Building at the Culinary Institute of the Pacific at Diamond Head
- D. 2025 University of Hawai'i Legislative Pre-Session Review and Legislative Budget Update
- E. Discussion on Search for New Athletic Director

**VIII. Executive Session (closed to the public):**

Personnel and Legal Matters: (To consider the hire, evaluation, dismissal, or discipline of an officer or employee or of charges brought against the officer or employee where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), HRS; and to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS.)

- 1. Senior Advisor to the President, University of Hawai'i System
- 2. Deliberation and Decision Making the Appointment of the Director of the Office of Internal Audit
- 3. Privileged and Confidential Briefing by the University General Counsel regarding Pending and Anticipated Legal Matters

**IX. Agenda (continued)**

- A. Request for Approval to Establish Senior Advisor to the President as a New Executive/Managerial Classification and Appointment of and Waiver of

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Recruitment for Kim L. Siegenthaler as Senior Advisor to the President,  
University of Hawai'i System

**X. Announcement**

A. Next Meeting: February 20, 2025 at the University of Hawai'i at Hilo

**XI. Adjournment**

**ATTACHMENT**

Attachment A-1 – Personnel actions posted for approval by the Board of Regents.

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.

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.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Siegenthaler	Kim	Senior Advisor to the President	Office of the President	Appointment	\$20,834	March 3, 2025

UNIVERSITY OF HAWAII  
 BOARD OF REGENTS

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

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**Executive/Managerial**

<b>Campus</b>	<b>Last Name</b>	<b>First Name &amp; Middle Initial</b>	<b>Proposed Title</b>	<b>Unit</b>	<b>Nature of Action</b>	<b>Monthly Salary</b>	<b>Effective Date</b>
UH System	Allen	Sarah-Jane	Director of Procurement	Office of Procurement and Real Property Management	Appointment	\$14,834	February 1, 2025
UH System	Goto	Kawehionālani	Interim Academic Program Officer	Hawai'i Papa O Ke Ao	Appointment	\$9,500	January 17, 2025 - January 16, 2026
UH Mānoa	Gilbert	Jason	Director of Administrative Services	College of Tropical Agriculture and Human Resilience	Appointment	\$15,000	January 17, 2025, or shortly thereafter
UH Mānoa	Manin	Lois	Acting Director of Athletics	Intercollegiate Athletics	Temporary Reassignment	\$21,835	November 19, 2024
UH Mānoa	Oliveira	Katrina-Ann	Interim Vice Provost	Office of the Vice Provost for Student Success	Increase to Minimum	\$18,648	November 1, 2024
UH Mānoa	Pelican	Katharine	Director of Health Sciences	Office of the Provost	Appointment	\$18,750	April 1, 2025, or shortly thereafter
UH Mānoa	Seymour	Corinne	Interim Chief Financial Officer	John A. Burns School of Medicine	Appointment	\$15,000	January 17, 2025 - January 16, 2026
UH Mānoa	Williams	Philip	Interim Dean	College of Natural Sciences	Increase to Minimum	\$18,648	November 1, 2024
UH Mānoa	Wright	Erin	Interim Associate Vice Provost	Office of the Vice Provost for Student Success	Appointment	\$14,584	January 17, 2025 - January 16, 2026
UH Hilo	Wissman	Brian	Interim Associate Vice Chancellor	Academic Affairs	Appointment	\$13,009	January 17, 2025 - January 16, 2026

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

**MINUTES**

**BOARD OF REGENTS MEETING**

**OCTOBER 29, 2024**

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

[Meeting Video #1](#)

[Meeting Video #2](#)

**I. CALL TO ORDER**

Chair Lee called the meeting to order at 9:01 a.m. on Thursday, October 29, 2024, at the University of Hawai'i (UH) at Mānoa, Bachman Hall, 1st Floor Conference Room 106A/B, 2444 Dole Street, Honolulu, Hawai'i, 96822, with regents participating from various locations.

Quorum (11): Chair Gabriel Lee; Vice-Chairs Laurie Tochiki and Laurel Loo; and Regents Neil Abercrombie, Lauren Akitake, Joshua Faumuina, William Haning, Wayne Higaki, Michael Miyahira, Diane Paloma, and Ernest Wilson.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; Interim VP for Community Colleges Della Teraoka; Associate VP for Legal Affairs Gary Takeuchi; UH-Hilo (UHH) Chancellor Bonnie Irwin; Hawai'i Community College (HawCC) Chancellor Susan Kazama; Honolulu Community College (HonCC) Chancellor Karen Lee; Kapi'olani Community College (KapCC) Chancellor Misaki Takabayashi; Kaua'i Community College (KauCC) Chancellor Margaret Sanchez; Leeward Community College (LeeCC) Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

Vice-Chair Tochiki arrived at 9:02 a.m.

**II. APPROVAL OF THE MINUTES OF THE SEPTEMBER 19, 2024, MEETING**

Chair Lee inquired if there were any corrections to the minutes of the September 19, 2024, meeting which had been distributed. Hearing none, the minutes were approved.

Regent Abercrombie arrived at 9:03 a.m.

**III. PUBLIC COMMENT PERIOD**

Board Secretary Lau announced the Board Office's receipt of written testimony from Bronson Azama, Mahina Kaomea, Wailea Tupou, Pearl Bachiller, Diane Deauna, and Kawaiola Kaupuni, in addition to a public petition, regarding extramural funding at the university as it relates to the University Affiliated Research Center (UARC). Mariko Quinn, Pearl Bachiller, Wailea Tupou, Diane Deauna, Zoe Bashkin, and Sonja Giardina also provided verbal comments on the same subject.

Joseph Ciotti provided remarks on the awarding of an honorary Doctorate of Humane Letters to Rubellite Kawena Kinney Johnson.

Susan Pope submitted comments regarding the appointment of Devon Peterson as the Interim Vice Chancellor for Student Affairs at KapCC.

Ian Aikahi Masterson provided oral remarks on the awarding of an honorary Doctorate of Humane Letters to Rubellite Kawena Kinney Johnson.

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

[Written Testimony Received](#)

Regent Abercrombie shared his personal thoughts on testimony received in opposition to the UARC, particularly with regard to the characterization of actions taken by the board and regents. He also questioned the apparent lack of similarly vehement opposition by representatives of the Associated Students of the University of Hawai'i to the utilization of Tuition and Fees Special Fund monies, a fund to which students at the university directly contribute, for the compensation of university personnel resulting from the temporary hazard pay settlement negotiated between the State and certain public-sector unions.

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

##### **A. University of Hawai'i Professional Assembly (UHPA) Settlement Update**

The university, State, and UHPA, the exclusive collective bargaining representative for 3,300, faculty members across the 10-campus university system, reached a tentative agreement on a new, two-year collective bargaining contract earlier this month, more than eight months before the expiration of the current contract. This agreement was overwhelmingly ratified by UHPA membership and will take effect on July 1, 2025, to coincide with the start of the new fiscal year. Among other things, the new contract includes across-the-board wage increases of 3.5 and 3.79 percent in the next two fiscal years, which mirrors raises awarded to public school teachers who are members of the Hawai'i State Teachers Association for the last two years of their four-year contract with the State. Since the Governor, as the representative for the State, is a part of this agreement, the university expects costs connected with the noted wage increases to be funded through legislative appropriations for all employees compensated via General Fund monies. The new agreement also contains language negotiated between the university and UHPA regarding board approved policy changes developed on the basis of work conducted over the last two years in response to Senate Concurrent Resolution 201. Although a few clean-up items sought by the university were ultimately not

incorporated into the new contract, the administration will work with UHPA to develop memorandums of understanding for these matters which can hopefully be rolled into the base contract in future negotiations. Nevertheless, coming to an early agreement on cost items is a huge win for all parties involved. President Lassner stated work to craft collective bargaining agreements between the university, the State, and unions representing university employees who are members of other bargaining units is ongoing.

## **B. Athletics Update**

Since 2012, University of Hawai'i at Mānoa (UHM) Athletics has been a football-only member of the Mountain West Conference (MWC) with most of its other men's and women's sports teams competing in the Big West Conference (BWC). Effective July 1, 2026, UHM Athletics will be joining the MWC as a full member. As part of this new membership agreement, travel subsidies currently paid by UHM Athletics to MWC opponents will be phased out. Additionally, the MWC will cover an exit fee associated with UHM Athletics departure from the BWC. President Lassner expressed the mixed emotions being felt by UHM Athletics with respect to these changes remarking that, although it will be sad to leave so many amazing colleagues and competitors in the BWC, this expanded partnership with the MWC will build upon the university's strong football relationship with the conference, securely position UHM Athletics to thrive with its MWC colleagues in the incredibly dynamic landscape of intercollegiate athletics, and help strengthen the athletic department's overall finances. While UHM Athletics leaves the BWC with gratitude and appreciation for the years together, it has advised the BWC of its interest in maintaining an affiliate relationship for Men's Volleyball, Women's Water Polo, Men's Swimming and Diving, and Beach Volleyball, four sports which are currently not sponsored by the MWC. A decision on this matter is expected by the end of this year. President Lassner conveyed his appreciation to the board for its foresight and recognition of the need to quickly respond to rapidly evolving situations in an extremely dynamic intercollegiate athletics environment and thanked Chair Lee and Regent Abercrombie, the two regents whom the board assigned to engage with the administration on this issue as appropriate, for their assistance and guidance on this matter.

The UHM Women's Soccer Program, which experienced a team record nine-game winning streak earlier this season, recently clinched its first ever BWC regular season championship. As a result, the team will receive a first-round bye, earned home-field advantage throughout the BWC postseason, and will host both semifinals and the championship match of the conference tournament on November 7 and 10 at the Waipi'o Soccer Complex, fittingly located within the Patsy T. Mink Central O'ahu Regional Park.

Last weekend, the UHH and UHM men's and women's basketball programs took part in a pair of spirited exhibition games on Hawai'i Island hosted by UHH. Even though UHM came out victorious in both contests, the men's game went down to the wire. Players and coaches from both teams also hosted basketball clinics for Hawai'i Island youth between the Friday and Saturday games.



### **C. National Center for Higher Education Management Systems (NCHEMS) Study Schedule**

As reported on during the November 16, 2023, board meeting, university leadership was seeking to engage with a third-party to provide insights on whether the current structure of the university's 10-campus system, which was established via a series of piecemeal decisions over several decades, is optimally configured to provide needed and desired services to students, as well as the entire population of Hawai'i, in an efficient and cost-effective manner. Although NCHEMS, the external consultant selected by the administration, was initially scheduled to present a report on its analysis of the university system at the November board meeting, a decision was made by board leadership to delay this report until January so as to provide incoming President Wendy Hensel with time to review the documents and engage with NCHEMS on this matter. President Lassner emphasized all major decisions involving modifications to the university's organizational structure are under the complete purview of the board; noted the intent of the study was to help inform these decisions should there be an appetite for significant change; and pointed out the benefits this analysis will provide to leaders throughout the university system as they work to better meet needs across the islands in a time of change regardless of whether or not decisions are made to alter the university system's organization.

### **D. Post-Census Enrollment Highlights**

President Lassner stated the university has now passed what is known as the 'census' date, the date when enrollment numbers are frozen for reporting purposes and highlighted a number of notable achievements. Overall headcount enrollment for the fall semester is up three percent as compared to Fall 2023 with student population across the 10-campus system exceeding 50,000 individuals for the first time since 2018. Enrollment growth was witnessed at eight of the university's 10 campuses, including all seven community colleges, a milestone last reached in 2010. The number of first-time freshmen entering the university from high school has risen by about 10 percent systemwide, which is remarkable and counter to national trend data related to this demographic. Increases were also seen in enrollment figures for students who were residents of Hawai'i, as well as students of Native Hawaiian, Pacific Islander, and Filipino ancestry. Enrollment in the Early College Program, which allows high school students to take college courses for dual credit and often leads to these individuals pursuing a post-secondary education and earning a degree, reached an all-time high. Though enrollment of male students is up slightly more than female students this fall, the ratio of female to male students at the university remains around 60/40. While UHH and the University of Hawai'i-West O'ahu saw slight dips in headcount enrollment, there are several bright spots to the statistics for each campus. At UHH the decrease in numbers is less than what has been seen over the past two years, which is encouraging. In addition to enrollment gains in veteran students, transfer students, Native Hawaiian students from out-of-state, and graduate school students, UHH also realized a notable 25 percent increase in students returning to college after pausing their studies during the pandemic. UHWO's decline in headcount enrollment can mostly be attributed to a decrease in early college students. However, UHWO has seen increases in degree-

seeking students, non-resident students, continuing and returning students, and total student semester hours. More detailed information on this topic, as well as the strategic efforts being undertaken by each of the university's major academic units to advance their enrollment performance, will be presented to the board at its November meeting.

#### **E. Philanthropy Update**

The university is on pace to record another excellent fundraising year and continues to do well in securing philanthropic donations which, as of last week, stood at \$28 million for the current fiscal year.

#### **F. Notable Awards**

President Lassner commended Dr. Joseph Keawe'aimoku Kaholokula, Chair of the Department of Native Hawaiian Health at the John A. Burns School of Medicine, for his induction into the National Academy of Medicine (NAM). He stated NAM selects its members based upon major contributions the individual has made to the advancement of the medical sciences, health care, and public health, and is one of the highest, most prestigious, national honors in academia an individual can receive. Dr. Kaholokula, who is believed to be the first Native Hawaiian elected to NAM, was cited for his pioneering evidence-based interventions using indigenous cultural values and practices to improve cardiovascular, diabetes, and obesity disparities for thousands of Native Hawaiians and Pacific Islanders, in addition to his spanning of science and practice by providing direction to health care systems serving Native Hawaiians and Pacific Islanders, advocating for Native Hawaiian and Pacific Islander health, and actively developing Native Hawaiian and Pacific Islander scientists.

The creation of a zero-cost human anatomy and physiology (A&P) textbook by a core group of eleven faculty members from around the system was recently honored with a Western Interstate Commission for Higher Education Cooperative for Educational Technology Outstanding Work Award, or WOW Award. This project, one of the university's largest Open Educational Resources (OER) development initiatives, will provide a significant cost benefit to the over 4,000 students who take A&P courses at the university each year and pay around \$200 for just one of their many textbooks. Additionally, since this is an OER textbook, which means the copyright is available, updates, refinements, and improvements to its content and pedagogy can be made without the need to publish a new edition each time. President Lassner congratulated the faculty members who committed themselves to this project, along with their colleagues, who also provided input, and the administrators and staff who supported their work.

Regent Abercrombie lauded President Lassner for his masterful efforts with respect to the negotiation of membership and withdrawal agreements with the MWC and BWC respectively.

### **V. AGENDA ITEMS**

### **A. Approval of the Awarding of the Honorary Doctorate of Humane Letters Degree Upon Rubellite Kawena Kinney Johnson**

Laura Lyons, Interim Vice Provost for Academic Excellence at UHM, remarked that the bestowing of an honorary degree to nationally or internationally distinguished individuals is an authority retained by the board under Regents Policy 5.209; provided background information on Ms. Johnson and her numerous academic achievements; and highlighted Ms. Johnson's recognition as a distinguished figure in the fields of archaeoastronomy and ethnoastronomy, as a leading expert in Polynesian star identification, and for her foundational role in the study of Hawaiian language and culture. Given her significant and extensive contributions to academia, the Hawaiian community, and the university, the administration wholeheartedly believes the awarding of an Honorary Doctorate of Humane Letters to Ms. Johnson is warranted and is seeking board approval for this action.

Vice-Chair Loo moved to approve the awarding of an honorary Doctorate of Humane Letters to Rubellite Kawena Kinney Johnson, seconded by Regent Wilson, and the motion carried with all members present voting in the affirmative.

### **B. Review of the University of Hawai'i Community Colleges Self-Evaluation Reports (ISER) for Accreditation for the following campuses:**

- 1. Hawai'i Community College**
- 2. Honolulu Community College**
- 3. Kapi'olani Community College**
- 4. Kaua'i Community College**
- 5. Leeward Community College**
- 6. Windward Community College**

Interim VP Teraoka explained that the university's six community colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) which requires member institutions to conduct a thorough and intensive self-evaluation against 127 accreditation standards at the beginning of its seven-year evaluation cycle. Documentation of the quality and effectiveness of an institution's programs, services, and practices; the degree to which an institution is meeting its stated mission and goals for learning and achievement; and planned improvements for accreditation standards deemed as not being met by an institution through its self-evaluation process are contained within what are referred to as ISERs. Once completed, the ISER is submitted to the ACCJC for a comprehensive peer review. Interim VP Teraoka discussed the peer review process which includes, among other things, the formation of a 10-member evaluation team to validate and affirm the findings of an institution's ISER and identify additional areas of weaknesses or strengths relative to ACCJC accreditation standards; the issuance of a core inquiries report by the peer review team for the purpose of seeking supplemental or clarifying information or noting matters of concern, or to offer

praise where warranted; the provision of time for an institution to respond to the core inquiries report and address any concerns raised; campus visits; and the drafting of a final report by the evaluation team, which along with the ISER, is reviewed by the ACCJC as it makes a decision on the institution's accredited status. She also went over a timeline for the aforementioned process highlighting the expected submittal of ISERS to ACCJC in December 2024, issuance of core inquiries reports in March 2025, site visits in September 2025, and the rendering of a final decision on reaffirmation of accreditation in January 2026. It was noted the ISERs for each of the university's six community colleges are being presented to the board for acceptance as mandated by the ACCJC. Although the University of Hawai'i Maui College (UHMC) was once a member of the ACCJC, it has since added two baccalaureate degrees to its slew of academic programming and is now accredited by the Western Association of Schools and Colleges Senior College and University Commission. As such, UHMC is not subject to this accreditation process.

Regents, VP Teraoka, the community college chancellors, and representatives from Windward Community College (WinCC), engaged in vast, wide-ranging conversations on issues facing each of the community colleges, their underlying bases, their impact on the campus and its student population, and some of the actions undertaken by the respective institutions to address them, as well as opportunities for institutional improvement as identified in the campus ISERs. Aside from human resources challenges, such as the recruiting, hiring, and retention of qualified faculty and staff, which is something each campus is dealing with, a few of the more distinctive difficulties being encountered by the community colleges included the synchronization of class scheduling across multiple facilities used by HawCC for academic instruction which are spread over Hawai'i Island; campus access due to the construction associated with the City and County of Honolulu's new rail system and the pivoting to regular and substantive class interaction post-pandemic at HonCC; facility challenges, particularly in regard to the culinary program, and the dearth of affordable student food options at KapCC, despite the culinary reputation of the institution and the existence of its Culinary Institute of the Pacific at a site across the street from the campus; the high percentage of individuals enrolled at KauCC who are part-time, which can be attributed, in part, to the high cost of living and lack of affordable housing for students; concerns with the morale of faculty and staff due to the inability to quickly hire individuals to fill vacant positions as well as the adequacy of resources to increase improvements realized in institutional learning outcomes at LeeCC; and achieving parity between the support services offered to in-person and online students at WinCC and the provision of these services to students enrolled in the institution's academic program for incarcerated individuals. Similarly, extensive discussions took place on potential means of dealing with the noted challenges including the provision of more competitive benefit and compensation packages; the assessment of policies and procedures so as to streamline and speed up the hiring process; the posting of salary ranges rather than minimum salaries when recruiting for positions; the employment of adjunct professors or retirees; the establishment of county and private sector partnerships; the institution of more online courses; improvements in the prioritization of campus facility projects; the utilization of affordable workforce housing initiatives to provide accommodations for faculty and staff and the offering of on-campus housing options for students; and the consolidation of duplicative academic programming across

the community college system to be more in accord with demand. Dialogue also occurred between regents and the various campus representatives about academic programming and workforce and economic development initiatives unique to the community college system which were designed to meet a specific community need such as WinCC's Veterinary Technician Program, Mental Health Technician Program, and Pu'uhonua Program for incarcerated individuals; the maritime and aeronautics programs at HonCC; and LeeCC's Wahiawā Value-Added Product Development Center project.

Several regents congratulated and praised the community colleges for their efforts to support overall student needs through activities like the establishment of food pantries on campus.

Regent Abercrombie specifically requested WinCC representatives provide board members with written narratives regarding the Veterinary Technician Program and Pu'uhonua Program inclusive of background information on the programs, resource availability, and personnel needs, if any.

The meeting recessed at 11:04 a.m.

The meeting reconvened at 11:23 a.m.

**C. University of Hawai'i Research and Innovation at a Glance**

VP Syrmos stated the intent of this presentation was to provide regents with a better understanding of extramural funding in the context of research enterprise endeavors, as well as information on various research and strategic innovation activities that are occurring at the university. He provided a synopsis of the university's research and innovation mission, remarking that it was primarily focused on nurturing and cultivating a knowledge-based enterprise in Hawai'i; discussed the importance of and need for State, federal, and private sector financial investments in research and innovation projects; drew attention to a significant growth in philanthropic donations received by the university specific to research; went over the core elements of research and innovation at the university; highlighted several areas of key research in which the university is involved, along with some of their associated ventures; spoke about the ascending trend in extramural awards garnered by the university, through its faculty, over the last seven years culminating in the receipt of a record \$615.8 million in Fiscal Year (FY) 2024; and pointed out a number of economic impacts associated with research being done at the university.

**D. FY 2024 Extramural Awards Year End Report & FY 2025 Funding Quarter 1 Report**

VP Syrmos reiterated his earlier statement regarding the university's receipt of a record \$615.8 million in extramural awards for FY 2024 and drew attention to the securing of \$271.9 million thus far this fiscal year, although he mentioned this figure has risen to \$335 million as of October 28, 2024. He went over a comparative analysis of FY 2023 and FY 2024 statistics pertaining to research conducted at the university in terms of proposals made, awards received, and expenses incurred, along with their associated metrics; provided a breakdown of this data by major academic

unit; spoke about the diversity of agencies and organizations to which faculty submit research proposals and from which research funding is obtained; noted the success rate of faculty in obtaining extramural awards; briefly discussed cost recovery for indirect research expenses, in addition to investments being made in research and innovation at the university, through the Research and Training Revolving Fund; and highlighted several top research proposals and awards from FY 2024 and FY 2025, to date.

Regent Abercrombie engaged VP Syrmos in a discussion about the amount of research dollars the university receives from the United States Department of Defense as opposed to other sources such as the State of Hawai'i, the National Science Foundation, the United States Department of Health and Human Services, and the National Institutes of Health, as well as the value and benefits of the research being conducted by the university. Regent Abercrombie reiterated personal statements he made earlier about testimony offered at board meetings over the past few months in relation to research taking place at the university and commended the research efforts of the Office of the Vice President for Research and Innovation (OVPRI), along with the faculty and staff of the university stating their work was singularly exemplary.

Regent Haning surmised that the vast majority of individuals conducting research at the university did not do so for personal wealth or gain. Rather, they were doing so in order to enrich humanity. VP Syrmos concurred with Regent Haning stating research at universities in general, and at the University of Hawai'i in particular, are, by and large, not driven by personal profit but by the potential to produce societal benefits. He also pointed out the numerous scholastic, economic, and community benefits realized through activities associated with research conducted at a university.

Regent Akitake asked if the increase in philanthropic donations for research was due to a few large gifts or whether this was a growing trend. She also inquired if these contributions were usually tied to a specific project. VP Syrmos stated that universities across the country, including at the University of Hawai'i, have begun cultivating relationships with both individual donors and large philanthropic foundations to garner support of research at their institutions. As a result, there has been a growing trend in philanthropic donations being received for this purpose. However, the university did receive two large research gifts over the last year or so. With respect to philanthropic donations being restricted to a particular project, VP Syrmos stated the majority of contributions for research at the university are not unrestricted and are generally earmarked for a specific purpose.

Referencing three consecutive years of record extramural research funding received by the university and noting figures for monies awarded in the current fiscal year thus far, which he stated was unbelievable, Chair Lee inquired as to whether the administration felt FY 2025 would be another record-breaking year. VP Syrmos stated he was cautiously optimistic the university's receipt of extramural research funding was on an upward trajectory.

Regent Abercrombie stated, in his opinion, the university was well positioned to receive research funding in the areas of cybersecurity and space technology, which he

believes will either be sustained or significantly increased given current global and domestic political climates. VP Symos concurred with Regent Abercrombie saying funding for research and development in the areas noted has been steadily increasing over the last eight years regardless of the domestic political situation. He also remarked the university is poised to conduct research on these subject matters.

Regent Wilson asked if there are extramural funding awards in the university's pipeline which are not reflected in the data presented for the current fiscal year thus far. VP Symos responded in the affirmative stating there are a number of research projects for which funding is expected to be received over the next three months but have not been officially recorded to date.

### **E. Student Housing Services Scenario Modeling Update**

Kyle Phillips, Senior Business Analyst in the Office of the VP for Administration, gave an update on the administration's scenario modeling efforts related to Student Housing Services (SHS) at UHM stating several 'what if' situations were generated taking into account operational budget assumptions, contributions to and withdrawals from the Repair and Replacement Reserve Fund (RRR Fund) to address emergent issues at UHM's student housing facilities, and capital improvement projects, which constitute the majority of anticipated expenditures. He briefly went over revenue, expenditures, RRR Fund transfers, and debt service amounts historically realized by SHS, along with similar statistics forecasted for FY 2025, highlighting several key takeaways; mentioned FY 2025 figures served as the baseline for the abovementioned scenario modeling efforts; delved into data from a preliminary rate assessment conducted on maximum to minimum per-bed, per-month, room rates charged by SHS as compared to private, locally owned student-housing facilities and facilities at peer and benchmark institutions of higher education, touching upon various distinguishing criteria used in the analysis; talked about the numerous variables considered by the administration when performing this modeling exercise; discussed a proposed, seven-year major Capital Improvement Project (CIP) plan for SHS and some of the plan's fiscal projections and facility objectives; described several of the facility enhancements residents are expected to see through implementation of the CIP plan, stressing specific improvements will be informed by feedback from residents to ensure resources are aligned with, and meet, the needs of the resident population; reported on a number of hypothetical modeling scenarios developed by the administration inclusive of the per bed, per month room rate SHS would need to charge in each of the next seven fiscal years simply to break-even and cover anticipated expenses, emphasizing these were not rate proposals; reviewed the administration's recommendations for conditions which it believes should be included in the development of student-housing rate plans going forward; noted theoretical per bed, per month, room rates, arranged by UHM student housing facility and living accommodations, for FY 2025 through FY 2031, which were formulated using the aforementioned administrative conditions; and illustrated how the modeled housing rates would compare with FY 2025 student housing rates at peer and benchmark institutions. He also spoke about additional factors which should be considered when putting forth an official rate proposal for approval by the board including, among other things, the potential replacement or redevelopment of the shuttered Hale Noelani facility which was

omitted from the aforementioned modeling efforts given the size of the project and SHS' present focus on keeping existing revenue beds in service; the impacts recent public-private partnership projects have had on student-housing inventory; the provision of ample time for students to evaluate their financial situation and plan accordingly for any increases in costs related to student housing; the timeframe to implement the CIP plan; novel approaches to offsetting housing costs for students such as the provision of grants or scholarships; and the need to secure authority from the Legislature to issue revenue bonds, should the university decide to fund a CIP project, in part, with debt financing.

Referencing feedback received through a recent student housing resident satisfaction survey, Regent Haning asked if the survey was distributed to all residents of student-housing facilities at UHM. David Akana, Director of SHS at UHM, replied in the affirmative stating the referenced survey has been administered every spring for the last four years, is distributed to all students living on campus, assesses a number of student perspectives on student housing at UHM, and has a response rate of around 30 to 35 percent. Mr. Phillips added that, while there is a definite need for investments to be made in student housing infrastructure, the results of the survey were interesting because they appear to indicate a general satisfaction with the student -housing experience despite the age and condition of the facilities.

Given its location near the upper reaches of the UHM campus, Regent Abercrombie inquired about the possibility of pursuing an agreement with the developer of the Saint Francis property to utilize the parcel, or a portion of it, for student housing, faculty housing, or other university programs in need of space. President Lassner provided details on attempts made by the university to acquire the property in question from the Sisters of Saint Francis for a faculty housing project, noting the receipt of legislative authorization for the issuance of revenue bonds for the purchase. Ultimately, the parcel was bought by Avalon Group, which paid a much higher amount than was offered by the university. Although there will be some lower costs units, the majority of residences planned for the parcel fall outside the affordability range for students, by far, and probably most faculty.

Chair Lee and Mr. Phillips had a brief conversation on the contrasting amenities and living accommodations offered at Hale Mahana, the privately-operated student-housing facility charging the highest rent, and UHM's residence halls; the overall occupancy rate of facilities under the jurisdiction of SHS, which currently stood at 97 percent; the model housing rates projected for the next seven fiscal years as compared to current room rates being charged at peer and benchmark institutions; and the board-approved five percent annual increase in university room rates that will take effect each fiscal year through FY 2027. VP Gouveia spoke a little about the five percent increase in university room rates mentioned by Chair Lee, offered insights on the percentage differentials between the model's break-even room rates in relation to approved room rates, and shared her thoughts on factors which, in her opinion, must be considered in the development of any rate structure.

Regent Paloma left at 1:07 p.m.



Regent Faumuina stressed the need for regents and the administration to be mindful of a student's lack of a steady income when fleshing out rate structure proposals. He also requested a tour of the university's student-housing facilities at the administration's earliest convenience. Mr. Phillips and VP Gouveia suggested conducting a tour of student-housing facilities during the Christmas break when the residence halls are less occupied which will allow the administration to provide regents with a more comprehensive site visit.

Referencing the projected CIP funding for Hale Wainani, which she understood was in danger of facing a similar fate as Hale Noelani if certain critical issues were not addressed with a sense of urgency, Vice-Chair Tochiki asked if the monetary amounts proposed by the administration was sufficient to address deficiencies with the facility brought up during the board's tour of student housing last year. Mr. Phillips replied in the affirmative stating the seven-year CIP plan for Hale Wainani calls for the addressing of structural and building envelope improvements during the first two years while facility aesthetics will be taken care of in later years. Given this response, Vice-Chair Tochiki questioned whether parts of Hale Wainani would need to be taken offline while repairs were being made and whether the CIP funding for FY 2025 was already being invested in the facility. VP Gouveia stated the administration was taking a phased repair and maintenance approach to Hale Wainani so as to minimize the necessity of taking portions of the facility offline thereby lessening impacts to students and the revenue stream for SHS. Regarding the CIP Funding for FY 2025, VP Gouveia stated the administration is addressing issues at Hale Wainani in accord with the CIP spending plan approved by the board in September.

