University of Hawai'i, Board of Regents, 2444 Dole Street, Bachman 209, Honolulu, HI 96822
Telephone No. (808) 956-8213; Fax No. (808) 956-5156

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Notice of Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS

Members: Regents Tochiki (Chair), Haning (Vice-Chair), Faumuina, Loo, and Wilson

Date: Thursday, April 17, 2025

Time: 1:15 p.m.

Place: Kapiolani Community College
Kopiko 126 - 128
4303 Diamond Head Road
Honolulu, HI 96816

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

ORDER OF THE DAY

I. Call Meeting to Order

II. Approval of Minutes of the February 6, 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 comments 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 written testimony on agenda items received will be distributed to the board. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 103, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register here. Individuals wishing to orally testify virtually are requested to register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

This is a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue

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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 Items

A. Recommend Board Approval of Provisional Status for the Doctorate in Hawaiian Knowledge at the University of Hawai‘i at Mānoa

B. Recommend Board Approval of Provisional Status for the Professional Masters in Computer Science at the University of Hawai‘i at Mānoa

C. Athletics Budget and Financial Report

1. University of Hawai‘i at Hilo
    a. Fiscal Year 2025 Budget Summary Projection
2. University of Hawai‘i at Mānoa
    a. Financial Update
    b. Budget History
    c. Budget Impacts
    d. Expense Factors and Revenue Initiatives

D. NCAA Compliance Report

1. University of Hawai‘i at Hilo
    a. Name, Image and Likeness (NIL)
2. University of Hawai‘i at Mānoa
    a. NIL Update
    b. NIL Overview
    c. NIL Landscape
    d. New World Expenses

E. Annual Title IX Compliance Report

1. University of Hawai‘i at Hilo
    a. Title IX Equitable Participation Opportunities
    b. Scholarships
    c. Title IX Education – Training
    d. Facilities Review: CIP completed and in progress

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2. University of Hawai‘i at Mānoa

   a. Program Areas

   b. Equitable Participation Opportunities

   c. Scholarships

   d. Facilities Review

   e. Title IX Compliance

V. Executive Session (closed to the public):

A. Legal Matters: (*To consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS*):

1. Annual Title IX Compliance Report

VI. Adjournment

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

MINUTES

BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS MEETING

FEBRUARY 6, 2025

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

Meeting Video

I. CALL TO ORDER

Chair Laurie Tochiki called the meeting to order at 9:02 a.m. on Thursday, February 6, 2025, at the University of Hawai'i (UH) at Mānoa, Bachman Hall, 1st Floor Conference Room 106A/B, 2444 Dole Street, Honolulu, Hawai'i, 96822, with regents participating from various locations.

Committee members in attendance: Chair Laurie Tochiki; Vice-Chair William Haning; Regent Joshua Faumuina; Regent Laurel Loo; and Regent Ernest Wilson.

Others in attendance: Board Chair Gabriel Lee; Regent Neil Abercrombie; Regent Lauren Akitake; Regent Wayne Higaki; Regent Mike Miyahira; and Regent Diane Paloma (ex officio committee members); President Wendy Hensel; Vice President (VP) for Academic Strategy Debora Halbert; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; Interim VP for Community Colleges Della Teraoka; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

Regent Faumuina arrived at 9:03 a.m.

II. APPROVAL OF MINUTES

Chair Tochiki inquired if there were any corrections to the minutes of the November 7, 2024, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced the Board Office's receipt of written comments from Jeffree Cheyenne Cary regarding the implementation of a new Student Engagement Fee at UHH and Elena Hill regarding a proposed increase in the Student Life Center (SLC) Fee at UHH. Written comments about the new Student Engagement Fee, the proposed SLC Fee increase, and a new Student Athletic Fee at UHH were also

received from Tammy and J-Boy Kaulukukui and the University of Hawai'i Student Caucus (UHSC).

Ronald Sturges, Chair of the UHSC, also provided oral comments on the three UHH fee proposals.

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

Written Testimony Received

IV. AGENDA ITEMS

A. Recommend Board Approval of a Request to Restore the Master of Laws (LLM) Program Nonresident Tuition Rate at the William S. Richardson School of Law (WSRSL)

VP Halbert gave a brief overview of the general tuition setting process as set forth in Executive Policy (EP) 6.202 highlighting several actions the administration will be taking should board approval of the noted request be obtained, including the conducting of open public meetings regarding the tuition proposal. Once the public forums are completed, the administration will incorporate feedback received into the proposal, as appropriate, and return to the board to seek final approval of the tuition schedule. While the procedures contained within EP 6.202 will be adhered to, VP Halbert pointed out some adjustments being made to the processes given the specificity of the tuition proposal.

Camille Nelson, Dean of WSRSL, provided background information on the LLM Program stating it was initially conceptualized in 2002 as a post-graduate law program offering specialized, legal training for international students who had already obtained a Doctor of Jurisprudence degree, or JD, from foreign law schools but was subsequently expanded to include individuals with a JD from law schools within the United States. She reviewed the rationale behind a request made by WSRSL in 2017 to lower the LLM per credit tuition rate from $1,860 to $1,209 and hold constant the reduced rate for a three-year period in an attempt to increase program access and enrollment, noting the effort proved unsuccessful as enrollment has remained relatively static over the course of the last eight years despite the decrease in tuition; gave an explanation for the delay in conversations about the lapsing of the tuition freeze given its initial, three-year timeframe; emphasized the aforementioned per credit tuition rate for the LLM Program is below the rate charged to other graduate students at the university; went over specifics of the proposal to revert the non-resident tuition rate for LLM to $1,860 per credit, the amount charged during the 2016-2017 Academic Year; offered a comparison between WSRSL's existing and proposed approaches to LLM tuition for resident and non-resident students; highlighted LLM tuition rates at comparable institutions; spoke about the revenue WSRSL estimates will be generated by reinstating the 2016-2017 non-resident tuition rate and the proposed uses for this additional funding; and stressed this action will help to ensure the financial viability of the LLM program and allow for an increase in needed student services and support. She also briefly touched upon a few of WSRSL's outreach efforts to boost enrollment of both domestic and international students in the LLM Program.

Lauding the success of WSRSL's outreach efforts for its online JD program, Regent Akitake inquired as to when similar endeavors were initiated for the LLM Program. She also asked about the current ratio of domestic-to-foreign students enrolled in the LLM Program. Dean Nelson stated outreach efforts related to the LLM Program were begun in earnest at the conclusion of the COVID-19 pandemic starting with the appointment of a faculty member and renowned international and comparative jurist, Professor Carol Peterson, as the law school's Director of International Programs. Those duties have since been passed on to another faculty member who is an internationalist, Professor Richard Chen. These Directors, along with other staff, have worked to improve outreach for the LLM Program by, among other things, placing ads on Hawai'i Public Radio, liaising with scholarly publications, such as the American Journal of International Law, and highlighting specialty areas of legal training offered by the Program via organizations associated with legal professionals. With respect to the ratio between domestic and international students enrolled in the LLM Program, Dean Nelson stated the current cohort includes nine students, eight of which are from areas outside of the United States. In addition, Dean Nelson mentioned a palpable demand for online offerings within the LLM Program which could be another means of augmenting enrollment. While WSRSL has not yet advanced the needle on this effort, it is engaged in active conversations with its accreditor, the American Bar Association (ABA), about the possibility of doing so in the future.

Regent Abercrombie sought clarification about the impact this proposal will have on resident tuition rates for the LLM Program. Dean Nelson replied that, under the current proposal, the resident tuition rate for the LLM Program will be kept at $1,209 per credit, which equates to approximately $29,016 per year.

A brief discussion took place between Regent Abercrombie and Dean Nelson on the underlying principle for keeping the resident tuition rate for the LLM Program at its present level; the potential to internationalize the program through technology and online offerings particularly in light of Hawai'i having resident scholars with renowned reputations in international and environmental law; and the impacts, if any, this proposal would have on tuition rates for online courses with Dean Nelson reiterating that the LLM Program does not yet offer such courses and must obtain approval from the ABA should it seek to do so in the future.

Regent Miyahira suggested WSRSL evaluate the reasonableness of increasing the resident tuition rate for the LLM Program given students enrolled in the Program tend to be mid-career or even sometimes retired professionals who have already obtained a JD.

Given that Regent Faumuina is currently enrolled in WSRSL, Regent Higaki asked if he had any thoughts on the proposal. Regent Faumuina stated he thought WSRSL's tuition proposal was sensible and fair, especially since it was merely a reinstatement of a 2016 tuition rate which was not even adjusted for inflation. He did, however, express his concerns about the impacts this may have on LLM Program enrollment which he feared could lead to it going the way of the recently terminated Doctor of Juridical Science Program at WSRSL. As such, he urged the law school to be aggressive in promoting the LLM Program so it could be kept alive.

Vice-Chair Haning moved to recommend board approval of the request to restore the LLM Program nonresident tuition rate at WSRSL, seconded by Regent Loo and the motion carried with all members present voting in the affirmative.

B. Recommend Board Approval of a New University of Hawai'i at Hilo (UHH) Student Athletic Fee

C. Recommend Board Approval of an Increase in the Student Life Center (SLC) Fee at UHH

D. Recommend Board Approval of a Request to Implement a New Student Engagement Fee at UHH

Chancellor Irwin presented information on requests being made by UHH to establish a new Student Athletic Fee, increase the existing SLC Fee, and implement a new Student Engagement Fee, going over the amounts and effective dates of each. She provided background on, and the rationale behind, the respective fee proposals, noting some of the financial challenges and unique issues they were intended to address, particularly with respect to UHH Athletics; spoke about a few of the benefits expected to be afforded to both students and the institution through these actions, including the development of a more dynamic campus; called attention to plans for conducting annual assessments on each fee going forward so as to determine if more timely increases might be warranted in the future, which may help to mitigate the magnitude of any future fee increase request and thereby reduce the financial impacts to students; and stressed the necessity for the imposition of the new fees and the increase in the existing fee despite the unpopularity of doing so. She also discussed student consultation efforts that took place with respect to the fees; talked about some of the feedback received from students; and provided examples of actions taken by the UHH administration, such as reducing the initial student athletic fee request amount from $50 to $37.50 per semester and cutting SLC expenses, to try and address concerns raised by students.

President Hensel reaffirmed statements made by Chancellor Irwin with respect to the creation of, and benefits associated with, a livelier campus environment noting the vibrancy of on-campus student life was a topic of discussion at several recently held legislative hearings and briefings. However, the ability to sustain this type of atmosphere through increased student activities, as well as athletic, social, and other community events, requires resources some of which will be provided to UHH through the noted fee proposals.

Chair Tochiki questioned whether the aforementioned fees were considered mandatory fees thus allowing them to be covered by financial aid packages. Chancellor Irwin replied in the affirmative stating this was one of the reasons behind UHH's decision to seek the mandatory imposition of all three fees.

Regent Faumuina conveyed his apprehension with the size of the requested SLC Fee increase and asked whether it would be possible to phase in this amount over a longer period of time. Chancellor Irwin stated the administration did explore this possibility but determined the SLC would, if current levels of services for students were

maintained, be operating at a shortfall until such time the fees reached the level being requested. In light of this response, Regent Faumuina inquired about the use of UHH's financial reserves to address this matter. Chancellor Irwin remarked that, while it would be possible to utilize the institution's financial reserves for this purpose, the administration would prefer not to use this option. She also noted the potential for the SLC's own reserves to be depleted should the fee increase not be approved, although the administration was unsure as to whether the capacity of these specific reserves was sufficient to cover a slower ramp-up of the fee.

Regent Higaki inquired about the ratio of student fees to total tuition costs at UHH relative to UHM. Chancellor Irwin replied that she did not know UHM's numbers so was unable to provide a specific answer to the question at this time. However, she stated the sum total of student fees at UHH was substantially lower than the sum total of those at UHM. Regent Higaki thanked Chancellor Irwin for her response noting the comparison of tuition to student fees charged at UHM and UHH may be unfair given the different levels and types of services and activities available to students at each campus.

Although he voiced his support for both the new Student Engagement Fee and Student Athletic Fee, Reqent Miyahira articulated similar concerns to those brought up earlier by Regent Faumuina regarding the magnitude of the rise in the existing SLC Fee and communicated his desire to see the fee amount gradually increased over a longer period of time, particularly since the need for this requested action was due, in part, to the campus's lack of reviewing the fee to determine if periodic increases would be necessary.

Regent Faumuina sought clarification on the applicability of the SLC Fee and Student Engagement Fee to students enrolled in online programs. Chancellor Irwin responded that, similar to the new Student Athletic Fee, the SLC Fee and Student Engagement Fee would be assessed on all full-time and part-time students enrolled at UHH with the exception of students in distance and on-line programs as defined in EP 6.208.

Regent Akitake mentioned her disappointment in the reduction of fitness classes at UHH's SLC and asked if the fee increase was intended to address situations like this. Chancellor Irwin explained that the inability of SLC to meet its expenses through revenues generated by the current fee has resulted in a reduction of student services provided by the facility, such as the noted fitness classes. The requested fee increase is intended to address this matter and allow SLC to offer more programming for students on campus.

Regent Paloma arrived at 9:25 a.m.

Referencing testimony relating to the fee increases and their impacts on the financial insecurities of students which was submitted by UHSC, Regent Abercrombie called upon Mr. Sturges, UHSC Chair, and asked if students thought financial assistance programs available at UHH were effective at addressing student needs. Mr. Sturges stated he would need to elicit more information from students at UHH in order to offer an appropriate response to this question. However, brief conversations held with UHH student representatives does appear to indicate there are ongoing concerns about

impacts the fees could have on the financial security of students despite the availability of financial assistance programs. Regent Abercrombie then offered a commentary on the rationale for the fee requests and the positive impacts they could have on the provision of student services at UHH.

