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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, February 20, 2025  
**Time:** 9:00 a.m.  
**Place:** University of Hawai'i at Hilo  
Daniel K. Inouye College of Pharmacy  
Hale Kiho'iho'i Room 101  
722 South Aohoku Place  
Hilo, HI 96720

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

**ORDER OF THE DAY**

- I. Call Meeting to Order**
- II. Approval of the Minutes of the January 16, 2025 Meeting**
- 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 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7,

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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. Agenda Item**

- A. Request to Award an Honorary Doctorate of Humane Letters to Kahu Kenneth Makuakāne, University of Hawai'i Maui College

**V. Report of the President**

- A. Update on Federal Executive Orders and Policy Changes
- B. Update on Campus Tours
- C. Good News Around Campus
- D. University of Hawai'i at Hilo and Hawai'i Community College Campus Presentation

**VI. Report of the Student Caucus**

**VII. Consent Agenda**

- A. Approval of a Request to Restore the Master of Laws (LLM) Program Nonresident Tuition Rate at the William S. Richardson School of Law
- B. Approval of a New University of Hawai'i at Hilo Student Athletic Fee
- C. Approval of an Increase in the Student Life Center Fee at the University of Hawai'i at Hilo
- D. Approval of a Request to Implement a New Student Engagement Fee at the University of Hawai'i at Hilo

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

- A. Personnel: (To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), HRS)
  - 1. Director of the Office of Internal Audit

**IX. Agenda Items (continued)**

- A. Semi-Annual Extramural Awards Update
- B. Legislative Update

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1. Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee and Vice Chair Tochiki report on attendance at the Legislative Informational Briefing for House Committee on Finance on January 13, 2025
2. Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee, Vice Chair Tochiki and Regent Abercrombie report on attendance at the Joint Legislative Informational Briefing for the Senate Ways and Means and Higher Education Committee on January 17, 2025
3. Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee and Vice Chair Tochiki report on attendance at the Legislative Informational Briefing for the Senate Committee on Higher Education on January 23, 2025
4. Legislative Update
5. Potential Action on Pending Legislation (HB50, HB403, HB1329, HB1453, SB270, SB372, **SB381 SD1**, **SB741**, SB1253, **SB1254**, SB1556, SB1617, **SB1651 SD1**, GM624)

## X. Adjournment

### ATTACHMENTS

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

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

DTS 24788

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Iga	Aaron	Director of Campus Services	Office of the Vice President for Administration	Appointment	\$10,811	February 21, 2025
UH Mānoa	Doi	Saori	Interim Associate Dean	Outreach College	Appointment	\$11,783	February 21, 2025 - February 20, 2026
Kaua'i CC	Langohr	Tami	Vice Chancellor	Administrative Services	Appointment	\$11,165	March 10, 2025

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

**MINUTES**

**BOARD OF REGENTS MEETING**

**JANUARY 16, 2024**

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

[Meeting Video](#)

**I. CALL TO ORDER**

Chair Lee called the meeting to order at 10:10 a.m. on Thursday, January 16, 2025, at the University of Hawai'i (UH) at West Oahu, Campus Center, Room C208, 91-1001 Farrington Highway, Kapolei, Hawai'i, 96707, 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 Wendy Hensel; Vice President (VP) for Administration Jan Gouveia; 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; Interim VP for Community Colleges Della Teraoka; UH-Mānoa (UHM) Provost Michael Bruno; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Hawai'i Community College Chancellor Susan Kazama; Kapi'olani Community College (KapCC) Chancellor Misaki Takabayashi; Leeward Community College (LeeCC) Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

**II. APPROVAL OF THE MINUTES OF THE OCTOBER 29, 2024, AND NOVEMBER 21, 2024, MEETINGS**

Chair Lee inquired if there were any corrections to the minutes of the October 29, 2024, and November 21, 2024, meetings which had been distributed.

While not offering any corrections to the minutes, Regent Abercrombie expressed his concerns about the lack of follow-up information provided to the board on matters discussed during the October 29, 2024, and November 21, 2024, meetings particularly with respect to the pursuit of legislative funding for student housing at UHM, as well as the state of, and plans for, the Hale Noelani residence hall; the project labor agreement entered into between the university and local trade unions for the institution's major construction projects; and the use of existing balances within the community college's

tuition and fees special fund reserves to cover the actual costs of instruction associated with a summer tuition pilot project beyond the tuition revenue generated and the relation of this action to address expenses associated with hazard pay awarded to certain university employees.

Regent Higaki raised a point-of-order stating the purpose of this portion of the meeting was to affirm the accuracy of the minutes of prior meetings as provided in the materials and approve, or make any necessary corrections to, the minutes as drafted. While Regent Abercrombie's concerns are well taken, Regent Higaki stated such discussions should not be taking place during the approval of the minutes.

Chair Lee acknowledged Regent Higaki's point-of-order stating Regent Abercrombie's concerns would be more appropriately addressed later in the meeting. He once again asked if regents had any corrections to the minutes. Hearing none, the minutes for both meetings were approved.

### **III. PUBLIC COMMENT PERIOD**

Board Secretary Lau announced that the Board Office did not receive written testimony and no one signed up to provide oral testimony.

### **IV. WELCOME TO PRESIDENT WENDY HENSEL**

Chair Lee welcomed President Hensel to her first board meeting and, on behalf of the board, wished her well as she begins her tenure as President of the UH System.

### **V. REPORT OF THE PRESIDENT**

President Hensel began her inaugural report by expressing her gratitude to the countless number of individuals who have supported her transition to leading the university's 10-campus system including the board, members of the UH administration, President Emeritus David Lassner, legislators, faculty, staff, students, and business community leaders and organizations. She then reflected on her visit to the UHWO campus earlier in the week, which marked the beginning of her statewide listening tour of university campuses and education centers planned for her first 90 days in office, expressing her gratitude for the UHWO 'ohana and stating the main purpose of this undertaking was to gain a better understanding of the university system and the community which it serves so she could be as effective an advocate for the institution as possible; spoke about her plans to share what she has learned from these campus and education center engagements with the board and community so as to collectively craft a future vision for the university; offered insights into her collaborative approach to working with State and federal lawmakers; touched upon some of the State legislative briefings involving the university which have already taken place, or are scheduled to take place later this week and emphasized the university's commitment to transparency in our actions and being good stewards of our resources and people; noted her confidence in the existence of transformative opportunities ahead that build upon the excellence already in existence at UH; and expressed her belief in the importance of regularly engaging with students so as to never lose sight of the mission of a university, especially in light of the uncertainty surrounding institutions of higher learning due to an

increasingly polarized national political landscape. She also shared some highlights from her first 16 days as President such as the unveiling of a donation by President Emeritus Lassner of a bust of Alice Ball, a renowned UHM alumna and pioneering chemist, who was the first African-American woman to earn a master's degree in chemistry and developed a groundbreaking treatment for Hansen's disease; UHM's achievement of being ranked 92<sup>nd</sup> among 660 research universities and 68<sup>th</sup> among public research universities worldwide according to the National Science Foundation, which is a reflection of the tremendous work being done by faculty research and innovation leaders; the launching of a bus driver training program at LeeCC as part of the campus's broader commercial driver licensing initiatives so as to address and meet the critical workforce needs in this area; and visits made to each residence hall on the UHM campus to see first-hand the state of campus student-housing facilities and garner feedback from students living in these buildings. While challenges remain and much work needs to be done with respect to student-housing at UHM, President Hensel stated the overwhelming response from students with whom she spoke regarding student-housing at UHM was positive.

## **VI. UHWO CAMPUS PRESENTATION**

Chancellor Benham called attention to UHWO's value proposition, mission, and vision, stating they provided guidance to all aspects of campus life from administrative, operational, and academic endeavors to social activities, and discussed the principles upon which each are grounded. She then proceeded to talk about the nine degree programs offered by the six divisions that comprise UHWO and the Academy for Creative Media (ACM), in addition to the concentrated areas of study contained within each program, noting their interdisciplinary nature provides UHWO with a unique ability to quickly respond to workforce and real-world needs; review Fall 2024 enrollment statistics by academic majors and new concentrations; offer details about, as well as trend data on, the various course and program instruction modalities available at the institution, noting UHWO's history of affording the largest percentage of online courses among the four-year campuses within the university system; and speak about some of the challenges facing UHWO, particularly those involving student enrollment and recruitment, and strategic actions being taken to address these issues, such as the establishment and implementation of an enrollment management plan metaphorically based upon the concept of an educational 'auwai and the automation of student recruitment efforts through the use of a Customer Relationship Management, or CRM, system.

John Stanley, Director of Institutional Research at UHWO, provided an overview of UHWO's interactive quick-facts dashboard which includes information on topics such as student demographics, enrollment, graduation rates, tuition revenues, and chosen academic programs of study, highlighting some of the more noteworthy data points which are indicative of the institution's uniqueness like the sizable populations of students who are of Native Hawaiian or Filipino ancestry, who are older, who actively reside on the neighbor islands, or who have transferred from other campuses. He also went over trend and projection data related to several of the items contained within the aforementioned dashboard including retention and graduation rates and enrollment;

reviewed postgraduate outcome statistics for students earning an undergraduate degree from UHWO relative to those at peer institutions; and talked about some of UHWO's academic successes as reflected in the data presented which, in his opinion, was due in large part to the synergy between academic affairs faculty and staff and student support services.

### **Faculty Report**

Dr. Stanley Orr, Chair of the UHWO Faculty Senate, summarized the operations of the Faculty Senate and its standing committees, which are primarily focused on the review and vetting of, among other things, academic and student affairs policies, curriculum, distance education delivery, and general education course hallmarks and designations. He also reported on several initiatives undertaken by the Faculty Senate over the past year, including the ongoing examination of potential revisions to the organization's charter, the establishment of a special work group on project-based learning which is eyeing a new designation pertaining to general education, and the formation of a special work group to review and possibly offer revisions to policies on micro-credentialing.

### **Student Report**

Sydney Whitley, President of the Associated Student of the University of Hawai'i – West O'ahu (ASUH-WO), emphasized the primary role of this entity was to serve as an advocate for students while striving to refine campus infrastructure and learning environments in order to improve educational experiences and better meet student needs. She reported on some of ASUH-WO's efforts in this regard during the prior academic year including serving on campus-wide committees to elevate student concerns and perspectives among faculty and staff, providing funding to support a number of student success programs, and increasing funding for a cap and gown loan program for graduating seniors. She also spoke about a substantial increase in the number of students who are actively participating in institutional governance through their involvement in Chartered Student Organizations and highlighted several of these organizations's activities over the past few semesters.

### **Nālimakui and Kūlana o Kapolei**

Kawena Komeiji, Chair of the Nālimakui Native Hawaiian Council (Nālimakui) touched upon a few of Nālimakui's accomplishments over the past year such as the sponsoring of campus events, programs, and exhibits designed to promote Native Hawaiian knowledge and culture, subsidizing the costs associated with UHWO Hawaiian Healing haumāna traveling to Lahaina to assist those affected by the Maui wildfires, submitting a biennium budget request which included positions to support Native Hawaiian students at UHWO, and establishing a protocols subcommittee and developing a protocol request form. She also commented on a few of the challenges being encountered by Nālimakui and some of the organization's future plans and recommendations.

Dr. Manulani Aluli Meyer, Konohiki for Kūlana o Kapolei, stated that, through the embodiment and practicing of the five established pāhupō, or guiding principles, of



UHWO, all of which were inspired by the views of Hawai'i's indigenous culture, campus organizations are able to foster a dynamic learning environment rooted in Native Hawaiian values. She expounded upon the essence and meaning of the five pāhupō and spoke about events organized and hosted by Kūlana o Kapolei to infuse members of the UHWO 'ohana and general community with the concepts of each guiding principle.

Regent Faumuina questioned whether there were noticeable variances in student success rates between the different modalities of course instruction offered at UHWO. He also asked about the number of degree programs which can be fully completed via distance education. Mr. Stanley replied that UHWO continuously monitors and assesses student success rates and, to date, has found no differences in data for this academic performance metric based upon modality of course instruction. As for the number of degree programs which can be fully completed through distance education, Chancellor Benham stated UHWO offers 35 such concentrations.

Regent Haning asked about the status of UHWO's relationship with the Honolulu Authority for Rapid Transportation (HART), and the impacts, if any, fixed-rail transit is having on the campus. David McDonald, Vice Chancellor for Administration (VCA) at UHWO, remarked that UHWO has a positive working relationship with HART and the City and County of Honolulu's Department of Transportation Services (DTS). Chancellor Benham substantiated this comment stating UHWO and UH System representatives hold regular meetings with officials from HART and DTS to discuss any challenges being experienced by the campus, or concerns it may have, with the fixed-rail system. Additionally, she noted anecdotal evidence suggesting more students are beginning to utilize the rail system and spoke about a collaborative project between DTS and ACM to design an immersive experience for riders transiting from the Keone'ae rail station to campus.

Referencing earlier comments about the use of CRM as a means of tracking students enrolling at UHWO, Regent Miyahira inquired as to whether the system is tracking students individually or by the high school from which they graduated. Chancellor Benham clarified that CRM was being utilized more as an admissions and recruitment tool to better inform potential students of the programs and opportunities available at UHWO. VP Yoshimi added that, while CRM can definitely be used to track the progress of students through the university system and will most likely be utilized in this regard in the future, its primary use, at the moment, is for outreach and recruitment purposes. Regent Miyahira expressed his belief in the future value of CRM in terms of looking at student needs and the university's ability to fulfill them along with the dissemination of information about the campuses as is currently being done.

Following-up on Regent Miyahira's question, Chair Lee asked if UHWO was the only campus not using CRM. VP Yoshimi stated that the university is a little behind the curve in being able to implement CRM on a system-wide basis. While UHM and the community colleges have already been using CRM for outreach and recruitment, UHWO is only beginning to do so and UH-Hilo is just getting started in this area. Nevertheless, the ultimate goal is to converge all of the university's outreach and recruitment efforts onto a common platform. President Hensel also commented on this issue stressing the importance of establishing a baseline standard of care for every student who goes to UH

wherever they sit which requires a certain consistency in technology and support. She further stated the efforts to establish CRM as a single platform used by every campus throughout the system is a big game changer and is something the administration has already been talking about quite a bit since her arrival at the university.

Regent Abercrombie inquired about the proximity of the Keone'ae rail station to campus and asked whether shuttles were available for older students or students with physical challenges. Chancellor Benham stated the Keone'ae rail station is about a five-minute walk from the campus. VCA McDonald mentioned the existence of a regularly scheduled shuttle service between the campus and the rail station at intervals which are based upon student demand.

A discussion ensued between Regent Abercrombie, Chair Lee, Chancellor Benham, and VP Young, about proposals for housing and a film studio utilizing university lands near the UHWO campus; the status of, and complex negotiations involved in, potential leases for the parcels associated with each; the integration of these projects with the needs of UHWO students, faculty, and staff, as well as academic programming at the campus and throughout the university system; and the presentation of future updates to the board on these matters.

Citing Nālimakui's goal of fostering improved communications between itself, Hawai'i Papa O Ke Ao, Pūko'a Council, and Kūlana o Kapolei, Regent Paloma informed regents about her intentions of holding a Committee on Kuleana meeting in February to explore the relationships between various Native Hawaiian entities throughout the university system.

Given the shortage of nurses in Hawai'i, Regent Paloma asked for an update on the nursing pathway established by UHWO some years ago. Chancellor Benham stated UHWO is currently recruiting the fourth cohort for its selective admissions pre-nursing pathway program which was established via a unique partnership with UHM's School of Nursing. Upon completion of their necessary general education and pre-nursing degree coursework at UHWO, students in the program become eligible to apply for acceptance into UHM's Bachelor of Science in Nursing (BSN) program. The program has proven to be popular, receiving over 256 applications over the past three years. To date, 72 students have been accepted into the program with 32 of these students continuing on to the BSN program at UHM thus far. While these numbers are good, particularly for such a young degree pathway program, both UHWO and UHM are seeking additional permanent faculty for their respective nursing programs to increase admissions as part of statewide efforts to address the aforementioned nursing shortage.

In light of this information, Regent Paloma asked if students in the pre-nursing pathway program were eligible for financial aid. Chancellor Benham replied in the affirmative.

## **VII. AGENDA ITEMS**

### **A. A Review of Graduate Medical Education (GME) Programs at the John A. Burns School of Medicine (JABSOM) for Academic Year (AY) 2023-2024**

Susan Steinemann, M.D, the Designated Institutional Official for the GME Programs at JABSOM, explained that the annual institutional review of GME programs at JABSOM is a major component of the Accreditation Council for Graduate Medical Education's accreditation process. She also highlighted key statistics from, as well as residency and fellowship program successes contained within, the executive summary of the annual institutional review and talked about JABSOM's ongoing work to expand residency programs statewide, particularly on the neighbor islands, along with associated challenges to these efforts. While the board is required to review these materials, it was noted no further action would be necessary since the meeting minutes will serve as certification for the purposes of the review of the executive summaries of the annual institutional review of GME programs at JABSOM for the 2023-2024 academic year.

Citing a recent experience with Maui's emergency healthcare system and given the barriers to significant expansion of GME programs on the neighbor islands noted in the executive summary of the annual institutional review, Regent Akitake asked about JABSOM's strategies for dealing with critical physician shortages being experienced on the neighbor islands, particularly in Maui County. Thomas Samuel Shomaker, M.D., Dean of JABSOM, responded by saying JABSOM is undertaking efforts to break the O'ahu-centric mold of the medical school. While the ability to develop GME and other medical programs on the neighbor islands is a daunting task subject to the availability of financial resources, faculty, and the capacity of on-island medical facilities, JABSOM is committed to help improve the standard of health care being delivered to residents of all the neighbor islands and is actively looking for ways to do so. One such endeavor involves the securing of a lease for a home on Maui which can potentially be used to house medical students and medical residents doing rotations on the island. JABSOM has also been in preliminary discussions with Maui Health Systems about the possibility of starting a medical residency program at their facilities.

In view of this response, Regent Akitake inquired about the timeline for bringing Maui County in line with the counties of Hawai'i and Kaua'i in so far as having third- and fourth-year medical students doing on-island rotations. She also requested an update on JABSOM's hiring of part-time positions for work on Maui. Dean Shomaker replied that the timeline for having third- and fourth-year medical students taking part in rotations on Maui is approximately one year partly because the lease on the house is not expected to be secured for several more months. Once that occurs, JABSOM can start planning for more student rotations on Maui. With respect to the part-time positions, JABSOM is preparing to post job descriptions and begin recruiting for a part-time, half-time physician on Maui and a half-time non-physician support person on Maui. This will be the vehicle by which JABSOM can develop more faculty and begin laying the foundation for an increase in medical programming for Maui County.

**B. Request for Action to Approve the Establishment and Naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology at the UHM College of Social Sciences**

Provost Bruno provided information on a financial commitment of \$500,000 for the establishment and naming of the Jacob "Jack" Bilmes Endowed Professorship in Cultural Anthropology at the UHM College of Social Sciences. He noted the purpose of this

endowed professorship is to recruit, support, and retain talented faculty, as well as to provide resources to the recipient to enhance research, education, and community outreach in the area of cultural anthropology.

Regent Higaki moved to approve the establishment and naming of the Jacob “Jack” Bilmes Endowed Professorship in Cultural Anthropology at the UHM College of Social Sciences, seconded by Regent Wilson, and the motion carried with all members present voting in the affirmative.

### **C. Request for Action to Approve the Naming of the Innovation Center Building at the Culinary Institute of the Pacific (CIP) at Diamond Head**

Chancellor Takabayashi presented information on a request to name the Innovation Center Building at CIP in recognition of a \$1.1 million and \$2.5 million contribution made in 2017 and 2019 respectively by the Mamoru and Aiko Takatani Foundation to support the CIP at Diamond Head’s capital fund. She spoke about the educational mission of the CIP, as well as the purpose of its innovation center. Upon board approval, the Innovation Center Building at CIP will be named the Takatani Foundation Innovation Center.

Regent Faumuina asked whether his understanding was correct that the request being made was to name a building at CIP, and not the entire facility, in honor of Mamoru and Aiko Takatani. Chancellor Takabayashi responded in the affirmative.

Regent Wilson voiced his strong support for the CIP, which was located on the grounds of the former Canon Club, the United States Army’s officers club at Fort Ruger, and moved to approve the abovementioned request. Regent Higaki seconded the motion and the motion was approved with all members present voting in the affirmative.

On the subject of naming buildings at the university, Regent Abercrombie inquired if there was a formal methodology for requesting such an action. VP Gouveia stated Regents Policy 11.203, as well as Executive Policy 10.203, sets forth the basic framework for the naming of university facilities, properties, and programs. Essentially, the process generally involves a campus submitting a request to name a facility via a memo or some other documentation. If the request meets the guidelines established in regents and executive policies, it can then be brought to the board for final approval.

### **D. 2025 UH Legislative Pre-Session Review and Legislative Budget Update**

VP Young furnished a preview of the 2025 legislative session and updated the board on the university’s biennium operating and capital improvement project (CIP) budget requests, highlighting several key elements of each, including variances between the university’s board approved budget requests and what was approved for inclusion in the governor’s legislative ask. In total, the governor’s budget request for the university includes approximately \$34 million in operating funds and \$260 million in CIP funds over the course of the fiscal biennium which is less than the roughly \$76.6 million and \$712.2 million in respective funding sought by the university in its budget ask. Information about the membership of the current legislature, including the House Committees on Finance and Higher Education and the Senate Committees on Ways and Means and Higher

Education; briefings that were held regarding the university's budget; and the legislative timetable was also presented. Additionally, VP Young responded to concerns regarding hazard pay which were mentioned by Regent Abercrombie earlier in the meeting informing the board about two bills drafted in consultation with the Governor's Office and the Department of the Attorney General to address this issue, both of which are being considered for introduction by the governor.

Regent Abercrombie sought clarification about the \$66,800 in Fiscal Year (FY) 2026 and \$133,776 in FY 2027 for core services at the ACM facility on the UHWO campus contained within the governor's budget request, questioning whether these monies were for positions related to things like building maintenance. He also asked if any rationale was given by the governor for his decision to reduce the original amounts requested by the university for this purpose. VP Young stated the requests mentioned by Regent Abercrombie were for non-faculty, non-academic positions associated with things such as facility maintenance, janitorial, and security services, and that no specific reasons were given for the governor's reduction of the original amounts requested by the university. Regent Abercrombie stressed the importance of funding preventative maintenance of facilities so as to avoid situations whereby buildings deteriorate to the point costs to fix them become astronomical further adding to the university's deferred maintenance backlog.

Regent Miyahira questioned whether there was a basis for the governor's reduction of appropriations related to the debt service connected with JABSOM while at the same time significantly increasing funding for debt service associated with the Cancer Center. VP Young stated the funding presently contained within the governor's budget for the purposes of addressing JABSOM's debt service was presently viewed as being sufficient to augment declines in the amount of tobacco master settlement agreement monies the medical school is anticipating it will receive for the fiscal biennium, monies which are used, in part, to pay for its debt service. With respect to debt service financing for the Cancer Center, the amount appropriated reflects the inclusion of monies which, in prior years, were restricted for use by UHM. For the past several years, the governor has been releasing these funds on the condition they be given to, and utilized by, the Cancer Center. Rather than continuing with this practice, the governor made a decision to provide the funding up front for this fiscal biennium.

Mentioning the absence of funding in the governor's budget for the Hawai'i Promise Program, Regent Akitake asked VP Young to share his thoughts on this matter. VP Young remarked that this was not a surprise to the university administration given appropriations for the Hawai'i Promise Program were also not included in the budget submitted by the governor last year. However, other avenues do exist for obtaining funding for this program including the submittal of a request to include legislation on the matter within the administration's package of bills sent to the Legislature, an action which has already been taken by the university, although VP Young was doubtful of its inclusion. Additionally, legislators can introduce measures related to the Hawai'i Promise Program which the university believes is something that will occur given discussions with individual legislators. While the specific ideas and concepts put forth by legislators might be different from the university's proposals, the administration will have

ample opportunity to provide input on these measures taking into consideration the position of the board with respect to Hawai'i Promise as discussed at previous board meetings.

A conversation took place between Regent Abercrombie and VP Young on the purpose of the university's request regarding the provision of operating funds to make subsidy payments for UHM Athletics, which was something included in the governor's budget, as well as the lack of inclusion of CIP funding for athletic improvements at UHM and the rationale for this decision. Regent Abercrombie also shared his thoughts on the dramatic changes being experienced throughout intercollegiate athletics, particularly with respect to its financial aspects, in light of recent legal decisions which, in essence, allows for the provision of direct monetary compensation to student-athletes. To be clear, VP Young emphasized the request for subsidy payments contained within the university's operating budget request was in no way intended to be used for the aforementioned funding of student-athletes.

Regent Wilson inquired about the impacts, if any, reductions made by the governor to the university's CIP requests will have on the institution's deferred maintenance backlog. VP Gouveia stated the overall deferred maintenance backlog for the university currently stands at approximately one billion dollars. Additionally, she mentioned the necessity of committing approximately \$100 million annually towards preventative maintenance and other modernization projects in order to maintain the backlog at current levels. While the university submits requests for \$100 million in Repair, Improve, and Modernize, or RIM, project funding each year, the institution generally does not receive the total amount of this ask. As such, the university administration fully expects the deferred maintenance backlog to continue to grow.

The meeting recessed at 12:27 p.m.

The meeting reconvened at 12:37 p.m.

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

Chair Lee stated the meeting was running about an hour-and-a-half behind schedule. Due to the pending departure of a couple of board members, he suggested taking up the first two matters of the scheduled executive session at this time. Hearing no objections, he requested a motion to this effect.

Regent Wilson moved to convene into executive session to discuss the first two executive session items as listed on the agenda, seconded by Regent Miyahira, and with all members present voting in the affirmative, the board approved convening in executive session to consider the hire, evaluation, dismissal, or discipline of an officer or employee 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), Hawai'i Revised Statutes (HRS).

The meeting recessed at 12:38 p.m.

Regent Higaki left the meeting at 1:02 p.m.

Chair Lee called the meeting back to order at 1:03 p.m. stating the board met in executive session to discuss the matters related to items VIII.1 and VIII.2 as noted on the agenda. He also announced Agenda Item IX.A would be taken up at this time followed by discussions on Agenda Item VII.E. At the conclusion of these discussions, the board would reconvene into executive session to take up the final executive session item listed on the agenda.

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

#### **A. Request for Approval to Establish Senior Advisor to the President as a New Executive/Managerial (EM) Classification and Appointment of and Waiver of Recruitment for Kim L. Siegenthaler as Senior Advisor to the President, University of Hawai'i System**

Regent Abercrombie moved to approve the establishment of the Senior Advisor to the President as a new EM Classification as well as the appointment of waiver of recruitment for Ms. Kim L. Siegenthaler as Senior Advisor to the President of the UH System, seconded by Regent Wilson, and noting the excused absence of Regent Higaki, the motion carried with all members present voting in the affirmative.

### **VII. AGENDA (continued)**

#### **E Discussion on Search for a New Athletic Director (AD)**

Chair Lee provided background information on the process used to hire former UHM AD Craig Angelos, reminding regents about discussions which took place during the May 18, 2023, board meeting and the June 1, 2023, meeting of the Committee on Personnel Affairs and Board Governance, regarding board involvement in certain hiring decisions made by the administration, particularly when those decisions involved high-profile positions. He noted the purpose of today's discussion was to provide additional guidance to President Hensel, who began her term as University President just a few weeks ago, as she embarks on a search for a new UHM AD and invited regents to share their thoughts on this matter.

Regent Abercrombie expressed his belief in the importance of the next UHM AD having an employment contract and not an at-will agreement similar to the one used with the previous AD. He also strongly suggested President Hensel utilize the services of a search firm, preferably one with experience in Division I AD searches, in the hiring process.

A number of regents offered comments on Regent Abercrombie's suggestions verbalizing their concurrence with his suggestions. Regents also shared their thoughts on the need for the AD hiring process to be as open, transparent, and inclusive as possible.

President Hensel thanked regents for their feedback stating she realizes the significance of this issue to the community and the weight of this decision especially in light of the rapidly changing realm of intercollegiate athletics. She also pointed out the existence of firms specializing in AD searches; noted her office will be reaching out to

these entities so the process to hire a new UHM AD can begin as expeditiously as possible; and assured regents of her intent to exercise the utmost transparency with the community throughout the process.

Chair Lee asked President Hensel for her thoughts on the timing of the search for a new UHM AD. President Hensel replied that she is planning to begin working on the search for a new UHM AD immediately. Her hope is for a search firm to be procured and a search committee to be in place by the end of the summer, if not earlier. Nevertheless, she stated conversations have already been taking place among members of the university administration to start identifying members of the community who would be the right fit to serve on an AD search committee, as well as the development of a process to receive community input on this matter.

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

Regent Wilson moved to reconvene into executive session to discuss the last executive session item as listed on the agenda, seconded by Regent Haning, and noting the excused absence of Regent Higaki, and with all members present voting in the affirmative, the board approved reconvening in executive session to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS.

The meeting recessed at 1:17 p.m.

Regent Faumuina left the meeting at 1:36 p.m.

Chair Lee called the meeting back to order at 2:26 p.m. and announced the board met in executive session to discuss Item VIII.3 as stated on the agenda.

### **X. ANNOUNCEMENTS**

Chair Lee announced that the next board meeting was scheduled for February 20, 2025, at the University of Hawai'i at Hilo.

### **XI. ADJOURNMENT**

There being no further business, Chair Lee adjourned the meeting at 2:27 p.m.

Respectfully Submitted,

Yvonne Lau  
Executive Administrator and Secretary of  
the Board of Regents



UNIVERSITY OF HAWAII  
BOARD OF REGENTS

Office of the Chancellor

'25 FEB 12 P3:43

UNIVERSITY of HAWAII\*  
**MAUI COLLEGE**

dts 24721

January 2, 2025

**MEMORANDUM**

TO: Gabriel Lee  
Chair, Board of Regents

VIA: Wendy Hensel *Wendy Hensel*  
President

VIA: Della Teraoka *Della Teraoka*  
Interim Vice President for Community Colleges

FROM: Lui Hokoana *Lui Hokoana*  
Chancellor

SUBJECT: REQUEST TO AWARD HONORARY DOCTORATE OF HUMANE  
LETTERS TO KAHU KENNETH MAKUAKĀNE

**SPECIFIC ACTION REQUESTED:**

It is requested that the Board of Regents award the Honorary Doctorate of Humane Letters upon Kahu Kenneth Makuakāne to honor his work as an award-winning composer, performer, arranger, and producer of Hawaiian and popular music in Hawai'i and abroad, and his support of education in Hawai'i and the Institute of Hawaiian Music at University of Hawai'i Maui College.

**RECOMMENDED EFFECTIVE DATE:**

To be effective upon Board of Regents approval. Kahu Makuakāne will be expected to accept the degree in person at a commencement ceremony at University of Hawai'i Maui College (UHMC).

**ADDITIONAL COST:**

None.

Gabriel Lee  
 January 2, 2025  
 Page 2

**PURPOSE:**

Board of Regents Policy RP 5.209 states that the Board may confer honorary degrees to individuals with distinguished accomplishments.

**BACKGROUND:**

Kahu Makuakāne is an award-winning composer, performer, arranger, and producer of Hawaiian and popular music in Hawai'i and abroad, and the recipient of a Lifetime Achievement Award from the Hawai'i Academy of Recording Arts. He is an educator and long-time mentor for the Institute of Hawaiian Music at University of Hawai'i Maui College. Kahu Makuakāne is also the Pastor of Kawaiaha'o Church, a life-long spiritual leader in Hawai'i, and an advocate for the culture and arts of Hawai'i

Kahu Makuakāne's parents, Kahu John Makuakāne and Kahu Violet Makuakāne, instilled an unrivaled work ethic, compassion, and dedication to service to Hawai'i's people and God. Early in his adult life, his prodigious talents as a composer and musician emerged, leading to a 50+ year career whose output is unmatched in quality and quantity. He has been a part of, and led, four different groups in his time - Mango, Ka'eo, Pandanus Club, and A'ea'e - and released 18 albums. As a solo artist in the past two decades, he has released 13 albums.



Receiving a Nā Hōkū Hanohano

He has been awarded 27 Nā Hōkū Hanohano Awards - as a group member, solo artist, producer, instrumentalist, and composer. In 2015, the Hawai'i Academy of Recording Arts awarded him its highest honor: the Lifetime Achievement Award.

Kahu Makuakāne currently serves as the Kahu (lead minister) of Kawaiaha'o Church and is only the twelfth Kahu in the 200-year history of the church. It is a position he has held since 2018. Before this, he served the Hawai'i Conference of the United Church of Christ, first as an Associate for Church Vitality, then as an Associate Conference Minister and the Papa Makua (the head minister) for the Association of Hawaiian Evangelical Churches. He maintains a vigorous travel schedule, conducting outreach throughout Hawai'i and abroad and serving as an ambassador for the church and Hawai'i. Kahu Makuakāne conducts workshops where he and others share the rich musical tradition of the church in Hawai'i and teach participants songwriting for hīmeni (hymns).

Gabriel Lee  
 January 2, 2025  
 Page 3



Preaching at Kawaiaha'o Church

His work in the music industry and the church are legendary. Less well-known are two other vital roles he serves - as an educator and as a community service volunteer. Kahu Makuakāne has conducted countless music workshops in his career, both individually and with the Hawai'i Academy of Recording Arts, Kōke'e Haku Mele Retreat, the Kaua'i Music Festival (now the Hawai'i Songwriting Festival), Hawai'i Volcanoes National Park Haku Mele Retreat, Hawai'i Conference of the United Church of Christ, and many other events.



"Moonlight Mentoring" at UH Maui College

During the 12 years that the Institute of Hawaiian Music at UH Maui College has existed, Kahu Makuakāne has visited the program two to three times a year - at his own expense - to provide group workshops and private mentoring for IHM students. He has also taught at the Kani Kuola Music Festival at UH West O'ahu in 2022, Windward Community College in 2023, and UHMC in 2024. The Kani Kuola Music Festival was established by music faculty across community college campuses in the UH system.

Kahu Makuakāne has provided exemplary service to Hawai'i and its communities. He was the Chair of SHIP (State Health Insurance Program), a pilot health plan program that preceded the program known today as Quest. He has supported and participated in the University of Hawai'i Nā Pua No'eau Native Hawaiian K-12 Enrichment Program, Boys & Girls Clubs of Hawai'i - Windward, the Academy of Arts and Communication at Waipahu High School, the Native Arts and Cultures Foundation, and The National Endowment for the Arts. Kahu Makuakāne is the

Gabriel Lee  
 January 2, 2025  
 Page 4

Board Chair for Kua O Ka Lā, a Hawaiian charter school in Hilo. Most recently, Kahu Makuakāne was the recipient of the 2023 Native Hawaiian Chamber of Commerce 'Ō'ō Award for Native Hawaiians who have made significant contributions to the advancement of the Native Hawaiian community.

Kahu Makuakāne's life and career have been extraordinary, and he has epitomized humility and selflessness. From his humble upbringing in Hilo to his current place as one of Hawai'i's most beloved and honored musicians and Kawaiaha'o Church pastor, the depth and breadth of his service to Hawai'i make him an ideal candidate for an Honorary Doctorate from the University of Hawai'i. He embodies the profound meaning of our institution's motto: Ma luna a'e o nā lāhui a pau ke ola o ke kanaka ("Above all nations is humanity").

**ACTION RECOMMENDED:**

It is requested that the Board of Regents award the Honorary Doctorate of Humane Letters upon Kahu Kenneth Makuakāne, to be effective upon Board approval.

**Attachments:**

1. Letter of support from John Waihe'e III, former Governor of the State of Hawai'i
2. Letter of support from Mufi Hannemann, former Mayor of the City and County of Honolulu, President & CEO of the Hawai'i Lodging and Tourism Association
3. Letter of support from Richard T. Bissen, Jr., Mayor, County of Maui
4. Letter of support from Carmen "Hulu" Lindsey, Trustee, Office of Hawaiian Affairs
5. Letter of support from Kūhiō Lewis, Chief Executive Officer, Council for Native Hawaiian Advancement
6. Letter of support from Keith T. Hayashi, Superintendent, Department of Education, State of Hawai'i
7. Letter of support from Rev. Dr. Karen Georgia A. Thompson, General Minister and President and Chief Executive Officer, United Church of Christ
8. Letter of support from Andrew Rosen, Executive Director, Native Hawaiian Chamber of Commerce
9. Letter of support from Keolamaikalani Dean, Chief Executive Officer, King Lunalilo Trust
10. Letter of support from David Kekaulike Sing, Ph.D., Emeritus Professor, University of Hawai'i at Hilo, Managing Partner, Educational Prism
11. Letter of support from Donne Dawson, Hawai'i State Film Commissioner
12. Letter of support from Hailama Farden, President, Hawai'i Academy of Recording Arts; Kahu, Wai'anae Protestant Church
13. Letter of support from Sarah B. Drummond, Founding Dean, Andover Newton Seminary at Yale Divinity School
14. Letter of support from Rev. Dr. Ruth E. Shaver, Academic Dean, Pathways Theological Education, and United Church of Christ Pastor

Gabriel Lee  
January 2, 2025  
Page 5

15. Letter of support from Brian R. Bodager, President and CEO, The Pension Boards, UCC (United Church of Christ), Inc.
16. Letter of support from James K. Uyeda, Retired Apple Computer, Inc. Technical Specialist, Advisory Board Chair for the Academy of Arts and Communication at Waipahu High School
17. Letter of support from Adam M. Robinson, Jr., M.D., Director, VA Pacific Islands Health Care System
18. Letter of support from Rev. Dr. David K. Popham, Conference Minister, Hawai'i Conference, United Church of Christ
19. Letter of support from Kathryn S. Matayoshi, former Superintendent, Department of Education, State of Hawai'i
20. Letter of support from Susan Osborne, Co-Founder/Development Director, Kua O Ka Lā Charter School
21. Letter of support from Joseph Keola Donaghy, Associate Professor of Music and Humanities Department Chair, University of Hawai'i Maui College

**John Waihee  
345 Queen Street Suite 909  
Honolulu, Hawaii 96813  
jwaihee@hawaii.rr.com  
October 22, 2024**

**To Whom It May Concern:**

**I am writing to express my strong support for Kenneth Makuakāne's nomination for an Honorary Doctorate Degree. His remarkable achievements make him a deserving candidate, he embodies profound values as a leader, educator, and advocate for the Hawaiian community.**

**I have known Ken for decades and I can say without qualification that he exemplifies the essence of true leadership—he does not simply gather followers; he inspires and cultivates leaders. As Kahu of Kawaiaha'o Church, he has dedicated himself to strengthening the community and empowering others to reach their full potential. He consistently demonstrates an unwavering commitment to reaching those who are hopeless and marginalized, fostering an environment that transcends social injustices and welcomes all.**

**Prior to his pastoral role, Ken was a celebrated musician and producer, well-respected in the music industry. His artistic journey is intertwined with a deep spiritual calling, which transformed his life and led him to enrich the Kawaiaha'o community with a profound understanding of Hawaiian culture and spiritual values. Kenneth's leadership at Kawalaha'o reflects the importance of the Aloha spirit—he emphasizes love, compassion, and the preservation of our heritage for future generations.**

**Ken's contributions to the Native Hawaiian community are significant. Through his extensive work in music, he created a vast repertoire of songs that celebrate the Hawaiian language and culture, ensuring that our stories and traditions are not forgotten. His efforts to revitalize and digitize Kawaiaha'o's historical archives are crucial for preserving our ancestral knowledge and making it accessible to future generations. As Board Chair of Kua O Ka La, he championed a curriculum that respects and honors Hawaiian values, ensuring that our youth grow up with a strong sense of identity.**

**Beyond his work for Native Hawaiians, Ken is equally committed to uplifting the community at large. His involvement in initiatives such as the State Health Insurance Program and the Boys and Girls Club exemplifies his dedication to improving the lives of all of Hawaii's children and families.**

**Ken's impact extends to numerous other organizations and programs where he has been instrumental in fostering positive change and advocating for social equity. His efforts to bridge spirituality, music, and social justice resonates beyond the Kawaiaha'o community.**

In summary, Kenneth Makuakāne is not only a remarkable leader but also a true embodiment of the values we cherish—compassion, cultural pride, and unwavering dedication to service. His life's work has significantly enriched the Hawaiian community and inspired many. I wholeheartedly support his nomination for an Honorary Doctorate Degree. I believe that it would recognize his extraordinary contributions and inspire others to follow in his footsteps.

Mahalo,

A handwritten signature in black ink, appearing to read "John Waihee", with a long horizontal flourish extending to the right.

John Waihee (Hawaii Governor 1986-1994)



**HAWAI'I LODGING & TOURISM  
ASSOCIATION**

October 25, 2024

**To Whom It May Concern:**

I am delighted to wholeheartedly endorse the nomination of Kahu Kenneth Makuakane for an honorary doctorate from the University of Hawai'i Maui College.

Kahu Makuakane is so many things: Most notably, he is the senior pastor at Kawaiaha'o Church, where he serves as the leader of the congregation, a mentor and spiritual advisor to many, and a representative of one of the islands' most revered religious institutions. He is a prolific composer and beloved performer, an artist who has helped to perpetuate and popularize the culture and language of the Hawaiian people. Kahu Makuakane is a community leader, one who has reached out to other religious organizations in the islands to celebrate inter-faith harmony and collaboration. His generosity of spirit is reflected in his active support for the rehabilitation of the incarcerated, the homeless, and at-risk youth, as well as his enduring leadership and volunteer service with cultural and philanthropic organizations far too numerous to mention. Above all, he is a person of unimpeachable integrity, strength, and aloha.

As an institution of higher learning, the University of Hawai'i Maui College commands a place of prestige and distinction in the Hawaiian Islands. As such, bestowing an honorary doctorate on Kahu Kenneth Makuakane would provide richly deserved recognition on someone who has devoted his lifetime to making our home a better place for us and for future generations, much like Maui College.

Kahu Kenneth Makuakane is a worthy candidate for this honor and I can think of no better person to be so honored than he.

Mahalo,

**Mufi Hannemann**  
President & CEO  
Hawai'i Lodging & Tourism Association  
Chairman, Hawai'i Tourism Authority  
Former Mayor of Honolulu



**RICHARD T. BISSEN, JR.**  
Mayor



**JOSIAH NISHITA**  
Managing Director

**OFFICE OF THE MAYOR**  
COUNTY OF MAUI  
200 SOUTH HIGH STREET  
WAILUKU, MAUI, HAWAI'I  
96793

[www.maulcounty.gov](http://www.maulcounty.gov)  
[www.maulrecovers.org](http://www.maulrecovers.org)

October 28, 2024

**RE: LETTER IN SUPPORT OF THE NOMINATION OF KAHU KENNETH MAKUAKĀNE FOR AN HONORARY DOCTORATE DEGREE AWARDED BY THE UNIVERSITY OF HAWAI'I**

Aloha,

It is my distinct honor to write in support of the nomination of Kahu Kenneth Makuakāne for an honorary doctorate degree to be awarded by University of Hawai'i.


Kahu Makuakāne is a gifted member of Hawai'i Nei whose extraordinary talents have uplifted our people through music and prayer. His accomplishments in music combined with tremendous achievements in community service and strong leadership as Senior Pastor at our revered Kawaiaha'o Church makes him a well-deserving candidate for an honorary doctorate degree.

I have known Kahu Makuakāne for over 40 years. His genuine and heartfelt aloha for people is evident through his music, writing, and enduring compassion. His efforts to help youth through the Boys and Girls Clubs, support for students in media production and music through the Academy of Arts and Communications and his dedicated service as a board member of numerous nonprofit organizations including as a trustee for the Hawaiian Mission Houses highlights a lifelong dedication to community and a profound aloha for helping others succeed. I also commend him for his ongoing work to preserve and restore important historical records at Kawaiaha'o Church. Over the decades, Hawai'i has benefited greatly from his servant leadership.

Not only has Kahu Makuakāne strived for excellence in all he does, he has always brought out the best in people so that they too may contribute to the betterment of our society. As a recipient of an honorary doctorate I am certain Kahu would bring great pride to the University of Hawai'i and to the people of our entire State. I wholeheartedly support his nomination.

Mahalo nui loa for your thoughtful consideration of Kahu Kenneth Makuakāne as an honorary doctorate nominee.

