

Nomination to the University of Hawai'i Board of Regents
Response to Senate Committee on Education Questions

Patrick W. Naughton

1. Why did you decide to apply to serve on the BOR?

For most of my life, I have been associated in one way or another with the University of Hawai'i. Having the opportunity to be appointed to serve on the Board of Regents allows me to continue my service with this dynamic institution.

My association with UH includes being the son of a faculty member, an undergraduate student (BA 1966), and a management-level employee at UH Manoa, UH Hilo, Hawai'i Community College, and the Office of the Chancellor for Community Colleges. Other positions I have held include a military officer in Vietnam, a school teacher, private school fundraiser, appointments in three other universities (teaching and development), executive director of an economic development council and a project serving children with dyslexia. I have also been active in the communities I have lived and currently I am president of two volunteer boards and serve on a third one.

I feel that my broad background in academia, development, and the private nonprofit sector provides me with a skill-set of experiences and attitudes which would make me an effective regent. I have directly been involved with UH for over half of my life and have supported the institution as a donor of time and financial resources.

When I learned about the position of UH regent being available I decided that I have the necessary experience to be a successful regent and so applied for the position.

2. What do you perceive are the roles and responsibilities of individual members and the overall role of the BOR in regards to University decision-making?

It should be stated that individual regents possess no authority or special prerogatives, it is only as a corporate body that the BOR has any standing.

However, as individual members, each regent needs to play the role of an ambassador of the University seeking to inform the public about the institution and to help interpret the community's needs and expectations to the Board and system executives. A regent needs to be very careful not to represent the board or the university but to serve as a conduit between the community and the Board.

Each regent has the responsibility to learn about the entire system and to prepare for each meeting so that they can ask relevant questions. Each regent is responsible for supporting Board decisions, even if he/she disagrees with them.

The State of Hawai`i Constitution, Article X Education, Section 6, "...provides that the University of Hawai`i Board of Regents shall have the power to formulate policy and exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board." As such the Board is responsible for the governance of the university. Some of the key responsibilities include (1) the employment, support and evaluation of the president, (2) involvement in and approval of strategic plans, (3) be the policy makers, and (4) provide fiduciary oversight. The Board also protects the UH System from undue influence. And the Board acts as a unit with one voice.

3. Please identify one short- and one long-term goal you would have as a BOR member and how you would accomplish these during your term of service.

The short-term goal I would like to emphasize with the Board and the President is to develop a "cultivation of donors" within the University. The UH Foundation does an effective job in cultivating donors before, during and after they make gifts. But individual units in UH System also need to service and recognize donors. Development professionals tell us that 85 percent of giving comes from individuals but that institutions often concentrate on the other 15 percent, primarily grants. I would encourage the Board and the President to help departments and colleges in contacting, soliciting, and thanking their constituencies - be they companies, alumni, and other individuals. I know from experience that I receive a prompt receipt and letter from the UH Foundation but I never hear from the departments or colleges where my gift is designated. A personal thank you often leads to another gift. In these times of financial difficulties the University's units need to "mine" individual giving.

My long-term goal is to be an effective champion of community colleges within the Board. This is not to denigrate the upper division and graduate units of the university system but rather to make sure that the Board recognizes the uniqueness of the seven community colleges and the roles they have in serving students and the State of Hawai`i. There are no strategies per se to accomplish this goal except to work with other regents and the President to ensure that all units within the system are at the table.

4. Can you foresee any possible conflicts of interest that could arise during your service on the BOR? How would you overcome any conflicts of interest?

I have two relatives that work within the University system, my sister is a junior specialist at UH Hilo and a brother-in-law is an art professor at Windward Community College. In any conflicts of interest, such as might occur if the Board had to make a decision that directly impacted one my relatives, I would disclose this to the Chair and Secretary of the Board and recuse myself from any discussion of and vote on the matter.

5. In looking at the University's strategic plan and the goals laid out by President Greenwood for the University system, what particular areas are of interest to you and how will your particular skill set and experience contribute to the progress of the University system?

I am particularly attracted to two of the strategic plan goals that President Greenwood emphasizes:

Increasing the number of educated citizens in the state of Hawaii; and
Contributing to the workforce and the economy.