Chair Tochiki invited Chancellor Irwin to briefly speak about efforts undertaken by UHH to address the basic needs of its students. Emphasizing that UHH attempts to support the basic needs of its students with the limited amount of resources available to the institution, Chancellor Irwin touched upon, among other things, UHH's Student Crisis Fund, which is used to help students who face a personal financial emergency; the provision of retention grants to assist students who are unable to register due to things like unpaid academic fees; and the existence of a basic needs committee and food pantry on campus. She also noted ongoing efforts to ensure students are made aware of the availability of these resources. Chair Tochiki thanked Chancellor Irwin for her response and also drew attention to the availability of philanthropic assistance directly related to meeting basic student needs.

Vice-Chair Haning shared his thoughts on the benefits afforded to students via SLC facilities, services, and activities, in terms of both physical and mental health and well-being which, in his opinion, was adequate justification for the requested fee increase.

Referencing the availability of financial resources to meet student needs mentioned by Chancellor Irwin, Regent Faumuina urged UHH to be as proactive and aggressive as possible to ensure students are aware of these avenues of support. Chancellor Irwin concurred with Regent Faumuina stating UHH does regularly apprise students of the availability of these resources through things like classroom announcements and weekly emails. Nevertheless, UHH can continue to really drive this matter from the front end so as to ensure students seek assistance sooner rather than later.

Although all three fee requests were discussed simultaneously, Chair Tochiki suggested taking up each item separately for decision-making purposes.

Regent Wilson moved to recommend board approval of a new UHH Student Athletic Fee, seconded by Regent Loo, and the motion carried with all members present voting in the affirmative.

Vice-Chair Haning moved to recommend board approval of an increase in the SLC Fee at UHH and the motion was seconded by Regent Wilson. Regent Faumuina then moved to amend the original motion by inserting a provision requiring the SLC Fee to be increased on a year-over-year basis. Chair Tochiki asked if there was a second to Regent Faumuina's motion. Hearing none, she stated the motion failed and proceeded to ask if there was any discussion on the underlying motion. Hearing none, and there already having been a motion that was moved and seconded, a roll call vote was conducted and, noting the no vote of Regent Faumuina, the motion carried with all other members present voting in the affirmative.

Regent Faumuina moved to recommend board approval of a new Student Engagement Fee at UHH, seconded by Vice-Chair Haning, and the motion carried with all members present voting in the affirmative.

E. Scaling Student Success Initiatives Through Technology

VP Halbert called attention to data on overall retention rates, as well as graduation success rates for various subpopulations, at each of the university's major academic units contained within the materials packet stating that, while it is difficult to substantiate causality between student success initiatives put into place at the university and graduation and retention rates, there have been noticeable improvements in these statistics since their implementation. She then reviewed a number of student success initiatives already effectuated by the university including the STAR Guided Pathway System (STAR GPS) a system designed to, among other things, show students the courses needed to graduate in a timely manner and assist individuals with registering for classes that count directly towards their degree or credential; the *15 to Finish* campaign, which originated at the University of Hawai'i and has since become a national best practice promoted across the country; and use of Ocelot, a 24-7, multi-channel virtual assistant chatbot service capable of generating responses to common student inquiries. She also discussed ongoing work to build out the university's Cross-Campus Course Sharing Project, or C3S, the primary objective of which is to increase educational opportunities available to all students, by leveraging the university's full academic portfolio and develop Drop, Fail, Withdrawal Dashboards to help faculty members better understand the academic struggles of their students.

President Hensel communicated her excitement and optimism about the tremendous amount of work the university has already done to support and enhance student success. However, she noted her early observations of the situation hint at these efforts occurring in pockets without being fully integrated across the system in a way so as to really use leverage of scale and afford every student access to these services regardless of the campus they are located on. She then touched upon approaches to student success utilized at two of the five university systems recognized as innovators in this arena, the City University of New York (CUNY) and Georgia State University (GSU), stating she was fortunate to have worked at both; provided details on two programs at CUNY which have become national standards for student success, the Accelerated Study in Associates Program, or ASAP, for its community colleges, and the Accelerate, Complete, and Engage Program, or ACE, for its four-year institutions, going over their various components and highlighting a number of their proven successes; offered insights on challenges with ASAP and ACE faced by students which impacted each program's ability to reach scale; spoke about technology as the great equalizer for student success imperatives, detailing various ways it was used by GSU to bring its programs to scale, provide greater opportunities for an individual's academic success, and foster more equitable outcomes across a larger, more diverse cadre of students; pointed out the possibilities AI offers with respect to providing student support services; and talked about systemic innovations in advisement which can be, or are being, implemented to effectuate increased student success. Additionally, President Hensel reviewed a case study on GSU's summer melt, a term used to describe the loss of

students during the period of time between their decision to attend a particular institution and their actual enrollment in the fall, providing demographic data and other statistics related to the institution's loss experience along with information on actions undertaken to address this matter and the extraordinary success of these efforts. She also discussed the applicability of what was done at GSU to the university, reiterating the need for the integration of technology across the system and noting work being embarked upon to address this issue; expounded upon an opportunity to establish a partnership with the National Institute for Student Success (NISS) at GSU to help identify both campus-specific and systemic barriers to student success, and develop a roadmap for their elimination, which is something that was done at CUNY; shared information on the effectiveness of deploying NISS evidence-based approaches to student success experienced by several institutions across the country who have established partnerships with the organization for this purpose; and went over some of the proposals put forth to develop a more holistic and integrated student support system at the university as a result of ongoing conversations occurring across the system on this subject.

Regent Akitake inquired about the timeframe for, and potential challenges to, the establishment of programs such as ASAP and ACE at the university. President Hensel replied that the biggest challenges the university would face with respect to establishing these types of programs would be procurement and the upgrading of technology. However, she stated some things could be done fairly quickly, given pieces are already in place across the system and just need to be comprehensively and systemically connected, and expressed her belief that the university could, at a minimum, begin to implement some actions within the next year or so. She also mentioned that she has already contacted NISS about its availability and has been informed it could potentially provide the university with assistance as early as this summer and is working with VP Yoshimi to confer on the university's technological needs to scale up any proposals quickly and effectively.

A brief conversation took place between Regent Abercrombie and President Hensel on the leasing of technological equipment to reduce capital expenditures for establishing student success initiatives at the university and the challenges placed on this kind of proposal by procurement rules and regulations.

Regent Abercrombie shared his thoughts on, and stressed the importance of, the humanities as the foundation of basic knowledge and the need to center the university's attention on this subject matter, particularly in light of the current geopolitical climate.

Regent Faumuina asked if the technological systems related to student success mentioned earlier were intended to supplant STAR GPS. President Hensel responded in the affirmative stating part of the problem with developing an internal system like STAR GPS is the inability to keep pace with frequent changes and advances in the industry with the same speed and effectiveness of, and in the same manner as, external systems. Although it remains to be seen, some concepts of STAR GPS could probably be incorporated into a new system, if any, adopted by the university.

V. ADJOURNMENT

There being no further business, Chair Tochiki adjourned the meeting at 10:29 a.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

UNIVERSITY of HAWAI'I MĀNOA

Hawai'inuiākea School of Hawaiian Knowledge
Office of the Dean

UNIVERSITY OF HAWAII
BOARD OF REGENTS
'25 APR 11 A9:13

dts 24884A

Date: ~~November 26, 2024~~ March 19, 2025

Memorandum

To: Gabriel Lee
Chair, Board of Regents

Laurie Tokichi
Chair, BOR Committee on Student Success

Via: ~~David Lassner~~ Wendy F. Hensel
President

Via: Debora Halbert
Vice President for Academic Strategy, UH System

Via: Michael Bruno
Provost

Via: Laura E. Lyons
Interim Vice Provost for Academic Excellence

Via: Julienne Maeda
Interim Dean, Graduate Division

From: Jonathan K. Osorio
Dean, Hawai'inuiākea School for Hawaiian Knowledge

SUBJECT: Request Approval of a New Provisional Degree: PhD in Hawai'inuiākea

Specific Action Requested:

Request approval of a new provisional degree, a PhD in Hawai'inuiākea, in the Hawai'inuiākea School of Hawaiian Knowledge at the University of Hawai'i at Mānoa.

Recommended Effective Term/Year:

Fall ~~2025~~ 2026

Additional Costs:

1 APT Band B, 2 Faculty FTE, 2.0 GRA FTE

2540 Maile Way, Spalding 258 Honolulu, Hawai'i 96822
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Background Information:

Under the Board of Regents (BOR) policy 5.201 III(A)(1) "Approval of the board is required for the establishment of all new instructional programs granting academic credit leading to a degree or credential, upon recommendation by the president." On May 16, 2007, the BOR of the University of Hawai'i established the Hawai'inuiākea School of Hawaiian Knowledge (HSHK). HSHK currently confers baccalaureate and master's degrees, dual degrees, and minors in Hawaiian Language and Studies as well as an undergraduate certificate in Hawaiian and a graduate certificate in Hawaiian Studies. On July 12, 2023, HSHK submitted an Authorization to Plan a PhD in Hawai'inuiākea that was approved on July 24th, 2024 (Appendix A). In the ATP, a PhD in Hawaiian Knowledge was referenced. We have since re-titled this to be a PhD in Hawai'inuiākea. This new name highlights the breadth of knowledge within our entire School and therefore shares the same name.

Significance/Contribution of this degree:

An average of 290 students comprise our majors and over 4,000 unique students enroll in HSHK courses per year. A PhD in Hawai'inuiākea would crucially bridge the studies of Hawaiian language, knowledge, and community/practicum components in HSHK. Educated in Hawaiian knowledge, graduates of the program will train toward becoming lae'ula (doctoral) in Native Hawaiian knowledge systems inclusive of 'Ōlelo Hawai'i, which we collectively refer to as 'Ike Kupuna, with leadership capabilities across educational, government, public and private industry sectors.

Demand projections:

HSHK PhD Enrollment Projections	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Total
Enrollment	4	7	10	13	15	15

Table 1. Enrollment Projection: Provisional Years (*as seen in Table 2. in Proposal*)

Accreditation impact:

HSHK is reviewed by the World Indigenous Nations Higher Education Consortium Accreditation Authority and on April 15, 2024, received a 10-year (full) accreditation.

Examples of similar models from peer institutions:

We have taken great care to understand models that exist within the University of Hawai'i as well as Indigenous Programs internationally (See At-a-Glance International, UH System models for comparative tables). Beginning in 2022, we conducted a review of a total of 14 university

programs characterized as indigenous-serving whose program descriptions and or course offerings include traditional knowledge systems similar to ʻIke Kupuna and methodologies, see PhD Models.

Similar programs at other UH campuses:

The proposed PhD in Hawaiian Knowledge will be a unique offering in the University System. This new program will complement the few existing Indigenous or Hawaiian-focused programs of study within current doctoral programs at UH Hilo - PhD in Hawaiian and Indigenous Language and Cultural Revitalization, and UH Mānoa - PhD in Political Science: Indigenous Politics, PhD in Theater & Dance: Hawaiian and Indigenous Performance, PhD in Education: Curriculum & Instruction - Aloha ʻĀina Education and Leadership Cohort, PhD in History, and PhD in English — it will not duplicate these other PhD because they are more narrowly situated in their respective disciplines of language, politics, theater, and education.

Cost and resource allocation/reallocation implications:

A new 1.0 FTE Program Coordinator is requested, along with an additional 2.0 FTE faculty position (*Table 4 in Proposal*). Similar to the English department, we see the importance of a Program Coordinator to provide consistency and support to the program. To assist with the additional teaching and workload requirements, 4 graduate assistants (0.5 FTE) are requested (*see Enrollment and Graduation figures in Table 1 in Proposal*). While faculty in Hawaiʻinuiākea are not housed under one roof and spread across four locations across the UH Mānoa campus, the PhD's program facility needs are sufficient. Besides the need for new personnel, there are no anticipated new operating costs needed to establish this new degree.

Impact of new program/program change request on campus budget allocations and mission priority:

The creation of a PhD in Hawaiʻinuiākea is essential in implementing the 2023-2029 University of Hawaiʻi Strategic Plan, which outlines the University's "kuleana to Native Hawaiians and Hawaiʻi" with the goal "to model what it means to be an indigenous-serving and indigenous-centered institution [wherein] Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawaiʻi." A **Native Hawaiian Place of Learning** is also the first of five goals at the core of UH Mānoaʻs 2015-2025 strategic plan and indicated as a priority when evaluating budget and hiring requests.

Action Recommended:

It is respectively recommended that the Board of Regents approve the attached proposal for a New Provisional Program, a PhD in Hawai‘inuiākea, in the Hawai‘inuiākea School of Hawaiian Knowledge at the University of Hawai‘i at Mānoa.