Mahalo ā nui loa,

  
RICHARD T. BISSEN, JR.  
Mayor

PHONE (808) 594-1868

FAX (808) 594-1865



**STATE OF HAWAII  
OFFICE OF HAWAIIAN AFFAIRS  
737 IWILEI ROAD, SUITE 200  
HONOLULU, HAWAII 96817**

**October 28, 2024**

**Welina me ke aloha;**

**It is my distinct honor to write this letter in wholehearted support of Kahu Kenneth Makuakane's nomination for an honorary doctorate degree from the University of Hawai'i system.**

**As the Chairman of the Board of Trustees for the Office of Hawaiian Affairs – as well as an award-winning Hawaiian recording artist – I have had the privilege of witnessing firsthand the incredible impact that Kahu Kenneth Makuakane has had in the musical arts, in the perpetuation of Hawaiian culture, in the field of education, and in the teaching of the Word of God.**

**Kahu Kenneth Makuakane is widely recognized as a incredibly successful innovator in producing and recording Hawaiian music. He is a prolific singer and songwriter who has produced more than 100 albums for some of Hawai'i's top recording artists. He has been honored with an amazing total of 18 Na Hoku Hanohano Awards.**

**Perhaps less known are his contributions to Hawai'i's youth.**

**He has served as the board chair for Hawaiian charter school Kua O Ka Lā, where he helped to set Hawaiian-based values and curriculum; as a board member and mentor for students in the Academy of Arts and Communications program at Waipahu High School; as a board member for the University of Hawai'i's Nā Pua No'ēau Children's Program for gifted and talented Hawaiian children; and as a vice president for the Nā Keiki O Kaneohe Public School Community Advisory.**

**In 2010, Kahu Kenneth Makuakane answered the call to ministry and began working at the Hawai'i Conference of the United Church of Christ. In 2018, he was ordained and installed by Kawalaha'o Church as its twelfth pastor.**

**Throughout his career, Kahu Kenneth Makuakane has embodied the values of integrity, innovation and service - principles that align closely with the mission of the University of**

Hawai'i. He has made outstanding contributions to the arts, greatly improved the lives of others through his public service, and acted as a true role model for our youth.

Kahu Kenneth Makuakane is nothing less than a gift from Ke Akua to all of us.

In recognition of his outstanding achievements and his contributions to society, I cannot think of anyone more deserving of an honorary doctorate degree from the University of Hawai'i than Kahu Kenneth Makuakane.

I am confident that this honor will not only celebrate his accomplishments, but also inspire students and faculty alike to continue pursuing excellence in their own endeavors. Thank you for considering Kahu Kenneth Makuakane for this prestigious recognition. I totally endorse his nomination and am available to provide any further information you may require.

Me ke aloha pumehana,

A handwritten signature in black ink that reads "Carmen 'Hulu' Lindsey". The signature is written in a cursive, flowing style.

Carmen "Hulu" Lindsey  
Board of Trustees Chair  
Office of Hawaiian Affairs

**Council for Native Hawaiian Advancement  
91-1270 Kinohi St., Bldg. 1  
Kapolei, HI 96707**

October 25, 2024

David Lassner  
President  
University of Hawai'i  
2444 Dole Street  
Bachman Hall, 202  
Honolulu, HI 96822

Aloha President Lassner,

I am writing to wholeheartedly recommend Kenneth Makuakāne for the honorary doctorate degree. Kenneth exemplifies the true essence of leadership—not by creating followers, but by nurturing and empowering future leaders. It has been a profound honor to work alongside him and witness his unwavering commitment to serving others.

Before becoming the pastor of Kawaiaha'o Church, Kenneth was a respected figure in the music industry, renowned as an artist, musician, producer, and songwriter. His transition to Kahu reflects a deep calling to serve his community and strengthen the leadership within the church. He has dedicated himself to building a team that actively reaches out to those who are hopeless and marginalized, emphasizing the importance of loving people beyond their circumstances, lifestyle choices, and past mistakes.

Kenneth's professional achievements are impressive and speak volumes about his character and values. His music has not only been a lifelong passion but also a means of preserving and sharing Hawaiian culture. As a Kanaka Maoli, he recognizes the significance of passing down our heritage to future generations. Through his leadership at Kawaiaha'o, he integrates the Aloha Value System into Christianity, promoting Hawaiian history and culture while fostering a spirit of Aloha that the world desperately needs.

Kenneth's contributions to the Native Hawaiian community are profound. His extensive body of work as a producer and songwriter has kept Hawaiian language and values alive, ensuring that our stories and traditions are not forgotten. He has also opened the church grounds for services that support Hawai'i's homeless community, demonstrating his commitment to social justice and compassion.

Beyond his role at Kawaiaha'o, Kenneth is actively involved in various community initiatives. He has held leadership positions in organizations that support youth and health programs, including serving as the Chair for the State Health Insurance Program and as a Board Member for the Boys and Girls Club. His work with Kua O Ka Lā, a Hawaiian charter school, and his mentorship in music and media production highlight his dedication to nurturing the next generation.

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**COUNCIL for  
NATIVE HAWAIIAN  
ADVANCEMENT**

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Kenneth Makuakāne's impact on the community is profound and far-reaching. He continues to break barriers, uplift those in need, and ensure that the spirit of Aloha is perpetuated for generations to come. His work embodies the values of leadership, compassion, and cultural preservation, making him a deserving candidate for an honorary doctorate degree.

Thank you for considering this recommendation. I am confident that Kenneth's contributions and leadership will resonate within your esteemed institution.

Mahalo,



Kūhiō Lewis  
Chief Executive Officer  
Council for Native Hawaiian Advancement

JOSH GREEN, M.D.  
GOVERNOR



KEITH T. HAYASHI  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 29, 2024

Aloha University of Hawai'i Honorary Degree Committee,

I am honored to recommend Kenneth Makuakāne for an honorary doctorate degree from the University of Hawai'i.

In my role overseeing Hawai'i's K-12 public school system, I have seen first-hand the importance of strong cultural advocates and leaders like Kenneth, who inspire our youth and reinforce the values of aloha and community.

As kahu of Kawaihae'o Church and throughout his extensive career in Hawaiian music, Kenneth has shown exceptional dedication to uplifting and preserving Hawaiian culture, language and values. His achievements span from creating a legacy in Hawaiian music to serving the community through initiatives that support at-risk youth, the homeless, and Native Hawaiians. His work has revived traditional music and cultural heritage, making it accessible to audiences worldwide. His ministry serves as a beacon of hope, embracing the marginalized and fostering a sense of unity and healing.

Kenneth's commitment to Hawaiian culture and his advocacy for social justice are inspiring. He works tirelessly to support the Native Hawaiian community through various programs and has positively impacted people of all backgrounds with his compassionate leadership. As a board member for the Boys & Girls Club of Hawai'i Windward Chapter, he helped establish the clubhouse that serves as a resource hub on the Kailua Intermediate School campus. He also served as vice president of Nā Keiki O Kāne'ohe Public School Community Advisory and was instrumental in advocating for supplemental funding for area schools. He also mentors students in media production and music through the Academy of Arts and Communications program at Waipahu High School, and is board chair for Kua O Ka Lā, a Hawaiian-focused charter school in Hilo, where he helps to guide the Hawaiian-based values and curriculum for this 'āina-based school.

It is with great enthusiasm that I endorse Kenneth Makuakāne for this honor. His contributions embody the values of leadership, cultural preservation and community service that align with the mission of the University of Hawai'i.

Sincerely,

Keith T. Hayashi  
Superintendent

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



1300 East 9th St., Suite 1100  
Cleveland, OH 44114  
866.822.8224 ucc.org

October 29, 2024

University of Hawaii Board of Regents  
2444 Dole Street, Bachman Hall, Room 209  
Honolulu, HI 96822  
Attn: Dr. Keola Donaghy

RE: Recommendation for Rev. (Kahu) Kenneth Makuakāne

To the Board of Regents:

It is my pleasure to provide this letter of recommendation for Rev. Kenneth Makuakāne as you consider nominating him for an honorary doctorate degree. Rev. Makuakāne is an ordained minister in the United Church of Christ where he serves in leadership across the wider church beyond Hawaii, even as he leads in the Hawaiian context and in the Native Hawaiian community. An honorary doctorate would affirm his leadership and acknowledge the wisdom and knowledge he shares freely with many.

**Why do you believe the Nominee should receive the Honorary Doctorate Degree and what values do you feel they uphold/exemplify?**

Kahu Kenneth Makuakāne is the pastor of Kawaiaha'o Church and was well known and revered in the music industry as an artist, musician, producer, and songwriter. Kahu Makuakāne continues to share his music and is passionate about his commitment to ministry. He leads Kawaiaha'o in providing for the hopeless and helpless who need God the most. Kahu Makuakāne speaks often on social injustices and loving people beyond their circumstances, lifestyle choices, social status, and mistakes. I see him actively working on removing human interest from the culture of the church to re-instill God's purpose. He encourages the congregation and leadership to move forward beyond biases and to be the kind of church that welcomes and serves the marginalized, the nonbelievers, the poor, the sick, the homeless, the helpless, and the forgotten all while honoring Hawaiian culture and heritage.

**Describe the Nominee's professional achievements, contributions and leadership qualities.**

Kahu Makuakāne has been an entertainer and musician for many years. Music has been his passion, his career, and his means to support his family. Through his music and life experiences, he found a deeper connection to God which took him down a new path and led him to where he is today, the Kahu of Kawaiaha'o Church. His journey as a Kanaka Maoli and a musician to being Kahu of this church is his response to a calling to serve in the church. The work that Kahu

**Makuakāne does at Kawaiaha'o integrates the importance of The Aloha Value System in Christianity and will bring insight and education about Hawaiian history and give new life to their culture for future generations. His genuine heart for people and the community is the kind of Aloha spirit the world is in need of and his desire to break barriers and build people who share that same spirit ensures that Aloha will be perpetuated and will leave an impactful legacy that goes beyond his lifetime.**

**How has the Nominee contributed to the development, advancement, improvement or overall well-being of the Native Hawaiian community?**

**Kenneth Makuakāne's largest contribution to the Hawaiian community to date has been through his music. As the producer and songwriter of thousands of songs that incorporate Hawaiian language and values, many of which are sung by current day popular artists, he continues to keep Hawaiian heritage and culture alive.**

**Kahu Makuakāne is committed to 'Ōlelo Hawai'i, and to the survival of the Hawaii language. He continues to reflect Hawaiian culture and heritage in his music, his spirituality, and ensures that the important stories of Hawaii are passed down to future generations and not forgotten. Music is a universal and non-confrontational way to keep their truth alive. As the first Christian church on O'ahu, Kawaiaha'o holds cultural importance for the Hawaiian community. The church itself is full of invaluable Hawaiian and Christian history and artifacts, including genealogical archives and hīmeni music pieces. Since his tenure as the Kahu of the church, Kawaiaha'o has become a beacon for revival in the community. Church services are viewed by thousands of people around the world through online streaming, sharing Hawaiian culture with people from across the United States and in other countries.**

**Kahu Makuakāne also works with community partners and his ministries to reach Hawaiian people. For example, he opened the church grounds to be used for worship services run by a church called Light and Salvation. This church services Hawaii's homeless community. He has also been working with a program that reaches incarcerated Native Hawaiians in hopes of rehabilitation, a program that works with many of Hawaii's at-risk youth which includes Native Hawaiian keiki from Oahu's major low-income housing facilities, songwriting programs, and more.**

**Does the Nominee have a significant presence in the community-at-large and/or has the Nominee had a positive impact on the community at-large outside of his/her business or professional position? If so, please describe.**

**Kenneth Makuakāne has a long list of accomplishments and community involvement outside of his professional career. He is especially active in activities that work with and help children and youth. Kenneth Makuakāne was the Chair for the first state gap health plan called SHIP (State Health Insurance Program) which was the pilot program that preceded Quest. As a Board Member for The Boys and Girls Club Windward Chapter, he helped create the clubhouse at Kailua Intermediate School. He is Board Chair for Kua O Ka Lā, a Hawaiian charter school in Hilo where he helps to set the Hawaiian based values and curriculum for this uniquely 'āina-based school. He is a Board Member and mentor for students who are in media production and music through the Academy of Arts and Communications program at Waipahu High School.**



He is also on the Board of Trustees for Hawaiian Mission and a Board Member of the University of Hawaii's Nā Pua No'eau Children's Program that identifies gifted and talented Hawaiian children. Kenneth Makuakāne is the Nā Keiki O Kāne'ōhe Public School Community Advisory Vice President where he helped create the community advocacy group to do a capitol campaign to supplement funding for primary feeder and high schools in the Kaneohe area. He served as a member on The National Endowment of Culture and the Arts. He was on the Natives Arts and Culture Foundation, based in Seattle, which gives grants to advance equity and cultural knowledge, focusing on the power of arts and collaboration to strengthen Native communities and promote positive social change with American Indian, Native Hawaiian, and Alaska Native peoples in the United States.

Kahu Makuakāne has an extensive list of accomplishments and leadership in the community and in the church. He is an example to many and a mentor to those he cares for. He continues to be a strong advocate for the rights of Native Hawaiians and through his influence and music preserves and teaches about Hawaiian heritage and culture. I highly recommend and endorse Kahu Kenneth Makuakāne for receiving an honorary doctorate degree.

Sincerely,



Rev. Dr. Karen Georgia A. Thompson  
General Minister and President and Chief Executive Officer



## *Native Hawaiian Chamber of Commerce*

P.O. Box 597

Honolulu, HI 96809

[NativeHawaiianChamberofCommerce.org](http://NativeHawaiianChamberofCommerce.org) [nhccohu@gmail.com](mailto:nhccohu@gmail.com)

### 2024-2025 Directors

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 Jay Vannetta, First VP  
 Brandon Souza, Second VP (Secretary)  
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 Dr. Angela Pratt  
 Andrew Rosen, Executive Director

**Board of Regents  
 University of Hawai'i  
 2444 Dole Street,  
 Bachman Hall, Room 209 Honolulu,  
 HI 96822**

**Aloha e nā Regent Hanohano,**

**I am writing to express my deepest and most enthusiastic support for Kahu Kenneth Makuakāne's nomination for an Honorary Doctorate from the University of Hawai'i.**

**As the Executive Director of the Native Hawaiian Chamber of Commerce, I first came into contact with Kahu Makuakāne when he was selected as an Honoree for the 46th Annual 'Ō'ō Awards, a recognition reserved for Native Hawaiians who have made outstanding contributions to the advancement of our lāhui. During our time working together in preparation for the awards gala and beyond, it became increasingly evident why Kahu Makuakāne was an overwhelming choice for this prestigious honor. His presence, humility, and dedication to serving our people left an indelible mark on all of us.**

**Born and raised in Hilo, Hawai'i, Kahu Makuakāne comes from a distinguished lineage of spiritual leaders. His great-great-great-grandfather, Rev. Daniel Makuakāne, served as the pastor of 'Ōpīhikao Congregational Church from 1865 to 1873, and later at Kalapana in 1877. Kahu Kenneth has carried forward this legacy with honor and reverence, uplifting both the spiritual and cultural health of our communities.**

**Before becoming a Kahu, Kenneth was already an icon in Hawaiian music. He is widely recognized as one of the most prolific producers in the history of Hawaiian music, having worked with luminaries such as Nā Leo Pīlimehana, HAPA, Amy Hānalali'i Gilliom, Obrian Eselu, Ralatea Helm, and the Pandanus Club. His contributions to the music industry are staggering, with over two hundred albums to his credit, many of which have become seminal works in the Hawaiian music canon. His ability to elevate the music of our people has brought both local and global recognition to Hawaiian culture.**

**As a multi-instrumentalist and vocalist, Kahu Makuakāne has left his mark on hundreds of recording projects. Among his many achievements, he has produced landmark albums for Kamehameha Schools, and contributed to the monumental Baibala Hemolele project, which created an audio library of the first written document in the Hawaiian language from 1839. His talent and dedication were further demonstrated in the groundbreaking Disney Hawaiian language project, where he translated and produced beloved Disney classics such as "When You Wish Upon a Star" and "Colors of the Wind" into Hawaiian, preserving the beauty of our language for future generations.**



## *Native Hawaiian Chamber of Commerce*

P.O. Box 597

Honolulu, HI 96809

[Nativehawaiianchamberofcommerce.org](http://Nativehawaiianchamberofcommerce.org) [nhcc@ohu@gmail.com](mailto:nhcc@ohu@gmail.com)



At our 'Ō'ō Awards Gala, Kahu Makuakāne honored past honorees with a mele he and Dr. Keola Donaghy composed titled "Ka Lei Hulu Manu 'Ōiwi". The mele resonated deeply with everyone present, a testament to his unique ability to merge culture, spirituality, and music in a way that elevates the collective mana of our lāhui.

In addition to his musical accomplishments, Kahu Makuakāne serves as the Kahu of Kawaiaha'o Church, the oldest Christian church in Hawai'i. He has provided spiritual leadership and guidance to one of Hawai'i's most historically significant congregations since 2018. Prior to this role, he served in the Hawai'i Conference of the United Church of Christ in various leadership capacities, including as Papa Makua for the Association of Hawaiian Evangelical Churches.

Kenneth Makuakāne's life is a reflection of excellence, service, and dedication to Hawai'i and its people. His journey—from his humble beginnings in Hilo, to his status as a cherished musician, to his role as spiritual leader at Kawaiaha'o—speaks to his unwavering commitment to our culture, our language, and our lāhui. He embodies the values of aloha, mālama, and kuleana, making him an extraordinary candidate for an Honorary Doctorate from the University of Hawai'i.

It is my profound hope that the Board of Regents will recognize Kahu Kenneth Makuakāne's immeasurable contributions to Hawai'i and grant him this well-deserved honor.

Mālama pono,

**Andrew Rosen**

**Executive Director**

**Native Hawaiian Chamber of Commerce**

**P: 808.208.5816**

[www.nativehawaiianchamberofcommerce.org](http://www.nativehawaiianchamberofcommerce.org)





## King Lunalilo Trust

October 26, 2024

University of Hawai'i  
Honorary Doctorate Committee  
Mānoa, Honolulu, Hawai'i

Aloha mai –

I write this letter in full support of the nomination of Kahu Kenneth Makuakāne for an honorary doctorate from the University of Hawai'i. As CEO of the King Lunalilo Trust and Lunalilo Home, I have worked closely with Kahu Makuakāne for years as our two organizations collaborate on a regular basis to commemorate King Lunalilo at his annual Ali'i Sunday service and to accommodate visitors throughout the year to his Mausoleum on the grounds of Kawaiaha'o Church.

As Senior Pastor at Kawaiaha'o Church, Kahu Makuakāne grounds all that he does in deep aloha for everyone, regardless of religious belief or non-belief, lifestyle choices, or personal circumstances. With aloha as his foundation, Kahu exemplifies numerous other values that spring from aloha, such as humility, grace, and hard work. Under Kahu's spiritual leadership, I have watched the Kawaiaha'o become revitalized. The church hosts a growing Food Share event every Friday morning to help people experiencing food insecurity. The church actively encourages people experiencing housing insecurity to attend services. And Kahu regularly works with at-risk youth to connect them to Hawaiian music as a source of resilience. This list could go on and on.

Kahu is a pillar of the Native Hawaiian music community. Since 1990, Kahu has been awarded twenty-four (24) Nā Hōkū Hanohano awards, as performer, songwriter, and producer. He has written more than 1,500 songs and produced more than 200 albums. His songs are regularly performed at the Merrie Monarch Festival. In 2015, he was recognized with the prestigious Nā Hōkū Hanohano Lifetime Achievement award, and he was elected to the Board of Governors of the Hawai'i Academy of Recording Artists in 2023.

Over the years, Kahu has also contributed to the well-being and advancement of the Native Hawaiian community beyond music, impacting the lives of thousands. As President of the Board of Kua O Ka Lā, Kahu provides oversight and guidance for a Hawaiian charter school in Hilo with a unique 'āina-based curriculum. In 2009, he helped the Boys & Girls Club of Hawai'i keep the doors open for their Windward Clubhouse by giving away his recently released album to anyone who donated \$10 or more to the cause. In recognition of his decades of courage, resilience, and dedication to his craft and to the people of Hawai'i, he received the prestigious 'Ō'ō Award from the Native Hawaiian Chamber of Commerce in 2023.

Attending service at Kawaiaha'o Church, one would never guess at Kahu's many achievements. His sermons weave together Hawaiian history and values with Christian teachings. His sermons emphasize the importance of community and service to each other and the greater lāhui. His sermons give time for community organizations (like mine) to offer inspiring messages and ho'okupu to our Ali'i and to ke Akua. And he regularly plays and sings as key elements of his message of deep aloha and community. This is man of aloha and service is the Kenneth Makuakāne I have come to know and admire.

I strongly support recognizing his life of service to the community with an honorary doctorate. Mahalo for your consideration.

Me ke aloha pumehana,



Keolamaikalani Dean  
Chief Executive Officer

October 24, 2024

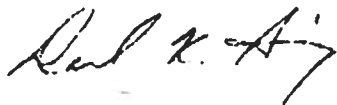
**This letter recommends conferring the University of Hawaii Honorary Doctorate degree to Kenneth Makuakane.**

**Kahu Makuakane is distinguished as a storyteller, historian, poet, and spiritual guide through his music, education and spiritual leadership. His compositions, arrangements and singing draws from his deep roots in Hawaiian history, culture and spirituality. The mele that he writes, speak to our lives, our values and our direction. He draws upon his giftedness in poetically describing everyday life but touching deep into the heart and soul of everyday people universally and through generations. His music evokes traditional/classical Hawaiian that inspires youth, adults and kupuna, telling the story of their ancestors while connecting to present day occurrences.**

**That kuleana of storytelling and the transmitting of spiritual values through music translates to the kuleana he carries as the Senior Kahu at Kawaiahao Church and a leader in education. His daily actions, decisions and discussions come with a deep connection and caring for students and people, and the communities they come from. Kahu Makuakane has been taking care of people, communities locally, nationally and internationally for over 40 years impacting generations of people, families and communities. This is evident by the numerous awards and recognition he has obtained by a wide mix of community and national organizations.**

**The evolution of his craft has been a combination of first being a learner and listener-acknowledging those that have come before him and his partnerships with artists and other storytellers. And finally, it his diligence over time to apply these lessons to his God given talents and to be the best for God and his fellow man.**

**With deep humility, I respectfully recommend Kenneth Makuakane for a University of Hawaii Honorary Doctorate.**



**David Kekaulike Sing Ph.D.  
Emeritus Professor, University of Hawaii at Hilo  
Managing Partner, Educational Prism**

November 8, 2024

To Whom it May Concern:

**RE: Letter of Recommendation for Kahu Ken Makuakāne to receive an Honorary Doctorate Degree**

As Kanaka Maoli and someone who cares deeply about my community and Hawai'i nei, I offer my wholehearted support of my friend Kenneth Makuakāne to be a more than worthy recipient of an honorary doctorate degree.

There is no one I can think of more deserving of this. And no better time than the present for him to receive this honor, especially when the loving, kind and empathetic elements of his character continue to deliver hope and healing of Ke Akua Manaloa to a troubled and chaotic world.

What Ken has done for our people, our community, and our Lāhui, in the relatively short time he's been on this earth—both through his music and his ministry—is truly remarkable and well-documented. While I know you will be receiving numerous letters from others who will speak to Ken's service to community, congregation and organizations throughout our pae 'āina that work diligently to uplift and give hope to the most marginalized and down-trodden, I am most comfortable speaking to his character and his commitment as a friend.

My friendship with Ken goes back more than 30 years. Most of my time knowing him has been in the context of music...soulful, artfully crafted, uplifting music, all composed and produced with a heart heavy for his people and the Hawai'i he holds dear. His incredible music has touched the hearts and lives of multitudes around the world and consistently conveyed the truth about what a unique and awe-inspiring place Hawai'i really is. He is the type of friend that no matter how busy, he shows up. No matter how full his plate, he is there when it matters most. And he always has the calming, encouraging words to say with the most disarming sense of humor, perfect for his line of work finding reason amidst the storm, being a constant force for good in the chaos of life.

When Ken first told me he was going to dedicate his life to a new mission—that of ministry, I thought, wow, that makes sense. What better way to use the immense gifts God has given him than to become Kahu. And not just Kahu of any church, mind you, Kahu of Kawaiaha'o! And only the 12<sup>th</sup> Kahu of this magnificent holy place that was so important to our Ali'i in tumultuous times, and so utterly important to our people now. My grandmother, Annie Asam Kanahale, was a lifelong member and Sunday School Teacher of Kawaiaha'o's sister church Kaumakapili in Kalihi. I am particularly proud that Kahu Ken is at the helm of Kawaiaha'o. He follows in the footsteps of our beloved Kahu Abraham Akaka, the 9<sup>th</sup> Kahu of Kawaiaha'o. Grandma Annie was a very close friend of Kahu Akaka's, and the two worked on *Na Himeni O Ka Ekalesia*, the first Hawaiian Hymnal project together translating into 'ōlelo Hawai'i beloved hymns more than a century old. More than 25 years later, Ken worked together with a Kanahale family member on the *Babibala Hemolele*, the Hawaiian Bible project. Just another example of how we are all connected in Hawai'i nei. I am deeply grateful for your kind consideration in bestowing this honor upon my dear friend who has made such an indelible imprint on our community that will last for generations.

*Me ka 'ōia'i'o,*



**Donne Dawson**

Kanaka Maoli/Community Leader/Hawai'i State Film Commissioner



Nov. 08, 2024

Board of Regents  
University of Hawai'i  
2444 Dole Street  
Bachman Hall, Room 209  
Honolulu, HI 96822

**Subject: Letter of Support for Rev. Kenneth Makuakāne's Nomination for an Honorary Doctorate**

Dear Members of the Board of Regents,

My name is Hailama Farden, I am writing this letter in my capacity as President of the Hawai'i Academy of Recording Arts (a role I will conclude on November 10, 2024) and as the Kahu of the Wai'anae Protestant Church. I am honored to submit this letter of support for Rev. Kenneth Makuakāne's nomination for an honorary doctorate from the University of Hawai'i. His lifelong dedication to service and cultural preservation is a testament to the values instilled in him by his parents, the late Rev. John Makuakāne, a highly respected Kahu, and Rev. Violet Makuakāne. Kenneth's life and legacy embody their foundational principles of love, faith, and service to the Hawaiian community.

Rev. Makuakāne is a true steward of Hawaiian music, culture and spiritual leadership. As a member of the Kuini Pi'olani Hawaiian Civic Club, he exemplifies his commitment to civic engagement and cultural advocacy. His impact on Hawai'i's music industry is extraordinary—he has served multiple terms as Governor of the Hawai'i Academy of Recording Arts (HARA), and as one of Hawai'i's most recorded artists, he holds over 300 credits as a recording artist. His contributions span an impressive range of roles, including producer, singer, composer, instrumentalist and liner note writer. Kahu Kenneth's work has defined Hawaiian music for generations since his first recording 51 years ago as a member of Nā Leo O Kamehameha, featured in the groundbreaking Album In concert-Hawai'i's Stars Present Hawai'i's Youth. This album launched the musical careers of Kahu Makuakāne, Tony Conjugation, Brickwood Galuteria, Walter "Braddah Waltah" 'Aipoalani among others. Kahu's work musically promulgated the fostering of deep connections to Hawaiian heritage and inspiring audiences worldwide.

As the Senior Pastor of Kawaiaha'o Church, one of Hawai'i's most historic churches with a 200+ year legacy, Rev. Makuakāne brings honor and reverence to this esteemed institution. His



leadership there reflects a profound commitment to his faith and his heritage, making him a pillar of strength and inspiration within our community. During the challenging COVID-19 pandemic, when churches were closed, Kahu Makuakāne extended a gracious invitation for me to co-preach with him. For nearly a year and a half, we shared the pulpit at Kawaiaha'o Church, delivering sermons on alternating weeks that reached and uplifted our community through Kawaiaha'o's online platform. This opportunity was significant; as the viewers were not only parishioners of our churches but were from throughout the United States – and even regular viewers from Canada, Europe, India and Australia. This was testament to Kahu Makuakāne's initiative. This collaboration is but one example of his generosity, vision, and desire to support fellow ministers in service to our people.

It is also worth noting that Kahu Kenneth is a 1973 graduate of the Kamehameha Schools, where he began his journey to becoming one of Hawai'i's most influential cultural leaders. His contributions to Hawaiian music, his pastoral care, and his devotion to Hawaiian values make him an ideal candidate for this honor.

I strongly support the University of Hawai'i in recognizing Kahu Kenneth Makuakāne's extraordinary achievements with an honorary doctorate. His work speaks volumes about the impact of Hawaiian cultural leadership, artistic achievement, and faithful service. Such recognition would honor not only Kahu Kenneth himself but also the broader Hawaiian community and the University's mission.

I wholeheartedly endorse Kahu Makuakāne for this honorary doctorate and encourage your favorable consideration of his nomination.

Me ke aloha,



Hailama Farden  
President, Hawai'i Academy of Recording Arts  
Kahu, Wai'anae Protestant Church



**Andover Newton Seminary**  
AT YALE DIVINITY SCHOOL

**SARAH B. DRUMMOND**  
*Founding Dean*  
*Andover Newton Seminary*  
*at Yale Divinity School*

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October 25, 2024

Members of the Honorary Doctorate Selection Committee  
University of Hawai'i Maui College  
*Delivered electronically*

Dear Members of the Selection Committee:

I was thrilled to learn that my colleague the Rev. Kenneth Makuakāne has been nominated for consideration to receive an honorary doctorate from the University of Hawai'i Maui College. I have known Rev. Makuakāne for five years. During this time, I have grown to increasingly appreciate his many gifts and contributions in the form of Christian ministry, musical composition and performance, and civic leadership.

The graduate theological school I serve as Dean, Andover Newton Seminary at Yale Divinity School, was the first to send Christian missionaries to Hawai'i to grow the church and spread the Gospel. The legacy of those missionaries constitutes a mixture of cultural contributions and the evils one associates with settler colonialism. As our seminary sought to grapple with this complex legacy, Rev. Makuakāne became a trusted conversation partner and ally. As Senior Pastor of a church founded by Andover graduate Hiram Bingham, Rev. Makuakāne has thought deeply about legacy, tradition, and honest reckoning with the past. I cannot imagine our seminary's Hawai'i partnerships, now vibrant and active, having come into existence without his dedication to faith and learning.

I believe one of the gifts he brings to communal leadership is his capacity to think like an artist. Artists see possibilities others do not. An assortment of stories, images, sounds, tastes, and flavors is not a mishmash to them; it is an opportunity to create something new. Rev. Makuakāne's work as a composer and performer includes both creativity and striving for polished perfection. He worked with students from our seminary on songwriting and showed them how stories can become song, and how song can expand both knowledge and a communal sense of belonging. His capacities in music, theology, and faith community leadership make up a rare combination that merits recognition in its sheer interdisciplinarity.

That said, the main reason I think him worthy of an honorary degree from the University of Hawai'i Maui College is that he is a national treasure. Hawai'i, and the United States as a whole, boast no other like him. Honoring him with the highest attainment for lifetime achievement the academy has to offer seems fitting and would serve as a tribute to conferrer and recipient alike. Thank you for receiving these thoughts on Rev. Kenneth Makuakāne's giftedness and worthiness of recognition.

Yours truly,



Sarah B. Drummond



October 27, 2024

To the Doctoral Honors Committee of Maui College, University of Hawaii:

It is my honor to commend the Reverend Kenneth Makuakāne to you as a candidate for an honorary Doctorate of Humane Letters. I have known Rev. Makuakāne for almost a decade as a colleague. We have worked closely as leaders in non-seminary based education for church leaders in the United Church of Christ. I consider him a trusted friend and co-worker in the building of a more just and peaceful world, not just in Hawaii but in every state and indeed, around the globe.

In particular, I lift to you Rev. Makuakāne's work to preserve and expand the presence of Native Hawaiian leaders in religious communities across the state of Hawaii. He has been tireless in his efforts to provide theological education for native Hawaiian speakers, often encountering skepticism if not actual opposition to the idea that Native congregations should be led by those steeped in the unique culture of Hawaiian Christianity birthed by the arrival of Congregational missionaries in the early 1800s. In developing this ministry within his own church, Kawaiaha'o Church United Church of Christ, and in his work with the Hawaiian Evangelical Association across the islands, he has centered the call of God to be present with people where they are and as they are. The Native religious leaders he trains are able to minister in and with Native Hawaiian communities that are at substantial risk for injustices of all kinds can provide people with resources to overcome systemic poverty and discrimination.

In my role as Academic Dean and course writer for PATHWAYS Theological Education, Inc., I have included Kawaiaha'o Church as an exemplar of culturally inclusive worship in a United Church of Christ History, Theology, and Polity course. Rev. Makuakāne creates worship that weaves together Congregational and Progressive Christian theology with the Native values that make Hawaiian expressions of Christianity unique. In every service I have watched from the East Coast, I have heard him or members of his congregation speak of the work the church does in its community to welcome those who are welcome nowhere else. From those who are homeless to those who are incarcerated, the church that called Rev. Makuakāne as its Kahu has, under his leadership, lived up to its heritage as the First Church of Hawaii in ways that change lives on a daily basis.

I have learned much about the struggles of Indigenous People from Rev. Makuakāne beyond Hawaii, as well. He has been a staunch advocate within the United Church of Christ for inclusion and affirmation of Native American, Hawaiian, Samoan, and other indigenous peoples in the full life of the denomination, particularly in pastoral roles. He has educated me about the obstacles faced by ministers from Indigenous cultures, both those who attend seminary and then are suspect in their own communities and those who are educated in other ways but then are suspect in communities that require seminary trained pastors.



**Rev. Makuakāne has also been tireless in his focus on creating new music and preserving traditional music in the language of Hawaii. He has shared numerous original songs with his colleagues at meetings, translating Hawaiian phrases for us as well as teaching us the traditional values that underlie the phrases. In sharing this wisdom, he is providing us with insight about the ways that true Christian values align with the culture and heritage of the Hawaiian people. Beyond that, as he keeps alive the long heritage of Native music that must be passed from generation to generation through his recordings and performances, he brings joy to audiences of every age and heritage.**

**As an advocate for the people and culture native to Hawaii, Rev. Kenneth Makuakāne has no equal. He is passionate about justice for society as a whole and for individuals as a healing balm for the inequities, discrimination, and hardships brought about by centuries of colonial oppression. I can think of no better recipient of an Honorary Doctorate from Maui College than he.**

Sincerely,

A handwritten signature in black ink that reads "Ruth E. Shaver". The signature is written in a cursive, flowing style.

**Rev. Dr. Ruth E. Shaver  
Academic Dean and  
United Church of Christ Pastor**



**Brian R. Bodager**  
*President/Chief Executive Officer*

October 24, 2024

University of Hawai'i Maui College  
310 W. Ka'ahumanu Ave  
Kahului, Hawai'i 96732-1617

**Re: Letter of Endorsement from Brian R. Bodager, President and CEO, The Pension Boards, UCC Inc. in support of the Nomination of Rev. Kenneth Makuakane for consideration for Doctor of Letters Honoris Causa**

Dear Members of the Faculty,

It is with the greatest respect for the University of Hawai'i Maui College faculty that I write today on behalf of the Pension Boards Family of Companies, to express support for the nomination of Reverend Kenneth Makuakane for consideration of the recognition by your institution with the award of Doctor of Letters Honoris Causa.

I enthusiastically endorse the nomination of Rev. Makuakane with whom I have known and partnered in service to the Pension Boards and the United Church of Christ, and its associates located in the 50 United States, Puerto Rico, The American Samoa and many countries worldwide where missional work is carried out. Serving over twenty thousand members who serve the needs of parishioners and communities around the globe.

For over ten years in this significant board leadership role (see attachment), Rev. Makuakane has made possible positive impacts on the lives of thousands of people worldwide. I have witnessed his impact, his integrity and his wisdom in a myriad of roles and settings. His steadfastness, judgment and guiding principles of the Hawaiian community are an inspiration to all who know him.

Rev. Makuakane has always achieved the respect and admiration of his professional peers and is an invaluable asset to our global organization and its mission and objectives to serve all our fellow human beings.

The values expressed through his work have made him an outstanding role model and representative of the Hawaiian community and the University of Hawai'i Maui College. His dedicated efforts have produced singular accomplishments in a broad range of global venues and has meaningfully advanced understanding and appreciation of Hawaiian culture, values and integrity.

The members of our Board's Executive Committee and the members of our Board of Trustees, join me in enthusiastic support of Reverend Kenneth Makuakane as a truly valued friend, colleague and admired citizen servant to our greater world.

We wish to thank the members of the faculty for your consideration of this honor and recognition of a remarkable individual whose work and accomplishments truly represent Hawaiian culture and reflect the values and mission of the University of Hawai'i Maui College.

Best regards,



Brian R. Bodager  
President/CEO  
The Pension Boards United Church of Christ, Inc.  
475 Riverside Drive, Room 1020  
New York, NY 10115  
(212) 729-2810

*"Operating at the intersection of faith and finance"*

FROM THE DESK OF

## James Uyeda

October 24, 2024

To Whom It May Concern:

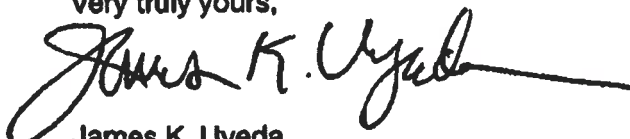
I am pleased to write in support of Pastor Kenneth Makuakane, a dedicated and selfless leader who has made a lasting impact on Hawaii's educational and community landscapes. For many years, Pastor Makuakane has volunteered his time, energy, and expertise to support educators, students, and community organizations across the state.

During my 16-year tenure as a technical resource for Apple's Education Division, Pastor Makuakane was a constant partner, working alongside me to offer digital media workshops, technical classes, and hands-on demonstrations to both public and private educational institutions in Hawaii, from K-12 through higher education. Remarkably, Pastor Makuakane provided his extensive knowledge and services without any compensation. As a self-employed professional, this work represented a significant personal and financial sacrifice, underscoring his commitment to education and the broader community.

Since my retirement from Apple, I have had the privilege of serving as Advisory Board Chair for the Academy of Arts and Communications at Waipahu High School, a creative media and fashion career academy. Despite his role as Kahu (pastor) of Kawaihae Church, Pastor Makuakane joined me on the board, generously dedicating his personal time to further our shared goal of advancing education in Hawaii.

Pastor Makuakane's contributions are invaluable, and his dedication to supporting students, educators, and the community speaks to his character and commitment. I wholeheartedly recommend him and am confident he will continue to be an asset to any endeavor he undertakes.

Very truly yours,



James K. Uyeda  
4186 Huanui Street  
Honolulu, HI 96816  
juyeda@mac.com





DEPARTMENT OF VETERANS AFFAIRS  
 PACIFIC ISLANDS HEALTH CARE SYSTEM  
 Spark M. Matsunaga Medical Center  
 459 Patterson Road  
 Honolulu HI 96819-1522

October 28 2024

University of Hawaii  
 2444 Dole Street  
 Honolulu, HI 96822

RE: Letter of Recommendation - Kahu Kenneth Makuakāne

Dear Members of the Honorary Degree Committee,

I am honored to recommend Kahu Kenneth Makuakāne for the conferral of an Honorary Doctorate Degree from the University of Hawaii System. Kahu Makuakāne is a remarkable leader and visionary whose lifelong contributions have profoundly impacted the Native Hawaiian community and the community at large. His achievements span the fields of music, culture, spirituality, and social justice, each underscored by a deep commitment to Hawaiian heritage, values, and the well-being of future generations.

Kenneth Makuakāne is widely respected for his exceptional talents in the music industry as an artist, producer, and songwriter. His music serves not only as a cultural expression but as a vessel for preserving and promoting Hawaiian language and values. Through thousands of songs, he has woven the fabric of Hawaii's past into a legacy for future generations, ensuring that Hawaiian stories, language, and values endure. His artistry exemplifies the highest standards of cultural preservation and respect for his heritage.

Beyond his musical accomplishments, Kahu Makuakāne has made an indelible mark as the Kahu of Kawaiaha'o Church, where he guides his congregation with compassion and wisdom. His leadership integrates Christian values with The Aloha Value System, embodying a unique approach that strengthens the community spiritually while honoring and revitalizing Hawaiian traditions. Kahu Makuakāne's work at Kawaiaha'o extends beyond religious practice to address social issues and reach marginalized communities. Through his advocacy, he has inspired a community that serves the homeless, rehabilitates incarcerated individuals, and supports at-risk youth.

Kahu Makuakāne's efforts have not gone unnoticed. As a leader in many community organizations, he has spearheaded initiatives that serve children, youth, and the broader Hawaiian community. His role on the board of Kua O Ka Lā charter school is just one example of his commitment to education and cultural continuity. I have the pleasure of serving with him on the Veteran and Community Task Force, where he has lent his talent, advocacy, and support to helping Veterans and our community throughout the Pacific Islands. He has also contributed to numerous health, educational, and cultural programs, demonstrating an unflinching dedication to social responsibility and community well-being.

The University of Hawaii System could not find a more deserving individual for an Honorary Doctorate Degree. Kahu Makuakāne's work is a beacon of cultural resilience, empathy, and advocacy. He exemplifies the values of leadership, cultural preservation, and service that the University of Hawaii aims to foster.

Thank you for considering this recommendation for Kahu Kenneth Makuakāne, whose lifelong contributions continue to uplift, inspire, and empower the Hawaiian community and beyond.

Respectfully,

*Adam M. Robinson, Jr., M.D.*

Adam M. Robinson, Jr., MD, MBA, FACS, FASCRS, CPE  
 VADM (RET) MC, USN  
 36<sup>th</sup> Surgeon General, USN  
 Director, VA Pacific Islands Health Care System

October 29, 2024

To Whom It May Concern,

I write to endorse the nomination of Rev. Kenneth Makuakāne for an honorary doctorate degree.

**Why do you believe the Nominee should receive the Honorary Doctorate Degree and what values do you feel they uphold/exemplify?**

As I heard Kenneth tell his own story, he reflected that in his young adulthood he wanted to be a heart surgeon. For various reasons and turns in life that vocation did not come about. However, it is also true that Kenneth did indeed become a surgeon of the heart. Through his music and mentorship of musicians he touches the heart through lyrics and melody in ways scalpels and defibrillators are inadequate for touching the beating center of life. As a minister, Kenneth is engaged in the enlarging of hearts of many to embrace this world with love and aloha. As a community organizer, he calls us to examine how our actions affect the 'aina and the most vulnerable among us. What values are exemplified? It is the ability to be involved in the very heartbeat of people and the community to form an aloha spirit which carries the individual, touches the wounds of society, and proudly advances the Hawaiian culture.

**Describe the Nominee's professional achievements, contributions and leadership qualities.**

In 1990 he was awarded Composer of the Year by Kamehameha Schools. Starting in 1990 Kenneth has won a number of Na Hoku Hanohano Awards for his work in the Hawaiian Music industry as singer and producer including in 2024 the Hawaiian EP ("Extended Play") of the Year, Anthology of the Year, and Favorite Entertainer of The Year. In 2023 Kenneth was recipient of the Native Hawaiian Chamber 'Ō'ō Awards for his contribution to Hawai'i as a musician, a community organizer, and senior pastor of Kawaiaha'o Church, a flagship church of the Hawai'i Conference, United Church of Christ. Kenneth is also principal partner of Makuakāne Music Corporation, serves on the Board of Governor of the Hawai'i Academy of Recording Arts, and on the Board of Directors for the United Church of Christ Pensions Boards. Kenneth also serves as a Board Member of the University of Hawaii's Nā Pua No'eau Children's Program and is the Nā Keiki O Kāne'ohe Public School Community Advisory Vice President. He has also served as a member on The National Endowment of Culture and the Arts and on the Natives Arts and Culture Foundation. His leads as an entrepreneur – becomes involved, networks with others, dreams, and moves to solutions.

**How has the Nominee contributed to the development, advancement, improvement or overall well-being of the Native Hawaiian community?**

From my perspective Kenneth is at the forefront of cultivating and propagating Hawaiian culture through music which integrates Hawaiian musical style and 'Ōlelo Hawai'i lyrics. As a pastor, he integrates Hawaiian spirituality and spiritual understandings into the Christian tradition bridging cultural understandings. As a community organizer, Kenneth is found working among the Hawaiian population which has been underserved, protesting against the Red Hill fuel storage tanks, and addressing crucial pressures upon Hawai'i with ecclesiastical and political leaders across the islands.



Rev. Dr. David K. Popham, Conference Minister

**KATHRYN S. MATAYOSHI**

1144 Maunawili Road

Kailua, HI 96734

[kathryn.matayoshi@gmail.com](mailto:kathryn.matayoshi@gmail.com)

October 29, 2024

**RE: Nomination of Kenneth Makuakāne for an Honorary Doctorate**

I understand that Kahu Kenneth Makuakāne has been nominated for an honorary doctorate from the University of Hawai'i. I write this letter as a personal friend and someone who has been inspired by his work both in music and community, and in full support of his nomination.

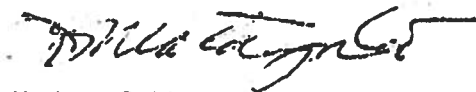
Others have written in some detail about Ken's many contributions to our community, especially in support of expanding and deepening our understanding and appreciation of Hawaiian culture and music in particular. I knew Ken growing up in Hilo, where he was a stellar tennis player, often competing with my brothers in the championship matches. We reconnected some years ago and have seen his generosity of spirit in multiple settings.