Citing some of the facility shortcomings she observed on the tour of student-housing provided to regents last year, such as a tarp hanging from the ceiling of the Hale Aloha dining hall, Regent Akitake asked if noticeable improvements would be seen during this year's tour. Mr. Phillips responded in the affirmative. Joseph Lynch, Project Manager with the UHM Office of Project Delivery, spoke directly to the issue brought up by Regent Akitake regarding the tarp in the Hale Aloha dining facility stating while the university is responsible for the building's envelope, the dining hall itself is a SODEXO controlled space. Although the tarp is still in place, SODEXO is currently in the design phase of a complete renovation of their facility. In light of this answer, Regent Akitake asked if the dining facility would need to be taken offline and if there were contingency plans to deal with the temporary loss of a space where students have access to food. Mr. Lynch stated he believed the Hale Aloha dining space would need to be taken offline temporarily as SODEXO's current plan calls for the space to be gutted. VP Gouveia added that there is a highly coordinated process when dealing with these types of facility situations with the goal of ensuring minimal service disruptions. Should there be instances when the space must be taken offline, contingency plans are in place to provide residents of Hale Aloha with other dining options.

Regent Higaki left at 1:15 p.m.

Regent Akitake inquired about the status of Hale Noelani. She also sought clarification on the party responsible for coordinating the solicitation of feedback on unit types, amenities, and the like from student residents so as to inform the programming of

any Hale Noelani replacement or redevelopment efforts. VP Gouveia stated Hale Noelani remains offline and, as such, was not one of the buildings in the mix when room rates were modeled. Teams from the Office of the Vice President for Administration (OVPA) and SHS have been working with VP Young and his team to put together preliminary facility and infrastructure information in order to develop a Request for Proposals (RFP) package, though it was noted the teams are still in the early stages of this process. As for feedback coordination efforts, Mr. Phillips indicated that Mr. Akana has been charged with performing this task along with conducting research on student-housing trends related to student enrollment, unit types, amenities, and so on occurring across the higher education landscape. Mr. Akana gave a succinct overview of some of the issues he has been looking at regarding student-housing trends such as the development of residence hall concepts and facilities with the ability to quickly adapt to dynamic situations like fluctuations in overall student enrollment and the types of students registering at a university.

A brief discussion took place between regents and the administration about the need to delve further into the goals, objectives, and rationale for the provision of student housing at UHM including, among other things, the affordability of living accommodations for students, the bolstering of campus life, and the creation of a vibrant on-campus housing community.

Regent Miyahira questioned whether SHS was responsible for student-housing systemwide. He also asked if there was an estimated timeline for addressing the Hale Noelani situation. Mr. Phillips stated SHS was only responsible for student housing facilities at UHM. Regarding the estimated timeline for addressing the Hale Noelani situation, Mr. Phillips mentioned the administration was currently working with the Federal Emergency Management Agency (FEMA) to amend the floodplain designation for the parcel on which Hale Noelani sits and any associated maps of the area. Mr. Lynch added that this work is expected to take about a year-and-a-half but emphasized revising the floodplain designation and its associated maps should help expand the potential development area for the project. Mr. Phillips also remarked that the floodplain designation, in addition to information being garnered by Mr. Akana through his research and the feedback received from students, are the kinds of things being considered when developing the RFP for Hale Noelani. All things considered, VP Gouveia estimated it would be between a year and a year-and-a-half before an RFP package for Hale Noelani can be generated.

A conversation took place between Chair Lee and Regent Akitake as to whether the board or a committee, more specifically, the Committee on Independent Audit, was the more appropriate body to receive student housing updates in the future.

In view of the questions and discussions on the topic of student-housing thus far, Chair Lee asked what the administration was hoping to achieve through its presentation at today's board meeting. VP Gouveia stated the administration was hoping to receive feedback from regents on the model room rates presented in order to determine if any scenario would be considered off-limits. The administration was also seeking guidance from the board as to how it should proceed with respect to the development of an actual room rate proposal given the lengthy processes involved.

Regents shared their thoughts on the model room rates put forth by the administration with many indicating their support for the recommended increases while acknowledging the need to soften any financial impacts students might feel as a result of a rise in rent. Some regents also offered suggestions on how to mitigate the financial burdens a student may face as a result of escalating, on-campus housing costs, such as through the provision of housing scholarships, housing grants, or other types of financial aid, or by means of spreading out the increases more evenly over the next seven years thereby lessening the need for a large increase on the front end of the timeline. Additionally, regents expressed their views on, among other things, the necessity of the rate increases given the issues facing student-housing at UHM; the urgency of the student-housing situation at UHM; the importance of making wise investments in order to provide student-housing residents with safe, clean living accommodations; the effects a strong student-housing program can have on campus life; the impact changing economic conditions have had on the ability of students to afford college housing; and key factors that should be considered when developing the rate increase proposal, like the already mentioned financial hardship on students and the congruence between the vision for student housing at UHM and the university's overall vision and mission.

Vice-Chair Loo left at 1:33 p.m.

Referencing the suggestions regarding the provision of financial assistance to students for the purposes of meeting their on-campus housing needs in the event of a rent increase, Regent Akitake asked if OVPA or some other entity would be responsible for coordinating these efforts. VP Gouveia pointed out the complexity of such an endeavor which she believed was beyond the capabilities of a single office. As such, it was her feeling that something like financial aid for student housing would best be addressed through discussions among UHM cabinet members.

VP Gouveia thanked regents for the feedback stating it was very helpful and can be used to inform another level of model scenario work and to develop an actual rate proposal for future consideration.

Regent Abercrombie asked if the Legislature has provided the university with outright CIP monies to build housing facilities for students. President Lassner stated all of the student residence halls on campus, with the exception of Frear Hall, were constructed using proceeds from the sale of General Obligation (GO) bonds. Residence halls at UHH were also built using GO bond funds. Frear Hall was constructed using a combination of monies from GO bonds and Revenue Bonds. As such, there is precedent for the issuance of Revenue Bonds by the university in order to fund student-housing projects as was mentioned in the model housing rate scenario portion of the presentation. President Lassner also drew attention to the high demand for on campus student-housing typically experienced by UHM; the Legislature's decision to not provide any of the \$120 million in CIP funds for dormitories requested by the board during the past legislative session; the \$20 million in lump sum CIP funding allocated by the administration to begin working on the student-housing issue at UHM; the inability to deal with UHM's student-housing issues through room rate increases alone; the administration's seeking of legislative approval for extending the Hawai'i

Promise Scholarship Program to four-year campuses over the past few years which has been met with resistance but which would certainly help students in need with the ability to afford housing along with the rest of their cost of attendance; and the administration's reluctance to seek CIP funds for student-housing over a number of years, an approach that was changed approximately a year-and-a-half ago when VP Gouveia's office was charged with overseeing student-housing at UHM. Regent Abercrombie communicated his belief in the need to continue pursuing legislative funding for student housing at UHM despite the challenges mentioned by President Lassner.

Regent Faumuina expressed his desire to see a clear, overall vision for student-housing at UHM before the board makes any final decisions on a rate increase. VP Gouveia pointed out the existence of a vision for student-housing at UHM which includes both operational and CIP objectives and has been discussed during prior board and committee meetings. She also stressed the model housing rate scenarios were not intended to be a one-size fits all solution to student-housing issues at UHM. Rather, it was meant to build consensus on the general direction of the program, convey the approximate rates that would need to be charged for the program to breakeven based on administrative recommendations, and support iterative refinements of an action plan that balances on-campus housing quality and affordability.

A brief discussion ensued on the next steps in the process, the anticipated timeline for developing a rate increase proposal, and the creation of additional rate proposal amounts taking into consideration various amounts of CIP funding for student-housing the university could potentially receive from the Legislature.

Regents praised VP Gouveia, OVPA, SHS, and their respective staffs for the tremendous amount of work, time, and energy spent on this project and the improvements seen at student-housing facilities on campus over the last year-and-a-half.

## **VI. ANNOUNCEMENTS**

Chair Lee announced that the next board meeting was scheduled for November 21, 2024, at UHM.

## **VII. ADJOURNMENT**

There being no further business, Chair Lee adjourned the meeting at 1:56 p.m.

Respectfully Submitted,

Yvonne Lau  
Executive Administrator and Secretary  
of the 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**

**NOVEMBER 21, 2024**

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

[Meeting Video](#)

**I. CALL TO ORDER**

Chair Lee called the meeting to order at 9:01 a.m. on Thursday, November 21, 2024, at the University of Hawai'i (UH) at Mānoa, Bachman Hall, 1st Floor Conference Room 106A/B, 2444 Dole Street, Honolulu, Hawai'i, 96822, with regents participating from various locations.

Quorum (10): Chair Gabriel Lee; Vice-Chairs Laurie Tochiki and Laurel Loo; and Regents Neil Abercrombie, Lauren Akitake, Joshua Faumuina, William Haning, Michael Miyahira, Diane Paloma, and Ernest Wilson.

Excused (1): Regent Wayne Higaki

Others in attendance: President David Lassner; Vice President (VP) for Academic Strategy Debora Halbert; VP for Legal Affairs/UH General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/UH Foundation (UHF) Chief Executive Officer (CEO) Tim Dolan; Interim VP for Community Colleges Della Teraoka; 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 OCTOBER 16, 2024, AND OCTOBER 17, 2024, SPECIAL MEETINGS**

Chair Lee inquired if there were any corrections to the minutes of the October 16, 2024, and October 17, 2024, special 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 written testimony from the University of Hawai'i Association of Emeritus Regents, Dr. A. Ku'ulei Serna, Dr. Michael Cawdery, Dr. Alan Rosenfeld, and Cheryl Reeser on the board resolution honoring President David Lassner.

Tara Rojas and Blanco Rojas provided verbal remarks on the board resolution honoring President David Lassner.

Kyle Oura, David Huff, Kurt Nusterer, Dr. Grace Pascual, Jessica Mackenzie, Steven Kramer, Jefferson Niles, Amy Warrington, Montserrat Montañés i Arbó, and Joey Kohatsu provided written comments on the board resolution honoring President David Lassner specific to the recent dismissal of UHM Athletic Director (AD) Craig Angelos. Mr. Oura, Mr. Nusterer, Ms. Mackenzie, and Montañés i Arbó also provided oral comments on this matter.

Regent Emeritus Abigail Mawae provided verbal comments on the board resolution honoring President Lassner specific to the recent dismissal of UHM AD Craig Angelos

Regent Emeritus Brandon Marc Higa provided written remarks on the granting of Vice Provost Emerita status to Dr. Lori Ideta and the board resolution honoring President David Lassner.

Dr. Laura Lyons provided oral comments on the granting of Vice Provost Emerita status to Dr. Lori Ideta, Faculty Emerita status to Dr. Kathryn Waddell-Takara, and the board resolution honoring President David Lassner.

Jill Nunokawa provided oral remarks on the approval of an indemnification provision in a contract issued by the Board of Trustees of Leland Stanford Junior University and on the board resolution honoring David Lassner, particularly with respect to matters related to UHM AD Craig Angelos.

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

[Written Testimony Received](#)

Vice-Chair Loo arrived at 9:35 a.m.

Regent Abercrombie responded to several comments made during public testimony which he believed mischaracterized his observations on Native Hawaiian issues and values and maligned President Lassner's work on guiding the university to becoming a Native Hawaiian place of learning.

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

Prior to giving his President's Report, President Lassner provided a [statement about the November 19 announcement regarding the conclusion of UHM Athletic Director \(AD\) Craig Angelos's tenure with the university](#) speaking to, among other things, the challenge of serving as UHM AD, something he considered to be the second hardest job at the university and one of the hardest jobs in Hawai'i; the processes used to hire and evaluate Mr. Angelos; the role he played in hiring and evaluating Mr. Angelos, as well as the decision to part ways with the AD, something he believed would be in the best interest of the university at this time; regular meetings held with Mr. Angelos to discuss and provide feedback on Mr. Angelos' overall performance as AD; the rationale for the timing of this personnel action; and his own, past experiences in dealing with

human resources related matters over the course of more than 40 years at the university. President Lassner also addressed some of the inaccuracies and untruths about the situation being promulgated online and in social media posts; acknowledged Mr. Angelos' leadership and role in some of the accomplishments cited by himself and his supporters but stressed that, such a list of achievements, while important, does not capture the totality of the performance of an executive; and spoke about the passion of fans, donors, boosters, and sponsors for UHM Athletics and his own love for the athletic program.

Chair Lee asked whether it was the university presidents or university athletic directors who make the decisions concerning things such as conference membership and the discontinuation of travel subsidies. President Lassner stated UHM Athletics programs are affiliated with two athletic conferences, the Mountain West Conference and Big West Conference, both of which are overseen by boards comprised of the presidents of each member institution. While athletic directors serve in an advisory capacity to the presidents and the administrators of the athletic conferences, including the conference commissioners, regarding conference matters, all responsibility for making decisions on issues such as conference membership or travel subsidies rests solely with the university presidents who vote as the conference board members.

#### **A. Project Labor Agreement (PLA) Update**

Earlier this month, the university came to terms on a PLA with local trade unions for the institution's major construction projects. For the edification of regents, President Lassner explained that a PLA is a collective bargaining agreement negotiated between unions and the project owner which establishes universal terms and conditions of employment for specific types of construction projects and, according to the United States Department of Labor, serves as an effective tool to ensure timely completion of projects at or under budget; provides employers with a reliable source of highly skilled workers; increases diversity and support equitable workforce development; and improves worker health and safety on the job. He then provided background on, and the rationale for, the university signing on to a PLA, highlighting a directive sent to all Executive Branch agencies requiring their adherence to the terms of a PLA for public works projects in excess of \$1.5 million, which was signed by the Governor in December of 2023, as well as the need to secure union support for updates to the university's Plan Review Use Permit being sought from the Honolulu City Council, and noted this action brings the university in line with all of the other State agencies. After consulting with board leadership on this matter, it was determined board action with respect to the PLA would not be necessary, particularly since the agreement is not anticipated to have direct cost implications and is expected to have little-to-no impact on the university. Nevertheless, the administration and board leadership decided it would be in everyone's best interest to inform regents of this agreement at a public meeting.

#### **B. Marine Education Training Center (METC)**

The university currently leases approximately 7.6 acres of land located on Sand Island from the State Department of Land and Natural Resources (DLNR) for use by Honolulu Community College (HonCC) as a METC as well as UHM's School of Ocean

and Earth Science and Technology's (SOEST) Marine Program. Since 2002, HonCC's METC and the Polynesian Voyaging Society (PVS) have been working together to develop a learning center that combines the voyaging and cultural expertise of PVS and the educational background of METC into a new, experience-driven format of training for future students, a partnership which was formalized in 2003 by the signing of a Memorandum of Understanding between the parties. A lease agreement approved by both the Board of Regents and the Board of Land and Natural Resources in 2019 acknowledged and approved the use of portions of the premises occupied by METC for PVS to administer PVS operations including, without limitation, organizing and conducting its voyages and educational outreach and programs, and maintaining, repairing, overhauling, reconstructing, docking, and storing PVS vessels. In light of the phasing out of HonCC's major credential program at METC and increased use of the facility by PVS, President Lassner announced a new Use and Occupancy Agreement was entered into with PVS which recognizes the organization as the major user of the facility and the entity better equipped to manage and maintain METC for the educational uses envisioned in the university's lease with DLNR. Under the four-year agreement, which was approved pursuant to authority delegated to the University President by the board, the university and PVS will work together jointly on educational programming, including formal and informal instruction, seminars and workshops involving traditional navigation, local, and global voyaging, and ocean health, sustainability and resilience, and will continue to collaborate on PVS voyages, such as the forthcoming Moananuiākea circumnavigation of the Pacific. Additionally, the agreement calls for the continued use of METC, as well as the adjacent acreage under the lease, by UHM's sailing teams and SOEST respectively, and the housing of UHM's boats and HonCC's voyaging canoes. President Lassner stated the agreement also solidifies a longstanding partnership which has served the university and Hawai'i well for decades and will position the university to look toward a more formal, long-term sublease agreement in the future, something which would require board approval.

Regent Wilson inquired as to whether PVS would assume responsibility for the repair and maintenance of the METC facility under this agreement. President Lassner replied that PVS has agreed to take control of operational, as well as repair and maintenance, responsibilities for the facility as part of the abovementioned Use and Occupancy Agreement, but stressed issues with a substantial deferred maintenance backlog remain.

#### **C. Executive/Managerial (EM) Salary Schedule Update**

President Lassner did not speak on this matter.

#### **D. Community College Summer Tuition Pilot**

A three-year, reduced summer tuition pilot program for the university's community colleges was authorized earlier this month. While the administration initially intended to implement the pilot program this past summer, the complexity involved in making this change resulted in the start being delayed until Summer 2025. The pilot program, established under authority delegated to the University President by the board, will reduce higher summer tuition rates at the community colleges in order to align them



with lower regular semester tuition rates. It was noted that a higher summer tuition rate was something unique to the university's community college campuses and was a price structure established to ensure the summer session would be self-sustaining as the lower, regular semester rates, were not sufficient to pay for the costs of summer overload for full-time faculty or lecturers. President Lassner stated the administration believes lowering the summer tuition rate to be in line with regular semester tuition rates will have a number of beneficial outcomes including increased student persistence and momentum towards degree completion; reduced time to degree for part-time students, thereby helping to meet workforce needs; and greater ability for students to meet their basic financial and personal needs. Though actual fiscal impacts to the community colleges resulting from the lowering of summer tuition rates are unknown, based upon summer enrollment figures from 2023 and 2024, it has been estimated that tuition and fee revenues could be reduced by up to \$2.5 million in total for all seven community colleges combined. However, the expected increase in enrollments and higher fill rates in classes may lessen these impacts, hence the need for a pilot program. President Lassner also noted the community colleges will use existing balances in their tuition and fee special fund reserves to cover the actual costs of instruction associated with the pilot project which are beyond the tuition revenue generated.

#### **E. UHM Campus Report**

Provost Bruno began by drawing attention to the four high-level goals of UHM stating they were developed in accord with UHM's mission and vision for the future. He then provided information on UHM's fall 2024 enrollment statistics and student population demographics, highlighting the ethnic diversity of the campus; the significant increase in overall headcount enrollment which has exceeded 20,000 students for the first time since 2012; the sizable number of Native Hawaiian, freshman, and first-generation college students enrolled at UHM; the slight uptick witnessed in the number of transfer students from other universities as well as the university's community college system, a data point UHM is working on improving; and some of the steps taken over the course of the last three years to afford individuals with greater access to post-secondary educational opportunities at UHM, including the elimination of application fees and increased scholarships for local high school students, in addition to the positive impacts these actions have had on boosting enrollment. He also reviewed trend data related to various performance metrics used to define student success including one-year retention rates, four-year and six-year graduation rates, and average time-to-degree (TTD), underscoring UHM's high overall retention and graduation rates and a reduction in the average TTD.

It was noted UHM is consistently ranked among the top two percent of public universities in the world and that several academic programs of study available at UHM have achieved distinctions for academic excellence. As a Carnegie R1 designated doctoral university, UHM also continues to perform well in achieving research excellence, placing near the top with respect to extramural funding and expenditures in several scientific fields, and experiencing numerous successes in research and development projects. While attainment of academic and research excellence is beneficial to the status of UHM as a premier public institution of higher education, as

well as the educational outcomes of students, Provost Bruno explained this also has a positive effect on the community and reviewed stories of some of these impacts.

In an effort to improve upon the academic successes currently being experienced by its students, UHM has embarked on a number of initiatives aimed at building an even more diverse faculty reflective of the student-body's demographics and developing innovative and impactful teaching practices that utilize real-world, community-engaged, academic activities to enhance classroom instruction. Provost Bruno touched upon some of these ventures and their successes, highlighting the important and critical role faculty played in the creation, development, and execution of each undertaking.

The Undergraduate Research Opportunities Program (UROP) was also touted as another successful endeavor undertaken by UHM. UROP, which coordinates and promotes opportunities for undergraduate students to engage in faculty-mentored research and creative work as a complement to the classroom learning experience, has been extremely popular among students and has helped UHM with its recruiting and retention efforts.

Provost Bruno concluded his portion of the presentation by providing a comparison of overall revenues and expenditures for UHM since fiscal year 2020 stating revenues have exceeded expenses in each of the last five fiscal years and is a trend which is expected to continue for the current fiscal year; going over a list of UHM's campus priorities, noting student health, well-being, and academic success are of primary importance; briefly discussing a number of priorities, challenges, and accomplishments specifically related to the issue of student success; speaking about efforts to provide employees with the essential skills and knowledge to empower and support students both in and out of the classroom; drawing attention to several of UHM's major cross-campus initiatives; and highlighting the achievements of, and a myriad of global engagement opportunities offered to students by, UHM's Office of Global Engagement.

Regent Abercrombie asked if his understanding that UHM was ranked in the top three percent of public R1 universities with respect to extramural research expenditures in the fields of Astronomy and Astrophysics was correct. Provost Bruno responded in the affirmative.

### **Native Hawaiian Place of Learning (NHPOL) Advancement Office**

Dr. Kaiwipunikauikawēkiu Punihei Lipe, Director of the NHPOL Advancement Office, offered insights on what it means to be a NHPOL at UHM stating it is a notion based upon a summary of over 30 years of recommendations contained with Native Hawaiian reports and includes the concepts of the campus being responsive to Native Hawaiian well-being and contemplative of Hawaiian culture, Hawaiian language, Hawaiian values, and Hawaiian principles for all people to thrive. She also discussed the goals of the NHPOL Advancement Office relative to UHM's Strategic Plan, noting the Advancement Office is currently focusing on its aspiration for all schools, colleges, and similar non-academic units to formulate a five-year strategic plan which addresses each of the four NHPOL strategic focus areas relevant to their particular units, and talked about some of the work undertaken over the past year targeted at achieving this particular goal.

## **Student Report**

Brandon Reed, President of the Associated Students of the University of Hawai'i at Mānoa (ASUH), gave a presentation on the work and achievements of ASUH over the past year highlighting some of the projects undertaken, including, among other things, the sponsoring of Cram Jam and Native Hawaiian events, the organizing of a town hall meeting to discuss changes to the U-Pass program being proposed by the City and County of Honolulu, and the holding of a Women's History Month celebration. He also spoke about ASUH's provision of scholarships and financial awards to eligible undergraduate students and Registered Independent Organizations at UHM, as well as funding for internal Senate workshops and professional development opportunities.

Regent Akitake asked Mr. Reed to expound upon the Women's History Month event put on by ASUH and inquired as to whether this was an annual occurrence. Mr. Reed stated a Women's History Month event celebrating the life and legacy of Queen Emma was held at Campus Center earlier this year. The festivity, which consisted of music, hula performances, and games was initiated through the formation of an ad hoc committee and spearheaded by ASUH Senator Jazerick Hata. Though this was an inaugural event, ASUH hopes to hold more such activities in the future.

Regent Abercrombie questioned whether Mr. Reed or ASUH was aware of monies generated by the Student Media Board Fee collected from all UHM students being transferred to systems administration and if so, whether ASUH would put forth any resistance to this action. Mr. Reed stated ASUH was aware of the situation referenced by Regent Abercrombie, was having discussions both internally and with student leaders from the campus' other Chartered Student Organizations about this issue, and would likely be drafting a formal resolution regarding this matter. While ASUH has not taken an official position to date, early indications appear to suggest the organization will be resisting this action.

A conversation took place between Regent Abercrombie and President Lassner concerning the accuracy of information related to the above-mentioned situation with President Lassner stating none of the funds referred to were being transferred to the University System and that the change would impact only prospective interest income on student fees that were unspent with no impact on any current balances. He offered to meet with Regent Abercrombie to discuss this matter in further detail at a later time.

Citing the use of Tuition and Fees Special Fund (TFSF) monies to compensate employees for temporary hazard pay resulting from a settlement negotiated between the State and public sector unions, Regent Abercrombie asked if ASUH would be addressing this issue. Mr. Reed replied that he was personally unaware of this issue being raised with ASUH but would research the matter further.

Alexander Tang, Information and Communications Chair for the UHM Graduate Student Organization (GSO), and Arby Barone, Academic Affairs Committee Chair for GSO, highlighted some of the actions taken by GSO over the past year including shifting back to in-person meetings and the formation of a By-Laws and Reforms Committee to determine whether there was a need to revise GSO's Constitution or By-Laws; discussed

the launching of a pilot program to, among other things, shorten the time it takes to disburse professional development grants and awards to graduate students, and the rationale behind this action; and pointed out several GSO events slated for this fall and next spring such as an international student workshop on immigration, a grant writing workshop, and crafting/game nights leading up to finals week.

### **Faculty Report**

Edo Biagioni, UHM Faculty Senate Chair, reviewed the membership, committee structure, and operational processes of the Mānoa Faculty Senate (MFS) and noted a few of the organization's responsibilities including working with the administration on matters involving university faculty or academics or on issues where consultation is required. He also went over some of the issues taken up by MFS over the course of the past year, including policy reviews; talked about the Faculty Senates involvement in efforts to redesign the university's general education curriculum; pointed out areas of concern and matters of importance which the Faculty Senate continues to work on; and highlighted several wide-ranging faculty achievements attained during the 2024 Academic Year.

Regent Abercrombie shared his thoughts and concerns about what he considers to be an assault on the humanities contained within changes to general education requirements occurring nationwide, a situation which he also believes will only worsen in light of the recent elections. He expressed his hope that MFS will take this matter under consideration as it continues to deliberate with the administration and other faculty senates on potential changes to the university's general education requirements.

### **Staff Report**

Andrew Sensano, Chair of the Mānoa Staff Senate (MSS), gave a brief history of the establishment of MSS explaining that it is an officially-recognized shared governance body serving as the voice and advocate for all staff at UHM and is responsible for collaborating with the UHM administration on university policies and operations impacting these individuals. He went over the organization and composition of the MSS; reviewed the work and activities of MSS over the past year, such as blood drives; highlighted the accomplishments of two staff members who were recently honored with financial awards from the inaugural Jean Takamura Staff Excellence Endowment Fund; emphasized the importance of UHM staff to the success of the campus and its students; and noted some of his priorities and goals as Chair of MSS.

Regent Wilson recognized and thanked staff representatives who served on the Presidential Search Advisory Group stating they played an integral role in the selection of the new University President.

## **V. REPORT OF UHF**

VP/UHF CEO Dolan prefaced his presentation with remarks emphasizing stability, honesty, and integrity, particularly as it pertains to a university's leadership, as important factors taken into consideration by donors when deciding whether or not to make contributions to an institution. He stated UHF has had the good fortune of being able to

garner significant amounts of philanthropic donations over the past 10 years due, in large part, to the leadership, honesty, and integrity exhibited by President Lassner, which has instilled a tremendous amount of public confidence in the stability of the university and led to individual donors believing contributions made to the institution are a sound investment. He then proceeded to report on UHF's fundraising efforts for the current fiscal year highlighting the receipt of just over \$43 million to date, a roughly eight percent increase over the \$37 million received at the same time last year, and the closing in on almost \$700 million raised towards the \$1 billion goal of its comprehensive capital campaign. Even more encouraging was the fact that over \$100 million are in the donation pipeline, and while not guaranteed funding, UHF has great confidence in the majority of those gifts being realized by the end of the fiscal year. As such, UHF feels it will see a significant increase in donations made to the university in comparison to last year's figures and is happy with the progress being made in these matters. VP Dolan also spoke about a steady increase in the amount of monies funneled through UHF to university programs for things like research and general expenses which really makes a baseline difference in the various programs at the university and the people involved in these endeavors; noted staffing at UHF has gotten better and continues to improve; and stated UHF is preparing for the presidential transition and has been in communications with incoming President Wendy Hensel about upcoming fundraising activities and future efforts related to the generation of philanthropic donations for the university.

Regent Miyahira commented on what seemed to be a disconnect between UHF and some of the university's campuses when it comes to the provision of scholarship monies which has, as he understood it, led to a number of these subsidies being unawarded. He requested UHF staff take the lead position in trying to resolve situations where confusion or conflicting goals exist and stated he would be asking campuses to reach out to UHF so as to ensure all available scholarship monies are being given to eligible students who apply for these sources of financial aid. VP Dolan agreed with Regent Miyahira's observations stating the process for awarding of scholarships is not seamless. While UHF is ostensibly responsible for raising the monies behind a scholarship, the entire scholarship, application, and recipient selection process is controlled by units of the university system. This decentralized system presents unique challenges and can often lead to greater variability in the assignment of, and responsibility for, certain tasks related to the awarding of scholarships, as well as quality control measures connected with the process. President Lassner offered to meet with VP Dolan and work on compiling a list of unawarded scholarships. The administration could then stress the need for the respective campus to review the matter with greater urgency.

Regent Abercrombie sought clarification about UHF's role in the financing of athletics at the university, particularly in light of what is occurring nationally with Name Image and Likeness (NIL) monies and other financial benefits being provided directly to student-athletes. VP Dolan replied that UHF cannot legally become involved in matters dealing with NIL monies for student-athletes. UHF does partner with the athletic department in raising funds to support various sports programs and their respective student-athletes. While there is a lot of interest among boosters both in Hawai'i and on the continent in making sure the university's athletic programs are moving in the right direction resulting in generous donations being made to these programs, the vast

majority of funds received by UHF for the university are designated for the institution's academic and research programs with only about three to four percent of the monies raised being earmarked for athletics.

Regent Haning asked if he could meet with VP Dolan at a later time to discuss, and be further educated on, the relationship between UHF and the University of Hawai'i Alumni Association. VP Dolan stated he would gladly meet with Regent Haning to talk in depth about this issue and suggested Maile Au, UHF Associate VP of Alumni and Community Engagement, be invited to attend as well.

Regent Wilson inquired as to whether the UHF fundraisers located on the various university's campuses were UHF or university employees. VP Dolan responded that these individuals are UHF employees.