Attachment:

A. Proposal for New Academic Degree Program, PhD in Hawai‘inuiākea

c: Executive Administrator and Secretary, Board of Regents

2540 Maile Way, Spalding 258 Honolulu, Hawai‘i 96822
Telephone: (808) 956-0980 Fax: (808) 956-0411
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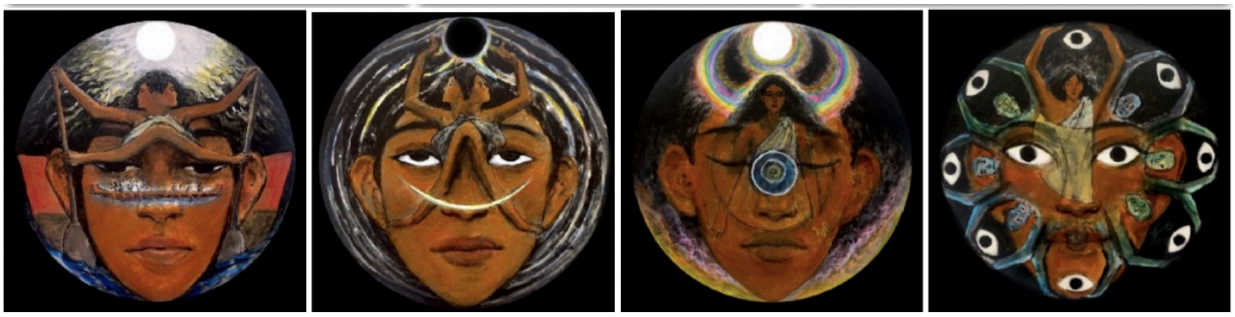
PROVISIONAL PROGRAM PROPOSAL

for a

PHD IN HAWAIʻINUIĀKEA

HAWAIʻINUIĀKEA
SCHOOL OF HAWAIIAN KNOWLEDGE



Rendering by Solomon Enos 2021

Executive Summary

On May 16, 2007, the Board of Regents of the University of Hawai‘i established the Hawai‘inuiākea School of Hawaiian Knowledge (HSHK). HSHK is home to the largest body of Hawaiian-focused research and teaching faculty in the UH system. The school confers baccalaureate and master’s degrees, dual degrees, and minors in Hawaiian Language (HAW) and Studies (HWST) as well as an undergraduate certificate in Hawaiian and a graduate certificate in Hawaiian Studies. An average of 290 students comprises our majors and nearly 4,000 unique students enroll in HSHK courses per year (**Supp 1. WINHEC Self-Study for Re-Accreditation**). A PhD in Hawai‘inuiākea would crucially bridge the studies of Hawaiian language, knowledge, and community practicum components in HSHK and across the campus. Educated in Hawaiian knowledge, graduates of the program will train toward becoming lae‘ula (doctoral) in Native Hawaiian knowledge systems inclusive of ‘Ōlelo Hawai‘i, which we collectively refer to as **‘Ike Kupuna**, with leadership capabilities across educational, government, and public and private industry sectors. Students and faculty in other departments and schools will benefit from this Indigenous-centered graduate curriculum and applied Hawaiian epistemology.

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Program Need and Demand

Why is the program a priority for the unit; what needs/goals does it meet?

The PhD in Hawai‘inuiākea will fill a notable gap in Indigenous knowledge at Research 1 institutions in North America, the Asia-Pacific region, and around the world. A PhD in Hawai‘inuiākea is essential in implementing the 2023-2029 University of Hawai‘i Strategic Plan, which identified the University’s imperative to “fulfill kuleana to Native Hawaiians and Hawai‘i” with the goal “to model what it means to be an indigenous-serving and indigenous-centered institution [wherein] Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai‘i” with the objectives to:

- “Ensure that ***UH supports the success of Native Hawaiians*** in learning, teaching, service and research across our campuses and nurtures Native Hawaiians as leaders.
- ***Create opportunities*** for all UH students, faculty, staff, executives and regents to inform their work by learning about Hawaiian language, culture, knowledge, and the past and present impacts of colonization.
- Play an active ***role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians across the islands.”*** (emphasis added)

A Native Hawaiian Place of Learning was also identified not only as a foundational principle in the aspirations for the University of Hawai‘i System but also as the first of five goals at the core of UH Mānoa‘s 2015-2025 strategic plan. The work at Hawai‘inuiākea is imperative for UH Mānoa to achieve both this core strategic goal as well as its Vision:

> ***“He Lamakū O Ke Aloha ‘Āina***
> **A leading light of aloha ‘āina for Hawai‘i and the world.**
> We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Native Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai‘i and the world for future generations.”

The proposed PhD in Hawai‘inuiākea will comprehensively address these principles in a way no other program currently does. An emphasis on community and Hawaiian and indigenous knowledge systems throughout the program will further benefit community and public-private partnerships in Hawai‘i and with Indigenous peoples around the world. The new scholarship produced can be used by other Indigenous and non-indigenous leaders in their problem-solving and decision-making, locally and globally.

Additionally, within the State of Hawai‘i there is a demonstrated need for expertise in Hawaiian knowledge to help meet the State’s explicit priorities and principles to promote sustainability in the Hawai‘i State Planning Act (Hawai‘i Revised Statutes §226-108) through “*encouraging respect for the host culture*” and “*considering the principles of the ahupua‘a system*.” This is further identified in Goal 5 of the State’s Hawai‘i 2050 Sustainability Plan to ensure that “Our Kanaka Maoli and island cultures and values are thriving and perpetuated.” Specific strategic actions include:

- “***Increase fluency*** *in Kanaka Maoli language*”;
- “***Protect Kanaka Maoli intellectual property and traditional knowledge***”;
- “***Increase the number of educators*** *who teach cultural and historic education*”;
- “***Provide Kanaka Maoli mentors with opportunities to pass on Hawaiian culture and knowledge to the next generation of Kanaka Maoli and others***”;

The proposed PhD in Hawai‘inuiākea will significantly contribute to meeting these goals in the State’s planning and sustainability efforts, and the innovative structure of the proposed program will enable the wisdom of kūpuna and Kānaka Maoli mentors to be passed on and help produce further knowledge for present and future generations to thrive.

Enrollment and Completion Projections

What are the expected enrollments in the program? From what sources?

HSHK serves over 4,000 students a year in undergraduate and graduate courses, primarily in our general education courses of Hawaiian 100, 101-202, and Hawaiian Studies 107 (**Table 1)**. We have an estimated 253 students enrolled in our certificates, minors, bachelors, and masters programs. At the master's level, we have seen a steady graduation rate of MA students since the inception of our graduate programs in 2005. With over 120 HSHK MA graduates, coupled with the reported growth of Mānoa graduation rates of Native Hawaiian Master’s students from related fields and subjects (**Supp 2. MIRO Analysis Brief, Native Hawaiian Student Report**), there is a substantial pool of prepared applicants for the PhD.

HSHK Academic Year	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Enrollment in Gen Ed designated courses: HAW 100 (FGB), HAW 101-202 (HSL), HWST 107 (HAP)	3,199	3,290	3,797	4,159	3,900	-
HAW BA Declared Majors & Double Majors	106	105	101	124	103	-
HWST BA Declared Majors & Double Majors	152	177	135	120	98	-
HAW Enrolled MA	19	18	18	19	16	-
HWST Enrolled MA/ Graduate Certificates	32	27	31	22	29	-
Total	3,508	3,617	4,082	4,444	4,146	-
HAW BA/ Minor/ Certificates Conferred	20	25	19	22	15Fa	101
HWST BA/ Minor/ Certificates Conferred	28	36	29	22	4Fa	119
HAW MA Graduates	5	1	2	5	1Fa	14
HWST MA Graduates	5	6	6	2	0Fa	19
Total	58	68	56	51	20Fa	253

Table 1. HSHK Enrollment and Graduation Rates by Program - Miro Data (Source: Mānoa Institutional Research Office Program Degree Trend Report).

Enrollment in Hawai‘inuiākea continues to demonstrate the importance of Hawaiian Studies and language to the general student population. HSHK graduate student course enrollments have remained balanced at an average of 73 a year with an increased enrollment of graduate students enrolled in our courses from other programs and fields **(Supp 3. Grad Student and Faculty Data)**. These students are attracted to HSHK courses from over sixty different majors across UH Mānoa, with nearly a quarter of students in our graduate courses from other schools and colleges. These numbers demonstrate that Hawai‘inuiākea makes a large contribution to making Mānoa a Native Hawaiian Place of Learning and an Indigenous-serving institution by disseminating Hawaiian arts and sciences across the campus.

In a recent survey conducted with Hawai‘inuiākea alumni on September 5, 2024, 43.2% (n=49) indicated they were planning to pursue a PhD **(Supp 4. HSHK Alumni Survey)**. When asked how likely they would be to apply to HSHK if we offered a PhD, 60% indicated that they were 100 percent likely or more than 50 percent likely to apply. When asked when they would most likely apply, 33% replied within 1 to 2 years, and 29% stated within 3 to 5 years. The projected enrollment for the first 5 provisional years (**Table 2)** reflects a conservative intake and retention of prospective PhD students that the existing body of graduate faculty can support to matriculate as well as continue to sustain enrollment and course offerings moving forward.

HSHK PhD Enrollment Projections	AY 1 2026-2027	AY 2 2027-2028	AY 3 2028-2029	AY 4 2029-2030	AY 5 2030-2031	Average moving forward
Enrollment	4	7	10	13	15	15

Table 2. Cumulative Enrollment Projection: Provisional Years

The current Hawaiian and Hawaiian Studies Graduate faculty includes 21 eligible faculty who can teach, advise, and sit on PhD student committees in AY 25-26 **(Supp 5. Eligible HSHK faculty)**. Of the 21 eligible faculty, 20 currently hold doctorate degrees in their respective disciplines, eight are Level 3 Graduate Faculty (*eligible to chair PhD committees*), and thirteen at Level 2. In consideration of the eligible HSHK regular graduate faculty and the projected enrollment (**Table 2**), our current HSHK graduate faculty along with cooperating, affiliate, emeritus, and general graduate faculty is sufficient to support the intake of students and meet the projected graduates throughout the provisional years of the program, (**Table 3**). Our conservative enrollment estimates reflect a steady graduation rate after 4-5 years in the program. The PhD in Hawai‘inuiākea is expected to take 5 years to complete.

HSHK PhD Completion Projections	AY 1 2026-2027	AY 2 2027-2028	AY 3 2028-2029	AY 4 2029-2030	AY 5 2030-2031	Total
Graduates	0	0	0	1	4	5

Table 3. Program Completion Projection

Resources and Facility Needs

What operating and instructional resources will the program need and where will they come from? What are the program's facility's needs? What impact will developing this program have on resource (re)allocation in the unit?

"Recommendation #1: WINHEC visiting committee recommends that Hawai'inuiākea expands its program offerings and work with the University of Hawai'i Mānoa in their aspiration to offer a PhD and include appropriate faculty and funding." **(Supp. 6. WINHEC Accreditation Findings, 2023)**

Building upon the growing demand for general education courses (see **Table 1**), and assessing existing resources for a new PhD program, the following operational and instructional resources are requested. A new 1.0 FTE Program Coordinator, 2.0 FTE faculty positions, and 4 graduate assistants (0.5 FTE; potentially enrolled PhD students; **Table 4**). Similar to the English department, we see the importance of a Program Coordinator to provide consistency and support to the program. New faculty in both academic units will ensure increased mentoring and teaching capacity in the School while additional graduate assistants (GA's) can help support the entire school's capacity. GA's can assist with reducing faculty teaching loads while enhancing HSHK's research capacity, enhance skill development and academic training, and preparation to continue service at HSHK. Adequate staffing across our School will ensure successful retention and graduation across our programs. While faculty in Hawai'inuiākea are not housed under one roof and instead spread across four locations across the UH Mānoa campus, the PhD's program facility needs are sufficient. Funding support for requested personnel will be sought through either general funds, extramural or foundation monies. Besides the need for new personnel as described below, there are no anticipated new operating costs needed to establish this new degree.

Projected HSHK Personnel	**Year 1 2025-2026**	**Year 2 2026-2027**	**Year 3 2027-2028**	**Note**
Faculty F3 (FTE)	0	1.0	1.0	The request is for 1.0 FTE for each academic unit.
APT B (FTE)	1.0			Program Coordinator
GAs (FTE)	2.0 FTE 2 GRA 2 GTA	2.0 FTE 2 GRA 2 GTA	2.0 FTE 2 GRA 2 GTA	4.0 GAs (0.5 FTE) total over 3 years

Table 4. Anticipated New Personnel

Consultation

Has there been consultation at the program level between campuses and within the originating campus? Please provide documentation about who was consulted, in what capacity, and when did it happen? What is the summary of the results of this consultation?

This new program will complement the few existing Indigenous or Hawaiian-focused programs of study within current doctoral programs, for example, UH Hilo's PhD in Hawaiian and Indigenous Language and Cultural Revitalization, and UH Mānoa's PhD in Political Science: Indigenous Politics, PhD in Theater & Dance: Hawaiian and Indigenous Performance, PhD in Education: Curriculum & Instruction - Aloha 'Āina Education and Leadership Cohort, PhD in History, and PhD in English.

Representatives from each of these units have spent time reviewing the PhD proposal with HSHK faculty and Dean Jonathan K. Osorio (**Table 5**). Letters of support and brief conversation highlights are included in **Appendix E**. All consultations have been positive and supportive, and yielded helpful feedback. The departments consulted see the benefit of a PHD in Hawai'inuiākea and while encouraging us to continue this journey, also cautioned us on the workload challenges and the ability to support our students. Our conversations also centered on our potential to recruit new students that may not have considered these

current programs and therefore expect to have a minimal risk of recruiting current students from other programs. We greatly benefitted from these consultations, and much of what was discussed has been included in our proposal development and will inform our future planning.

HSHK PhD Consultations	Campus	When	Who
Hawaiian and Indigenous Language and Cultural Revitalization	Hilo	Oct 25th 2024, and January 6th 2025	Director of Ka Haka ʻUla O Keʻelikōlani College of Hawaiian Language - Kaʻiu Kimura, Hiapo Perreira & Lei Kapono
Political Science - Indigenous Politics	Mānoa	Sept 19th 2024	Department Chair - Jon Goldberg-Hiller
Theatre & Dance - Hawaiian and Indigenous Performance	Mānoa	Sept 13th 2024	Director of Graduate Studies in Dance - Kara Jhalak Miller and Director of Graduate Studies in Theatre - Lurana O'Malley
College of Education	Mānoa	Sept 19th 2024	11 Representatives from the CoE Native Hawaiian Council
English	Mānoa	Sept 12th 2024	Department Chair - John Zuern, Graduate Chair - Derrick Higginbotham
History	Mānoa	Sept 13th 2024	Department Chair - Kieko Matteson, Graduate Chair - Suzanna Riess

Table 5. HSHK PhD Consultations with faculty from complementary programs

Risks

What risks are associated with the program?