I believe my particular skill sets in working at the cusp of secondary and postsecondary education on the School-to-Work project and Tech Prep (both national and local initiatives) would prepare me to contribute to helping the progress of the University system in addressing this goal. I have worked with the Superintendent of Education and senior management at the UH System and at the campuses in implementing transition strategies that help students progress from secondary to postsecondary education. I also helped the Montana University System to implement Tech Prep in health fields during my tenure at Montana Tech University.

My experience with supporting workforce training and the economy has been both in education and the private sector. As executive director of the Lincoln County Economic Development Council and with my service on the Hawaii (Big Island) Economic Opportunities Council I have worked with the private sector and education to increase the economic wellbeing of both individuals and local economies. I was also involved in the state implementation of the Workforce Investment Act with the Department of Labor and Industrial Relations and served first as the Superintendent's Representative and then the Chancellor for Community Colleges' representative on the Honolulu Workforce Development Board. As provost of Hawai'i Community College I also worked with various local businesses and industries to develop educational initiatives to better prepare the workforce to participate in the local economy.

6. We are currently faced with an unprecedented budget crisis. What ideas do you have for generating revenue or cutting costs for the University and how should the University go about making any cuts within the budget?

I believe that two revenue streams that the University should look at are alumni and private foundations. As noted earlier, in my response to Question #2, I believe that colleges and departments need to better cultivate individual donors. If one were to consider the number of alumni that have graduated from each major in the 10 campuses and each of them were to donate \$100 a year the potential revenue would be immense. To achieve this goal the entire university family would have to become development “savvy.” It is possible. Many private universities do this and are successful. As a regent I would encourage the President to implement this change.

The other revenue stream that the University should look at is small private foundations. There are literally thousands of small foundations that will support education though in order to apply for these types of grants the University will need to modify its indirect costs rules as most small private foundations do not pay indirect costs or limit them to 10 percent or less. For the past 10 years I have been significantly involved in writing grants and have been successful in obtaining them from small foundations.

I believe that two ways to cut costs is to amalgamate support services and to encourage the use of learning technology in the classroom. Though each institution and program likes to have it’s own auxiliary services, some cost savings could be achieved by sharing these services. This is not only between college units but could also include extension and research sites throughout the state. The University has been encouraging of distance learning as one way of expanding course offerings on all campuses. More of this should be encouraged particularly as students have the knowledge and ability to use technology and social media. The University should also look at technology in implementing student services and faculty development. Technology may have steep upfront costs but these are far less than human resource costs.

The University needs to be very careful in how it cuts cost. Across the board cuts rarely are successful. Deferment of costs - whether it be Repair & Maintenance or faculty salary raises - often come back to bite the institution in the future. The biggest budgetary expense is personnel so I believe the University needs to look at alternatives through the use of instructional technology and the replacement of general funded personnel with private funding personnel thus making the institution more entrepreneurial. Mission need to be the driving force and the strategic planning goals should be the overall guide to making budget cuts. The BOR needs to work with the President to do more with less general funding support.

- 7. How do you view the role of the system as it relates to the 10 campuses? Do you feel that the relationship as it exists now should be changed? How will you ensure equity of resources across all the campuses?**

The role of the system as it relates to the 10 campuses is to coordinate, focus, lead, and ensure a fair distribution of resources. Over my working relation at UH I have seen many models used. I agree with the relationship as it now exists, it provides good communications between and across campuses as well as within the system. I believe equity of resources can best be accomplished at the Board level by the full participation of all regents in practicing fiduciary oversight as a body and being knowledgeable about each campus and its perceived needs. It is not the role of individual regents to advocate for any particular unit but rather to ensure that the President ensures an equity of resources.

- 8. While the University enjoys a fair amount of autonomy, the Legislature still plays a significant role in regards to funding, policies, and procedures. How do you view the relationship between the University and the Legislature and what factors are critical to ensure an effective and collaborative relationship?**

I view the relationship between the University and Legislature as being one of partnership. We share the same goals of providing educational and training opportunities to the citizens of the State, ensuring the economic success of Hawaii's economy, and maintaining Hawaii as international hub of the Asian-Pacific realm and the rest of the world. To ensure an effective and collaborative partnership requires open communications and honesty. The BOR's role is to ensure that the President is the focal point for all these interactions with the Legislature.