## **VI. QUARTERLY GOVERNANCE REPORT – ALL CAMPUS COUNCIL OF FACULTY SENATE CHAIRS (ACCFSC)**

Kelsie Aguilera, ACCFSC co-chair representing the two-year campuses for 2024-2025, spoke about the purpose, functions, composition, activities, responsibilities, and meeting schedule of the ACCFSC noting that it serves as an arena for university faculty to participate in the development and interpretation of system-wide policy and fosters communication and understanding among the faculty, students, administration, board, and community. She also recognized Regent Wilson and Regent Tochiki, in addition to President Lassner, VP Halbert, and Interim VP Teraoka, who serve as the board and administration's liaisons to the ACCFSC respectively; highlighted some of ACCFSC's accomplishments over the past year including advocating for meaningful faculty input and representation in the search for a new University President; reviewed a few of the challenges and opportunities facing ACCFSC such as understanding the role of the organization with respect to shared governance and serving as a resource for faculty leadership to share ideas and initiatives to solve campus and systemwide problems; and went over ACCFSC's future plans and recommendations like continuing to work with the administration on the issue of revising the university's general education requirements.

Regent Abercrombie referenced his earlier remarks about an assault on the humanities via changes to general education requirements occurring at universities across the nation. Similar to an ask made of the MFS concerning this matter, he requested the ACCFSC take this issue into account when discussing any revisions to general education requirements with the administration, especially in light of the organization's unique, systemwide organizational structure. Ms. Aguilera responded by stating the national atmosphere with regard to general education requirements is concerning and brings more urgency to the issue. As such, she noted this topic is one of the main issues slated to be discussed at the ACCFSC's next meeting.

## **VII. AGENDA ITEMS**

### **A. Consent Agenda**

- 2. Approval of FYB 2025-2027, Capital Improvement Projects (CIP) Budget Request for UH to be submitted to the Governor and the State Legislature**
- 3. Approval of an Indemnification Provision in a Contract Issued by the Board of Trustees of Leland Stanford Junior University**

Barring any objections from regents, Chair Lee stated he would be taking Agenda Item VII.A.1 from the consent agenda and placing it on the regular agenda for further discussion. No objections were raised by regents.

Chair Lee also mentioned a non-substantive, clarifying change to the memorandum for the university's FYB 2025-2027 CIP Budget Request stating updates were made to tables contained within the memo to specifically note revenue bond authorization requests over the course of the 6-year CIP plan as discussed during the November 7, 2024, meeting of the Committee on Institutional Success (IS Committee). He emphasized the changes to the memo does not alter the current biennium request which the IS Committee recommended for board approval.

Regent Miyahira moved to approve the consent agenda, with the exception of Agenda Item VII.A.1., seconded by Regent Haning, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

- 1. Approval of Fiscal Years Biennium (FYB) 2025-2027, Operating Budget Request for the University of Hawai'i (UH) to be submitted to the Governor and the State Legislature**

Chair Lee provided a synopsis of discussions regarding the salary schedule for the UH President which took place at the Special Board Meeting held on July 18, 2024, which resulted in regents approving an adjusted salary range based upon a market survey conducted by WittKieffer, the firm contracted to assist in the presidential search, on presidential salaries for similarly sized institutions. As such, the offer made by the board when it selected the new president was in accordance with the new salary schedule and consisted of terms including \$675,000 for three years, with an option to extend for two years, along with a housing allowance of \$7,000 a month, payment of up to \$60,000 for moving expenses, and a tenure fallback position at the William S. Richardson School of Law. These are all common terms for a system president, and is consistent with compensation packages for university presidents as found in a yearly survey conducted on this matter by the Chronicle of Higher Education, as well as information from other similar publications. In an effort to be open and transparent about the compensation of the president, the board announced these terms and placed it on the record as to the difference between what the current salary is and what will be paid to the incoming president.

After reviewing the items proposed for inclusion in the FYB 2025-2027 Operating Budget Request to be submitted to the Governor and the State Legislature, and in light of several factors, including the incoming president's role in advocating for these budget items, funding priorities identified by the Governor, and the request being a biennium budget request, Chair Lee recommended removing the \$388,812 ask for salary

adjustments for the university president included in this fiscal year's operating budget request. He expressed his belief that this ask could be especially contentious at the Legislature and, as such, requested the administration consider alternative sources of funding to address this issue.

Regent Abercrombie moved to approve Agenda Item VII.A.1., with the recommended change noted by Chair Lee, and the motion was seconded by Regent Akitake.

Chair Lee asked if there was any discussion on the motion. There being no discussion, a roll call vote was taken, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

### **B. Approval of a Request for Vice Provost Emeritus Status for Dr. Lori M. Ideta**

President Lassner cited the numerous achievements and accomplishments of Dr. Lori Ideta spelled out in the memorandum for this request and mentioned in public testimony, stating her positive and valuable contributions to the university, as well as decades of extraordinary and dedicated service, merits approval of the awarding of the Emeritus/Emerita title.

Vice-Chair Tochiki and Regent Paloma voiced their support for this request noting some of the personal interactions each has had with Dr. Ideta highlighting the passion and support she displayed for the university, particularly its students.

Regent Miyahira moved to approve the Vice Provost emerita status request for Dr. Lori Ideta, seconded by Regent Abercrombie, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

### **C. Approval of a Request for Faculty Emeritus Status for Dr. Kathryn Waddell-Takara**

President Lassner referenced the numerous achievements and extraordinary accomplishments of Dr. Kathryn Waddell-Takara noted in the memorandum for this request and mentioned in public testimony, stating her positive and valuable contributions to the university and decades of extraordinary and dedicated service, as well as the indelible mark she has made on this institution, merits approval of the awarding of the Emeritus/Emerita title.

Regent Abercrombie expressed his strong support for this request offering his personal insights on the work of Dr. Waddell-Takara stating the awarding of the Emerita title was a well-deserved recognition.

Regent Miyahira moved to approve the faculty emerita status request for Dr. Kathryn Waddell-Takara, seconded by Regent Abercrombie, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

### **D. Enrollment Update/Multi-Year Enrollment Plan, Fall 2024**



Alan Rosenfeld, Associate VP (AVP) for Academic Programs and Policy, provided a report on the university's systemwide enrollment strategy reviewing both internal and external influences on student recruitment, student retention, and student success, which are the three target areas of enrollment management. He highlighted several notable systemwide enrollment achievements for the Fall 2024 semester; went over five-year trend data related to, among other things, recruitment, credit and non-credit enrollment, early college programs, retention rates, online and in-person enrollment; student demographics, student semester hours, and student success metrics such as graduation rates, on a more granular level; and pointed out an anticipated dip in Hawai'i high school graduates in 2027 due to changes made in State Department of Education kindergarten age of entry date requirements which is expected to have an impact on enrollment for the 2027-2028 Academic Year.

Regent Miyahira asked whether a key factor in statistics related to early enrollment was the ability for high school students to take post-secondary courses via the university's early college program. AVP Rosenfeld stated studies have shown that students who take early college courses while still in high school are more likely to attend an institution of higher education post-graduation. A brief discussion occurred between Regent Miyahira and AVP Rosenfeld on the benefits of early college programs, the likelihood of students enrolled in early college courses matriculating and graduating as opposed to individuals not enrolled in these courses, the availability of data specific to this issue by campus or high school, and the need to encourage more high school students to take part in the university's early college program.

Mentioning the work of Hawai'i P-20 Partnerships for Education (Hawai'i P-20) to strengthen the education pipeline from early childhood through post-secondary education and training, Regent Haning inquired as to whether the university meets regularly with Hawai'i P-20. AVP Rosenfeld responded in the affirmative stating he and Hawai'i P-20 Executive Director Stephen Schatz are two of the four Executive and Managerial employees who report directly to, and meet weekly with, VP Halbert.

## **E. Adoption of Resolution Honoring President David Lassner**

Chair Lee stated a resolution honoring University of Hawai'i President David Lassner was contained within the meeting materials and requested Regent Wilson read the resolution into the record.

Regent Faumuina moved to adopt the resolution honoring President David Lassner and the motion was seconded by Regent Haning.

Regents offered their thanks and gratitude to President Lassner for his more than four decades of service to the university drawing attention to, among other things, his selflessness; civility; perseverance; willingness to compromise or stand-fast on matters as necessary; constant focus on doing what was best for the university and its students; devotion of an inordinate amount of personal time to the university; passion for the university; and mindfulness of the impacts decisions made by the president have on the university, the State, and the future of Hawai'i.

There having been a motion that was moved and seconded, a roll call vote was taken, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

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

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

The meeting recessed at 12:50 p.m.

Regent Paloma left at 2:07 p.m.

Chair Lee called the meeting back to order at 2:15 p.m. and announced that the board met in executive session to discuss the matters as stated on the agenda.

#### **IX. AGENDA (continued)**

##### **A. Personnel Actions (A-1 for approval)**

Regent Wilson moved to approve the appointment of Ms. Victoria Rivera as Assistant Vice President for the Office of Research Administration and Compliance as requested by the administration, seconded by Regent Miyahira, and noting the excused absences of Regent Higaki and Regent Paloma, the motion carried with all members present voting in the affirmative.

#### **X. ANNOUNCEMENTS**

Chair Lee announced that the next board meeting was scheduled for January 16, 2025, at the University of Hawai'i -West O'ahu.

#### **XI. ADJOURNMENT**

There being no further business, Chair Lee adjourned the meeting at 2:18 p.m.

Respectfully Submitted,

Yvonne Lau  
Executive Administrator and Secretary  
of the Board of Regents

# Item IV.

Welcome to  
President Wendy Hensel

**NO MATERIALS**

# Item V.

## Report of the President

**NO MATERIALS  
ORAL REPORT**



*Welina!*

**Board of Regents**

University of Hawai'i–West O'ahu  
January 16, 2025

# Our Value Proposition

*UH West O'ahu prepares 21<sup>st</sup> Century leaders - career creators - through integrated, transdisciplinary programs where learners discover, innovate, and engage diverse communities to create a vibrant and just world.*

## Vision

*UH West O'ahu is a premier, comprehensive, indigenous-serving institution dedicated to educating students to be engaged global citizens and leaders in society. UH West O'ahu fosters a dynamic learning environment where all students, faculty, and staff embody and perpetuate Pacific and global understanding rooted in Native Hawaiian values.*

## Mission

*UH West O'ahu offers a distinct and accessible student-centered education that focuses on the 21<sup>st</sup> Century learner. The University embraces Native Hawaiian culture and traditions, while promoting student success in an environment where students of all ethnic backgrounds are supported. Our campus fosters excellence in teaching, learning, and service to the community.*

# “He maka au, he ‘upena kākou!”

## ❖ Waiwai

We value abundance/wealth that develops a culture of philanthropy and sustainable use of resources through the cultivation of quality relationships, creativity, exploration, and transdisciplinary learning.

## ❖ Mālama ‘Āina

We value environmental responsibility that links our love and care of land, water, and people.



## ❖ Po'okela

We value excellence in education to meet the high aspirations of student, faculty, and staff, and the needs of our community.

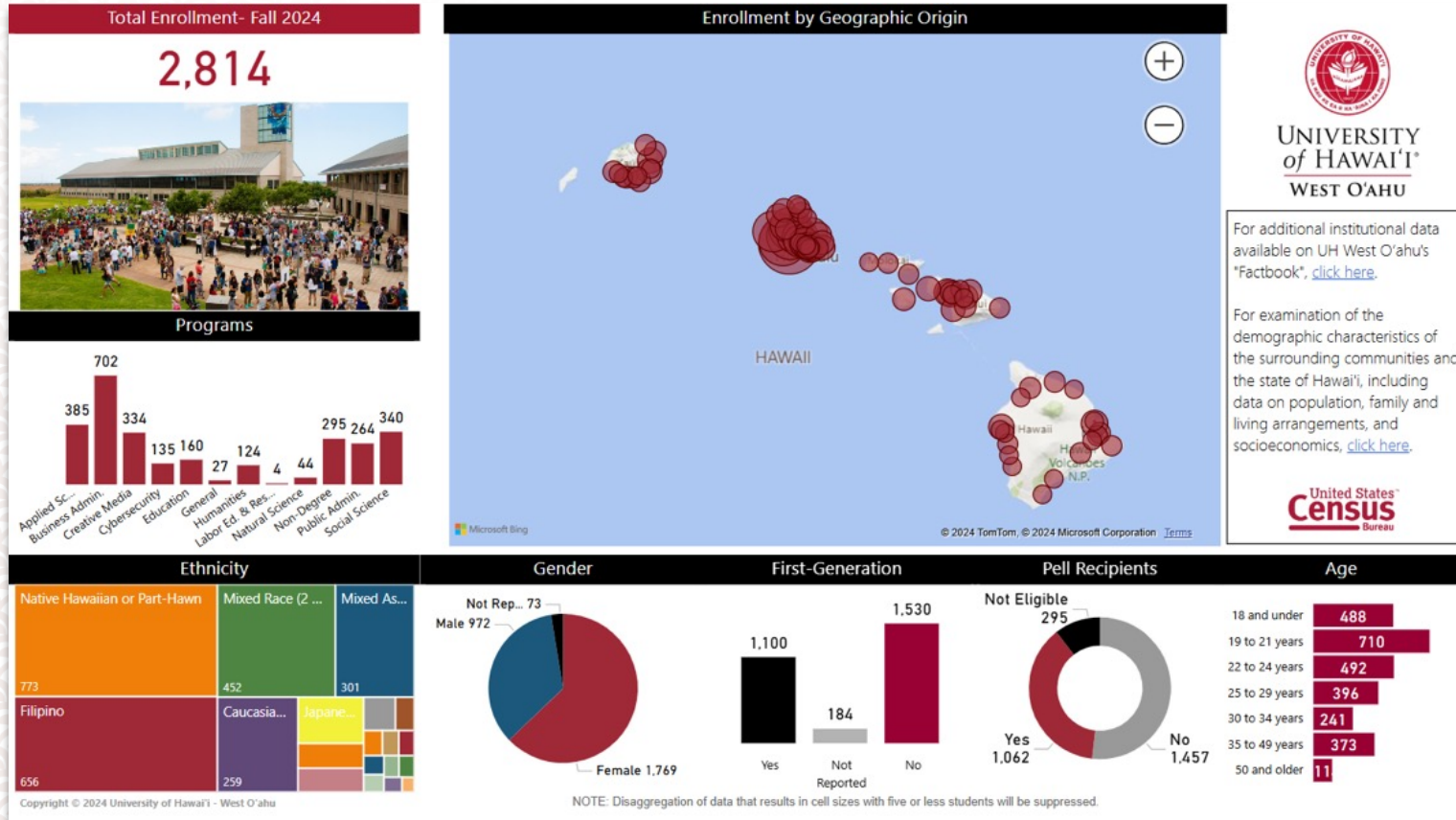
## ❖ Kaiāulu

We value viable, healthy communities where everyone feels included, welcomed, and respected.

## ❖ Hana Lawelawe

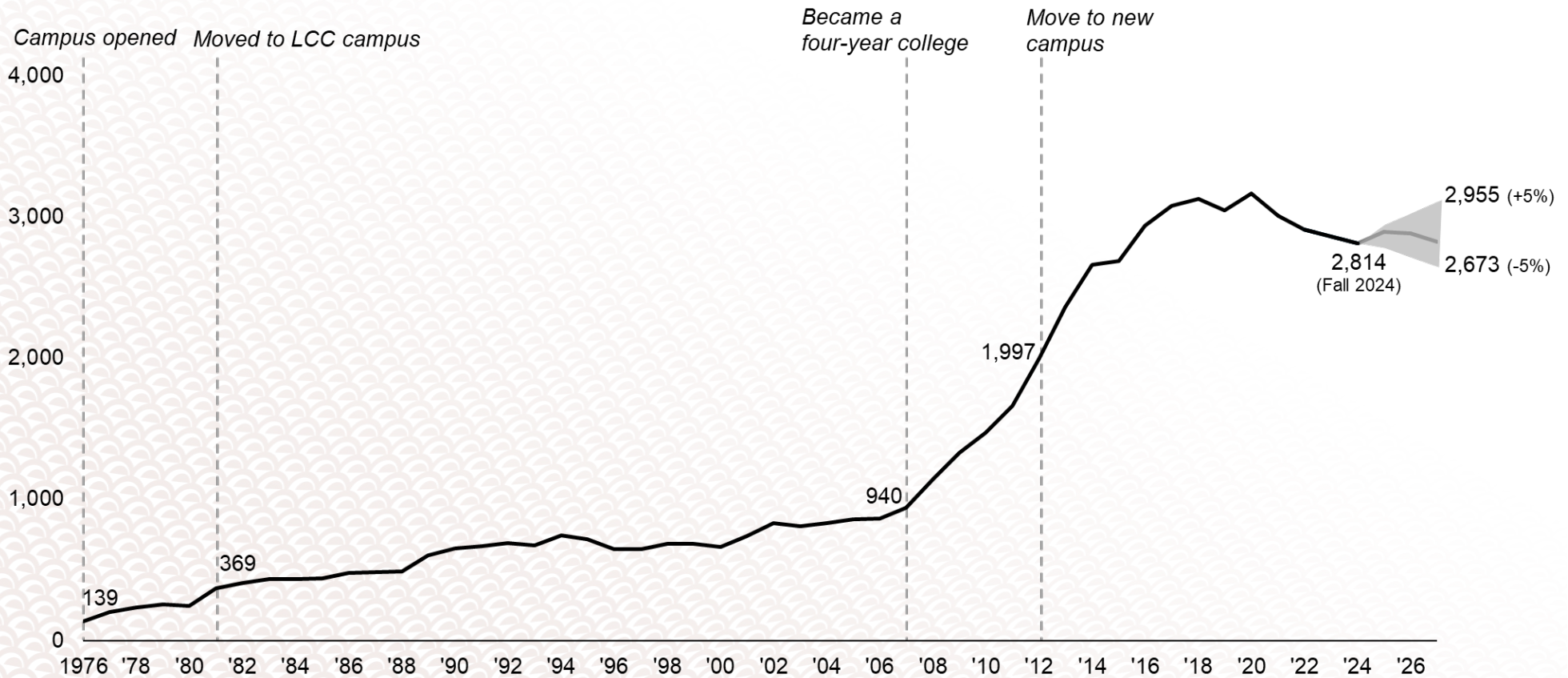
We value conscious service to community that builds the capacity to offer one's excellence for the benefit of others and our environment.

# Quick Facts Dashboard



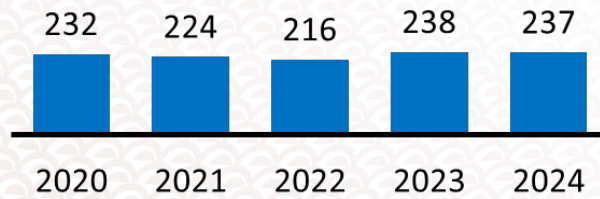


# Historical Enrollment with Projections

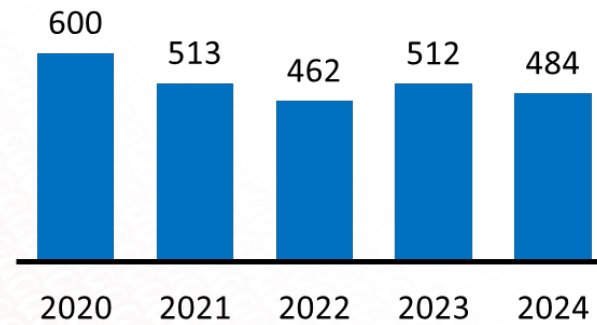


# Enrollment Trends

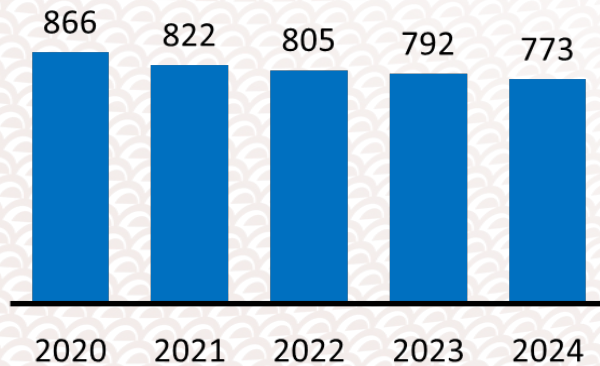
First Time



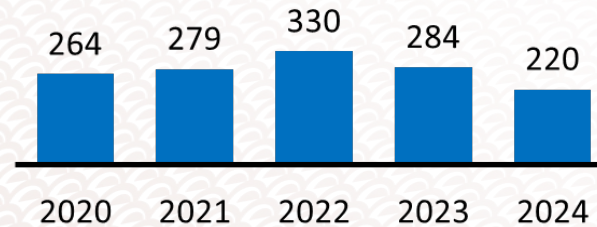
Transfers



Native Hawaiian

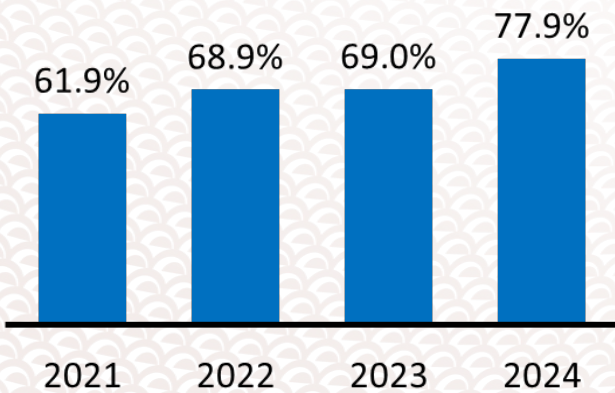


Early College

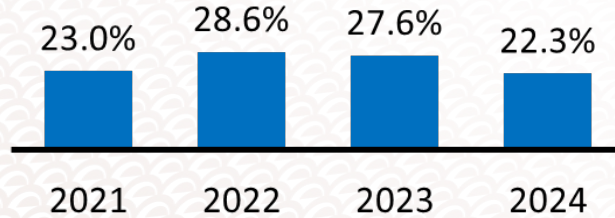


# Retention and Graduation Rates

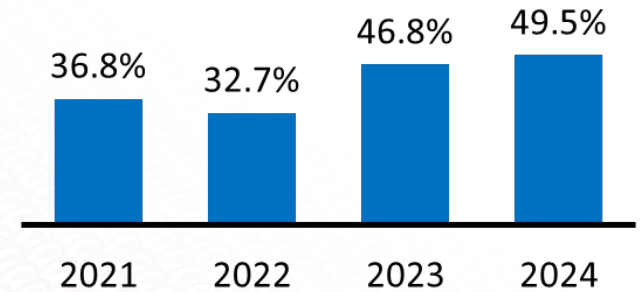
Retention Rate



4-Year Graduation Rate



6-Year Graduation Rate



## Divisions & Degree Programs



### Business Administration Division

#### BA Business Administration

- ❖ Accounting
- ❖ Data Analytics
- ❖ Facilities Management
- ❖ Finance
- ❖ General Business Administration
- ❖ Hospitality & Tourism
- ❖ Management
- ❖ Marketing

#### BS Cybersecurity

- ❖ Cyber Operations

#### BAS Applied Science

- ❖ Culinary Management
- ❖ Facilities Management
- ❖ Information Security and Assurance
- ❖ Information Technology



### Humanities Division

#### BA Humanities

- ❖ Film, Media & Popular Culture
- ❖ English
- ❖ Hawaiian-Pacific Studies
- ❖ History
- ❖ Mathematics
- ❖ Philosophy



### Public Administration Division

#### BA Public Administration

- ❖ Disaster Preparedness & Emergency Management
- ❖ Health Care Administration
- ❖ General Public Administration
- ❖ Justice Administration
- ❖ Community Health
- ❖ Long-Term Care



### Social Sciences Division

#### BA Social Sciences

- ❖ Anthropology
- ❖ Economics
- ❖ Political Science
- ❖ Psychology
- ❖ Sociology
- ❖ Sustainable Community Food Systems



### Education Division

#### B Ed Education

- ❖ Early Childhood Education
- ❖ Elementary Education
- ❖ Middle-Level Education
- ❖ Secondary Education



### Mathematics, Natural & Health Sciences Division

#### BS Natural Sciences

- ❖ Applied Mathematics
- ❖ Life Science
- ❖ Health Sciences



### Academy for Creative Media West O'ahu

#### BA Creative Media

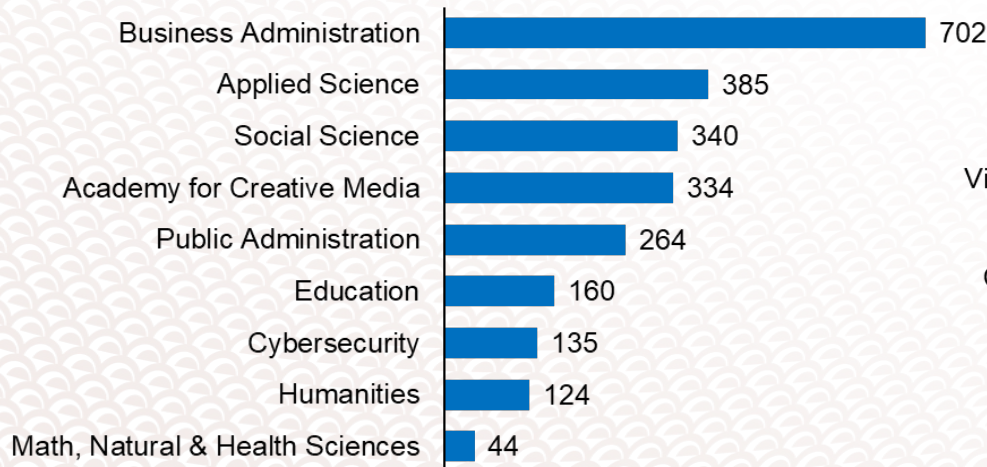
- ❖ General Creative Media
- ❖ Design & Media
- ❖ Communications & New Media Technologies
- ❖ Video Game Design & Development

- Grey boxes represent degrees

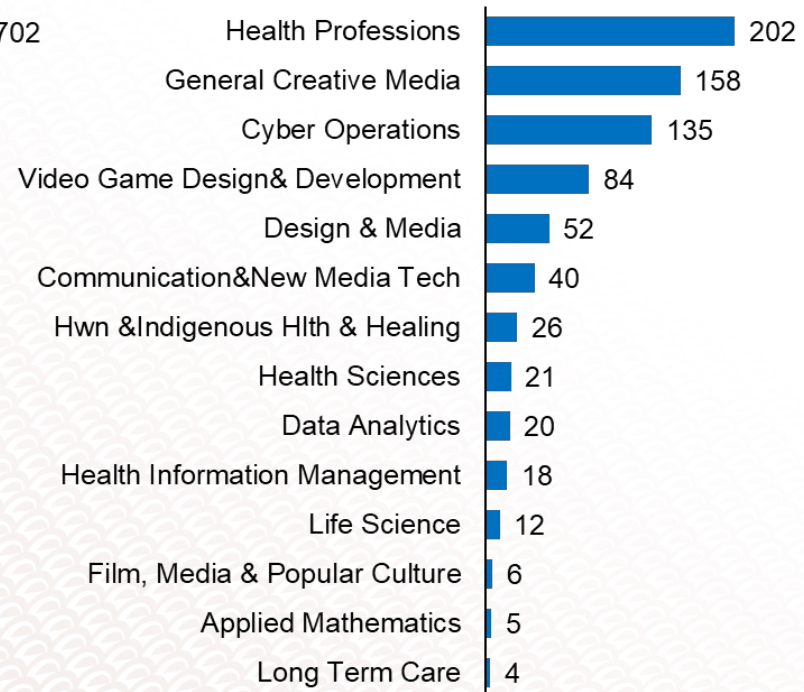
- ❖ Health Information Management
- ❖ Hawaiian & Indigenous Health & Healing
- ❖ Health Professions
- ❖ Respiratory Care

# Enrollment by Academic Programs

Fall 2024 Enrollment - Majors



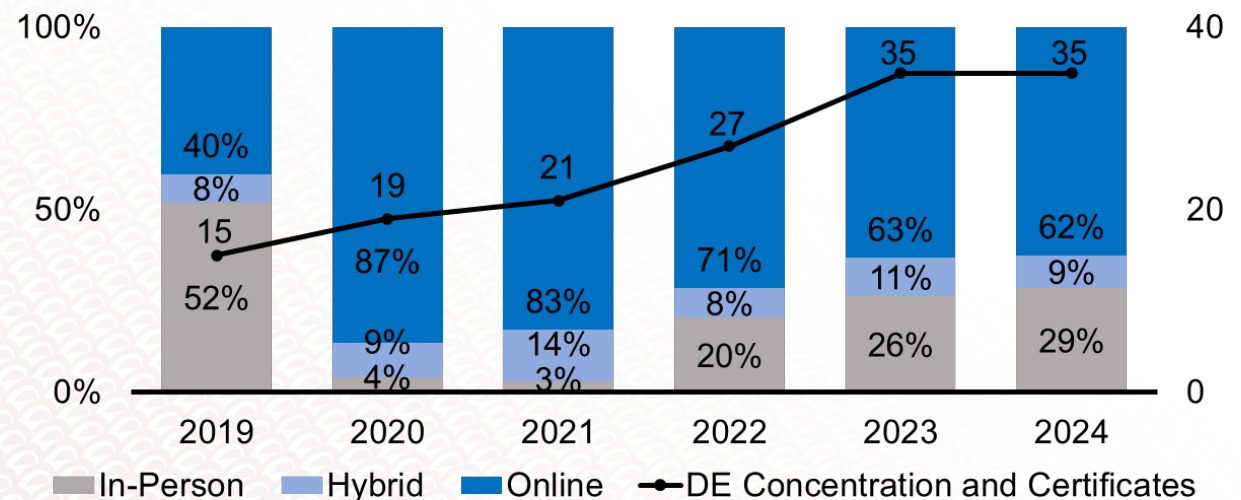
Fall 2024 Enrollment – New Concentrations\*



# Class and Program Modalities

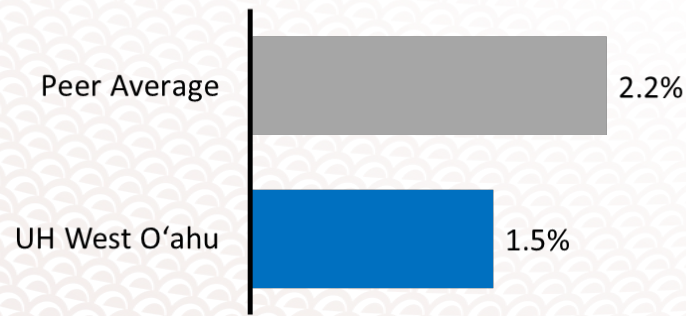
- 20 new DE concentrations and certificates added in last six years.
- Fall 2020, during C19 pandemic, 87% of classes were offered online.
- Since Fall 2020, in-person and hybrid classes have increased by 25%.
- Moving forward, Academic Affairs is working to address the challenges of increasing both new student and in-person enrollments.