Identified risks include faculty workload concerns and the ability to support our current degree programs. We believe the additional faculty approved in AY 24-25 for HAW and HWST, and the faculty, APT, and GRA‘s requested, will be influential in our ability to fulfill the requirements of administering a PhD.

While low enrollment is a concern, it’s important to recognize the transformative potential of not only preserving and promoting Hawaiian knowledge but also prioritizing access to this knowledge system. Hawaiian knowledge is an interdisciplinary system. Direct comparisons as to what constitutes small enrollments are challenging since the goals and methods of Indigenous programs such as Hawaiian knowledge are broader and more integrative. To grasp the impact of the Hawai‘inuiākea PhD program, additional criteria such as community engagement, cultural practices, Hawaiian science applications, and social impact should be considered, as well the typical criteria used to evaluate program success and projected enrollments. Our approach promotes academic excellence and strengthens cultural continuity while ensuring the maintenance of Hawaiian knowledge for future UHM scholars. The Hawai‘inuiākea School of Hawaiian Knowledge offers the UH Mānoa campus specific research areas, distinguished faculty, and successful alumni. Our cumulative enrollment projections allow for a focused, high-quality educational experience.

Program Details

Program details (curriculum, staffing, assessment, accreditation, etc.)

ʻŌLELO MĀKIA — Purpose Statement
I ola a i mau ka ʻike kupuna.
Revitalize, perpetuate, and expand all areas and forms of ʻike kupuna

In support of Hawaiʻinuiākea's PhD mission, we will recruit, train, and mentor scholars in ʻIke Kupuna who will drive research, teaching, and academic leadership in Hawaiʻi and internationally for the next generation.

ʻŌLELO NUʻUKIA — Mission
ʻO ke ea o Hawaiʻinuiākea, ʻo ia nō ka ʻike kupuna.
Facilitate the pono of the Lāhui Hawaiʻi through the embodiment of ʻike kupuna

Applicants to the PhD in Hawaiʻinuiākea must have a Master's degree from an accredited university and meet the prerequisites for the required HAW and HWST courses in the program at the time of application. Consultation with the Program Coordinator is recommended.

Admission to the PhD in Hawaiʻinuiākea is restricted to the fall semester. Students must meet the requirements set by the Graduate Division, including a completed UH Mānoa Common Application, transcripts showing each post-secondary institution attended (if outside the UH system), evidence of English language proficiency, and a confidential financial statement form for international applicants. Applicants will conform to the Graduate Division requirement of a minimum 3.0 GPA for graduate program entry. There will be no qualifying exam.

In addition to the **Requirements** of the Graduate Division, prospective students must also submit application materials directly to Hawaiʻinuiākea School of Hawaiian Knowledge. The HSHK graduate chair will schedule and conduct an interview with students prior to the admissions deadline.
Required coursework. A program sheet is included as **Appendix I.** Students must complete a minimum total of 22 credits (not including prerequisites; see **Table 6**). The courses are one core HSHK course (3 credits), two required HAW courses (6 credits), two required HWST courses (6 credits), one HSHK dissertation research course (1 credit), and two elective courses (6 credits). Students must receive a grade of B- or better in ALL courses counted toward their PhD in Hawaiʻinuiākea. To ensure a solid foundation in the two primary areas of knowledge that comprise the PhD in Hawaiʻinuiākea - Hawaiian language and Hawaiian Studies - students are also required to take a minimum of 9 credits of HAW and 9 credits of HWST graduate coursework (600 level and above) **(Supp 7. Existing Graduate Courses)**. These credits may be a part of the 22 credits of required coursework but may also include coursework taken prior to entering the PhD. Upon completion of the required coursework, students will work independently to tailor their research, identify potential further coursework and field experiences with their Committee Chair. Students who hold an MA in Hawaiian and/or Hawaiian Studies will also work with their Committee Chair to identify appropriate course substitutions for those HAW and HWST courses that are part of the PhD core (namely, HAW 601, HAW 615, HWST 601 & HWST 603) but have been previously completed as part of their MA programs.

As this PhD will be administered at the School level and not within a department, we proposed the following new subject code, HSHK and submitted two new courses. HSHK 701 will be a seminar examining the theoretical foundations of research in ʻIke Kupuna and HSHK 800 will be a 1 credit

dissertation writing course. To align our course requirements, we are creating a new blanket statement for the PhD as well as revising existing statements in HAW and HWST to include the PhD in Hawai‘inuiākea.

Credits	Courses	Description
3	HSHK 701 Kau i ka Ni‘o	Introducing the depth and breadth of ‘Ike Kupuna exemplified in research of HSHK faculty to prepare and inspire excellence in the creation of dissertations grounded in Hawaiian Knowledge. Includes professional development sessions and research practicum. HSHK PhD majors only.
3	HAW 601 Kākau Mo‘olelo	Analyzes various genres of written Hawaiian literature.[1]
3	HWST 601 Indigenous Research Methodologies	Seminar for developing a Native Hawaiian epistemology from sources in comparative indigenous thought.
3	HWST 603 Review of Hawaiian Literature	Seminar in review of Hawaiian literature to understand the significance of secondary sources in Hawaiian subjects.
3	HAW 615 Kuana‘ike	The examination of Hawaiian ways of speaking, as contrasted with English, focuses on those features that are uniquely Hawaiian and can be said to constitute a Hawaiian worldview.
1	HSHK 800 Dissertation Research	Research for doctoral dissertation. Satisfactory/Unsatisfactory only.
6	2 Electives (to be decided upon by the student and Committee Chair)	
22	Total Minimum Credits Required	

Table 6. Required Coursework for a PhD in Hawai‘inuiākea

There will be a **Comprehensive Exam** and **Dissertation** required under the guidelines set by the Graduate Division.

HSHK has worked diligently to design an intellectually challenging curriculum without unduly adding to the overall graduate level curriculum in HSHK. We look forward to creating a HSHK **Assessment** committee composed of HSHK graduate faculty to implement a clear program learning assessment plan that will include annual collection and evaluation of student learning evidence (direct or indirect), analysis and interpretation of data, presentation of findings, and action plan(s) to improve program student learning outcomes (**Table 7).** The biennial reports will be presented to the entire HSHK faculty and posted publicly on the campus assessment report website. At the School level, PhD faculty will periodically review the program assessment report findings and discuss appropriate program improvements. Action plans to modify assessments, pedagogical approaches, curriculum offerings and program requirements are decided based on the evidence of student program learning outcomes. Additional program data such as student enrollment, HSHK courses offered, student semester hours,

[1] Modification of course title and description for HAW 601 being proposed this semester:
HAW 601 Kālaimana‘o: Seminar analyzing various genres of Hawaiian literature published in the 19th and 20th centuries, with an emphasis on understanding Hawaiian models of theory and debate employed by authors of this era. HAW, HWST, and HSHK majors only. Pre: graduate standing and 402, or consent.

faculty workload, and alumni employment and accomplishments will be collected to inform assessment reporting and planning. A preliminary HSHK PhD Program Learning Assessment Plan is proposed in **Appendix O**.

HE MAU HOPENA A‘O PAPAHANA LAE‘ULA - PhD PROGRAM LEARNING OUTCOMES
PLO1 **He Wai Puna**: He puapua‘i a he kahe ‘ana o ka hana no‘eau ‘ike kupuna ma o ka ‘imi noi‘i nowelo, ka laulima, a me ka ho‘onui ‘ike ma waena o nā māhele ‘ike like ‘ole. *Generate and disseminate new scholarship grounded in ‘ike kupuna through research, collaboration, and interdisciplinary problem-solving.*
PLO2 **He Wai Inu**: He ‘ike loa, he ‘ike poko, he kālai nui, he kālai iki, he ho‘ohana ‘ike kupuna ‘ana ma nā māhele ‘ike o Hawai‘inuiākea. *Demonstrate comprehensive knowledge and critically analyze, synthesize, and utilize ‘ike kupuna as it relates to fields of study offered by Hawai‘inuiākea.*
PLO3 **He Wai Ola**: He ‘alulike, he laulima, he pāna‘i ‘ana i ka hana no‘eau a me ka ‘ike maopopo ‘ana he ola a he ea ma ke kaiāulu (ma ka ‘oihana a me ka lāhui). *Engage in reciprocal, scholarly exchange and application of knowledge for the ola and ea (life, well-being) of our community (professional and lāhui).*
PLO4 **He Wai Mana**: He kuleana nui, he kuleana iki. He mana kuleana i nā ‘ike kupuna. *Express, engage, and ‘auamo the kuleana and mana of ‘ike kupuna.*

Table 7. PhD in Hawai‘inuiākea Program Learning Outcomes

Program Accreditation. HSHK is reviewed by the World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation Authority and on April 15, 2024, received a 10-year (full) accreditation. Hawai‘inuiākea participates in all assessment and accreditation processes of the larger UH Mānoa campus, including the recent WASC re-accreditation and biennial reports (most recent 2022) submitted to the Assessment and Curriculum Support Center at UH Mānoa published on their degree program assessment report website.

Timeline

July 2023 - ATP submitted
July 2024 - ATP approved
September 2024 - Provisional Program Submitted
October 2024 - New Graduate Courses routed to Grad Council
Fall 2026 - Anticipated Start for a PhD in Hawai‘inuiākea

Supplemental Materials

1. **WINHEC Self-Study for Re-Accreditation, June 2023**
2. **MIRO Analysis Brief, Native Hawaiian Student Report, Nov 23**
3. **HSHK Graduate Student and Faculty Data**
4. **HSHK Alumni Survey**
5. **Eligible HSHK Graduate Faculty 2025-2026**

6. **WINHEC 2023 Presentation Findings, December 2023**
7. **Existing Graduate Courses - HAW & HWST**

List of Appendices

Appendix A: Signed Authorization to Plan

Appendix E: Consultations (Summaries and Letters of Support)

Appendix I: PhD in Hawai‘inuiākea Program Sheet

Appendix O: Proposed HSHK PhD Program Learning Assessment Plan

UNIVERSITY OF HAWAII
BOARD OF REGENTS
'25 APR 11 A9:14

UNIVERSITY of HAWAI'I® MĀNOA

College of Natural Sciences
Information & Computer Sciences

dts 24884b

March 20, 2025
~~May 7, 2024~~

MEMORANDUM

TO: Gabriel Lee
Chair, Board of Regents

Laurie Tochiki
Chair, BOR Committee on Student Success

VIA: Wendy F. Hensel
~~David Lassner~~
President

VIA: Debora Halbert
Vice President for Academic Strategy, UH System

VIA: Michael Bruno
Provost

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence

VIA: Julienne Maeda
Interim Dean of Graduate Division

VIA: Acting Dean Alison Sherwood
College of Natural Sciences

FROM: Chair Scott Robertson
Department of Information and Computer Sciences

SUBJECT: REQUEST FOR PROVISIONAL STATUS FOR THE PROFESSIONAL MASTER'S IN COMPUTER SCIENCE (PMCS) AT THE UNIVERSITY OF HAWAI'I AT MĀNOA

SPECIFIC ACTION REQUESTED:
It is respectfully requested that the Board of Regents grant provisional status to the PROFESSIONAL MASTER'S in COMPUTER SCIENCE (PMCS) in the COLLEGE OF NATURAL SCIENCES at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE TERM/YEAR:

We request an effective start date of Fall 2025.

ADDITIONAL COST:
In order for this program to become a reality, we will request for the start of year one, a full-time Professor of Practice/Instructor with professional experience specialized in Artificial Intelligence (AI)/Data Science and a 0.50 FTE Industry Liaison (Professor of Practice). Having faculty members with experience in industry as full time Instructors and in the part-time role of faculty liaison is important for the quality of this program as internships in industry, the culminating experience for the program, are critical to the success of the program and its marketability. Without approval and initial funding for the personnel requested, we will not be able to offer the program, since the professional courses are very different from the offerings for the current MS in Computer Science.

PURPOSE:
The objective of this program is to provide students and working professionals with applied training in the field of computer science (CS). The program is designed to offer flexibility in terms of delivery and structure, allowing students to pursue the degree while working. Establishing a Professional Master's program in Computer Science at UH Manoa that offers these key components is not just an educational enhancement; it is a strategic move.

This proposal and the companion proposal for a Graduate Certificate in Applied Computing (GCERT in AC) were developed in direct response to feedback from Outreach College, UH administration and our industry partners/advisors. Strategically, the PMCS degree is designed for students with a background in computer science already, while the GCERT program is designed for students who want to aquire new computer science skills, and as a gateway to the PMCS program for non-majors. Coupling the GCERT with the PMCS, provides a unique two-year pathway for a graduate level degree for non-computer science majors to gain valuable credentials in a career with high job growth and competitive wages. This represents a distinct difference, and competitive advantage, compared to other online programs in this subject area.

BACKGROUND:

Significance/Contribution of this degree:
The global trend is tilting towards AI, Data Science. By prioritizing this degree, UH Mānoa ensures it remains relevant and at the forefront of technological advancements. The overlap between year one of the PMCS and GCERT is a significant strength of these proposals, as it also provides a clear path for individuals without a computer science background to obtain graduate-level credentials in this cutting-edge high growth area. The development of these programs will contribute significantly to the state's economy and technology ecosystem and ensures that technological advancements remain rooted in local challenges, needs, and values.

Demand projections:
We expect an initial enrollment of 10 students in year one, with a cohort of 10 students admitted in year two. Two cohorts of 10 students will run concurrently from year two onwards. Numbers are a minimal estimation, and we anticipate more students over time as the program matures.