GM660

Testimony

Senator Tokuda and Members of the Committee on Education. My name is Patrick Naughton and I have been nominated by Governor Abercrombie for the East Hawai`i County seat on the University of Hawai`i Board of Regents (GM 660). Thank you for providing me with this opportunity to provide testimony on my behalf and to appear before you.

I hope the Governor's confidence in me is based on my ability and knowledge of Higher Education and that this will help me to meet the challenge he proposed in his Budget Message, Choosing a New Day, "...to make sure that the University system is thriving." I believe my strong academic background, culminating in an earned doctoral degree, and my over 30 years of university work experience at the University of Hawai`i and other systems will clearly demonstrate that I can make a contribution to the University and the Board.

No other current or proposed BOR member possesses the community college experience I have, over 15 years within the UH system to include over four years as provost of Hawai`i Community College (now titled chancellor). I believe my community college perspective will definitely help the Board build support for this important sector within the UH system, which accounts for over half the student enrollment.

While a regent does not have a constituency, I believe my knowledge of the Big Island's economy and higher education institutions will help the Board in deliberations that will impact this island and the State.

Thank you for considering my nomination and I am more than happy to respond to any questions that the Committee may have.



EXECUTIVE CHAMBERS
HONOLULU

NEIL ABERCROMBIE
GOVERNOR

Wednesday, April 6, 2011, 1:15 PM
State Capitol Room 225

Testimony of
Honorable Neil Abercrombie
Governor, State of Hawaii

To the Senate Education Committee
Senator Jill Tokuda, Chair
Senator Michelle Kidani, Vice Chair

GM660 Confirmation of **Dr. Patrick W. Naughton** to the
University of Hawai'i Board of Regents

Chair Tokuda, Vice Chair Kidani, and members of the Committee:

I am pleased to appoint Patrick W. Naughton to the University of Hawai'i Board of Regents. Naughton will represent Hawai'i County. His term will end June 30, 2013.

Naughton has a varied and interesting background which will inform his service as a Regent. Currently, Naughton runs a small nonprofit that provides tutoring for children with dyslexia and other reading disabilities. Previously, Naughton, a UH alumnus, worked as an administrator at UH campuses for over 20 years. His experience included five years as Provost of Hawai'i Community College and ten years as an administrator with the Office of the Chancellor for Community Colleges.

Naughton also worked in education in a variety of other capacities including a high school teacher in Jamaica, administrator with the Hawaii Department of Education School-to-Work program, assistant professor in West Indies and Newfoundland, and fundraiser for Montana Tech University and St. Joseph School in Hilo. Naughton's work experience also includes the U.S. Army and economic development director of a small Montana county.

Thank you for your consideration. I respectfully request that you confirm Patrick Naughton to the University of Hawai'i Board of Regents.

From: George Simson [<mailto:simsongm@hawaiiantel.net>]
Sent: Tuesday, April 12, 2011 4:37 PM
To: Sen. Jill Tokuda
Subject: criteria for regents

TESTIMONY for SENATE EDUCATION COMMITTEE
April 20, 2011

GENERAL CRITERIA FOR UH REGENT NOMINEES

TO: Senator Jill Tokuda, Chair
Education Committee
Hawaii State Senate
FROM: George Simson
Professor Emeritus, University of Hawaii

Chairperson Tokuda and members of the Committee

I taught at the University of Hawaii from 1963 to 1997. I drafted the successful constitutional amendment that created a regential screening committee analogous to the state judicial selection committee. I have had direct dealings with several regents, have followed the careers of some others, and have a critical view of some of their behaviors that should have been avoided. I once challenged the status quo promulgated by the BOR when I ran for the Hawaii State House in 1972. I won the primary but lost the general. I worked as a volunteer with Governor Abercrombie for about 20 years. I do not know any of the current nominees for regent. My wife is a graduate of the Law School and both my daughters took their undergraduate degrees at UH. My son graduated from UH High School, and was football co-captain of Pac-5 when it beat Punahou for the first time. I founded and was director of a small but unique research center at UH, which by some estimates is number one of its kind in the world. I have been committed to the University of Hawaii for over half my life.

Although the criteria for hiring and retaining UH faculty are rigorous and are formally applied in each personnel case by around 30 people including regents, the criteria for regents are pretty much limited to location and taking an oath promising to serve. So let me suggest some criteria that speak to the needs of a still developing institution of first importance to the State and world culture.