He always freely gives of his talent. This includes public events like Waipahu High School's National Academy Coalition Conference, where school leaders from across the country gathered to learn about the Academies work in Hawaii – work that Ken has supported for many years, or this past Na Hoku Hanohano Awards, where he wrote and had the audience join in a song before the opening pule. He has written songs for special celebrations of friends and family. It comes from an overflowing level of talent well recognized by many, and a generosity of spirit that seeks to share and connect individuals and communities.

On a personal note, a friend once said, "I always feel like I want to be a better person after talking with Ken." That's the kind of person Ken is. His actions, demeanor, kindness and sense of humor all reflect his values, his Hawaiian heritage and culture, and his deep commitment to all the people of Hawaii.

I hope you will give his nomination positive consideration. He is truly deserving of this honor.

Sincerely,



Kathryn S. Matayoshi

University of Hawai'i Maui College  
310 W. Ka'ahumanu Ave  
Kahului, Hawai'i  
96732-1617

October 30, 2024

**Re: Endorsement Letter in Support of Kahu Kenneth Makuakane's Honorary  
Doctorate Degree**

To Whom It May Concern:,

Aloha, it is my great honor to be able to submit this letter of unconditional support of Kahu Kenneth Makuakane's nomination for an honorary doctorate degree at the University of Hawai'i Maui College.

I have known Kenneth for over twenty years through my involvement with the Opihikao United Church of Christ located in Puna on Hawai'i Island of which both his mother and father were Senior Pastors.

I co-founded the Hawaiian-focused Charter School Kua O Ka Lā, whose campus shared the Opihikao church facility for our first 16 years. As the School's Board Chair, Kenneth brings immense wisdom, stability, vision, and guidance to support and ensure our school's growth and success.

Kenneth is a prolific songwriter, composer, entrepreneur, and performer. He now leads Kawaiaha'o Church as Senior Pastor, exemplifying unparalleled dedication and aloha for his Hawaiian culture and the care of Hawai'i's people. His sermons are down-to-earth, relatable, and inspiring, reminding people that a spiritual path is foundational to a happy, successful life. He deeply touches lives and hearts across generations.

In 2015, Kenneth received the prestigious Hawai'i Academy of Recording Arts Nā Hōkū Hanohano Lifetime Achievement Award, and in 2023, the Native Hawaiian Chamber of Commerce 'Ō'ō Award. This award, conceived 46 years ago, honors Native Hawaiian leaders who demonstrate courage, resilience, and dedication to their craft and Hawai'i's people. Kenneth, as an 'ōiwi leader, exemplifies the value of Hawaiian culture and values as pillars of business and leadership for future generations. His accolades, too numerous to list, reflect his remarkable achievements in many areas.

Over many years, I have been most impressed by Kenneth's creativity in problem-solving and expansive, out-of-the-box thinking. He is a visionary, a man of action, and a man of his word, whose every humble footprint leaves this world a better place. I am truly amazed by Kenneth and so grateful to share any moment with Kenneth in his busy life.

I can think of no one more deserving of this honorary degree, and I am thankful to see this opportunity for recognition is being presented to Kenneth.

I humbly offer this letter of my highest recommendation for your thoughtful consideration in awarding Kenneth this honorary degree. Please feel free to reach out to me with any questions at [halai96720@gmail.com](mailto:halai96720@gmail.com) or (808) 640-3439.

Me ka ha'aha'a,

*Susan Osborne*

Susan Osborne  
Co-Founder/Development Director  
Kua O Ka Lā Charter School

*Dr. Joseph Keola Donaghy*

212 Ho'oulu Ln. Apt 406

Wailuku, HI 96793

808-769-8133 • keoladonaghy@gmail.com

November 10, 2024

Board of Regents of the University of Hawai'i  
2444 Dole Street,  
Bachman Hall, Room 209  
Honolulu, HI 96822

Distinguished Regents,

I am writing to express my unqualified and enthusiastic support of Kenneth Makuakāne's nomination for an Honorary Doctorate from the University of Hawai'i. I have known Kenneth, worked with him in many capacities, and can speak to many of his accomplishments.

I credit Kenneth's parents, Kahu John Makuakāne and Kahu Violet Makuakāne - with whom I became well-acquainted - with Kenneth's unrivaled work ethic, compassion, and service to Hawai'i's people and God. Early in his adult life, his prodigious talents as a composer and musician emerged, leading to a 50+ year career whose output is unmatched in quality and quantity. He has been a part of and led four different groups in his time - Mango, Ka'eo, Pandandas Club, and A'ea'e and released 18 albums. As a solo artist in the past two decades, he has released 13 albums. He has been awarded 27 Nā Hōkū Hanohano Awards - as a group member, solo artist, producer, instrumentalist, and composer. In 2015, the Hawai'i Academy of Recording Arts awarded him the highest honor - the Lifetime Achievement Award. Despite these accolades, Kenneth continues to serve as a volunteer on the Board of Governors, as he has for over two decades. Few match his service and dedication to the health of the Hawai'i recording industry and all in it.

Kenneth currently serves as the Kahu (lead minister) of Kawaiaha'o Church - the oldest Christian church in Hawai'i - and is only the twelfth kahu in the 200-year history of the church. It is a position he has held since 2018. Before this, he served the Hawai'i Conference of the United Church of Christ, first as an Associate for Church Vitality, then as an Associate Conference Minister and the Papa Makua (the head minister) for the Association of Hawaiian Evangelical Churches. He maintains a vigorous travel schedule, conducting outreach throughout Hawai'i and abroad and serving as an ambassador for the church and Hawai'i. I have accompanied him to workshops where we have shared the rich musical tradition of the church in Hawai'i and taught participants songwriting for hīmeni (hymns). In the early 2000s, I also collaborated with him (in my work at Hale Kuamo'o at UH-Hilo to record audio of the Hawaiian Bible for Ulukau and provide a much-needed learning resource for those who wish to conduct religious services in Hawaiian.

His work in the music industry and the church are well-known. Less well-known are two other vital roles he serves - as an educator and in other forms of community service. Kenneth has conducted countless music workshops in his career, both individually and as part of his role with the Hawai'i Academy of Recording Arts, Kōke'e Haku Mele Retreat, the Kaua'i Music Festival (now the Hawai'i Songwriting Festival, Hawai'i Volcanoes National Park Haku Mele Retreat, Hawai'i Conference United Church of Christ, and at many other events. During my 12 years as faculty coordinator of the Institute of Hawaiian Music at UH Maui College, Kenneth has visited our program 2-3 times a year - at his own expense - to provide group workshops and private mentoring for my students. He has also taught at the Kani Kuola Music Festival at UH West O'ahu in 2022, Windward Community College in 2023, UH Maui College in 2024. The Kani Kuola Music Festival was established by myself and other music faculty at Hawai'i CC campuses throughout the UH system.

Finally, I will note the exemplary manner in which he has supported Hawai'i and its communities. Kenneth Makuakāne was the Chair of the first state gap health plan called SHIP (State Health Insurance Program) - a pilot program that preceded what we know today as Quest. He has served as a Board member for The Boys, the University of Hawaii's Nā Pua No'eau Children's, The Girls Club Windward Chapter, the Academy of Arts and Communications program at Waipahu High School, the Natives Arts and Culture Foundation based in Seattle, and The National Endowment of Culture and the Arts. Kenneth is also the Nā Keiki O Kāne'ohe Public School Community Advisory Vice President and Board Chair for Kua O Ka Lā, a Hawaiian charter school in Hilo.

Kenneth's life and career have been nothing short of extraordinary, and in both he has epitomized humility and selflessness. From his birth and humble upbringing in Hilo to his current place as one of Hawai'i's most beloved and honored musicians, and accepting a revered position at Kawaiaha'o, in which only a dozen people have served in over 200 years. The depth and breadth of his service to Hawai'i make him an ideal candidate for an Honorary Doctorate from the University of Hawai'i. I truly hope that the Board of Regents supports his nomination.

Me ka ha'aha'a a me ka 'oia'i'o



Joseph Keola Donaghy  
Associate Professor of Music / Humanities Department Chair  
University of Hawai'i Maui College

# Item V.

## President's Report A-C

**NO MATERIALS  
ORAL REPORT**



# Item V.D.

University of Hawai'i at Hilo and  
Hawai'i Community College  
Campus Presentation

# MATERIALS

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



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## Serving Hawai'i Island

UH Hilo Chancellor Bonnie Irwin  
Hawai'i CC Chancellor Susan Kazama  
February 20, 2025  
UH Board of Regents Meeting  
UH Hilo



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# Hō'ōia 'Āina

## Land Acknowledgement Statement

On behalf of the University of Hawai'i at Hilo and Hawai'i Community College, the Office of the Chancellor at each campus acknowledge the following:

Hawai'i is an Indigenous space whose original people are today identified as Kānaka Maoli (Native Hawaiian). Our kauhale aligns with the University of Hawai'i System's commitment to fostering the wellbeing of Indigenous communities through academic processes put into effect with the ten-campus, systemwide transformation called Hawai'i Papa O Ke Ao.

You are warmly welcomed by Hawai'i Community College and the University of Hawai'i at Hilo kauhale to the mokupuni (island) of Hawai'i, in this land division we call Waiākea, for the Hilo Hanakahi district, which encompasses the Manono and Hilo campuses. Additionally, Hawai'i Community College kauhale extends its welcome to the moku (district) of Kona 'ākau with the Pāalamanui campus; and in Haina in the moku of Hāmākua district with the Kō Education Center.



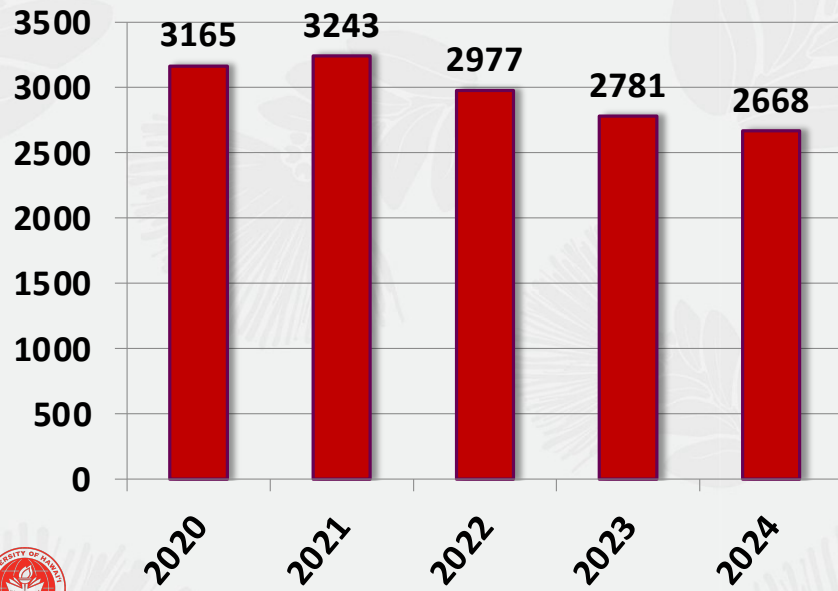
# Today's Presentation

- Enrollment
- Student Success/Performance Metrics
- Research
- Development
- Community Relations
- Accreditation

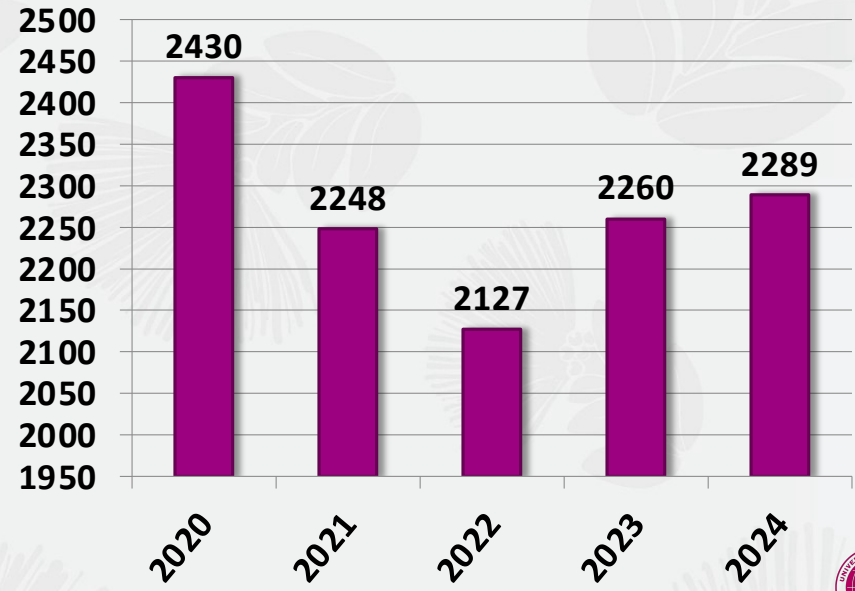


# Enrollment

## UH Hilo



## Hawai'i Community College



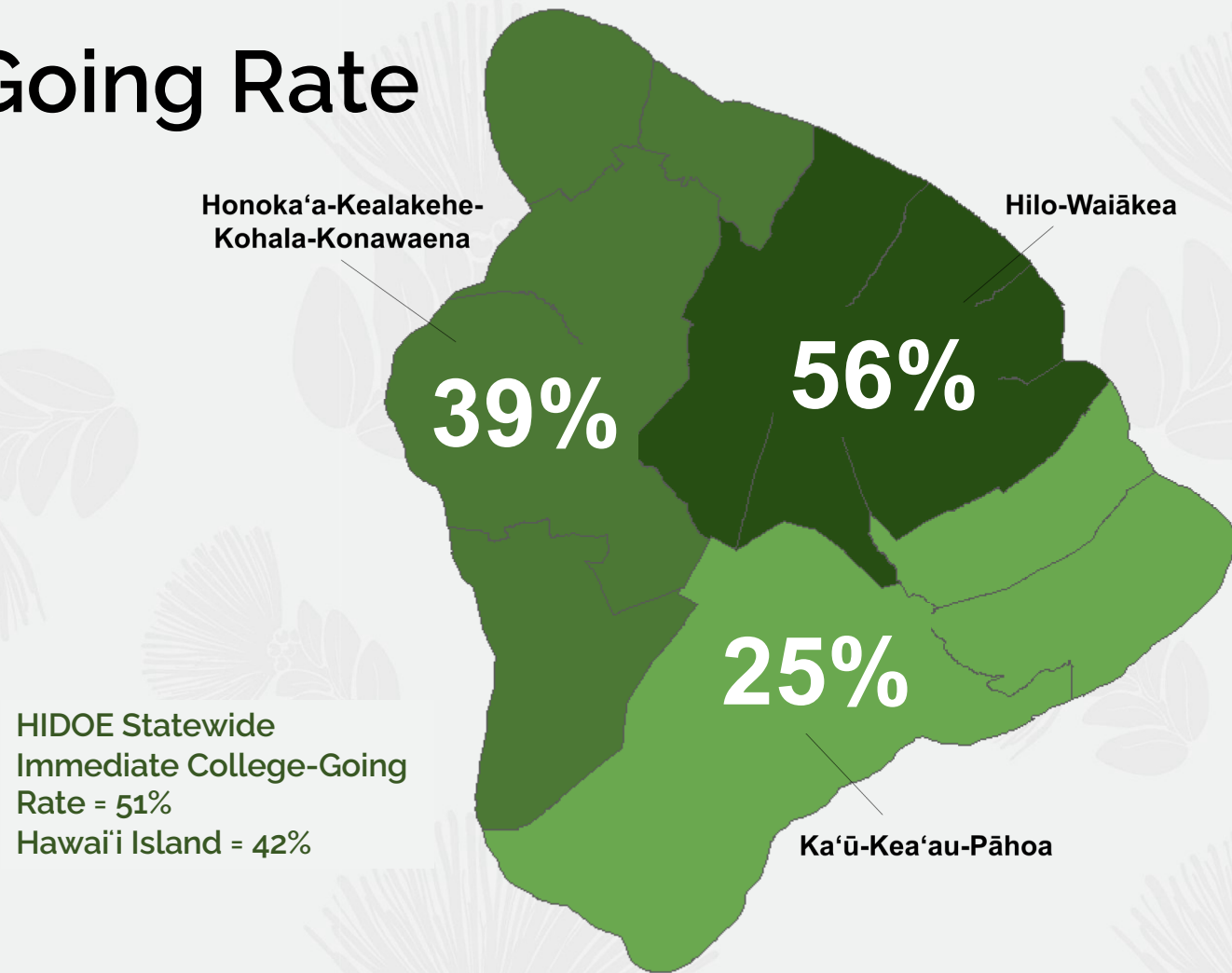
Who We Serve	UH HILO	HAWAI'I COMMUNITY COLLEGE
Total Headcount	2,668	2,289
FTE Enrollment	2,239	1,210
From Hawai'i Island	53% (1,405)	87% (1,990)
First Generation	34% (909)	54% (1,244)
Workforce Students		1,355
F24 Transfer Students	319	242



Who We Serve	UH HILO	HAWAI'I COMMUNITY COLLEGE
Native Hawaiian alone or in combination	32% (850)	40% (915)
Filipino alone	192	241
Filipino alone or in combination	30% (798)	40% (911)
Pacific Islander alone	190	69
Pacific Islander alone and in combination	15% (392)	11% (261)



# College-Going Rate





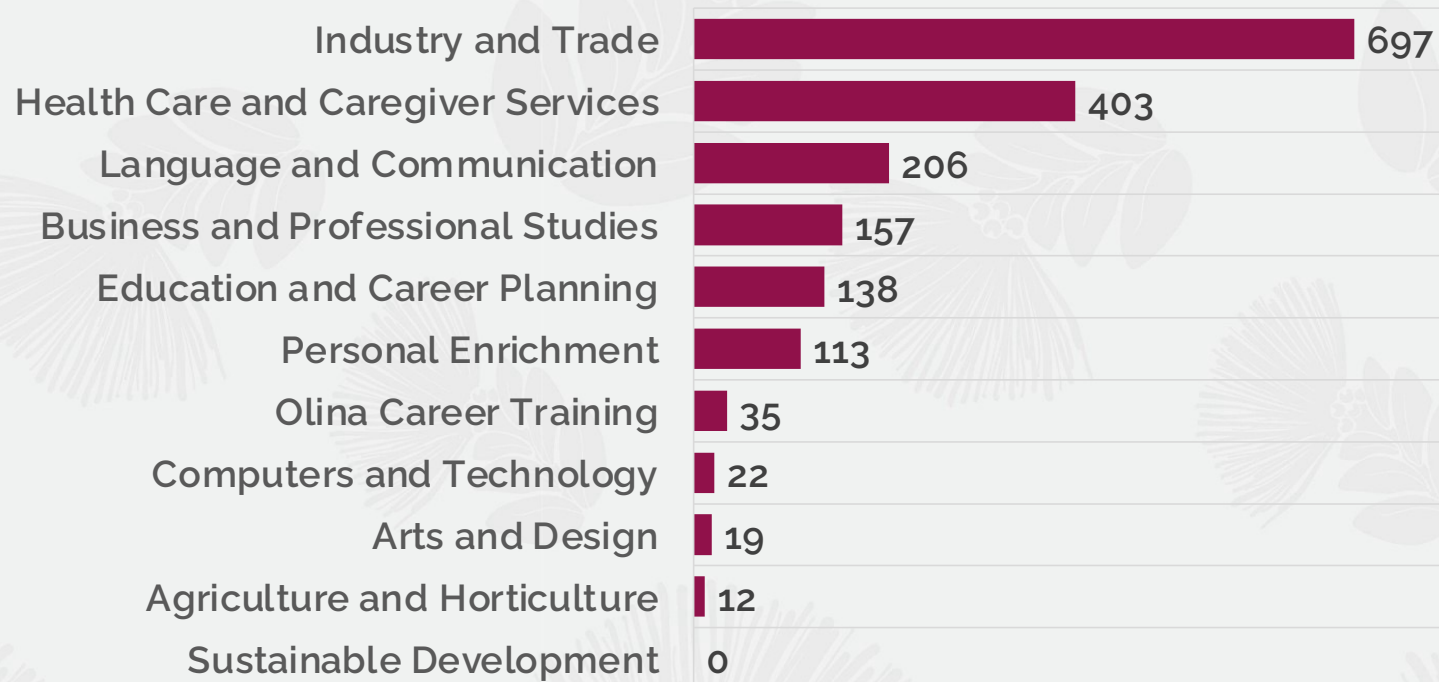
# Pre- and Post-Pandemic Going Rates

	Statewide	Hilo-Waiākea	Honoka'a- Kealakehe- Kohala- Konawaena	Ka'u – Kea'au – Pāhoa
College-Going Rate	51%	56%	39%	25%
Pre-Pandemic College-Going Rate	55%	58%	43%	40%

Hawai'i Data Exchange Partnership



# Hawai'i Community College Non-Credit Enrollment by Industry (FY2024)



# Hawai'i Community College Student Success Highlights & Strategies



# UH Hilo

## Enrollment Highlights & Strategies

### Strategic Enrollment Plan

1. Identity and Mission Alignment
2. Program Alignment with Mission and Market Demand
3. Enhancing Campus Environment and Infrastructure
4. Operational Efficiency and Technology Integration
5. Branding, Marketing, and Recruitment



# UH Hilo

## Student Success Highlights & Strategies

All-time high percentages:

- First-year retention
- Six-year grad rate
- 2-year and 3-year transfer grad rates



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# Development



## 2024 UH Hilo Scholarship Celebration

# Community Relations





# Hawai'i Community College Accreditation Status & Activities

- Accrediting Commission for Community and Junior Colleges (ACCJC) review for all UH community colleges with fall 2025 visit.



# UH Hilo

## Accreditation Status and Activities

- WSCUC Review
- Integrated Strategic Plan
- Strategic Enrollment Management Plan
- Multi-Year Budget Plan
- Shared Governance
- Data-Informed Culture



# Two Unique Missions One Partnership to Serve Hawai'i Island Communities



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# UH Hilo

# Faculty Congress

**Karen Pellegrin**

**Chair, Faculty Congress**

**Faculty Specialist**

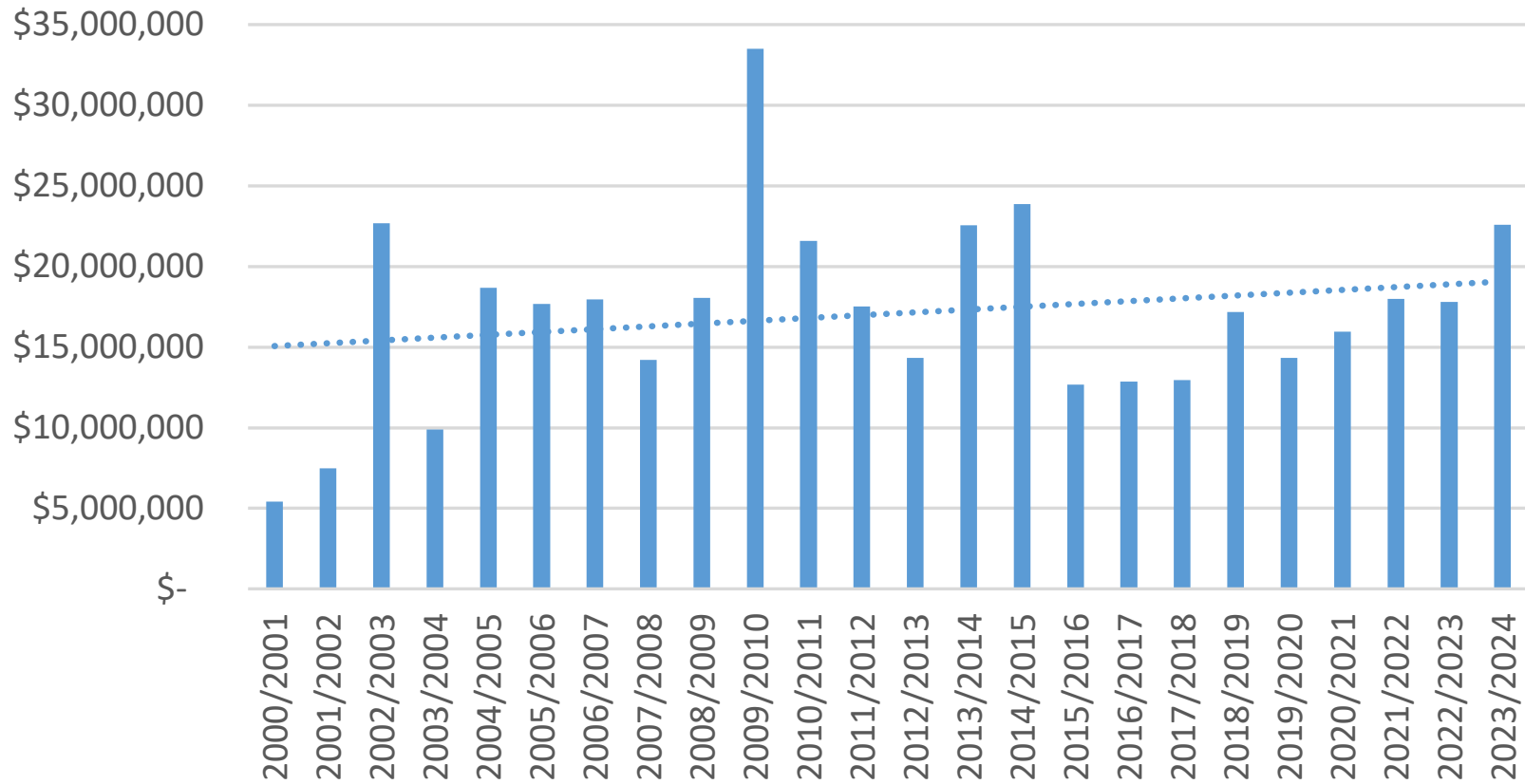
**Daniel K. Inouye College of Pharmacy**

# Updates from UH Hilo Faculty Congress

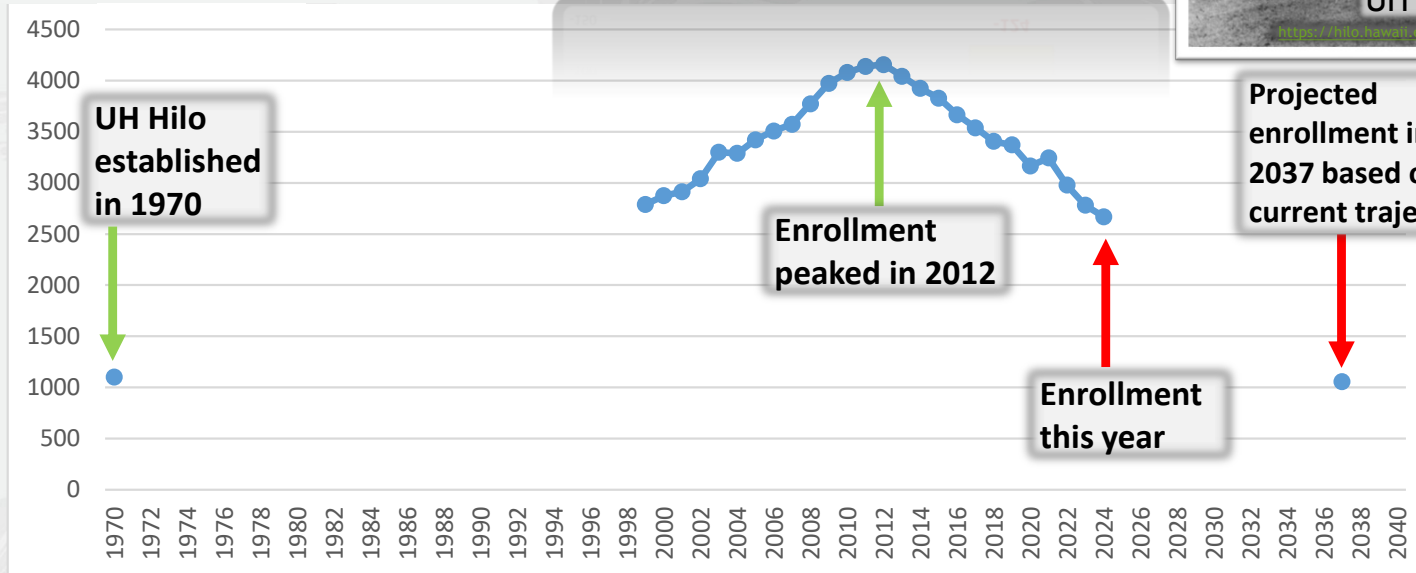
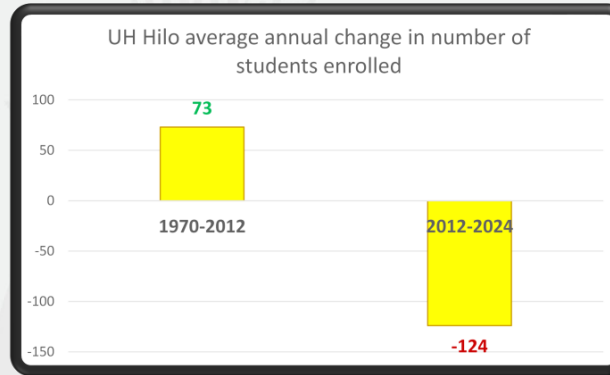
- Approved Workload Equivalency Policy
- Approved two new programs: Data Science, Education Studies
- Developed and approved Shared Governance Policy
- Responded to numerous requests for consultation
- Approved new “harmonized” Strategic Plan
- Held two “Community Conversations”



# UH Hilo Extramural Awards: Total \$



# UH Hilo Student Enrollment 1970-today & projected based on current trajectory



# Ho'olōkahi: To bring about unity

## UH Hilo Strategic Plan 2025-2035

- **VISION:**

- To be a model university and community, seamlessly woven together (hilo), where higher education is inspired by our beloved Hawai'i Island environment—rich in Hawaiian values, language, and culture—and empowers learners from any place to discover purpose, foster well-being, and leave the world a better place.

- **MISSION:**

- To cultivate a vibrant, inclusive community through education that honors Hawai'i's Indigenous people, deepens understanding of our local and global connections, and inspires exploration of Hawai'i Island's distinct *cultures* and *natural ecosystems*.

- **GOALS:**

- Demonstrate that UH Hilo is a Native Hawaiian place of learning, deeply connected to the history of Hawai'i Island's diverse communities
- Address equity gaps for vulnerable communities to overcome barriers to higher education
- Empower learners with p-to-date and relevant knowledge to contribute to healthy, vibrant, sustainable, flourishing communities on Hawai'i Island and around the world
- Advance and disseminate research, scholarly, and creative activities that address local priorities and have global relevance
- Develop a more resilient, adaptive, student- and community-centered, future-focused organization



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# UH Hilo

# Student Association

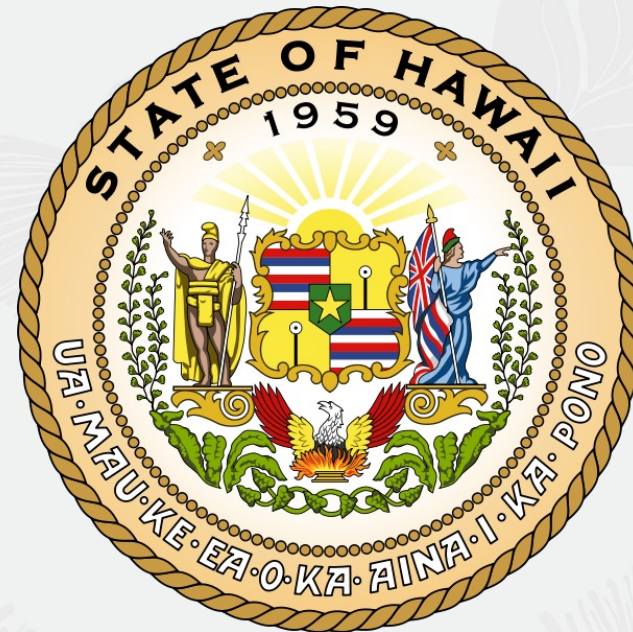
**Chelbi Sirach Espiritu**  
**UHHSA President**

**BS in Biology: Cell, Molecular & Biomedical Sciences and a Minor in Chemistry**

# Reviving Legislature

## UHHSA Attended Legislature Opening Day

- Senator-at-Large Ian Scarth
  - He and three other people on his committee
  - Learning how to track bill and how to understand
- UH Director of Government Relations Stephanie Kim
  - Testimony training



# Basic Needs



## BASIC NECESSITIES

- President Chelbi Sirach Espiritu
  - Hale Lako Student Supply Store

## FOOD INSECURITY

- Senator-At-Large Ian Scarth
  - Farm2U, in collaboration with Student Activities Council



# Holistic/Academic Well Being

## Holistic Well Being

- Vice President Ryan Goforth
  - Oh Hell Week
- Senator-At-Large Nikki Vo
  - Mental Health Resources
- Pharmacy College Senator Gemmy Alegre
  - Wellness Week: Thrive & Success

## Academic Well Being

- Pharmacy College Senator Gemmy Alegre
  - Engage & Empower



# Consultation Feedback

## Student Fees

- New Student Orientation (NSO) Fee
- Student Life Center (SLC) Fee Increase
- Athletics Fee

## Housing Increase

- 5% Increase/year for the next three years



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CAMPUS CENTER



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# Hawai'i Community College Academic Senate

Jana Smith  
Chair, Academic Senate  
Assistant Professor  
Social Science and Public Services



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# Hawai'i Community College Associated Students

Meleana Ahia

VP of Student Government

AAS in Diesel Mechanics

MAHALO!  
From all of us at



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# Appendix A

## UH Hilo Staff Council



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# UH Hilo Staff Council: 17 Members

## Chancellor's Unit

- Alana Ortiz, Chair
- Melanie Brokaw

## Academic Affairs Unit

- Raquel Zane, Chair
- Davelyn Cruz
- Darren Higa
- Shelby Iwamoto

## Administrative Affairs Unit

- Blaine Bautista, Chair
- Kristi Doran
- Brandi Paulo

## Student Affairs Unit

- Matt Kalahiki, Chair
- Cheryl DeMello
- Nani Munekata
- Kip Nagata
- Shariyah "Yaya" Lowe

## At-Large Members

- Walter Dudoit
- Chris Iha
- Veronica Tarleton



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# Staff Council Activity

- Quarterly meetings with additional meetings in between as needed
- Attend UH System Staff Council group
- Track Presidential Search discussions
- Planned campus wide Staff Assembly
- Established ad-hoc committees based on feedback from what staff on campus want to see



# Staff Council Ad-Hoc Committees

Current ad hoc committees and their initiatives:

- 'Āko'ako'a Committee: Plans big once-a-year Staff Assembly
- Loina Committee: Updates and upholds Council's Charter and Bylaws
- Kaulike Committee: Ensures equal opportunities are provided to staff
- Pilina Committee: Provides professional development opportunities and fosters a healthy working relationship with all UH Hilo staff



# Appendix B

- UH Hilo Integrated Strategic Plan
- UH Hilo Strategic Enrollment Management Plan



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# HILO

Ke Kulanui o Hawai'i ma Hilo



# HO'OLŌKANI

To bring about unity

**UH HILO STRATEGIC PLAN**  
2025-2035





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# OUR VISION

To be a model university and community, seamlessly woven together (hilo), where higher education is inspired by our beloved Hawai'i Island environment—rich in Hawaiian values, language, and culture—and empowers learners from any place to discover purpose, foster well-being, and leave the world a better place.





# OUR MISSION

To cultivate a vibrant, inclusive community through education that honors Hawai'i's Indigenous people, deepens understanding of our local and global connections, and inspires exploration of Hawai'i Island's distinct *cultures* and *natural ecosystems*.

## cultures

**Hawai'i Island *cultures* reflect its global history and influence** - Hawai'i Island is where Polynesian voyagers first settled as Hawai'i's indigenous people, King Kamehameha I was born, Captain Cook died, the first missionaries to Hawai'i arrived, Paniolo learned cattle herding skills from Mexican vaqueros and adapted them to island terrain, sugar companies brought immigrants from China, Portugal, Japan, Puerto Rico, Korea, and the Philippines to work on plantations, family farms in Kona and Ka'u produce internationally-acclaimed coffee, and the annual Merrie Monarch Festival has become the most prestigious hula competition in the world.

## natural ecosystems

**Hawai'i Island *natural ecosystems* reflect its geographic isolation and diverse topography** - Hawai'i Island hosts the most climate zones within the smallest landmass from tropical coast to temperate to the desert to rainforest to the only periglacial climate in Hawai'i (Maunakea's peak), four active volcanoes, one of which is the largest on earth (Mauna Loa) and one of which is among the most active on earth (Kīlauea), and nine natural area reserves to protect rare forests, ferns, grasslands, bogs, birds, bats, lava tubes and ancialine pools (ponds with an underground connection to the ocean), and the only alpine lake in Hawai'i.

# WHO WE ARE

WORKING WITH, IN AND FOR

# THE COMMUNITY

At UH Hilo, we recognize that a strong connection with our community is essential for fostering a vibrant and sustainable future. Our commitment to being an impactful, Indigenous-serving, and community-minded institution drives us to create a transformative space for discovery, innovation, well-being, and meaningful contributions.



## Our community is our history, our future:

The story of UH Hilo reflects the community's vision and resilience. As Hawai'i Island's sugar industry declined in the late 1960s, Hilo's leaders saw an opportunity to build a new foundation for their community—one rooted in knowledge, sustainability, and local empowerment. Their grassroots efforts led to the establishment of UH Hilo in 1970, creating a transformative institution that would serve as a cornerstone for East Hawai'i's prosperity.

Nationally, the 1970s were a time when civil rights and environmental movements went mainstream. In Hawai'i, this included the Hawaiian Renaissance. This movement revitalized Hawaiian traditions for conserving natural resources for sustainability and led to the reversal of a nearly century-old ban on using the Hawaiian language in the 1980s. The Hawaiian language immersion programs, launched during this time, became a cornerstone of the revitalization, fostering the resurgence of Hawaiian as a living language and cultural practice.

UH Hilo's strengths in the humanities and social sciences, environmental sciences, and Hawaiian language are reflected in these important community-driven movements. Community action also led to establishing of agriculture, business, health sciences, and professions programs at UH Hilo. Community leaders today are driving engagement with newer programs in computer and data sciences to support local innovation and workforce development.

Unraveled, UH Hilo and our community are fragile, but hilo (to weave) together, we are strong and unfrayed. UH Hilo was envisioned as a force of innovation and resilience. Today, we are uniquely positioned to export knowledge to the world while strengthening our home community.



## Our university is inclusive, immersive:

As a comprehensive public liberal arts and sciences university, UH Hilo offers rigorous baccalaureate and postgraduate education tailored to regional needs and global challenges. Faculty lead groundbreaking research while mentoring students in close, collaborative settings. We provide an inclusive experience for first-generation, non-traditional, part-time, and distance learners, ensuring that all students can thrive within our flexible, supportive programs.

UH Hilo's location is not just a backdrop—it is a living, breathing natural and cultural laboratory where students engage with the island's diverse people and ecosystems, from exploring the power of active volcanoes to studying celestial objects and the universe's origins to understanding the history and impacts of colonization, immigration, and grassroots activism through creative and critical inquiry. UH Hilo offers unparalleled opportunities for place-based learning grounded in Hawai'i and resonating globally. This dynamic environment sparks discovery, fuels innovation, and fosters a deep sense of purpose. Coupled with Hawaiian values, language, and culture, UH Hilo offers more than an education—it provides a transformative experience that connects students to a place, a community, and a legacy.

Students from Hawai'i Island deepen their ties to home while building global networks through diverse peers, faculty, and exchange programs. At the same time, UH Hilo attracts learners from across the Pacific, the continental U.S., and around the world, drawn by the opportunity to study in Hawai'i's rich natural and cultural landscapes. The University offers unique advanced degrees in pharmacy, counseling psychology, nursing, heritage management, tropical conservation biology, environmental sciences, and education—programs that not only meet workforce needs but also provide meaningful professional opportunities, enriching both local and global communities.

UH Hilo, in strong partnership with the community, championed the establishment of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, affirming Hawaiian as an official state language and addressing its historic endangerment.

This legislatively established college offers a unique Hawaiian medium educational pathway from preschool to doctorate, advancing Hawaiian language expertise and providing crucial resources for revitalizing Hawaiian and other Indigenous languages and cultures.

With small class sizes, advanced programs, and close faculty mentorship, students are empowered to address real-world challenges while developing a broader, more meaningful understanding of the world around them. At UH Hilo, education is not just about knowledge—it's about belonging, purpose, and a call to make a difference in the world.

UH Hilo embodies the spirit of aloha—a commitment to collaboration, empowerment, and cultural vitality. By advancing innovation and resilience, UH Hilo weaves together the strength of its people, place, and legacy to shape a vibrant future for Hawai'i and the world. From developing healthcare professionals to preserving cultural heritage and addressing environmental challenges, UH Hilo strengthens the island's resilience while preparing students to lead in their communities and beyond. Our commitment to East Hawai'i runs deep. By educating the next generation of leaders, advancing local workforce pathways, and tackling challenges unique to our island, UH Hilo serves as a driving force for community prosperity and sustainability.



# UH HILO'S VALUES

## **Haumāna: Student Access and Success**

At UH Hilo, we are committed to creating a student-ready, equity-minded campus culture that values every student's diverse identities and aspirations. We empower students to draw upon their mana to achieve their goals by addressing systemic barriers and ensuring fair access to resources and opportunities. Through a shared kuleana, we foster belonging, confidence, and adaptability, preparing students to thrive and contribute meaningfully to their communities. We are dedicated to eliminating obstacles that hinder the success of historically underserved populations, ensuring all students have the opportunity to fulfill their potential and build a just, inclusive future.

## equity

### **Equity at UH Hilo**

We define equity as the recognition of historic, persistent, and institutionalized factors that have created an unequal postsecondary education system. Such recognition must be supported by the guarantee of resources, fair treatment, access, opportunity, and advancement through the identification and elimination of systemic and institutionalized barriers that have prevented the full participation and achievement of historically underserved and underrepresented populations.

## success

### **Student Success at UH Hilo**

We define student success as the extent to which our learners value our role in supporting their unique journey over their lifetime, inclusive of career goals, personal growth and development, and community service.



## **‘Āina and Kānaka: ‘Āina-based and Community-based Education**

At UH Hilo, we draw on our shared island history of resilience and innovation to enhance our educational and research capacity, addressing the complex challenges of our region and fostering a sustainable future for Hawai‘i. As a unique living laboratory of nature and culture, our ‘āina-based and community-based education fosters deep connections between students, faculty, staff, community, and the natural world. This approach strengthens our sense of community and equips learners with the skills and mindsets needed to tackle real-world issues. By providing high-impact educational practices, such as undergraduate research, interdisciplinary collaboration, and service learning, we improve student retention and success while inspiring students to make a meaningful difference in the world.

## **Kākou: Vibrant Campus and Community ‘Ohana**

At UH Hilo, we support and invest in our ‘ohana through engagement, professional development, leadership training, mentorship, recognition, and celebration. We will foster interdisciplinary collaboration to enhance student success and create a positive community impact. We will sustain our progress by actively securing and aligning State funding, grants, corporate support, donations, and other forms of institutional support.

**VALUE-BASED****GOALS****1**  


Demonstrate that UH Hilo is a Native Hawaiian place of learning, deeply connected to the history of Hawai'i Island's diverse communities.

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**2**  


Address Equity Gaps for Vulnerable Communities to Overcome Barriers to Higher Education

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**3**  


Empower Learners with Up-to-Date and Relevant Knowledge to Contribute to Healthy, Vibrant, Sustainable, Flourishing Communities on Hawai'i Island and Around the World.

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**4**  


Advance and Disseminate Research, Scholarly, and Creative Activities that Address Local Priorities and Have Global Relevance

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**5**  


Develop a More Resilient, Adaptive, Student- and Community-Centered, Future-Focused Organization



## GOAL

## **Demonstrate that UH Hilo is a Native Hawaiian place of learning, deeply connected to the history of Hawai'i Island's diverse communities.**

This goal seeks to solidify UH Hilo as a Native Hawaiian-centered institution deeply rooted in the history and cultural fabric of Hawai'i Island. UH Hilo integrates these elements into its academic, administrative, and community practices by honoring the Hawaiian language, culture, and values, fostering a sense of belonging and purpose. Central to this effort is collaboration with local Native Hawaiian communities and the broader Indigenous world, ensuring the preservation,

revitalization, and growth of Hawaiian knowledge and cultural heritage. These actions reflect the strategic importance of the Hawai'i Island community, UH Hilo, and specifically Ka Haka Ula O Keelikōlani (KHUOK), in the revitalization and preservation of Hawaiian language and culture.