Examples of similar models from peer institutions:
The Professional Master's in Computer Science we propose, with a focus on AI and Data Science, is designed for both CS and non-CS majors, and builds on recent advancements in AI Language Models to offer a comprehensive program to enhance the skill set, even for those without a traditional computer science background. Given its distinctiveness, similar programs are not common. However, the popularity of artificial intelligence and data science clearly influence many institutions. More and more programs are offered, especially in data science. Appendix 5 in the proposal includes examples of similar programs from two peer institutions: University of Arizona Tucson and University of South Florida Tampa. The appendix also includes an example from a benchmark institution, the University of Colorado Boulder. As a general observation, comparable degrees do not combine AI and Data Science and are less focused on industry experiences.

Similar programs at other UH campuses:
No similar program exists within the UH system.

New program's strategic value within the UH System and campus mission, and the Integrated Academic and Facilities Plan.
The PMCS program, along with the concurrently proposed GCERT in AC, contributes to two strategic imperatives of the UH System Plan. The program will contribute to UH's imperative of *developing successful students for a better future* by increasing the number of returning adults and those enrolling in distance/online programs. The intent is to offer more evening courses and online/hybrid options that would accommodate individuals already in the workforce, recognizing widely differing student preferences, needs, and goals. The PMCS program will also contribute to UH's imperative of *Meet Hawai'i's workforce needs of today and tomorrow* by: preparing professionals to fulfill statewide needs in occupations that are essential to community well-being, including technology; enhancing non-traditional offerings for those seeking upskilling or career change opportunities; and partnering with employers to ensure the necessary preparation and support for students to succeed in their careers.

The UHM Strategic Plan includes a focus on *Enhancing Student Success*. Establishment of the PMCS program will contribute to this goal by: increasing enrollment for targeted populations, such as adult learners and local students seeking an applied master's degree; developing innovative programs that are responsive to emerging industries, the needs of the state, and the careers of tomorrow; and embracing the centrality of graduate education to the research university, and supporting the experience for all that qualify.

Cost and resource allocation/reallocation implications:
While many of the resources used to support our current Information and Computer Sciences (ICS) graduate program can be used to support these new initiatives, additional resources are still needed. Some of the necessary resources such as advertising and course design will be achieved

with the assistance of Outreach College. We will request for the start of year one, a full-time Professor of Practice with professional experience specialized in Artificial Intelligence (AI)/ Data Science and a 0.50 FTE Industry Liaison. The entire program will be offered through Outreach. Some courses that are already in the ICS graduate program will be offered in the regular session for the MS CS students and through extension for the PMCS students.

Impact of new program/program change request on budget allocations and mission:
It is important to note that the GCERT in AC program will also generate revenue from tuition, while utilizing the same resources. Students in the GCERT in AC will be registered in the same courses as first year PMCS students. The combined revenue for both programs, based on a minimal estimation of 10 students in both programs, will generate revenue to sustain and grow the program. We anticipate an increase in the number of students over time as the program matures.

ACTION RECOMMENDED:
It is respectfully recommended that the Board of Regents grant provisional status to the PROFESSIONAL MASTER'S in COMPUTER SCIENCE in the COLLEGE OF NATURAL SCIENCES at the University of Hawai‘i at Mānoa.

Attachment: Proposal for the Professional Master's In Computer Science

c: Executive Administrator and Secretary of the Board, Kendra Oishi

Provisional Program Proposal
Professional Master's Degree in Computer Science

Department of Information & Computer Sciences
College of Natural Sciences
University of Hawai'i at Mānoa

May 7, 2024
Revised March 19, 2025

Planning & Implementation Committee Members:
Guylaine Poisson: Professor & Associate Chair, ICS
Mahdi Belcaid: Assistant Professor, ICS
Kyungim Baek : Associate Professor, ICS
Kenny D. Ka'aiakamanu-Quibilan: Assistant Specialist, ICS
Scott Robertson: Professor & Chair, ICS
Jon M. Matsuda: Assistant Specialist, Outreach College

I. EXECUTIVE SUMMARY

The Department of Information & Computer Sciences (ICS) and the College of Natural Sciences (CNS) at the University of Hawai'i at Mānoa (UHM) **propose the establishment of a Professional Master's Degree in Computer Science (PMCS).** The objective of this program is to provide students and working professionals with flexible and applied training in the field of Computer Science. Initially, the focus will be on providing state-of-the-art professional training in ICS's areas of strength. The first track we will implement is in Artificial Intelligence (AI)/Data Science. We plan to follow with a track in software engineering, and create additional tracks such as creative computational media, human-computer interaction, and computer security once the degree program is well established. The program will be designed to offer flexibility in terms of delivery and structure, offering the possibility for students to pursue the degree while working. The PMCS is a two-year program. However, for the initial AI/Data Science track, the first year could satisfy the requirements for a Graduate Certificate in Applied Computing (GCERT in AC (approved on 1/29/2025), Appendix 6). The second year offers the opportunity to participate in internships managed by ICS in close collaboration with local and mainland business partners, along with state and federal agencies. The overlap between year one of the PMCS and GCERT is a significant strength, as it provides a clear path for non-computer science majors to obtain graduate-level credentials in this cutting-edge high growth area. The two programs are part of the Aloha Intelligence Institute currently in development at UH.

II. PROGRAM PURPOSE AND OUTCOMES

Why this program should be considered a priority

Establishing a professional master's program at UHM is not just an educational enhancement; it is a strategic move. This proposal and the accompanying GCERT were developed in direct response to feedback from Outreach College, UH administration and our industry partners/advisors. The development of these programs will contribute significantly to the state's economy and technology ecosystem and ensures that technological advancements remain rooted in local challenges, needs, and values. PMCS can become a confluence for students and professionals across disciplines, cultivating innovation. This synergy will provide more holistic and potent solutions, presenting a promising avenue to address societal challenges through AI.

How the program will meet the needs of students, the local community, and the state

The global trend is tilting towards AI, data science, and advanced software solutions. By prioritizing this degree, UHM ensures it remains relevant and at the forefront of technological advancements. The proposed PMCS will promote technological and economic advancements in Hawai'i in various ways, including the following:

- With the proliferation of technology in daily life, there is a crucial need for a society that is digitally literate. The PMCS degree can produce educators and leaders who drive digital literacy campaigns, benefiting both the mainland U.S. and Hawai'i.
- Hawai'i, with its unique geography, faces challenges in the equal distribution of technology across its islands. A dedicated force of professionals can work towards narrowing this divide, ensuring everyone reaps the benefits of the digital age.
- A strong technology industry can diversify the state's economic sources, making it resilient against sector-specific downturns.

- By establishing a strong technology talent pool, Hawai'i can position itself as an attractive destination for technology companies and startups, leading to increased investments in the state.
- The U.S. Bureau of Labor Statistics projects significant growth in technology-related jobs in the coming years. The PMCS program will produce qualified professionals to fill these roles, meeting the country's workforce demands.
- Emerging technology fields like AI, Machine Learning, and Data Science require specialized knowledge. The proposed PMCS can equip graduates with these niche skills, ensuring the workforce is prepared for the future.
- As technology evolves, there is a constant need for professionals to update their skills. The PMCS program will also cater to those looking to reskill, ensuring long-term success.
- Often, students from Hawai'i seek advanced education on the mainland or abroad. PMCS can retain this talent, ensuring the state benefits from their skills and expertise.
- Teaching AI and Data Science with real-world applications across sectors ensures students receive a holistic education, making them industry-ready upon graduation.
- There is a strong industry demand for graduates with complementary skills in software engineering and data science. Fostering these interdisciplinary skills, and the ability to address complex challenges make graduates more adaptable, innovative, and competitive in the modern job market.
- These skills are in demand globally and many of these jobs are remote in nature. Graduates of the program can apply to global companies, while still residing in Hawai'i.

Alignment with System and Campus Academic Master Plan and Strategic Priorities

The PMCS program contributes to two strategic imperatives of the UH System Plan[1]. The program will contribute to UH's imperative of *developing successful students for a better future* by increasing the number of returning adults and those enrolling in distance/online programs. The intent is to offer more evening courses and online/hybrid options that would accommodate individuals already in the workforce, recognizing widely differing student preferences, needs, and goals. The PMCS program will also contribute to UH's imperative of *Meet Hawai'i's workforce needs of today and tomorrow* by: preparing professionals to fulfill statewide needs in occupations that are essential to community well-being, including technology; enhancing nontraditional offerings for those seeking upskilling or career change opportunities; and partnering with employers to ensure the necessary preparation and support for students to succeed in their careers.

The UH Mānoa Strategic Plan[2] includes a focus on *Enhancing Student Success*. Establishment of the PMCS program will contribute to this goal by: increasing enrollment for targeted populations, such as adult learners and local students seeking an applied master's degree; developing innovative programs that responsive to emerging industries, the needs of the state,

[1] 2023-2029 UH Strategic Plan: https://www.hawaii.edu/strategic-plan/

[2] 2015-2025 UHM Strategic Plan:-https://manoa.hawaii.edu/strategicplan/

and the careers of tomorrow; and embracing the centrality of graduate education to the research university, and support the experience for all that qualify. The program's focus on AI and Data Science reflects the vanguard of technology research and innovation and addresses the growing demand for professionals with this expertise, contributing directly to the state's workforce development. By opening the program to students from different fields, the university promotes a different and comprehensive educational environment. The program may also be an attractive opportunity for international students, enhancing the global diversity of the UH Mānoa student body. By targeting not just recent graduates but also professionals seeking upskilling, the program fosters a culture of continuous learning in the community. The PMCS program will foster collaborations with local technology industries, creating internships and employment opportunities for students. The program will lead to technology solutions that cater to Hawaiʻi's unique challenges, from environmental conservation to sustainable tourism. We will offer a special seminar course that will focus on fostering a better understanding of industry needs and creating networking opportunities for the students. The program will be housed in the College of Natural Sciences and offered through Outreach College. Some courses that are already in the ICS graduate program will be offered in the regular section for the MS CS students and through extension for the PMCS students. We are presently working with a team at UH West Oʻahu to create a Combined Bachelor's & Master's Degree (BAM) for their students.

Evidence of the need for the program

The U.S. Bureau of Labor Statistics (BLS) predicts that "employment in computer and information technology occupations will grow much faster than the average for all occupations from 2022 to 2032."

- A 2020 LinkedIn report identified AI Specialist (#1, 74% annual growth), Data Scientist (#3, 37% annual growth), and Full Stack Engineer (#4, 35% annual growth) among the top 15 emerging jobs, highlighting strong demand for these professions.
- As businesses continue to undergo digital transformation, there is an increasing demand for professionals who can design, maintain, and optimize systems. AI and Data Science are especially pertinent given the growing emphasis on data-driven decision-making.
- According to the Bureau of Labor Statistics, there were over 11,000 computer science related and information science-related jobs in Hawaiʻi in 2021. In May 2022, LinkedIn and other employment websites advertised 600-700 computer-science related job openings in Hawaiʻi. The state of Hawaiʻi has prioritized development of information technology and computer science fields.
- Many companies, especially in computer science-related fields, continue to allow remote working. Hawaiʻi is a prime destination for remote workers who are employed by mainland companies. Professional certificate and master's degree programs offer these remote workers options for professional development.
- ICS currently has a one-size-fits-all curriculum for Master's degree students. The courses taught in this program emphasize research even though there are two options for graduation: a thesis option (Plan A) and a software project option (Plan B). Many of our Master's degree students do not plan to become researchers. Offering a Professional Master's option will provide an applied/professional focus to serve this group. A

comparison of the proposed professional master's degree to the currently existing master's degree appears as Appendix 1.

- The current Master's program in ICS is also designed as a route to the PhD. By offering a clear terminal Master's degree aimed at professionals who are either already in the workforce or plan to enter the workforce with a Master's degree, we will attract and support a completely new cohort while strengthening the research-oriented Master's degree.
- There is a need to have more alternative course formats such as asynchronous and evening synchronous online courses for the students that are in the workforce. The current graduate program is nearly entirely composed of in-person courses in the regular day time. The professional Masters degree will be offered as distance education (80% or more delivered online).

Profile of students who will likely enroll in the program

Direct applicants to the program would be:

- Computer Science/Engineering Undergraduates: Individuals who have completed a bachelor's degree in computer science or related fields and are looking for more specialized training.

Additional applicants would be students with different backgrounds, such as below, enrolled in the corresponding GCERT program who want to transfer to the PMCS.

- STEM Graduates: Graduates from fields like physics, mathematics, or engineering who want to transition into technology roles.
- Professionals from Different Fields: Individuals from fields like finance, healthcare, or marketing who want to leverage AI and data science in their respective industries.
- Early-Career Professionals: Individuals with a few years of experience in technology or related sectors who want to upskill.
- Mid-Career Professionals: Professionals seeking a change from non-technology roles into more technology-oriented roles.
- Researchers: Those involved in research and want to integrate AI and data science methodologies into their work.

Coupling the GCERT with the PMCS provides a unique two-year pathway for a graduate level degree for non-computer science majors to gain valuable credentials in a career with high job growth and competitive wages. This represents a distinct difference, and competitive advantage, compared to other online programs in this subject area.

Evidence of student demand

This proposal and the GCERT were developed in direct response to feedback from Outreach College, UH administration and our industry partners/advisors. Letters of support can be found in Appendix 8.

The number of undergraduate majors in ICS is continually growing, indicative of a significant interest in the field of computer sciences. The existing master's degree program has also shown steady growth.

Table 1. ICS Enrollment Headcounts

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Undergraduate Majors	441	465	492	508	586	603	657	761
Master Candidates	25	28	33	35	29	37	41	45

Data Retrieved from Mānoa Institutional Research Office (MIRO)

A survey was conducted to assess student interest in a professional graduate program in applied computing and computer science. Based on the results, ICS decided to pursue AI/ Data Science as the initial track for implementation. The educational backgrounds of the respondents included the social sciences, law, computer sciences and other science & technology fields. Full results from the survey can be found as Appendix 2.