THE BEST TANGIBLE VISION. Regents and everyone at UH should set the conditions conducive to nurturing a new assistant professor from date of hire, through perseverance in exploratory and independent work of the intellect, to winning a Nobel prize, the best single marker for world-class cultural accomplishment. UBC has done this.

THE PRO-FORMA JOB. In outline it's pretty simple: appoint a president and make long range policy enhancing the life of the mind through institutional means. Like who, like what?

THE MAIN WORKADAY JOB. A regent should be committed to institutional development, answering to the question of what makes a state university great. It's an art, not a routine,

although routines underlie the art. The University of Hawaii is a marvelous opportunity, when it is not distracted by narrow parochial interests.

THE THREE WORST PAST FAILURES BY THE REGENTS. First, hiring millions of dollars worth of administrators then trying to second-guess them by micromanaging. Second, allowing the proliferation of managers while being too stingy to fund faculty and students to do the real work of the intellect. Third, confusing management and intellect. At a great university, management merely sets conditions; intellect does the work. One estimate is that the percent of budget devoted to administration had risen from 5% to 15% since 1968, while student enrollment has stayed about the same.

APPOINTING A PRESIDENT. In my time at UH we have had eight full appointments to the presidency and several interims. The BOR has final responsibility for all these. Two presidents had a genuine commitment to the development of UH. Two had other agendas--both with bad consequences. One wanted to make UH a state college, downsized to a training school. One was a bubble head who got fired after taking the UH for about \$2 million. He was the de facto nominee of a powerful US Senator. One was a decent person who liked a five-martini lunch. The current president of UH is being blamed for trivia, while her main actions are a question mark. Since 1963 the BOR is batting .250, not a stellar performance.

THE BEST PAST POLICY DECISIONS. In 1969 re-instating Oliver Lee, who represented the First Amendment fought with intellect and uncommon courage. Second was banning secret Research.

THE WORST POLICY DECISIONS. Re-instating secret research, the mother of lies and the nurse of abuse. UH professors in secret research are cheap labor willing to sell it cheap. As I asked a chair of oceanography one time, how can you teach any ocean research when your students don't know whether it's true?

ATHLETICS. The BOR should either fish or cut bait about joining the Pac-12, the only nearby conference committed to first-class competition. Better to think the unthinkable and quit Division I athletics than limp and pretend the way we do now. Why do we pay the coach of the only UH national champion team about one-quarter of what we pay the coach in a program that has never won a national championship? Further, one percent of all ticket sales for what is essentially PR should be evenly divided between the the real vehicles of dissemination of words and ideas, the library and the UH Press. What say the nominees?

FACILITIES. UH needs a faculty club as good as those at Seoul National University or Singapore National University. It should be named Faculty Club because professors are honored in Asia. Appropriateness not fear of subversion should be the braver expectation. Hack architects should not set the norm of design. Contractors should be rigorously held to their schedules. Academic departments should be responsible for their own thematic decorations. What say the nominees?

RECOGNITION OF INTELLECT. The UH intellects--faculty or students--who have contributed the most to the life of the mind should be recognized in a hall devoted to heroes of intellect at a

central place on campus.

NAMING THE CAMPUSES. when UH expanded into all the community colleges in the 1960s, based on the California, Texas, and other models it was fashionable to hyphenate the name of the four year campus because it made universities sound like a big-deal system. System fools no one. Now in Hawaii only the community colleges have escaped the onus of hyphenation, Virginia state campuses have avoided it with distinctive names, aiming for the symbolism of singularity rather than massification. More important symbolically than the color of sports uniforms.

A SECOND SHORT HAND FORM OF ASSESSING CANDIDATES FOR REGENT. Request a statement of the life course from each. This is the only short form statement of an individual's connected past. What does such a narrative help you predict about the future? What persistent life-themes recur? What do those patterns portend for the future? What was the candidate's major failure and major success. How a candidate handles these two tell you tangible about the future.

DEVOLUTION. About 30 years ago, the Stauffer-Yount report on UH governance urged devolution as the principal mode. That contrasted with the Administrative inflation which made the managers look important. In short, regents should create the conditions whereby the people who do the real work--faculty and students--should have the real authority to do the job they are supposed to do. How say the candidates?