Fall Modality Trend and DE Credential Growth

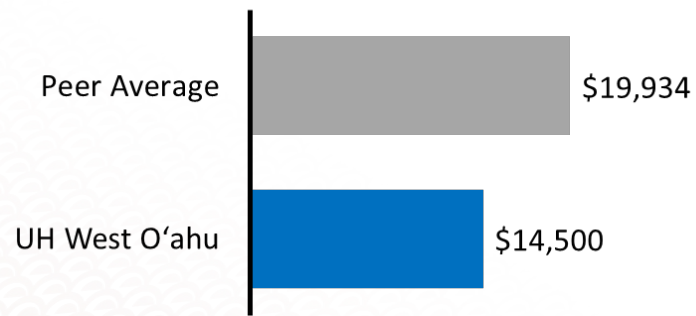


# Peer Comparison: Postgraduate Outcomes

Cohort Default Rate

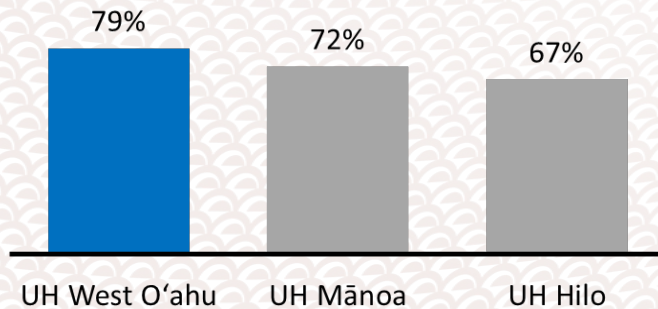


Median Total Debt After Graduation

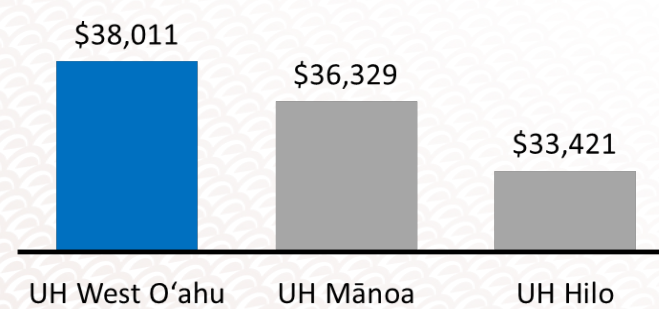


Source: US Department of Education College Scorecard and Federal Student Aid Database

Percent of Graduates in Hawai'i Workforce One Year After Graduation



Median Wage Earned in Hawai'i One Year After Graduation



Source: Hawai'i Data eXchange Partnership. Retrieved December 24, 2024

# Challenges We are Addressing

- Recovering and growing our enrollment.
- Optimizing our course offering modalities.
- Aligning our academic programs with West O‘ahu and State of Hawai‘i Workforce & economic needs.



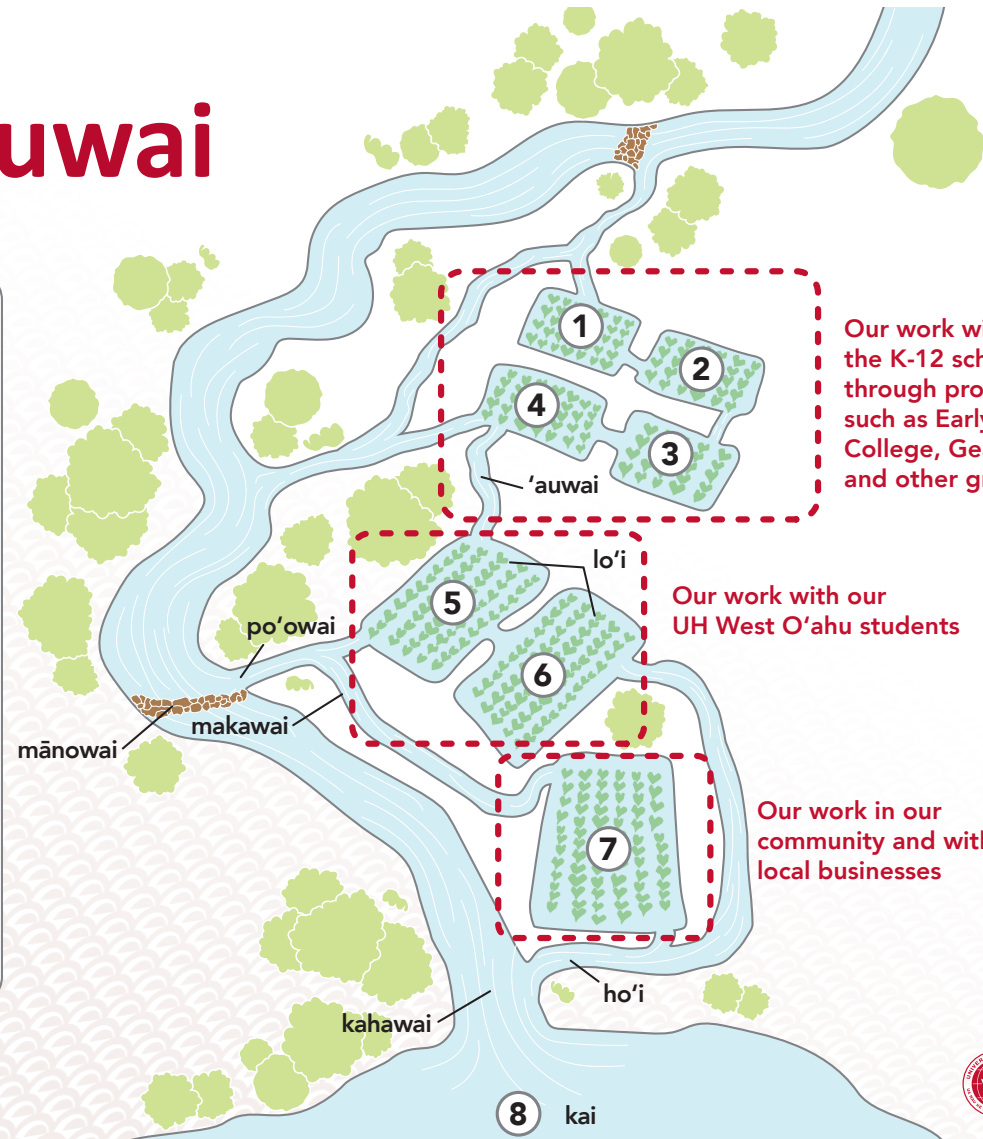


# Educational 'Auwai

- 1 **High School Freshman**  
Students attend Career Expos and start meeting with counselors
- 2 **High School Sophomore**  
Kick off Early College and Career Pathways and embedded student development experiences
- 3 **High School Junior**  
Students begin their Early College and Career Pathways journey
- 4 **High School Senior**  
Students continue with their Early College and Career Pathways and college readiness to orientation
- 5 **College (First Year)**  
Summer Bridge and First-Year Experience
- 6 **College (Years Until Graduation)**  
Career development and student success efforts
- 7 **Transfer Students, Returning Adults, and Non-Traditional Learners**
- 8 **Career Creators**  
With a degree or certificate, students will be able to pursue a more valued and meaningful career



UNIVERSITY of HAWAII  
WEST OAHU



Our work with the K-12 schools through programs such as Early College, GearUP and other grants

Our work with our UH West O'ahu students

Our work in our community and with local businesses



UNIVERSITY of HAWAII  
WEST OAHU

# Faculty Senate Update

Dr. Stanley Orr

# UHWO Faculty Senate Operations

## Review and vetting of:

- Academic and Student Affairs Policies
- Curriculum (Programs and Courses)
- Distance Education Delivery
- General Education Course Hallmarks and Designations
- Program Review
- Research and Conference Travel Funding

# UHWO Initiatives

- Charter Revision
- Project-Based Learning
- Micro-Credentials



# ASUHWO Update

Sydney Whitley

# Student Life at UH West O'ahu

- Increased number of students involved in the Chartered Student Organizations (CSOs) who are actively participating in institutional governance.
- ASUHWO 13th Senate continued its presence and advocacy efforts, for example:
  - Serving on campus-wide committees elevating student concerns and perspectives among faculty and staff,
  - Increasing funding to support student success programs,
  - Providing funding to increase cap and gown loan program to graduating seniors.



# Active Pueos

- **Student Media Board** distributes student-designed planners to all students.
- **The Hoot Student Newspaper** continues to engage, educate, and entertain with three issues produced per semester since the start of Fall 2023.
- **Campus Center Board** hosts every semester an awards ceremony to recognize academic and leadership excellence of students and faculty. The board also provides students free coffee, tea, and cocoa.
- **Student Activity Fee Board** hosts well-attended inspiring and informative student-led campus events.
- **No‘eau Center Student Tutors** provide support, tutoring, and retention activities for all our students (in-person and distance).
- **Registered Independent Student Organizations (RIOs) and Intramural Sports & Campus Recreation** are realizing increased student involvement.



# Nālimakui and Kūlana o Kapolei

Kawena Komeiji and Dr. Manulani Aluli Meyer



# Nālimakui Accomplishments

- Sponsored campus events, programs, and exhibits promoting Native Hawaiian knowledge, culture 'Onipa'a Speaker Series, Kūkulu: He wai e mana, Hawaiian Cleansing Rituals Workshop
- Sponsored UHWO Hawaiian Healing haumāna travel to Lahaina
- Organized inaugural Nālimakui Hawaiian Council retreat to Hawai'i Island, focusing on 'ike 'āina (Hualalai) and setting goals for the upcoming academic year
- Submitted a biennium budget for positions supporting Hawaiian students at UHWO
- Established a Protocols Subcommittee and developed a Protocol Request Form
- Supportive of Kūlana o Kapolei events: 'Aha 'Ai Pono, 'Aha Kumulā'au, 'Aha Ho'oponopono, Military Cultural Briefings, and Uluniu (coconut grove) projects throughout Hawai'i



# Nālimakui Challenges + Opportunities

- Communication needed on the status of our biennium budget request
- Better dialogue with UH leadership about our perspectives and concerns

## Future Plans + Recommendations

- More institutionalized positions needed for Native Hawaiian student services
- Increased funding to sustain and expand campus events, programming, and exhibits centered around 'ike Hawai'i
- Improved coordination and communication with Hawai'i Papa o ke Ao, Nālimakui, Pūko'a Council, and Kūlana o Kapolei





Uluniu Project @ UHWO – Monthly!



'Aha Ho'oponopono



Military Cultural Briefings



Cultural Food Security



'Ike Kupuna

## Kūlana o Kapolei

Embodying our UH West O'ahu Pahuhopu (Guiding Principles)

**Po'okela:** 'Aha Ho'oponopono (June 5-6); 'Aha 'Ai Pono (November 7-8) in 2025

**Waiwai:** Mō'ike Aloha workshops (Hawaiian epistemology) for transfer students

**Hana Lawelawe:** Haku Ho'oponopono work with State, DOE, UH, Families, etc.

**Kaiāulu:** Expanding uluniu (coconut groves) in Waianae, Kūkaniloko, Ulupo, etc.

**Mālama Hōnua:** Collaboration with U.S. Military re: 'āina work in 5 locations



# *Mahalo Nūnui Kākou!*

**"I mua a loa'a ka lei o ka lanakila!"**

Let's keep moving forward together!



UNIVERSITY OF HAWAII  
BOARD OF REGENTS

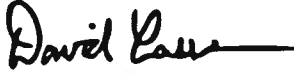
December 2, 2024


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**MEMORANDUM**

TO: Gabriel Lee  
Chairperson, Board of Regents, UH System

VIA: David Lassner   
President, UH

VIA: Michael Bruno   
Provost, UH Mānoa

FROM: T. Samuel Shomaker, MD, JD, MSM   
Dean, John A. Burns School of Medicine (JABSOM), UH Mānoa

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT  
JABSOM ANNUAL REPORT FOR THE ACADEMIC YEAR 2023-24

**SPECIFIC ACTION REQUESTED:**

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

- A. Review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education (GME) for Academic Year **2023-24**

**RECOMMENDED EFFECTIVE DATE:**

- A. Upon Board of Regents review

**ADDITIONAL COST:**

None

**PURPOSE:**

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

*Residency and fellowship programs accredited by the Accreditation Council for Graduate Medical Education (ACGME) must function under the ultimate authority and oversight of one Sponsoring Institution (SI)", which for the University of Hawai'i*

Chair Lee  
 December 2, 2024  
 Page 2 of 2

is JABSOM. *Source: ACGME Institutional Requirements, Section I.A.1. (revised July 1, 2022)*

*The GMEC must demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR). Source: ACGME Institutional Requirements, Section I.B.5. (revised July 1, 2022)*

*The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body. Source: ACGME Institutional Requirements, Section I.B.5.b (revised July 1, 2022)*

#### BACKGROUND INFORMATION:

The Board of Regents is the *Governing Body* for JABSOM. JABSOM is the sponsoring institution for its accredited residency and fellowship programs, and in conjunction with key partners in Hawai'i, provides the necessary financial support for administrative, educational, and clinical resources, including personnel for GME. For additional detail regarding the imperative and impact of GME on healthcare in Hawai'i, please refer to the Hawaii Medical Education Council's (HMEC) Report to the 2025 Legislature, authorized pursuant to HRS 304A-1704.

The full web address of this report can be found at:

<https://www.hawaii.edu/offices/government-relations/2025-legislative-reports/>

#### ACTION RECOMMENDED:

- A. It is recommended that the Board of Regents review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education for the Academic Year 2023-24.

Attachment:

1. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2023-2024

C: T. Samuel Shomaker, MD, JD, MSM, JABSOM Dean  
 Lee Buenconsejo-Lum, MD, Associate Dean for Academic Affairs  
 Susan Steinemann, MD, FACS, JABSOM Designated Institutional Official

# UNIVERSITY OF HAWAI‘I SYSTEM TO THE BOARD OF REGENTS



## EXECUTIVE SUMMARY ANNUAL INSTITUTIONAL REVIEW OF GRADUATE MEDICAL EDUCATION

*FROM THE JOHN A. BURNS SCHOOL OF MEDICINE  
GRADUATE MEDICAL EDUCATION COMMITTEE  
FOR ACADEMIC YEAR 2023-2024*



**December 2024**

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

*The DIO<sup>1</sup> must annually submit a written executive summary of the AIR [Annual Institutional Review] to the Sponsoring Institution’s Governing Body. The written executive summary must include: a summary of institutional performance on indicators for the AIR; and action plans and performance monitoring procedures resulting from the AIR.*

The University of Hawai‘i (“UH”) Board of Regents is the *governing body* for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called “UH JABSOM”). On September 27, 2024, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review (“AIR”) for the prior academic year, **July 1, 2023–June 30, 2024**. This document is the Executive Summary of that AIR. The AIR’s detailed discussion, review, and improvement action plans are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan (Appendix B). Appendix A contains the background information related to the current structure of the GME programs, which remains largely unchanged from year to year. Appendix C gives a brief update on the progress made with the overall GME Strategic Plan, as previously requested by the UH BOR.

## MAJOR CONCLUSIONS

**Current accreditation status.** The most recent notification letter from the ACGME Institutional Review Committee, dated July 2, 2024, issued a “continued accreditation” status with no citations or areas of concern. The prior citation regarding documentation of Graduate Medical Education Committee (GMEC) review and approval of resident salary and benefits was resolved.

The ACGME conducted its regularly scheduled ten-year accreditation visit for UH JABSOM on June 19, 2024. Dr. Janet Yu-Yahiro served as the ACGME field accreditation representative, conducting in-person interviews with 36 GME and health system leaders, administrators, faculty, fellows and residents. Preliminary feedback from these interviews and review of over 250 pages of documentation and policies was very favorable. The ACGME Institutional Review Committee will issue a summary letter after the committee convenes in 2025.

In 2023, the ACGME instituted Non-Standard Training Program (NST) Recognition to provide a framework for approval and oversight of training opportunities in the United States for physicians whose J-1 visas are sponsored by the Educational Commission for Foreign Medical Graduates (ECFMG). On July 20, 2023, UH JABSOM received a notice of “Initial Recognition” for NST programs. There were three citations regarding (1) documentation of GMEC oversight of recognition requirements, (2) ensuring that NST trainees meet prerequisites for entry, and (3) dissemination of the NST curricula to faculty members. The DIO, NST programs, and GMEC have established processes and provided documentation to meet these recognition requirements. The ACGME continues to develop and refine its process of NST recognition, and UH JABSOM has not received any recent communication regarding the documentation submitted to resolve our citations. We anticipate an Initial Recognition site visit to occur around October 2026 and are preparing to meet requirements with substantial compliance.

**Conclusions from September 27, 2024, AIR GMEC Review.** Data reviewed at the AIR included the most recent ACGME survey results of residents/fellows and core faculty members, most recent ACGME institutional letters of notification, each ACGME-accredited program’s accreditation and recognition statuses and citations, a summary of institutional performance on prior years’ action plans, additional internal surveys, enrollment, graduation statistics, including practice in underserved communities, health systems’ quality improvement and patient safety initiatives aligned with GME initiatives, and proposed action plan and performance monitoring procedures for the current academic year. The data reviewed

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<sup>1</sup> The Designated Institutional Official (DIO) is the academic administrator and director responsible for overseeing the operations of all GME programs at UH JABSOM.



were generally positive and showed substantial progress toward our GME aims. Two programs with a single citation each from the 2022-23 academic year resolved their citations, with no extended citations for any programs. There were a total of 9 new citations in 3 programs. Citations were mostly unique to the program, except for a citation related to residents' level of satisfaction with faculty feedback. Of note, these citations regarding feedback were related to responses on the 2023 ACGME resident survey before the implementation of our RIDGETrail (Recognizing, Inspiring and Developing Great Educators) faculty development program and the production and dissemination of our MANTLE (Modular, Asynchronous, Need-to-know Learning for Educators) module and workshops on feedback. The other 7 citations formed the basis for these programs' action plans, supported by their major health system partners and the Office of the DIO. The ACGME review committees will review all programs and decide on the status of any citations or concerns in January-February 2025.

Priority action items at the Institutional level will build on prior successes and opportunities identified for each cross-cutting strategic goal area:

- Continue strengthening GME program alignment with health system priorities to deliver the highest quality and safest patient care across clinical settings. Focus on early engagement of residents and fellows in interprofessional safety evaluations to guide quality improvement action plans, based on patient safety events and population needs identified through a variety of population health data.
- Facilitate resident and fellow development and dissemination of scholarly projects through enhanced infrastructure support for navigating the institutional review board process, publication, and a centralized library of health system-supported quality projects.
- Faculty development continues as a major focus, with increased emphasis on faculty self-reflection and collaborative goal setting through the faculty independent growth (FIG) plan, aligned with ACGME Clinician Educator milestones. The positive outcomes achieved from the RIDGETrail program informed the expansion of this peer-coaching program to multiple GME programs over this academic year.
- To further promote inter-professional and team-based learning environments to effectively address the health needs of the populations we serve, we are implementing more structured learning activities, incorporating validated tools to assess and improve team communication.
- Well-being and professional resilience is recognized as an essential foundation for physician workforce retention and productivity. We have implemented and promulgated a novel substance use disorder curriculum for faculty and all GME trainees. The UH JABSOM Director of Organizational Resiliency and the JABSOM Well-being Enhancement and Resiliency Committee (WERC) is developing recommendations for systems-based interventions to promote wellness, derived from extensive interviews among our trainees and faculty this past year. The Office of the DIO, in collaboration with GME programs, has committed to providing residents and fellows with protected time for caucusing within and between programs, to identify and help mitigate systems-based factors affecting faculty and trainee well-being. Diversity, equity, inclusion, and justice remain a priority across all educational domains. New UH JABSOM faculty promotion guidelines specifically recognize the importance of mentorship and education of under-represented populations. Educational and training workshops promulgating cultural humility and equitable practice are provided to faculty and residents/fellows.

## **INSTITUTIONAL PERFORMANCE INDICATORS**

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

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

In addition to these performance indicators, program quality, and other evaluative feedback were provided during the September 27, 2024 AIR by the 60 members of the GMEC, which is comprised by a) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, b) peer-selected resident/fellow representatives from all GME programs, c) residency program administrators, d) a Quality Improvement Officer, and e) the Office of the DIO (“ODIO”) management team. In the following sections, the salient findings for each institutional performance indicator will be presented for Academic Year 2023-2024.

### **(1) Results of the Most Recent Institutional Notification Letters from the ACGME (as of September 2024)**

The current accreditation status is “Continued Accreditation” with substantial compliance with the ACGME Institutional Requirements.

The process for NST Recognition was implemented in 2023 as the ACGME assumed this responsibility from the American Board of Medical Specialties. Recognition is conferred to UH JABSOM as the Sponsoring Institution, not the individual NST programs. While garnering “Initial Recognition,” three citations were noted in their accreditation letter dated May 5, 2023, regarding (1) documentation of GMEC oversight of recognition requirements, (2) ensuring that NST trainees meet prerequisites for entry, and (3) dissemination of the NST curricula to faculty members. The DIO, NST programs, and GMEC have processes in place and provided additional documentation that verifies compliance with these requirements in August 2023 and again in August 2024. The ACGME continues to refine its process around NST recognition, and there has not been any response from the ACGME since the initial accreditation letter from May 2023.

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

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in the content areas shown in Table 1. Similarly, the ACGME faculty survey measures their experiences and perceptions of the residents and programs in content areas shown in Table 2. These survey results and other annual reporting measures to the ACGME are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred and nineteen (95%) residents/fellows completed the annual survey, and 162 core faculty (92%) completed their respective surveys. Within each domain, several specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, and 5 = very positive.

Table 1: 2023-24 Annual ACGME Resident Survey Content Areas and Specific Dimensions

Content Area	Specific Dimensions
Resources	<ul style="list-style-type: none"> <li>● Education compromised by non-physician obligations</li> <li>● Impact of other learners on education</li> <li>● Appropriate balance between education and patient care</li> <li>● Faculty members discuss cost awareness in patient care decisions</li> <li>● Time to interact with patients</li> <li>● Protected time to participate in structured learning activities</li> <li>● Able to attend personal appointments</li> <li>● Able to access confidential mental health counseling or treatment</li> <li>● Satisfied with safety and health conditions</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>● Residents/fellows encouraged to feel comfortable calling supervisor with questions</li> <li>● Faculty members act professionally when teaching</li> <li>● Faculty members act professionally when providing care</li> <li>● Process in place for confidential reporting of unprofessional behavior</li> <li>● Able to raise concerns without fear of intimidation or retaliation</li> <li>● Satisfied with process for dealing confidentially with problems and concerns</li> <li>● Personally experienced abuse, harassment, mistreatment, discrimination, or coercion</li> <li>● Witnessed abuse, harassment, mistreatment, discrimination, or coercion</li> </ul>
Patient Safety and Teamwork	<ul style="list-style-type: none"> <li>● Information not lost during shift changes, patient transfers, or the hand-over process</li> <li>● Culture reinforces personal responsibility for patient safety</li> <li>● Know how to report patient safety events</li> <li>● Interprofessional teamwork skills modeled or taught</li> <li>● Participate in safety event investigation and analysis</li> <li>● Process to transition patient care and clinical duties when fatigued</li> </ul>
Faculty Teaching and Supervision	<ul style="list-style-type: none"> <li>● Faculty members interested in education</li> <li>● Faculty effectively creates environment of inquiry</li> <li>● Appropriate level of supervision</li> <li>● Appropriate amount of teaching in all clinical and didactic activities</li> <li>● Quality of teaching received in all clinical and didactic activities</li> <li>● Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Access to performance evaluations</li> <li>● Opportunity to confidentially evaluate faculty members at least annually</li> <li>● Opportunity to confidentially evaluate program at least annually</li> <li>● Satisfied with faculty members' feedback</li> </ul>
Educational Content	<ul style="list-style-type: none"> <li>● Instruction on minimizing effects of sleep deprivation</li> <li>● Instruction on maintaining physical and emotional well-being</li> <li>● Instruction on scientific inquiry principals</li> <li>● Education in assessing patient goals e.g. end of life care</li> <li>● Opportunities to participate in scholarly activities</li> <li>● Taught about health care disparities</li> <li>● Program instruction in how to recognize symptoms of and when to seek care regarding: <ul style="list-style-type: none"> <li>○ Fatigue and sleep deprivation</li> <li>○ Depression</li> <li>○ Burnout</li> <li>○ Substance use disorder</li> </ul> </li> </ul>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>● Preparation for interaction with diverse individuals</li> <li>● Program fosters inclusive work environment</li> <li>● Engagement in program's diverse resident/fellow recruitment/retainment efforts</li> </ul>
Clinical Experience and Education	<ul style="list-style-type: none"> <li>● 80 hour week (averaged over a four-week period)</li> <li>● Four or more days free in 28 day period</li> <li>● Taken in-hospital call more than every third night</li> <li>● Less than 14 hours free after 24 hours of work</li> <li>● More than 28 consecutive hours work</li> <li>● Additional responsibilities after 24 consecutive hours of work</li> <li>● Adequately manage patient care within 80 hours</li> <li>● Pressured to work more than 80 hours</li> </ul>

Table 2: 2023-24 Annual ACGME Faculty Survey Content Areas and Specific Dimensions

Content Areas	Specific Dimensions
Resources	<ul style="list-style-type: none"> <li>● Satisfied with professional development and education</li> <li>● Workload exceeded residents'/fellows' available time for work</li> <li>● Participated in faculty development and/or scholarly activities to enhance professional skills in: <ul style="list-style-type: none"> <li>○ Education</li> <li>○ Quality improvement and patient safety</li> <li>○ Fostering your own well-being</li> <li>○ Fostering residents'/fellows' well-being</li> <li>○ Practice-based learning and improvement</li> <li>○ Contributing to an inclusive clinical learning environment</li> </ul> </li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>● Faculty members act unprofessionally</li> <li>● Residents/fellows comfortable calling supervisor with questions</li> <li>● Process for confidential reporting of unprofessional behavior</li> <li>● Satisfied with process to deal confidentiality with problems and concerns</li> <li>● Personally experienced abuse, harassment, mistreatment, discrimination, or coercion</li> <li>● Witnessed abuse, harassment, mistreatment, discrimination, or coercion</li> </ul>
Patient Safety and Teamwork	<ul style="list-style-type: none"> <li>● Information not lost during shift changes, patient transfers, or the hand-over process</li> <li>● Effective teamwork in patient care</li> <li>● Interprofessional teamwork skills modeled or taught</li> <li>● Effectively emphasizes culture of patient safety</li> <li>● Residents/fellows participate in clinical patient safety investigation and analysis of safety events</li> <li>● Know how to report patient safety events</li> <li>● Process to transition patient care and clinical duties when residents/fellows fatigued</li> </ul>
Faculty Teaching and Supervision	<ul style="list-style-type: none"> <li>● Sufficient time to supervise residents/fellows</li> <li>● Faculty members committed to educating residents/fellows</li> <li>● Program director effectiveness</li> <li>● Faculty members satisfied with process for evaluation as educators</li> </ul>
Educational Content	<ul style="list-style-type: none"> <li>● Residents/fellows instructed in cost-effectiveness</li> <li>● Residents/fellows prepared for unsupervised practice</li> <li>● Learning environment conducive to education</li> </ul>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>● Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability or religion)</li> <li>● Engaged by program in efforts to recruit diverse residents/fellows</li> <li>● Engaged by program in efforts to retain diverse residents/fellows</li> <li>● Participated in efforts to recruit diverse: <ul style="list-style-type: none"> <li>○ Pre-residency learners, including medical students; residents/fellows; faculty members; other GME staff</li> </ul> </li> </ul>

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

At the AIR, the GMEC compares survey results from each program, in addition to the aggregated Institutional results. Institutional summary graphs are noted below in Figure 1 (resident survey) and Figure 2 (faculty survey). The University of Hawai'i historically performs at the National Mean across the content areas and is rated favorably overall by both residents/fellows and core faculty.

Figure 1: Annual ACGME Resident Survey Aggregated Institutional Data

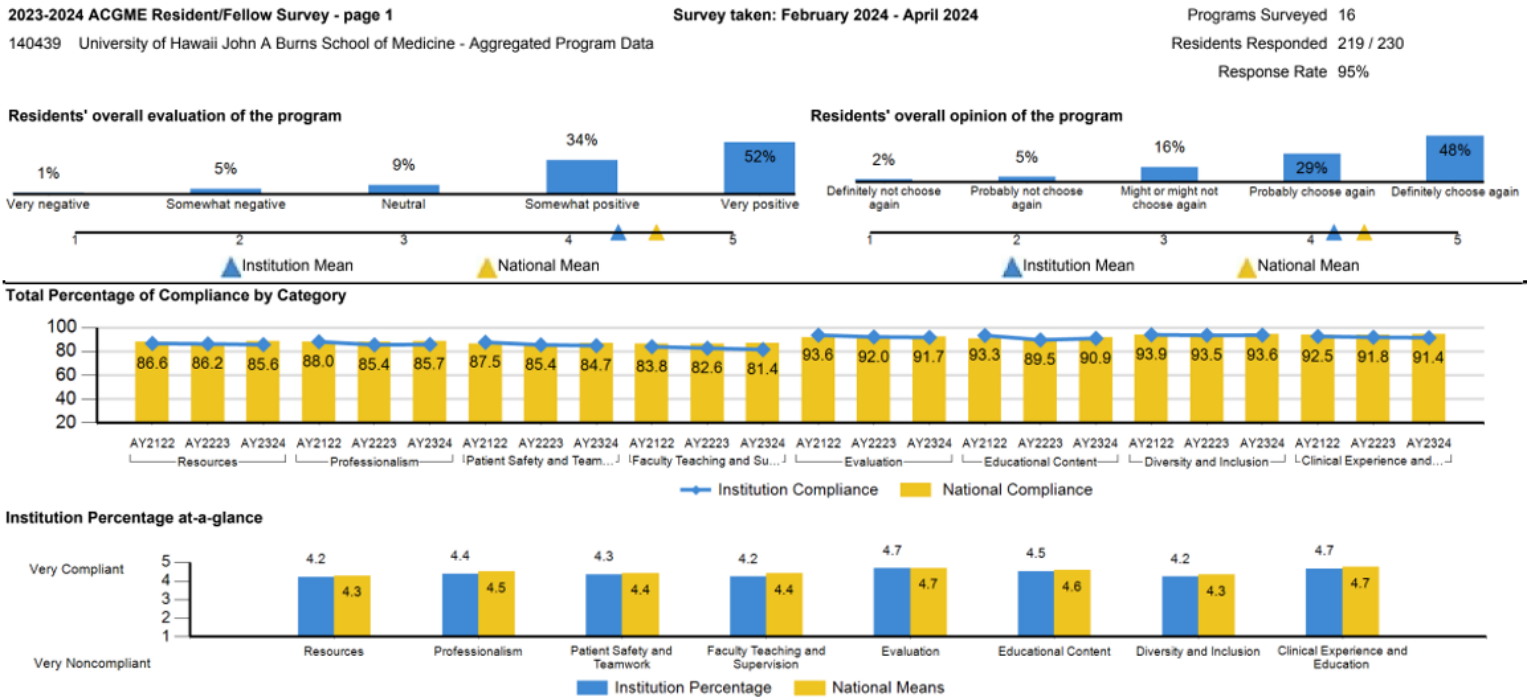
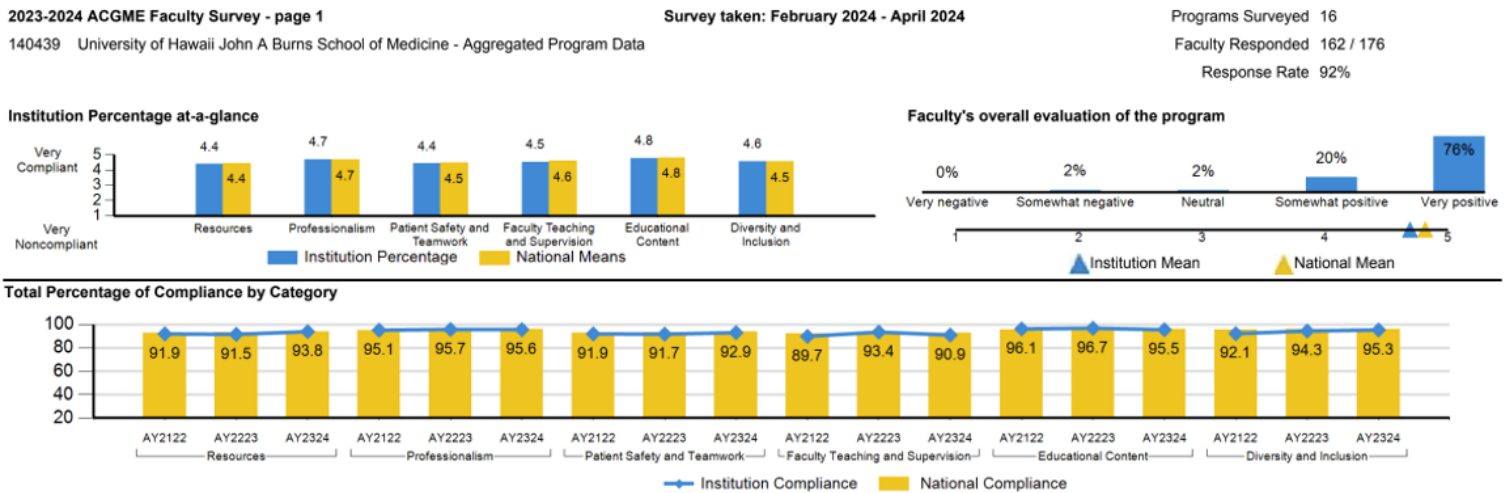


Figure 2: Annual ACGME Faculty Survey Aggregated Institutional Data



Each program conducts a very detailed Annual Program Evaluation (APE), identifies areas for improvement, and develops a prioritized Action Plan to address in the subsequent academic year. Data assessed at the program level include evaluations of the curriculum and rotations, recruitment and retention of graduates in Hawai'i, in-training examination results, graduates' performance (Board certification rates and other data), evaluations of the overall program, internal surveys, ACGME surveys, types of faculty development conducted, resource needs, as well as other items relevant to the GME program functioning as part of a larger department within JABSOM (items required for overall JABSOM accreditation by the Liaison Committee on Medical Education). The GMCC reviews a summary document of each program's APE. At the AIR, the GMCC also reviews data related to retention rates, strategies for the well-being of residents and faculty, priority areas for faculty development, recommendations from any recent ACGME Clinical Learning Environment Review site visit, faculty and resident/fellow scholarly activity (in aggregate), participation in quality and patient safety initiatives and aims, the institutional self-

study, and other selected items. From that review, cross-cutting themes, priorities, and strategies were identified to update the Institutional Action Plan (which is described in Appendix B).

All 9 UH JABSOM GME residency programs and 10 of 12 fellowship programs are accredited by the ACGME. The Parkinsons-Movement Disorder fellowship, which started in 2023 with a state grant-in-aid, is not yet a recognized subspecialty of neurology within the American Board of Medical Specialties or the ACGME. The Neurointerventional Surgery fellowship is not eligible for ACGME accreditation due to the lack of a corresponding residency program in radiology, neurosurgery or neurology. However, the curriculum is aligned with ACGME requirements for Neuroendovascular Intervention fellowships. Table 3 below shows the current accreditation status and citations for each program accredited by the ACGME. The ACGME has abandoned routine program site visits and is planning changes to the program self-study process. None of the citations listed involved clinical care issues. In 2023-24, there were 9 citations in 3 programs, with the resolution of both (2) citations from the previous year. The Psychiatry citations were across multiple domains, and all were derived from the 2023 ACGME resident survey. The program has formed multiple task forces with residents and faculty to address each citation, and is being closely monitored by the Office of the DIO (ODIO). The citations in the Ob/Gyn program were also all derived from the 2023 ACGME survey across multiple domains. The program has performed a detailed internal survey to better define the areas of resident concern, and is addressing all concerns in a detailed action plan, monitored by the ODIO. The Surgery Critical Care fellowship incurred a single citation related to combined ACGME fellow surveys from multiple years 2020-2023. This was related to the process of dealing confidentially with problems and concerns. UH JABSOM provides multiple venues for residents and fellows to report concerns, many of them anonymous; these are iterated in the GME Reporting Concerns Guidelines which are on UH JABSOM's website and are specifically reviewed by the ODIO with the fellows at least twice per year. This is also being addressed in the program's action plan. The ACGME will decide on the status of all citations in the Spring of 2025.

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

<b>GME Program</b>	<b>Accreditation Status* AY 2023-24</b>	<b>Citations in AY 2022-2023</b>	<b>Citations in AY 2023-24</b>	<b>Status of Citations*</b>
Family Medicine Residency	CA	0	0	
Sports Medicine Fellowship	CA	0	0	
Internal Medicine Residency	CA	0	0	
Internal Medicine Primary Care Residency	IA	N/A	N/A	
Cardiovascular Disease Fellowship	CA	0	0	
Geriatric Medicine Fellowship	CA	0	0	
Obstetrics/Gynecology Residency	CA	0	3	AM for 3 citations
Complex Family Planning Fellowship	CA WO	0	0	
Maternal-Fetal Medicine Fellowship	CA	0	0	
Orthopedic Surgery Residency	CA	0	0	
Pathology Residency	CA	0	0	
Pediatrics Residency	CA	0	0	
Neonatal-Perinatal Fellowship	CA	0	0	
Psychiatry Residency	CA	1	5	AM for 5 citations
Addictions Psychiatry Fellowship	CA	0	0	
Child & Adolescent Psychiatry Fellowship	CA	1	0	
Geriatric Psychiatry Fellowship	CA	0	0	
Addiction Medicine Fellowship	CA	3	0	
Surgery Residency	CA	0	0	
Surgical Critical Care Fellowship	CA	0	1	AM for 1 citation
Sponsoring Institution Accreditation	CA	1	0	
SI Non-Standard Training Recognition	IR	N/A	3	AM for 3 citations

\*Accreditation Status: CA = Continued Accreditation, IA = Initial Accreditation, IR = Initial Recognition, CA WO = Continued Accreditation without Outcomes  
 \*\*Status of Citation AM = Addressed and monitored closely by the program, the DIO, and the GMEC.

Conclusions from September 27, 2024, AIR GMEC Review. Overall, the ACGME survey results were positive and our outcomes tracking identified positive trends in response to action plan initiatives. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and the Sponsoring Institution:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. This includes the engagement of interprofessional team members (e.g., nursing, pharmacy, social work) in reviewing patient safety events and developing action plans to address system issues. Health system leadership should partner with GME programs to provide continued education, mentoring, and data for quality and patient safety faculty leaders to increase skills among faculty, residents, and fellows.
- Continue strengthening opportunities for resident and faculty engagement in scholarly activities, including quality improvement projects based on health systems' identified needs and community health data.
- Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, patient safety, professionalism, well-being, and creating safe learning environments. This is facilitated through enhanced self-reflection and goal setting as well as institution-wide mentorship and coaching.
- Leverage existing clinical relationships, program expertise, and evidence-based tools to increase opportunities and expertise in inter-professional and team-based care. Continue to create a culture of safety and protected time for residents, fellows, and faculty to identify and discuss patient care systems-based factors affecting health disparities and professional resiliency.

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

Appendix B contains the JABSOM Strategic Summary (Figure 4) and Table 4. Detailed GMEC Action Plan Items and Status developed from the Annual Institutional Review

Appendix C contains an overview of the GME Strategic Planning Process that occurred in 2016-17, as well as a brief status report of accomplishments and barriers.

Appendix D includes the Sponsoring Institution's Self-Study of Achievements report to the ACGME

Appendix E contains a list of acronyms and abbreviations.

## APPENDIX A.

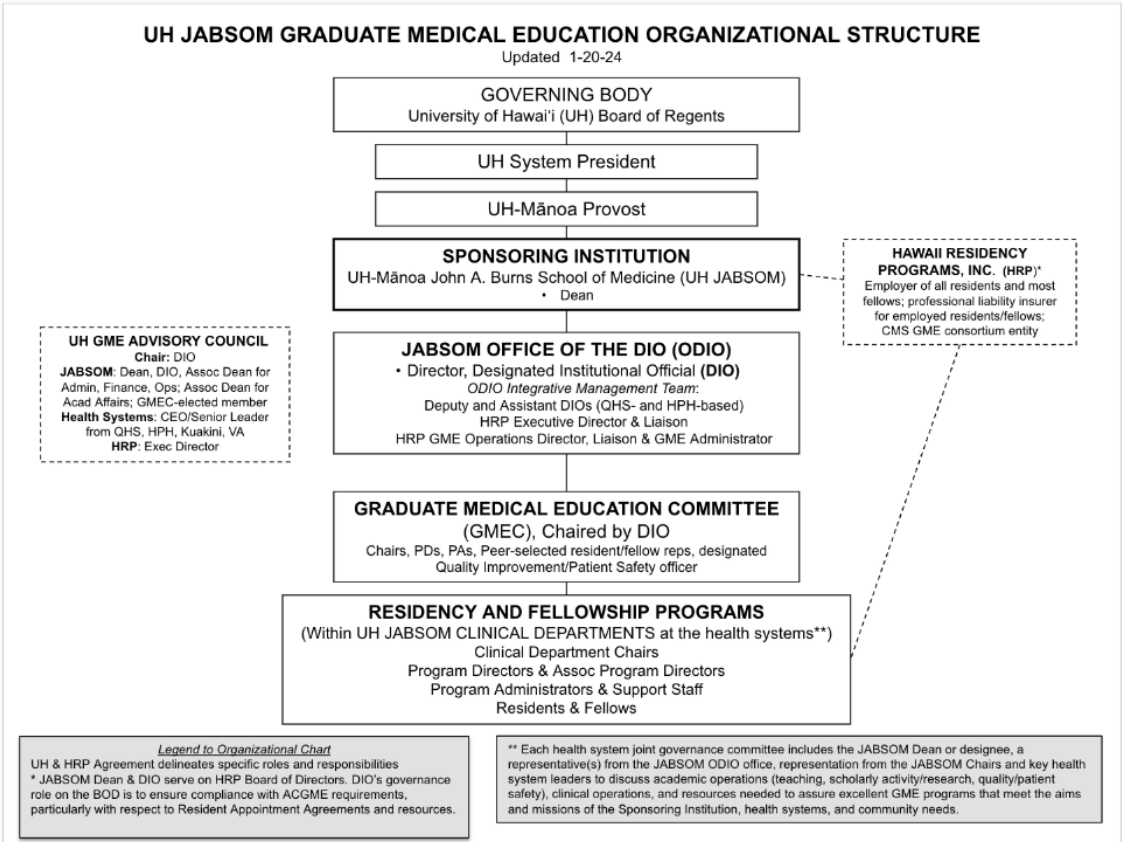
**UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS**

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education (LCME) of the Association of American Medical Colleges (AAMC). It is the sponsoring institution for nineteen (19) GME programs accredited by the ACGME: Nine (9) core residencies and ten (10) subspecialty fellowships. Without a UH-owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal healthcare departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and medical students), are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals house UH JABSOM's eight (8) clinical departments: Family Medicine (Hawai'i Pacific Health Pali Momi Medical Center), Geriatric Medicine (Queen's Medical Center and Kuakini Medical Center), Obstetrics/Gynecology (Hawai'i Pacific Health and Queen's Medical Center) and Pediatrics (Hawai'i Pacific Health Kapi'olani Medical Center for Women and Children), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen's Medical Center). Figure 3 below describes the matrixed operations of the JABSOM GME enterprise.

An average of 230 physician-trainees who received doctorates from a school of medicine or osteopathy matriculate annually through one of the ACGME-Accredited GME programs listed in Table 4. About a third of these physicians are graduates of UH JABSOM, a third from U.S. Medical Schools outside Hawai'i, and a third from international medical schools. This mix of Hawai'i, U.S. national, and international graduates is considered ideal for U.S. GME programs. The diversity is particularly valued in Hawai'i with its multicultural population of indigenous and immigrant ethnic groups. UH JABSOM medical graduates (MD program) and its GME programs produce primary care, specialty, and subspecialty physicians who become independent licensed practitioners in Hawai'i, Guam, Commonwealth of the Northern Mariana Islands, American Samoa, the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, North America, and Japan.



Figure 3: *JABSOM GME Organizational Structure & Operations*



**UH JABSOM GRADUATE MEDICAL EDUCATION OPERATIONAL STRUCTURE**

	JABSOM (GME Sponsoring Institution)	Health Systems	Hawai'i Residency Programs, Inc. (HRP)	GME Advisory Council
<b>Roles and linkages to the Sponsoring Institution</b>	<ul style="list-style-type: none"> <li>Coordinates GME programs and accreditation through ODIO</li> <li>Assigns clinical department chairs in which GME programs are academically embedded</li> <li>Appoints program directors for all GME programs</li> <li>Employs key academic faculty members</li> <li>Provides academic resources (e.g., simulation center, medical library, cadaver laboratory, didactic venues)</li> <li>Oversight of resident performance, progression, GME policies</li> <li>Oversight of faculty development, responses to ACGME, and operation of GMEC</li> </ul>	<ul style="list-style-type: none"> <li>Linked to UH JABSOM through academic affiliation agreements, including a governance mechanism for joint JABSOM-health system operations</li> <li>Employ core faculty members as members of Health System - JABSOM medical groups</li> <li>JABSOM department chairs serve in dual academic/clinical roles in Health System</li> <li>Provide onsite GME resources</li> <li>Provide financial support to HRP for employment of most GME trainees/program administration</li> <li>Provide direct employment of some GME trainees/program administration</li> </ul>	<ul style="list-style-type: none"> <li>Linked to UH JABSOM through affiliation agreement and Board</li> <li>Board of Directors: Health System CEOs, JABSOM Dean, DIO</li> <li>Employer of all residents and most fellows</li> <li>Provides professional liability coverage and risk management for employed GME trainees</li> <li>Medicare GME Affiliation Agreement entity (consortium): Coordinates CMS data reporting &amp; health system financial contributions based upon individual trainee site assignments</li> </ul>	<ul style="list-style-type: none"> <li>Represented by UH JABSOM leadership, Health System CEOs, HRP leadership</li> <li>Coordinated by DIO</li> <li>Engaged in strategic planning (GME program growth/development, resource acquisition)</li> </ul>

Clinical Departments with most core faculty at QHS & employed by QUMG: **Medicine**, incl CVD; **Geriatrics**; **Psychiatry**, including AdPsych, ADM, CAP, GeriPsych; **Surgery**, including Ortho, SCC; **OB**, including CFP; **Pathology** (contracted by QHS)






Clinical Departments with most core faculty at HPH & employed by HPHMG: **Family Medicine**, Sports Med; **OB**, including MFM; **Pediatrics**, NPM; **Psychiatry** (CAP, ADM); **Pathology** (contracted by HPH)

APPENDIX B.

GMEC ACTION PLAN ITEMS and STATUS

Many major themes identified in the GME strategic planning process in 2016-17 and in our 2022 ACGME self-study align with findings from each program’s Annual Program Evaluation and our Institutional Priorities. The ACGME expects each Program’s Major Aims to align with the community needs, as well as the missions and priorities of the Sponsoring Institution (JABSOM - Figure 4) and the major health systems in which GME training occurs. The GMEC reviews data and identifies cross-cutting themes and strategies that could be addressed across programs at the Institutional level. The Institution (JABSOM) and individual programs participate in numerous continuous activities that aim to improve the educational experiences and environments. The status of these activities is briefly reviewed below.

Figure 4: JABSOM Strategic Summary 2020-2025 (click on the link or image for additional details)

<h2 style="text-align: center;">JABSOM STRATEGIC SUMMARY</h2> <p style="text-align: center;"><b>VISION—Maikai Loa: Attaining Lasting Optimal Health for All</b> <b>A.L.O.H.A.</b></p> <p style="text-align: center;"><i>Seeking Excellence through Collaboration with Stakeholders to Meet Hawaii’s Existing, Emerging, and Future Health Care Needs</i></p>					
GOALS					
	Research & Discovery	Education & Teaching	Clinical Healing	Community Engagement	Encouraging Resource Growth
Enhance diversity & opportunities within each goal in order to achieve equity in our JABSOM ‘Ohana and communities we serve					
Long Term	Maintain Centers of Excellence in areas of proven strength	Build world-class education programs that create a competent health and health science workforce using partnerships to reduce health inequities throughout Hawai’i and the Pacific	Create a world-class integrated Clinical Learning Environment that is aligned to be inclusive of Hawai’i and the Pacific’s history and its populations	Help achieve optimal health and wellness for all (ALOHA) of Kaka’ako, Hawai’i and the Pacific Rim	Expand JABSOM’s financial health and capital
Medium Term	<ul style="list-style-type: none"> <li>Recruit, develop, and retain diverse basic science and clinical science research talent</li> <li>Build synergy amongst research departments</li> <li>Enable and support student and resident research</li> <li>Build alliance with UH Cancer Center</li> </ul>	<ul style="list-style-type: none"> <li>Develop an infrastructure to support curricular innovations that prepare learners and faculty in complex, changing, and distributed health care environments</li> <li>Establish a sustainable funding model to support the educational mission</li> </ul>	<ul style="list-style-type: none"> <li>Improve alignment and inclusiveness with strategic partners</li> <li>Develop strategic alliances with community hospitals and health centers to effectively address population health</li> </ul>	<ul style="list-style-type: none"> <li>Develop integrated multidisciplinary academic-based health care system</li> <li>Help meet health care needs of underserved communities</li> </ul>	<ul style="list-style-type: none"> <li>Provide quality facilities and infrastructure while increasing renewable energy sources</li> <li>Integrate JABSOM’s workflow processes with UH System’s new software</li> <li>Develop a 5-year plan for JABSOM’s 60th anniversary</li> </ul>
Short Term	<ul style="list-style-type: none"> <li>Facilitate and support extramural research proposals</li> <li>Streamline processes for smaller grant and contract proposals less than \$100,000 annually</li> <li>Improve advocacy and representation for research within JABSOM and the public</li> </ul>	<ul style="list-style-type: none"> <li>Continue curricular transformation that will prepare physicians to provide high quality and safe patient care</li> <li>Enhance recruitment of students and retention of medical residents</li> <li>Enhance quality of residents support and training programs</li> <li>Promote resilience, professionalism, health care leadership, and humanism for learners and faculty members</li> </ul>	<ul style="list-style-type: none"> <li>Develop growth plans for each clinical department</li> <li>Develop strategic alliances for the clinical faculty practice organizations that advance the school’s vision</li> <li>Build infrastructure to recruit, develop, and retain faculty for clinical teaching and research</li> </ul>	<ul style="list-style-type: none"> <li>Build collaboration with clinical and research institutions</li> <li>Lead integrative effort to meet state workforce needs</li> <li>Expand community partnerships for medical education</li> <li>Grow JABSOM leaders, leadership, and innovation</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the workplace experience</li> <li>Optimize JABSOM’s website, audio visual, and telecommunication functionality</li> <li>Maximize efficient processes supporting school missions</li> </ul>

**STATUS OF GMEC ACTION PLAN and Ongoing Priority Interventions (*final approved on November 22, 2024*)**

**QUALITY, PATIENT SAFETY (QPS) AND POPULATION HEALTH**

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
<b>Proposed (AY 2024-25) Engage residents in addressing real patient safety events</b>	QPS APLs, PDs, Health systems, ODIO	New proposed IR V.A.2  SI 10-yr aim: QPS and culture of safety are integrated into the curriculum with regular participation of residents/fellows in interprofessional patient safety event analyses.	>25% of new first-year residents/fellows participate in a real interprofessional PSE analysis compliant with ACGME criteria <ul style="list-style-type: none"> <li>Health systems' data on formal RCA</li> <li>Program participation tracked by QPS APL, reported during APE</li> <li>Health systems' reports at semiannual QPS "open house"</li> </ul>	
<b>(AY 2023-24) Promulgate safety event reviews to identify systems issues, promote interprofessional teaming, and advance psychological safety</b>	QPS APLs, PDs, Health systems, ODIO	CLE engages residents/fellows in interprofessional teams to identify and implement systems-based improvements to address patient safety	<ol style="list-style-type: none"> <li>&gt;80 % of programs conduct regularly scheduled interprofessional safety event reviews</li> <li>Increase % of residents who receive feedback from event reports</li> <li>&gt;80% of programs develop an action plan in response to event report(s)</li> <li>Increase # of residents/fellows at Hawaii State Patient Safety Conference and JABSOM Biomedical Symposium</li> </ol>	Data Sources: NI program report for APE <ol style="list-style-type: none"> <li>Partially met: 75%</li> <li>Met: 35% (19/55) vs 19% in 2022-23</li> <li>Partially met: 75%</li> <li>Met: Tracked attendance for HSPSC + attend/submit for JBS <ol style="list-style-type: none"> <li>2024 HSPSC - 13</li> <li>2023 HSPSC - 0</li> <li>2024 JBS - 7</li> <li>2023 JBS - 2</li> </ol> </li> </ol>

**SCHOLARLY ACTIVITY & RESEARCH**

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
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<p><b>Proposed (AY 2024-25) Reduce barriers to resident research</b></p>	<p>PCLEs Quality Dept, QPS APLs, ODIO</p>	<p>SI 10-yr Aim: Mentorship is facilitated by faculty who are knowledgeable and engaged in projects that align with the health systems priorities to enhance the health of our unique populations</p> <p>1&amp;2. CPR IV.D.1.b) The program with the SI must allocate resources to facilitate resident involvement in scholarly activity</p> <p>3. Proposed IR V.B.2.d) - monitoring of project statuses and outcomes</p>	<ol style="list-style-type: none"> <li>1. Identify rate-limiting steps in IRB approval process             <ol style="list-style-type: none"> <li>a. Create process map</li> </ol> </li> <li>2. Identify options to support publication fees</li> <li>3. Central Primary Clinical Learning Environment (PCLE) repository for QI projects</li> </ol>	
<p><b>(AY 2023-24) Identify diverse research faculty in each program/department and facilitate access to clinical site data</b></p>	<p>Dept Chairs, Health Systems, ODIO, Program research leads</p>	<p>SI mission: Translating discoveries into practice</p> <p>Health Systems aim to be robust academic medical centers</p>	<ol style="list-style-type: none"> <li>1. Program identifies mentors in QPS, health disparities and educational research</li> <li>2. Key faculty in each program trained on clinical data access (TriNetX, PopAnalyzer)</li> </ol>	<ol style="list-style-type: none"> <li>1. Met</li> <li>2a) HPH to implement TriNetX in Fall 2024. Provides training in SlicerDicer (30 min, held 3-5x/month). Also QlikSense training done.</li> <li>2b) QMC provided intro training on TriNetX 10/3 &amp; 10/17/23. Faculty from IM, CVD, Geri, Surg, Psych, CFP attended.</li> </ol>
<p><b>(AY 2022-2023) Survey residents &amp; fellows on faculty behaviors that promote an environment of inquiry (EOI). Promote these behaviors.</b></p>	<p>GMEC (GMEC RLF), PD, ODIO, Dept Chairs</p>	<p>Health Systems aim to be robust academic medical centers</p> <p>The SI must provide systems for education in and monitoring of scholarly pursuits (IR III.B.6.c.1)</p>	<p>All programs' % compliance on ACGME resident/fellow survey at or above national levels (intersects with Faculty Development)</p>	<p>Partially met &amp; ongoing.</p> <ol style="list-style-type: none"> <li>1. Survey on EOI done at Resident/Fellow Town Hall on 11/2/22. Results discussed 11/15/22 (PD mtg) &amp; 11/18/22 (GMEC)</li> <li>2. MANTLE module on "teaching skills - questioning" complete</li> <li>3. 2023 &amp; 2024 ACGME surveys still low in this domain (73% + 72% vs 82-84% national, p&lt;0.001)</li> </ol>

### FACULTY DEVELOPMENT (FD)

Intervention / Action Plan	Date Instituted/ Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
<b>Proposed (AY 2024-25) Increase self-reflection and goal-setting relevant to role as educators</b>	CEM Subcommittee CLI, ODIO	CPR II.B.2.f) Faculty must pursue faculty development designed to enhance their skills as educators and evaluators	Annual report from Faculty Individual Growth (FIG) plan aligned with clinician educator milestones Goal: >20% iterate goal aligned with educator milestones  Expansion of RIDGEtrail to additional programs	
<b>(AY 2023-24) Improve process for resident/fellow assessment to increase real-time feedback.</b>	CEM subcommittee; Gen Surgery PEC; ODIO	Department Chairs iterate clear expectations for faculty development in their role as educators (part of online annual reports)  Faculty participate in professional development to improve their skills in assessment, feedback, professionalism, and promoting well-being	<ol style="list-style-type: none"> <li>1. Improving assessment:               <ol style="list-style-type: none"> <li>a. Implementation of SIMPL app for real-time formative assessment for General Surgery residents</li> <li>b. Increased number of real-time assessments <b>and</b> formative narrative comments in Surgery</li> </ol> </li> <li>2. Start Clinician Educator Milestone project under the oversight of the CEM committee (semi-annually)</li> <li>3. Pilot intervention RIDGEtrail improves fellow perception of faculty teaching (collated fellow evaluation of faculty)</li> <li>4. ACGME resident satisfaction with faculty members' feedback &gt; national avg (e.g. 2023 at 75% National Avg)</li> </ol>	<ol style="list-style-type: none"> <li>1. Met: (a) Successfully implemented (b) Overall, 36% increase in total number of assessments (781 -&gt;1,059) and 140% increase in the number of specific/actionable narrative comments (64-&gt;150)</li> <li>2. Met: 15 min Grand Rounds presentation to 8 departments</li> <li>3. Met: ACGME survey shows improved CVD fellows' satisfaction with faculty teaching &amp; supervision (55%-&gt;82%) and evaluation (78%-&gt;95%)</li> <li>4. Not met: ACGME resident survey '24 = 71% (vs 75% nationally and on '23 survey)</li> </ol>

### INTERPROFESSIONAL EDUCATION (IPE)

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)

<p><b>Proposed (AY 2024-2025) - Structured learning activities for residents, fellows, and faculty incorporating interprofessional, team-based care</b></p>	<p>PDs, ODIO, HIPE</p>	<p>New proposed IR IV.C Low survey scores on “Interprofessional teamwork modeled or taught”</p>	<p>Use of ICCAS as a pre-survey (needs assessment) for programs &lt;= 50% compliant on ACGME survey Implement targeted IPE Goal: improve ICCAS score by 50% Improved ACGME survey results</p>	
<p><b>(AY 2023-2024) - Promote interprofessional education on teaming</b></p>	<p>PDs, ODIO, HIPE</p>	<p>Delivery of healthcare requires a deep understanding and practice of inter-professional education and teaming</p>	<ol style="list-style-type: none"> <li>1. Each program identifies context(s) where teaming occurs</li> <li>2. SI provides education on interprofessional teaming</li> <li>3. Residents/fellows are assessed on their teaming (non-technical) skills             <ol style="list-style-type: none"> <li>a. Data to assess behavior change ICCAS (Interprofessional Collaborative Competencies Attainment Survey) in Geri</li> <li>b. IPE annual wellness visit with Geri and FM clinic (data to be published)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Met - all programs iterated context(s) where teaming occurs during APE</li> <li>2. Met - Chief Resident &amp; Faculty Development Workshop 5/15/24, Program Directors’ Retreat 8/15/23, Teaming FAQs information sheet</li> <li>3.             <ol style="list-style-type: none"> <li>a. <a href="#">Met for Geriatrics</a> total ICCAS score increased 3.4-&gt;4.9 (p&lt;.0001)</li> <li>b. pending</li> </ol> </li> </ol>

**WELL-BEING (W-B), DIVERSITY, EQUITY, INCLUSION & JUSTICE (DEIJ)**

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
<p><b>Proposed (AY 2024-25) Promote program-level caucusing to identify patient care systems-based factors affecting resident/fellow/faculty well-being</b></p>	<p>PDs, Programs’ WB committees, GMEC WB subcommittee, Dir of Org Resiliency</p>	<p>New proposed IR V.E.1, V.E.2 Protected time for RLF meetings</p>	<p>Programs protect time for at least quarterly caucuses, convened by RLF representative or well-being committee. Findings reported to GMEC Well-being Subcommittee.  GMEC Well-being Subcommittee reviews and reports to GMEC at least annually:  Findings from program-level caucusing  Health systems’ culture of safety surveys</p>	

<p><b>(AY 2023-24)</b>  <b>Residents/fellows/faculty can identify burnout and SUD and are prepared to provide assistance</b></p>	<p>PDs (program), Health Systems, WB Subcom</p>		<ol style="list-style-type: none"> <li>1. Interactive SUD education with assessment provided annually</li> <li>2. ACGME resident survey &gt;90% compliant with SUD education</li> </ol>	<ol style="list-style-type: none"> <li>1. Partially Met - Dr. Kiyokawa's 5-module series on Moodle (shared with PDs January 2024); All programs have implemented SUD education or plan to implement in 2024-25 Action</li> <li>2. Not met - 2024 Survey 84% compliant (continue to track)</li> </ol>
<p><b>(AY 2022-23) Programs have implemented evidenced-based well-being program or intervention</b></p> <ol style="list-style-type: none"> <li>1. Intervention follows an evidence-based model and/or outcomes of improved well-being or resiliency</li> <li>2. Residents/fellows report concerns without fear of retaliation</li> <li>3. CLE provides physical (space) resources to optimize learning in the context of patient care</li> </ol>	<p>PDs (program), Health Systems, WB Subcommittee</p>	<p>Aligns with CLER Pathways to Excellence in Patient Safety and Well-being (PS3, WB2, WB4)</p>	<ol style="list-style-type: none"> <li>1a. Program / intervention that is led or informed by residents/fellows (e.g. # of programs that provide peer to peer support options)</li> <li>1b. Program / intervention that leads to improved burnout or satisfaction scores</li> </ol> <p><b>2a. Improved level of satisfaction with this process on ACGME surveys</b></p> <ol style="list-style-type: none"> <li>2b. Residents/fellows able to iterate multiple anonymous methods for reporting during annual ODIO meeting</li> <li>2c. Increased # reports on Professionalism website</li> <li>2d. Reporting concerns guidelines updated &amp; distributed widely</li> </ol> <ol style="list-style-type: none"> <li>3. CLE has dedicated learner space, informed by evidence and learner input</li> </ol>	<ol style="list-style-type: none"> <li>1a. Partially met - SURG WB &amp; FM WRAP curriculum (July 2023 pilot program update to GMEC)</li> <li>1b. Surgery - Prof. fulfillment increased 5% -&gt; 13%, and burnout decreased 67% -&gt; 53%</li> </ol> <p>Geri - 2023 &amp; '24 ACGME W-B surveys substantially above the national mean</p> <p>FM- ProQL survey showed improved resilience in response to WRAP curriculum</p> <p><b>2a. Not met- 2023 survey 74%, 2024 72% satisfied with ability to raise concerns ↓from 75% in 2022</b></p> <ol style="list-style-type: none"> <li>2b. Met and will continue to monitor (Dish with DIO meetings)</li> <li>2c. No resident reports in 2021-22 or 2022-2023.</li> <li>2d. Met - Sheet with QR codes distributed as posters to all programs + individual infographic sheets for residents + electronic version shared after annual Dish with the DIO talks</li> </ol> <ol style="list-style-type: none"> <li>3. Met at KMCWC, PMMC, In progress at QMC - Space committee established</li> </ol>

## APPENDIX C.

### 2024 BRIEF PROGRESS REPORT ON THE OVERALL GME STRATEGIC PLAN

In 2022 our trainees, GME programs and leadership, major partner training sites, and key community stakeholders, participated in a long-term strategic planning process to identify opportunities, threats and strategic aims for UH JABSOM GME. This strategic plan built upon the aims and successes identified in our 2016-17 strategic plan. The ACGME requires that the plan be distilled into three key strategic aims, and reported in the context of our Institutional Self-Study (Appendix D). Some of these aims have been incorporated in the [HMEC report to the 2025 Legislature](#), which provided further details on expanding the GME workforce in Hawai'i. Our ACGME self-study process was enhanced by a GME-specific strategic planning meeting on April 22, 2023, which convened 50 GME stakeholders from across Hawai'i including representatives from other current or developing civilian programs outside of JABSOM. Using an open-space format, there were 17 Dialogue Sessions on opportunities and challenges, and five (5) Initiatives working towards optimal GME for Hawai'i. These opportunities, challenges, and initiatives will continue to be reviewed, prioritized, and operationalized through review and consultation with HMEC, the GME Advisory Council, and the GMEC.

This work informs our preparation for JABSOM's overall upcoming medical school accreditation site visit by the Liaison Committee on Medical Education in January 26-29, 2025.

1. STRATEGY 1: Aligned with ACGME Self-study Aims #1 and #2 - Secure additional resources to maintain and expand GME programs. This includes funding for additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. Ensuring excellent educational environments (faculty, space, and infrastructure) is critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM, a high priority for the Hawai'i Medical Education Council, and essential to addressing the severe physician workforce shortage in Hawai'i).
  - a. The 2021 Academic Affiliation Agreements between the Queen's-UH-UHP and Hawai'i Pacific Health-UH-UHP continues to evolve and advance the aims through additional hiring (and planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, Pediatrics and Family Medicine. The affiliations enable improved support and infrastructure to implement professional development requirements for faculty who teach JABSOM learners, co-develop curriculum related to quality and patient safety, implement quality and patient safety programs in the respective health systems, and incorporate faculty and GME learners into the health system's well-being and culture of safety initiatives. The JABSOM faculty who are also employed by HPH and Queen's have better access to resources and infrastructure to support scholarly activity in the clinical realm, especially those projects related to healthcare disparities, quality improvement, and/or patient safety.
  - b. The Preceptor Tax Credit program is a combined effort with UH Schools of Medicine, Nursing, College of Pharmacy, Hawai'i State Legislature, and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet the eligibility requirements, which includes precepting certain health professional students at least 80 hours per year.
  - c. Advocacy continues with the Governor, Legislature, and philanthropists, to support the hiring of faculty to form a partially-compensated core of clinician medical educators on the neighbor islands. Recent philanthropic contributions from the the Priscilla Chan and Mark Zuckerberg family and Pulama Lana'i are supporting the expansion of medical education on Kaua'i and Lana'i islands, respectively. The 2024 state infrastructure budget for JABSOM included 3.0 FTE new faculty positions and \$925,000 to increase neighbor island resident training, enhancing links with high schools to community colleges, STEM pathway programs, and other health professions training programs, including UH JABSOM. A pair of 0.5 FTE physician and 0.5 FTE non-physician outreach coordinator will be recruited for each of the major neighbor islands.



- d. The Department of Family Medicine & Community Health, in partnership with HPH/Wilcox Medical Center, the Kaua'i District Health Office, and Hawai'i Health Systems Corporation continues to deploy its \$750,000 Rural Residency Planning and Development grant (Health Resources & Services Administration - HRSA) to develop a Family Medicine training program on Kaua'i. The program garnered ACGME approval as a Rural Track Program, recruited an experienced program director, submitted its ACGME accreditation application and underwent the initial accreditation site visit on December 3, 2024. The first cohort of residents will be recruited in 2025 to begin in July 2026.
- e. North Hawai'i Community Hospital, in partnership with the Queen's Health System, and UH JABSOM as the Sponsoring Institution, was awarded a \$750,000 HRSA Rural Planning and Development Grant to develop a rural track of our existing Family Medicine residency program on Hawai'i Island. This three-year planning process is underway with plans to matriculate the first cohort in July 2027
- f. The development and expansion of GME programs are fostered by increasing opportunities for neighbor island rotations for existing residents and fellows. This serves a dual purpose of exposing residents and fellows to neighbor island practice options and enhancing academic faculty development. In AY 2023-24, there were 35 unique resident rotations in five specialties to Maui, Kaua'i, and Hawai'i Island.
- g. Federal advocacy for adding language in the Centers for Medicare and Medicaid Services-focused legislation to enable Hawai'i receiving higher priority for new GME positions that are proposed. UH is working with the Association of American Medical Colleges (AAMC), directly with our Congressional Delegation, with other major stakeholders in other Minority-Serving Institutions, and with Alaska on these initiatives.

#### BARRIERS/CHALLENGES

- i. Expansion of the JABSOM medical student class size, residency programs, or development of core residency rotations on neighbor island sites requires additional funding for faculty, as well as some operational changes in some of the neighbor island hospitals to better support resident learners. The forthcoming neighbor island 0.5 FTE physician coordinators will be the on-island focal points to work closely with the JABSOM GME leads and the Associate Dean for Academic Affairs and the health systems and clinics that will become future clinical learning environments. Health systems have been challenged with budget deficits related in part to the effects of the COVID-19 pandemic. The recent philanthropic gifts and 2024 state appropriation helps, but there needs to be sustainable funding to ensure the continuity of GME training for all resident and fellow physicians.
2. STRATEGY 2: Develop a multi-pronged approach to improve physician retention in Hawai'i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State, and other partners to make Hawai'i a desirable place to practice. The cost of living has been identified as a significant deterrent to practice in Hawai'i. In academic year 2023-24 the median medical school debt for 2024 indebted JABSOM graduates is \$151,710. Fourteen percent of JABSOM graduates have debt equal to or exceeding \$200,000. Educational debt is higher for those who completed medical school on the mainland.
- a. As of 2024, 22% of JABSOM students receive four-year, full-tuition scholarships. Additionally, 93% of JABSOM students receive some form of financial aid (grants/scholarships, loans, work-study).
  - b. The State Loan Repayment Program and other loan repayment programs continue to emphasize primary care practice and rural sites and have been expanded with the added support of the new Healthcare Education Loan Repayment Program (HELP).
  - c. The Freeman Foundation has awarded three scholarships annually from 2020-2024 to reduce the educational debt burden for JABSOM graduates who are completing their residency/fellowship training in Hawai'i and who have committed to practice in the state.

- d. In 2022, two new philanthropists contributed to the loan repayment and scholarship program to reduce the educational debt burden for those committing to a geriatrics fellowship program with two recipients awarded in 2023.
- e. Events showcasing career opportunities for physicians in Hawai'i such as the Physician Career Pathways Reception, held semiannually in May and November, and the Hawai'i Health Workforce Summit, held on September 7, 2024, have fostered interest in Hawai'i practice options for our residents/fellows and are planned to recur annually.

#### BARRIERS/CHALLENGES

- i. Payment Transformation: Continued discussions with health insurers and policymakers regarding the impact of payment transformation on physician retention; ensure that academic physicians/academic practices are included in implementation strategies
  - ii. Continued need for scholarships and additional incentives to reduce the educational debt burden and incentivize practice in high-need areas and specialties.
3. STRATEGY 3: Aligned with ACGME Self-study Aims #1 and #3 - Incorporate more aspects of population health and interprofessional education, particularly as it relates to quality improvement, patient safety, and care of fragile and underserved populations. This effort includes primary care behavioral health integration.
- a. Since April 2020, a virtual interprofessional patient safety simulation taught principles of root cause analysis (RCA) and implementation of action plans. Learners included senior residents/fellows, senior nursing students, and pharmacy residents. This continues annually and will continue to be delivered virtually as that allows for higher participation, including with those learners on the neighbor islands.
  - b. Residents and fellows have joined faculty in attending the Hawai'i State Patient Safety Conference. Here they can attain certification as RCA facilitators, and engage in best practices for implementation of a culture of safety and continuous quality improvement, derived from the experience of interprofessional teams in health systems across the state.
  - c. Residents and fellows have joined the health systems' GME Quality and Patient Safety committees, and are encouraged to participate in health-system identified quality projects, RCAs, and longitudinal leadership development pathways. Directors of Health System Science and Population Health were recruited as JABSOM faculty members and are working with GME and UME leaders to develop a longitudinal curriculum.

#### BARRIERS/CHALLENGES

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

## APPENDIX D.

### ACGME - Sponsoring Institutional Self-Study Summary of Achievements

(Submitted to the ACGME April 2024)

**Question 1:** Describe improvements in critical areas identified during the Self-Study that have already been achieved. (Maximum 250 words)

Residents/fellows are trained in the culture of safety, communication, and care transitions during orientation. They and faculty have continuous access to health systems' quality goals and metrics via their respective intranet, as well as clinical site-level data on quality and patient safety (QPS) metrics through the patient safety event (PSE) reporting platforms. Each program's QPS Academic Program Lead receives monthly PSE reports and convenes at least quarterly PS meetings with residents/fellows, supported by health systems' quality and risk management leaders, to review events and common themes.

JABSOM prioritized expansion into rural areas with workforce shortages, bolstered by a \$750,000 HRSA grant to develop a new Family Medicine (FM) program on Kauai Island. Another planning grant was submitted for an FM rural track on Hawaii Island. A new Primary Care Internal Medicine Residency filled its first PGY1 cohort for July 2024. This program trains in more underserved communities on Oahu, and will have rural rotations on Maui Island. JABSOM expanded neighbor island rotations in Surgery, OB/GYN, Complex Family Planning, Internal Medicine, and FM, with 40 new residents/fellows rotating for 1,229 days in AYs 2022-2024.

Residents/fellows in all adult programs receive robust education in geriatric care, with more than 34 educational sessions in AYs 2022-2024. Our academic health systems partner with JABSOM to track outcomes. The American College of Surgeons' TQIP reports demonstrate that our geriatric trauma patients are in the lowest decile for overall mortality and in the lowest decile for both mortality and complications in blunt multisystem trauma.

**Question 2:** Discuss how these improvements relate to the Sponsoring Institution's graduate medical education mission. (Maximum 300 words)

Foundational training in quality and patient safety (QPS) and access to current, relevant QPS data are essential to fulfilling JABSOM's mission of delivering high-quality health care and our GME mission of sustaining quality patient care. Engagement of residents and fellows in experiential, interprofessional learning based on patient safety events, as occurs in the programs' quarterly quality conferences, has been a catalyst for change and has inculcated our residents and fellows in a culture of interprofessional practice and quality improvement.

The expansion of GME programs to neighbor islands and rural areas intimately aligns with our GME mission of establishing community partnerships and developing learning environments within community settings. This expansion will facilitate physician recruitment and retention in the most underserved areas of our state, thereby helping to fulfill the GME mission of advancing the health and well-being of all the people of Hawaii. Additionally, the Oahu-based programs now have increased opportunities to connect with neighbor island communities to foster a better understanding of the unique challenges faced. The connection of these communities and healthcare providers to the resources of the urban academic hub promotes our GME mission of academic excellence. It encourages curiosity, research, and strategies to address health disparities in our unique populations.

Our state has the nation's longest life expectancy. Increased education and a focus on incorporating best practices for geriatric care, aligned with patient goals of care, serve to advance the health of this growing segment of our population.

**Question 3:** Summarize what was used to track progress and to assess the improved outcomes. (Maximum 250 words)

JABSOM's Annual Institutional Review (AIR) engages the GMEC in identifying our goals and numerous metrics demonstrating progress toward attaining aims and optimizing our clinical learning environments. In addition, progress toward specific aims is addressed at the program level during their annual program evaluation (APE). Data from surveys, tracking, and reports are corroborated by confidential meetings between the Office of the DIO and the residents/fellows of each program during annual "Dish with the DIO" talks.

The most recent AIR reviewed resident/fellow reporting and engagement in patient safety events (PSE), noting a 13-27% increase (variation by site) in the number of PSE reported. Building on foundations set by our simulated interprofessional root cause analysis (RCA) and statewide RCA certification program, residents/fellows have reported increasing participation in actual PSE analyses. Each program reports resident/fellow and faculty QPS projects during their APE.

JABSOM and Hawaii Residency Programs (HRP) centrally track our graduates' rural and neighbor island rotations and practice locations. The GMEC reviews this data and presents it to the Governing Body and other stakeholders via the GME Advisory Council, Hawaii Medical Education Council, and health systems' Joint Operating Committees.

Programs during the APE report geriatric-focused education, and our Geriatric Medicine fellowship program tracks educational outreach. Geriatric patient outcomes for surgical specialties are risk-adjusted, benchmarked to national data, reported through the American College of Surgeons' NSQIP and TQIP, and reviewed at GMEC.

**Question 4:** Discuss how the Sponsoring Institution's leadership coordinated aims and improvement priorities for the Sponsoring Institution. (Maximum 250 words)

In addition to the AIR, JABSOM convenes meetings with statewide stakeholders to prioritize actions and secure resources for GME. These include the GME Advisory Council, the Hawaii Medical Education Council, and the Joint Operating Committees of JABSOM and the state's two major health systems, Queens' Health System (QHS) and Hawaii Pacific Health (HPH). JABSOM hosted a GME Strategic Planning Session on 4/22/23, convening stakeholders from all major health systems, the Department of Health, the Veterans' Administration, critical access hospitals, and neighbor islands. This session resulted in a better understanding of shared priorities for GME, resource needs, and data needed to prioritize allocating resources when necessary. JABSOM's advocacy to the state legislature resulted in an appropriation (Act 262) of \$2.7 million for neighbor island GME expansion. For 2024, JABSOM's legislative budget request includes 3.0 FTE and \$925,000 to increase neighbor island resident training, enhancing links with high schools to community colleges, STEM pathway programs, and other health professions training programs, including JABSOM. This will be accomplished with a 0.5 FTE physician and a 0.5 FTE non-physician outreach coordinator pair on each of the major neighbor islands.

Faculty recruitment and development are key to achieving our aims. New strategic leadership positions under JABSOM include Chief Academic Officer and Associate Dean for Clinical Programs at HPH, Director of Health Systems Science and Clinical Competency-Based Medical Educator, and site directors for new neighbor island and primary care sites.

**Question 5:** Discuss whether and how the Self-Study and preparing for the 10-Year Accreditation Site Visit added value, and summarize any learning that occurred during this process. (Maximum 250 words)

The Self-Study was conducted shortly after a major transition in our paradigm for faculty employment, with faculty in University Health Partners (the Sponsoring Institution's faculty practice plan) transitioning to clinical employment by one of two major health systems, QHS and HPH. The Self-Study process included key leaders from QHS and HPH. It reiterated the shared priorities and oversight of JABSOM and the health systems in creating an optimal learning environment for GME. The subsequent strategic planning convened leaders of the health systems and less prominent, but equally important, representatives from other healthcare entities, particularly those in rural, neighbor island, and underserved communities. Self-study and strategic planning participants commented on the remarkably similar missions for the health systems and JABSOM. All agreed on the need to strategically expand GME to address documented workforce shortages and reduce disparities in care, to better engage residents and fellows in clinically relevant quality and patient safety initiatives, and to enhance education in the care of our most vulnerable populations, including the elderly.

The Self-Study enabled us to achieve a shared mental model of prioritizing proposals for GME expansion and the types of multi-source data needed to inform prioritization requests. We further agreed that engagement of statewide stakeholders should occur early in the process of GME program planning to ensure equitable and sustainable GME and the venues in which these discussions should occur.

**APPENDIX E.**  
**LIST OF ABBREVIATIONS**

<b>Abbreviation</b>	<b>Full Description</b>
AAMC	Association of American Medical Colleges
ACGME	Accreditation Council for Graduate Medical Education (GME accreditor)
AIR	Annual Institutional Review
APE	Annual Program Evaluation – reporting done annually by each program
APL	Academic Program Lead
AQTP	Advanced Quality Training Program
CA	Continued Accreditation
CA WO	Continued Accreditation Without Outcomes
CEM	Curriculum, Evaluation, and Milestones subcommittee (of the GMEC)
CLER	Clinical Learning Environment Review (an ACGME program)
CLI	Center for Learning Innovation (at JABSOM)
DIO	Designated Institutional Official
ECFMG	Educational Commission for Foreign Medical Graduates
EDW	Enterprise Data Warehouse
FD	Faculty Development
FIG	Faculty Independent Growth
FTE	Full-Time Equivalent
GME	Graduate Medical Education
GMEC	GME Committee – provides oversight for GME activities
HIPE	Hawai'i Inter-Professional Education group (JABSOM, nursing, social work, pharmacy, public health)
HPH	Hawai'i Pacific Health (comprised of Kapi'olani Medical Center for Women and Children, Pali Momi Medical Center, Straub Medical Center, and Wilcox Memorial Hospital and the HPH network of clinics)
HPHMG	Hawai'i Pacific Health Medical Group
HRP	Hawai'i Residency Programs, Inc.
IA	Initial Accreditation
IPE	Inter-Professional Education
IR	Initial Recognition
LCME	Liaison Committee on Medical Education (medical school accreditor)
MANTLE	Modular, Asynchronous, Need-to-know Learning for Educators
NI	New Innovations – web-based educational software data management system
NST	Non-Standard Training
ODIO	Office of the DIO
PCLE	Primary Clinical Learning Environment (ACGME term in the new Sponsoring Institution Requirements)
PS	Patient Safety
QHS	The Queen's Health Systems (comprised of The Queen's Medical Center - Manamana campus (QMC), Queen's – West O'ahu, North Hawai'i Community Hospital, Moloka'i General Hospital, Queen's - Wahiawa, and the QHS network of clinics)
QI	Quality Improvement
QPS	Quality & Patient Safety
QPS SC	Quality & Patient Safety Subcommittee (of the GMEC)
QUMG	Queen's University Medical Group
RCA	Root Cause Analysis
RIDGETrail	Recognizing, Inspiring and Developing Great Educators (Trail Program)
RL	Online Reporting Mechanism For Patient Safety Events
SA	Scholarly Activity
SI	Sponsoring Institution (UH JABSOM)
TAMC	Tripler Army Medical Center

<b>Abbreviation</b>	<b>Full Description</b>
THI	Total Healthcare Improvement
UH JABSOM	University of Hawai'i, John A. Burns School of Medicine
VA	(Department of) Veterans Affairs Pacific Islands Healthcare System
WB SC	Well-Being Subcommittee (of the GMEC)
WERC	Well-being Enhancement and Resiliency Committee



UNIVERSITY  
of HAWAII\*  
MĀNOA

UNIVERSITY OF HAWAII  
BOARD OF REGENTS


DTS 24711


'25 JAN -5 A9:34


January 2, 2025


MEMORANDUM

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

VIA: Wendy Hensel   
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

Denise Eby Konan   
Dean, College of Social Sciences  
University of Hawai'i at Mānoa

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT AND NAMING OF THE JACOB "JACK" BILMES ENDOWED PROFESSORSHIP IN CULTURAL ANTHROPOLOGY AT THE UNIVERSITY OF HAWAII' I AT MĀNOA COLLEGE OF SOCIAL SCIENCES

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the establishment and naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology (the "Professorship") at the University of Hawai'i at Mānoa College of Social Sciences in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.



Chairperson Gabriel Lee

January 2, 2025

Page 2 of 3

ADDITIONAL COST:

No additional costs are associated with this request.

PURPOSE:

The Professorship will be funded by a gift of \$500,000 from John J. D'Amato and Kristina Inn ("Donors"), which will establish an endowed fund at the University of Hawai'i Foundation. The purpose of the Professorship and endowed fund is to recruit and retain faculty of the highest caliber in the area of Cultural Anthropology.

Funds may be used for, but not limited to:

1. A salary or supplement for the recipient; and/or
  - a. Any combination of costs as follows to support the recipient's research and education goals in the area of Cultural Anthropology. Research and education program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
  - b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
  - c. Recipient's attendance at workshops, short courses, and other educational opportunities.
  - d. Extended education programs by the recipient such as workshops, short courses, on or off campus programs for industry.
  - e. Graduate student research assistants.
  - f. Graduate and undergraduate student internships and travel.

The recipient will consider input from the Dean in determining priorities and activities for research and education.

The Dean of the College of Social Sciences ("Dean") will appoint a committee to recommend candidates for the Professorship. The Dean will make the final decision in awarding the Professorship after conferring with the Committee.

The program and the recipient of the Professorship shall be reviewed for reassignment either to the current holder or for assignment to another individual in accordance with the standard review and renewal process as established by the College of Social Sciences, in consultation with the Department of Anthropology, and in accordance with University of Hawai'i policy.

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.

Chairperson Gabriel Lee

January 2, 2025

Page 3 of 3

**BACKGROUND:**

In accordance with Board of Regents' policy governing the Delegation of Personnel Actions, Section 9.218, the College of Social Sciences requests Board of Regents' approval for the philanthropic naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology in recognition of the Donors' gift of \$500,000.

Jacob "Jack" Bilmes was an Emeritus Professor of Anthropology at the University of Hawai'i at Mānoa College of Social Sciences. He was the author of *Discourse and Behavior*, *The Structure of Meaning in Talk: Explorations in Category Analysis*, and of articles on various subjects, including microanalysis of verbal interaction, ethnomethodology, narrative, public policy, social theory, and Thai social organization and discourse.

John J. D'Amato is a retired benefits lawyer. He co-founded and was partner of the firm D'Amato & Maloney, LLP from 1994 to 2022. The firm was AV Rated (Preeminent) by Martindale-Hubbell and recognized by the Best Lawyers of America and Chambers & Partners as first tier benefits lawyers in Hawai'i. John was recognized as one of the Best Lawyers in America, 2006. He earned his BA '76 from Michigan State University, MA '76 and PhD '86 in Anthropology from UH, and JD '91 from Yale Law School. Jack Bilmes was D'Amato's dissertation advisor. D'Amato's wife Kristina Inn is a graduate of Punahou and Sarah Lawrence College.

**ACTION RECOMMENDED:**

It is recommended that the University of Hawai'i Board of Regents approve the establishment and naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology at the University of Hawai'i at Mānoa College of Social Sciences in recognition of this gift commitment.

c: Yvonne Lau, Executive Administrator and Secretary of the BOR



UNIVERSITY of HAWAII  
**KAPI'OLANI COMMUNITY COLLEGE**  
 Ke Kulanui Kaiāulu 'o Kapi'olani

UNIVERSITY OF HAWAII  
**BOARD OF REGENTS**

Office of the Chancellor

DTS 24712

25 JAN -5 A9:48

January 2, 2025

MEMORANDUM

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

**VIA:** Wendy Hensel  
 President  
 University of Hawai'i

VIA: Della Teraoka

Digitally signed by Della  
 Teraoka  
 Date: 2025.01.04  
 19:39:01 -10'00'

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

Interim Vice President for Community Colleges

Misaki Takabayashi  
 Chancellor  
 Kapi'olani Community College

Misaki  
 Takabayashi

Digitally signed by  
 Misaki Takabayashi  
 Date: 2024.12.20  
 11:22:20 -10'00'

**SUBJECT:** REQUEST FOR ACTION TO APPROVE THE NAMING OF THE  
 INNOVATION CENTER BUILDING AT THE CULINARY INSTITUTE OF  
 THE PACIFIC AT DIAMOND HEAD

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve the naming of the Innovation Center building at the Culinary Institute of the Pacific at Diamond Head in recognition of the contributions of the Mamoru and Aiko Takitani Foundation.

RECOMMENDED EFFECTIVE DATE:

Request that this be effective upon Board of Regents approval.

ADDITIONAL COST:

No additional costs are associated with this request.

4303 Diamond Head Road  
 Honolulu, Hawai'i 96816-4421  
 Telephone: (808)734-9565  
 Facsimile: (808)734-9162

Website: [www.kapiolani.hawaii.edu](http://www.kapiolani.hawaii.edu)  
 An Equal Opportunity/Affirmative Action Institution

Chairperson Gabriel Lee  
January 2, 2025  
Page 2 of 3

**PURPOSE:**

This approval will allow the University of Hawai'i and the University of Hawai'i Foundation to recognize the generous contributions of the Mamoru and Aiko Takitani Foundation in support of the Culinary Institute of the Pacific at Diamond Head. The Mamoru and Aiko Takitani Foundation has made a pledge of \$2,500,000 to be fulfilled by July 1, 2025 to support the Takitani Culinary Institute of the Pacific Capital Fund.

**BACKGROUND:**

In accordance with Board of Regents' policy governing the Naming of University Facilities, Properties, and Programs, Section 11.203 and the associated executive policy and procedure, the Culinary Institute of the Pacific at Diamond Head ("CIP") requests Board of Regents' approval for the philanthropic naming of the Innovation Center building at the CIP. In recognition of the contributions of the Mamoru and Aiko Takitani Foundation, the Innovation Center building at the CIP shall be named "**The Takitani Foundation Innovation Center.**"

The Mamoru and Aiko Takitani Foundation is a non-profit, charitable organization dedicated to helping Hawai'i's youth achieve their educational and career goals by providing scholarships and other educational opportunities. The Takitani Foundation also supports local programs that create innovative change in education.

Talented entrepreneurs Mamoru and Aiko Takitani, founders of Hawaiian Host, established their foundation in 1993 to thank the people of Hawai'i for their outstanding support of Hawaiian Host products. Since its inception, the Mamoru and Aiko Takitani Foundation has provided over \$4 million in scholarships to deserving students.

Born on July 21, 1912 in Yamaguchi, Japan, Mamoru Takitani came to Hawai'i in his youth and settled on the island of Maui. In 1936, he married Aiko Uno in Wailuku, Maui. The Takitanis later relocated to Honolulu where Mamoru founded Hawaiian Host – Ellen Dye Candies on January 1, 1960. From its humble beginnings on Wai'ala'e Avenue in Kaimuki, where Mr. Takitani sold candy out of his station wagon, the business thrived, and Hawaiian Host expanded activities to Los Angeles, Brazil, and Japan.

Although Mr. and Mrs. Takitani passed away in 1988 and 2006, the Mamoru and Aiko Takitani Foundation remains committed to their legacy of hard work, innovation, and commitment to community through their support of educational opportunities for Hawai'i's students. Their cumulative giving in support of the CIP totals nearly \$3.5 million.

Chairperson Gabriel Lee  
January 2, 2025  
Page 3 of 3

**ACTION RECOMMENDED:**

It is recommended that the University of Hawai'i Board of Regents approve the naming of the Innovation Center building at the Culinary Institute of the Pacific at Diamond Head as "The Takitani Foundation Innovation Center" in recognition of private donations.

c: Yvonne Lau, Executive Administrator and Secretary of the BOR

# 2025 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents  
January 16, 2025



# 2025 Legislative Session

- 2025 Biennium Budget (Operating)
- 2025 Biennium Budget (CIP)
- New Senate/House Members
- State Legislature – Committee Assignments
- Informational Briefings
- Legislative Calendar



# 2025 Biennium Budget (Operating)

Campus	Item	Board of Regents		Governor	
		FY26 \$\$\$	FY27 \$\$\$	FY26 \$\$\$	FY27 \$\$\$
<b>Permanent Funding</b>					
Mānoa	Make Mānoa Athletics subsidy permanent	\$ 3,200,000	\$ 3,200,000	\$ 3,200,000	\$ 3,200,000
Mānoa	HIMB Positions from Act 181/23	\$ 246,118	\$ 246,118	\$ 246,118	\$ 246,118
Mānoa	K-12 Expanded Teaching Cohort from Act 141/22	\$ 420,556	\$ 375,556		
Mānoa	Pamantasan Council from Act 64/23	\$ 85,500	\$ 85,500	\$ 85,500	\$ 85,500
Hilo	Make Hilo Athletics subsidy permanent	\$ 800,000	\$ 800,000	\$ 500,000	\$ 500,000
Hilo	Full Year funding for BS in Education Studies and Kahuawaiola Indigenous Teacher Education	\$ 142,500	\$ 142,500	\$ 142,500	\$ 142,500
Community Colleges	Windward CC Mental Health Tech Certificate of Competence Program from Act 107/24	\$ 210,150	\$ 210,150	\$ 210,150	\$ 210,150
Community Colleges	Maui College Practical Nursing Bridge Program from Act 74/23	\$ 330,000	\$ 330,000	\$ 330,000	\$ 330,000
Community Colleges	Pamantasan Council from Act 64/23	\$ 196,000	\$ 196,000	\$ 196,000	\$ 196,000
<b>Hawai'i Promise</b>					
Mānoa	Hawai'i Promise Program Expansion	\$ 8,683,397	\$ 8,683,397		
Hilo	Hawai'i Promise Program Expansion	\$ 920,938	\$ 920,938		
West O'ahu	Hawai'i Promise Program Expansion	\$ 2,451,832	\$ 2,451,832		
<b>Student Support</b>					
Mānoa	Financial Aid Counselors	\$ 904,152	\$ 904,152	\$ 199,440	\$ 398,880
Hilo	Retention Coordinator	\$ 37,500	\$ 75,000		
Hilo	Internship Coordinator	\$ 37,500	\$ 75,000		
Hilo	Student Enrollment Management	\$ 432,500	\$ 640,000		
West O'ahu	Admissions and Financial Aid	\$ 213,600	\$ 213,600	\$ 37,650	\$ 75,300





# 2025 Biennium Budget (Operating)

Campus	Item	Board of Regents		Governor	
		FY26 \$\$\$	FY27 \$\$\$	FY26 \$\$\$	FY27 \$\$\$
<b>Workforce Development – Nursing</b>					
Mānoa	UHM-UHWO Nursing Collaboration Phase III	\$ 447,936	\$ 447,936	\$ 447,936	\$ 447,936
Mānoa	Online RN to BS Program	\$ 111,984	\$ 111,984		
Hilo	Increase School of Nursing cohort size	\$ 297,500	\$ 595,000	\$ 357,500	\$ 475,000
West O'ahu	Pre-Nursing Pathway	\$ 424,364	\$ 424,364	\$ 107,776	\$ 215,552
<b>Workforce Development – Other</b>					
Hilo	Administration of Justice Program Expansion	\$ 75,000	\$ 150,000		
Hilo	Data Science Program	\$ 42,500	\$ 85,000		
Hilo	Biocultural Science Program	\$ 85,000	\$ 170,000		
West O'ahu	Teacher Preparation Programs	\$ 90,455	\$ 90,455		
<b>Medical Facilities</b>					
JABSOM	Debt service for Kaka'ako Health & Wellness Campus	\$ 2,725,000	\$ 2,725,000	\$ 1,108,019	\$ 1,533,463
Cancer Center	Debt service and operational costs	\$ 6,857,810	\$ 6,857,810	\$ 9,476,352	\$ 9,441,861
<b>Other Requests - Core Functions</b>					
JABSOM	Central Chiller Plant Operations	\$ 63,000	\$ 63,000		
Hilo	Groundskeepers	\$ 101,280	\$ 202,560		
West O'ahu	ACM Facilities & Core Services	\$ 341,748	\$ 341,748	\$ 66,888	\$ 133,776
System Admin	Information Security	\$ 1,500,000	\$ 1,500,000		
<b>Other</b>					
Mānoa	Expand Concussion Education to Middle Schools	\$ 200,000	\$ 200,000		
JABSOM	Focus on cardiovascular disease and treatment	\$ 700,000	\$ 700,000		
Mānoa	Convert Athletics Positions and Additional Support	\$ 4,519,341	\$ 4,519,341	\$ 320,000	\$ 320,000
	<b>Total</b>	<b>\$ 37,895,161</b>	<b>\$ 38,733,941</b>	<b>\$ 17,031,829</b>	<b>\$ 17,952,036</b>



# 2025 Biennium Budget (CIP)

Campus	Project Description	Board of Regents		Governor	
		FY26 \$\$\$	FY27 \$\$\$	FY26 \$\$\$	FY27 \$\$\$
System/Mānoa	RIM Projects	\$100,000,000	\$100,000,000	\$ 50,000,000	\$ 50,000,000
Mānoa	Student Housing Services Improvements	\$ 61,500,000	\$ 57,000,000	\$ 25,000,000	\$ 25,000,000
Mānoa	Assessment & Feasibility of Hamilton Library	\$ 4,000,000	\$ 4,000,000		
Mānoa	Waikīkī Aquarium Improvements	\$ 4,000,000	\$ -		
Mānoa	Athletics Improvements	\$ 10,000,000	\$ 10,000,000		
Mānoa	Holmes Hall	\$ 9,000,000	\$ -	\$ 9,000,000	\$ -
Mānoa	PV Rooftop and Canopies and Various Energy Efficiency Projects	\$ 20,000,000	\$ 20,000,000		
Mānoa	Mini Master Plan Phase 3 - Kuykendall Hall	\$ 5,000,000	\$ -	\$ 5,000,000	\$ -
Mānoa	Admin Office & Parking Phase I and II	\$ 9,000,000	\$ -		
Hilo	RIM Projects	\$ 29,625,000	\$ 22,685,000	\$ 15,000,000	\$ 15,000,000
Hilo	Puako Marine Education & Research Center, Phase I	\$ -	\$ 750,000		
UHWO	RIM Projects	\$ 6,900,000	\$ 5,000,000	\$ 6,500,000	\$ 4,500,000
CCs	Capital Renewal & Deferred Maintenance	\$ 37,500,000	\$ 25,000,000	\$ 20,000,000	\$ 20,000,000
CCs	Minor CIP	\$ 37,500,000	\$ 25,000,000		
CCs	Kapi'olani CC - Kauila and Kopiko Renovations for Health Sciences	\$ -	\$ 34,800,000		
CCs	Honolulu CC - Technology Renovations, Phase 2	\$ 32,000,000	\$ -	\$ 15,000,000	\$ -
CCs	Maui College - Heona Modernization	\$ 15,000,000	\$ -		
CCs	Maui College - Hale Modernization	\$ -	\$ 12,000,000		
CCs	Windward CC - Alaka'i Building Renovation	\$ -	\$ 15,000,000		
	<b>Total</b>	<b>\$381,025,000</b>	<b>\$331,235,000</b>	<b>\$145,500,000</b>	<b>\$114,500,000</b>

# 2024 Elections – Newly Elected Senator



**Samantha DeCorte (R)**

District 22

(Honokai Hale, Nānākuli,  
Mā'ili, Wai'anae, Makaha)

## Senate Chamber Breakdown

Democrat: 22

Republican: 3



# 2024 Elections – Newly Elected Representatives



**Matthias Kusch (D)**  
District 1  
(Honoka'a, Hanaipoe,  
Pa'auilo, Laupāhoehoe,  
Hilo)



**Sue Keohokapu-  
Lee Loy (D)**  
District 2 (Hilo)



**Tina Nakada  
Grandinetti (D)**  
District 20  
(Kāhala, Wai'alaie, Kaimukī,  
Kapahulu)



**Ikaika Olds (D)**  
District 23 (Mō'ili'ili,  
McCully)



**Kim Coco Iwamoto  
(D)**  
District 25 (Ala Moana,  
Kaka'ako, Downtown)



**Ikaika Hussey (D)**  
District 29  
(Kamehameha Heights,  
Kalihi)



**Shirley Templo (D)**  
District 30  
(Kalihi, Ke'ehi Lagoon,  
Hickam Village)



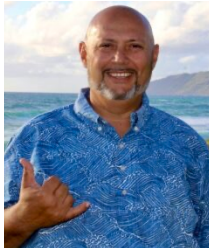
**Garner Musashi  
Shimizu (R)**  
District 32  
(Fort Shafter,  
Moanalua, 'Aiea)



**Julie Reyes Oda  
(R)**  
District 40  
(Lower Village, Iroquois  
Point, 'Ewa Beach)



# 2024 Elections – Newly Elected Representatives



**Chris Muraoka (R)**  
District 45  
(Wai'anae, Makaha)



**Mike Lee (D)**  
District 50  
(Kāne'ohe, Kailua)

## House Chamber Breakdown

Democrat: 42

Republican: 9



# State Legislature

## Senate Ways and Means Committee



Donovan Dela Cruz  
Chair



Sharon Moriwaki  
Vice Chair



Henry  
Aquino



Lynn  
DeCoite



Brandon  
Elefante



Troy  
Hashimoto



Lorraine  
Inouye



Dru Mamo  
Kanuha



Michelle  
Kidani



Donna  
Mercado Kim



Chris  
Lee



Glenn  
Wakai



Kurt  
Fevella



# State Legislature House Finance Committee



Kyle Yamashita  
Chair



Jenna Takenouchi  
Vice Chair



Tina Grandinetti



Daniel Holt



Ikaika Hussey



Lisa  
Kitagawa



Matthias  
Kusch



Rachelle  
Lamosao



Mike Lee



Sue  
Keohokapu-  
Lee Loy



Tyson  
Miyake



Dee  
Morikawa



Shirley  
Templo



David Alcos  
III



Julie Reyes  
Oda



Gene Ward



# State Legislature Higher Education Committees

## Senate Higher Education Committee



Donna Mercado Kim  
Chair



Michelle Kidani  
Vice Chair



Carol Fukunaga



Troy Hashimoto



Kurt Fevella

## House Higher Education Committee



Andrew Garrett  
Chair



Terez Amato  
Vice Chair



Luke Evslin



Jeanne Kapela



Darius Kila



Trish La Chica



Ikaika Olds



Jackson  
Sayama



Justin  
Woodson



Christopher  
Muraoka



Kanani  
Souza





# Informational Briefings

Monday, January 13, 2025 at 9:00 a.m.

- House FIN Budget Briefing

Friday, January 17, 2025 at 12:00 p.m.

- Senate WAM/HRE Budget Briefing



# Legislative Calendar

January 15 – Opening Day of the 2025 Legislative Session

January 21 – Governor's State-of-the-State Address

Admin Bill Package Cutoff

January 23 – State-of-the-Judiciary Address

Bill Introduction Cutoff

February 5 and 6 – Triple Referral Filing Deadline for the  
House and Senate, respectively

February 13 – First Lateral Filing (Bills)

February 14 – First Lateral (Bills)



# Conclusion





January 10, 2025

DTS-2534

**MEMORANDUM**

TO: Members of the Board

FROM: Gabe Lee  
Chair, Board of Regents

SUBJECT: DISCUSSION ON SEARCH FOR NEW ATHLETIC DIRECTOR

BACKGROUND:

On [May 18, 2023](#), the board approved a request to appoint a Director of Athletics for the University of Hawai'i at Mānoa (UHM). Despite taking this action, a number of regents expressed concerns and conveyed their dismay with the appointment process as explained to them by President Lassner. As a result, the topic of regent involvement in certain hiring decisions was placed on the June 1, 2023, meeting agenda for the Committee on Personnel Affairs and Board Governance, during which time regents engaged in extensive discussions on this matter, specifically with respect to Regent Policies (RP) [1.202](#), [2.202](#), and [9.201](#) ([Committee on Personnel Affairs and Board Governance Meeting Minutes of June 1, 2023](#)). Although regents decided not to amend any of the aforementioned RPs, regents did suggest the administration improve upon its efforts to publicly communicate the use of a specific selection methodology in future appointments, particularly when it involved a high-profile position such as that of the Athletic Director.

PURPOSE:

In light of the recent conclusion of former UHM Athletic Director (AD) Craig Angelos's tenure with the university and taking into consideration previous discussions on this topic, as noted in the background on the subject provided above, I believe it would be prudent for regents to have further conversations on this matter so as to provide additional guidance to President Wendy Hensel, who began her term as University President just a few weeks ago, as she embarks on a search for a new UHM AD.

# Item VIII.

## Executive Session

**ITEM TO BE  
DISCUSSED IN  
EXECUTIVE  
SESSION**



UNIVERSITY  
of HAWAII°

Ke Kulanui o Hawai'i

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

25 JAN 10 P1:28

Wendy F. Hensel  
President

January 10, 2025

**MEMORANDUM**

TO: Gabriel Lee  
Chair, Board of Regents

FROM: Wendy Hensel *Wendy Hensel*  
President, University of Hawai'i

SUBJECT: REQUEST FOR APPROVAL TO ESTABLISH SENIOR ADVISOR TO THE PRESIDENT AS A NEW EXECUTIVE/MANAGERIAL CLASSIFICATION AND APPOINTMENT OF AND WAIVER OF RECRUITMENT FOR KIM L. SIEGENTHALER AS SENIOR ADVISOR TO THE PRESIDENT, UNIVERSITY OF HAWAII SYSTEM

**SPECIFIC ACTION REQUESTED:**

It is requested that you approve the establishment of the Senior Advisor to the President as a new executive/managerial (E/M) classification, with the associated salary band of SM-3. It is also requested that you approve the appointment of and waiver of recruitment for Dr. Kim L. Siegenthaler as Senior Advisor to the President, position #89495, University of Hawai'i (UH) System, at an annual salary of \$250,008 (\$20,834 monthly), effective March 3, 2025, subject to Executive/Managerial (E/M) salary adjustments, as appropriate.

**RECOMMENDED EFFECTIVE DATE:**

Upon approval or establishment of class and appointment effective March 3, 2025.

**ADDITIONAL COST:**

There is no additional cost to establish the E/M Classification and compensation plan, though there will be an additional cost of \$95,088 for the appointment. This cost will be covered by an internal reallocation of funds.

2444 Dole Street, Bachman Hall  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-8207  
Fax: (808) 956-5286

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Gabriel Lee  
Chair, Board of Regents  
January 10, 2025  
Page 2

DISCUSSION:

Pursuant to RP 9.212, Executive and Managerial Personnel Policies, “the Board retains authority to establish, classify, and abolish positions reporting to the Board and to the President.”

The Senior Advisor to the President serves as a close partner and advisor to the President in providing high-level counsel, analytical support, and strategic guidance on complex institutional challenges, system-wide initiatives, and transformative opportunities. This position supports the President’s agenda in the areas of short and long-range planning, communications, and complex analyses. It requires extensive collaboration and coordination with senior leaders and diverse stakeholders in shared governance and academic and administrative units across the UH system to advance shared priorities and secure necessary resources for effective implementation. The Senior Advisor is a key member of the President’s executive management team and plays a crucial role in representing the President on internal and external committees and advisory boards.

The Senior Advisor remains abreast of current and emerging trends in national and international higher education, technological innovations, and systemic challenges; and federal laws and regulations in order to advise the President on challenges, opportunities, programs, and initiatives.

The class specification for the E/M class Senior Advisor to the President is attached for your consideration.

In conjunction with this establishment of class, pursuant to RP 9.212, Executive and Managerial Personnel Policies, “Waiver of recruitment for positions reporting directly to the President shall require approval of the Board... There shall be an Appointing Authority for every EM position (“Appointing Authority”). The Board shall be the Appointing Authority for all EM positions reporting directly to the Board. The President shall be the Appointing Authority for all other EM positions at the University, however, positions reporting directly to the President shall be subject to Board approval.” The waiver of recruitment for Dr. Kim L. Siegenthaler is recommended due to her exceptional qualifications and experience, which make her uniquely suited for the role.

Dr. Kim Siegenthaler brings a wealth of experience to this role, with a Ph.D. from the University of New Mexico, a Master's degree from the University of Oklahoma, and a Bachelor's degree from Baylor University. She is the current President of UPCEA, a national organization focused on innovation in higher education, has been the Associate Vice Chancellor for Academic Innovation at The City University of New York since August 2022, a role that underscores her recent and relevant experience.

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Gabriel Lee  
 Chair, Board of Regents  
 January 10, 2025  
 Page 3

She previously served as Associate Provost for Online Strategies at Georgia State University from May 2020 to July 2022 and as Director of Mizzou Online at the University of Missouri from April 2014 to April 2020.

The recommended annual salary of \$250,008 is above the midpoint (\$227,021) and below the maximum (\$291,885) for positions assigned to band SM-3 on the UH's Executive/Managerial Salary Schedule, and slightly above the CUPA median of \$250,000. Given Dr. Siegenthaler's experience and the comparable salary data, the recommended salary is appropriate.

ACTION RECOMMENDED:

It is recommended that you approve the establishment of the Senior Advisor to the President as a new executive/managerial (E/M) classification, with the associated salary band of SM-3. It is also recommended that you approve the appointment of and waiver of recruitment for Dr. Kim L. Siegenthaler as Senior Advisor to the President, position #89495, University of Hawai'i System, at an annual salary of \$250,008 (\$20,834 monthly), effective March 3, 2025, subject to Executive/Managerial (E/M) salary adjustments, as appropriate.

APPROVED / NOT APPROVED

\_\_\_\_\_  
 Gabriel Lee  
 Chair, Board of Regents

\_\_\_\_\_  
 Date

c: University of Hawai'i, System Office of Human Resources



## KIM L. SIEGENTHALER, PhD

████████████████████  
 ████████████████████  
 ████████████████████  
[Kim L. Siegenthaler | LinkedIn](#)

### Education

Ph.D. University of New Mexico  
 MDiv Baptist Theological Seminary at Richmond  
 M.S. University of Oklahoma  
 B.S. Baylor University

### Professional Education

HERS Institute. Denver, CO, June 19-30, 2017

A comprehensive leadership development program for women in higher education that includes general leadership principles, higher education trends, change management, budgets and financial statements, career planning, legal issues, inclusive excellence, and fundraising.

Administrative Leadership Development Program (ALPD). University of Missouri, Columbia, MO, 2016

Navigating Change. Center for Creative Leadership, Charlotte, NC, July 2015

A highly interactive two-day program experience designed to equip mid- to senior-level managers to understand how their leadership approach to change can maximize their impact across their team and organization.

Distance Education Professional Development Program, University of Wisconsin-Madison, 2007

A multi-course program with modules on learning at a distance, learner support services, instructional systems design, distance education technology, and evaluation in distance education.

### Professional Experience

#### The City University of New York

**Associate Vice Chancellor for Academic Innovation, August 2022 – Present**

#### Key Accomplishments:

- Established a university system approach to online education with CUNY Online as an administrative structure and marketing brand to enable CUNY's 25 colleges serving over 235,000 students to expand their online program offerings.

- Spearheaded development of “CUNYCareerPaths” platform, an interactive, AI-enhanced university-wide database and user-friendly navigation platform that integrates CUNY’s degree and non-degree offerings, labor market data, and Credit for Prior Learning (CPL) opportunities.
- Exceeded AY 22/23 online program expansion goals by 50% and AY 23/24 new online student enrollment goals by 524%.
- Established the Office of Academic Technology to increase efficiency and effectiveness of academic technology acquisition and operationalization.
- Led development of the LMS transition plan to move all CUNY colleges from Blackboard to D2L Brightspace over a two-year period.
- Established improved governance for LMS use.
- Created the Online Passport to enable CUNY-wide online general education course sharing.
- Facilitated conversations with provosts at 20 CUNY colleges to develop consortium and collaborative models for online degrees at the associate, bachelors, and master’s levels.
- Advanced numerous mission-critical academic technology procurements.

#### Key Responsibilities:

- Lead student success initiative to eliminate student achievement gaps.
- Develop and execute a strategy to establish a sustainable, innovative, and highly successful digital education enterprise that delivers high-quality online courses and programs for both degree-seeking and nondegree-seeking learners across CUNY’s 25 colleges.
- Lead CUNY initiative to transform the university through artificial intelligence in the areas of educational excellence and workforce readiness, inclusivity and equity, operational efficiency, research innovation, ethical and unbiased AI use, and community impact.
- Lead the Career and Credentials Pathways initiative to facilitate development of stackable credentials and noncredit to credit pathways to support discipline-specific higher education pathways.
- Develop and execute strategy for acquisition and operationalization of academic technologies across CUNY’s 25 colleges.
- Establish consistency in faculty training and professional development standards and resources, university-wide quality standards, and compliance in online learning regulations.
- Work collaboratively with the Office of Enrollment Management to develop an effective marketing and recruitment strategy to grow online and adult learner enrollment at CUNY’s community, senior, and graduate and professional colleges.
- Ensure superior support services for online students.
- Ensure compliance with accreditation standards, New York State Education Department requirements, NC-SARA guidelines, and accessibility requirements identified by the Americans with Disabilities Act.
- Ensure successful systemwide transition from Blackboard to D2L Brightspace and establish governance for use.

- Oversee the Office of Library Services that provides strategic direction and support to CUNY's 31 libraries.
- Manage an annual budget of ~\$30 million.

### **Georgia State University**

#### **Associate Provost for Online Strategies, May 2020 – July 2022**

##### **Key Accomplishments:**

- Launched Georgia State Online, the website and administrative structure to support the online education enterprise, with over 80 online and hybrid program options.
- Exceeded AY24 credit hour and revenue goals by 22% and exceeded AY23 student headcount goals by 9% in AY22.
- Secured financial incentives for online program development and enrollment growth.
- Established centralized services to support online program development and sustainability.
- Increased the number of online program options by 47% in year one.
- Advanced university policies and practices to support quality online instruction and expanded credit for prior learning opportunities.
- Instituted use of Memorandums of Understanding to define operational responsibilities for Georgia State Online and the academic units served.
- Directed strategic efforts to develop sophisticated analytics dashboards for student learning outcomes in online classes.
- Developed and advanced strategies to increase adult learner enrollments through industry partnerships, alternative and stackable credentials, and expanded credit for prior learning.
- Led organizational restructuring and strategic planning for the Center for Excellence in Teaching, Learning and Online Education (CETLOE).
- Directed CETLOE development of faculty resources to support remote instruction during COVID.

##### **Key Responsibilities:**

- Establish and lead the online education enterprise to expand program offerings, enhance online instruction and ensure exemplar student support services for online learners.
- Develop and implement a university-wide strategy for delivering high-quality online courses, certificate programs, degree programs and executive education to traditional and life-long learners.
- Provide administrative oversight and coordination of all aspects of digital education.
- Develop best practices for student support and teaching in online environments.
- Provide leadership to CETLOE to advance the scholarship and practice of exemplary instruction across all instructional modalities.

### **University of Missouri**

**Director, Mizzou Online, April 2014 – April 2020**  
**Interim Co-Director, Mizzou Online, April 2011 – April 2014**

- Named Director following national search.

Key Accomplishments:

- Worked with administrators, faculty and staff to move University toward a strategic vision for distance education and established working groups to realize the vision, e.g. Distance Education Strategy Team, Online Course & Program Quality Team, and Distance Student Support Services Team.
- Developed and implemented distance education growth strategies resulting in increase in number of programs (84%), revenue (130%), credit hours (102%) and students enrolled (79%) from FY12 to FY19 while holding expenses to 4% increase.
- Led 18-month effort to establish a new compensation model for instructors of self-paced classes to comply with ACA regulations.
- Recommended changes to the revenue share model to return additional revenue to central campus budget.
- Established RFP process to provide online program start-up funds to academic units that has resulted in 347% ROI.
- Instituted use of Memorandums of Understanding to define operational responsibilities for Mizzou Online and the academic units served.
- Led two-year long collaborative effort to establish new policies and procedures for identifying, tracking, and enrolling distance students; assessing tuition and fees; and reporting on distance students and programs to internal and external audiences.
- Melded three autonomous units (Center for Distance and Independent Study, Extension Marketing and MU Direct) into a single cohesive team (Mizzou Online).

Key Responsibilities:

- Defined and operationalized the mission, vision, and strategies of Mizzou Online in partnership with academic departments to develop, market, and deliver graduate and undergraduate degree and certificate programs to distance students.
- Directed the management and supervision of 47 full-time administrative, professional and office support staff in the following areas: strategic planning, student support services, program coordination, marketing, fiscal/HR, state regulations compliance, research, data management, and IT.
- Developed initiatives to incentivize expansion and enhancement of distance education programs.
- Worked collaboratively with faculty and administrators of other campus units, e.g. Admissions, Cashiers, Financial Aid, Graduate School, Registrar's, SIS, libraries, CD&T, etc. to enhance the educational experience of distance and online learners.
- Developed, integrated and streamlined processes for increased efficiency and effectiveness within Mizzou Online.

**Assistant Director, MU Direct, June 2010 – March 2011**

**Adjunct Instructor, Department of Parks, Recreation & Sport, Spring 2013**

**Baptist Theological Seminary at Richmond**

**Director of Continuing Education and Alumni Relations, July 2003 – May 2010**

**Key Accomplishments:**

- Spearheaded development and implementation of new website and CRM for the Seminary.
- Wrote grant proposals that yielded over \$700k in program development funds.

**Key Responsibilities:**

- Conducted and implemented strategic planning for continuing education and alumni relations.
- Developed and delivered online and face-to-face continuing education opportunities to working professionals.
- Managed instructor hiring, training and evaluation; needs assessment and program evaluation; marketing initiatives; budget; grant-writing and strategic partnerships.

**Adjunct Professor, February 2006 - May 2010**

**Appalachian State University**

**Director, Recreation Management Program, August 1999 – July 2002**

**Professor of Recreation Management, July 2003 – August 2003**

**Associate Professor of Recreation Management, July 1998 – June 2003**

**Assistant Professor of Recreation Management, August 1995 – June 1998**

**Texas State University**

**Director, Recreation Administration Program, August 1992 – August 1995**

**Assistant Professor of Recreation Administration, July 1991 – August 1995**

**Key Accomplishments (as faculty member at both institutions):**

- Achieved rank of Professor.
- Published over 35 works including articles, book chapters, instructional manuals, and encyclopedia entries.
- Presented over 20 papers at professional conferences.
- Served as associate editor or reviewer for 6 journals and professional magazines.

- Served as academic institution accreditation visitor for the National Recreation and Park Association.
- Prepared self-study report for continuing accreditation of academic program in recreation management.
- Established advisory council.

Key Responsibilities (as faculty member at both institutions):

- Led Recreation Management/Administration faculty in strategic planning and curriculum development.
- Taught 13 different undergraduate and graduate courses in Recreation Management including Recreation Program Planning, Leisure and Aging, Evaluation in Recreation and Leisure Services Management, Leadership and Group Dynamics, and Camp Management.
- Conducted numerous research studies using qualitative and quantitative techniques.
- Served on variety of institutional and professional committees.

**The University of New Mexico**

**Graduate Teaching Assistant, Health Promotion, Exercise Science & Leisure Studies,  
August 1988 – May 1991**

**Corsicana YMCA**

**Physical Director, March 1986 – July 1988**

**The University of Oklahoma**

**Graduate Teaching Assistant, Health, Physical Education & Recreation, August 1984 –  
December 1985**

**YMCA of the Rockies, Snow Mountain Ranch**

**Program Director, December 1983 – May 1984**

**Odessa Family YMCA**

**Program Director, August 1982 – December 1983**

**Southwest Oregon Community College**

**Assistant Track Coach, January 1981 – May 1981**

**Belloni Girls' Ranch**

**Group Life Worker, September 1980 – May 1981**

## Presentations

D'Angelo, K. & Siegenthaler, K.L. (2024, December). Are You Mentoring a Growing Team in the Post-Pandemic Workplace? Accepted for presentation at the 2024 UPCEA MEMS Conference, Philadelphia, PA, December 3-5, 2024.

Siegenthaler, K.L., & Andersen, L. (2024, October). Enabling Personalized Academic Pathways to Realize Career Goals. Accepted for presentation at the 2024 UPCEA Convergence: Credential Innovation in Higher Education conference, New Orleans, Louisiana, September 30 – October 2, 2024.

Invited panelist (2024, September 17). Career Pivots and Transitions: Embracing Change Fearlessly. New York Women's Leadership Conference, New York City, New York, September 17, 2024.

Invited panelist (2024, May 8). Finding Talent to Meet Your Institution's Digital Transformation Goals. Digital Universities. St. Louis, Missouri. May 6-8, 2024

Invited panelist (2024, May). Serving International Students Through Continuing Education. CAUSE 2024 Conference, Calgary, Alberta, May 22-24.

Kappler, K., Nino, M., & Siegenthaler, K.L. (2024, July). Exploring the Impact of AI on Connection and Belonging. Accepted for presentation at the 2024 UPCEA Distance Teaching & Learning and Summit for Online Leadership and Administration + Roundtable, Minneapolis, Minnesota, July 22-24, 2024.

Siegenthaler, K.L. & Elkins, S. (2024, July). Know Thyself: Using Your Strengths to Lead. Accepted for presentation at the 2024 UPCEA Distance Teaching & Learning and Summit for Online Leadership and Administration + Roundtable, Minneapolis, Minnesota, July 22-24, 2024.

Siegenthaler, K.L. & Elkins, S. (2024, March). The Importance of Narrative in Change Management. Presented at the UPCEA 2024 Annual Conference, Boston, MA, March 26-28, 2024.

Siegenthaler, K.L., Elkins, S., & Mews, J. (2023, July). The Faces and Frames of a Leader. Presented at the 2023 UPCEA Distance Teaching & Learning and Summit for Online Leadership and Administration + Roundtable, Madison, WI, July 25-27, 2023.

Siegenthaler, K.L. (2023, May 5). The Present and Future of Higher Ed: The Same but Different. Invited Keynote Speaker at the Bronx Ed Tech Showcase, Bronx, NY, May 5, 2023.

Siegenthaler, K.L., & Marchong, C. (2022, April). Using Dashboards to Improve Online Instruction. Presented at the 2022 UPCEA Annual Conference & Summit for Online Leadership and Administration (SOLA+R), Orlando, FL. April 11-14, 2022.

Siegenthaler, K.L., Braverman, L. & Kalef, D. (2022, April). Considerations for New Program Development. Presented at the 2022 UPCEA Annual Conference & Summit for Online Leadership and Administration (SOLA+R), Orlando, FL. April 11-14, 2022.

Marchong, C. & Siegenthaler, K.L. (2022, March). Leveraging Data Dashboards to Inform Online Learning Strategies. Presented at the OLC 2022 Innovate Conference, Virtual Week, March 28 – April 1, 2022.

Siegenthaler, K.L., Ali, A., Coleman, N. (2021, February). Leadership Changes in a Pandemic. Presented at the 2021 UPCEA Summit for Online Leadership and Administration, Virtual, February 2-4, 2021.

Siegenthaler, K.L., & Elkins, S. (2021, February). When Strategy and COVID Collide. Presented at the 2021 UPCEA Summit for Online Leadership and Administration, Virtual, February 2-4, 2021.

Siegenthaler, K.L., Elkins, S., & Laves, B. (2020, March). When Strategy and Reality Collide. Accepted for presentation at the 2020 UPCEA Annual Conference, Boston, MA, March 18-20, 2020. (Cancelled due to COVID.)

Siegenthaler, K.L., & Rubin, B. (2020, February 4). Surviving and Thriving in the Midst of Change. Presented at the UPCEA SOLA+R Pre-Conference, New Orleans, LA, February 4, 2020.

Siegenthaler, K.L., & Rubin, B. (2019, March 27). Driving Organizational Change at Institutions. Presented at the 2019 UPCEA Spring Roundtable Convening, UPCEA Annual Conference, Seattle, WA, March 27-29, 2019.

Siegenthaler, K.L., Elkins, S., Foley, C., & Schjebal, D. (2018, March 15). System Models of Collaborative Distance Programs. Presented at the 2018 UPCEA Annual Conference, Baltimore, MD. March 14-16, 2018).

Siegenthaler, K.L., Snow, S., Gladney, S., Howell, S., & Smutz, W. (2017, March 22). Weathering the Storms of Crisis. Presented at the 2017 UPCEA Annual Conference, Chicago, IL. March 22-24, 2017.

Siegenthaler, K.L., (2016, October 12). When Innovation and Reality Collide. Presented at the WCET 28<sup>th</sup> Annual Meeting, Minneapolis, MN. October 12-14.

Siegenthaler, K.L., Elkins, S., Gladney, S., & Laves, B. (2016, April 8). When Innovation and Reality Collide. Presented at the 2016 UPCEA Annual Conference, San Diego, CA. April 7-9, 2016.

Siegenthaler, K.L. (2015, November 13). Growth Strategies: Strategic Reinvestment in Infrastructure. Presented at the WCET 27<sup>th</sup> Annual Meeting, Denver, CO. November 11-13, 2015.



Siegenthaler, K.L., & Stearnes, M., & McClure, W. (2015, March 31). Advisory Groups: Roles, Responsibilities, and Pitfalls. Presented at the 2015 UPCEA Annual Conference, Washington, DC. March 30-April 1, 2015.

Siegenthaler, K.L., & Snow, S. (2015, March 30). Growth Strategies: Strategic Reinvestment in Infrastructure. Presented at the 2015 UPCEA Annual Conference, Washington, DC. March 30-April 1, 2015.

Siegenthaler, K.L., Thombs, L., McFarling, P., Larrick, L., & Tang, N., Sireno, L. (2014, May 21). A Comparison of Student Success in Undergraduate Online Classes and Traditional Lecture Classes at the University of Missouri. Presented at the 2014 Celebration of Teaching, University of Missouri, Columbia, MO, May 20-22, 2014.

Siegenthaler, K.L., & Snow, S. (2014, March 27). Shining Light into Enrollment Black Holes. Presented at the 2014 UPCEA Annual Conference, Miami, FL. March 26-28, 2014.

Burton, G., & Siegenthaler, K.L. (2013, April 3). Innovating our way through Disruption: Case studies from University of Missouri and the University of Southern Maine. Presented at the 2013 UPCEA Annual Conference, Boston, MA.

Siegenthaler, K.L. (2013, February 9). Discussion: The Heart of the Matter in Online Learning. Presented to faculty at Missouri School of Religion, Jefferson City, Missouri.

Siegenthaler, K.L., Vessell, D., & Burton, G. (2012, May 2). Distance Education Takes Center Stage at the University of Missouri. Presented at the United States Distance Learning Association 2012 National Conference, St. Louis, MO. April 29 – May 2, 2012.

Siegenthaler, K.L. (2010, April 22). Best Practices for Online Teaching. Presented to faculty at Baptist Theological Seminary at Richmond, Richmond, Virginia.

Siegenthaler, K.L. (2010, March 18). Discussion: The Heart of the Matter in Online Learning. Presented to faculty at Baptist Theological Seminary at Richmond, Richmond, Virginia.

Siegenthaler, K.L. (2010, February 18). Teaching and Learning Online. Presented to faculty at Baptist Theological Seminary at Richmond, Richmond, Virginia.

Siegenthaler, K.L. (2009, September 9). Creating an Online Consortium. Presented to faculty and continuing educators at United Methodist Church seminaries, United Theological Seminary, Dayton, Ohio.

Peak, J.F., & Siegenthaler, K.L. (2005, July 1). Reaching Beyond the Walls of the Church: Teaching Your Congregation Online. Presented at the Cooperative Baptist Fellowship Assembly, Grapevine, TX, June 29 – July 2, 2005.

Siegenthaler, K.L., & Riley, K.W. (2001, November 13). Needs Assessment Approaches Used in Municipal Parks and Recreation Departments. Presented at the North Carolina Recreation and Parks Society, New Bern, North Carolina, November 10-14, 2001.

Siegenthaler, K.L. & Thomas, E. (2001). Golf's Contribution to Successful Aging: Perceptions of Older Golfers Presented at the National Recreation and Park Association Congress Leisure Research Symposium, Denver, Colorado, October 3-5, 2001.

James, G., Lord, M.A., & Siegenthaler, K.L. (2001). A Comparison of Health Risk Behaviors of Recreation Majors Enrolled in Two Four-Year Universities. Presented at the American Alliance for Health, Physical Education, Recreation and Dance National Convention, Cincinnati, Ohio, March 27-31, 2001.

Siegenthaler, K.L., & Lord, M.A. (2001). Strategies for Developing Healthy Risk Behaviors Among Recreation Majors for Positive Professional Outcomes. Presented at the National Recreation and Park Association SPRE Teaching Institute, Salt Lake City, Utah, February 8-11, 2001.

James, G., Lord, M.A., & Siegenthaler, K.L. (2000, March 24). Health Risk Behaviors of Recreation Majors Enrolled in a Texas University and Recreation Majors Enrolled in a North Carolina University. Presented at the American Alliance for Health, Physical Education, Recreation and Dance National Convention, Orlando, Florida, March 21-25, 2000.

Siegenthaler, K.L., & Walsh, J.A. (1999). The Pinnacle of Leisure's Power. Proposal accepted for presentation at the Rethinking Leisure in American Life Conference, State College, Pennsylvania, May 5-6, 1999. (Conference cancelled.)

Siegenthaler, K.L. (1999, January 22). Using Life Experiences for Active Learning in the Introduction to Recreation and Leisure Course. Presented at the National Recreation and Park Association SPRE Teaching Institute, Myrtle Beach, South Carolina, January 21-24, 1999.

Siegenthaler, K.L. & O'Dell, I. (1998, September 24). Comparison of Leisure Attitude and Perceived Freedom in Leisure Within Families. Proposal accepted for presentation at the National Recreation and Park Association Congress Leisure Research Symposium, Miami Beach, Florida, September 23-27, 1998. (Conference cancelled due to Hurricane Georges.)

Siegenthaler, K.L. & O'Dell, I. (1997, October 30). Comparison of Leisure Attitude, Leisure Satisfaction and Perceived Freedom in Leisure Over the Lifespan. Presented at the National Recreation and Park Association Congress Leisure Research Symposium, Salt Lake City, Utah.

Siegenthaler, K.L. & Vaughan, J. (1997, March 23). Perceived Leisure Barriers of Older Women. Presented at the American Alliance for Health, Physical Education, Recreation and Dance National Convention, St. Louis, Missouri.

Siegenthaler, K.L. & Vaughan, J. (1996, October 24). Older Women in Retirement Communities: Perceptions of Recreation & Leisure. Presented at the National Recreation and Park Association Congress Leisure Research Symposium, Kansas City, Missouri.

O'Dell, I., & Siegenthaler, K.L. (1996, April 17). Prevention and Intervention with At-Risk Youth. Presented at the American Alliance for Health, Physical Education, Recreation and Dance 111th Annual Conference, Atlanta, Georgia.

Siegenthaler, K.L., James, G., Jordan-Belver, C., Smith, J., & Smith, Q. (1995, October 6). HIV Community: Recreational Needs and Concerns. Presented at the National Recreation and Park Association Congress for Recreation and Parks Education and Training Conference, San Antonio, Texas.

Siegenthaler, K.L. (1995, March 30). Recreation Program Awareness, Performance, and Senior Adult Participant Satisfaction. Presented at the American Alliance for Health, Physical Education, Recreation and Dance 110th Annual Conference, Portland, Oregon.

Gonzalez, G.L. & Siegenthaler, K.L. (1995, July 15). Pington. Presented at the International Council for Health, Physical Education, Recreation, Sport & Dance 38th World Congress, Gainesville, Florida.

Siegenthaler, K.L. & Gonzalez, G.L. (1995, July 14). Children in Sport: The Good, the Bad, the Possible. Presented at the International Council for Health, Physical Education, Recreation, Sport & Dance 38th World Congress, Gainesville, Florida.

Siegenthaler, K.L. (1994, December 2). Supervising Activities for Safety: Avoid the Negligence Trap. Presented at the Texas Association of Health, Physical Education, Recreation, and Dance Convention, Austin, Texas.

Siegenthaler, K.L. & Lord, M.A. (1994, January 22). Which Came First, the Chicken or the Egg? Creativity in Program Planning. Leadership Workshop, Austin Parks & Recreation Department.

Siegenthaler, K.L. (1993, December 3). Special Events Planning. Presented at the Texas Association of Health, Physical Education, Recreation, and Dance Convention, Galveston, Texas.

Siegenthaler, K.L. (1993, December 3). Designing Facilities for Shared Use. Presented at the Texas Association of Health, Physical Education, Recreation, and Dance Convention, Galveston, Texas.

Siegenthaler, K.L. (1993, February 13). Partnerships in Recreation: Sharing Facilities and Programs. Presented at the Southern District/Texas Association of Health, Physical Education, Recreation, and Dance Convention, Dallas, Texas.

Siegenthaler, K.L. (1992, December 11). Understanding Importance-Performance Analysis and Its Use in Program Evaluation. Presented at the Texas Recreation and Parks Society Region III Fall 1992 Workshop, College Station, Texas.

Siegenthaler, K.L. (1989, October 15). Survey of Attitudes Toward the Development of the National Open Space Organization. Paper presented at the National Open Space Conference, Albuquerque, New Mexico.

## **Publications**

Expert Contributor to The Chief Online Learning Officers' Guidebook (in press, 2024). Routledge Publishing. Abingdon, UK.

Siegenthaler, K.L. (2021, June 7). Finding Innovative Ways to Offer Non-Credit. EvoLLLution. [Finding Innovative Ways to Offer Non-Credit - The EvoLLLution The EvoLLLution](#)

Siegenthaler, K.L., & Calhoun-Brown, A. (2020, June 7). Creating an Ethos of Care: Retaining Students During COVID-19. EvoLLLution. [Creating an Ethos of Care: Retaining Students During COVID-19 - The EvoLLLution The EvoLLLution](#)

Siegenthaler, K.L. (2018, June 4). Partnering Internally to Grow Online. EvoLLLution. [Partnering Internally to Grow Online: How to Support Online Expansion as a Service Provider - The EvoLLLution The EvoLLLution](#)

Siegenthaler, K.L., Thombs, L., McFarling, P., Larrick, L., & Tang, N., & Sireno, L. (2014, May). A Comparison of Student Success in Undergraduate Online Classes and Traditional Lecture Classes at the University of Missouri [White Paper]. Retrieved from <http://www.online.missouri.edu/pdf/Summary-Report-A-Comparison-of-Student-Success.pdf>

Siegenthaler, K.L. (2007, February). Church Leadership Training Via Cyberspace. Baptists Today, *25*(2), 22-23.

Siegenthaler, K.L. (2004). The Development of Scuba Diving and Snorkeling as Recreational Activities. In G. Cross (ed.). Encyclopedia of Recreation and Leisure in America. New York: Charles Scribner's Sons.

Siegenthaler, K.L. (2004). The Development of Waterskiing as a Recreational Activity. In G. Cross (ed.). Encyclopedia of Recreation and Leisure in America. New York: Charles Scribner's Sons.

Siegenthaler, K.L., & O'Dell, I. (2003). Older Golfers: Serious Leisure and Successful Aging. World Leisure Journal, *45*(1).

Siegenthaler, K.L., & Riley, K.R. (2002, December). What Needs May Be: Using Nominal Groups and the Delphi Technique for Needs Assessment. Parks & Recreation, 58-63.

Siegenthaler, K.L., & Riley, K.W. (2002, Spring). Needs Assessment Practices in Parks and Recreation Departments. Texas Recreation & Park Society Magazine, 14-15.

James, G., Siegenthaler, K.L., & Lord, M.A. (2001, Fall). Assessing Risk Behaviors of Recreation Majors at Two Universities. Texas Recreation & Park Society Magazine, 10-12, 17.

Siegenthaler, K.L. (2001). Recreation Program Planning Manual. (3<sup>rd</sup> ed.). Boone, NC: Hubbard Center.

Siegenthaler, K.L., Henderson, K.A, & Lewis, C. (2001). The Private, Not-for-Profit Sector in P. Gaskill (ed.) Introduction to Leisure Services in North Carolina, 4th ed. Dubuque, IA: Kendall-Hunt.

Gaskill, P., Siegenthaler, K.L., & Tholkes, B. (2001). The Future of Leisure Services in North Carolina in P. Gaskill (ed.) Introduction to Leisure Services in North Carolina, 4th ed. Dubuque, IA: Kendall-Hunt.

Siegenthaler, K.L., & Thomas, E. (2001). Golf's Contribution to Successful Aging: Perceptions of Older Golfers. Abstracts from the 2001 Symposium on Leisure Research, 31.

Siegenthaler, K.L., & O'Dell, I. (2000). Leisure Attitude, Leisure Satisfaction and Perceived Freedom in Leisure Within Family Dyads. Leisure Sciences, 22, 1-16.

James, G., Siegenthaler, K.L., & Lord, M.A. (2000). Risk Behaviors of College Students and Recreation Majors: A Comparison. LARNet: The Cyber Journal of Applied Leisure and Recreation Research. Available: [www.nccu.edu:81/larnet/2000-3.html](http://www.nccu.edu:81/larnet/2000-3.html)

Siegenthaler, K.L. (2000, April). Front Line Staff Performance Reflects an Entire Organization. Parks & Recreation, 100-103.

Siegenthaler, K.L. (1999, August). Research Update: Sweating with the Oldies: Physical Activity and Successful Aging. Parks & Recreation, 26-32.

Siegenthaler, K.L., O'Dell, I. (1998, December). Research Update: Meeting the Leisure Needs of Families. Parks & Recreation, 38-46.

O'Dell, I., & Siegenthaler, K.L. (1998). Family Life Experiences: Discovering the Meaning of Leisure Concepts with Active Learning Strategies. Schole, 13, 21-32.

Siegenthaler, K.L., & O'Dell, I. (1998). Exploratory Analysis of Leisure Attitude and Perceived Freedom in Leisure Within Families. Abstracts from the 1998 Symposium on Leisure Research, 44.

Siegenthaler, K.L., & Vaughan, J. (1998). Older Women in Retirement Communities: Perceptions of Recreation and Leisure. Leisure Sciences, 20, 53-66.

Siegenthaler, K.L., & O'Dell, I. (1997). Comparison of Leisure Attitude, Leisure Satisfaction and Perceived Freedom in Leisure Over the Lifespan. Abstracts from the 1997 Symposium on Leisure Research, 30.

Gonzalez, G.L. & Siegenthaler, K.L. (1997). Pington. Strategies, 11(1), 7-9.

Siegenthaler, K.L. & Gonzalez, G. L. (1997). Youth Sport as Serious Leisure: A Critique. Journal of Sport and Social Issues, 21, 298-314.

Siegenthaler, K.L. (1997, January). Research Update: Health Benefits of Leisure. Parks & Recreation, 24-31.

Siegenthaler, K.L. (1997). Recreation Program Planning Manual. (2<sup>nd</sup> ed.). Boone, NC: Hubbard Center.

Siegenthaler, K.L., Lewis, C., & Henderson, K.A. (1997). The Private, Non-Profit Sector in P. Gaskill (ed.) Introduction to Leisure Services in North Carolina, 3rd ed. Dubuque, IA: Kendall-Hunt.

Gaskill, P., Siegenthaler, K.L., & Tholkes, B. (1997). The Future of Leisure Services in North Carolina in P. Gaskill (ed.) Introduction to Leisure Services in North Carolina, 3rd ed. Dubuque, IA: Kendall-Hunt.

Siegenthaler, K.L. (1996). Recreation Program Planning Manual. Boone, NC: Hubbard Center.

Siegenthaler, K.L. (1996, January). Research Update: Leisure and the Elderly. Parks & Recreation, 18-24.

Siegenthaler, K.L., & Vaughan, J. (1996). Older Women in Retirement Communities: Perceptions of Recreation and Leisure. Abstracts from the 1996 Symposium on Leisure Research, 13.

Siegenthaler, K.L. (1996). Leisure Today: Supervising Activities for Safety: Avoid the Negligence Trap. Journal of Physical Education, Recreation and Dance, 67(7), 29-30, 36.

Gonzalez, G.L. & Siegenthaler, K.L. (1995). Pington. Proceedings of the International Council for Health, Physical Education, Recreation, Sport & Dance 38th World Congress, Gainesville, Florida, P73-P74.

Siegenthaler, K.L. & Gonzalez, G.L. (1995). Children in Sport: The Good, the Bad, the Possible. Proceedings of the International Council for Health, Physical Education, Recreation, Sport & Dance 38th World Congress, Gainesville, Florida, P195-P197.

- Siegenthaler, K.L. & Rutledge, C. D. (1995, May). Return to Intramurals. Texas Association of Health, Physical Education, Recreation and Dance Journal, 15-17.
- Siegenthaler, K.L. (1995, Spring). Analyzing Performance as It Relates to Customer Priorities. Texas Recreation & Park Society, 12-15.
- Siegenthaler, K.L. (1994). Importance-Performance Analysis: Application to Senior Programs Evaluation. Journal of Park and Recreation Administration, 12(3), 57-70.
- Siegenthaler, K.L. & Lam, T.C.M. (1992). Commitment and Ego-Involvement in Recreational Tennis. Leisure Sciences, 14(4), 303-315.
- Siegenthaler, K.L. (1992). Participant Continuation and Success in Recreational Sports Activities. Texas Association HPERD Journal, 60(3), 31-33.
- Siegenthaler, K.L. (1991). Kicking Communication Problems: Techniques for Camp Administrators and Directors. Camping Magazine, 63(3), 25-27.
- Siegenthaler, K.L. (1990). The Effective Killshot. Strategies, 3(4), 11-13.
- Siegenthaler, K.L. (1990). Commitment and Recreational Sports Participation. Proceedings of the Intermountain Leisure Symposium on Parks, Recreation and Leisure, Provo, Utah 11(1), 111-121.

## **Professional Organizations**

### **University and Professional Continuing Education Association**

- Board of Directors, 2020-present
- President, 2024-2025
- President-elect, 2023-2024
- Chair, Governance & Nominating Committee, 2023-2024
- Secretary/Treasurer, 2022-2023
- DEI Task Force, 2021 – 2022
- Finance Committee, 2021-2023
- Diversity & Inclusion Committee, 2020-2021
- Online Leadership Roundtable (OLR) Advisory Board, 2018 – 2020
- Institutional Representative, 2014 – present
- Past Chair, Online Leadership and Administration Network, 2018 - 2019
- National Council for Online Education, 2018 - 2019
- Chair, Online Leadership and Administration Network, 2016 – 2018
- Network Senate, 2016 – 2018

### **National Recreation and Parks Association (NRPA)**

- Accreditation Visitor, 1997- 2003
- Accreditation Visit: St. Francis University, March 16-19, 2003 (Lead Visitor).

Accreditation Visit: Chicago State University, September 5-7, 2001  
 Accreditation Visit: University of Maine at Machias, September 24-26, 2000  
 Accreditation Visit: Green Mountain College, November 1-3, 1999  
 Accreditation Visit: Texas State University, October 25-28, 1998

**American Association for Leisure and Recreation (AALR)**

Sponsor, Student Literary Award Program, 1996  
 Member, Student Literary Award Committee, 1992

**North Carolina Recreation and Park Society (NCRPS)**

1999 NC/SC SPRE Teaching Institute Planning Committee  
 Secretary, Educators' Division, 1998  
 Vice-Chair, Educators' Division, 1997  
 Career Center Planning Committee, 1997

**American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)**

Secretary, Recreation Professional Education Section, Southern District, 1995-1997

**Texas Association of Health, Physical Education, Recreation and Dance (TAHPERD)**

Past-Chairperson, Recreation Professional Education Section, 1995  
 Chairperson, Recreational Professional Education Section, 1994  
 Chairperson, Recreation Standing Committee, 1994  
 Chairperson-Elect, Recreational Professional Education Section, 1993  
 Secretary, Research Section, 1992-1993  
 Member, Recreation Standing Committee, 1992-1995

**Editorial Responsibilities**

Associate Editor: Leisure Sciences, (2002-2003)

Co-Editor: Book Resource Review, Schole, (2002 – 2003)

Reviewer: NRPA Leisure Research Symposium presentation proposals: Curriculum Section, 2000; 2001

Associate Editor: Schole, (2000 - 2003)

Reviewer: Journal of Park and Recreation Administration, (2001)

Co-Editor: Research Update, Parks & Recreation, (1999 - 2000)

Reviewer: Journal of Leisure Research (1998, 1999)

Reviewer: Texas Association HPERD Journal (1994)



Siegenthaler, K.L. (1995). [Review of Developing Partnerships in Sport and Leisure: A practical guide]. Journal of Retailing and Consumer Services, 2(1), 12-13.

## **Committees**

### **City University of New York**

Chair, Search Committee, Confidential Executive Associate for the Executive Vice Chancellor and University Provost, 2024

Member, Search Committee, Vice Chancellor for Academic and Faculty Affairs, 2023

Co-chair, AI Leadership Team, Office of Academic Affairs, 2023 – present

Co-chair, LMS Steering Committee, 2023 – present

Executive Cabinet, Office of Academic Affairs, 2022 – present

CUNY Teaching and Learning Conference Advisory Board and Planning Committee, 2023 - present

Executive Vice Chancellor's Task Force to Enhance Accessibility, 2023

### **Georgia State University**

Co-chair, Search Committee, Dean of Honors College, 2021 - 2022

Member, General Education Task Force, 2021- present

Subcommittee on Communicating the Values of General Education at Georgia State, 2021- present

University Senate, 2020 – present

Committee on Academic Programs, 2020 – present

Academic Program Review, 2020 - present

Graduate Council, 2021 - present

Committee on Information and Instructional Technology, 2021 - present

Committee on Planning and Development, 2020 – present

Co-chair, Ad Hoc Task Force on Academic Integrity, 2020

Member, Academic Affairs COVID Task Force, 2020 – present

### **University System of Georgia**

Member, Regents Advisory Committee for Distance Education, 2020 – present

Member, Regents Advisory Committee for Adult Learners, 2021 – present

**University of Missouri**

Member, Chancellor's Military & Veterans Standing Committee, 2018 – 2020

Co-chair, Recruiting Project Group, 2019 – 2020

Academic Incentives and Offerings Project Group, 2019 – 2020

Member, Comprehensive Learner Record Advisory Committee, 2019 – 2020

Member, Strategic Enrollment Management Planning Group, 2018 – 2020

Member, eLearning Platform Committee, 2018

Member, Digital Accessibility Advisory Board, 2017 – 2020

Co-Chair, MU Distance Education Strategy Team, 2017 – 2020

Chair, Distance Education International Partnership Task Force, 2018 – 2019

Member, Office of University Registrar (OUR) Advisory Board, 2015 – 2017

Member, Academic Integrity Committee, 2012 – 2020

Member, MU Distance Education Strategic Planning Committee, 2016 – 2017

Co-Chair, Distance Education Operational Team, 2013 – 2020

Co-Chair, Learning Center Internal Review, 2013 – 2014

Member, EContent Committee, 2013 – 2014

Member, MU Data Project Advisory Board, 2012 – 2013

Member, Integrating the Mizzou Student Experience Project, 2012

Summer and Intersession Sub-committee to Integrating Modes of Delivery, 2012

eLearning Sub-committee to Integrating Modes of Delivery, 2012

Member, Course Evaluation Consultation Team, 2012

Member, Advisory Board eLearning, Library, 2012 – 2013

**Baptist Theological Seminary at Richmond**

Member, Marketing Assessment Team, 2009

Member, Coordinating Council, 2008 – 2010

Member, Academic Council, 2008 – 2010

Member, 20<sup>th</sup> Anniversary Steering Team, 2008 – 2010

Member, Website Administrative Team, 2008 – 2010

Coordinator, Website Development Team, 2008

Coordinator, Marketing Team, 2006-2007

### **Appalachian State University**

Member, Recreation Management Search Committee, Appalachian State University, 2002 – 2003

Member, Sport Management Search Committee, Appalachian State University, 2002 – 2003

Chairperson, Teaching Enhancement Committee, 1998 – 2003

Member, Graduate Faculty, 1999 – 2003

Member, Departmental Personnel Committee, Department of Health, Leisure and Exercise Science, 1996-1998, 2001 – 2003

University Library Committee, 1997 – 2003

FAA Reading Committee for Evaluation of Dean, 2002

Member, Health and Human Services Area Committee, 2001

Alternate, Departmental Personnel Committee, Department of Health, Leisure and Exercise Science, 1998-1999, 2000 – 2001.

Member, Recreation Management Search Committee, 1999 – 2000

Member, Leisure Studies Search Committee, 1998 – 1999

University Research Council, Fall 1998

Member, Athletic Training Search Committee, 1997 – 1998

Member, Exercise Science Search Committee, 1997 – 1998

Member, Leisure Studies Search Committee, 1996 – 1997

Member, Athletic Training Search Committee, 1996 – 1997

Member, Leisure Studies Search Committee, 1995 – 1996

Associate Member, Graduate Faculty, 1996 – 1999

FAA Grade Appeals Committee, 1996 – 1997

### **Texas State University**

Faculty Research Enhancement Grant Proposal Review Committee, 1994 – 1995

Member, Travel Committee, 1991 – 1995

Chair, 1992-1994

Member, Committee on Committees, 1994 – 1995

Member, Graduate Faculty, 1993 – 1995

Program Planner, Spruce Cluster Partnership, San Marcos, Texas, Summers 1992 – 1995

Member, Health Education Search Committee, 1994

Platform Marshall, Commencement Exercises, Summer 1993

Member, Technology and Research Committee, 1991– 1993

Usher, Commencement Exercises, Spring 1992

Member, Recreation Administration Search Committee, 1992 – 1993

Member, Physical Education Service Committee, 1991 – 1992

### **Funded Grants**

The Henry Luce Foundation, Inc. \$\$351,211. Purpose: To support establishment of the School of Christian Ministry. Funded for \$300,000. 2005

The Lilly Endowment, Inc. \$1,999,899. Purpose: the creation of *The Network for Ministerial Excellence*, a comprehensive ministry strategy formulated in response to the Endowment's competition, "The Making Connections Initiative." Funded. Contributing author. 2004

Appalachian State University, University Research Council, Office of Graduate Studies and Research, \$806.10. Entitled: Study of Leisure Across Three Generations and Within Families. Principal investigator: K.L. Siegenthaler. Funded. 1996

Appalachian State University, Hubbard Center Faculty and Academic Development, \$2440.  
Project: Development of a Recreation Program Planning Workbook for LS 2410. Author:  
K.L. Siegenthaler. Funded. 1996

Southwest Texas State University, Office of Research and Sponsored Programs, \$4000.  
Entitled: Leisure and Quality of Life of Older Adults. Principal investigator: K. L.  
Siegenthaler. Funded. 1994

Southwest Texas State University, Office of Research and Sponsored Programs, \$3676.  
Entitled: Importance-Performance Evaluation in Parks and Recreation Services. Principal  
investigator: K. L. Siegenthaler. Funded. 1992

University of New Mexico, Student Research Allocation Committee (SRAC) Grant, \$500.  
Funded. 1990

### **Online Courses Designed**

Recreation Planning for Congregations

Blackboard Tutorial for Faculty

Building Skills for Success in Web-Based Courses

Blackboard for Congregations Demo

Equipping Servant Leaders

Resources for Online Course Design and Teaching

Online Technology in Ministry

## SENIOR ADVISOR TO THE PRESIDENT

The Senior Advisor serves as a close partner and advisor to the President in providing high-level counsel, analytical support, and strategic guidance on complex institutional challenges, system-wide initiatives, and transformative opportunities. In this capacity, the Senior Advisor supports the President's agenda in the areas of short and long-range planning, communications, and complex analyses. This position requires extensive collaboration and coordination with senior leaders and diverse stakeholders in shared governance and academic and administrative units across the UH system to advance shared priorities and secure necessary resources for effective implementation. The Senior Advisor is a member of the President's executive management team and may be assigned to represent the President on internal and external committees and advisory boards.

The Senior Advisor remains abreast of current and emerging trends in national and international higher education, technological innovations, and systemic challenges; and federal laws and regulations in order to advise the President on challenges, opportunities, programs, and initiatives.

Work is performed under broad direction of the President. The Senior Advisor promotes the University's commitment to diversity, equity, inclusion, and cultural values with all constituencies to the populations it serves and Hawai'i's role in the national and international arena.

The establishment of the Executive/Managerial class, Senior Advisor to the President, is approved effective

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Date

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Chair Gabriel Lee  
University of Hawaii  
Board of Regents