Projected Number of Students and Graduates

Since the PMCS will offer a flexible format and many online courses, we project 20 students per year within 5 years.

Projected Enrollment

We expect an initial enrollment of 10 students in year 1, with a cohort of 10 students admitted in year 2. Two cohorts of 10 students will run concurrently from year 2 onwards. Numbers are a minimal estimation. We anticipate more students over time as the program matures.

Table 2. Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Enrollment	10	20	20	20	20	20

Projected Number of Graduates

Based on Mānoa Institutional Research Office data for the ICS Master's program, students have an average 4-year graduation rate of 87%. We used the results from the ICS 2018 cohort of master's students to estimate the PMCS graduation rate. Students that are pursuing the Graduate Certificate in Applied Computing could potentially graduate in year 1.

Table 3. Program Completion Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Program Completion (annual)	0	9	9	9	9	9

Beginning in year 2, 87% of one cohort (10 students) is projected to graduate.

III. PROGRAM ORGANIZATION

We propose a highly flexible program format to accommodate students currently in the workforce. Many of the program's first year courses will be offered online in an asynchronous format. Most of the other courses required for the degree will be provided using a hybrid structure and/or a project-based format or be offered as an evening course. All courses, including those offered online, will emphasize group projects, ensuring that students experience community building and peer interactions. As per graduate division requirements, Master's students need a passing grade of B or higher, and a cumulative GPA of 3.0 for all courses counted towards the PMCS. Since the PMCS is an Online/Hybrid degree it will be offered through Outreach College per current UH Mānoa Guidelines.

Admission policies

Fall admission only. Students must be admitted as classified graduate students by UHM Graduate Division, and should meet the necessary admission requirements of:

1. Completion of a bachelor's degree in computer science (CS) or closely related fields such as computer engineering or cyber security, or in related fields and demonstrated professional work experience in CS related work.
   OR
   Completion of a bachelor's degree in any field and be in the process of completing the UH Mānoa GCERT in AC with a minimum GPA of 3.7 in the certificate courses. Some of the certificate course credits will also count toward the PMCS (numbers will depend on the track). To be eligible for this option, the student must be admitted and classified in both programs, with at least one semester of overlap.
2. A cumulative undergraduate GPA of at least 3.0 (on a 4.0 scale). This is a standard requirement of Graduate Division.
3. Submission of a Statement of Objectives/Purpose detailing the applicant's motivation for pursuing the PMCS and outlining career goals.

Administration

The PMCS will be housed in ICS in CNS and will be offered through Outreach College. It will be overseen by a team comprised of current and future faculty and staff from ICS:

Professional Program Director: We plan to establish a new administrative position titled "Director of the Professional Programs," which will have responsibilities for both the GCERT in

AC and the Professional Master's programs. The director will serve as the graduate chair for these programs and will work closely with the Industry Liaison and the APT staff member to create collaborations with industry and government agencies for internships opportunities. A current member of the ICS faculty will be appointed to this position. Selection will be made by the ICS Chair, with each term lasting 1 to 3 years, mirroring the graduate chair appointment process. The directorship will come with a reduced teaching load. The director's role is crucial, necessitating regular collaboration with industry representatives and state and federal governmental agencies.

Professor of Practice or Instructor I2: This person will manage and teach some of the important courses that will take advantage of their industry experience. The faculty will manage the Industry Seminar (ICS 601). They will be responsible for finding industry speakers and organize the workshops. They will also be responsible for ICS 602 Practical Problem Solving with Algorithms by using their experience in industry in this applied algorithm course. They will also partner with local industry to bring to class current real-world problems to solve. They will also be the manager of the Applied Computing Internship course (ICS 609). Working closely with the undergraduate capstone program, the industry liaison, local industry, government entities and UH laboratories they will manage the internship program. Funding for this position is requested in this proposal, and a position request will be submitted this cycle for this temporary non-tenure track position.

Industry Liaison (half-time): The liaison will preferably be an individual who works in a local industry will work with industry partners and government agencies to establish and maintain collaborations for internships. This person will also assist with advising. Funding for this position is requested in this proposal, and a position request will be submitted this cycle for this temporary non-tenure track position.

Academic Advisor: The current ICS specialist faculty advisor will be assuming the advising responsibilities for the professional program with the assistance of the Industry Liaison and the professor of practice/I2.

Outreach College: Since the program is offered through Outreach College, Outreach College will provide support for program administration and instructional design for the program's courses.

Staff: The current APT within the ICS department will work in coordination with the department leadership, to help the industry liaison with ongoing internships, outreach programs, competitions, capstone events, career fair activities, and other external opportunities.

Field of concentration

For the first year, the focus will be on cutting-edge training in AI and Data Science. As the program matures, new tracks, such as software engineering, creative computational media, computer security, and human-computer interaction will be considered. The program is designed to offer flexibility, enabling working professionals to obtain the degree.

The AI and Data Science track will be designed specifically for practitioners. As such, in addition to covering the foundational aspects, the program will equip professionals with the skills and understanding required to effectively apply AI and Data Science tools in their work. This includes core techniques such as data preparation, fine-tuning of base or foundational models, model evaluation and scalable deployment. Additionally, recognizing the growing importance of language models in computer and data science, this program will integrate large language models both as educational and collaborative instruments. Students in the program will learn effectively, safely, and ethically leverage language models not only for instructional purposes but also as supportive co-pilots.

Number of Credits required

A total of 30 credits will be required for the degree. There are 15 credits of required courses that will be common to this and any future tracks, 12 required credits specific to the AI/Data Science track, and 3 credits of approved electives. The degree can be completed in two years.

Required Courses (15 credits)*

**These courses will also be required for any future tracks.*

Courses that are being newly created for the PMCS and GERT in AC were concurrently submitted.

ICS 601: Applied Computing Industry Seminar (3 credits)- New Course; Appendix 6

Module 1: This module will also cover the importance of building and using AI systems in an ethical and responsible way.
Module 2: Industry lectures
Module 3: Practical workshops.

All seminars will be recorded for the online asynchronous format and all workshops will also be adapted for the asynchronous format. This course will be a required course for all future tracks.

ICS 602: Practical Problem Solving with Algorithms (3 credits) – New Course Appendix 7

This course is designed to teach students to effectively identify and solve problems using various algorithmic approaches. Through hands-on projects and real-world examples, participants will learn to analyze, design, and implement foundational algorithms. This course will be developed to be online asynchronous. The proposed full-time Professor of Practice will be the course instructor.

ICS 603: Applied Computing Fundamentals (3 credits) – New Course Appendix 6

Module 1: Programming for Data Science and AI. Equips the student with the necessary programming skills in R or Python to progress through the courses in the degree.

Module 2: Language Models as programming copilots. Understand their nature, the process of their construction, and their applications and their deployment for writing code.
Module 3: AI assisted programming. This module includes validation, testing, documentation, optimization, and software design.

This course will be entirely an online asynchronous course designed with the help of the Outreach College design team. This course will be a required course for all future tracks.

ICS 609: Applied Computing Internship (3 credits): - New Course Appendix 6

This course is designed to provide students with real-world experience in the field of computer science. The course aims to bridge the gap between academic theories and practical applications in a professional environment. It will serve as the culminating experience for the GCERT in AC. The student is required to take this course two times for a total of 6 credits. The proposed parttime Faculty Liaison will be instrumental in establishing these internship opportunities for students with companies in Hawai'i, while the full-time Professor of Practice will be the course manager.

The exact structure and requirements of an internship or practicum will vary minimally depending on the placement, but the goal is typically to provide students with a hands-on, practical experience that will help them to develop their skills and prepare them for careers in their field. A typical internship or practicum experience will include:

Work placement: Students are placed in a professional setting, such as a corporation, startup, or government agency, where they work alongside experienced professionals and contribute to ongoing projects.
Supervision: Students are paired with a mentor or supervisor who provides guidance and support, helping them to develop their skills and achieve their goals.
Assessment: The internship or practicum is typically evaluated through a combination of written assignments, performance evaluations, and in-person or virtual presentations.
Professional development: Internships and practicums provide students with valuable opportunities to develop their professional networks, build their portfolios, and gain practical experience in their field of study.

Courses required for AI and Data Science track (12 credits):

ICS 604: Applied Data Science (3 credits) – New Course Appendix 6

This course is a graduate level version of ICS 434, with an emphasis on applications, rather than theoretical foundations. Students enrolled in the GCERT in AC will have assignments that provide valuable experience in handling actual data science scenarios with an emphasis on existing popular tools. Students will learn to use popular data science tools and platforms, adapt to changing data landscapes, and effectively communicate their findings. The format will be online asynchronous. The course will be designed with the help of the Outreach College design team.

ICS 605: Applied AI (3 credits)) – New Course Appendix 6

This course covers the fundamentals of AI, and especially machine learning, for students and industry professionals who aim to immediately implement AI and data science solutions in their career. Course topics include core AI concepts at an intuitive rather than a heavily mathematical level, Python data science library fundamentals, implementation of classical machine learning algorithms using scikit-learn, implementation of state-of-the-art deep learning methods using TensorFlow and PyTorch, and the full machine learning development pipeline spanning data preprocessing, data splitting, model training, hyperparameter optimization, and thorough model evaluation strategies. The format will be hybrid with in-person and online synchronous lectures. An online asynchronous format will also be available and designed with the help of the Outreach College design team.

ICS 635: Machine Learning (3 credits) – Existing Graduate Course

Introduction to key theoretical concepts of machine learning. Practical experience with decision free methods, artificial neural networks. Bayesian belief networks and contemporary statistical methods including regression, clustering and classification. This course will be offered in the regular section for the MS CS students and through extension for the PMCS students.

ICS 661: Advanced Artificial Intelligence (3 credits) – Existing Graduate Course

Current issues in artificial intelligence, including expert systems, knowledge representation, logic programming, learning, natural language processing. This course will be offered in the regular section for the MS CS students and through extension for the PMCS students.

Elective: 1 course (3 credits)

The student must complete an additional course (3 credits) that is approved by the Professional Degree Director. The student can take a 400-level or 600-level course to fulfill this requirement from a list of existing ICS courses. The list of currently approved electives can be found in Appendix 3. Depending on the semester, some of the ICS courses will also be offered through Outreach College extension term for the PMCS students.

Table 4. Academic Plan for PMCS AI/Data Science Track

Year	Fall	Spring	Summer	Total credits
First	ICS 601(3) ICS 602(3) ICS 603(3)	ICS 604(3) ICS 605(3)		15
Second	ICS 635(3) Elective (3)	ICS 661(3) ICS 609(3)	ICS 609(3)	15

A program sheet outlining the PMCS degree requirements is attached as Appendix 4. Students pursuing the GCERT in AC – AI/Data Science track must complete ICS 601, 603, 604, 605, and 609. A student pursuing the PMCS would potentially be able to count the certificate courses towards satisfying requirements for the professional master's degree. To be eligible for this option, the student must be classified and admitted to both programs with at least one semester of overlap.

Program Learning Objectives

In addition to the individual learning objectives of each of the offered classes, the overarching learning objectives are:

1. Students will be able to work in multidisciplinary teams consisting of students from different fields, learning not only new computational techniques but also acquiring invaluable insights from other sectors, while getting accustomed to the collaborative and multidisciplinary nature of the tech industry.
2. Students will demonstrate mastery of generic workflows inherent in software, data science or other tech projects, from initial conceptualization to testing and deployment.
3. Students will demonstrate the ability to use cutting-edge tools and platforms, including modern AI-based infrastructures, to build modern solutions, improve efficiency, drive innovation, and support informed decision-making across various industries.
4. Students will enhance their competitiveness by participating in various interdisciplinary projects, demonstrating their technical knowledge and experience in multidisciplinary settings.

Assessment of Program Learning Objectives

Each course in the PMCS is designed as a project-based course. We will assess course and program learning objectives using a methodology that is popular in MBA programs, which uses presentations/demonstrations and product defense and written reports/case studies.

Presentation/Demonstration and Defense: Students will be required to present their projects to a panel that may consist of professors, external experts, and fellow students, thus testing their ability to articulate their process and outcomes, and their proficiency in answering questions and defending their work.

Written Reports/Case Studies: Students will be required to provide detailed written reports, demonstrating their workflow, challenges, solutions, and results.

Mentors will complete an evaluation form to assess how effectively the student demonstrated mastery over the program's learning objectives throughout their internship.

Table 5. Anticipated Courses, Sections, SSH

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of new courses offered	5	6	6	6	6	6
Number of new sections offered	5	6	6	6	6	6
Annual SSH*	150	360	360	360	360	360

*Year 1: 10 students projected. Annual SSH = (5 courses x 3 cr) x 10 students; Years 2–6: average 20 students projected. Annual SSH= (6 courses x 3 cr) x 20 students

Academic Advising

The goal of academic advising in ICS is to empower and engage our students in the PMCS as they pursue their personalized plans for academic and professional success. Students in the PMCS will be able to receive academic advising services from the ICS academic advisor and the Industry Liaison. The student and advisors will meet to create a personalized plan to complete the requirements for the PMCS.

Direct paths for students from UH System

The PMCS is designed to offer a post-graduate option for students from all UH system 4-year campuses (UH Mānoa, UH West O‘ahu, UH Hilo). The admission policies include a direct path for students from UH West O‘ahu that have a BS degree in Cybersecurity and those from UH Hilo that graduate with a BS degree in Computer Science. The flexibility of the program will also allow students who do not reside on O‘ahu to complete the first year completely online with the AI/Data Science track.