## Actions:

### Institutionalize Hawaiian Practices and Values:

- ▶ Formalize practices, processes, and protocols that reflect the spirit of Hawai'i, using Native Hawaiian language and culture to honor kānaka maoli, promote Hawaiian values, and foster well-being.
- ▶ Institutionalize the Hanakahi Council Protocols Committee and the joint UH Hilo and Hawai'i Community College Kīpaepae Committee to integrate Hawaiian practices campus-wide (e.g., hookamaāina, kaaō, Uluākea, kīpaepae, kīhei).

### Promote Hawaiian Language and Culture:

- ▶ Define and integrate Native Hawaiian values practiced at all institutional decision-making levels.
- ▶ Provide dedicated spaces that serve as symbolic places of practice and connection.
- ▶ Prioritize using the Hawaiian language in naming buildings and facilities, etc., in circumstances where an individual's name is not considered.
- ▶ Develop and implement a policy that enables access to core university requirements and services conducted in the Hawaiian language and outlines an increase in the presence, usage, and operationalization of the Hawaiian language on all common forms, documents, and general communication.
- ▶ Identify areas in academic curriculum and student support services where remediation in the Hawaiian language can increase student success to be located within and administered through KHUOK.

### Hawaiian Language Integration:

- ▶ Establish Hawaiian language parity with English usage in academic delivery and campus services under the guidance of KHUOK.
- ▶ The UH Hilo Faculty Congress's current General Education standing committee is to create a policy/process to determine which GE courses address language and cultural vibrancy.
- ▶ Convene a Hanakahi Council committee comprised of KHUOK Academic Division Chair, KHUOK junior faculty member(s), General Education Committee member, Advising Center, Registrar's Office, and Academic Curriculum Office to review and recommend a standing low-level Hawaiian Studies course to satisfy a GE Integrative requirement (a course designed to provide a base level Hawaiian cultural competency and acculturate students to our Hawai'i Island community).
- ▶ Implement a campus-wide color palette and ōlelo signage to enhance the presence of the Hawaiian language on campus.

### Cultural Engagement and Community Building:

- ▶ Establish a permanent Hawai'i Papa O Ke Ao Cultural Engagement Specialist position to develop and implement cultural engagement programming for the campus.
- ▶ Reconstitute a campus-wide building/facilities committee with representation from the Hanakahi Council, Imiloa, KHUOK and Kīpuka Native Hawaiian Student Center and others to ensure campus buildings and landscape reflects the natural and cultural environment of Hawai'i.
- ▶ Sustain and establish centers, programs, and other supports to welcome, celebrate, honor, preserve, and advance knowledge of Hawaii Island's diverse communities and history, including those whose ancestors immigrated here to work on sugar plantations and those from the freely associated sovereign nations of Micronesia, Palau, and The Marshall Islands.

### Expansion and Collaboration with Indigenous Communities:

- ▶ Ensure sustainability and support for the growth of current Indigenous knowledge degree programs.
- ▶ Support and expand campus engagement with Native Hawaiian communities, organizations, and agencies.
- ▶ Engage in partnerships with other Indigenous-serving institutions to expand the networking and collaboration of faculty and students through Indigenous knowledge coursework, projects, leadership, and community development.
- ▶ Develop a minimum of one (1) in 3 years [and four (4) in 5 years] articulation agreement with Indigenous universities locally, nationally, and internationally and/or a memorandum of understanding with Indigenous programs and organizations annually.

### 6. Shared Governance and Transparency:

- ▶ Define and implement decision-making and communication processes that reflect genuine respect and appreciation for shared governance, the value of local knowledge and expertise, transparency, and the work, successes, and lessons learned by teams across campus.

### Measures:

1. Enrollment and program completion by community members, including Native Hawaiians, other Indigenous communities, and other diverse communities connected to the history of Hawai'i Island.
2. Stakeholder perceptions of UH Hilo (e.g., via surveys and/or focus groups).

GOAL



## Address Equity Gaps for Vulnerable Communities to Overcome Barriers to Higher Education

This goal focuses on creating opportunities and reducing obstacles for historically marginalized and socioeconomically vulnerable communities, ensuring equitable access and success in higher education.

## Actions:

### Conferences and Awareness

- ▶ Launch an annual conference on student success, equity, and innovation to explore how equity disparities intersect with vulnerabilities such as socioeconomic status, race, ethnicity, indigeneity, gender, sexuality, ability, rurality, and generational challenges. Highlight culturally responsive strategies to foster a more diverse, equitable, and inclusive UH Hilo.

### Community Partnerships

- ▶ Build partnerships with community leaders in vulnerable areas of Hawai'i and the Pacific region, such as American Samoa, Guam, Northern Mariana Islands, Federated States of Micronesia, Republic of the Marshall Islands, and the Republic of Palau, to co-design programs and pathways to higher education and employment tailored to their needs.

### Customized Programs and Services

- ▶ Identify equity gaps and vulnerable populations and address their needs through customized programs (e.g., housing, transportation, childcare, programs that address language barriers, etc.).
- ▶ Offer programs with flexible delivery and flexible timelines and adjust faculty teaching loads to these options.

### Seamless Pathways and Support

- ▶ Establish seamless pathways and early advising for Hawai'i Community College and high school students to transition to a UH Hilo degree program successfully.
- ▶ Expand the Kilohana tutoring service to promote student success by ensuring students in challenging majors have the opportunity to seek help from their peers.

### Cultural and Language Expertise

- ▶ Identify areas in academic curriculum and student services where additional support of diverse cultures and languages can increase student success, including through Graduate Assistants and student tutors with appropriate expertise in relevant cultures and languages to support remediation.

### Housing-Insecure Programs

- ▶ Collaborate with Hawai'i Island businesses and nonprofit service providers to develop programs and pathways to higher education and higher employment customized to the needs of persons experiencing housing insecurity.

## Cost and Affordability

- ▶ Create scholarships targeted at students in vulnerable communities to bridge equity gaps.

## Student Engagement in Decision-Making

- ▶ Recruit students from vulnerable communities to help identify institutional barriers to student success, make recommendations for removing these barriers, and be involved in campus decision-making processes.

### Measures:

1. Student enrollment and program completion from each of the above-targeted communities, including from census tracts on Hawai'i Island and other areas of Hawai'i that are higher on the CDC's socioeconomic vulnerability index.
2. Enrollment and program completion among students using UH Hilo childcare, housing, transportation, dual credit and micro-certificate options, and other support services offered by or through UH Hilo and local collaborators.
3. Socioeconomic outcomes for students (e.g., UH Hilo is currently ranked 524 out of 1,206 on the Social Mobility Index: <https://www.socialmobilityindex.org/>; UH Hilo is currently ranked 697 out of 1,320 on the Economic Mobility Index: <https://www.thirdway.org/graphic/rating-colleges-by-economic-mobility>)
4. Percent of the population with a college degree in Hawai'i County and rural areas across the state.



# GOAL



## **Empower Learners with Up-to-Date and Relevant Knowledge to Contribute to Healthy, Vibrant, Sustainable, Flourishing Communities on Hawai'i Island and Around the World.**

This goal aims to integrate education with community engagement, workforce development, and interdisciplinary collaboration, preparing learners to make meaningful contributions locally and globally.

## Actions

### Community Engagement

- ▶ Engage with the community on issues important to the community, including student participation in this engagement as part of the curriculum, multidisciplinary collaborations to obtain extramural funding to support community partnerships in these areas, more community events on campus, and more visible service off-campus in the community.
- ▶ Map community efforts and interests to identify potential partnerships.
- ▶ Establish new traditions that further distinguish and celebrate UH Hilo and that support alumni and community engagement

### Workforce Development

- ▶ Engage more effectively with employers on workforce needs, including establishing channels for local employers to communicate needs, disseminating local job opportunities to UH Hilo students and alumni to help recruit candidates to fill the workforce needs, and developing "certificate and micro- certificate" educational offerings that address specific competencies needed to enhance skills of the current workforce and offer these courses in flexible formats to accommodate employer workforce schedules and learner preferences.
- ▶ Create and support new initiatives across the colleges that innovate in ways that build and expand new areas for workforce development and entrepreneurship.
- ▶ Develop internship office and infrastructure, including campus policies/processes that increase coordination and workforce experiences, enhancing marketability for Hawai'i-based workforce markets.
- ▶ Create more opportunities that link students to local employment opportunities and community leaders.



## Curriculum Development and Outreach

- ▶ Expand place and community-based learning experiences throughout the curricula, including fieldwork, service, internships, and research opportunities that immerse students in Hawai'i Island's diverse ecosystems and communities.
- ▶ Investigate a more cost-efficient model for double degrees that blends other degree disciplines with Hawaiian language and culture.
- ▶ Strengthen existing professional and graduate degree courses through synergistic cross-fertilization and offer these to advanced undergraduates to get an early start on a graduate degree.
- ▶ Formally incorporate community experts into the curriculum in alignment with advanced models of rural development that recognize and value expertise in the application of knowledge in community settings, providing role models for career success outside of academia.
- ▶ Consider possible redesign, interdisciplinary innovation, and improvement of current degrees that align with Native Hawaiian interests and aspirations and build upon our campus' strengths.
- ▶ Support the initiatives and provide incubator space for KHUOK to advance its academic and outreach pathways and programs and fulfill its legislatively established responsibilities for providing the state with an educational pathway through the medium of the Hawaiian language, a related Hawaiian medium teacher training program incorporating laboratory schools, a Hawaiian language support center with educational specialists, and language-focused outreach to other Indigenous peoples.
- ▶ Build on the current foundation of degree programs in the arts and sciences, which feature broadly relevant critical thinking and creative expression skills, to offer concentrations in existing programs and cross-cutting concentrations that target current workforce needs, including offering these certificates and other professional development programs at a discount to UH Hilo graduates.

## Interdisciplinary Collaboration

- ▶ Develop and support a formal structure for co-teaching and teaching across departments and disciplines.
- ▶ Support emerging interdisciplinary programs, including developing mechanisms to ensure the success and autonomy of interdisciplinary programs across campus and encouraging cross-college teaching and collaboration by allowing the SSH structure and credit to be flexible and shared.

## Student and Alumni Engagement

- ▶ Develop a student leadership program that prepares learners across academic programs to effectively and ethically influence positive change, including redesigning UNIV 101 to reflect leadership development skills and building a pipeline for teaching UNIV 101.
- ▶ Support lifelong learning journeys for alumni and increase alumni engagement.
- ▶ Establish a tracking system for capturing each student's journey qualitatively and quantitatively during and after completion of the certificate or degree program.

## Faculty and Staff Support

- ▶ Recruit and retain high-quality faculty, staff, and administrators who embrace UH Hilo's mission, vision, values, and goals and have the expertise to support learners in their development of critical thinking, creative expression, ethical decision-making, respect for differences, and effective communication skills, regardless of area of study or vocation.
- ▶ Provide workload credit for faculty who engage in local, statewide, national, or international community partnerships that build student enrollment pipelines.

## Native Hawaiian and International Partnerships

- ▶ Establish a position for Native Hawaiian Community Engagement to identify and advance UH Hilo Native Hawaiian community partnerships and ensure the existence of current and future community relationships.

## Facilities and Events

- ▶ Increase community use of campus facilities for events and services.
- ▶ Offer shared professional development, affinity groups, cultural events, and other intentional events and celebrations that foster relationship building, campus engagement, and student learning.

## Measures

1. Track the percentage of students participating in internships and community-based learning experiences.
2. Measure student employment rates within one year of graduation.
3. Monitor student progress toward individual academic and career goals.
4. Count students in feeder programs targeting specific communities and sustainability goals.
5. Conduct an annual survey assessing Hawai'i Island community perceptions of:
  - 5.1. UH Hilo's mission and vision achievement;
  - 5.2. Value of educational offerings;
  - 5.3. Service to the community; and
  - 5.4. Importance of research and scholarly work.

# GOAL

## **Advance and Disseminate Research, Scholarly, and Creative Activities that Address Local Priorities and Have Global Relevance**

This goal focuses on fostering impactful research, scholarship, and creative endeavors by engaging community partners, enhancing faculty support, and prioritizing collaborations with local and global significance.



## Actions

### Community Engagement and Partnerships

- ▶ Engage Hawai'i Island-based institutions, such as the US Pacific Basin Agricultural Research Center, businesses, and other community-based organizations, to increase extramural funding.
- ▶ Leverage the track record of funding success in areas of expertise to expand the impact of extramural collaborations statewide and globally.

### Support for Faculty and Staff Research

- ▶ Strengthen support for research, scholarship, and creative activity.
- ▶ Incentivize faculty research and other scholarly activities and service in the local community.
- ▶ Establish appropriate incentives for generating extramural awards, mentoring new PIs (e.g., workload credits), and undergraduate research, including developing systems that support student-led research.
- ▶ Prioritizing the use of indirect funds to support future extramural awards.
- ▶ Providing appropriate staff support and streamlining standardized procedures for pre-award and post-award processes.

### Student Research and Engagement

- ▶ Establish incentives for research involving undergraduate students.
- ▶ Develop systems that support and encourage student-led research.

### Interdisciplinary Research and Collaboration

- ▶ Enhance design and sustainability of UH System research and innovation hubs by contributing multi-disciplinary expertise and extramural funding in tropical conservation biology, environmental science, rural health science, integrative health, indigenous innovation, and data sciences.

### Support for KHUOK Initiatives

- ▶ Provide incubator space, staffing, and resources to advance KHUOK's academic and outreach pathways and programs.

### Indigenous Research Integrity

- ▶ Convene a campus committee to collaborate with the UH Institutional Review Board (IRB) to create a process for establishing an Indigenous IRB.

## Measures

1. Total dollars extramural funds awarded.

## GOAL

# Develop a More Resilient, Adaptive, Student- and Community-Centered, Future-Focused Organization

This goal aims to ensure UH Hilo's operational infrastructure, workplace culture, facilities, and strategic priorities are resilient and adaptable to evolving student and community needs, while proactively addressing future demands.



## Actions

### Leadership and Resource Development

- ▶ Build a community-driven leadership coalition, including Hawai'i County officials and state legislators, to identify Hawai'i Island needs and priorities and secure resources to address them, with support from University Relations.

### Organizational Culture and Performance

- ▶ Embrace a culture of organizational performance improvement, including robust measurement of process and outcomes, use of appropriate statistical methods, regular input from undergraduate and graduate students, and conducting root cause analysis of performance failures to support program review and assessment, as well as improvements in student support services and administrative functions.
- ▶ Create a professional development program that targets critical skills needed on campus, including faculty- and staff-specific development and mentorship across the career-span, alignment of promotion and tenure, and staff evaluation processes with campus mission, vision, values, and goals.
- ▶ Redeploy faculty and staff to support enrollment growth, rebuild trust, and ensure compliance with UH policy and UHPA contracts.

### Data and Decision-Making

- ▶ Create dashboards with disaggregated student data to support student success.
- ▶ Develop and implement a campus-coordinated data fellows program.

### Facilities and Technology Modernization

- ▶ Renew, innovate, and modernize facilities and information technology, including equipping most classrooms and meeting rooms for high quality hybrid format, using space more efficiently and effectively, transitioning to clean and sustainable energy sources, strategically reallocating underutilized space, and communicating facilities improvement and maintenance plans.
- ▶ Automate more processes and improve upon existing automated processes to reduce paper use, expedite approvals, streamline workflow, and enhance transparency and accountability.

### Strategic Hiring and Workforce Development

- ▶ Create an annual hiring plan for faculty to enhance synergies and address college priorities, allowing for early recruitment.
- ▶ Establish Desirable Qualifications that align with UH Hilo's mission and values, and track progress in hiring candidates meeting these standards.
- ▶ Design a one-year onboarding process grounded in a sense of place and strategic framework.

## Branding, Marketing, and Outreach

- ▶ Bolster external communications and marketing efforts in order to spread UH Hilo's story of impact and success, including:
  - ▶▶ Create routine space to share and highlight stories.
  - ▶▶ Engage the Community Advisory Board to play a key role in executive hires to ensure ethical, diverse, visionary, competent leaders with proven leadership record and strong commitment to the Hawai'i Island community and to transparency and shared governance.
  - ▶▶ Build the UH Hilo Brand.
  - ▶▶ Invest in marketing of individual programs and departments, both through digital ads and physical signage (currently both are not well supported and adversely impacting our enrollment).
  - ▶▶ Encourage, support, and incentivize faculty involvement in marketing efforts.
- ▶ Convene a Hanakahi Council committee to develop an Indigenous-serving institutional prospectus in Hawaiian and English.

## Community and Alumni Engagement

- ▶ Establish an alumni advisory committee and a formal donor relationship management program.
- ▶ Create an annual UH Hilo education expo to showcase scholarly works in the arts and sciences.

## Fiscal Sustainability

- ▶ Adopt best practices in financial planning and budgeting to prioritize support for teaching and extramurally funded research and service.
- ▶ Establish a donor relationship management program to enhance donor satisfaction and scholarship funding.

## Measures

1. Total student enrollment.
2. Faculty, staff, and student morale and satisfaction with UH Hilo, including campus culture.
3. Number of donors and total donations.
4. Economic impact to Hawai'i County and return on investment to the State, including number of jobs, state tax revenue generated per dollar of state general funds spent on UH Hilo, and total return on investment to state per dollar of investment in UH Hilo







UNIVERSITY of HAWAII®

**HILO**

Ke Kulanui o Hawai'i ma Hilo



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# University of Hawai'i at Hilo

Strategic Enrollment Management (SEM) Plan

2025-2026

# OVERVIEW

## Overview

The University of Hawaii at Hilo's Strategic Enrollment Management (SEM) Plan aligns with the university's commitment to our mission:

To cultivate a vibrant, inclusive community through education that honors Hawaii's Indigenous people, deepens understanding of our local and global connections, and inspires exploration of Hawaii Island's distinct cultures and natural ecosystems.

UH Hilo's values (Haumāna: Student Access and Success; Āina and Kānaka: Āina-based and Community-based Education; Kākou: Vibrant Campus and Community Ōhana) are carried out in this SEM to attract, retain, and graduate students who will thrive academically and be empowered to discover purpose, foster well-being, and leave the world a better place.

In order to implement the goals and actions in the UH Hilo Strategic Plan 2025-2035, the SEM will focus on five primary areas:

1. Identity and Mission Alignment
2. Program Alignment with Mission and Market Demand
3. Enhancing Campus Environment and Infrastructure
4. Operational Efficiency and Technology Integration
5. Branding, Marketing, and Recruitment

# FOCUS ONE

## Identity and Mission Alignment

Ensure recruitment, admissions, and retention strategies reflect UH Hilo's unique identity as a Native Hawaiian-serving institution and its role as a regional center for excellence in place-based education. Develop clear messaging that highlights UH Hilo's strengths, values, and community connections to attract mission-aligned students.

### Insights :

- **Declining Applications and Yield:** Over recent years, applications from top feeder high schools have declined, while UH Manoa's overlap has increased. This signals a need for UH Hilo to differentiate itself more effectively.
- **Yield Issues:** Hawaii residents yield at a rate of approximately 25%, while out-of-state residents yield at under 10%. Yield rates are especially low in secondary markets such as California, Washington, and Texas.
- **Native Hawaiian and Asian Students:** These groups show higher yield rates, but applications from them in key states have also been declining.

# FOCUS ONE

## ACTION PLAN:

- **Clarify and Highlight UH Hilo's Unique Identity:** Develop marketing campaigns celebrating UH Hilo's commitment to Native Hawaiian culture, sustainability, and community, highlighting these values through student stories, especially from Native Hawaiian, Asian, international, and first-generation students. (SP Goal 1 Actions 1-6; Goal 2 Action 2, 4, 7, 8; Goal 3 Action 1-3; Goal 4 Action 1, 3; Goal 5)
- **Targeted Recruitment Campaigns:** Direct efforts toward high-yield demographics such as Native Hawaiian, Asian, and Pacific Islander students. Focus on secondary markets like California, Washington, and Texas, where applications are declining, leveraging the university's strengths in Hawaiian Studies, Environmental Sciences, and Hawaiian language. (SP Goal 2 Action 1, 2, 4, 7)
- **Cross-Campus Collaboration:** Facilitate workshops between academic affairs, student life, athletics, and faculty to ensure a unified approach in promoting UH Hilo's identity and student success through community-focused, place-based learning. (SP Goal 1 Action 4-5; Goal 3 Action 1, 3, 4; Goal 4 Action 1)
- **Engage Alumni and Community Leaders:** Leverage alumni networks and community leaders to participate in outreach campaigns. Use their stories in recruitment efforts, especially in virtual and in-person recruitment events. (SP Goal 3 Action 1, 5; Goal 5 Action 7)

## MEASURES:

- Increased visibility and engagement from target demographics, particularly Native Hawaiian and Pacific Islander populations.
- Improved yield rates from secondary markets such as California, Washington, and Texas.
- Growth in alumni and community involvement in recruitment activities.

# FOCUS TWO

## Program Alignment with Mission and Market Demand

Conduct regular analyses of academic and professional programs to ensure alignment with emerging workforce needs, student interests, and UH Hilo's mission. Strengthen pathways for workforce-ready degrees, certificates, and stackable credentials in fields such as health sciences, Hawaiian studies, and data sciences, responding to local and global market demands.

### Insights:

- **Enrollment Trends:** Hawaii residents with higher GPAs are less likely to enroll, possibly due to perceived misalignment in program value.
- **Declining Yield from Certain Ethnic Groups:** There has been a decline in enrollment from White students and those identifying as Two or More Races, while Native Hawaiian and Asian populations show higher yield rates.

# FOCUS TWO

## ACTION PLAN:

- **Ensure Program Relevance:** Collaborate with faculty to ensure academic programs align with local and global market needs. Emphasize high-demand fields such as Environmental Science, Hawaiian language revitalization, and sustainable agriculture. (SP Goal 3 Action 2-4)
- **Expand Honors Programs and Career Pathways:** Create or enhance honors programs focused on research, mentorship, and community engagement. Strengthen career-focused pathways through internships, job placements, and employer partnerships in sectors crucial to Hawaii's economy. (SP Goal 3 Action 1-2, 5; Goal 4 Action 1-4)
- **Support Vulnerable Populations:** Create academic pathways tailored to first-generation college students and underrepresented groups, ensuring culturally relevant student support services. (SP Goal 2 Action 3-8)
- **Review and Adjust Programs:** Regularly evaluate academic offerings, integrating emerging fields such as data science and digital media, while staying aligned with UH Hilo's commitment to sustainability and community development. (SP Goal 3 Action 1-6; Goal 4 Action 1-4)

## MEASURES:

- Increased enrollment in high-demand programs that align with community and workforce needs.
- Growth in career placements, internships, and student engagement in relevant fields.
- Higher retention rates for students in newly developed programs, particularly honors programs and pathways for vulnerable populations.

# FOCUS THREE

## Enhancing Campus Environment and Infrastructure

Create a welcoming, inclusive, and accessible campus environment by improving physical spaces, technology, and student services. Invest in infrastructure upgrades that support modern learning, research, and community engagement while advancing UH Hilo's sustainability and resiliency goals.

### Insights:

**Campus Perception:** Feedback from students, faculty, and staff highlights outdated facilities and a lack of inclusive communal spaces, which negatively impact student satisfaction and engagement. This is especially true in student housing, athletic facilities, and academic buildings.

**Declining Yield from Out-of-State Students:** Perceptions of the campus infrastructure may be contributing to declining yield rates, particularly from secondary markets.



# FOCUS THREE

## ACTION PLAN:

- **Prioritize Campus Upgrades:** Conduct a comprehensive audit of campus facilities, focusing on areas that foster collaboration, inclusivity, and cultural relevance. Make necessary upgrades to academic buildings, student lounges, and residence halls to reflect UH Hilo's values. (SP Goal 5 Action 4)
- **Incorporate Hawaiian Culture:** Revitalize high-traffic areas by incorporating Hawaiian cultural elements, such as native plants, art, and language, to create spaces that foster student interaction and wellness. (SP Goal 1 Action 1-3; Goal 5 Action 4)
- **Enhance Digital Infrastructure:** Improve campus Wi-Fi and technology resources to support remote learning and hybrid course offerings, ensuring students have access to modern tools and technology. (SP Goal 5 Action 4)
- **Improve Accessibility:** Ensure all infrastructure upgrades address accessibility needs, particularly for students with disabilities, and provide relevant staff and faculty training. (SP Goal 2 Action 3; Goal 5 Action 4)

## MEASURES:

- Positive feedback from students regarding campus aesthetic and functionality improvements.
- Increased student engagement in communal spaces and student life activities.
- Improved student satisfaction regarding the availability and quality of campus technology and facilities.

# FOCUS FOUR

## Operational Efficiency and Technology Integration

Streamline processes and leverage innovative technologies to improve institutional efficiency and service delivery. Prioritize user-friendly systems for enrollment, advising, and financial aid that enhance the student experience while reducing administrative burdens.

### Insights:

- **Application and Yield Declines:** Challenges in credit transfer evaluations and financial aid processes have contributed to declining yields. Predictive models show that factors such as state of residence, ethnicity, and GPA significantly impact enrollment behavior, with high variation in predictive models across years.
- **Enrollment Delays:** Slow or unclear application processes, particularly around credit transfer, have impacted enrollment decisions.

# FOCUS FOUR

## **ACTION PLAN:**

- **Streamline Enrollment Processes:** Enhance the CRM system for real-time updates on credit evaluations, financial aid packages, and admissions progress. Automate communications to ensure timely responses, particularly for underrepresented groups such as transfer students, first-generation students, and international students. (SP Goal 2 Action 3-4, 8)
- **Increase Specialized Staffing:** Hire additional enrollment staff to focus on the unique needs of Native Hawaiian students, international students, and first-generation students, ensuring their needs are met across recruitment, program development, and retention. (SP Goal 2 Action 2-8)
- **Enhance Transfer Student Pathways:** Establish clearer pathways for transfer students by streamlining credit transfer evaluations and offering transfer-specific orientation and advising programs. (SP Goal 2 Action 3-4)
- **Improve Financial Aid Communication:** Provide personalized and clear communication about financial aid, particularly for first-generation students and underserved communities, to help them navigate the process. (SP Goal 2 Action 1-8)

## **MEASURES:**

- Decreased enrollment-related delays and challenges.
- Increased satisfaction with financial aid and credit transfer processes.
- Growth in transfer student enrollment and retention.
- Improved financial literacy among first-generation students.

# FOCUS FIVE

## Branding, Marketing, and Recruitment

Strengthen UH Hilo's brand and reputation locally, nationally, and internationally through strategic marketing and communication efforts. Highlight the university's unique offerings, such as Hawaiian language programs, place-based learning, and personalized academic experiences, to enhance recruitment and build strong enrollment pipelines.

### Insights:

- **Branding Issues:** Current marketing efforts lack cohesion and fail to fully leverage UH Hilo's strengths, particularly its cultural and academic experiences. The website is outdated, contributing to a suboptimal user experience.
- **Declining Enrollment from Feeder Schools and Competitors:** Applications from top feeder schools are declining, while UH Manoa and out-of-state institutions like Oregon State and University of Arizona are attracting more students from UH Hilo's primary markets.

# FOCUS FIVE

## ACTION PLAN:

- **Strengthen Brand Messaging:** Create cohesive marketing strategies to spotlight UH Hilo's cultural heritage, sustainability initiatives, and academic excellence. Share stories of diverse student experiences, including Native Hawaiian, international, and first-generation students. (SP Goal 1, Action 1-5; Goal 2 Action 1, 2, 8; Goal 3 Action 1, 5; Goal 5 Action 6-7)
- **Revamp the Website:** Redesign the university's website to improve navigation, mobile responsiveness, and storytelling capabilities. Incorporate testimonials from students and alumni to showcase their academic and extracurricular experiences. (SP Goal 5 Action 4, 6-7)
- **Targeted Recruitment Campaigns:** Use predictive analytics to guide targeted recruitment efforts based on ethnicity, GPA, and state of residence. Focus on out-of-state students in markets like California, Washington, and Texas, where yield rates are low. (SP Goal 5 Action 6)
- **Collaborate with Local Media:** Partner with local media outlets to promote success stories and community engagement, strengthening the university's presence in key markets. (SP Goal 5 Action 6)

## MEASURES:

- Increased online engagement and conversion rates from prospective students.
- Improved yield from targeted recruitment campaigns, particularly in underrepresented regions.
- Enhanced participation from alumni in recruitment activities.
- Increased media visibility and coverage in secondary markets.

# NEXT STEPS

## Next Steps and Timeline

### **MONTHS 1-2:**

Host workshops with faculty, staff, and students to refine UH Hilo's messaging and identity.

Begin a comprehensive campus infrastructure audit, focusing on areas needing improvement and aligning with the university's cultural and environmental goals.

### **MONTHS 3-4:**

Finalize brand messaging and launch marketing campaigns.

Begin hiring specialized enrollment staff to support diverse student populations and streamline the admissions process.

### **MONTHS 5-6:**

Launch a revamped website with improved functionality, mobile responsiveness, and storytelling features.

Implement campus infrastructure improvements, particularly in high-traffic areas that affect student engagement.

# NEXT STEPS

## **MONTHS 7-8:**

Review the effectiveness of marketing campaigns and adjust recruitment strategies based on early data.

Continue enhancing faculty and student engagement to align programs with market demand and student needs.

## **MONTHS 9-10:**

Scale successful programs, particularly those focusing on career pathways, internships, and honors programs.

Expand efforts to enhance the transfer student experience and increase engagement with community partners.

## **MONTHS 11-12:**


Conduct a final review of outcomes, refining strategies for the next cycle.

Strengthen long-term partnerships with local employers, community organizations, and international partners to support continued enrollment and retention.

# INTERNAL DATA

## First time in college admissions - Overall

	Applied	Admitted	Acceptance	Enrolled	Yield
Fall 2019	4,161	2,148	51.6%	453	21.1%
Fall 2020	3,152	2,327	73.8%	466	20.0%
Fall 2021	2,900	2,673	92.2%	459	17.2%
Fall 2022	2,595	2,186	84.2%	396	18.1%
Fall 2023	2,563	2,300	89.7%	371	16.1%



- Applications have decreased, acceptance rate increased, and yield decreased.
- A strong application generation campaign is needed.
- Need to see if institutional aid is competitive.



# INTERNAL DATA

## Predictive Analytics for FTIC

To determine what drives enrollment behavior, a series of statistical and machine learning models were conducted:

- High school GPA, gender, ethnicity, first-generation status, and state of residence were examined
- Regression models showed that R<sup>2</sup> varied across years (4.5% - 16.8%)
  - Large variation in R<sup>2</sup> is a potential indication of market volatility or changes in institutional policies
  - Fall 2023 had the highest R<sup>2</sup> =16.8%
- Decision tree and neural network models showed the following variables are most influential in driving enrollment (ranked-order): state of residence, ethnicity, and high school GPA
  - Hawaii residents generally yield in the mid-20%, while residents in other states yield in the low-10%
  - Ethnicity is a driver of out-of-state enrollment; Native Hawaiian and Asian are more likely to enroll
  - Hawaii residents with a 3.00 or higher high school GPA are less likely to enroll than those with less than a 3.00
  - Out-of-state residents with 3.50 or higher high school GPA are less likely to enroll than those with less than a 3.5

# INTERNAL DATA

## First Time in College Admissions by Top Feeder States (Primary and Secondary Markets)

State	Fall 2019				Fall 2020				Fall 2021				Fall 2022				Fall 2023			
	App	Adm	Accept	Enr Yield	App	Adm	Accept	Enr Yield	App	Adm	Accept	Enr Yield	App	Adm	Accept	Enr Yield	App	Adm	Accept	Enr Yield
HI	1807	1129	62.5%	299 26.5%	1383	1143	82.6%	320 28.0%	1196	1094	91.5%	293 26.8%	1164	995	85.5%	243 24.4%	1058	936	88.5%	275 29.4%
CA	709	330	46.5%	41 12.4%	584	401	68.7%	40 10.0%	519	496	95.6%	46 9.3%	428	379	88.6%	39 10.3%	485	455	93.8%	35 7.7%
WA	313	111	35.5%	17 15.3%	194	128	66.0%	19 14.8%	163	158	96.9%	11 7.0%	129	110	85.3%	7 6.4%	126	111	88.1%	8 7.2%
CO	181	72	39.8%	13 18.1%	154	113	73.4%	7 6.2%	204	194	95.1%	17 8.8%	139	126	90.6%	22 17.5%	162	146	90.1%	3 2.1%
AK	211	72	34.1%	10 13.9%	94	73	77.7%	14 19.2%	78	69	88.5%	14 20.3%	91	84	92.3%	11 13.1%	61	57	93.4%	6 10.5%
OR	105	51	48.6%	3 5.9%	100	78	78.0%	9 11.5%	91	88	96.7%	14 15.9%	81	75	92.6%	10 13.3%	93	90	96.8%	2 2.2%
TX	73	37	50.7%	5 13.5%	65	36	55.4%	3 8.3%	55	53	96.4%	3 5.7%	54	48	88.9%	4 8.3%	63	58	92.1%	5 8.6%
AZ	46	22	47.8%	7 31.8%	26	21	80.8%	7 33.3%	31	31	100.0%	5 16.1%	28	24	85.7%	4 16.7%	34	33	97.1%	1 3.0%
Other	716	324	45.3%	58 17.9%	552	334	60.5%	47 14.1%	563	490	87.0%	56 11.4%	481	345	71.7%	56 16.2%	481	414	86.1%	36 8.7%
<b>Total</b>	<b>4161</b>	<b>2148</b>	<b>51.6%</b>	<b>453 21.1%</b>	<b>3152</b>	<b>2327</b>	<b>73.8%</b>	<b>466 20.0%</b>	<b>2900</b>	<b>2673</b>	<b>92.2%</b>	<b>459 17.2%</b>	<b>2595</b>	<b>2186</b>	<b>84.2%</b>	<b>396 18.1%</b>	<b>2563</b>	<b>2300</b>	<b>89.7%</b>	<b>371 16.1%</b>

- Numbers and yield from Hawaii are relatively consistent
- Decrease is happening in secondary and other markets
- Need a strong recruitment and marketing initiative to reengage secondary markets

# INTERNAL DATA

## First Time in College Admissions by Ethnicity

Ethnicity	Fall 2019					Fall 2020					Fall 2021					Fall 2022					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
Asian	635	329	51.8%	67	20.4%	459	354	77.1%	72	20.3%	396	363	91.7%	67	18.5%	403	325	80.6%	61	18.8%	321	269	83.8%	58	21.6%
American Indian	60	18	30.0%	5	27.8%	36	22	61.1%	2	9.1%	27	24	88.9%	7	29.2%	42	31	73.8%	7	22.6%	30	26	86.7%	2	7.7%
Black	140	24	17.1%	3	12.5%	103	49	47.6%	11	22.4%	70	57	81.4%	7	12.3%	71	49	69.0%	6	12.2%	96	79	82.3%	6	7.6%
Hispanic	191	70	36.6%	5	7.1%	185	98	53.0%	11	11.2%	118	109	92.4%	11	10.1%	91	58	63.7%	2	3.4%	106	96	90.6%	6	6.3%
Native Hawaiian	982	608	61.9%	171	28.1%	786	633	80.5%	179	28.3%	600	541	90.2%	140	25.9%	633	524	82.8%	141	26.9%	602	524	87.0%	146	27.9%
White	1378	686	49.8%	106	15.5%	1021	735	72.0%	90	12.2%	1096	1033	94.3%	123	11.9%	878	781	89.0%	115	14.7%	903	852	94.4%	81	9.5%
Two or more	737	401	54.4%	95	23.7%	544	423	77.8%	98	23.2%	552	512	92.8%	101	19.7%	452	396	87.6%	62	15.7%	476	427	89.7%	69	16.2%
Other	38	12	31.6%	1	8.3%	18	13	72.2%	3	23.1%	41	34	82.9%	3	8.8%	25	22	88.0%	2	9.1%	29	27	93.1%	3	11.1%
<b>Total</b>	<b>4161</b>	<b>2148</b>	<b>51.6%</b>	<b>453</b>	<b>21.1%</b>	<b>3152</b>	<b>2327</b>	<b>73.8%</b>	<b>466</b>	<b>20.0%</b>	<b>2900</b>	<b>2673</b>	<b>92.2%</b>	<b>459</b>	<b>17.2%</b>	<b>2595</b>	<b>2186</b>	<b>84.2%</b>	<b>396</b>	<b>18.1%</b>	<b>2563</b>	<b>2300</b>	<b>89.7%</b>	<b>371</b>	<b>16.1%</b>

- Asian enrollment is holding steady
- Native Hawaiian enrollment might be losing some volume
- Need to consider the enrollment decline for White enrollment
- There is a decline in students of two or more races

# INTERNAL DATA

## First Time in College Admissions by High School GPA

HS GPA	Fall 2019					Fall 2020					Fall 2021					Fall 2022					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
<b>Below 3.00</b>	624	250	40.1%	66	26.4%	486	253	52.1%	76	30.0%	344	222	64.5%	55	24.8%	412	205	49.8%	42	20.5%	379	215	56.7%	54	25.1%
<b>3.00-3.49</b>	1052	718	68.3%	173	24.1%	863	723	83.8%	151	20.9%	830	812	97.8%	146	18.0%	606	568	93.7%	118	20.8%	581	558	96.0%	101	18.1%
<b>3.50-3.99</b>	1213	842	69.4%	162	19.2%	1065	908	85.3%	159	17.5%	1086	1070	98.5%	185	17.3%	911	869	95.4%	157	18.1%	966	949	98.2%	156	16.4%
<b>4.00 or higher</b>	401	295	73.6%	43	14.6%	419	369	88.1%	66	17.9%	498	492	98.8%	58	11.8%	509	498	97.8%	69	13.9%	548	542	98.9%	50	9.2%
<b>Total</b>	3290	2105	64.0%	444	21.1%	2833	2253	79.5%	452	20.1%	2758	2596	94.1%	444	17.1%	2438	2140	87.8%	386	18.0%	2474	2264	91.5%	361	15.9%

- Declines are coming from students with a B or B+ average; this is the sweet spot for leveraging on the national level
- Need financial aid analysis

# INTERNAL DATA

## Top Feeder High School and National Clearinghouse Reports\*

The admissions trends (Fall 2019-Fall 2023) for the top 30 feeder high schools for UH Hilo. Here are the findings:

- Applications from top feeder high schools have been declining
- While there are fluctuations in enrollment from top feeder high schools from year to year, the trend is tilted toward declining
- Revisit how recruitment and outreach are conducted for each of the top feeder high schools

Trends (Fall 2019-Fall 2023) for the top 30 institutions where students choose to attend instead of UH Hilo. Here are the findings:

- UH Manoa has increased in overlap for the past several years, taking a larger share of students
- Hawaii Community College and Hawaii Pacific College have decreased in overlap; students are increasingly choosing UH Hilo
- Oregon State, University of Colorado, and University of Arizona have shown increased overlap over time; they might be strategically targeting UH Hilo's primary market
- To get more specificity, NCH data needs to be merged with admissions file (next step?)

\*Both reports provided separately.

# INTERNAL DATA

## Recommendations for FTIC

- Implement aggressive application generation campaigns
  - Buy all names in Hawaii
  - Buy all names in Alaska; decent yield in a small market
  - Buy Asian and Native Hawaiian names in California, Washington, and Texas
  - Conduct ZIP code analysis for targeted name buys and recruitment initiatives in all other secondary markets
- Conduct a marketing and brand analysis on how to appeal to non-Asian and non-Native Hawaiian students
- Need to examine the impact of financial aid on enrollment to reverse yield decline and to counter out-of-state competitors
- Conduct an in-depth analysis of the profile and the financial aid offer of admitted students who do not enroll at UH Hilo

# INTERNAL DATA

## New Transfer Admissions - Overall

	Applied	Admitted	Acceptance	Enrolled	Yield
Fall 2019	936	717	76.6%	461	64.3%
Fall 2020	883	680	77.0%	318	46.8%
Fall 2021	864	788	91.2%	384	48.7%
Fall 2022	934	668	71.5%	348	52.1%
Fall 2023	710	648	91.3%	327	50.5%

- Applications are trending down, acceptance rate has generally increased, and yield has generally decreased
- Yield is high relative to national trend and benchmark
- Given high yield, an institutional aid strategy is not warranted
- Enrollment is trending down (five-year change: 134 headcount)
- Marketing, recruitment, and operational initiatives needed

\*The University of Hawaii changed the way it tracks/counts transfer application in Fall 2022 and onward.

# INTERNAL DATA

## Predictive Analytics for New Transfer Students

To determine what drives enrollment behavior, a series of statistical and machine learning models were conducted:

- Gender, ethnicity, first-generation status, and state of residence were examined
- Regression models showed that R2 varied across years (4.3% - 19.1%)
  - Large variation in R2 is a potential indication of market volatility or changes in institutional policies
  - Fall 2020 had the highest R2 =19.1%
- Decision tree and neural network models showed the following variables are most influential in driving enrollment (ranked order): state of residence, ethnicity, and first-generation status
  - Hawaii, Colorado, Arizona, and Micronesia yield about 20% higher than all other secondary markets
  - Ethnicity is a driver of higher-yield markets: Asian, Native Hawaiian, and two or more races have a 13% higher yield than other ethnic groups
  - Students who are not first-generation students yield 10-13% higher than first-generation students across states and ethnicities



# INTERNAL DATA

## Transfer Admissions by Top Feeder States (Primary and Secondary Markets)

States	Fall 2019					Fall 2020					Fall 2021					Fall 2022					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
HI	478	380	79.5%	258	67.9%	454	369	81.3%	236	64.0%	407	374	91.9%	211	56.4%	404	321	79.5%	187	58.3%	338	316	93.5%	158	50.0%
CA	110	82	74.5%	32	39%	102	70	68.6%	25	35.7%	118	108	91.5%	33	30.6%	125	93	74.4%	28	30.1%	70	70	100.0%	25	35.7%
WA	33	21	63.6%	6	28.6%	31	27	87.1%	8	29.6%	37	34	91.9%	16	47.1%	24	17	70.8%	3	17.6%	23	22	95.7%	12	54.5%
MH (Marshall Islands)	12	9	75.0%	7	77.8%	13	7	53.8%	1	14.3%	16	14	87.5%	7	50.0%	37	17	45.9%	3	17.6%	19	11	57.9%	8	72.7%
CO	13	10	76.9%	4	40.0%	22	13	59.1%	1	7.7%	27	26	96.3%	8	30.8%	14	10	71.4%	7	70.0%	11	11	100.0%	7	63.6%
TX	14	10	71.4%	6	60.0%	19	13	68.4%	0	0.0%	14	12	85.7%	3	25.0%	19	15	78.9%	5	33.3%	12	11	91.7%	4	36.4%
FM (Micronesia)	17	11	64.7%	11	100.0%	13	10	76.9%	3	30.0%	7	6	85.7%	4	66.7%	11	8	72.7%	7	87.5%	20	12	60.0%	6	50.0%
AZ	9	8	88.9%	7	87.5%	21	13	61.9%	6	46.2%	6	5	83.3%	3	60.0%	11	9	81.8%	6	66.7%	10	10	100.0%	4	40.0%
NY	12	8	66.7%	3	37.5%	12	6	50.0%	2	33.3%	10	8	80.0%	3	37.5%	13	7	53.8%	1	14.3%	10	7	70.0%	4	57.1%
Other	238	178	74.8%	127	71.3%	196	152	77.6%	36	23.7%	222	201	90.5%	96	47.8%	276	171	62.0%	101	59.1%	197	178	90.4%	99	55.6%
<b>Total</b>	<b>936</b>	<b>717</b>	<b>76.6%</b>	<b>461</b>	<b>64.3%</b>	<b>883</b>	<b>680</b>	<b>77.0%</b>	<b>318</b>	<b>46.8%</b>	<b>864</b>	<b>788</b>	<b>91.2%</b>	<b>384</b>	<b>48.7%</b>	<b>934</b>	<b>668</b>	<b>71.5%</b>	<b>348</b>	<b>52.1%</b>	<b>710</b>	<b>648</b>	<b>91.3%</b>	<b>327</b>	<b>50.5%</b>

- Applications from Hawaii and California have declined over time
- Enrollment and yield from Hawaii have declined by -100 over five years
- Need to conduct National Clearinghouse Analysis on “admitted but did not attend” transfer students
- Is there a merit scholarship program for transfer students?

# INTERNAL DATA

## Transfer Admissions by Ethnicity

Ethnicity	Fall 2019					Fall 2020					Fall 2021					Fall 2022					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
Asian	192	155	80.7%	112	72.3%	153	120	78.4%	53	44.2%	137	129	94.2%	76	58.9%	166	110	66.3%	63	57.3%	147	119	81.0%	87	73.1%
American Indian	18	11	61.1%	9	81.8%	5	3	60.0%	1	33.3%	14	12	85.7%	6	50.0%	13	5	38.5%	0	0.0%	2	2	100.0%	2	100.0%
Black	25	17	68.0%	10	58.8%	22	17	77.3%	5	29.4%	20	18	90.0%	7	38.9%	30	16	53.3%	12	75.0%	21	18	85.7%	9	50.0%
Hispanic	26	19	73.1%	9	47.4%	19	14	73.7%	4	28.6%	24	22	91.7%	7	31.8%	32	18	56.3%	6	33.3%	22	22	100.0%	12	54.5%
Native Hawaiian	191	151	79.1%	115	76.2%	198	159	80.3%	107	67.3%	181	165	91.2%	93	56.4%	167	136	81.4%	77	56.6%	162	153	94.4%	74	48.4%
White	334	247	74.0%	133	53.8%	332	257	77.4%	97	37.7%	343	312	91.0%	128	41.0%	346	244	70.5%	109	44.7%	239	233	97.5%	88	37.8%
Two or more	142	112	78.9%	71	63.4%	145	107	73.8%	51	47.7%	129	114	88.4%	57	50.0%	166	129	77.7%	77	59.7%	106	92	86.8%	51	55.4%
Other	8	5	62.5%	2	40.0%	9	3	33.3%	0	0.0%	16	16	100.0%	10	62.5%	14	10	71.4%	4	40.0%	11	9	81.8%	4	44.4%
<b>Total</b>	<b>936</b>	<b>717</b>	<b>76.6%</b>	<b>461</b>	<b>64.3%</b>	<b>883</b>	<b>680</b>	<b>77.0%</b>	<b>318</b>	<b>46.8%</b>	<b>864</b>	<b>788</b>	<b>91.2%</b>	<b>384</b>	<b>48.7%</b>	<b>934</b>	<b>668</b>	<b>71.5%</b>	<b>348</b>	<b>52.1%</b>	<b>710</b>	<b>648</b>	<b>91.3%</b>	<b>327</b>	<b>50.5%</b>

- Asian and two or more races enrollment and yield are uneven across time
- Native Hawaiian and White enrollment and yield have declined
- Somewhat consistent with FTIC trends, consider a survey of admitted students who did not attend and a focus group of current students

# INTERNAL DATA

## Transfer Admissions by First-Generation Status

First-Generation	Fall 2019					Fall 2020					Fall 2021					Fall 2022					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
Yes	141	105	74.5%	54	51.4%	134	94	70.1%	36	38.3%	16	12	75.0%	6	50.0%	181	108	59.7%	51	47.2%	150	132	88.0%	52	39.4%
No	795	612	77.0%	407	66.5%	749	586	78.2%	282	48.1%	848	776	91.5%	378	48.7%	753	560	74.4%	297	53.0%	560	516	92.1%	275	53.3%
Total	936	717	76.6%	461	64.3%	883	680	77.0%	318	46.8%	864	788	91.2%	384	48.7%	934	668	71.5%	348	52.1%	710	648	91.3%	327	50.5%

- First-generation students are less likely to attend (80% of UH Hilo students are not first-generation? Double-check)
- Are they choosing to attend community college?
- Difference in income or financial aid package?

\*Fall 2021 first-generation indicator excluded from analytics.

## Recommendations for Transfer Students

- Obtain National Clearinghouse data to see where students are choosing to attend beside UH Hilo
- Conduct transfer pipeline analysis to examine sending institution and previous college GPA
- Conduct operation audit to determine amount time to turn around credit transfer evaluation and credit transability
- Conduct focus groups and survey on factors that make transfer students choose UH Hilo; alternatively, what are factors that work against transferring to UH Hilo?
- Double-check first-generation data.

# EXTERNAL DATA

## TOP FEEDER HIGH SCHOOLS

Feeder High School	Fall 2019					Fall 2023				
	App	Adm	Accept	Enr	Yield	App	Adm	Accept	Enr	Yield
Waikeae High School	117	89	76.1%	46	51.7%	84	79	94.0%	42	53.2%
Kamehameha (Hawaii)	98	87	88.8%	32	36.8%	106	104	98.1%	19	18.3%
Hilo High School	74	49	66.2%	17	34.7%	110	97	88.2%	33	34.0%
Kamehameha Secondary Schools	89	73	82.0%	24	32.9%	73	65	89.0%	19	29.2%
Keaau High School	59	41	69.5%	24	58.5%	31	23	74.2%	17	73.9%
Kealakehe High School	60	43	71.7%	11	25.6%	32	27	84.4%	11	40.7%
Waipahu High School	71	46	64.8%	1	2.2%	20	19	95.0%	4	21.1%
Honokaa High School	57	39	68.4%	14	35.9%	31	28	90.3%	6	21.4%
James Campbell High School	79	40	50.6%	3	7.5%	24	23	95.8%	4	17.4%
Konawaena High School	55	39	70.9%	8	20.5%	24	20	83.3%	3	15.0%
Militani High School	37	23	62.2%	6	26.1%	20	18	90.0%	1	5.6%
Waianae High School	52	41	78.8%	2	4.9%	10	9	90.0%	1	11.1%
Pearl City High School	37	17	45.9%	3	17.6%	19	17	89.5%	1	5.9%
W R Farrington High School	40	17	42.5%	1	5.9%	7	6	85.7%	1	16.7%
Moanalua High School	39	22	56.4%	2	9.1%	24	22	91.7%	3	13.6%
Pahoa High School	26	18	69.2%	10	55.6%	28	18	64.3%	6	33.3%
Leilehua High School	35	17	48.6%	1	5.9%	22	18	81.8%	9	50.0%
Maui High School	41	32	78.0%	1	3.1%	7	6	85.7%	1	16.7%
Kapotei High School	42	15	35.7%	2	13.3%	8	6	75.0%	3	50.0%
King Kekaulike High School	13	9	69.2%	3	33.3%	17	14	82.4%	2	14.3%
Kamehameha (Maui)	20	11	55.0%	3	27.3%	27	24	88.9%	4	16.7%
Hawaii Academy of Arts and Sci	26	18	69.2%	10	55.6%	13	13	100.0%	11	84.6%
Waimea High School	19	12	63.2%	0	0.0%	16	14	87.5%	3	21.4%
Roosevelt High School	23	11	47.8%	1	9.1%	16	16	100.0%	1	6.3%
Kohala High School	19	14	73.7%	2	14.3%	9	7	77.8%	3	42.9%
James B Castle High School	24	4	16.7%	1	25.0%	7	6	85.7%	0	0.0%
Kapaa High School	22	11	50.0%	4	36.4%	16	16	100.0%	4	25.0%
Aiea High School	31	20	64.5%	1	5.0%	2	2	100.0%	0	0.0%
Xavier High School	20	16	80.0%	2	12.5%	10	0	0.0%	0	N/A
Kauai High School	23	14	60.9%	2	14.3%	16	15	93.8%	3	20.0%
<b>TOTAL</b>	<b>1348</b>	<b>888</b>	<b>65.9%</b>	<b>237</b>	<b>26.7%</b>	<b>829</b>	<b>732</b>	<b>88.3%</b>	<b>215</b>	<b>29.4%</b>

Decline in applications

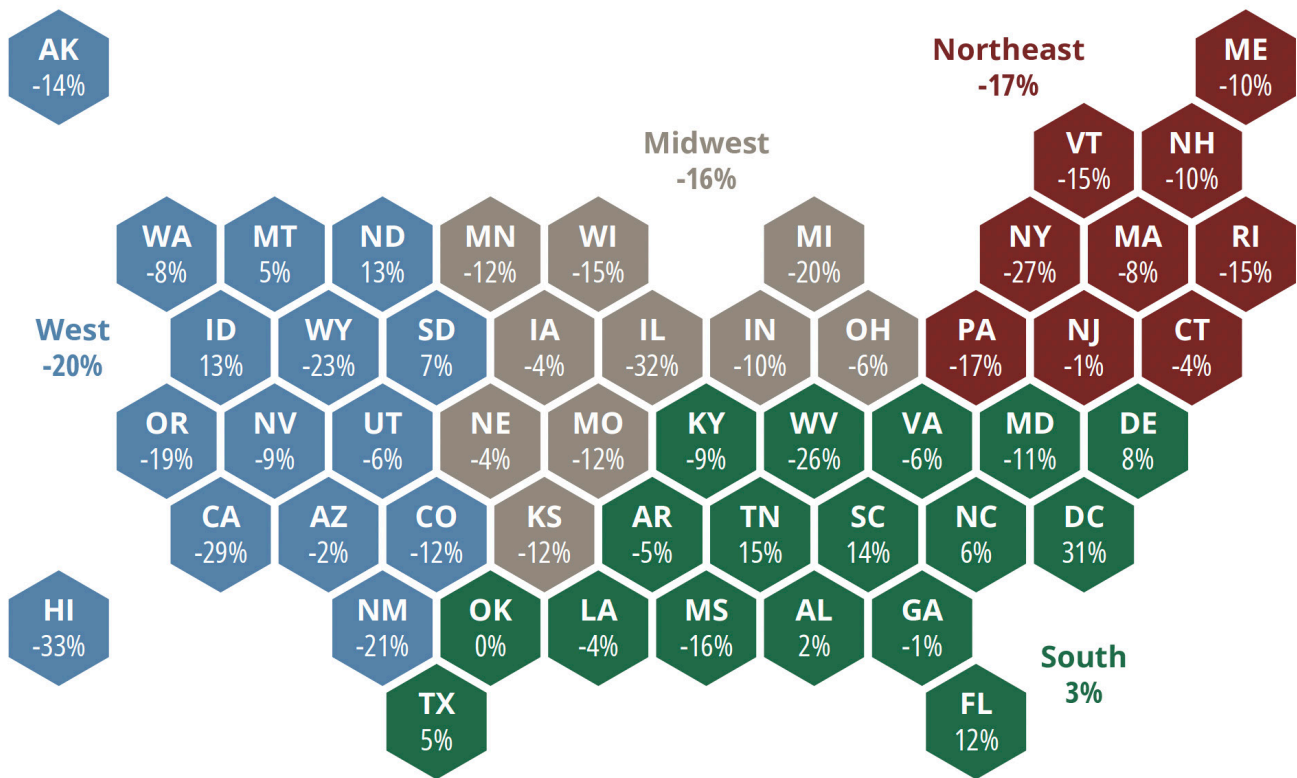
# EXTERNAL DATA

## National Clearinghouse Report of Admitted but Did Not Enroll by Top 30 Insitutions

Institution	Fall 2019		Fall 2023	
	Count	% of admitted but did not enroll	Count	% of admitted but did not enroll
UNIVERSITY OF HAWAII AT MANOA	190	11.6%	254	12.4%
HAWAII COMMUNITY COLLEGE	106	6.4%	92	4.5%
GRAND CANYON UNIVERSITY-TRADITIONAL	34	2.1%	45	2.2%
HAWAII PACIFIC UNIVERSITY	55	3.3%	32	1.6%
LEEWARD COMMUNITY COLLEGE	42	2.6%	29	1.4%
UNIVERSITY OF HAWAII MAUI COLLEGE	30	1.8%	22	1.1%
KAPIOLANI COMMUNITY COLLEGE	23	1.4%	24	1.2%
OREGON STATE UNIVERSITY	9	0.5%	36	1.8%
UNIVERSITY OF HAWAII AT WEST OAHU	29	1.8%	22	1.1%
ARIZONA STATE UNIVERSITY	22	1.3%	23	1.1%
NORTHERN ARIZONA UNIVERSITY	26	1.6%	19	0.9%
CHAMINADE UNIVERSITY OF HONOLULU	28	1.7%	30	1.5%
UNIVERSITY OF WASHINGTON - SEATTLE	13	0.8%	23	1.1%
UNIVERSITY OF NEVADA LAS VEGAS	27	1.6%	14	0.7%
WESTERN WASHINGTON UNIVERSITY	19	1.2%	14	0.7%
UNIVERSITY OF OREGON	8	0.5%	14	0.7%
WASHINGTON STATE UNIVERSITY- PULLMAN	21	1.3%	18	0.9%
SAN DIEGO STATE UNIVERSITY	15	0.9%	21	1.0%
PACIFIC UNIVERSITY	27	1.6%	6	0.3%
UNIVERSITY OF CALIFORNIA- SANTA CRUZ	13	0.8%	15	0.7%
UNIVERSITY OF COLORADO BOULDER	3	0.2%	22	1.1%
WINDWARD COMMUNITY COLLEGE	7	0.4%	12	0.6%
UNIVERSITY OF ARIZONA	9	0.5%	20	1.0%
UNIVERSITY OF ALASKA ANCHORAGE	11	0.7%	16	0.8%
KAUAI COMMUNITY COLLEGE	9	0.5%	13	0.6%
COLORADO STATE UNIVERSITY	5	0.3%	9	0.4%
ECKERD COLLEGE	5	0.3%	15	0.7%
UNIVERSITY OF CALIFORNIA- SANTA BARBARA	7	0.4%	15	0.7%
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	14	0.9%	5	0.2%
HONOLULU COMMUNITY COLLEGE	12	0.7%	3	0.1%
UNIVERSITY OF CALIFORNIA-DAVIS	8	0.5%	12	0.6%

# EXTERNAL DATA

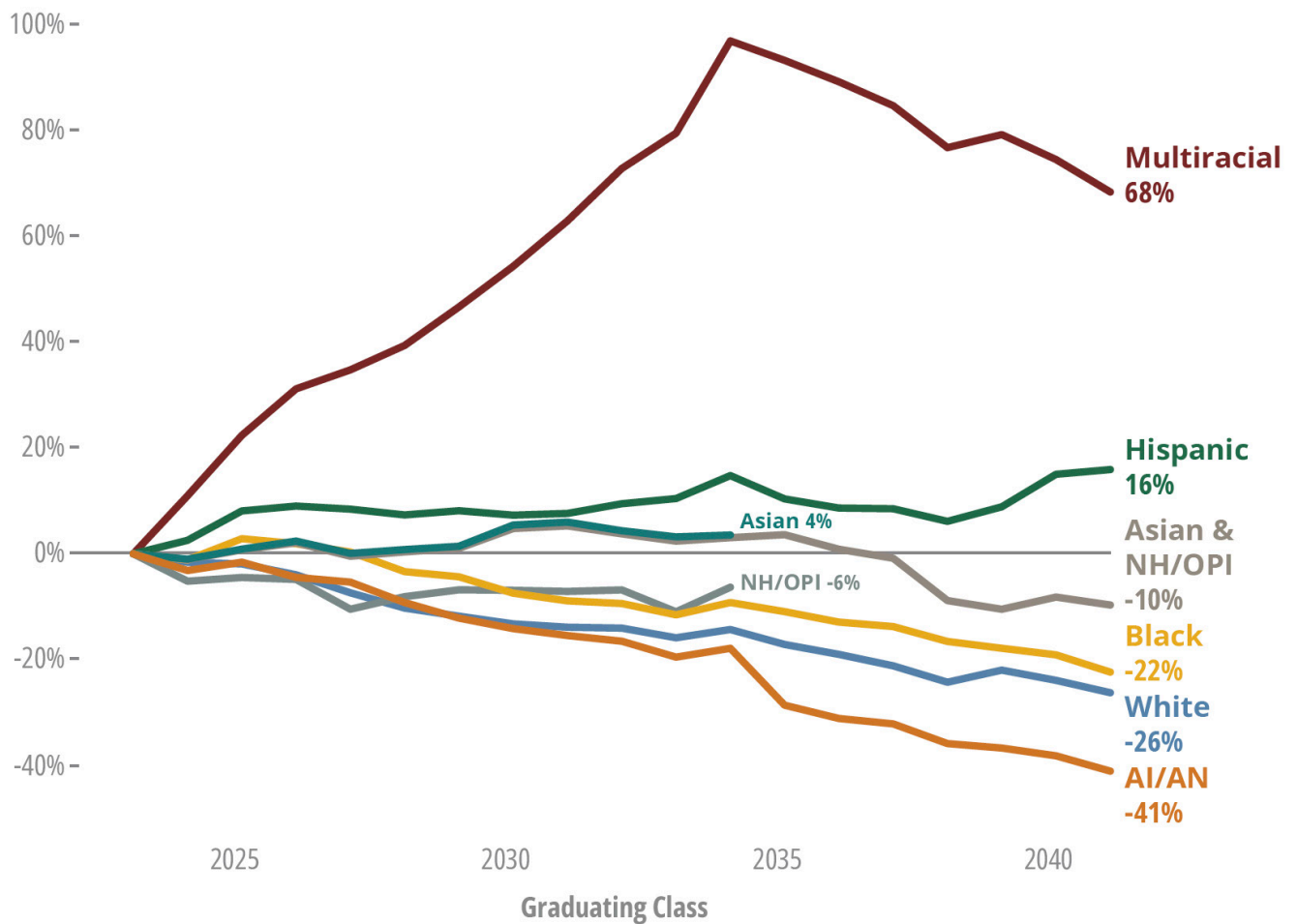
**Figure 17. Projected percent change in high school graduates, 2023 to 2041**



Notes: Total high school graduates include public and private schools. In these projections, the U.S. includes the 50 states and the District of Columbia. Future work will explore projected trends for the U.S. Territories and Freely Associated States.

# EXTERNAL DATA

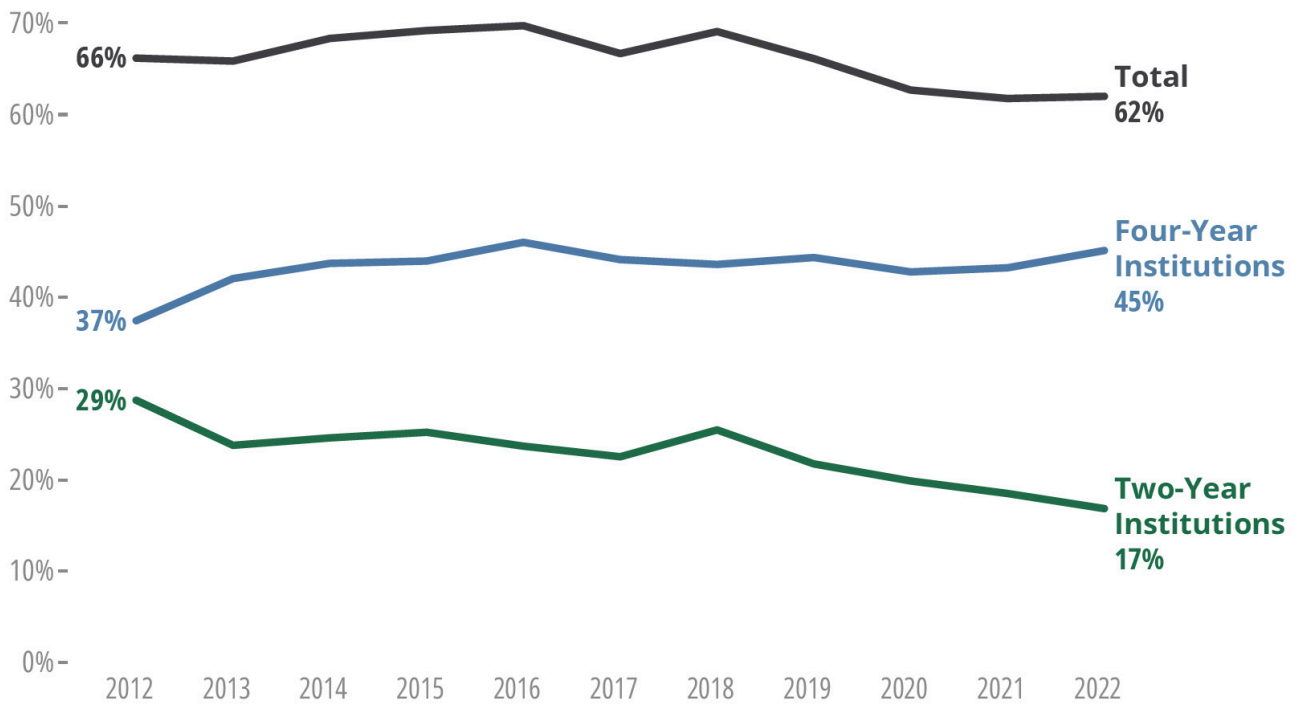
**Figure 7. Percent change in public high school graduate projections by race and ethnicity**



Notes: The Asian and Native Hawaiian/Other Pacific Islander (NH/OPI) populations can only be projected separately to 2034 due to changes in federal data reporting on births.

# EXTERNAL DATA

**Figure 32. Immediate college enrollment rate of high school completers by level of postsecondary institution, 2012 to 2022**



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2012 through 2022. See Digest of Education Statistics 2023, table [302.10](#).





# UH Student Caucus Spring 2025 Presentation to the University of Hawai'i Board of Regents

February 20, 2025 at University of Hawai'i at Hilo

Chelbi Sirach Espiritu (UH Hilo)

Alexander F. Tang (UH Mānoa Graduate Student Organization)



# UNIVERSITY OF HAWAII STUDENT CAUCUS

## Agenda

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



UNIVERSITY of HAWAII\*  
**WINDWARD**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**UNIVERSITY of HAWAII'I**  
WEST O'AHU



UNIVERSITY of HAWAII\*  
**KAUA'I**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**LEEWARD**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**HAWAII**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**HONOLULU**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**KAPI'OLANI**  
COMMUNITY COLLEGE



UNIVERSITY of HAWAII\*  
**MAUI COLLEGE**



UNIVERSITY of HAWAII\*  
**UNIVERSITY of HAWAII'I**  
MĀNOA



UNIVERSITY of HAWAII\*  
**HILO**



## Caucus Transitions

- Student Regent
- Executive Council
- Campuses



*Joshua Faumuina*  
*UH Student Regent*



## More Caucus Transitions

- Meeting modality and frequency
- Invited guests





## System Committees

- University Council on Articulation
- Artificial Intelligence Strategic Council
- Lamakū Advisory Group



## Committees

- 'Student Life' & 'Academic Policy'
  - Increased student engagement
  - Native Hawaiian Cultural Affairs
- 'Facilities and Budget' & 'Student Life'
  - Food security and basic needs
- 'Academic Policy and Planning' & 'Facilities and Budget'
  - Administrative transparency
- Legislative Action Committee
  - Engage with BOR + State Legislature on student advocacy issues



## Legislative Actions Done by UHSC

### ➤ Testimonies

- Student Fee Bills
- Legislative Bills
  - Hawai'i Promise
  - Resident Tuition
  - Disaster Relief





## Looking Ahead

- Currently working on action items
  - Food security and basic needs
  - Increased student engagement
- Exploratory items
  - Administrative transparency
  - Native Hawaiian Cultural Affairs







UNIVERSITY OF  
HAWAII  
STUDENT CAUCUS

161

Mahalo!

Email:

[uhcaucus@hawaii.edu](mailto:uhcaucus@hawaii.edu)

Website:

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

The William S. Richardson School of Law  
Office of the Dean



UNIVERSITY  
of HAWAII UNIVERSITY OF HAWAII  
BOARD OF REGENTS  
MĀNOA

DTS 24608  
Recv'd 12/04/2024 for  
02/06/2025 BOR Comm on  
Student Success

25 JAN 28 P2:24

November 05, 2024

**MEMORANDUM**

TO: Gabriel Lee  
Chair, Board of Regents

VIA: ~~David Leason~~ Wendy F. Hensel *Wendy Hensel*  
President

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

VIA: Michael Bruno *Michael Bruno*  
Provost

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

VIA: Sandy French *Sandy French* Digitally signed by  
Chief Business Officer Alexandra French

FROM: Camille A. Nelson *Nicholas A. Mirkay*  
Dean and Professor of Law Acting Dean

SUBJECT: REQUEST TO RESTORE 2016-2017 MASTER OF LAWS PROGRAM  
NONRESIDENT TUITION RATE

**SPECIFIC ACTION REQUESTED:**

Per RP 6.202 III.A.1 it is requested that the Board of Regents approve to restore the 2016-17 Master of Laws Program (LLM) nonresident tuition rate of \$1,860 per credit (\$44,640) from the current rate of \$1,209 per credit (\$29,016).

**RECOMMENDED EFFECTIVE DATE:** Fall 2026.

**ADDITIONAL COST:**

There will be no additional cost.

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

An Equal Action/Affirmative Action Institution

**PURPOSE:**

To restore the 2016-2017 LLM Program non-resident tuition rate to allow William S. Richardson School of Law ("Richardson Law") to continue providing high quality offerings and resources to our students and faculty, in line with our peer law schools.

**BACKGROUND:**

Historically, Masters of Laws (LLM) Program tuition rates have not differed for residents and nonresidents because the program originally targeted international students. Our proposal is to revert back only the nonresident rate to those in effect in 2016-2017. As the LLM program targets more toward U.S. and Hawai'i resident students, we do not want the LLM tuition resident rate to be significantly higher than the J.D. resident tuition rate.

The LLM Program is an internationally recognized postgraduate law program that allows both US and foreign lawyers to gain advanced, specialized legal training. We are currently expanding our LLM course offerings to include specialized Legal English support and additional summer offerings. In addition to the academic advantages an LLM offers, students also have opportunities to network with colleagues and professors that foster lasting, professional networks and build career skills. We would use the additional income to provide additional networking and career-building opportunities for students and faculty in the form of paid student research positions, resources for international exchanges, and enhanced engagement with alumni. Richardson Law will maintain upgraded technology and resources for our students and faculty including state-of-the-art audio/visual classroom connectivity and free laptop sharing.

Richardson Law obtained Board of Regents (BOR) approval on June 1, 2017 to lower the tuition charged to students enrolled in the LLM Program. The change in tuition request was a planned three-year experiment by the previous dean to increase access and enrollment. Pursuant to the request (copy enclosed), the new rate was "for three consecutive years effective Fall 2017 with the possible reconsideration in the third year". Unfortunately, as shown below, the experiment did not work and enrollment remained the same.

**LLM Program Enrollment**

<u>Class Year</u>	<u># Students</u>
2017-18	5
2018-19	5
2019-20	8
2020-21	7
2021-22	7
2022-23	4
2023-24	7

The program's current enrollment plan is to maintain a small LLM class of students who receive unmatched personalized instruction from our staff and faculty and has a 100 percent graduation rate, while the program satisfies acquiescence requirements of the American Bar Association (ABA) and Association of American Law School (AALS). In 2023, the Richardson Law website was redesigned and upgraded. Concurrently, information about our LLM Program and application process was updated to ensure it is more clear, inclusive, and user-friendly for both international and domestic applicants. Richardson Law has increased outreach to prospective LLM applicants with regular information sessions and email communication and has strengthened communication with partners, such as East-West Center and Institute of International Education, who can offer possible funding and affordable housing for our LLM students. We also continue to foster and build relationships with partner

universities to expand student exchange opportunities in collaboration with the Office of Global Engagement. In response to applicant requests, Richardson Law has increased the flexibility of the program to allow students to start in the Spring and Summer.

Several factors, including the pandemic, precluded Richardson Law from revisiting this matter earlier. The following survey of 2025 LLM rates at comparable ABA-accredited law schools supports a return to our 2016-2017 pricing. Our proposed rate of \$1,860 per credit (\$44,640 for the program) is competitive among our peer institutions (\$40,634 average; \$41,220 median) and is reasonable given the programs on the continental U.S. of comparable size, quality, and mission.

A forum with students is not presently necessary as current LLM students will not be impacted by the proposed tuition rate increase as they are all full-time students who will complete this 24-credit program in Spring 2025 before the proposed increase would take effect. The new rates would be posted on our website well in advance of prospective students applying for admission in Fall 2026.

**Current LLM Tuition Rates at Comparable Institutions (AY 2024-2025)**

<b>Institution</b>	<b>LLM Nonresident Rate (as listed online)</b>
University of Wisconsin Law School	\$52,856
University of Denver Sturm College of Law	\$49,224
University of Washington School of Law	\$47,460
Michigan State College of Law	\$45,600
<b>University of Hawai'i (proposed)</b>	<b>\$44,640</b>
University of the Pacific McGeorge School of Law	\$36,840
University of Florida College of Law	\$35,071
University of Connecticut School of Law	\$31,824
University of Arizona Law School	\$26,200

**ACTION RECOMMENDED:**

Per RP 6.202 III.A.1 it is recommended that the Board of Regents approve to restore the 2016-17 Master of Laws Program (LLM) nonresident tuition rate of \$1,860 per credit (\$44,640) from the current rate of \$1,209 per credit (\$29,016).

Attachments: June 1, 2017, BOR Approval to Change LLM Tuition Rates

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

DT 7466



UNIVERSITY of HAWAII  
MĀNOA

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

17 FEB 16 AM 10  
February 9, 2017

The William S. Richardson School of Law  
Office of the Dean  
DTS 18063

**APPROVED**

6/1/17  
DATE

*Cynthia...*  
BOARD SECRETARY  
UNIVERSITY OF HAWAII  
BOARD OF REGENTS

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

FEB 15 P2:43

RECEIVED

MEMORANDUM

TO: Jan N. Sullivan  
Chair, Board of Regents

VIA David Lassner  
President *David Lassner*

VIA Risa Dickson  
Vice President for Academic Planning and Policy *Risa Dickson*

VIA David Lassner  
Interim Chancellor *David Lassner*

VIA Michae: Bruno  
Interim Vice Chancellor for Academic Affairs and Vice Chancellor for Research *Michae Bruno*

FROM Avi Soifer *AS*  
Dean and Professor, William S. Richardson School of Law

SUBJECT: REQUEST FOR PROPOSED CHANGE IN THE LL.M TUITION RATE

SPECIFIC ACTION REQUESTED

Per RP 6 202 III.A.2 it is recommended that the Board of Regents approve a reduction in the LL.M program tuition rate from \$1,860 per credit (\$44,640 per year) to \$1,209 per credit (\$29,016 per year) for three consecutive years effective Fall 2017 with possible reconsideration in the third year

RECOMMENDED EFFECTIVE DATE

Fall 2017

ADDITIONAL COST

None.

PURPOSE

To compete more effectively with other law schools in attracting qualified LL.M and SJD applicants

2515 Dole Street  
Honolulu, Hawaii 96822  
Telephone: 808 956 6363  
Fax: 808 956 6402

An Equal Opportunity Affirmative Action Institution

Jan N. Sullivan  
 Page 2 of 3  
 February 9, 2017

**BACKGROUND:**

The Law School has offered a Master of Laws (LLM) degree since 2003; and in 2016, we received permission to launch an advanced research degree, the Doctor of Juridical Science (SJD), which typically follows the LLM and which is required to teach law in most of the world. As we developed our proposal for our new SJD degree, we began to recognize significant benefits—practical as well as conceptual—in making distinctions among the degrees Law School awards and charging tuition accordingly. Some law degrees are primarily professional (JD) and some are primarily research or advanced training degrees (LLM and SJD).

In addition, a great number of American law schools have significantly increased the size of their incoming LLM classes in recent years to counteract the nationwide severe downward trend in JD applications. Some now matriculate over 200 LLM students in each cohort.<sup>1</sup> The LLM applicant pool has largely remained stable, however, so that many more LLM applicants are being offered admission to prestigious law schools with scholarships and exceptionally large tuition discounts. The national competition has become so intense that the “true” annual cost of LLM tuition at many law schools is well under \$30,000. As a result, it has become increasingly difficult to recruit students at our current tuition rate as we are competing with higher-ranked and peer law schools.

We therefore seek approval to change the LLM tuition rate to an annual tuition rate of \$29,016, for three consecutive years effective Fall 2017, with possible reconsideration in the third year.

	Per Credit Rate	Total
LLM tuition per year	\$1,209	\$29,016

We propose to change the tuition rate for the LLM degree for the following reasons:

- (1) The proposed rate would bring our tuition in line with the SJD degree tuition and with other academic research advanced degrees at UHM. The current annual SJD tuition cost is approximately \$24,500 for nonresidents (based on 8 credits/semester).
- (2) It also would more accurately reflect the nature of the LLM and SJD degrees and it would allow us to compete much more effectively with other law schools in attracting LLM students. Our current LLM tuition, which started at reasonable and competitive levels, now exceeds even the listed tuition charged by most law schools, including highly ranked and prestigious private institutions, without taking into account the widespread discounting they do (see Addendum 1 attached). The LLM Program Director often receives requests from applicants for tuition discounts and scholarships to match the cost of attendance at other law schools, which we cannot provide.
- (3) In 2003 tuition for the LLM degree was approximately \$20,000 per year and it has steadily increased annually. This year the annual rate we charge is \$44,640. Shortly after the 2011 tuition schedule became effective, the Law School began to see

<sup>1</sup> USC Law School Graduate and International Student Handbook,  
<http://weblaw.usc.edu/assets/docs/admissions/graduate/brochure.pdf>

Jan N. Sullivan  
 Page 3 of 3  
 February 9, 2017

the effects of overpricing our LLM program. As demonstrated in Addendum 2 (attached), this year's expected tuition revenue is almost half of the tuition revenue the Program generated in 2009-10 when the tuition rate was \$29,664.

(4) The LLM program does not have designated GA or research fellowships, which are typically associated with graduate programs, and thus the LLM students are responsible for full tuition costs. They also face a very high cost of living, particularly for those coming from less prosperous nations.

(5) Hawai'i limits eligibility to sit for the Hawai'i Bar Examination to those who hold JD degrees from ABA-accredited law schools. Our LLM graduates therefore cannot sit for the Bar Examination in Hawai'i, which further discourages applicants. Most LLM graduates return to their home countries to practice law or to teach and their salaries thus are substantially lower than they would be in the United States.

(6) An increased number of LLM students will contribute to the growth of our new SJD program and to the international academic prestige of the Law School and the University of Hawai'i.

(7) There will be no additional cost. We are confident that the reduced tuition per student will be more than made up for by the anticipated increase in the number of LLM students. Our excellent faculty-to-student ratio allows for a reasonable increase in the number of students without compromising quality of instruction, or requiring any additional faculty or staff.

(8) LLM students do not qualify for the WICHE resident tuition rate.

The Law School's ability to attract high quality LLM students from around the world is critically important to the Law School's mission, academic quality, international prestige, and diversity, as well as providing substantial net positive budgetary benefits.

**ACTION RECOMMENDED:**

We recommend that you approve to change the LLM Program tuition rate for three consecutive years effective Fall 2017, with possible reconsideration in the third year.

**Attachments:**

Addendum 1: LLM Tuition at UH and Comparable Institutions for 2016-17 AY

Addendum 2: Historic Data Related to LLM Student Enrollment and Tuition Revenue at UH

Addendum 3: Schedule of Tuition, Current

Addendum 4: Schedule of Tuition, Revised

c: Cynthia Quinn, Executive Administrator and Secretary of the BOR

Addendum 1**LLM Tuition at UH and Comparable Institutions**

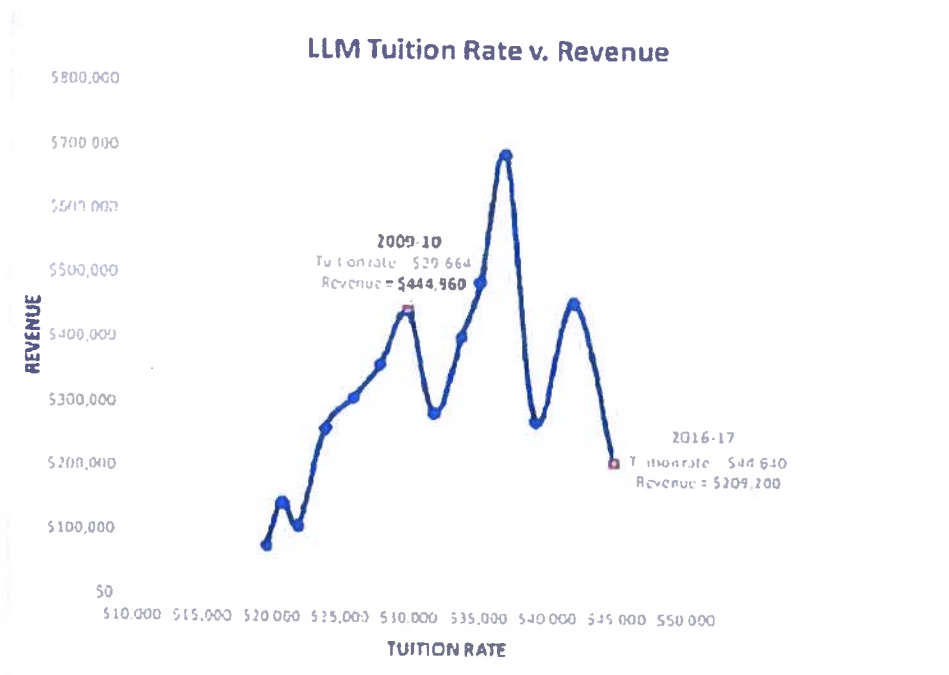
<b>INSTITUTION</b>	<b>LLM TUITION FOR 2016-17 (as listed online)</b>
<b>University of Hawai'i</b>	<b>\$44,640</b>
University of Arizona Law School	<b>\$29,000 Non Resident</b>
University of Connecticut School of Law	<b>\$28,560</b>
University of Florida College of Law	<b>\$33,716 Non Resident</b>
University of the Pacific McGeorge School of Law	<b>\$30,240 (2017-18 Academic Year)</b>
University of Washington School of Law	<b>\$38,019</b>
University of Wisconsin Law School	<b>\$33,500 (2015-16 Academic Year)</b>
University of Denver Sturm College of Law	<b>\$1,547 per credit</b>
Michigan State College of Law	<b>\$1,350 per credit (2015-16 Academic Year)</b>



**Addendum 2**

**Historic Data Related to LLM Student Enrollment and Tuition Revenue (excluding financial aid)**

Class Year	#Students	Tuition Rate	Revenue
2003-04	4	\$19,488	\$77,952
2004-05	7	\$20,664	\$144,648
2005-06	5	\$21,888	\$109,440
2006-07	11	\$23,832	\$262,152
2007-08	12	\$25,776	\$309,312
2008-09	13	\$27,720	\$360,360
2009-10	15	\$29,664	\$444,960
2010-11	9	\$31,608	\$284,472
2011-12	12	\$33,552	\$402,624
2012-13	14	\$34,920	\$488,880
2013-14	19	\$36,696	\$688,528
2014-15	7	\$38,928	\$272,496
2015-16	11	\$41,688	\$458,568
2016-17	5	\$44,640	\$209,200



**Addendum 3 - Current Schedule of Tuition**

**University of Hawai'i Tuition<sup>1</sup>**  
**SELECT ADVANCED PROFESSIONAL PROGRAMS**  
**PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE**

	Academic Years															
	2016-2017				2017-2018				2018-2019				2019-2020			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
<b>UH MĀNOA<sup>2</sup></b>																
Graduate Business (Master's) <sup>3</sup>	887	10,644	1,598	19,176	887	10,644	1,598	19,176	887	10,644	1,598	19,176	887	10,644	1,598	19,176
Graduate Education (EdD)	701	8,412	1,595	19,140	701	8,412	1,595	19,140	701	8,412	1,595	19,140	701	8,412	1,595	19,140
Graduate Nursing	1,001	12,012	1,896	22,752	1,001	12,012	1,896	22,752	1,001	12,012	1,896	22,752	1,001	12,012	1,896	22,752
Law																
JD	933	11,196	1,909	22,908	933	11,196	1,909	22,908	933	11,196	1,909	22,908	933	11,196	1,909	22,908
LLM	1,860	22,320	1,860	22,320	1,860	22,320	1,860	22,320	1,860	22,320	1,860	22,320	1,880	22,320	1,860	22,320
Medicine	1,528	18,336	2,972	35,664	1,528	18,336	2,972	35,664	1,528	18,336	2,972	35,664	1,528	18,336	2,972	35,664
<b>UH HILO<sup>2</sup></b>																
Graduate Nursing	781	9,372	1,558	18,696	781	9,372	1,558	18,696	789	9,468	1,566	18,792	797	9,564	1,574	18,888
Pharmacy	974	11,688	1,680	20,160	984	11,808	1,690	20,280	994	11,928	1,700	20,400	1,004	12,048	1,710	20,520

<sup>1</sup> All students are subject to campus-based student fees not shown here.

<sup>2</sup> Full-time (FT) tuition applies to students enrolling for 12 or more credits. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized.

<sup>3</sup> The CBA master's degrees offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

2016-17 approved by the Board of Regents on October 26 2011 and last amended on May 21 2015 2017-18 to 2019-20 approved by BOR on July 21 2016

**Addendum 4 - Revised Schedule of Tuition**

**University of Hawai'i Tuition<sup>1</sup>**  
**UNDERGRADUATE AND GRADUATE**  
**PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE, ALL CAMPUSES**

	Academic Years															
	2016-2017				2017-2018				2018-2019				2019-2020			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
<b>UH MĀNOA<sup>1</sup></b>																
Undergraduate	453	5,436	1,371	16,452	453	5,436	1,371	16,452	462	5,544	1,380	16,560	471	5,652	1,389	16,668
Graduate	637	7,644	1,532	18,384	637	7,644	1,532	18,384	650	7,800	1,545	18,540	663	7,956	1,558	18,696
<b>UH HILO<sup>2</sup></b>																
Undergraduate	300	3,600	840	10,080	300	3,600	840	10,080	303	3,636	843	10,116	306	3,672	846	10,152
Graduate	479	5,748	1,097	13,164	479	5,748	1,097	13,164	484	5,808	1,102	13,224	489	5,868	1,107	13,284
<b>UH WEST O'AHU<sup>2</sup></b>																
	300	3,600	840	10,080	300	3,600	840	10,080	303	3,636	843	10,116	306	3,672	846	10,152
<b>UH COMMUNITY COLLEGES<sup>2</sup></b>																
Lower Division	126	NA	340	NA	126	NA	340	NA	128.50	NA	342.50	NA	131	NA	345	NA
300 Level and Above <sup>3</sup> (UH Maui College only)	300	NA	840	NA	300	NA	840	NA	303	NA	843	NA	306	NA	846	NA

<sup>1</sup> All students are subject to campus-based student fees not shown here.

<sup>2</sup> Full-time (FT) tuition applies to students enrolling for 12 or more credits at UHM, UHH, and UHWO. At the Community Colleges, tuition is charged on a per-credit basis for all enrolled credits effective 2001-02. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized. Undergraduate resident and nonresident students enrolled in nursing, dental hygiene, business, and other UHCC health programs also pay a professional fee (separate fee schedule). Undergraduate/Graduate resident and nonresident students enrolled in the architecture program at UHM also pay a professional fee (separate fee schedule).

<sup>3</sup> UH Maui College offers four-year degrees. Students enrolled in upper division courses numbered 300 and above within these programs pay this differential rate

2016-17 approved by the Board of Regents on October 26, 2011, and last amended on May 21, 2015. 2017-18 to 2019-20 approved by BOR on July 21, 2016.

**Current LLM Tuition Rates at Comparable Institutions**

<b>Institution</b>	<b>LLM NonResident Rate (as listed online)</b>
University of Wisconsin Law School	\$52,856
University of Denver Sturm College of Law	\$49,224
University of Washington School of Law	\$47,460
Michigan State College of Law	\$45,600
<b>University of Hawai'i</b>	<b>\$44,640</b>
University of the Pacific McGeorge School of Law	\$36,840
University of Florida College of Law	\$35,071
University of Connecticut School of Law	\$31,824
University of Arizona Law School	\$26,200



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# Proposed Reinstatement of Master of Laws (LLM) Tuition Rate William S. Richardson School of Law (WSRSL)

Board of Regents  
February 20, 2025

Debora Halbert, Vice President for Academic Strategy  
Camille Nelson, Dean, William S. Richardson School of Law

# Tuition Setting Process

(Executive Policy 6.202)

1. The proposed tuition change and request for comments are shared with the Board of Regents (BOR) and University community at least 15 days prior to public meetings.
2. UH administration conducts open public meeting(s) on the tuition proposal. For the regular tuition schedule process, this would include public meetings on Hawai'i, Maui, Kaua'i and O'ahu. **For the LLM tuition request, it will include a meeting with the law school constituents.** Meetings are announced at least 15 days in advance via campus newspapers or other appropriate means. The meeting will take place on the UH Mānoa campus. The purpose of the meeting is to explain the proposal and provide an opportunity for testimony.
3. The administration provides the BOR with a summary of the positions stated at the public meetings and incorporates input as appropriate.
4. A final tuition schedule is presented to the BOR for approval during or prior to the semester in which the tuition schedule applies.
5. A copy of the approved schedule is filed in the Office of the Lieutenant Governor prior to the effective date.

# LLM Tuition Background

- The Master of Laws (LLM) Program is an internationally-recognized, postgraduate law program that allows both U.S. and foreign lawyers to gain advanced, specialized legal training.
- WSRS� obtained Board of Regents (BOR) approval on June 1, 2017, to lower the LLM tuition rate.
- The 2017 tuition request was a **planned three-year experiment** to increase access and enrollment.
  - The new rate was “for three consecutive years effective Fall 2017 with the possible reconsideration in the third year”.
  - Unfortunately, the experiment did not work and enrollment remained the same.
- If approved, the additional tuition income will be used to provide enhanced engagement with alumni for networking and career-building opportunities for students, support paid student research and student work positions, resources for international academic conferences for students and faculty, legal oral English proficiency classes and enhanced international advertising, recruiting and outreach.
- WSRS� will maintain upgraded technology and resources for students and faculty including state-of-the-art audio/visual classroom connectivity and free laptop sharing.

# Master of Laws Program (LLM) at UH Mānoa Tuition Proposal

Current tuition approach:

- Reduced LLM tuition rate in effect (approved for Fall 2017 to Spring 2021)
- Same LLM tuition rate for residents and nonresidents because the program originally targeted international students

**Proposal:** To revert the *nonresident* tuition rate to that in effect in 2016-2017 (no change to resident LLM tuition rate)

Current nonresident LLM tuition	\$1,209 per credit (\$29,016 annual)
Proposed nonresident LLM tuition (return to 2016 rate)	\$1,860 per credit (\$44,640 annual)

Justification: As the LLM program targets more U.S. and Hawai'i resident students, WSRSL does not want the LLM resident rate to be significantly higher than the Juris Doctor (J.D.) resident tuition rate of \$990 per credit (2026-2027).



# LLM Enrollment

Year	Number of students
2015-16	5
2016-17	6
<b>2017-18</b>	<b>5</b>
<b>2018-19</b>	<b>5</b>
<b>2019-20</b>	<b>8</b>
<b>2020-21</b>	<b>7</b>
<b>2021-22</b>	<b>7</b>
<b>2022-23</b>	<b>4</b>
<b>2023-24</b>	<b>7</b>



Reduced LLM tuition rate in effect

# LLM Tuition Rates at Comparable Institutions

(2024-25, as listed online)

Institution	LLM Nonresident Rate
University of Wisconsin Law School	\$52,856
University of Denver Sturm College of Law	\$49,224
University of Washington School of Law	\$47,460
Michigan State College of Law	\$45,600
<b>University of Hawai'i at Mānoa WSRSL (proposed)</b>	<b>\$44,640</b>
University of the Pacific McGeorge School of Law	\$36,840
University of Florida College of Law	\$35,071
University of Connecticut School of Law	\$31,824
University of Arizona Law School	\$26,200

# Proposed Use of Additional Tuition Revenue at WSRSL

	(Tuition Increase of \$75,000/yr)
Student Research Assistants/Student Work Assistants	\$20,000
International Academic Conferences - Students & Faculty	\$18,000
Upgraded Technology	\$13,000
Legal Oral English Proficiency Classes	\$10,000
Enhanced International Advertising, Recruiting & Outreach	\$9,000
Strengthen Engagement with Alumni for Student Professional Development and Networking	\$5,000

# Public Comment Forum

- Held a public comment forum as required by EP 6.202 on February 11, 2025, at noon.
- Attended by ten people, four via zoom and six face-to-face, at the Richardson School of Law.
- There was good conversation about the program and potential impacts to the program.
- Those present were supportive of the program and asked questions of clarification about future plans for the program.
- No one present opposed the tuition proposal.

# Comments/Questions Asked

## Faculty

Q: Any implications for the continuance of LLM program?

A: The Law School has been working on expanding the LLM and has been engaged in intentional outreach, including developing more advertising, a new law and technology LLM, and dedicated LLM pages on the website.

Q: How do you charge other international students in exchange programs?

A: Depends on what type of program they are coming under.

Comment: Limiting tuition as an experiment didn't work – so am for increasing the tuition but to also working on other areas of program development as well.

## Student

Q: Will any of this impact modality of how the LLM is offered?

A: Looking at a possible online LLM to be submitted to the American Bar Association (ABA) within a few years. There is a recognition that foreign students will have required face-to-face courses. Will be working with International Student Services to develop the online program, which would not replace the existing program.

Recommendation: That the BOR rescind the lower tuition rate and implement the proposed tuition rate.

# University of Hawai'i at Hilo Fees Presentation

Bonnie Irwin, Chancellor

Kalei Rapoza, Vice Chancellor for Administrative Affairs

Pat Guillen, Athletics Director

Tim Moore, Interim Dean of Students and Executive Director, Student Life

Laisha Bugado, Director, Campus Center

Matthew Kalahiki, Assistant Director, Campus Center

Hualani Loo, Director, Kīpuka Native Hawaiian Student Center

BOR Committee on Student Success

February 6, 2025



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**HILO**

# University of Hawai'i at Hilo Student Fees

- New Student Athletic Fee
- Student Life Center Fee Increase
- New Student Engagement Fee



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**HILO**



# UH Hilo Athletics Fee

- **Proposed New Fee**
  - \$37.50 per semester
  - Effective Fall 2025
  - Annual assessment for increase
- **Background**
  - BOR approved Student Athletic Fee in 2010
  - Unique Challenges for UH Hilo Athletics



# UH Hilo Student Life Center Fee

- **Existing Fee Increase**
  - \$78 per semester to \$178 per semester
  - Effective Fall 2025
  - Annual assessment for increase
- **Background**
  - Fee unchanged since SLC opened in 2008
  - Increase in operational costs
  - Primary revenue source



# UH Hilo New Student Engagement Fee

- **Proposed New Fee**
  - \$200 one-time fee for new students
  - Effective Fall 2025
  - Annual assessment for increase
- **Background**
  - Orientation, ID, First-Year Experience
  - Implement piloted project



# Student Consultation and Feedback

- Student Governance and Forums
- Feedback
  - Increased Programming
  - High Quality Services
  - Addressing Financial Impact to Students





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25 JAN 29 P1:40

**MEMORANDUM**

DATE: January 6, 2025

TO: Gabriel Lee, Chair  
Board of RegentsVIA: Wendy Hensel  
President

VIA: DEBORA HALBERT  
VICE PRESIDENT FOR ACADEMIC STRATEGY

VIA: Bonnie Irwin  
Chancellor

FROM: Patrick Guillen  
Athletic Director

SUBJECT: New UH Hilo Student Athletic Fee

**SPECIFIC ACTION REQUESTED:**

It is requested that the Board of Regents approve a new Athletics fee for the University of Hawai'i at Hilo of \$37.50 per semester for all students (with the exception of students in distance and on-line programs as outlined in EP 6.208).

**RECOMMENDED EFFECTIVE DATE:**

Effective Fall 2025

**PURPOSE:**

A student athletic fee is a revenue source available to most NCAA Division I & Division II public college and university athletic programs. The purpose of this fee is to support rising costs of operations and to enhance and expand services and programs designed to reinvigorate student life on campus. Through intentional planning, and in working collaboratively together and across areas, there will be a focus on increasing student and campus life through student activities and events sponsored and co-sponsored by UHH Athletics.

The proposed adjustment will be used to:

- (1) Enhance UH Hilo Athletic Department revenue to assist with expenses such as team travel, guarantees and travel subsidies, equipment and supplies, student-athlete meals and other expenses directly beneficial to student-athletes and necessary to offer a NCAA Division II athletic program that promotes increased awareness of, and pride in, the state of Hawai'i and the University of Hawai'i at Hilo;
- (2) Continue to offer students complimentary admission to attend home athletic contests and further enhance campus spirit; and

**Office of Intercollegiate Athletics**

200 W. Kawili St. • Hilo, Hawaii 96720-4091 • Phone: (808) 932-7168 • Fax: (808) 932-7169

**hiloathletics.com**

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- (3) Provide a budget of up to eight percent of the total Student Athletic Fee collected to support a variety of activities for students. These activities will be designed to increase student participation and enhance the student experience related to athletics and may include transportation, tailgates, increased access to facilities for recreation, prize giveaways, etc.

**BACKGROUND:**

In 2010, the Board of Regents approved a Student Athletic Fee as part of Mandatory Student Fees. UH Manoa implemented this fee at the rate of \$50 per semester beginning in Fall 2011 and has continued unchanged since inception. For unknown reasons, UH Hilo did not request the fee at that time.

UH Hilo Athletics is the only State public institution on the West Coast without an athletics fee. The average athletics fee of our NCAA II State peer institutions in the California Collegiate Athletic Association (CCAA) is \$249 annually per student. In addition, UH Hilo competes in the PacWest Conference that is comprised entirely by private universities with the exception of UHH. Of those private schools in our conference athletic fees range as high as \$500 annually per student and as low as \$190 annually per student. This proposed fee of \$37.50 per semester will enhance UHH Athletics revenue to assist with expenses such as scholarships, student travel and subsistence, materials and supplies, and other expenses directly beneficial to student-athletes and necessary to offer a competitive and well-rounded NCAA Division II athletic program.

The intent is to collaborate effectively together to transform the student experience at UH Hilo with more offerings and opportunities for students that aligns with our strategic initiatives around engagement (best practices aligned with student sense of belonging with enhancing school spirit and involvement). Key areas include:

**Student Engagement and School Spirit:** Athletic events often serve as a focal point for campus life, fostering a sense of community and school spirit. By investing in athletic programs, we can encourage student attendance at games and events, boosting campus pride and engagement. In the past we have partnered with several CSO's and other organizations on campus to create student events that are linked to our athletic events (such as tailgates and pep rallies). An athletic fee would allow us to expand on those partnerships to include and engage more students and campus communities.

**Recruitment and Retention:** A strong athletic program can be a factor in attracting prospective students to the university. Talented athletes may be more likely to choose a school with a competitive sports program. Additionally, a vibrant campus life, including athletic events, can contribute to student retention by providing a well-rounded college experience.

**Alumni Support:** Successful athletic programs can create a sense of pride among alumni, fostering a stronger connection between former students and the university. This connection may lead to increased financial support, donations, and involvement in campus activities.

**Health and Wellness:** Encouraging physical activity through sports and recreational facilities can contribute to the overall health and wellness of the student body. A healthy and active campus community can positively impact the academic performance and well-being of students.

In addition, UH Hilo Athletics face unique challenges that impact our program and funding costs which include:

- Rental costs in utilizing County facilities for the sports of men's and women's basketball and baseball to host our intercollegiate games;
- Besides our inter-island contests on Oahu, we are 2,500 miles away from all of our PacWest Conference institutions and other competitors on the west coast, leading to increased costs for travel above what peer institutions face that are located on the continent;
- The PacWest Conference has increased in size recently adding four new institutions (two NorCal, two SoCal) bringing the conference alignment to 14 schools. These additions have increased conference scheduling thereby resulting in significant new costs for the department;
- The PacWest Conference has added conference championship postseason events in the sports of M/W soccer, women's volleyball, baseball and softball which has dramatically increased costs. For example, if we are fortunate enough to qualify for every conference championship that the PWC sponsors, we would have additional costs of nearly \$250,000 for championship travel alone.

Recognizing the cost pressures facing UH Hilo Athletics, the department has moved to help offset those costs as well as other competitive challenges by moving to increase revenues and/or manage costs. Three major areas of focus have been: 1) UH Hilo Athletic Department initiatives; 2) government support; and 3) institutional support. Good progress has been made by UHH Athletic Department initiatives under its control. Additionally, UHH Athletics has had some success in securing additional funding from the legislature. The following are examples of recent UHH Athletics initiatives to raise revenues and decrease or control expenses:

- **Under Armour All-Sport Apparel Partnership:** provides product allowances and significant cost discount advantages for all team apparel that provides expense savings over the contract period.
- **Hawaiian Airlines Partnership:** discount provides for fixed travel rates for team inter-island and travel to the continent that reduce travel costs annually.
- **Vulcans Challenge:** Initiated annual fund campaign three years ago in partnership with UH Foundation with a long-term goal to raise \$200,000 annually and expected to increase. To date this campaign has raised \$572,112 in donations.
- **Corporate Sponsors/Special Events/UH Foundation Giving:** On average, between our Corporate Partnership Program, sport programs special events and foundation giving we average approximately \$450,000 annually in support.

Given that student athletic fees are a critical component of most collegiate athletic program budgets, we have compiled and reviewed student fee data from other schools that would be considered peers of UH Hilo that are also State public schools located in the California Collegiate Athletic Association (CCAA). The data indicates that all CCAA schools receive a dedicated fee for intercollegiate athletics. The most recent data is from 2022 and shows an average athletic fee of \$249 per student annually (see attachment).

#### STUDENT CONSULTATION AND FEEDBACK:

Public meetings were held with various groups over the past year:

- Student-Athlete Advisory Committee
- UHSA (Student Government)
- Campus Athletics Department Student Workers
- Public student forums (one in person and one virtual)

In consulting with student feedback groups, questions ranged from the purpose of increasing fees to specifics around the types of programs and offerings that would be made available to students. Students shared general concerns about increasing costs but the majority of students expressed support for increasing campus programming and services. Some students who shared concerns around fee increases, shared that they saw community “good” through the proposal while having individual reservations. Other students shared that they did not agree with the proposals for a variety of reasons.

UH Hilo student-athletes currently make up nearly 10% of the general student body, which means approximately 10% of this fee increase will be borne by UH Hilo student-athletes. It is important to note that UH Hilo student-athletes are in full support of this fee.

In summary, since the establishment of the Student Athletics Fee in 2010 by the Board of Regents, UH Hilo Athletics has not assessed the fee. UH Manoa, on the other hand, has implemented the fee at \$50 per semester since the establishment of the fee. Even with the progress that UHH Athletics has made in revenue generation and cost containment that have helped offset budget pressures from cost increases, this existing fee needed to be evaluated and adjusted. While this recommended increase does not bring UHH Athletics in line with our peer institutions, it is a beginning and will greatly assist UHH Athletics and significantly impact our student population.

Based on the foregoing, this Student Athletic Fee proposal is appropriate and necessary to assist the campus athletics program, support student activities and participation in events, increase campus spirit and further promote awareness of UH Hilo and the State of Hawai‘i.

The recommendation by the UHH Athletics Department for the Student Athletics Fee is a meaningful adjustment and will contribute materially to the department's ability to be a vital component of student life. In comparison to Hawai‘i’s peers, even at the adjusted fee level, UHH will still remain at the bottom of all comparisons to our peers in terms of the rate and amounts raised.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve a new Student Athletic Fee at the University of Hawai‘i at Hilo of \$37.50 per semester. All full-time and part-time students enrolled at the University of Hawai‘i at Hilo will be assessed the adjusted fee (with the exception of students in distance and on-line programs as outlined in EP 6.208).

	<b>CURRENT FEE AY 24-25</b>	<b>PROPOSED FEE AY 25-26</b>
<b>Athletics</b>	<b>\$0</b>	<b>\$37.50 per semester</b>

\*\*This fee constitutes less than a \$1% increase to Cost of Attendance

**Attachments:**

1. Peer Institutions Student Athletic Fee Revenue Data

C: Executive Administrator and Secretary of the Board Lau



## ATTACHMENT

**STUDENT ATHLETIC FEES (Peer Institutions)**

<b>School</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>5 year Avg</b>
San Marcos	4.97M	5.12M	5.07M	5.20M	5.12M	5.09M
CP Pomona	3.36M	3.32M	3.56M	3.27M	4.57M	3.62M
Chico	3.56M	3.52M	4.42M	4.35M	4.0M	3.97M
CP Humboldt	4.27M	3.81M	3.43M	3.09M	2.82M	3.48M
San Francisco	3.18M	3.19M	3.09M	2.91M	2.79M	3.03M
San Bernardino	2.68M	2.69M	2.79M	2.81M	2.77M	2.75M
Los Angeles	2.18M	2.15M	2.05M	2.06M	2.51M	2.19M
Stanislaus	1.17M	2.12M	2.27M	2.31M	2.26M	2.03M
Sonoma	2.52M	2.52M	2.59M	2.21M	2.21M	2.41M
East Bay	1.90M	1.84M	1.84M	1.82M	1.66M	1.81M
Monterey Bay	1.14M	1.13M	1.14M	1.11M	1.11M	1.12M
Dominguez Hills	441,822	786,085	836,418	1.3M	813,562	835,600

Bonnie D. Irwin  
ChancellorUNIVERSITY  
of HAWAII

HILO

Ke Kulanui o Hawai'i ma Hilo

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

25 JAN 31 A7:39

24752C

January 27, 2025

## MEMORANDUM

TO: Gabriel Lee  
Chair, Board of Regents, University of Hawai'i  
Laurie Tochiki  
Chair, Board of Regents' Committee on Student Success

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

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

VIA: Bonnie Irwin *Bonnie Irwin*  
Chancellor, University of Hawai'i at Hilo

FROM: Timothy Moore  
Interim Dean of Students and Executive Director, Student Life, University of  
Hawai'i at Hilo

SUBJECT: REQUEST FOR STUDENT LIFE CENTER FEE INCREASE AT UNIVERSITY OF  
HAWAII AT HILO

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents approve an increase of the Student Life Center Fee at the University of Hawai'i at Hilo (UH Hilo) from \$78.00 to \$178.00 per semester (\$70 for the summer term).

RECOMMENDED EFFECTIVE DATE:

Effective Fall 2025

ADDITIONAL COST:

Annually assess the Student Life Center (SLC) budget to address inflationary costs, utilizing the option to implement an annual fee increase of up to 3%, as allowed under the BOR fee policies. The decision to enact this fee increase will be at the discretion of the Chancellor of UH Hilo.

**PURPOSE:**

The SLC Fee is a Mandatory Student Fee in accordance with Executive Policy 6.208 and included in the EP6.208 Appendix 1C. Campus Center and Student Recreation Fees. Per Regents Policy RP6.203, the President is delegated the authority to adjust mandatory student fees “provided the fee increase shall not exceed the increase in the real cost of services provided to the students or 3% per year, whichever is less.” Since the proposed increase exceeds 3%, the Board of Regents is the approving authority for the proposed increase.

The SLC, under the Direction of the Campus Recreation and Wellness Department, has been a hub of student interaction and engagement since its creation in 2008. Over the years, UH Hilo students have benefited from the outstanding facilities and a myriad of recreational programs and services that have played a significant role in promoting student health and well-being, engagement and retention. However, the SLC has not instituted a fee increase in over 16 years. This is despite the significant rise in operational costs and the decrease in fees received due to a lower student enrollment. The long overdue fee adjustment of \$100 will not only ensure the sustainability of the SLC, but also support the development of new programs going forward. For current students, the adjusted fee is still a bargain at approximately \$10 per week. This is far less than the membership rate of any community gym, even though community gyms do not offer an Olympic pool or include a wide range of programs for fitness, intramurals, outdoor adventure, SCUBA and health and wellness education.

**SUPPORTING DATA:**

Since 2008, the SLC fee has remained unchanged at \$78 per semester (\$35 for summer term). Currently, the SLC fee constitutes 65% of the SLC's total operational budget. The other 35% of revenue is obtained through a variety of sources, including membership sales, equipment rental, facility rental, program fees, and summer camps. As of 2024, non-fee revenue generation is at an all-time high. However, this additional revenue still cannot cover the budgetary challenges that have evolved:

**1. Enrollment Decline, Increased Operational Cost, Inflation:**

- The steady drop in UH Hilo enrollment has resulted in a considerable decrease in student fees over the years. In 2013, the SLC received \$642,140 in fees per year. Today the SLC receives 50% less funding at \$324,763 per year.
- Operational costs have substantially increased since 2008. Student staffing and programs have been cut back to match the decreased budget. However, facility operations expenses cannot be decreased because they are essential to keep the facility running (i.e. pool chemicals, vehicle repairs, cleaning supplies, etc.).

- The current \$78 fee has never been adjusted for inflation. The estimated average inflation rate for Hawaii between 2008 and 2023 is 2.39% per year. Therefore, even if enrollment and fee revenue had remained consistent, the purchasing power of the dollar has decreased by approximately 42.61% over 16 years.
2. **Student Wage Increase:**
    - The State of Hawaii is incrementally raising the minimum wage significantly, which started in 2018. However, no additional funding was allocated to offset the minimum wage increase. In 2008, the student minimum wage at the UH Hilo was just over \$8 per hour. By 2028, student wages will more than double to \$18 per hour. The SLC is the largest student employer on the UH Hilo campus. As a result of diminishing enrollment, student employment has been dramatically cut to stay within budget. In FY2013, the SLC employed 110 students. In FY2024, the SLC employed 62 students. Without a fee adjustment, as the student minimum wages continue to increase to \$18, the SLC will be forced to further reduce the number of students employed.
  3. **UH System Fee Policy Changes:**
    - In 2019 a new UH System policy was created that waived student fees for online and distance learning students. This policy further reduced the SLC budget since over 10% of students take classes solely on-line.
  4. **Operational Autonomy and Maintenance Costs:**
    - The UH Hilo Student Life Center is being restructured to operate as an auxiliary unit. To facilitate this restructure will require additional funding for operations (i.e. equipment repair, grounds crew, facility maintenance, utilities, etc.).
    - As an auxiliary unit, G-funded professional staff positions will be moved under the SLC budget. Funding additional full-time professional staff positions, including employee benefits, will require additional revenue.
  5. **Aging Facility and Reserve Depletion:**
    - The SLC, now over 16 years old, is starting to require significant facility repairs. The SLC created facility and equipment reserve accounts in 2008 for this purpose. As of 2023, the reserve accounts totaled over 1 million dollars. However, these reserves will soon be depleted after the current pool renovation project and upcoming AC repair/replacement project. Replenishing the SLC reserves is imperative to ensure sustainability and sound financial planning for long-range operational costs.

#### **COST-SAVING MEASURES:**

Over the years, the SLC adjusted the facility hours and reduced recreational programs and services provided each year based on the diminishing available budget. However, the percentage of the student body that utilized the SLC remains high, even as the recreational opportunities are being reduced. (See *Appendix A*)

- **Reduced Facility Hours:** The SLC has limited its hours of operation, eliminating service on university holidays and shortening daily operating hours.

- **Decreased Student Employment:** Student employment has been reduced by approximately 50%, from over 110 student employees in 2013 to 62 in 2023.
- **Significant Program Reductions:**
  - **Imua Fitness Classes:** Reduced from over 45 classes per week to 15 classes per week.
  - **Outdoor Adventure Trips:** Reduced from over 44 trips per semester to 15 trips per semester.
- **Program Elimination:** Boating programs have been discontinued entirely.
- **Staffing Reduction:**
  - **Student Staff** has been reduced from over 110 in 2012 to under 60 currently.
  - **One professional Recreation staff position** has been eliminated.
- **Reserve Account Usage:** Reserve accounts are being utilized for equipment and facility repair and replacement without replenishment.

#### STUDENT CONSULTATION:

Aligned with UH Hilo's commitment to student shared governance, ongoing consultation with student leaders has remained a priority. Feedback was gathered from the UH Hilo Student Association (UHSA) during meetings on November 19, 2023, and December 14, 2024. Additionally, four open forums were held to engage the broader student body and solicit their input: two virtual sessions conducted during the last fiscal year on December 4 and 6, 2023, and two in-person sessions conducted this fiscal year on November 18 and 21, 2024.

These discussions and forums with students about the proposed increase to the SLC fee highlighted key themes and questions. Many students inquired about the history of the current fee and sought to understand how reduced funding has impacted the facility's services and programs.

Most students had used the SLC a few times during their college experience and expressed appreciation for its unique offerings and contributions to campus life. While many acknowledged the value of the SLC, some raised concerns about the financial burden. However, when informed that the increased fee could be covered by financial aid, several of these students became more receptive to the proposal.

Overall, students emphasized the importance of maintaining high-quality services and ensuring the SLC remains accessible to all. Clear communication about the fee's benefits and impact will be crucial in building further support and understanding among the student body.

Finally, during the fall of 2024, the Campus Recreation Department conducted a survey of 111 students to gauge support for an increase in the current SLC fee to address inflationary costs accumulated since 2008. The survey results showed that 104 students supported the fee increase, while 15 opposed it. *(See Appendix B)*

The primary concern raised by students in all feedback forums was whether financial aid would be adjusted to account for any increases in student fees. The Financial Aid Office has confirmed that such increases will be reflected in cost of attendance calculations.

**ASSESSMENTS / BENCHMARKING:**

A comparison of recreation center fees was conducted in December, 2024. It found that the proposed SLC fee, at \$178, is in line with UH Hilo's peer and benchmark institutions. Twelve peer/benchmark institutions had a similar or higher student recreation center fee. It should be noted that recreation center operational costs are much higher in Hawaii as compared to our peer and benchmark institutions. *(See Appendix C)*

For 16 years straight, the SLC has conducted an annual survey to gauge student satisfaction, and assess a variety of qualitative and quantitative measures. Students have consistently reported a high importance of the SLC and that their participation in SLC programs and facilities has positively contributed to their recruitment, retention and overall student success. Key health and wellness outcomes were also experienced by the majority of students. In short, students place a high value on maintaining SLC programs and facilities. *(See Appendix D)*

**ACTION RECOMMENDED:**

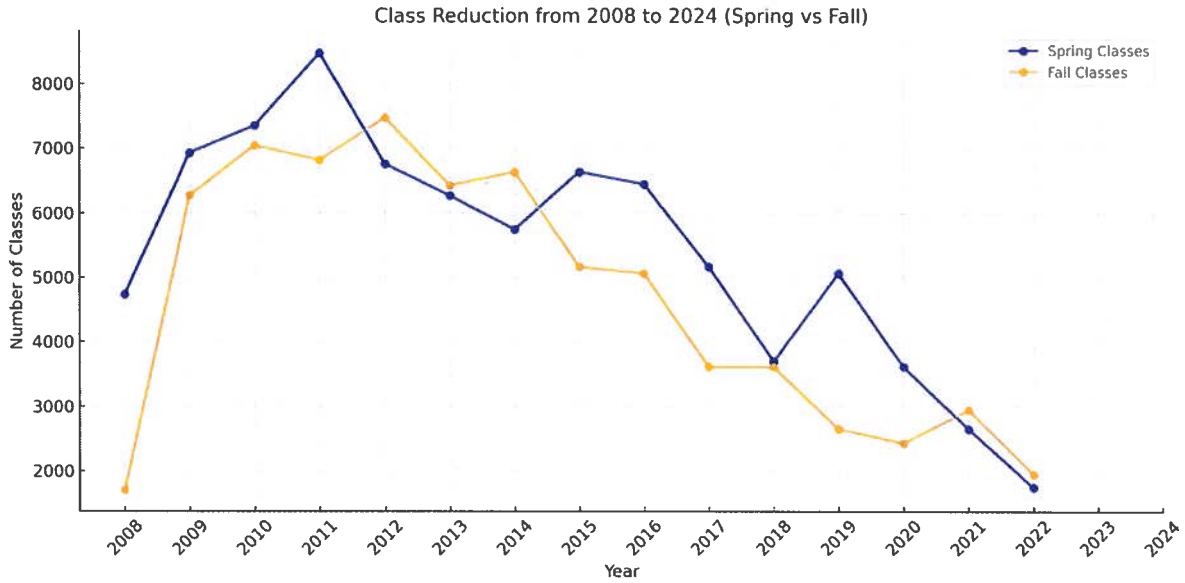
It is recommended that the Board of Regents approve an increase in the Student Life Center fee at the University of Hawai'i Hilo to \$178 per semester (\$70 for the summer term), effective fiscal year 2025-26. Additionally, an annual fee increase of up to 3% may be implemented thereafter, at the discretion of the President or their designee, in accordance with BOR fee policies.

Attachments: Appendix A, B, C, D

c: Executive Administrator and Secretary of the Board Lau

**Appendix A - Cost Saving Measures (reducing programs)**

**IMUA Fitness Classes**



**Outdoor Adventure & Instructional – Student Participation**

	Adventure	SCUBA	American Red Cross	Van Dtrvr	Blke Share	Boat	Canoe	Total
2013-2014 Student Count	2375	189	252	126		227		3169
2014-2015 Student Count	2437	185	141	165		493		3421
2015-2016 Student Count	2709	170	123	0		incuded with outdoor		3002
2016-2017 Student Count	2116	151	195	0		incuded with outdoor		2462
2017-2018 Student Count	1861	204	298	0		691		3054
2018-2019 Student Counts	1661	262	230	0	189	638		2980
2019-2020 Student Counts	1264	65	40	13	73	89		1544
2020-2021 Student Counts			34					34
2021-2022 Student Counts			49		104			153
2022-2023 Student Counts	822	287	61	50	255		15	1490
2023-2024 Student Counts	521	153	198	104	538		51	1565

Summer Swim	Student Count	Spaces	Number of classes	Number of lessons per week	Lesson Per summer
2017	759	1111	217	252	2016
2018	693	1201	241	294	2352
2019	628	1341	221	270	2160
2020	0	0	0	0	0 COVID
2021	0	0	0	0	0 COVID
2022	361	484**	71	81	648
2023	372	524	91	82	668
2024	344	500	90	82	659

### Outdoor Adventure & Instructional – Reduction of Events

	Adventure	SCUBA	American Red Cross	Van Driver	Boat	Total
2013-2014 Event Count	103	17	42	7	20	189
2014-2015 Event Count	65	17	29	7	21	139
2015-2016 Event Count	95	18	26	0	25	164
2016-2017 Event Count	45	15	30	0	30	120
2017-2018 Event Count	39	21	41	0	41	142
2018-2019 Event Counts	36	25	32	0	38	131
2019-2020 Event Counts	25	16	8	3	13	65
2020-2021 Event Counts (COVID)	9	8	0	0	0	17
2021-2022 Event Counts (COVID)	0	0	0	0	0	0
2022-2023 Event Counts	18	40	24	10	0	92
2023-2024 Event Counts	20	41	30	10	0	101

### Intramurals - Open Gym/Rec Activities

Open Gym/Rec Activities	2014/15	2019/20	2023/24
Volleyball	3351	2346	1173
Basketball	3520	2464	1232
Indoor Soccer	1710	1197	598.5
Dodgeball	1237	866	433
Open Rec Total	9829	6873	3436.5

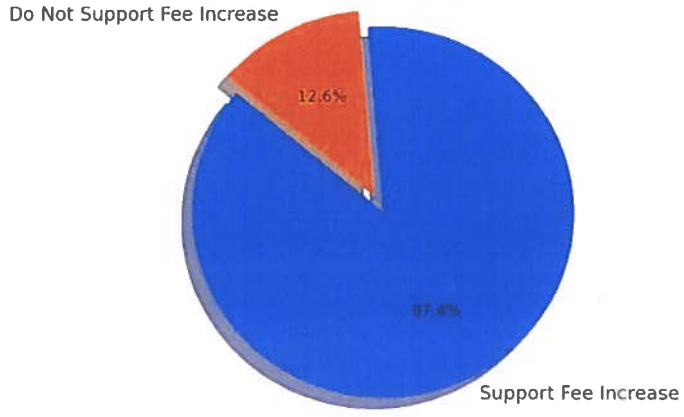
### Intramurals - Events/Tournaments

Events/Tournaments	2014/15	2019/20	2023/24
3v3 Basketball	200	140	70
4v4 Volleyball	74	52	26
Dodgeball	110	77	38.5
Indoor Soccer	147	103	51.5
Basketball	140	98	49
Volleyball	218	153	76.5
Event Total	890	623	311.5



**Appendix B**

**Campus Recreation Department survey of 111 students**



## Appendix C

<b>PEER/BENCHMARK INSTITUTION - RECREATION CENTER FEES -2024</b>		
<b>University/College:</b>	<b>Peer or Benchmark Institution:</b>	<b>Student Fees:</b>
<b>Albany State University</b>	Benchmark Institution	\$185 per semester (Rec Center)
<b>Kentucky State University</b>	Benchmark Institution	\$172 per semester (Recreation fee)
<b>Mansfield University of Pennsylvania</b>	Benchmark Institution	\$156 per semester (Kelchner Fitness Center )
<b>Morgan State University</b>	Benchmark Institution	\$150 per semester (Bearcade Rec Center)
<b>Suny College at Cobleskill</b>	Benchmark Institution	\$148.75 per semester (Wellness Center)
<b>Arkansas Tech</b>	Peer Institution	\$406.80 per semester (Rec Center)
<b>Fort Valley State University</b>	Peer Institution	\$210 per semester (Rec Center)
<b>Lincoln University</b>	Peer Institution	\$383 per semester (Student Enhancement fee)
<b>Savannah State University</b>	Peer Institution	\$175 per semester (Rec Center)
<b>University of Maryland Eastern Shore</b>	Peer Institution	\$463 per semester (Rec Center)
<b>University of North Carolina at Asheville</b>	Peer Institution	\$150 per semester (Recreation Center)

## Appendix D

### SLC SURVEY RESULTS 2023-2024 (on-line assessment)

**Q22: Rate the impact of participation in Rec programs and facilities on your Academic, Personal, and Physical Skills:**

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Communication skills	41.51% 22	49.06% 26	9.43% 5	0.00% 0	0.00% 0	53	4.32
Group cooperation skills	50.94% 27	39.62% 21	9.43% 5	0.00% 0	0.00% 0	53	4.42
Concentration	47.17% 25	47.17% 25	5.66% 3	0.00% 0	0.00% 0	53	4.42
Time management skills	42.31% 22	48.08% 25	9.62% 5	0.00% 0	0.00% 0	52	4.33
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Sense of belonging/association	52.83% 28	33.96% 18	13.21% 7	0.00% 0	0.00% 0	53	4.40
Ability to develop friendships	60.38% 32	26.42% 14	13.21% 7	0.00% 0	0.00% 0	53	4.47
Self confidence	47.17% 25	41.51% 22	11.32% 6	0.00% 0	0.00% 0	53	4.36
Stress management	58.49% 31	33.96% 18	7.55% 4	0.00% 0	0.00% 0	53	4.51
Feeling of well-being	63.46% 33	26.92% 14	9.62% 5	0.00% 0	0.00% 0	52	4.54
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Ability to get a good night's sleep	42.31% 22	36.54% 19	19.23% 10	1.92% 1	0.00% 0	52	4.19
Physical strength	47.17% 25	41.51% 22	11.32% 6	0.00% 0	0.00% 0	53	4.36
Overall health	50.94% 27	37.74% 20	11.32% 6	0.00% 0	0.00% 0	53	4.40
Fitness level	56.60% 30	33.96% 18	9.43% 5	0.00% 0	0.00% 0	53	4.47
Balance/coordination	56.60% 30	33.96% 18	9.43% 5	0.00% 0	0.00% 0	53	4.47

**Q24: Were Campus Recreation/Student Life Center programs and facilities important in your decision to:**

	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>NEUTRAL</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>TOTAL</b>	<b>WEIGHTED AVERAGE</b>
Attend this institution	32.69% 17	21.15% 11	38.46% 20	5.77% 3	1.92% 1	52	3.77
Continue at this institution	35.85% 19	35.85% 19	24.53% 13	3.77% 2	0.00% 0	53	4.04



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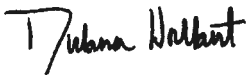
January 27, 2025

**MEMORANDUM**

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

Laurie Tochiki  
Chair, Board of Regents Committee on Student Success

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

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

**VIA:** Bonnie Irwin   
Chancellor, University of Hawai'i at Hilo

**FROM:** Matthew Kalahiki, Co-Chair, Student Fee Task Force  
Lai Sha Bugado, Co-Chair, Student Fee Task Force

**SUBJECT:** PROPOSAL FOR THE IMPLEMENTATION OF A NEW STUDENT  
ENGAGEMENT FEE

SPECIFIC ACTION REQUESTED:

The University of Hawai'i at Hilo (UH Hilo) Student Fee Task Force recommends the implementation of a New Student Engagement Fee of \$200.00 to be applied to all incoming first-time freshmen and transfer undergraduate students attending UH Hilo for their first time, effective Fall 2025.

RECOMMENDED EFFECTIVE DATE:

Fall 2025

ADDITIONAL COST:

Annually assess the New Student Engagement budget to address inflationary costs, utilizing the option to implement an annual fee increase of up to 3%, as delegated to the President under Regents Policy RP 6.203. The decision to enact this fee increase will be at the discretion of the Chancellor of UH Hilo.

PURPOSE:

The New Student Engagement fee will support critical aspects of student engagement, including new student orientation programming, ID card issuance, and First Year Experience (FYE) peer mentoring and programs designed to foster a successful transition for new students.

BACKGROUND:

In accordance with Regents Policy RP 6.203 – Fees, proposals for new fees that impact a student's cost of attendance must be approved by the board and accompanied by operational and financial plans that describe when the proposed fees will begin, when the proposed services will be available, and whether and how fee revenue will be utilized in any interim period to support start up the new services.

The UH Hilo campus is dedicated to ensuring that all new students receive comprehensive support and opportunities for engagement, contributing to their academic and personal success. Current services, including new student orientation, ID card production, First Year Experience mentorship, and first-year programming, are essential to fostering a sense of belonging and enhancing retention rates. However, these services are increasingly strained due to funding limitations.

1. New Student Orientation: The New Student Orientation program helps new students connect with peers, faculty, and campus resources while immersing themselves in the university's unique culture and traditions. Through engaging activities, participants can develop a sense of belonging and form meaningful relationships to support them throughout their university experience.

The orientation fee is a user-based fee of \$50.00 per participant, which is paid out of pocket. It cannot be counted towards a student's cost of attendance thus cannot be included in their financial aid package.

In past years, UH Hilo struggled to achieve target participation rates for orientation, a challenge that became even more pronounced during the pandemic. As the community reopened in a post-pandemic society, student participation remained low, with many students trickling in rather than engaging fully. A primary barrier was cost, as orientation fees were not included in tuition or covered by financial aid, creating an additional out-of-pocket expense. Additionally, the self-registration process deterred many students, who viewed it as "just another thing to do."

With this student feedback in mind, UH Hilo utilized tuition reserve funds for the last two years to pilot whether removing the need for registration and additional fees would increase attendance. We found much more student participation and were able to expand from a one-day orientation to a more engaging multi-day experience. This format provided additional opportunities for meaningful connections and gradual information sharing, addressing the feedback that the one-day format was too overwhelming for students to retain information. As a result, the multi-day orientation not only improved participation but also enhanced the overall student experience.

2. Student ID Cards: Student ID cards serve as an essential resource for accessing campus services, facilities, and events, while also fostering a sense of identity and connection to the

university. The ID cards are used for library checkouts, meal plans, recreational facilities, and other important campus functions.

For over a decade, all student ID cards have been assessed at \$10.00 per new student ID regardless if it's the students' first card or replacement card. This fee is a user-based fee of \$10.00 per student, which must be paid out of pocket. It cannot be counted towards a student's cost of attendance thus cannot be included in their financial aid package. All funds collected are funneled back into the program to cover costs like supplies, equipment maintenance, and payroll.

However, UH Hilo has found that some students were hesitant to pay the additional \$10.00 out of pocket. Additionally, there was feedback from students asking if the fee could be included in tuition or other fees, as many were unaware of its separate charge.

Looking ahead, with the expansion of our new ID system and the adoption of the UH Mānoa One Card platform, we anticipate an increase in the cost of student IDs. This will be driven by the rising costs of supplies and equipment maintenance necessary for the upgraded system.

3. First Year Experience Programs: FYE programs are designed to support first-year students throughout their first year of college as they transition into university life. Through peer mentoring, workshops, and social events, FYE fosters a strong sense of community and equips students with the skills and connections necessary for academic success. These programs focus on personal growth, academic achievement, and building meaningful relationships, laying the groundwork for a positive and fulfilling college experience.

There is no user-based fee charged to students for these services. The programs are funded through soft monies, including grant funds and reserve funds, which help ensure that these essential services are available to students throughout their first year.

FYE supports students throughout their first year, from the first day of instruction to the last. Every first-time student is paired with a peer mentor before the semester begins, who serves as their lifeline, providing guidance and support throughout the entire year as they navigate their transition to college life.

In all three areas, there are common themes that are extremely apparent.

1. **Cost Concerns**: Many students express concerns about fees that are not included in tuition or financial aid packages, such as the orientation and student ID fees. These out-of-pocket costs can create barriers to participation and access to necessary resources.
2. **Lack of Awareness**: Students are often unaware of the importance of events like orientation or the necessity of their student ID for accessing campus resources, which can leave them unprepared for academic success.
3. **Program Accessibility**: There are challenges in ensuring that all incoming students have the opportunity to participate in orientation and FYE activities, especially when funding is limited or not sustainable.

4. **Engagement and Retention:** Ensuring that students stay engaged through the FYE and orientation process is critical. When students feel disconnected or unsupported early on, it can affect their retention and overall success. Peer mentorship and social events play a vital role in fostering these connections.

While policies RP 6.203, Fees and EP 6.208, Mandatory Student Fees provide the framework for the implementation of mandatory fees, neither specifically outlines a "*New Student Engagement Fee*." Given the alignment with university priorities and the precedent of other mandatory student fees, we believe the establishment of a New Student Engagement Fee is both necessary and aligned with policy guidelines.

#### Structure & Rationale:

UH Hilo proposes that the New Student Engagement Fee be set at \$200.00 per new student, to cover the following key areas:

1. **New Student Orientation Programming:** To provide comprehensive in-person and online orientation sessions that introduce students to the campus, resources, and support services. The program includes a robust multi-day experience designed to engage students fully, offering opportunities to connect with peers, faculty, and staff. While the in-person experience is essential for building meaningful connections and fostering a sense of belonging, the introduction of a virtual option—enabled by the program fee—would provide flexibility for students who are unable to attend in person, ensuring they can still access valuable information and support during their transition.
2. **Student ID Cards:** To provide students with essential access to campus resources, identification for university services, and spark their sense of belonging as part of the campus 'ohana. The ID program, integrated with the UH Mānoa One Card system, will introduce new features not available in the current format, such as building access, campus event tracking, and more. These upgrades aim to enhance the student experience and promote greater integration into university life.
3. **First Year Experience Peer Mentoring & Programming:** To support first-year students through peer mentoring, academic workshops, and social events, all designed to foster a strong sense of community and ensure a successful academic start. These programs provide students with personalized guidance, valuable resources, and opportunities to connect with peers, faculty, and staff, helping them navigate the challenges of their first year and build a foundation for academic and personal success.

The fee will ensure that critical resources and programming for new students remain robust and sustainable, improving student engagement, retention, and overall satisfaction. As a proactive measure, this fee is aimed at enhancing the student experience from the moment they step on campus. The investment in early student engagement aligns with our strategic goal to promote student success and retention.

1. **Simplified Fee Structure:** The proposed fee offers an additional advantage by consolidating costs into a single, comprehensive fee. This eliminates the need to nickel-and-dime students



with individual charges for specific services or events, providing consistent and equitable access to a full range of programs and resources.

2. Financial Aid Context: It's important to note that about 75% (1,679) of 2,239 FTE enrolled students<sup>1</sup> at UH Hilo receive financial aid, which may cover part or all of this proposed fee. However, it remains unclear how much aid each student would receive and whether it would sufficiently address this additional cost. This underscores the need to design fee structures that align with the financial realities of our student population. Ensuring the fee is both equitable and accessible is essential to maintaining fairness and allowing all students to benefit from the programs and services it funds.

By addressing these uncertainties, we can better support our students and ensure the proposed fee aligns with their financial needs and circumstances.

#### Student Consultation and Feedback:

Public meetings were held with various groups over the past two academic years:

- Presented to the UH Hilo Student Association (Student Government) on November 19, 2023, and December 14, 2024.
- Presented to the Kīpuka Native Hawaiian Student Center and First-Year Experience Peer Mentors on Friday, December 13, 2024 (Attachment A)
- Public student Forums:
  - Virtual Forums: December 4 and 6, 2023
  - In-Person Forums: November 18 and 21, 2024

In discussions with students about the proposed new student engagement fee, several key themes and questions emerged. Many students sought detailed clarification about the fee's purpose, particularly how the funds would be allocated and the tangible benefits it would provide, especially for first-time students.

The majority of students recognized the potential benefits of the fee, particularly its ability to positively transform campus life. They expressed support for initiatives funded by the fee, such as improved orientation programs, first-year experiences, and access to resources like IDs, events, and facilities. Many students voiced their willingness to support the services once they understood its purpose and how it would contribute to a more connected and enriching campus community.

Overall, the feedback demonstrates student interest in and support for the fee, provided that there is transparency in its implementation and measurable outcomes to showcase its impact. These discussions highlight the need for clear communication, equitable resource allocation, and continued engagement with students as the proposal moves forward.

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<sup>1</sup> Data from the UH Hilo Financial Aid Office and the University of Hawaii Institutional Research, Analysis, and Planning Office Website: [https://data.hawaii.edu/#reports:ENRT07?IRO\\_INST\\_AND\\_UHCC=HIL&SEM\\_YR\\_IRO=2024-8&reportId=ENRT07&em=false](https://data.hawaii.edu/#reports:ENRT07?IRO_INST_AND_UHCC=HIL&SEM_YR_IRO=2024-8&reportId=ENRT07&em=false)

Some students expressed concerns about the potential financial burden of the fee. To address these concerns, two critical points were emphasized:

- The availability of the Student Emergency Fund would assist students facing unexpected financial challenges.
- Assurance that the cost of the fee would be covered for students who qualify for financial aid, ensuring that it does not become a barrier for those already facing financial strain.

Students were informed that if the proposed fee is not approved, the cost would shift back to the approved user-based fee structure for New Student Orientation and Student IDs. Without a user-based fee implemented, it may result in the elimination of the First Year Experience mentorship and programming – key initiatives that play a vital role in promoting student engagement and success. In addition, this alternative would not be eligible for financial aid, placing a heavier financial burden on individual users and restricting access to only those who can afford to pay.

We are confident that the introduction of the New Student Engagement Fee will significantly enhance our ability to support new students in their transition to UH Hilo, thereby contributing to increased retention and student success as it aligns with the strategic goals of UH Hilo, to equip them with the tools and opportunities to succeed academically, socially, and professionally.

Through consultation with students, we have identified the importance of transparency, financial accessibility, and measurable outcomes. The simplified fee structure ensures equity, while the availability of financial aid and emergency funds helps reduce the potential financial barriers.

This fee would allow us to foster student success by empowering them to discover and utilize the resources available to them. It will help build a sense of belonging by connecting students with fellow peers, faculty, and the campus community, strengthening their feelings of value and support. Additionally, it will provide programming and mentorship opportunities that encourage active participation in campus life, build resilience, and foster a long-term commitment to achieving their educational goals.

#### ACTION RECOMMENDED:

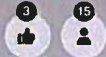
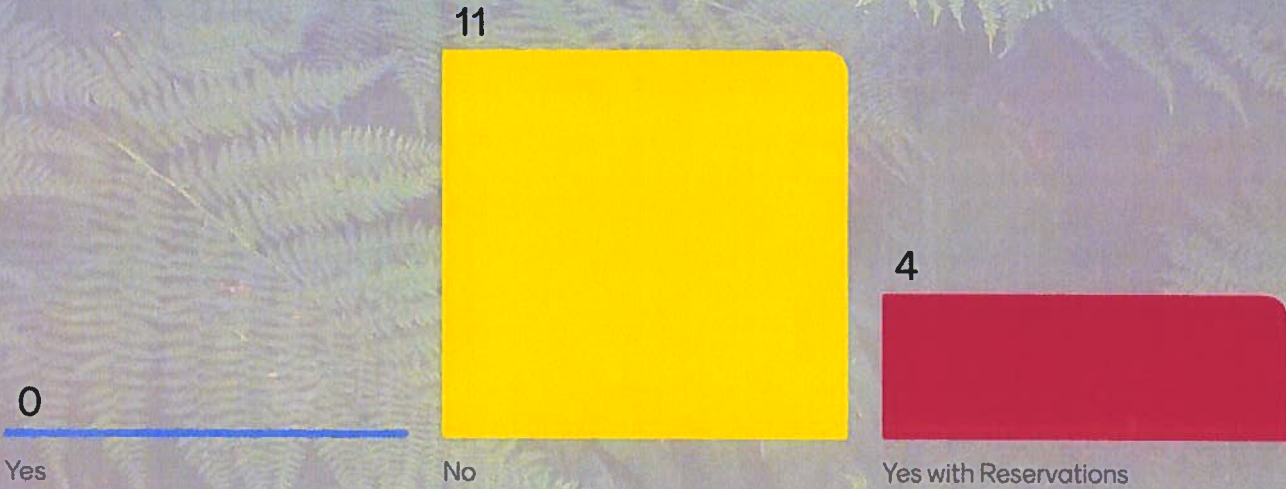
The Student Fee Task Force recommends the implementation of a New Student Engagement Fee of \$200.00 to be applied to all incoming first-time freshmen and transfer undergraduate students attending UH Hilo for their first time, effective Fall 2025.

Attachment

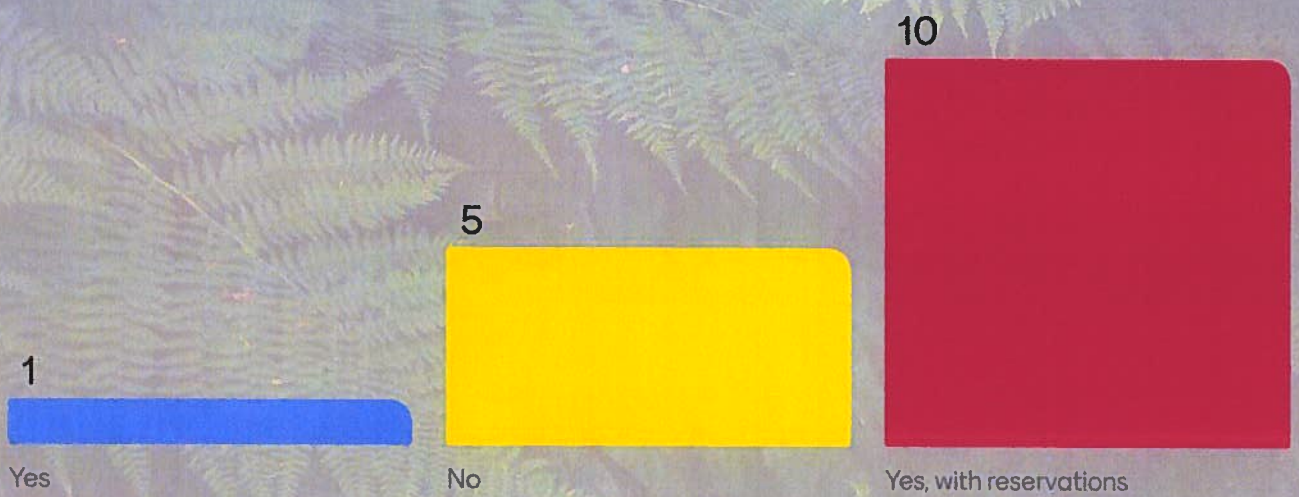
c: Executive Administrator and Secretary of the Board Lau

ATTACHMENT A

Do you support the proposed Student Life Center fee increase?



Do you support the proposed New Student fee increase?



## What do you see is the biggest benefit of these proposed fees?

\$\$\$ for Kipuka/FYE

I expect to see improvements with the way our school is maintained.

That they will stay open?

Bigger salaries for workers. More revenue for the university.

I think possibly more funding for places like Kipuka 🙏🙏

Hopefully see improvement in campus facilities even if it's small

broken gym equipment

To increase the capacity and facility to serve students.



## What do you see is the biggest benefit of these proposed fees?

Improvements in facilities

raise?

I just got here, not sure what's happening

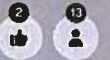
Maybe now there will be lots of students in the gym that they'll have to upkeep it better

Money for FYE and Kipuka, and more excursions for those who don't have a car

Improvement of resources and other other things on campus

My wallet

Maybe they should raise the SLC fee for non-students? Its super cheap when you Compass to other huna with the same or similar equipment



What do you see is the biggest benefit of these proposed fees?

Lack of financial aid

over 100% increase is kind of crazy to me



## What concerns do you have about proposed fees?

Possibly a decrease in new students

Will the money actually go back to benefit the students? Or is it the university just trying to make a little more money

Over a hundred percent increase is a lot for the student life center fee

it's lowkey expensive

Students no moa \$

How will the money benefit the students in the long run?

going broke

People might not be able to afford the extra money





## What concerns do you have about proposed fees?

Why did they wait so long to raise the fee?

It is very expensive

With the extra revenue, i expect to see improvements to SLC

Who will it effect

my wallet

student's signed a petition for this following semesters were they able to listen to the students concerns?

More stress for students

TBH I think that could affect students a lot



## What concerns do you have about proposed fees?

Maybe they should raise SLC fee for non-students. Its cheap when compared to other gyms

New student fees- they should only charge students who are out of state.

Since fees are rising will there be more scholarship opportunities by uh to compensate?



What additional ideas or suggestions would you like us to consider?



# Item VIII.

## Executive Session

**ITEM TO BE  
DISCUSSED IN  
EXECUTIVE  
SESSION**

UNIVERSITY OF HAWAI'I

FY2025 EXTRAMURAL AWARDS  
**MID-YEAR  
REPORT**

**RESEARCH & INNOVATION**



UNIVERSITY  
*of* HAWAI'I®  
SYSTEM

FEBRUARY 20, 2025

# EXTRAMURAL AWARD HIGHLIGHTS

## SYSTEMWIDE



**\$15M** NASA  
**A Wide Area Survey for NEOs with Pan-STAARS**  
 UH Mānoa Institute for Astronomy Pan-STAARS telescopes supports NASA's Near-Earth Object (NEO) Observations Program, a key element of NASA's Planetary Defense Program.



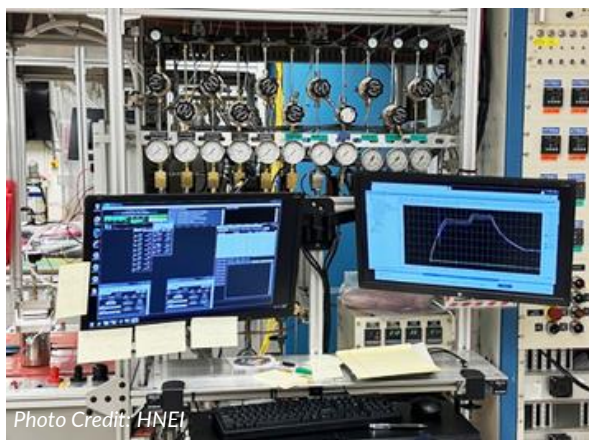
**\$4.0M** National Science Foundation  
**Hawaii Ocean Time-Series (HOT)**  
 UH Mānoa SOEST sustains this biological, chemical and physical sampling program, while providing at-sea leadership experiences and training for early career biological and chemical oceanographers.



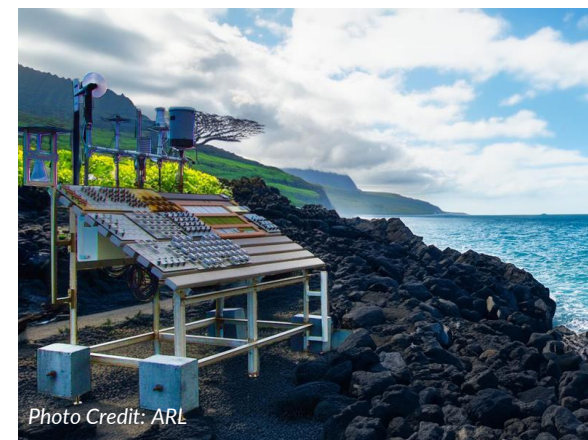
**\$10.7M** U.S. Dept. of Health and Human Services  
**Surveillance, Epidemiology, and End Results (SEER) Program**  
 UH Cancer Center provides statewide cancer surveillance through the Hawai'i Tumor Registry, which provides data to improve cancer research and public health activities.



**\$2.89M** Office of Naval Research  
**Resilient Innovative Sustainable Economies via University Partnerships**  
 OVPRI is leveraging partner universities' expertise in energy and marine science to develop and commercialize scalable technologies and build the state's innovation workforce.



**\$6.25M** U.S. Department of Energy  
**Asia-Pacific Research Initiative for Sustainable Energy Systems (APRISES)**  
 UH Mānoa Hawai'i Natural Energy Institute (HNEI) conducts research, development, testing and evaluation across a wide range of alternative energy technologies.



**\$2.1M** DARPA  
**Support for SSN(X)**  
 Applied Research Laboratory (ARL) at UH's steel corrosion studies is supporting conceptual designs for off-board sensor systems for SSN(X) technology road mapping and prototyping.

# MID-YEAR RECAP

## FY2025 EXTRAMURAL AWARDS

**\$448.2 MILLION**

YTD through Dec. 31, 2024

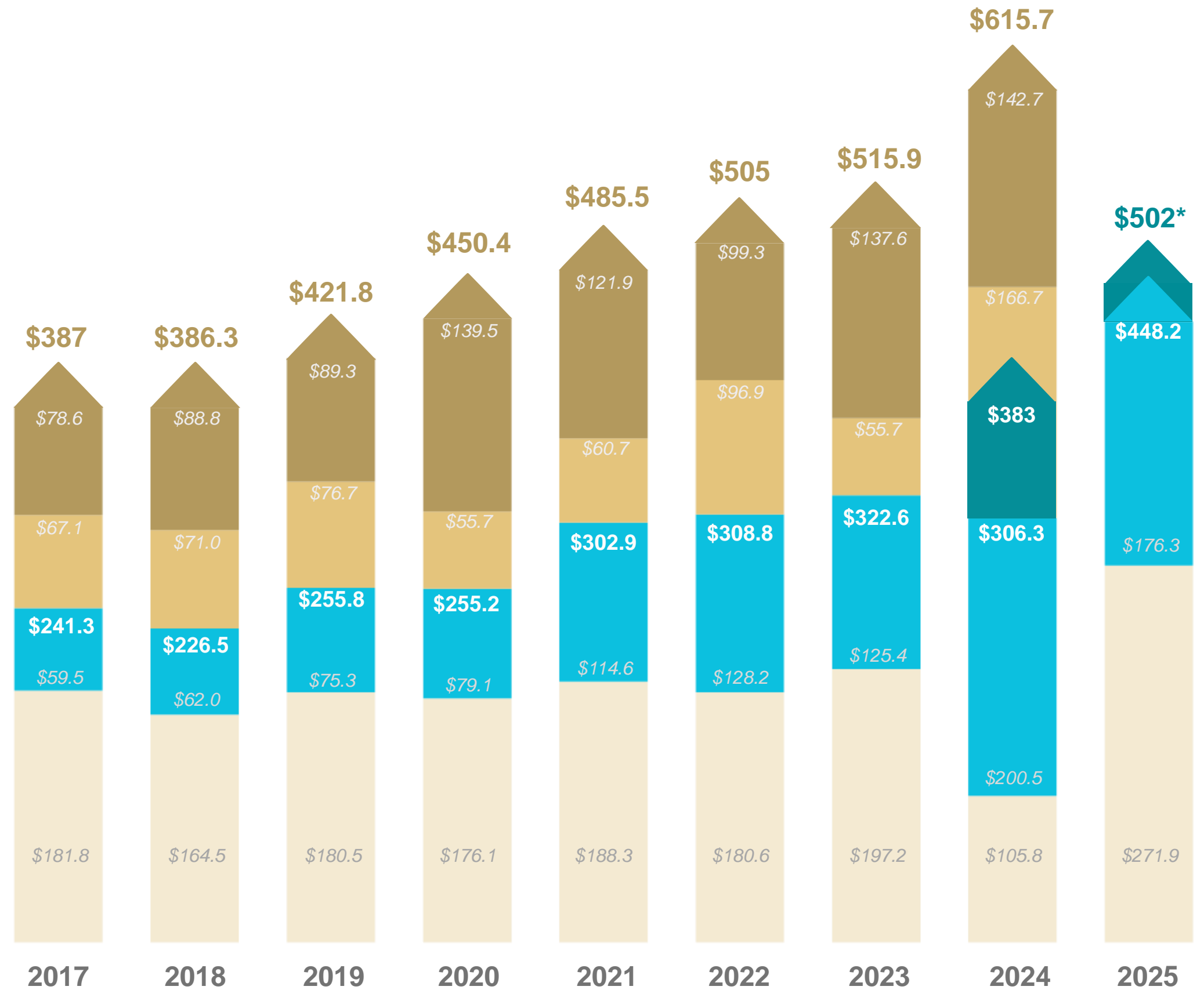
**+46.3%**

\$141.8 million more than Dec. 31, 2023

*\*YTD through Jan. 31, 2025*

**\$502 MILLION**

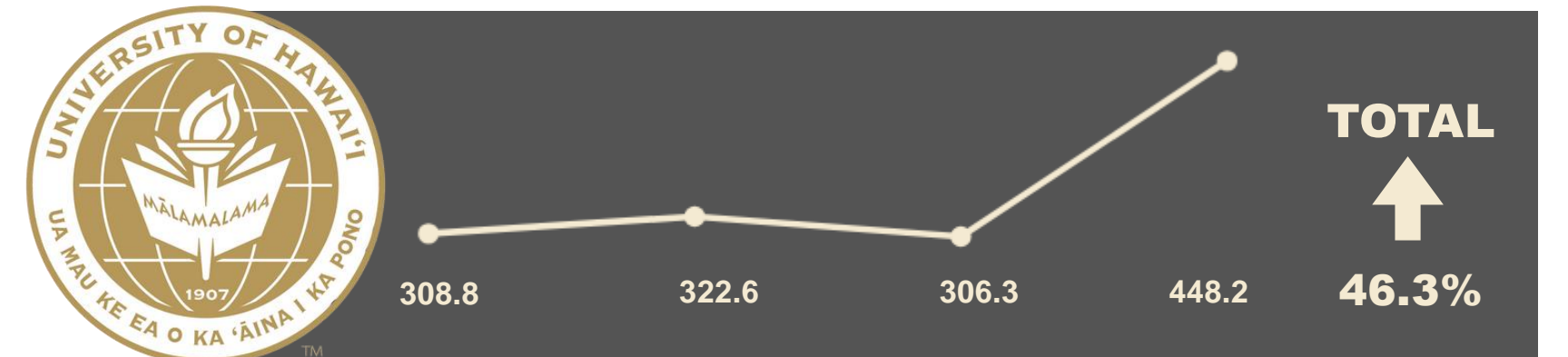
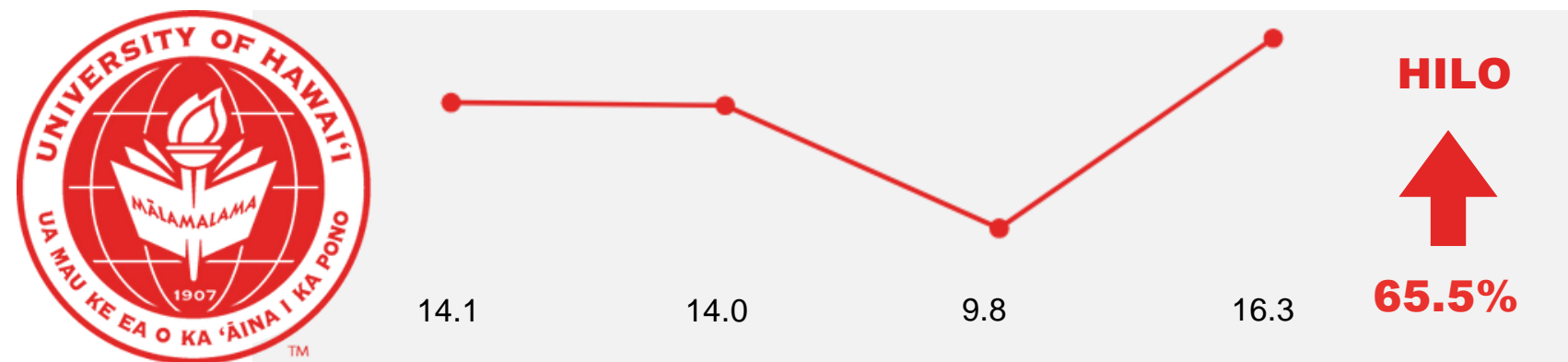
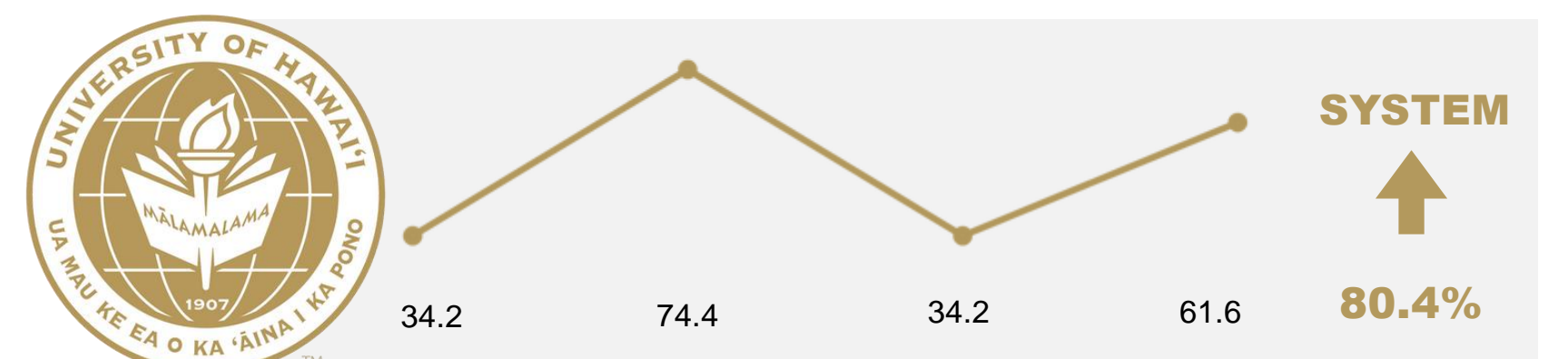
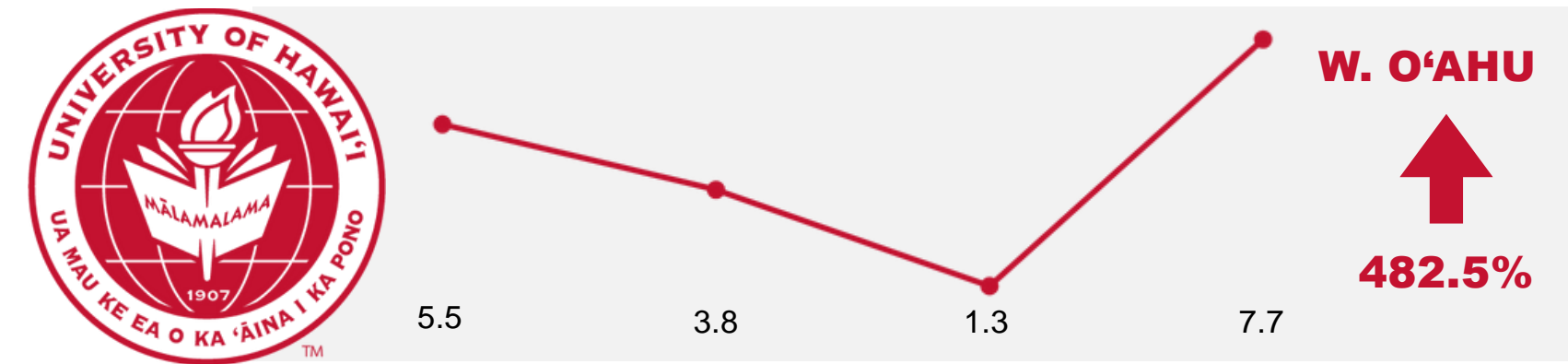
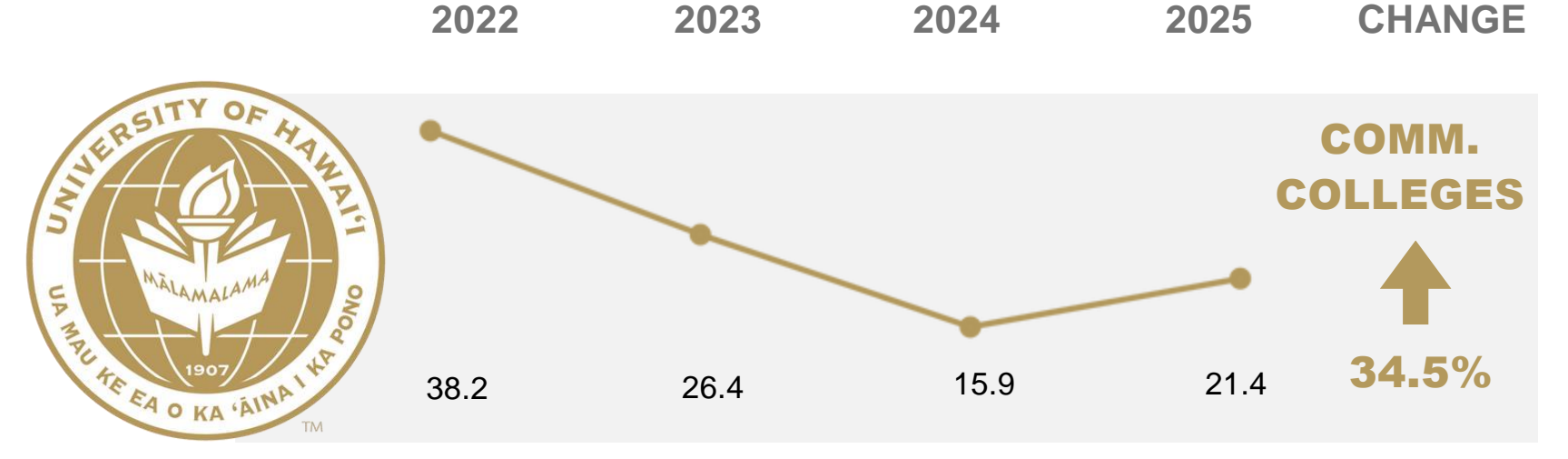
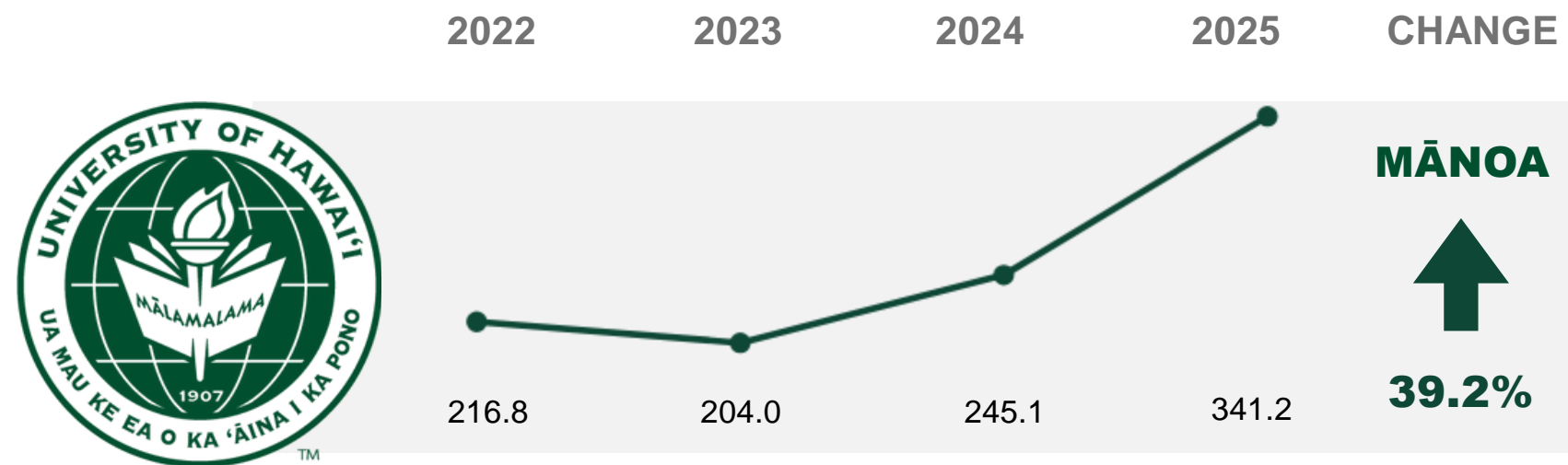
\$119 million more than Jan. 31, 2024



Q1 Q2 Q3 Q4

\*Funding in \$ millions

**AWARD AMOUNTS** through Dec. 31, 2024  
BY CAMPUS: OVERALL

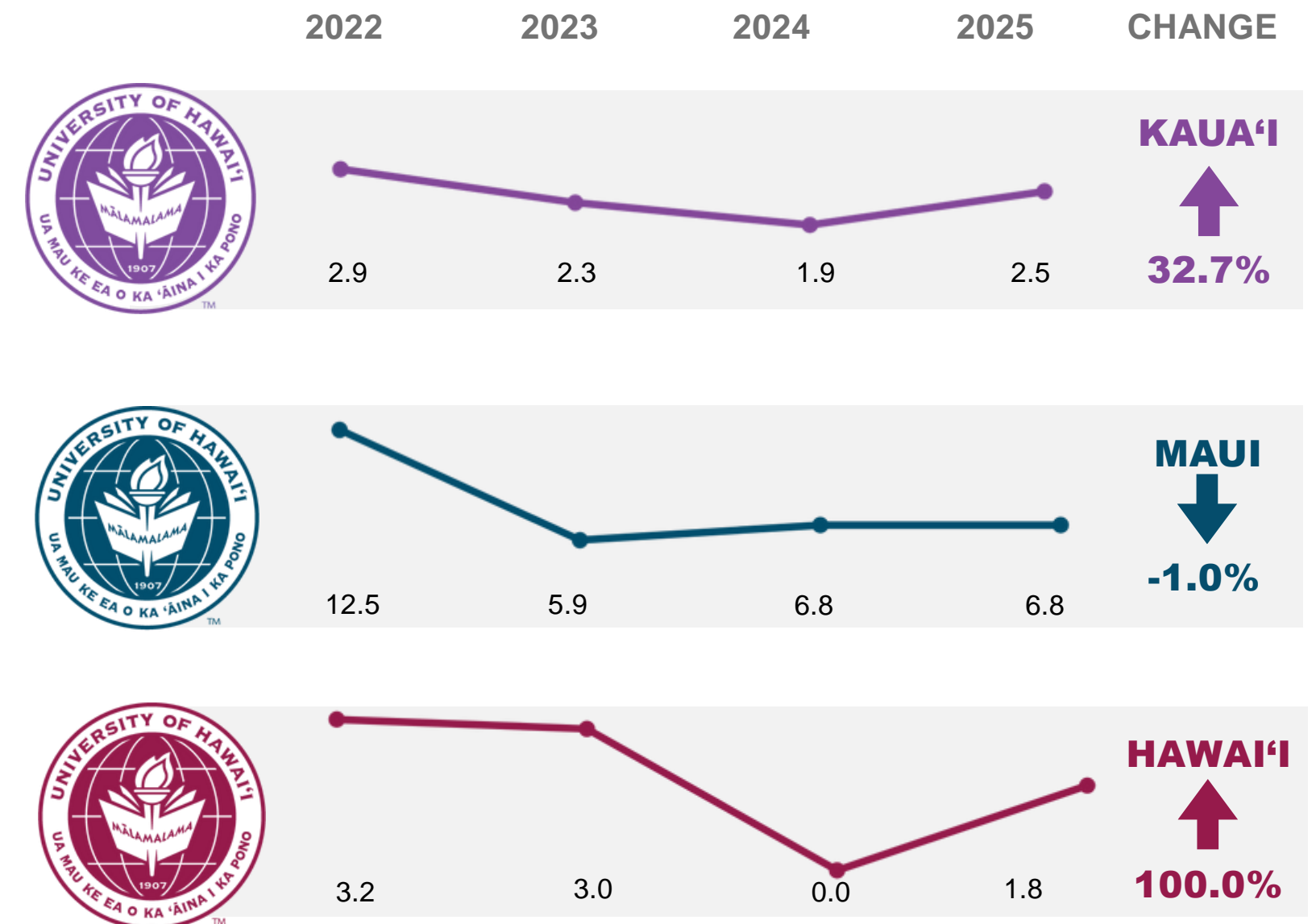
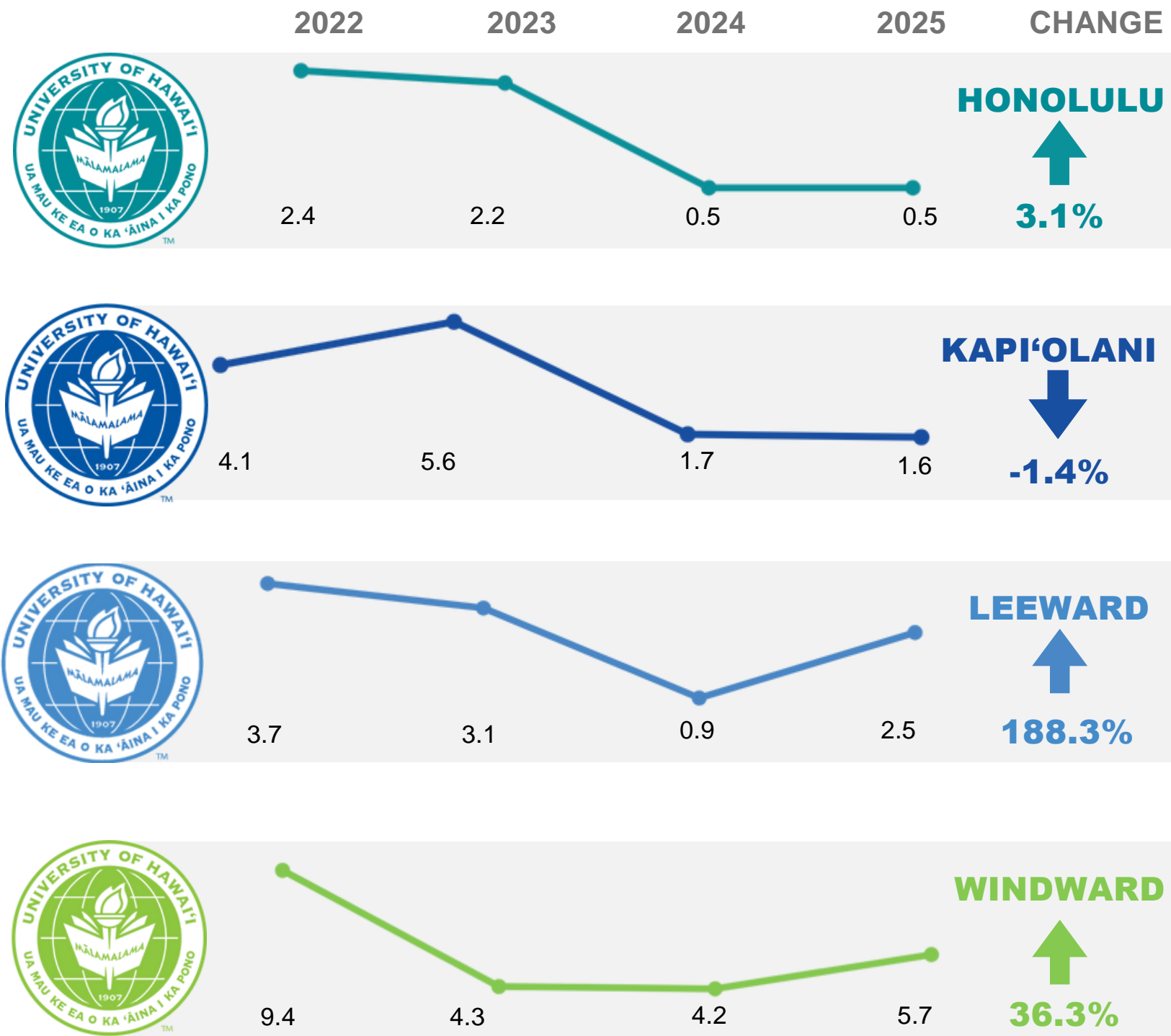


% change between FY24-25 is calculated using actual (not rounded) figures



# AWARD AMOUNTS *through Dec. 31, 2024*

## BY CAMPUS: COMMUNITY COLLEGES



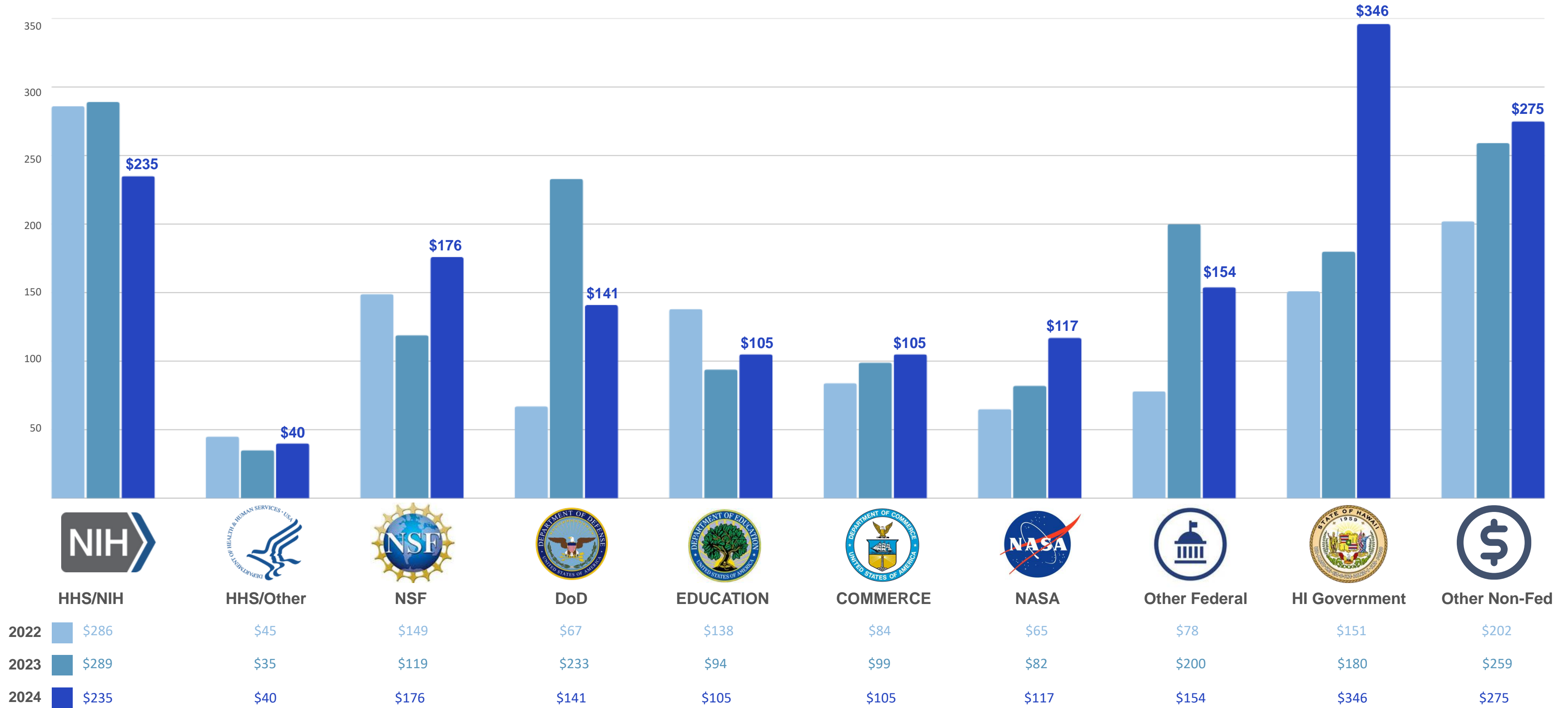
% change between FY24-25 is calculated using actual (not rounded) figures



# FEDERAL AGENCY PROFILES

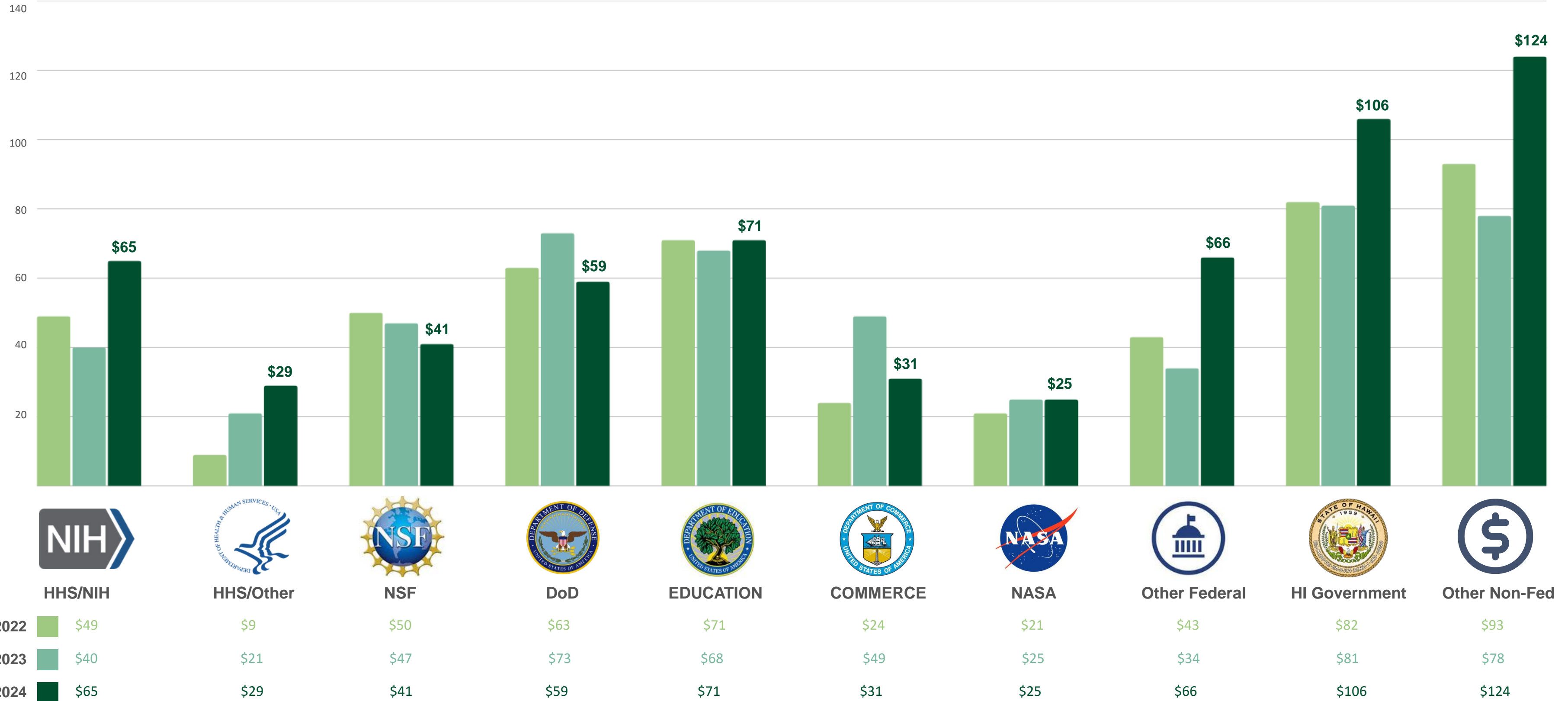
**FY22-24 Proposals, Awards & Expenses**

# PROPOSALS (FY22-24) by AGENCY GROUP



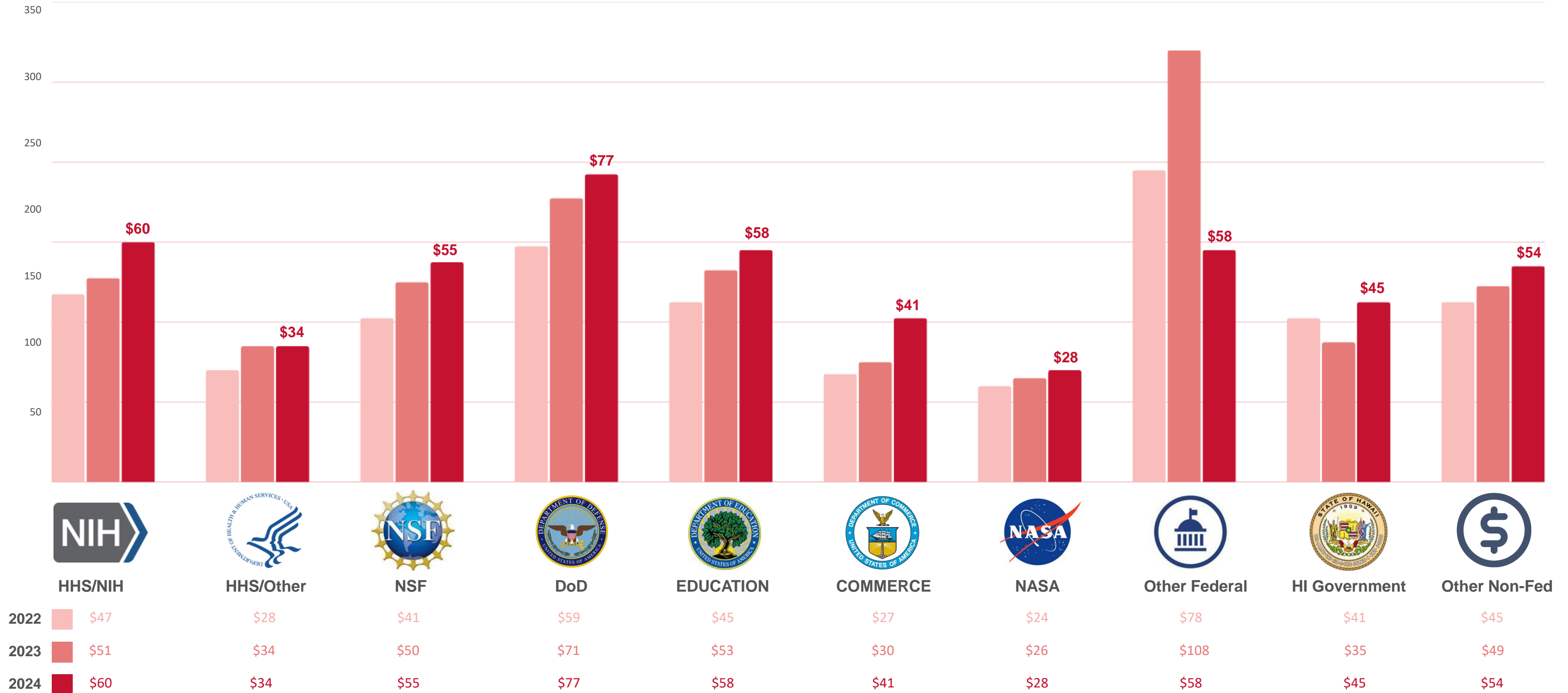
Funding in millions

# AWARDS (FY22-24) by AGENCY GROUP



Funding in millions

# EXPENSES (FY22-24) by AGENCY GROUP



Funding in millions

## Facilities & Administrative (F&A/IDC) **PRINCIPLES**

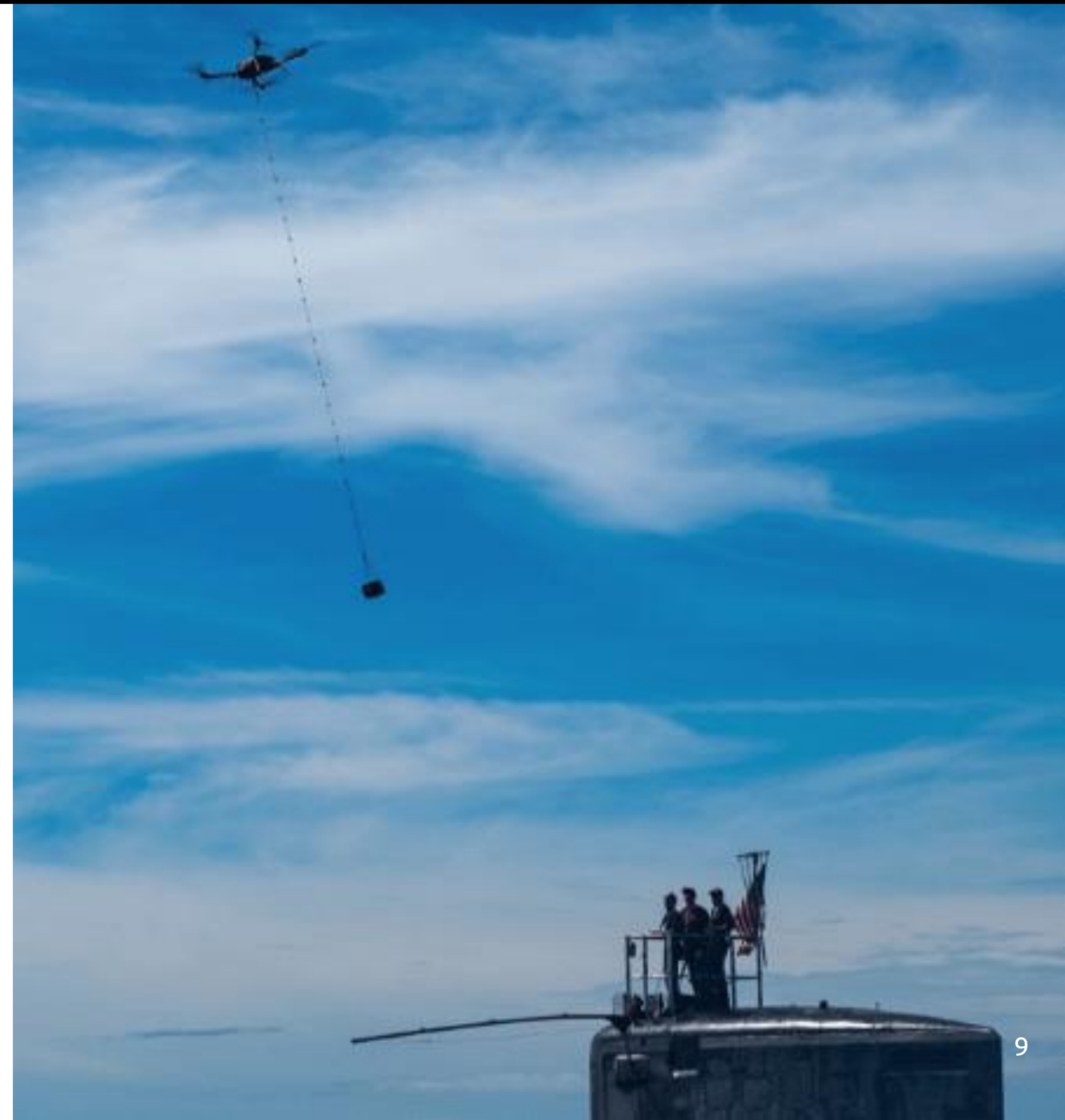
### DEFINITION

The F&A cost rate is a method for the federal government to reimburse UH for facilities and administrative costs (F&A) incurred to support extramurally funded research and training grants, contracts and other sponsored agreements.

The terms F&A, indirect costs (IDC) or Research and Training Revolving Funds (RTRF) are used interchangeably at UH to refer to sponsor reimbursements of F&A.

F&A reimbursements are directed by the Legislature under HRS 304A-2253 to be used to facilitate UH's sponsored research and training facilities.

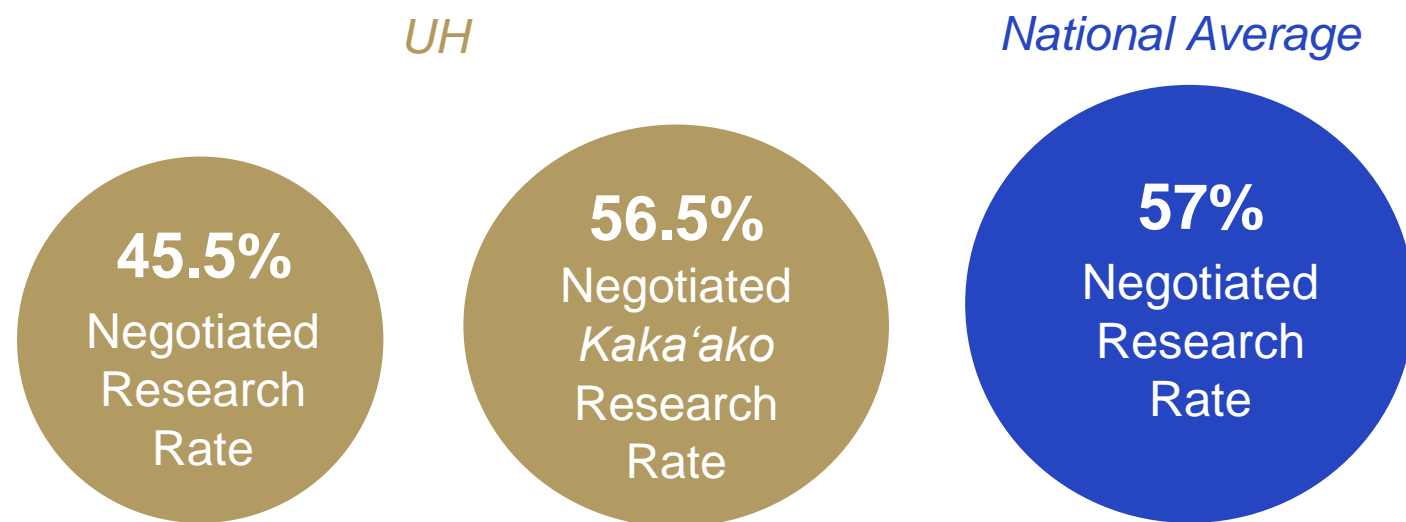
*The Annual Report on the Research and Training Revolving Fund (RTRF) can be found at: <https://www.hawaii.edu/offices/government-relations/> under Legislative Reports.*



# Facilities & Administrative (F&A/IDC) PRINCIPLES

## RECOVERY CHALLENGES

- Federally negotiated rate is always lower than actual costs
- Administrative portion of F&A is capped at 26%
- Some federal agencies cap F&A (e.g. USDA)
- Some non-federal sponsors only offer reduced or no F&A (e.g. foundations)



# Facilities & Administrative (F&A/IDC) BENEFITS

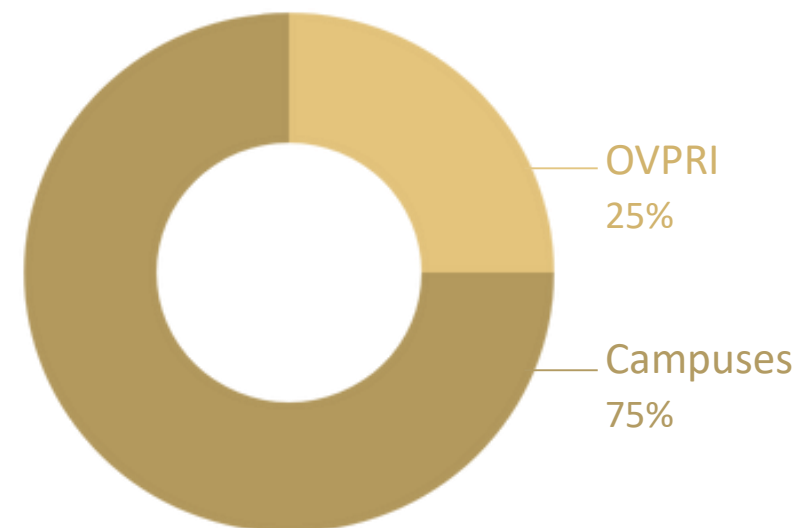
*F&A funds are the largest and most important internal source of research support*

Total F&A amount UH was reimbursed in 2024

## \$73.9 MILLION

### DISTRIBUTION POLICY (EP 12.216)

- 25% OVPRI
- 75% Campuses
  - UH Mānoa distribution:
    - 25% Provost
    - 50% college deans, research unit directors



### REINVESTMENT STRATEGIES

-  Cover costs already incurred
-  Purchase new equipment
-  Seed new projects
-  Support faculty start-up costs
-  Upgrade facilities
-  Bolster research support services



# UH RESEARCH

From distant galaxies to the ocean depths ... and everywhere in between™

# Item IX.B.1.

Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee and Vice Chair Tochiki report on attendance at the Legislative Informational Briefing for House Committee on Finance on January 13, 2025

**NO MATERIALS  
ORAL REPORT**

# Item IX.B.2.

Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee, Vice Chair Tochiki and Regent Abercrombie report on attendance at the Joint Legislative Informational Briefing for the Senate Ways and Means and Higher Education Committee on January 17, 2025

**NO MATERIALS  
ORAL REPORT**

# Item IX.B.3.

Pursuant to Hawai'i Revised Statutes 92-2.5(e) Chair Lee and Vice Chair Tochiki report on attendance at the Legislative Informational Briefing for the Senate Committee on Higher Education on January 23, 2025

**NO MATERIALS  
ORAL REPORT**

# 2025 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents  
February 20, 2025



- 2025 Legislative Tracking Statistics
- 2025 Budget/Funding Bills
- 2025 UH Legislative Package (Admin Bills)
- 2025 Select Bills of Interest
- Board of Regents
- UH Operations
- Legislative Calendar



# 2025 Legislative Tracking Statistics

IX.B.4. 3

Number of Bills Introduced in 2025: 3,172

- House Bill range: 1 – 1503
- Senate Bill range: 1 – 1669

Number of Bills Tracked by UH: 667

- House Bills: 289
- Senate Bills: 378

Number of Testimonies Submitted (as of 2/18/25): 177

Number of bills with an appropriation to UH: 70



# 2025 Budget/Funding Bills

IX.B.4. 4

**HB 300** (Nakamura)

## **RELATING TO THE STATE BUDGET**

Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2025-2026 and 2026-2027.

**Position:**

**Update:** Referred to House FIN

**SB 473** (Kouchi)

## **RELATING TO THE STATE BUDGET**

Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2025-2026 and 2026-2027.

**Position:**

**Update:** Referred to Senate WAM





# 2025 Legislative Package and Other Similar Bills

IX.B.4. 5

## **REVENUE BONDS**

**HB 1168 HD1** (Nakamura)

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

Authorizes the Board of Regents of the University of Hawaii to issue revenue bonds for the purpose of financing qualifying priority capital improvement projects. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HED passed as an HD1; referred to FIN

**SB 1487 SD1** (Kouchi)

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

Authorizes the Board of Regents of the University of Hawai'i to issue revenue bonds for the purpose of financing qualifying priority capital improvement projects. Appropriates funds. Effective 7/31/2050. (SD1)

**Position:** Support

**Update:** Senate WAM deferred until 2/26/2025 at 10:00am



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 6

## **CONFERENCE CENTER FUND**

**HB 1169 HD1** (Nakamura)

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

Establishes the University of Hawaii Conference Center Revolving Fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawaii system. Repeals the Conference Center Revolving Fund, University of Hawaii at Hilo; and the Community College Conference Center Revolving Fund. Lapses all appropriations and encumbrances of the Conference Center Revolving Fund, University of Hawaii at Hilo; and the Community College Conference Center Revolving Fund to the University of Hawaii Conference Center Revolving Fund. Appropriates funds out of the University of Hawaii Conference Center Revolving Fund. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** Passed Second Reading in House; referred to FIN



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 7

## **CONFERENCE CENTER FUND**

**SB 1488 SD1** (Kouchi)

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

Establishes the University of Hawai'i Conference Center Revolving Fund and accounts under the fund to facilitate the administration of the revolving fund for conference center programs among various campuses and operating units of the University of Hawai'i system. Repeals the Conference Center Revolving Fund, University of Hawai'i at Hilo, and the Community College Conference Center Revolving Fund. Transfers all appropriations and encumbrances of the Conference Center Revolving Fund, University of Hawai'i at Hilo, and the Community College Conference Center Revolving Fund to the University of Hawai'i Conference Center Revolving Fund. Effective 7/31/2050. (SD1)

**Position:** Support

**Update:** Senate HRE passed as an SD1; referred to WAM



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 8

## **RESIDENT TUITION FEE**

**HB 1170 HD1** (Nakamura)

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

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

Effective 7/1/3000. (HD1)

Position: Support

Update: House HED passed as an HD1; referred to FIN

**SB 1489 SD1** (Kouchi)

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

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

Effective 7/31/2050. (SD1)

Position: Support

Update: Senate HRE passed as an SD1; referred to WAM



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 9

## **STUDENT RELIEF FUNDING**

**HB 1171 HD1** (Nakamura)

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

Allows the Board of Regents to use funds in the University of Hawaii Tuition and Fees Special Fund for student aid in direct response to an emergency or disaster, as declared by the Governor. Requires a report. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HED passed as an HD1; referred to FIN

**SB 1490 SD1** (Kouchi)

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

Amends the University of Hawai'i Tuition and Fees Special Fund by allowing the Board of Regents to dedicate funding for student aid in direct response to an emergency or disaster, as declared by the Governor. (SD1)

**Position:** Support

**Update:** Senate HRE passed as an SD1; referred to WAM



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 10

## **DEPARTMENTAL DATA SHARING**

**HB 1172 HD1** (Nakamura)

### **RELATING TO DEPARTMENTAL DATA SHARING**

Adds the Department of Taxation to the list of state agencies sharing data through the statewide longitudinal data system. Allows the Department of Taxation to provide the University of Hawaii and other state agencies certain wage data. Effective 7/1/3000.

(HD1)

**Position:** Support

**Update:** House LAB passed unamended; referred to FIN

**SB 1491 SD1** (Kouchi)

### **RELATING TO DEPARTMENTAL DATA SHARING**

Adds the Department of Taxation and Department of Business, Economic Development, and Tourism to the list of state agencies required to share data and determine the data to be shared through the Statewide Longitudinal Data System. Requires data shared by the Department of Taxation to be aggregated or anonymized. Effective 7/1/2050. (SD1)

**Position:** Support

**Update:** Senate WAM passed unamended



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 11

## **CIGARETTE TAX**

**HB 441 HD2** (Garrett)

### **RELATING TO CIGARETTE TAXES**

Beginning 7/1/2025, amends the cigarette tax and amends the cigarette tax disposition of revenues by allocating the increase in the cigarette tax amount to the Hawaii Cancer Research Special Fund. Effective 7/1/3000. (HD2)

**Position:** Support

**Update:** House HED passed as an HD2; referred to FIN

**SB 1528 SD1** (Moriwaki)

### **RELATING TO CIGARETTE TAXES**

Beginning 1/1/2026, increases the cigarette tax from sixteen cents to eighteen cents and amends the disposition of cigarette tax revenues by allocating the increase in the cigarette tax amount to the Hawaii Cancer Research Special Fund. Effective 12/31/2050. (SD1)

**Position:** Support

**Update:** Senate HHS/HRE passed as an SD1; referred to WAM



# 2025 Legislative Package and Other Similar Bills

IX.B.4. 12

## **CIGARETTE TAX**

**HB 1085 HD2 (Nakamura)**

### **RELATING TO TAXATION**

Increases the tax rates for cigarettes and little cigars beginning 1/1/2026, amends the disposition of tax revenues to certain non-general funds starting from fiscal year 2026-2027, with the excess carrying over to the general fund, and expands the disposition of tax revenues to the non-general funds to include all tobacco product taxes. Repeals obsolete historical tax rates. Effective 7/1/3000. (HD2)

**Position:** Support

**Update:** House HED passed as an HD2; referred to FIN





# 2025 Select Bills of Interest

## Board of Regents

IX.B.4. 13

### **HB 403 (Nakamura)**

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

Authorizes any member of a board to attend an informational meeting or presentation on matters relating to board business; provided that the meeting or presentation is not specifically and exclusively organized for or directed toward members of the board. Repeals the requirement of a subsequent report of attendance and the matters presented and discussed that related to board business at the informational meeting or presentation.

**Update: Referred to House JHA**

### **HB 1453 (Tam)**

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

Prohibits boards from beginning or continuing meetings after 9:00 p.m., excluding county council meetings.

**Update: Referred to House JHA**



# 2025 Select Bills of Interest

## Board of Regents

IX.B.4. 14

### **SB 381 SD1** (McKelvey)

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

Requires appointments and selections of heads of state divisions and agencies that require a board approval to be made through a publicly established process and timeline. Requires the approval of the process and timeline to appoint or select a new head of a state division or agency to be determined in an open meeting. Requires that votes to appoint or select heads of state divisions and agencies be conducted in an open meeting. Provides that any vote to appoint or select a head of a state division or agency cast in violation of the foregoing shall be invalid. Effective 1/1/2491. (SD1)

**Update:** Senate GVO passed as an SD1; referred to JDC

### **SB 741** (Dela Cruz)

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

Establishes an External Audit Committee within the University of Hawaii to audit the University of Hawaii System and the Board of Regents. Requires annual reports to the Legislature.

**Position:** Oppose

**Update:** Passed Second Reading in Senate; referred to WAM



# 2025 Select Bills of Interest

## Board of Regents

IX.B.4. 15

**SB 1254** (Kim)

### **RELATING TO THE BOARD OF REGENTS**

Prohibits active employees of the University of Hawaii and the Research Corporation of the University of Hawaii from serving on the Board of Regents.

**Position:** Oppose

**Update:** Passed Second Reading in Senate; referred to JDC

**SB 1651 SD1** (Rhoads)

### **RELATING TO PUBLIC MEETINGS**

Requires board packets to be posted three no later than 7:45 a.m. on the third business day before a public meeting. Requires boards to provide notice to persons requesting notification of meetings at the time the board packet is made available for public inspection. Effective 1/1/2491. (SD1)

**Update:** Senate JDC hearing on 2/20/2025 at 10:01am

**GM 624**

Submitting for consideration and confirmation to the University of Hawai'i Board of Regents, Gubernatorial Nominee, JOSHUA FAUMUINA, for a term to expire 06-30-2026.

**Update:** Referred to Senate HRE



# 2025 Select Bills of Interest

## Academics

IX.B.4. 16

**HB 546 HD1** (Garrett)

### **RELATING TO ARTIFICIAL INTELLIGENCE**

Establishes and appropriates funds to establish the aloha intelligence institute within the university of Hawaii to develop, support, and advance artificial intelligence initiatives statewide. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House ECD passed unamended; referred to FIN

**SB 1622 SD1** (Kim)

### **RELATING TO ARTIFICIAL INTELLIGENCE**

Establishes and appropriates funds to establish the Aloha Intelligence Institute within the University of Hawaii to develop, support, and advance artificial intelligence initiatives statewide. Requires reports to the Legislature. Effective 7/31/2050. (SD1)

**Position:** Support

**Update:** Senate HRE/LBT passed as an SD1; referred to WAM



# 2025 Select Bills of Interest Funding

IX.B.4. 17

**SB 1530** (Moriwaki)

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

Requires the Board of Regents or the President of the University of Hawaii to allocate general funds appropriated to the University of Hawaii to University of Hawaii program IDs in accordance with performance-based outcomes relating to student achievement and degree attainment. Requires the President to submit reports to the Legislature. Requires the President to propose at least three efficiency measures to the Director of Finance to produce a more effective budget.

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

**Update:** [Senate WAM passed unamended](#)

**SB 1624 SD1** (Moriwaki)

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

Requires the Board of Regents to expend funds appropriated to renew, improve, or modernize existing University of Hawai'i facilities for only those purposes and not for current, ongoing, or anticipated capital improvement projects. Requires annual reports to the Legislature. Effective 7/31/2050. (SD1)

**Position:** [Oppose](#)

**Update:** [Senate HRE passed as an SD1; referred to WAM](#)



# 2025 Select Bills of Interest Projects/Facilities

IX.B.4. 18

**HB 548 HD1** (Garrett)

## **RELATING TO THE ACQUISITION OF THE SAINT FRANCIS SCHOOL CAMPUS FOR THE UNIVERSITY OF HAWAII AT MANOA**

Authorizes the Board of Regents of the University of Hawaii to issue revenue bonds for the acquisition of the Saint Francis School campus located at 2707 Pamoia Road in Honolulu. Appropriates funds to the University of Hawaii for the acquisition of the Saint Francis School campus located at 2707 Pamoia Road in Honolulu. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** House HED passed as an HD1; referred to FIN

**HB 1494 HD2** (Garrett)

## **RELATING TO SPORTS FACILITIES**

Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Authorizes the issuance of general obligation bonds for a new stadium on the University of Hawai'i at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Effective 7/1/3000. (HD2)

**Position:** Comments

**Update:** House HED passed as an HD2; referred to FIN

# 2025 Select Bills of Interest

## JABSOM/Cancer Center

IX.B.4. 19

**SB 101 SD1** (Hashimoto)

### **RELATING TO MEDICAL SCHOOL TUITION**

Requires graduates of the University of Hawaii John A. Burns School of Medicine who have paid in-state tuition to serve as a physician in the State for at least 2 years following their medical residency or fellowship. Begins with the class of 2029. Effective 7/31/2050.

(SD1)

[Position: Comments](#)

**Update: Senate HRE passed as an SD1; referred to WAM**



# 2025 Select Bills of Interest

## Personnel/Students

IX.B.4. 20

**HB 1320 HD1 (Garrett)**

### **RELATING TO EDUCATION**

Requires the University of Hawaii system to collect, analyze, and publicly report certain graduate outcome data. Requires and appropriates funds for the development and maintenance of a graduate outcomes dashboard. Appropriates funds for positions within the University of Hawaii's Office of the Vice President of Academic Strategy. Requires annual reports to the Legislature. Effective 7/1/3000. (HD1)

**Position:** Support

**Update:** Passed Second Reading in House; referred to FIN





# 2025 Select Bills of Interest

## Tuition Waiver/Scholarship

IX.B.4. 21

**HB 1345 HD1** (Woodson)

### **RELATING TO TEACHER EDUCATION**

Requires the Board of Regents to grant a waiver on all tuition and mandatory fees to a resident student enrolled in a four-year college campus of the University of Hawaii System with an education program or that offers an education degree for the semester or term that the student enrolls in a State-Approved Teacher Education Program. Effective 7/1/3000. (HD1)

[Position: Comments](#)

**Update: House HED passed as an HD1; referred to FIN**



# 2025 Select GMs of Interest Candidate Advisory Council

IX.B.4. 22

## **GM 551**

Submitting for consideration and confirmation to the Candidate Advisory Council for the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, DALE NISHIKAWA, for a term to expire 06-30-2028.

**Update: Referred to Senate HRE**

## **GM 552**

Submitting for consideration and confirmation to the Candidate Advisory Council for the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, BLAIR ODO, for a term to expire 06-30-2028.

**Update: Referred to Senate HRE**

## **GM 553**

Submitting for consideration and confirmation to the Candidate Advisory Council for the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, AMY HENNESSEY, for a term to expire 06-30-2028.

**Update: Referred to Senate HRE**

## **GM 554**

Submitting for consideration and confirmation to the Candidate Advisory Council for the Board of Regents of the University of Hawai'i, Gubernatorial Nominee, LANCE WILHELM, for a term to expire 06-30-2028.

**Update: Referred to Senate HRE**

# Legislative Calendar

IX.B.4. 23

February 13 – First Lateral Filing (Bills)

February 14 – First Lateral (Bills)

February 20- 26 – Mandatory 5-Day Recess

February 28 – First Decking (Bills)

March 6 – First Crossover (Bills)

March 7 – Substantive Resolution Cutoff

March 10 – Budget Decking

March 12 – Budget Crossover



# Conclusion



# Appropriation Bills

IX.B.4. 25

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB188	RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE TWENTY-SECOND REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the twenty-second representative district.		FIN	(H)1/21/2025-Referred to FIN, referral sheet 1	GARRETT
HB300	RELATING TO THE STATE BUDGET. Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2025-2026 and 2026-2027.		FIN	(H)1/21/2025-Referred to FIN, referral sheet 1	NAKAMURA
HB309 HD1	RELATING TO FISHPONDS. Establishes a fishpond inventory working group within the University of Hawaii Sea Grant College Program to create an inventory and map of all fishponds on state land and conduct a literature review. Appropriates funds. Effective 7/1/3000. (HD1)	\$250000	WAL, HED, FIN	(H)2/10/2025-Report adopted; referred to the committee(s) on FIN with none voting aye with reservations; none voting no (0) and Representative(s) Belatti, Cochran, Kila, Ward excused (4).	POEPOE
HB442 HD1	RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to the UH system for various nursing programs. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/12/2025-Reported from HED (Stand. Com. Rep. No. 439) as amended in HD 1, recommending passage on Second Reading and referral to FIN.	GARRETT

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB443 HD1	RELATING TO THE UNIVERSITY OF HAWAII AT HILO. Appropriates funds for one retention coordinator position, one internship coordinator position, and student enrollment management initiatives at the University of Hawaii at Hilo. Effective 7/1/3000. (HD1)	\$1297500	HED, FIN	(H)2/10/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Belatti, Cochran, Kila, Ward excused (4).	GARRETT
HB542 HD1	RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM. Expands the Hawaii promise program to provide scholarships for the unmet needs of qualified students at any four-year university of Hawaii campus who meet certain criteria. Appropriates funds. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/11/2025-Reported from HED (Stand. Com. Rep. No. 408) as amended in HD 1, recommending passage on Second Reading and referral to FIN.	GARRETT
HB546 HD1	RELATING TO ARTIFICIAL INTELLIGENCE. Establishes and appropriates funds to establish the aloha intelligence institute within the university of Hawaii to develop, support, and advance artificial intelligence initiatives statewide. Effective 7/1/3000. (HD1)	\$4000000	HED, ECD, FIN	(H)2/11/2025-Reported from ECD (Stand. Com. Rep. No. 336), recommending referral to FIN.	GARRETT

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB548 HD1	RELATING TO THE ACQUISITION OF THE SAINT FRANCIS SCHOOL CAMPUS FOR THE UNIVERSITY OF HAWAII AT MANOA. Authorizes the Board of Regents of the University of Hawaii to issue revenue bonds for the acquisition of the Saint Francis School campus located at 2707 Pamoia Road in Honolulu. Appropriates funds to the University of Hawaii for the acquisition of the Saint Francis School campus located at 2707 Pamoia Road in Honolulu. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/12/2025-Reported from HED (Stand. Com. Rep. No. 440) as amended in HD 1, recommending passage on Second Reading and referral to FIN.	GARRETT
HB549 HD2	RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM. Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawaii to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/1/3000. (HD2)		HED, HSH, FIN	(H)2/14/2025-Reported from HSH (Stand. Com. Rep. No. 652) as amended in HD 2, recommending referral to FIN.	GARRETT
HB563 HD1	RELATING TO THE UNIVERSITY OF HAWAII'S SPACE SCIENCE AND ENGINEERING INITIATIVE. Appropriates funds for salaries and fringe benefits of positions for the University of Hawaii Institute for Astronomy's Space Science and Engineering Initiative Workforce Development Program, Maunakea Scholars Program, and Internship Program. Appropriates funds for office equipment and supplies, operational costs, and stipends for the Maunakea Scholars Program and Internship Program. Effective 7/1/3000. (HD1)	\$650000	HED, FIN	(H)2/11/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Ward excused (2).	KEOHOKAPU-LEE LOY

# Appropriation Bills

IX.B.4. 28

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB617 HD1	RELATING TO NURSING. Appropriates funds to establish the Bachelor of Science in Nursing degree program at the University of Hawaii Maui College. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/11/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Ward excused (2).	WOODSON
HB643 HD2	RELATING TO THE COCONUT RHINOCEROS BEETLE PROGRAM. Establishes short-term management initiatives for the coconut rhinoceros beetle response program. Appropriates funds for activities and positions related to coconut rhinoceros beetle infestation control. Effective 7/1/3000. (HD2)		AGR, HED, FIN	(H)2/18/2025-Bill scheduled to be heard by FIN on Thursday, 02-20-25 2:00PM in House conference room 308 VIA VIDEOCONFERENCE.	MARTEN



# Appropriation Bills

IX.B.4. 29

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB718 HD1	RELATING TO POSITIONS AT THE JOHN A. BURNS SCHOOL OF MEDICINE. Appropriates funds to the University of Hawaii John A. Burns School of Medicine for faculty positions in the fields of cardiovascular biology, tropical medicine, and quantitative health biostatistics, and an environmental health and safety officer staff position. Effective 7/1/3000. (HD1)	\$763000	HED, FIN	(H)2/10/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Belatti, Cochran, Kila, Ward excused (4).	TAKAYAMA
HB736 HD1	RELATING TO WASTEWATER SYSTEMS. Establishes and appropriates funds for a three-year new wastewater system and individual wastewater system technology testing pilot program within the University of Hawaii Water Resources Research Center. Requires interim and final reports to the Legislature. Effective 7/1/3000. (HD1)		EEP, HED, FIN	(H)2/18/2025-Bill scheduled to be heard by FIN on Thursday, 02-20-25 12:00PM in House conference room 308 VIA VIDEOCONFERENCE.	EVSLIN

# Appropriation Bills

IX.B.4. 30

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB840 HD1	RELATING TO THE UNIVERSITY OF HAWAII ATHLETICS. Appropriates funds to athletics departments of the University of Hawaii. Effective 7/1/3000. (HD1)	\$8519341	HED, FIN	(H)2/11/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Ward excused (2)	GARRETT
HB842 HD1	RELATING TO MENTAL HEALTH AT THE UNIVERSITY OF HAWAII. Appropriates funds to the University of Hawaii at Manoa to establish additional permanent mental health practitioner positions within the Division of Student Success' Counseling and Student Development Center. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/11/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Alcos, Garcia, Muraoka, Pierick voting no (4) and Representative(s) Cochran, Ward excused (2).	GARRETT

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB843 HD1	RELATING TO THE COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESILIENCE. Appropriates funds for critical repairs, maintenance, demolition, design, and construction for facilities of the College of Tropical Agriculture and Human Resilience at the University of Hawaii at Manoa. Establishes and appropriates funds for positions within the University of Hawaii for the College of Tropical Agriculture and Human Resilience. Effective 7/1/3000. (HD1)	\$13083334	HED, FIN	(H)2/11/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Garcia, Pierick voting no (2) and Representative(s) Cochran, Ward excused (2).	GARRETT
HB940 HD1	RELATING TO THE UNIVERSITY OF HAWAII AT HILO. Appropriates funds for the rat lungworm lab at the University of Hawaii at Hilo. Effective 7/1/3000. (HD1)	\$500000	HED, FIN	(H)2/6/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Ward excused (1).	TODD

# Appropriation Bills

IX.B.4. 32

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB1184 HD1	RELATING TO CONTROLLED-ENVIRONMENT AGRICULTURE. Authorizes the issuance of general obligation bonds and appropriates funds for the development of a controlled-environment agriculture research and demonstration facility at the Magoon research and teaching site in Manoa, Oahu. Effective 7/1/3000. (HD1)		AGR, HED, FIN	(H)2/6/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on HED with none voting aye with reservations; none voting no (0) and Representative(s) Ward excused (1).	KUSCH
HB1185 HD1	RELATING TO AGRICULTURE. Establishes a Plant-based Building Materials Working Group to study and report on how best to grow plants and develop plant-based building materials in Hawaii. Appropriates funds. Effective 7/1/3000. (HD1)		AGR, HED, FIN	(H)2/18/2025-Bill scheduled to be heard by FIN on Thursday, 02-20-25 2:00PM in House conference room 308 VIA VIDEOCONFERENCE.	KUSCH
HB1300 HD1	RELATING TO CANCER. Appropriates funds to the University of Hawaii Cancer Center to conduct a multiethnic cohort study focusing on the social determinants of health, lifestyles, environmental exposures, and resilience factors of Native Hawaiians, Pacific Islanders, and Filipinos, including an analysis of the health effects and risks of individuals living in close proximity to landfills in Nanakuli, Oahu. Requires the University of Hawaii Cancer Center to seek federal funding to complete the study. Effective 7/1/3000. (HD1)		HLT, HED, FIN	(H)2/13/2025-Report adopted; referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Garcia, Pierick voting no (2) and Representative(s) Cochran, Kitagawa, Ward excused (3).	KILA

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB1320 HD1	RELATING TO EDUCATION. Requires the University of Hawaii system to collect, analyze, and publicly report certain graduate outcome data. Requires and appropriates funds for the development and maintenance of a graduate outcomes dashboard. Appropriates funds for positions within the University of Hawaii's Office of the Vice President of Academic Strategy. Requires annual reports to the Legislature. Effective 7/1/3000. (HD1)		HED, FIN	(H)2/6/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Ward excused (1).	GARRETT
HB1352 HD1	MAKING AN APPROPRIATION TO THE UNIVERSITY OF HAWAII. Appropriates funds for the University of Hawaii I Hoa Na Moolelo program, including for the hiring of a graduate assistant, hiring of undergraduate writers, and acquiring a new website domain. Effective 7/1/3000. (HD1)	\$179378	HED, FIN	(H)2/13/2025-Passed Second Reading as amended in HD 1 and referred to the committee(s) on FIN with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Kitagawa, Ward excused (3).	HOLT
HB1475	RELATING TO CAPITAL IMPROVEMENT PROJECTS FOR THE BENEFIT OF THE THIRTY-SEVENTH REPRESENTATIVE DISTRICT. Appropriates funds for capital improvement projects in the thirty-seventh representative district.		FIN	(H)1/27/2025-Referred to FIN, referral sheet 4	LA CHICA

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
HB1494 HD2	RELATING TO SPORTS FACILITIES. Lapses appropriations of general obligation bond funds previously authorized for the planning, design, and construction of a stadium in Halawa by the Stadium Authority. Transfers certain special fund moneys earmarked for the development of a new stadium in Halawa to the general fund. Authorizes the issuance of general obligation bonds for a new stadium on the University of Hawaii at Manoa campus. Renames the Stadium Authority as the Halawa Redevelopment Authority and the Stadium Development District as the Halawa Redevelopment District. Amends the powers and duties of the Halawa Redevelopment Authority. Effective 7/1/3000. (HD2)	\$350000000	WAL, HED, FIN	(H)2/14/2025-Reported from HED (Stand. Com. Rep. No. 775) as amended in HD 2, recommending referral to FIN.	GARRETT
SB119 SD1	RELATING TO NURSING. Appropriates funds to establish the Bachelor of Science in Nursing degree program at the University of Hawaii Maui College. Effective 7/31/2050. (SD1)		HRE, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	HASHIMOTO
SB426 SD1	RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM. Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawaii to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/31/2050. (SD1)		HRE/EDU, WAM	(S)2/14/2025-Reported from HRE/EDU (Stand. Com. Rep. No. 524) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	AQUINO

# Appropriation Bills

IX.B.4. 35

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB473	RELATING TO THE STATE BUDGET. Appropriates funds for the operating and capital improvement budget of the Executive Branch for fiscal years 2025-2026 and 2026-2027.		WAM	(S)1/21/2025-Referred to WAM.	KOUCHI
SB557 SD1	RELATING TO HEALTH. Requires Huli Au Ola to conduct a study on physician and dentist recruitment and retention to serve the island of Molokai. Appropriates funds. Effective 7/31/2050. (SD1)	\$175000	HRE, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	DECOITE
SB636 SD1	RELATING TO THE UNIVERSITY OF HAWAII AT HILO. Appropriates funds for one retention coordinator position, one internship coordinator position, and student enrollment management initiatives at the University of Hawaii at Hilo. Effective 7/31/2050. (SD1)	\$1297500	HRE, WAM	(S)2/14/2025-Reported from HRE (Stand. Com. Rep. No. 544) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	SAN BUENAVENTURA
SB637 SD1	RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to the University of Hawaii System for various nursing programs. Effective 7/31/2050. (SD1)		HRE, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	SAN BUENAVENTURA
SB657 SD1	RELATING TO THE CENTER FOR CLIMATE RESILIENT DEVELOPMENT. Appropriates funds for the School of Ocean and Earth Science and Technology within the University of Hawaii at Manoa to establish and operate a Center for Climate Resilient Development. Effective 7/31/2050. (SD1)	\$3000000	HRE/AEN, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	GABBARD

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB666 SD1	RELATING TO THE UNIVERSITY OF HAWAII. Converts two temporary Farm-to-School extension agent positions within the University of Hawaii at Manoa College of Tropical Agriculture and Human Resilience into permanent positions. Establishes an Agriculture Education Coordinator position. Appropriates funds. Effective 7/31/2050. (SD1)	\$300000	HRE, WAM	(S)2/12/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	GABBARD
SB686 SD1	RELATING TO THE COCONUT RHINOCEROS BEETLE PROGRAM. Establishes short-term management initiatives for the Coconut Rhinoceros Beetle Response Program. Establishes standards for the usage of grants awarded pursuant to the Coconut Rhinoceros Beetle Response Program. Appropriates funds to the University of Hawaii for activities and positions related to coconut rhinoceros beetle infestation control. Effective 7/31/2050. (SD1)		HRE/AEN, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	GABBARD
SB865 SD1	RELATING TO AGRICULTURE. Appropriates funds to establish a permanent Educational Support Associate position within the University of Hawaii College of Tropical Agriculture and Human Resilience's Kona Cooperative Extension. Effective 7/31/2050. (SD1)	\$76570	HRE, WAM	(S)2/14/2025-The committee(s) on WAM will hold a public decision making on 02-19-25 10:02AM; Conference Room 211 & Videoconference.	KANUHA
SB1146 SD1	RELATING TO THE ALA WAI CANAL. Appropriates funds to the University of Hawaii for the development of an action plan and pre-engineering concept plan to help with debris management and water quality control in the Ala Wai watershed. Effective 7/31/2050. (SD1)	\$125000	HRE/WTL, WAM	(S)2/14/2025-Reported from HRE/WTL (Stand. Com. Rep. No. 545) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	MORIWAKI



# Appropriation Bills

IX.B.4. 37

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB1158 SD1	RELATING TO CONTROLLED-ENVIRONMENT AGRICULTURE. Authorizes the issuance of general obligation bonds and appropriates funds for the development of a controlled-environment agriculture research and demonstration facility at the University of Hawaii College of Tropical Agriculture and Human Resilience's Magoon research and teaching site in Manoa, Oahu. Effective 7/31/2050. (SD1)		HRE/AEN, WAM	(S)2/12/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	GABBARD
SB1217 SD1	RELATING TO POSITIONS AT THE JOHN A. BURNS SCHOOL OF MEDICINE. Appropriates funds to the University of Hawaii John A. Burns School of Medicine for faculty positions in the fields of cardiovascular biology, tropical medicine, and quantitative health biostatistics, and an environmental health and safety officer staff position. Effective 7/31/2050. (SD1)	\$763000	HRE, WAM	(S)2/11/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	MORIWAKI
SB1232 SD1	RELATING TO WASTEWATER SYSTEMS. Establishes a three-year New Wastewater Technology Testing Pilot Program within the University of Hawaii Water Resources Research Center to test and evaluate new wastewater technology systems in coordination with University of Hawaii Sea Grant College Program, College of Engineering, Department of Health, Department of Hawaiian Home Lands, and the appropriate county agencies. Requires reports to the Legislature. Appropriates funds. Effective 7/31/2050. (SD1)		HRE/AEN, WAM	(S)2/18/2025-The committee(s) on WAM recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in WAM were as follows: 12 Aye(s): Senator(s) Dela Cruz, Moriwaki, Aquino, Elefante, Hashimoto, Inouye, Kanuha, Kidani, Kim, Lee, C., Wakai, Fevella; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) DeCoite.	DELA CRUZ

# Appropriation Bills

IX.B.4. 38

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB1252 SD1	RELATING TO DEMENTIA. Requires the University of Hawaii Board of Regents to establish a specialized training program to educate health care providers on methods to best care for patients having Alzheimer's disease and other forms of dementia. Appropriates funds. Effective 7/31/2050. (SD1)		HRE, WAM	(S)2/18/2025-The committee(s) on WAM recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in WAM were as follows: 12 Aye(s): Senator(s) Dela Cruz, Moriwaki, Aquino, Elefante, Hashimoto, Inouye, Kanuha, Kidani, Kim, Lee, C., Wakai, Fevella; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) DeCoite.	KIM
SB1502 SD1	RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds for the establishment of faculty positions, student programs, and facilities at the College of Social Sciences at the University of Hawaii at Manoa and the University of Hawaii, West Oahu for workforce development in the defense sector of the State's economy. Effective 7/31/2050. (SD1)		HRE, WAM	(S)2/14/2025-Reported from HRE (Stand. Com. Rep. No. 520) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	WAKAI

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB1559 SD1	RELATING TO DUNE RESTORATION. Appropriates funds to the University of Hawaii Sea Grant College Program for dune restoration at Hanakao Beach Park. Effective 7/31/2050.	\$250000	HRE, WAM	(S)2/14/2025-Reported from HRE (Stand. Com. Rep. No. 522) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	MCKELVEY
SB1578 SD1	RELATING TO INTERNATIONAL AFFAIRS. Establishes the Hawaii Sister-State and International Partnerships Commission. Requires the Office of International Affairs to provide support to the Hawaii Sister-State and International Partnerships Commission. Allows the Department of Business, Economic Development, and Tourism to establish out-of-state offices and facilities to support sister-state and other partnerships that promote and enrich the people, cultures, environments, and economies of the State and its international partners, generate revenue for the State, and buy property. Appropriates funds. Effective 7/1/2050. (SD1)		TCA/EDT, WAM	(S)2/14/2025-The committee(s) on WAM will hold a public decision making on 02-19-25 10:02AM; Conference Room 211 & Videoconference.	LEE
SB1585 SD1	RELATING TO WORKFORCE DEVELOPMENT. Establishes and implements evidence-based performance metrics for the P-20 Partnerships for Education to allow better evidence-based assessments of the P-20 Partnerships for Education advisory council's workforce and pathway development programs. Requires reports to the Legislature. Authorizes the expenditure of Perkins V federal funds. Effective 7/31/2050. (SD1)	\$6000000	HRE, WAM	(S)2/14/2025-Reported from HRE (Stand. Com. Rep. No. 517) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	DELA CRUZ

# Appropriation Bills

Bill	Title & Description	Appropriations	Referral	Status	Introducer
SB1604 SD1	RELATING TO THE UNIVERSITY OF HAWAII. Appropriates funds to the University of Hawaii for the development of faculty, staff, teacher, and workforce housing at the Kauai Community College. Effective 7/31/2050. (SD1)		HRE, WAM	(S)2/13/2025-Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.	KOUCHI
SB1622 SD1	RELATING TO ARTIFICIAL INTELLIGENCE. Establishes and appropriates funds to establish the Aloha Intelligence Institute within the University of Hawaii to develop, support, and advance artificial intelligence initiatives statewide. Requires reports to the Legislature. Effective 7/31/2050. (SD1)		HRE/LBT, WAM	(S)2/14/2025-Reported from HRE/LBT (Stand. Com. Rep. No. 518) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.	KIM

# Item IX.B.5.

Potential Action on Pending  
Legislation

**NO MATERIALS**