IV. PROGRAM EFFICIENCY

The recent and planned future hiring of new faculty in the ICS department makes this endeavor more realistic. Current ICS faculty and staff will manage the professional graduate program. The current and future hiring in ICS will help maintain these programs. Additional new resources may be required if the GCERT in AC and PMCS programs are extremely successful, have rapid growth, and/or there is interest and a need to establish additional tracks. No new facilities are needed except for office spaces for new faculty.

List similar programs that currently exist in the UH system.

There are no similar programs in the UH system. (See list of programs at peer and benchmark institutions, Appendix 5).

What are the risks associated with this program?

There are some potential risks associated with the request:

1. If enrollment is lower than anticipated in the first couple of years it will be difficult to continue the program without additional support since the Outreach College revenue is planned to be used to maintain the program.
2. Internships in industry, the culminating experience for the program, are critical to the success of the program. Without approval and funding for the Industry Liaison position, this important component of the degree will not be achievable.
3. Without approval and funding for the Professor of Practice requested, we will not be able to offer the program since the professional courses are very different from our current offerings for our existing MS CS degree. Having a faculty member with experience in industry as full time is very important for the quality of this program.

What impact will developing this program have on resource (re)allocation in the unit?
Many of our current ICS resources will be used for this program since we already have a graduate program. Some of the necessary resources such as advertising and course design will be achieved with the assistance of Outreach College. An email documenting the collaboration with Outreach College is included as part of Appendix 6. We will request for the start of year one, a full-time Professor of Practice with professional experience specialized in AI Data Science and a 0.50 FTE Industry Liaison. The entire program will be offered through Outreach College. Some courses that are already in the ICS graduate program will be offered in the regular section for the MS CS students and through Outreach College's extension term for the PMCS students.

Table 6. Existing Resources and Funding (Funding Generated Through Outreach College)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	10 students x $650.00/cr for 15 credits	10 students + 10 students) x $650.00/cr for 15 credits	20 students x $650.00/cr for 15 credits	20 students x $650.00/cr for 15 credits	20 students x $650.00/cr for 15 credits	20 students x $650.00/cr for 15 credits
Combined Revenue: Tuition/Summer /Course Fees	$97,500	$195,000	$195,000	$195,000	$195,000	$195,000
Other Allocation (Grants)	n/a	n/a	n/a	n/a	n/a	n/a
Outreach fee	$26,325	$52,650	$52,650	$52,650	$52,650	$52,650
Instructional fee (1 lecturer)	$7,021	$7,021	$7,021	$7,021	$7,021	$7,021

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remaining Revenue (return to CNS)	$64,154	$135,329	$135,329	$135,329	$135,329	$135,329

Table 6 is representative of the revenue generated solely from the PMCS Program. It is important to note that the GCERT in AC program will also generate revenue from tuition, while utilizing the same resources, Students in the GCERT in AC will be registered in the same courses as the first year PMCS students. Table 7 represents the combined remaining revenue for both programs. The Instructional Fee of 1 lecturer is calculated only for one program but it will cover one course in both programs.

Table 7. Combined Remaining Revenue for Both Programs (GCERT in AC and PMCS)

Remaining Revenue (return to CNS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PMCS Program	$64,154	$135,329	$135,329	$135,329	$135,329	$135,329
GCERT in AC Program	$71,175	$142,350	$142,350	$142,350	$142,350	$142,350
Total	$135,329	$277,679	$277,679	$277,679	$277,679	$277,679

We anticipate that while the program will initially need resources, it grows to be self-sustaining based on our projected revenue. At that point, any profit generated after expenses will be split between ICS and CNS, with at least 50% of the profit being returned to ICS.

Table 8 describes all the new personnel and operating costs for the PMCS. Without approval and funding for the position requested, we will not be able to offer the program.

Table 8. Anticipated NEW Personnel and Operating Costs

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New Professor of Practice	1 new $100,000	1 continuing $100,000	1 continuing $100,000	1 continuing $100,000	1 continuing $100,000	1 continuing $100,000
Fringe on above (65.76%)	$65,760	$65,760	$65,760	$65,760	$65,760	$65,760
Other (industry liaison)	1 new $50,000	1 continuing $50,000	1 continuing $50,000	1 continuing $50,000	1 continuing $50,000	1 continuing $50,000
Other Fringes	$32,880	$32,880	$32,880	$32,880	$32,880	$32,880

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOTAL	$248,640	$248,640	$248,640	$248,640	$248,640	$248,640

There are no anticipated new operating costs as indicated in Table 9 below.

Table 9. Anticipated NEW Operating Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Year
New Operating Costs	n/a	n/a	n/a	n/a	n/a	n/a	n/a

V. Program Effectiveness

Plan for assessing the quality of student learning.

We intend to have an advisory board for the professional program. The board will include leaders from academia and industry. Representatives of the industry collaborating with us in the internship program will be asked to be members each year. At the end of each year, we will review with this board the formative (process and procedure) and summative (outcome and impact) evaluations, discuss, and make any necessary corrections. Key Performance Indicators (KPIs) will be tracked to assess the health of the program. Data collection will consist of a combination of tracking student class enrollment records and online surveys.

Identify relevant program accreditation and plan to meet accreditation requirements.

There are no plans to seek accreditation of the program.

List of Appendices:

1. Comparison of the proposed professional master's degree to the currently existing master's degree
2. Survey on Interest in a Professional Master in Computer Science
3. List of currently approved electives
4. Program sheet outlining the PMCS degree requirements
5. Examples of similar programs
6. Approved Proposal for the Graduate Certificate in Applied Computing
7. UHM-1 form and syllabus for ICS 602
8. Letters of Support

UNIVERSITY OF HAWAI'I AT HILO
Vulcans Athletics

University of Hawai‘i Hilo Athletics

Presentation to

University of Hawai‘i

Board of Regents

Student Success Committee

Budget and Impact

April 17, 2025

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Agenda

- Budget
- Name, Image and Likeness (NIL)
- Title IX
- Facilities

NCAA Division II

MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

FY 2025 Budget Summary Projection

		Income	*Expenses*	*Balance*
Institutional Operating Funds				
A- Personnel				
G-Funds	B100- Reg Employee	1,130,400.00	1,185,442.00	(55,042.00)
	B200- Casual Hire	290,000.00	348,500.00	(58,500.00)
	B400- Std Employee	$52,350.00	75,000.00	(22,650.00)
Total A-Personnel		1,472,750.00	1,608,942.00	136,192.00
O- Other (Operating)				
G-Funds/TFSF	B600- Other Expenses	32,508.00	87,685.00	(55,117.00)
Team Travel		1,124,942.22	1,124,942.00	-
Uniforms		129,300.00	129,300.00	-
Pre-Season Meals		27,000.00	27,000.00	-
Equipment/Supplies		62,000.00	62,000.00	-
Institutional Memberships		4,250.00	4,250.00	-
Home Events (Officials)		85,000.00	85,000.00	-
Guarantees		35,000.00	35,000.00	-
Total O-Other		1,500,000.00	1,555,177.00	(55,177.00)
Total Institutional Funding		**2,972,750.00**	**3,164,119.00**	**(191,369.00)**

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

FY 2025 Budget Summary Projection

		Income	*Expenses*	*Balance*
Revenue Funds				
Beginning Balance		475,000.00		475,000.00
Projected Income for FY 2025	Corporate Sponsors	150,000.00	15,000.00	135,000.00
	Fundraising (UHF)	375,000.00	200,000.00	175,000.00
	Ticket Sales	50,000.00	17,000.00	33,000.00
	Concession	48,000.00	35,000.00	13,000.00
	Royalties	18,000.00		18,000.00
	Camps	25,000.00	14,000.00	11,000.00
	NCAA/PacWest	18,000.00		18,000.00
Total Revenue		**1,159,000.00**	**281,000.00**	**878,000.00**
Scholarships				
Achievement Grant		700,000.00	700,000.00	-
Honolulu Stadium Fund		181,000.00	179,000.00	2,000.00
Foundation		75,000.00	47,000.00	28,000.00
Total		**956,000.00**	**926,000.00**	**30,000.00**
Total Athletic Budget		**5,087,750.00**	**4,371,119.00**	**716,631.00**

UNIVERSITY OF HAWAI'I AT

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Name, Image and Likeness (NIL)

What is NIL?

Name, Image and Likeness, or "NIL" refers to a student-athlete's ability to earn compensation from third parties using their personal brand. Student-athletes can earn compensation from outside sources without affecting their eligibility to compete or receive athletic scholarships.

What Does NIL Include?

NIL activities can encompass a wide range of opportunities, including, but not limited to:

- Social Media Promotions and Influencer Activities
- Monetization of Social Media Presence
- Endorsements and Sponsorships
- Entrepreneurial Ventures
- Engaging in Commercial Opportunities
- Appearances and Autograph Sessions
- Sports Camps and Private Lessons

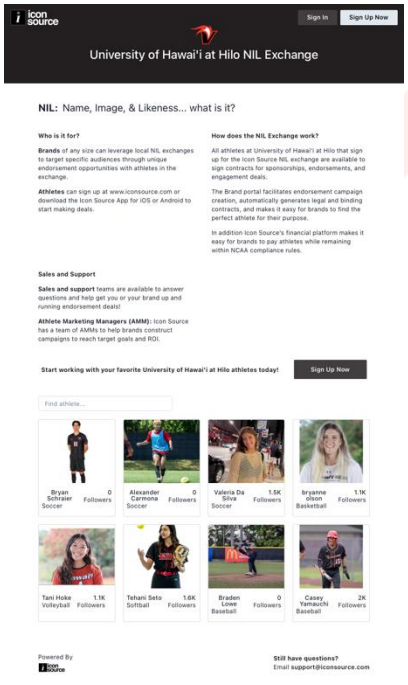
NCAA Division II MAKE IT YOURS™

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

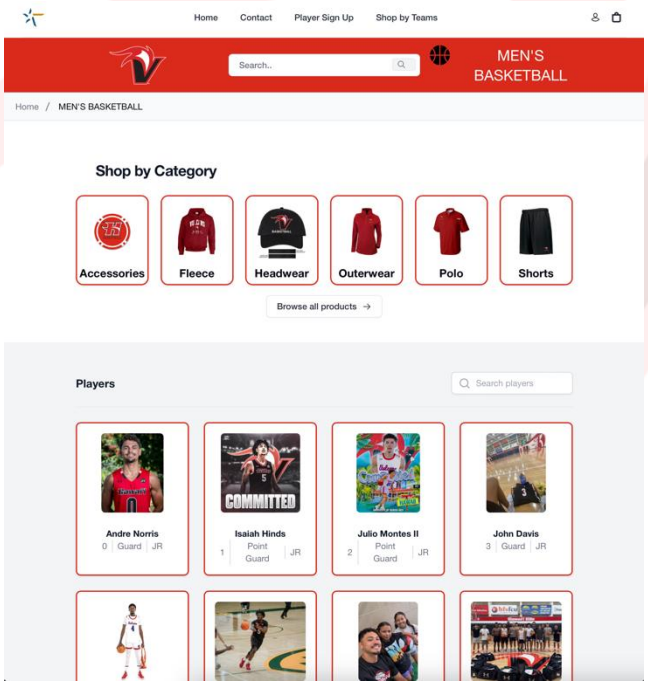
Name, Image and Likeness (NIL)

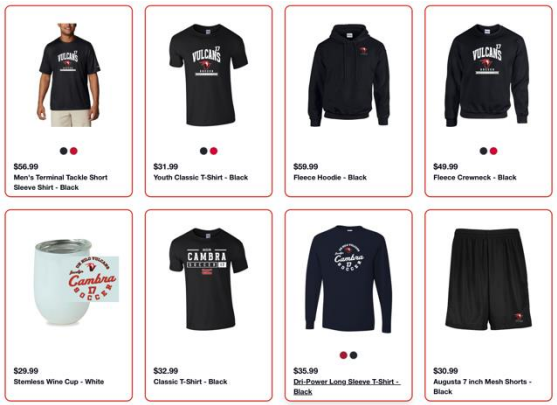
UH Hilo has partnered with Icon Source to provide NIL opportunities with local and national businesses to all of our student-athletes. We have also partnered with Athletic Solutions who provides an online presence for personalized apparel with partial proceeds going directly to the student-athletes for their name, image and likeness.

Icon Source



Athletic Solutions





NCAA Division II

MAKE IT YOURS™

UNIVERSITY OF HAWAI'I AT HILO
Vulcans Athletics

University of Hawai‘i Hilo Athletics

Presentation to

University of Hawai‘i

Board of Regents

Student Success Committee

Title IX Update

April 17, 2025

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Title IX Equitable Participation Opportunities

- Prong I (Substantial Proportionality) Provide opportunities for participation in intercollegiate sports by gender in approximate proportion to undergraduate enrollment.
- Prong II (Continued Expansion) Demonstrate a history and continuing practice of program expansion for the underrepresented gender.
- Prong III (Full Accommodation) Demonstrate that the university is fully and effectively accommodating the athletic interests of the underrepresented gender.

NCAA Division II MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Scholarships

Year	Scholarship Expenses			Participants			Scholarship % vs. Participation %
	Men	Women	% Women	Men	Women	% Women	
2023-24	$768,017	$811,949	51.4%	120	103	46.2%	5.2%

NCAA Division II

MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Title IX Education-Training

Title IX training plays an important role in educating student-athletes, coaches and staff on their rights and responsibilities to address, report and prevent sexual misconduct, and foster a safe, respectful learning and working environment.

- In collaboration with UHH Office of Title IX, provide mandatory Title IX training for ALL coaches, and staff for sexual harassment, assault and discrimination (Online Vector Solutions: Sexual Assault Prevention for Athletic Staff).
- In collaboration with UHH Office of Title IX, provide mandatory Title IX training for ALL SA's for sexual harassment, assault and discrimination (Online Vector Solutions: Sexual Assault Prevention for Student-Athletes).
- In-Person meetings in the Fall with SA's to review the SA Handbook and highlight Title IX, Gender Equity, Sexual Harassment, Sexual Assault, Relationship Violence and Stalking.
- Collaborating with the Title IX Office to conduct four additional in-person educational trainings for each of our programs and staff to supplement the online training and increase awareness.

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Facilities Review

Completed CIP for WOMEN

UH Hilo Softball Field
Improvements to drainage
Added Artificial turf to playing field

Cost: $1.2M

Started: September 2020

Completed: June 2022

NCAA Division II

MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Facilities Review

Completed CIP for GENDER NEUTRAL

UH Hilo Soccer Complex New Soccer Field (Artificial Turf), Drainage, Scoreboard & Mobile Press Box	**UH Hilo Multipurpose Building Restrooms, Concession, Storage Facility & Meeting Room**	**UH Hilo Tennis Courts Crack Repairs, Repave, Installed New Fence & New Nets**	**Vulcan Gymnasium Floor Repairing Termite and Water Damage & Refinishing Floor**
Cost: $2.1M	Cost: $1.03M	Cost: $630,000	Cost: $249,000
Started: September 2020	Started: September 2020	Started: April 2021	Starting: June 2024
Completed: June 2022	Completed: June 2022	Completed: March 2022	Completion Date: August 2024

NCAA Division II

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UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Facilities Review – CIP In Progress

GENDER NEUTRAL	MEN	WOMEN
Athletic Training Room & Fitness Center Cost: TBD Starting: Design Phase On-Going Completion Date: TBD	**Men's Locker Rooms & Showers** Cost: TBD Starting: Design Phase On-Going Completion Date: TBD	**Women's Locker Room & Showers** Cost: TBD Starting: Design Phase On-Going Completion Date: TBD

NCAA Division II

MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO Vulcans Athletics

Facilities Review

CIP Spend (September 2020 through April 2025)

MEN	WOMEN	GENDER NEUTRAL
$0	$1.2M	$4.01M

NCAA Division II

MAKE IT YOURS

UNIVERSITY OF HAWAI'I AT HILO
Vulcans Athletics

University of Hawai‘i at Mānoa Athletics

Presentation to

Board of Regents
Committee on Student Success
April 17, 2025

Budget Update
NCAA Compliance Update
Title IX/Gender Equity Update

Financial Update

Budget History

	FY24 Audited	FY25 Estimated	Difference
Revenues	49.87M	52.20M	2.33M
Expenses	49.63M	52.05M	(2.42M)
Net Income	0.24M	0.14M	(0.10M)

Budget Impacts

FY23 to FY24

Change in Revenue (in Millions)	
H Club, PSD, general fundraising, UHF reimbursements	$4.8M
Football game guarantees	-$2.2M
Facility rentals and concessions	-$0.3M
Total Revenue Changes	$2.3M

Change in Expenses (in Millions)	
Increase in salaries and benefits	$2.1M
Increase in scholarship expenses	$0.3M
Total Expense Changes	$2.4M

Budget Impacts

FY25 Estimated Revenues (in thousands)

University Support for Scholarships	$11,432
Legislative Support	$7,200
University Support for Salaries/Benefits	$5,024
Ticket Sales	$4,962
H Club, PSD, FB Suites and Courtside Seats, Fundraising	$3,323
General Fundraising	$2,828
Television and Radio Rights	$3,605
Conference and NCAA Distributions	$3,695
Corporate Partnerships - Learfield	$2,700
Student Fees	$1,650
Game Guarantees	$324
Concessions	$1,575
Reimbursements from UHF	$1,363
Honolulu Stadium Endowment	$604
Licensing, Royalties, Fanatics, H Zone	$550
Camps and Clinics	$400
Facility Rentals	$440
Other Revenue	$500
Total Revenues Estimated for FY 2025	$52,175

FY25 Estimated Expenses (in thousands)

Salaries	$13,830
Scholarship	$11,623
Benefits	$8,002
Team Travel	$5,040
Guarantees	$2,888
Supplies (Including Adidas)	$1,699
Supplemental Meals and meals during breaks	$949
Student and Casual Wages	$990
Conference and other Dues	$837
Recruiting	$807
Home Football Game Expenses	$757
Game Officials	$691
Medical	$520
Paciolan and Credit Card Fees	$494
Camps and Clinics	$376
Facility Rentals	$286
Alston	$200
Other	$2,060
Total Expenses Estimated for FY 2025	$52,049

Expense Factors and Revenue Initiatives

Expenses related to budget outcome (FY25)

New Expenses

NIL Staffing
Pole Vault Coach
Water Polo Coach
Athletic Trainers (3)
Mental Health

Other Factors

Low football game guarantee

Revenue Initiatives

Ticket Pricing
Ticketing Fees
NIL Outreach
NIL Strategies
Fundraising
Legislative Request

NIL Update

NIL Overview

Name, Image, Likeness (NIL)

Ability for college student-athletes to profit from their personal brand by engaging in services:

- Endorsements
  - Appearances
  - Social Media Campaigns
  - Branded Merchandise

NIL Landscape

Current State of NIL (through June 30, 2025)

All student-athletes at UH-Manoa are engaged in some type of NIL activity
Working with three collectives
Student-athlete education

House Settlement Impact (beginning July 1, 2025)

NIL distributions must come from the University
NIL through collectives or anyone not associated with the University must go through clearinghouse (Deloitte)

Ongoing Preparation

Completed NIL review
RFP to procure services related to NIL administration

New World Expenses

House Settlement Realities (July 1, 2025)

Back Pay	$463,427	Required payments to student-athletes for NIL from 2016-2025
Revenue Sharing	$3,968,606	Percentage of departmental revenues for NIL to current student-athletes
Scholarships	$7,872,264	Increase in scholarships from 246 to 444
Cost of Attendance	$1,786,770	Maximum value of scholarships above standard tuition, fees, room and board
Alston	$2,650,300	Expenses related to education up to $5,980 per student-athlete
TOTAL	$16,341,367	

Title IX Update

PROGRAM AREAS

AREA 1	AREA 2
Participation Three Prong Test	**Scholarships**

AREA 3

Equitable Treatment

Equipment and supplies
Scheduling
Travel
Opportunities for academic services
Opportunities to receive quality coaching
Provision of facilities (locker rooms, competition, practice)
Provision of medical/training services and facilities
Provision of housing and dining
Publicity
Recruiting
Support services

EQUITABLE PARTICIPATION OPPORTUNITIES

Prong I (Substantial Proportionality)

Provide opportunities for participation in intercollegiate sports by gender in approximate proportion to undergraduate enrollment

Prong II (Continued Expansion)

Demonstrate a history and continuing practice of expanding opportunities for the underrepresented gender

Prong III (Full Accommodation)

Demonstrate that the University is fully and effectively accommodating the athletic interests of the underrepresented gender

SCHOLARSHIPS

Requirement

Award scholarship aid to each gender within one percentage point of their “unduplicated participation” percentage.

As an example, if 50 percent of the ”unduplicated participants” are women, then the percentage of scholarship aid for women should fall between 49 and 51 percent.

SCHOLARSHIPS

YEAR	Scholarship Expenses MEN	Scholarship Expenses WOMEN	% Scholarship Expenses WOMEN	Unduplicated Participants MEN	Unduplicated Participants WOMEN	% Unduplicated Participants WOMEN	Scholarship % vs. Participation %
2021-22	$4,597,559	$4,466,930	49.3	245	235	49.0	0.3
2022-23	$4,918,489	$4,725,387	49.0	267	238	47.1	1.9
2023-24	$5,002,041	$4,614,417	48.0	253	245	49.2	1.2

Facilities Review

FACILITIES REVIEW

CIP Spend (May 2019 through December 2024)

MEN	WOMEN	GENDER NEUTRAL	EXIGENT
$4.31M	$13.18M	$24.56M	$27.02M

MEN	WOMEN	GENDER NEUTRAL
$4.31M plus **$27.02M** *Exigent Circumstances (Ching Field)* **= $31.33M**	**$13.18M**	**$24.56M**

FACILITIES REVIEW

Completed CIP for MEN (May 2019 through December 2024)

PROJECT	COST	STARTED	COMPLETED
Les Murakami Stadium Safety Netting Installation and Spall Repair	$650K	December 2019	March 2021
Les Murakami Stadium Turf Replacement	$1.9M	October 2024	January 2025
Les Murakami Stadium Concourse Restroom Renovation	$1.76M	June 2020	May 2023

Completed CIP for WOMEN (May 2019 through December 2024)

PROJECT	COST	STARTED	COMPLETED
Rainbow Wahine Softball Stadium Improvements to Grandstand Structure and Playing Field (Phase 2A)	$3.61M	June 2017	September 2020
Clarence T.C. Ching Track Replacement	$2.22M	May 2019	February 2021
Rainbow Wahine Softball Stadium Add locker room, lounge, training room, and coaches offices (Phase 2B)	$7.35M	June 2020	July 2022

FACILITIES REVIEW

Completed CIP for GENDER NEUTRAL (May 2019 through December 2024)

PROJECT	COST	STARTED	COMPLETED
Gym 1 and Gym 2: Renovation	$9.56M	January 2018	November 2021
Duke Kahanamoku Aquatic Complex: Diving Well Repair	$4.73M	April 2018	August 2021
SimpliFi Arena at Stan Sheriff Center: Refinish Gym Flooring	$86K	May 2019	September 2020
Lighting Retrofit (Softball, Beach Volleyball, Les Murakami Stadium, Clarence T.C. Ching Complex, Tennis Complex, Duke Kahanamoku Aquatic Complex)	$3.4M	November 2019	November 2023
SimpliFi Arena at Stan Sheriff Center Center: Sound System Replacement	$910K	May 2020	December 2022
Tennis Court Resurfacing	$1.1M	June 2020	October 2020
Alexander Waterhouse Strength and Conditioning Facility Renovation	$3.06M	December 2022	October 2023
Tennis Court Crack Repairs	$136K	March 2023	October 2023
Gym 1 & 2 PV Panel Installation	$1.5M	July 2022	February 2025
SimpliFi Arena at Stan Sheriff Center Center: LED Court Lighting Replacement	$80,000	August 2023	September 2024

FACILITIES REVIEW

Completed CIP EXIGENT Projects (May 2019 through December 2024)

PROJECT	COST	STARTED	COMPLETED
Clarence T.C. Ching Complex: Phase 2	$2.22M	April 2021	August 2021
Clarence T.C. Ching Football Stadium: Turf Replacement and Stadium Build	$9.1M	March 2021	August 2021
Clarence T.C. Ching Football Stadium: Expansion	$15.7M	April 2023	August 2023

FACILITIES REVIEW

CIP In Progress MEN

PROJECT	ESTIMATED BUDGET	ANTICIPATED CONSTRUCTION START	STATUS
Men's Volleyball Locker Room Renovation	TBD	Summer 2026	In Design Phase Targeted completion in 2027
Baseball Batting Cage Renovation	TBD	Summer 2026	In Design Phase Targeted completion in 2027

CIP In Progress WOMEN

PROJECT	ESTIMATED BUDGET	ANTICIPATED CONSTRUCTION START	STATUS
Track and Field/Soccer Complex Phase 1	$15M	October 2023	May 2025
Women's Volleyball Locker Room Renovation	TBD	Spring 2026	In Design Phase Targeted completion in 2027

FACILITIES REVIEW

CIP In Progress GENDER NEUTRAL

PROJECT	BUDGET	STARTED	STATUS
SimpliFi Arena at Stan Sheriff Center Center: Dome Renovation	$2.56M	October 2023	July 2025

Title IX Compliance

Deputy Title IX Coordinator for UHMAD

Skylyn Nanoo
Director of Student-Athlete Services
Deputy Title IX Coordinator

Mandatory Online Training (Annually)
Vector Solutions: Clery Act and Title IX
Vector Solutions: Sexual Assault Prevention for Athletic Staff

Title IX In-Person Meetings
Title IX 2024 Regulations Briefing - August 2024
Title IX Regulation Updates - February 2025

Thompson Coburn Title IX In-Person Training

- 4 days of training in October 2024
- Days 1 & 2 - Title IX Coordinator Training
- Day 3 - Investigator Training
- Day 4 - Decision Maker Training

TITLE IX EDUCATION

NCAA Education

For Student-Athletes

In-person Title IX educational training sessions conducted by TAP 808, a program of the Domestic Violence Action Center (DVAC), with an emphasis on Healthy and Unhealthy Relationships and Sexual Violence Prevention

- 4 sessions in Fall 2024: December 2, December 3, December 4, December 5, 2024
- 2 sessions in Spring 2025: March 12, 2025 (2 separate sessions held on 3/12)

For UHMAD Coaches and Staff

In-person training provided by the Title IX Office at Departmental Meeting on November 6, 2024

- Jennifer Rose, Executive Director, UH Office of Institutional Equity/Interim Title IX Coordinator
- Jessica Kaneshiro, Case Resolution Officer & Investigator

TITLE IX EDUCATION

Additional Awareness Education

For Student-Athletes

Student-Athlete Handbook In-Person Meetings (Fall 2024 semester - 9 sessions and Spring 2025 semester - 3 sessions)

Review of Student-Athlete Handbook
Title IX and Gender Equity
Deputy Title IX Coordinator
Confidential Advocates
Policy of nondiscrimination
Sexual harassment and gender-based violence

Student-Athlete Handbook Accessibility

On UHMAD website at:
https://hawaiiathletics.com/documents/2008/7/1/sa-07-08.pdf


Go 'Bows!
OUR TEAM - HAWAII'S TEAM

Item V.

Executive Session

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION