Notice of Meeting
UNIVERSITY OF HAWAI‘I
BOARD OF REGENTS

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

Date: Thursday, January 7, 2021
Time: 9:30 a.m.
Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. Meetings may be monitored remotely via the livestream pilot project. See the Board of Regents website for information on accessing the livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

I. Call Meeting to Order
II. Approval of the Minutes of the November 19, 2020 Meeting
III. Public Comment Period for Agenda Items:

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. 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, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board’s website.

Those wishing to provide oral testimony for the virtual meeting may register here. Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. 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.

IV. Report of the President and COVID-19 Update
V. Committee Reports
   A. Report from the Committee on Academic and Student Affairs
   B. Report from the Committee on Independent Audit
   C. Report from the Committee on Personnel Affairs and Board Governance
   D. Affiliate Reports

For disability accommodations, contact the Board Office at 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.
VI. Agenda Items

A. Review of Graduate Medical Education Programs at the John A. Burns School of Medicine Annual Report for Academic Year 2019-2020

B. Update on Financial Status and Reshaping the University of Hawai‘i for the Future

VII. Executive Session (closed to the public):

A. Labor Negotiations and Legal Matters: (To deliberate concerning the authority of persons designated by the board to conduct labor negotiations or to negotiate the acquisition of public property, or during the conduct of such negotiations, and to consult with the board’s attorneys on questions and issues pertaining to the board’s powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(3) and 92-5(a)(4), Hawai‘i Revised Statutes)

1. Quarterly Status Report on Litigation
2. Collective Bargaining Negotiations Update

VIII. Announcements

A. Next Meeting: February 18, 2021, location to be determined

IX. Adjournment

ATTACHMENTS

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

**Executive/Managerial**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary Unreduced</th>
<th>Monthly Salary Reduced</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>Uwono Koike</td>
<td>DeEtte</td>
<td>Interim Director of Equal Employment Opportunity and Affirmative Action</td>
<td>Office of the Vice President for Legal Affairs and University General Counsel</td>
<td>Appointment</td>
<td>$13,334</td>
<td>$12,103</td>
<td>January 8, 2021 to January 7, 2022</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Meech</td>
<td>Karen</td>
<td>Interim Director</td>
<td>Institute for Astronomy</td>
<td>Appointment</td>
<td>$23,988</td>
<td>$21,774</td>
<td>February 1, 2021 to January 31, 2022</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Oliveira</td>
<td>Katrina-Ann</td>
<td>Interim Assistant Vice Chancellor</td>
<td>Undergraduate Education</td>
<td>Appointment</td>
<td>$13,942</td>
<td>$12,655</td>
<td>February 1, 2021 to January 31, 2022</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Sugii</td>
<td>Nellie</td>
<td>Acting Director</td>
<td>Lyon Arboretum</td>
<td>Appointment</td>
<td>$7,972</td>
<td>$7,236</td>
<td>February 1, 2021 to January 31, 2022</td>
</tr>
</tbody>
</table>
BOARD OF REGENTS MEETING

NOVEMBER 19, 2020

Note: On January 30, 2020, the World Health Organization declared the outbreak of COVID-19 a public health emergency of international concern, subsequently declaring it a pandemic on March 11, 2020. On March 16, 2020, Governor David Y. Ige issued a supplementary proclamation that temporarily suspended Chapter 92, Hawai‘i Revised Statutes, relating to public meetings and records, “to the extent necessary to enable boards to conduct business in person or through remote technology without holding meetings open to the public.”

I. CALL TO ORDER

Chair Benjamin Kudo called the meeting to order at 8:31 a.m. on Thursday, November 19, 2020. The meeting was conducted with regents participating from various locations.

Quorum (9): Chair Benjamin Kudo; Vice-Chair Randy Moore; Regent Simeon Acoba; Regent Eugene Bal; Regent Wayne Higaki; Regent Jan Sullivan; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson.

Excused (2): Vice-Chair Alapaki Nahale-a and Regent Kelli Acopan.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Community Colleges Erika Lacro; 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; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/UH Foundation (UHF) Chief Executive Officer (CEO) Tim Dolan; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O‘ahu (UHWO) Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES

Regent Higaki moved to approve the minutes of the October 15, 2020, meeting, seconded by Regent Wilson, and the motion carried, with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written comments as follows:
Written testimony in opposition to the appointment of Shadd Keahi Warfield to the Maunakea Management Board (MKMB) was received from Karen Thatcher.

Written and oral testimony offering comments regarding the evaluation of the president and a resolution from the UHM College of Education Senate was received from Thomas Conway on behalf of the UHM College of Education Senate.

Written and oral comments suggesting improvements to the UHH and Hawai‘i Community College campuses was received from Toby Hazel.

Written comments on the proposed move of the Department of Information and Computer Sciences from the College of Natural Sciences to the College of Engineering was received from Dusko Pavlovic.

Late written testimony in opposition to the university budget was received from Chancis Fernandez.

Late written testimony and oral testimony in opposition to the university budget was received from Angela Rathyen and Jessica Hamad.

Late written and oral testimony offering comments related to the budget and the evaluation of the president was received from Paul McKimmy on behalf of the UHM Faculty Senate Executive Committee.

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

Written Testimony Comment Received
Late Written Testimony Comment Received

Oral testimony in opposition to the university’s budget proposal was received from Steve Herman.

IV. REPORT OF THE PRESIDENT AND COVID-19 UPDATE

President Lassner began by providing an update on the university’s current state of affairs regarding the COVID-19 pandemic stating that the university continues to address personal safety practices; institutional safety practices; and the safety of facilities across its campuses to ensure the health and safety of students, faculty, and staff. Although the university has experienced a slight increase in the number of individuals testing positive for COVID-19, with 59 confirmed cases across all ten campuses since April, the university continues to maintain some of the lowest rates among all college campuses throughout the nation.

Although there was a possibility that on-campus, in-person instruction would occur in the spring of 2021, the continued dynamic nature and uncertainty of the pandemic has required a re-evaluation of the situation. Accordingly, the administration is currently planning to conduct the spring semester in a manner similar to the fall semester with course instruction expected to occur in a mainly online modality, with the exception of
courses requiring in-person, classroom-based instruction, such as laboratory courses. However, the university remains optimistic that it will be able to fully-implement a healthy mix of hybrid, on-campus, and online instructional activities by the fall semester of 2021.

President Lassner announced that the university has also begun a research program at UHM involving the testing of wastewater originating from its residence halls, with the first testing station being established at Frear Hall. Samples are starting to be collected and the university hopes the resulting data can be correlated with individual testing data to better inform the university’s public health actions.

As development of a COVID-19 vaccine appears to be near, President Lassner stated that the university has initiated conversations with the Department of Health to determine the university’s role in the implementation of Hawai‘i’s vaccination plan and ensure it is included in the process.

Despite significant disruptions at the end of the 2019-2020 academic year due to the COVID-19 pandemic, graduation rates improved at eight of the ten campuses of the University of Hawai‘i System (System). President Lassner noted that the university uses two means of measuring graduation rates including the 150 percent graduation rate, which encompasses students completing degrees within 150 percent of the normal program length, and the on-time graduation rate, which encompasses students graduating within the normal timeframe for their institution. This equates to six and four years for the baccalaureate degree programs and three and two years for the associate degree programs, respectively. In 2020, UHM experienced record-high graduation rates of 61.8 percent for its 150 percent graduation rate and 37.1 percent for its on-time graduation rate. UHWO witnessed the largest improvement in graduation rates with an increase of 11.8 percent, going from a 150 percent graduation rate of 27.6 percent last year to 38.7 percent in 2020. The 150 percent graduation rates at six of the seven community colleges also improved as compared to last year.

President Lassner reported that the university experienced both increases and decreases in student retention rates among its campuses noting that the decreases in general were moderate. He reviewed one-year retention rates for the various campuses and stated that some of the declining rates can be attributed to the uncertainty and economic impacts of the COVID-19 pandemic.

In the area of tuition, actual revenue has declined despite the fact that there has been an increase in tuition billed and the university is experiencing better than expected headcount enrollment System-wide. While the amount of billed tuition remaining unpaid is still an issue and is responsible for the majority of the decline in tuition revenue, President Lassner noted that the total amount of billed tuition remaining unpaid has declined dramatically from the initial tally of $25 million and continues to improve. To date, approximately $10 million in unpaid tuition remains and the administration continues to monitor and analyze the situation. It was also noted that the university’s affordable tuition rates and the board’s actions to maintain this affordability has resulted in Hawai‘i being recognized recently in one national analysis as the second best state in the country for lowest student debt among university graduates.
The university continues to stress the importance of, and advocates for, increasing the pursuit of a post-secondary education for Hawai‘i residents. It was noted that most good-paying jobs require post-secondary credentialing, such as a college degree or industry-recognized certificate. To this end, the university has collaborated with a number of organizations including Kamehameha Schools, the Harold K.L. Castle Foundation, the Chamber of Commerce Hawaii, and State of Hawai‘i Workforce Development Council to produce a report entitled, “Promising Credentials”, which identified 137 credentials that are associated with 274 in-demand, living-wage occupations throughout Hawai‘i.

“Promising Credentials” was developed through an analysis of feedback received from more than 93 Hawai‘i businesses and 33 executives on a survey that posed questions such as skills employers were seeking and types of jobs that could be added to Hawai‘i’s economy. The information garnered from the survey was then paired with a labor market analysis of 274 occupations from construction to culinary arts to computer work, that offer living-wage jobs and opportunities for career advancement. President Lassner stated that the information contained in “Promising Credentials” can be used to inform school-design, career and technical education programs of study, and career pathways and will allow the university to better respond to rapidly changing workforce and labor-market demands as a result of the significant economic impacts of the COVID-19 pandemic.

Extramural funding for research continues to witness steady growth. To date, over $265 million in extramural funds has been awarded, an increase of more than 15 percent over the same period last year which was a record year for the university other than when the American Recovery and Reinvestment Act of 2009 funds created a large “bump” in funding. Increases in funding from philanthropic sources have also been realized by UHF. Although the university anticipates that it will see significant declines in general fund revenues allocated by the State, other portions of the university’s financial picture do not appear as grim.

President Lassner highlighted several recent accomplishments, as well as on-going projects, of the university as follows:

- **Culinary Institute of the Pacific** – The construction site for Phase 2 the Culinary Institute of the Pacific (Culinary Institute) at Diamond Head was recently blessed. The $30 million project funded by both private and State funds encompasses a signature restaurant, auditorium, innovation center, and additional parking. The Culinary Institute is a statewide network of culinary arts academic and non-credit food innovation programs involving the seven community colleges of the University System, as well as UHM and UHWO.

- **Green Tariff Program (Program)** – After years of discussions and negotiations, an agreement between the Hawaiian Electric Company (HECO) and the university regarding the Program has been reached and HECO will pursue a docket with the Public Utilities Commission regarding implementation within the next two weeks. The Program, which would be a pilot program established between HECO and the university, would be a means of addressing statutorily
established goals that the university achieve net-zero energy use by January 1, 2035. The Program would allow the university to utilize remote real property under its control for a specified renewable energy facility and in turn experience the financial benefit associated with renewable energy rates at a remote site or campus.

- **UHM Campus Administration** – Phase II of the UHM administrative reorganization, primarily the offices that report to the UHM Provost, is ongoing with broad and formal consultations currently underway and details of the reorganization being publicly posted. Overall, campus administration is being downsized by 45 positions, including 6 Executive and Managerial positions, through both Phase 1 and Phase 2 of the reorganization plan. Roughly $3 million in salary savings is expected to be realized by this reorganization, although this amount may increase should current vacancies remain unfilled.

- **Esports Success** – The UHM Esports program continues to experience success. In one of the largest collegiate esports tournaments for the game Overwatch, the UHM Esports team went undefeated in the preseason and is now ranked 25th among 271 colleges and universities in North America. This continued excellence has garnered attention by professional esports organizations, such as Cloud9, which has invited the university to be part of their inaugural college affiliate program. Cloud9 is seeking to work with the university in creating a career mentorship program that will give direct access to the esports industry through its vast network in the industry with the goal of offering students internships with Cloud9 as the partnership develops.

**Campus Report**

President Lassner stated that while the board would normally be conducting its meetings at various campuses of the university system which would allow the board to receive reports from the host-campus as well as the faculty of the host-campus, the uncertainty and impacts of the COVID-19 pandemic resulted in the temporary suspension of these reports. However, both the Board Office and administration have been able to adapt to an everchanging situation that has allowed for the resumption of the campus and faculty reports during board meetings.

Chancellor Irwin provided an overview of UHH’s enrollment statistics and student population demographics, including data specific to the 2020-2021 entering class, highlighting a number of successful achievements regarding enrollment metrics. She stated that UHH was proud of the fact that, for the third year in a row, it has been nationally recognized as the most ethnically diverse university campus in the country. It was also noted that, of the 3,165 students at UHH, over half are from Hawai‘i with the majority of those students hailing from Hawai‘i Island. While UHH welcomed its largest entering first-time freshman class since 2013, one of the challenges faced by UHH specific to Hawai‘i Island is the low number of residents seeking to obtain a post-secondary education. As such, UHH has been meeting with Department of Education administrators and Hawai‘i Island high school complex superintendents to develop ideas aimed at encouraging more of Hawai‘i Island’s high school students to seek a post-
secondary education. Additionally, as enrollment increases, UHH is beginning to focus on improving retention rates to keep students enrolled until they obtain a chosen degree.

A summary of actions taken by UHH to ensure the health and safety of students, faculty, and staff during the COVID-19 pandemic was provided by Chancellor Irwin. She noted that, while the majority of course instruction at UHH is provided via an online modality, in-person instruction occurs for courses requiring classroom-based instruction, such as laboratory and clinical courses. Some of the safety measures taken include strict adherence to face covering and hand washing protocols; the reconfiguration of facilities to ensure adherence to recommended physical distancing protocols; and increased cleaning and sanitization schedules for all facilities. UHH also participates in a campaign on Hawai‘i Island called, “Our Kuleana”, which encourages community adherence to all COVID-19 public health recommendations and protocols. Through these efforts, UHH has been able to minimize the impacts of COVID-19 on the health and safety of its campus community.

Efforts to visualize and develop a stronger, more effective, and more efficient post-COVID-19 UHH have begun with analyses and evaluation of academic program enrollment, success rates, staffing ratios, and efficiency, as well as the program’s benefits at meeting community needs. UHH is also shifting its attention to focusing on its strengths and core values; its retention rates; the establishment of new, and solidification of existing, community relationships; and an understanding of the importance of a sense of place and the unique educational environment provided by Hawai‘i Island. Chancellor Irwin stated that that these actions will allow UHH to continue challenging students to reach their highest level of academic achievement through inspired learning, discovery, and creativity both inside and outside of the classroom and are key components to its future success.

**Faculty Report**

Jan Ray, Chair of the UHH Faculty Congress, provided a presentation on the work of the Faculty Congress stating that UHH was the only institution within the System where the primary, faculty-governance body consisted of both faculty senators and representatives from each of the colleges within UHH. Dr. Ray briefly reviewed the organizational structure and membership of, as well as some of the major issues being discussed by, the Faculty Congress. She explained that, due in part to the fiscal and educational impacts facing UHH as a result of the COVID-19 pandemic, the Faculty Congress has been extremely active during the current academic-year with over ten motions for action already being proposed which is well ahead of the number of proposed actions for the previous three academic years.

Dr. Ray stated that nearly half of the 244 full-time faculty at UHH actively participate in the proceedings and work of the Faculty Congress and that this high participation rate illustrates the faculty’s strong belief in the role the Faculty Congress should have in shaping the future of UHH through shared governance with the administration, particularly with regard to the administration’s efforts to address the fiscal and educational challenges resulting from the COVID-19 pandemic. She urged the board,
as well as the Chair of the Committee on Budget and Finance (B&F Committee), to allow the newly formed Budget Crisis Committee of the Faculty Congress the opportunity to present its views on the impacts of the COVID-19 crisis on UHH and offer some of its suggested solutions for addressing these impacts.

Regent Wilson inquired about the use of these funds. President Lassner replied that he was unaware of the specific grant being referenced but believed that it may be a grant received through the United States Department of Education’s Title III Grant Program (Title III Program). He stated that he would inquire about the specifics of this grant. In general, all of the campuses compete for federal grants, primarily through the Title III Program, and sometimes work in collaboration. The university has been very successful in obtaining Title III Program grants over the years, at times receiving in excess of $50 million.

Regent Acoba requested clarification about a budget document containing information regarding personnel reductions planned by the university that was referenced by several testifiers. President Lassner responded that the document testifiers appeared to be referring was the fiscal year 2020-2021 operating budget plan for the university which the B&F Committee unanimously recommended for board approval at its November 4, 2020, meeting. He noted that the operating budget plan is based on anticipated general fund reductions and serves as the blueprint that will allow the university to weather the fiscal crisis it will be facing for the current fiscal year. The operating budget plan includes broad references to cost-mitigation strategies including personnel reductions.

Chair Kudo remarked that he was pleased with the efforts being undertaken by UHH to develop a stronger relationship and connection with Maunakea and include these efforts as one of the core elements of its campus mission. He stated that it was his belief that UHH must take a more proactive approach regarding the various matters relating to Maunakea, including stewardship of the mauna, and urged UHH to continue with these efforts.

V. REPORT OF THE UNIVERSITY OF HAWAI‘I FOUNDATION (UHF)

VP/UHF CEO Dolan provided a brief report on the work of UHF for fiscal year (FY) 2021. Although challenging economic times are being experienced on a global scale, UHF continues to exceed its fundraising expectations for this fiscal year. He stated that, while many of the foundations associated with universities in the Mountain West Conference have experienced average decreases of five to ten percent in philanthropic donations at their institutions, UHF has witnessed the opposite trend. In FY 2020, UHF’s efforts resulted in the receipt of $84.7 million surpassing its established goal of $75 million. VP Dolan highlighted the strong performance of UHF thus far this fiscal year noting that, at the end of September 2020, UHF had received $17 million in philanthropic donations as compared to $6 million for the same period last fiscal year. To date, UHF has received $43 million as compared to $15 million for the same period last year. He stated that these increases can be attributed to a rise in the number of
large donors, with six donations of $1 million or more being received as of October, as well as a near doubling of the receipt of major gifts of $25,000 or more, with 80 such donations being received so far this fiscal year. UHF continues to discuss actions it can take to bolster its philanthropic efforts and improve its community interaction and engagement with various constituencies.

Regent Sullivan stated that the board manages a Legacy Endowment Fund (Fund) which pre-dates the creation of UHF and that Fund revenues have historically been modestly used by the university. She opined that better coordination and cooperation between the university and UHF on the strategic and appropriate use of revenues in the Fund needed to occur and requested that VP Dolan work with the administration in developing ideas that contemplate how the Fund can and should be utilized to better address the financial needs of the university, particularly given the current economic situation. She also requested that a report on this issue be made to the B & F Committee at a later date. VP Dolan replied that UHF would work on this matter.

Regent Acoba inquired as to what UHF used as a benchmark for its philanthropic efforts. VP Dolan replied that a number of metrics are used by UHF to gauge its philanthropic success, including comparisons to the amount of donations received for a previous fiscal year as well as the philanthropic efforts of similarly sized foundations at public institutions across the country.

Regent Acoba asked how the $37,000 received by UHF for University of Hawai‘i Athletics was utilized and how it determined that athletics would receive this amount. VP Dolan stated that he was uncertain about the specifics of the $37,000 in donations but would inquire further and provide a response to the Regents.

Chair Kudo congratulated UHF on their success thus far and asked about efforts currently being conducted to strengthen UHF’s relationship with alumni of the university. VP Dolan replied that UHF has been working closely with alumni associations to solidify community outreach and engagement efforts which have included holding a series of webinars and small group discussions in various areas of interest that are important to a very diverse alumni community. Chair Kudo questioned whether UHF maintained statistics on the year-to-year results of fundraising efforts among university alumni. VP Dolan responded in the affirmative stating that UHF keeps statistics on the origins of all donations. Contrary to popular belief, UHF’s analysis of this data indicated that a donor’s alma mater was less of a factor in determining the institution to which an individual would donate funds. It appeared that of greater importance to donors was whether a donation to a university was a sound investment based upon the achievements and successes a university experienced as a result of these donations.

VI. COMMITTEE REPORTS

A. Report from the Committee on Budget and Finance

Committee Chair Sullivan summarized the committee report.

B. Report from the Committee on Intercollegiate Athletics
Committee Chair Acoba summarized the committee report.

C. **Report from the Committee on Personal Affairs and Board Governance**

Committee Chair Westerman summarized the committee report.

D. **Report from the Committee on Planning and Facilities**

Committee Chair Tagorda summarized the committee report.

E. **Report from the Committee on Research and Innovation**

Committee Chair Bal summarized the committee report.

F. **Affiliate Reports**

MKMB: Regent Higaki reported that MKMB met on November 10 and received a report from Kahu Kū Mauna on its continued work on issues related to the reorganization plan for the management structure for Maunakea and the Maunakea Science Reserve including the renaming of areas within the Reserve with Hawaiian names. In addition, MKMB continues with its efforts to ensure that due diligence is maintained with the decommissioning of the Hoku Kea teaching telescope. Regent Higaki also noted that Chancellor Irwin and Dr. Greg Chun are currently reviewing an unsolicited, third-party proposal to initiate a Maunakea shuttle pilot program and will be reporting their findings to MKMB at its next meeting in January 2021.

**VII. AGENDA ITEMS**

Prior to the board acting on the consent agenda, Chair Kudo stated that amendments had been made to the use and occupancy agreement for Honolulu Authority for Rapid Transportation (HART) stations on university property noted as item VII.A.5 and would therefore be removed from the consent agenda and placed on the regular agenda for discussion.

A. **Consent Agenda**

1. **Approval of Fiscal Year (FY) 2020-2021 Operating Budget Plan for the University of Hawai‘i**

2. **Approval of FY 2020-2021 Operating Budget Plan for the Office of the Board of Regents and Office of Internal Audit**

3. **Approval of Fiscal Biennium (FB) 2021-2023 Operating Budget Request for the University of Hawai‘i for Submittal to the Governor and the Legislature**

4. **Approval of Temporary Salary Adjustments (Reductions) for Executive and Managerial Positions that Report to the Board of Regents**

6. **Approval of Authorization and Delegation of Authority to Negotiate, Finalize, and Execute a Master Pre-Development Agreement, by and among**
UHF Atherton Student Housing LLC, University of Hawai‘i Foundation, Hunt Development Group, LLC, and University of Hawai‘i

7. Approval of Amendment to FY 2020 Capital Improvement Project (CIP) Expenditure Plan to include Komohana Research and Extension Center Project

8. Approval of the FB 2021-2023 CIP Budget Request for Submittal to the Governor and the Legislature

Regent Acoba stated that, with respect to the Komohana Research and Extension Center Project referenced under consent agenda item A.7, he will be voting in favor of approval with the understanding that the administration has investigated the feasibility of recouping expenses for damages that have occurred as a result of deficient construction and renovation work.

As previously noted at the September 3, 2020, meeting of the Committee on Planning and Facilities, Regent Sullivan stated that the engineering division of Oceanit, the company she is presently employed by, is party to a contract for work related to the Waikiki Aquarium which is one of the CIP projects encompassed by the university’s FB 2021-2023 CIP budget request. Accordingly, she will be recusing herself from voting on consent agenda item A.8.

Regent Higaki moved to approve the consent agenda with the exception of item VII.A.5 as noted, seconded by Regent Wilson, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, and the recusal of Regent Sullivan on agenda item A.8, the motion carried with all members present voting in the affirmative.

5. Approval of Use and Occupancy Agreement (Agreement) for HART Stations on University of Hawai‘i Property

VP Young briefly reviewed the purpose and necessity of the Agreement between the university and the City and County of Honolulu (City), on behalf of its Department of Transportation Services and HART, noting that the Agreement would afford the City exclusive rights to use and occupy portions of various university parcels for the completion, operation, and maintenance of the Honolulu Rail Transit Project (Rail Project). He stated that, following the Planning and Facilities Committee meeting held on November 5, 2020, further discussions on the Agreement were held between the administration, the university’s Office of General Counsel (OGC), the City, and HART to address matters of concern that were raised by Regents during the meeting. The review of, and discussion on, the Agreement focused on several issues including: jurisdictional issues; abandonment of the Honolulu Community College (HonCC) use area due to a lack of necessity; public safety at campus station areas; limiting extension of the temporary park and ride facility at UHWO; and termination of the Agreement should the Rail Project be halted prior to its completion. As a result of these discussions, the major term sheet for the Agreement was revised. VP Young provided an overview of each of the changes.
Regent Acoba expressed his reservations regarding the major terms of the Agreement despite the abovementioned efforts of the administration, OGC, the City, and HART, particularly with fiscal matters concerning the university. He stated that, under Regents Policy (RP) 10.201, the board is required to ensure that practices and decision-making regarding real property and interests in real estate of the university be fairly priced in the context of applicable fair market value (FMV) and other relevant factors. However, he opined that this would be difficult given that the university has not conducted its own assessment of the FMV for the use and occupancy of the parcels in question over the 80-year term of the agreement and is relying on figures presented by HART. Although HART provided appraised relinquishment values for the parcels in question in the amount of $4.5 million and appeared to imply that the approximately $12 million in improvements made to university property was fair compensation for use of the parcels over agreement’s timeframe, Regent Acoba questioned the accuracy of these figures and stated that without an independent assessment of the FMV of the parcels, it would be difficult for Regents to determine whether this is adequate compensation for what is being relinquished by the university. While the original agreements between the university and HART were discussed and contemplated seven years ago, circumstances have changed since that time and it is imperative that Regents know and understand what the university is conceding to the City and HART in order to make an informed decision on whether to approve the Agreement. He also questioned the length of the agreement noting that agreements with other entities appeared to be for only 75-year terms.

If the university was going to commit to an 80-year agreement that included options for two, 20-year extensions, Regent Acoba stated that board should require the administration to address several issues regarding various provisions within the Agreement. Requirements that ensured closer monitoring of the progress and operation of the Rail Project by the university; addressed ambiguities with default provisions and remedies for default; shortened timeframes for the imposition of termination provisions due to a lack of progress on the Rail Project; clarified insurance issues; and stipulated increased meetings of the rail management committee over shorter periods of time should be included in the Agreement. He reiterated his belief that the Agreement was fraught with concerns and lacked adequate information. As such, and absent inclusion of the aforementioned recommended changes, he would be voting against approval of the Agreement.

Regent Sullivan thanked the administration for addressing a number of the concerns raised by Regents and remarked that Regent Acoba has made salient arguments regarding issues with the Agreement. She acknowledged the guiding principles in RP 10.201 and noted that while they may not always be met, they are used as a guide. While there continue to be concerns with the adequacy of fiscal compensation for the university and the accuracy of FMV appraisals for the use of university parcels, and questions remain regarding some of the provisions contained within the Agreement, the unique challenges and complexities associated with the Rail Project will more than likely require adaptation, evolution, and modification of the Agreement and the board needs to trust that the administration will be able to adapt to, and evolve with, these changes and provide timely communication on any changes to the board. Although the Agreement is
not perfect, she believed that the revisions to the Agreement adequately addressed a number of the concerns raised by Regents and as such she would be voting in favor of approving the Agreement.

Board Chair Kudo thanked VP Young and VP Okinaga for their efforts in addressing the concerns raised by Regents regarding the Agreement through further discussions with the City and HART. He also commended the administration for having conversations with representatives of mainland universities with on-campus rail lines and stations to obtain their insights on the issues facing their respective institutions and suggested that it might be helpful for the administration to review any similar agreements these institutions may have with rail governing bodies in their jurisdictions.

Regent Sullivan moved to approve the Agreement, seconded by Vice-Chair Moore, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, and with Regent Acoba voting no, the motion carried with all other members present voting in the affirmative.

B. Approval of Appointment of Shadd Keahi Warfield to MKMB

Chancellor Irwin spoke briefly about the MKMB, noting that the Maunakea Science Reserve Master Plan, approved by the board in June 2000, called for the establishment of the community-based MKMB. She provided a short background on Mr. Warfield, noting that the candidate is Native Hawaiian, will soon be earning a doctoral degree in Native Hawaiian Studies at UHH, and will bring a wealth of knowledge of Hawaiian culture and traditional practices to MKMB. The candidate went through the standard vetting process and was being recommended for consideration and approval for appointment to MKMB to complete the remaining months of the term of former member Regent Alapaki Nahale-a, which ends on June 30, 2021, as well as to a full four-year term that will end on June 30, 2025.

Chair Kudo requested clarification on the terms of Mr. Warfield’s appointment to MKMB. Chancellor Irwin replied that Regent Nahale-a was appointed to serve as a citizen member of MKMB representing the Island of Hawai‘i prior to becoming a regent and that this term will expire on June 30, 2021. Regent Nahale-a will still serve on MKMB as an ex-officio member in his capacity as a regent. However, it is necessary to fill the remainder of the term for this seat. Approval is also being sought to appoint Mr. Warfield to a full four-year term on MKMB beginning on July 1, 2021, so as to avoid the necessity of returning to the board next year.

Regent Higaki moved to approve the appointment of Shadd Keahi Warfield to MKMB, seconded by Regent Wilson, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, the motion carried, with all members present voting in the affirmative.

C. Approval of the Establishment and Naming of the Hawai‘i Medical Service Association (HMSA) Distinguished Professorship at the School of Nursing and Dental Hygiene (SONDH) at UHM
President Lassner provided information on a financial commitment received from the HMSA Foundation in the amount of $500,000 to establish the HMSA Distinguished Professorship at SONDH at UHM. Funding for the distinguished professorship is part of a total gift commitment of $1,000,000 received from the HMSA Foundation to support the development and expansion of an interprofessional education program (IPE) at SONDH that will promote and instill a philosophy of teamwork among health care professionals, which is critical to the delivery of safe patient care, and provide health-sciences students with the skills necessary for the practice of team-based healthcare. It is anticipated that the implementation of an IPE at SONDH, as well as the establishment of a distinguished professorship to recruit and retain faculty of the highest caliber in the area of IPE, will improve the quality and value of healthcare in Hawai’i.

Vice-Chair Moore moved to approve the establishment and naming of the HMSA Distinguished Professorship at SONDH, seconded by Regent Tagorda, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, the motion carried with all members present voting in the affirmative.

D. Enrollment Update

President Lassner introduced Pearl Iboshi, Director of the Institutional Research and Analysis Office, who would be providing the university’s enrollment update along with Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro.

Ms. Iboshi reviewed the overall enrollment goals and objectives for the System, the unique roles and responsibilities for both the System and each of the major academic units of the university in achieving these goals and objectives, enrollment performance statistics for the System, and the various actions being taken by the System to increase enrollment. It was noted that the System has changed its thinking on, and approach to, enrollment statistics including changing enrollment terminology to differentiate between enrollment projections, which are forecasted enrollment figures, and enrollment targets, which are the enrollment goals each major academic unit aims to achieve; linking enrollment projections to tuition revenue projections; and adapting student enrollment classifications to provide enhanced and clearer details on enrollment statistics that are more indicative of student enrollment demographics. Additionally, the System has begun looking at non-credit enrollment statistics in an attempt to better identify trends that will allow for more efficient determination of course needs to address workforce demands, particularly with the ever-changing workforce needs in Hawai’i due to the COVID-19 pandemic.

Ms. Iboshi highlighted a number of external factors, including those associated with the COVID-19 pandemic, which had an impact on enrollment in 2020. High unemployment rates generally have a positive impact on enrollment, but the increasing difficulties in recruiting international students and delivery of instruction in a primarily online format had negative impacts. The number of Hawai’i high school graduates is expected to be stable over the next several years. Despite the challenges of the COVID-19 pandemic, enrollment goals were surpassed by a few of the major academic units while others experienced enrollment figures slightly below their projections. Overall, the System experienced an enrollment shortfall of 0.2 percent from its original
enrollment projection. Further, graduation rates continued to improve in most cases, showing that students continued to succeed despite the challenges.

Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro presented enrollment management progress reports for UHM, UHH, UHWO, and the community colleges, reviewing data on enrollment projections as compared to actual enrollment for fall 2020; comparing retention and graduation rates for the last three fall semesters; offering analyses and assessments of the fall 2020 enrollment statistics for each of their respective institutions and academic units; noting areas of enrollment management that experienced success as well as areas where improvement was needed; and highlighting various action strategies for increasing enrollment for each of the major academic units. VP Lacro also spoke on enrollment in the non-credit programs at the community colleges, particularly in short-term training programs for workforce recovery due to the economic impacts of the COVID-19 pandemic.

Vice-Chair Moore requested clarification on the not-home-based student enrollment classification and whether a student enrolled at Leeward Community College (LeeCC) but taking an online course at Kapi‘olani Community College (KapCC) would be counted twice in overall enrollment counts. Ms. Iboshi replied in the affirmative. Vice-Chair Moore asked whether it would then be accurate to state that subtracting the not-home-based student figures from the total enrollment figures would provide the number of unduplicated students enrolled at the university. Ms. Iboshi responded in the affirmative stating that the administration is considering amending its enrollment reports to address this issue.

Regent Wilson inquired as to why there was a large decline in early college admissions among high school students and whether this was due to a lack of support at the high school level as a result of the impacts of COVID-19 on Hawai‘i’s high schools. Ms. Iboshi stated that she did not have specific information regarding the reasoning behind the large decrease in early college admissions experienced by the university. President Lassner stated that the bulk of early college admission courses involve a university faculty member teaching courses on a high school campus. However, it has been impossible to accommodate this instructional model during the COVID-19 pandemic as high school campuses are closed. As a result, the university experienced a large decline in early college enrollments in 2020.

Regent Acoba asked whether the reorganization of UHH’s College of Continuing Education and Community Service into the Center for Community Engagement noted in the presentation, as well as the significant reduction in staff and course offerings resulting from this reorganization, was intentional. Chancellor Irwin replied that it was an intentional decision to place more effort and emphasis on community-engaged learning for students earning credits at UHH. Additionally, the transfer of the Kō Education Center from UHH to Hawai‘i Community College was a factor in this reorganization effort. Regent Acoba questioned whether course offerings were transferred or eliminated. Chancellor Irwin stated that some course offerings were simply transferred while others were discontinued.
Referencing comments made that UHM received 30,000 enrollment applications for fall 2020, Regent Bal asked if this figure only accounted for incoming freshman applicants or all applicants to UHM. Provost Bruno replied that the enrollment application figure consisted of every individual applying to attend UHM, including first-time freshman.

Noting that slightly more than 2,000 first-time freshmen were enrolled at UHM in the fall of 2020, Regent Bal asked if there was a breakdown on the number of applications UHM received from first-time freshmen and how many of these individual applicants were accepted so that a comparison and analysis could be conducted to determine enrollment yield. Provost Bruno replied that he did not have that information readily available but would provide the data to Regents. Regent Bal requested that similar breakdowns also be provided for the other enrollment categories such as transfer students.

Vice-Chair Moore asked how UHH determined which eligible Hawai‘i high school students would receive conditional acceptance letters as part of the Fast Pass Initiative. Chancellor Irwin replied that the major academic units worked in collaboration with the System and each other to gather information on the junior-year academic performance of Hawai‘i’s public high school students to identify individuals who met the varying academic eligibility requirements of each respective unit. Once eligibility was determined, each major academic unit which the student was qualified to attend sent a letter of conditional acceptance to that individual. As such, a student may receive multiple conditional acceptance letters, one from each of the different campuses of the university. Ms. Iboshi added that this program was modeled after a program used in Idaho to increase interest in, and enrollment at, the local universities. Vice-Chair Moore asked if the conditional acceptance letter initiative could be expanded to middle school students in the 7th and 8th grades to begin piquing interest in seeking a post-secondary education even earlier which might be more beneficial to long-term enrollment goals. Chancellor Irwin replied that other institutions have begun enrollment outreach initiatives to reach a younger student demographic and that this is something that could be considered for UHH in the future.

Vice-Chair Moore inquired as to the reasons for UHWO experiencing a larger population of transfer students as opposed to first-time freshman and what the demographics were for these student populations. Chancellor Benham replied that the average age of a student at UHWO is between 24 and 26 years of age and this is due, in large part, to the demographics of the community which it serves. She stated that one reason for this later entry into a post-secondary education is that residents from the community UHWO serves tend to have a mindset to seek employment immediately after high school for variety of reasons. As such, many of these individuals choose to attend university at a later time or choose to attend a community college prior to attending a baccalaureate degree institution. She stated that UHWO is attempting to change this community mindset through programs such as the early college admissions program. Additionally, UHWO has worked diligently to strengthen pathways with the community colleges to encourage attainment of baccalaureate degrees which has impacted the numbers of students transferring to the institution.
Referencing data in the presentation from the community colleges regarding the enrollment of high school direct-entry students, working-age adults, and international students, Regent Acoba asked whether the Next Steps Program would be continued, whether $13 million in funding received for workforce development has been, or will be used, to encourage enrollment of working-age adults, and whether efforts were anticipated to address the decreasing enrollment of international students at the community colleges. VP Lacro replied that the Next Steps to Your Future program, which is specifically designed to engage public high school graduates on all islands with higher education and career options, has been very successful and will be continued. She stated that the community colleges recently received a $13 million grant from the O'ahu Back to Work Program that is being used to establish a framework to determine which non-credit courses could be converted to credit courses thus allowing workforce development courses to also be used to attain a two-year degree. As for international students, VP Lacro noted that enrollment figures for this student demographic have experienced sharp declines as a result of the uncertainty and restrictions associated with the COVID-19 pandemic, including travel restrictions. The community colleges are currently developing action plans to aggressively pursue enrollment of international students once the effects of the pandemic begin to wane.

Regent Acoba asked if there were any indications as to why there was such a large drop in working-age adults enrolling at the community colleges. VP Lacro replied that the community colleges surmised that the decrease in enrollment of working-age adults was due to the economic impacts of the COVID-19 pandemic and the fiscal uncertainty this posed for the majority of working families who had to choose between fiscal stability and continuing a collegiate education.

Noting that the enrollment information presented provides an overall picture for the community colleges, Regent Acoba asked whether there was a breakdown of statistics for each of the community college campuses and whether any of the community colleges were having major issues. VP Lacro replied that she was unaware of any major issues being experienced by community colleges other than the current economic crisis being experienced. She also stated that she did not have enrollment information broken down by campus but that the information was available and would be provided to Regents.

Regent Wilson questioned whether a cost-benefit analysis has been performed on the university’s various enrollment efforts and what the return-on-investment was for these efforts. President Lassner replied that there was a realization several years ago that the university lacked the knowledge and expertise in the science of enrollment management that was being used at numerous other institutions around the country. Thus, the university began to review the issue of enrollment management and determine efforts that could be undertaken to better coordinate and improve the enrollment management processes for all of the university campuses. He stated that the administration would provide information on the various enrollment efforts currently in place and the results of these efforts to the Regents.

Regent Sullivan asked what the administration believed would be the ratio of online to in-person instruction once the COVID-19 pandemic was no longer a factor. Ms.
Iboshi replied that the administration did not have a definitive answer to this question but opined that there would be an increase in the number of online course instruction as compared to the time-period prior to the start of the COVID-19 pandemic. However, she did not believe that the provision of online courses would remain at their current levels once the threat of the pandemic was over. Provost Bruno added that he expected UHM to witness an increase in online course instruction but that probably less than 50 percent of classes will be offered in an online format next fall. He noted that the number of courses offered in an online format was also dependent on where enrollment growth was occurring and thus it might be higher if larger amounts of international students, who would benefit from online course instruction, are enrolling at the university.

Stating that a number of variables impact enrollment at the university, Chair Kudo asked if the administration identified one variable that the university can control that has had a significant impact on enrollment. Ms. Iboshi replied that the number of times a potential student was contacted by the university played a large and important role in the post-secondary education decisions of that student.

Chair Kudo echoed the remarks of Regent Wilson regarding the issue of return-on-investment and emphasized that a cost-benefit analysis of enrollment efforts will afford the administration and Regents the opportunity to analyze enrollment data and allow informed decisions to be made on improving enrollment efforts.

VIII. EXECUTIVE SESSION (closed to the public)

Regent Sullivan made a motion to convene in executive session, seconded by Regent Higaki, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, and with all members present voting in the affirmative, the board approved convening in executive session to carry out deliberations concerning the authority of persons designated by the board to conduct labor negotiations or to negotiate the acquisition of public property, or during the conduct of such negotiations pursuant to Section 92-5(a)(3), Hawai‘i Revised Statutes (HRS); to consult with the board’s attorneys on questions and issues pertaining to the board’s powers, duties, privileges, immunities, and liabilities, pursuant to Sections 92-5(a)(4), HRS; and to consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), HRS.

The meeting recessed at 12:39 p.m.

Chair Kudo called the meeting back to order at 2:13 p.m. and announced that the board met in executive session to discuss collective bargaining issues and the evaluation of the President as stated on the agenda.

IX. Agenda Items (continued)

A. Evaluation of the President (continued from October 15, 2020)

Chair Kudo stated that the board met in executive session to discuss the evaluation of the President noting the significance of the position as a community and State leader.
and the board’s high expectations for the performance of the President. Chair Kudo further stated that the board has confidence in President Lassner’s management of the university in this time of crisis, especially in the university’s performance on student enrollment and in practices to maintain the health and safety of students, faculty, and staff. The board remains committed to improving the university’s progress and working on the many aspects that characterize a successful institution and looks forward to working with President Lassner in that effort. The board expresses it appreciation to President Lassner for his leadership during these difficult times.

X. ANNOUNCEMENTS

Chair Kudo announced that the next board meeting was scheduled for January 21, 2021, at a location to be determined.

XI. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, seconded by Regent Sullivan, and noting the excused absences of Vice-Chair Nahale-a and Regent Acopan, the motion carried, with all members present voting in the affirmative, and the meeting was adjourned at 2:14 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
Item IV.
Report of the President: COVID-19 Update

NO MATERIALS
ORAL REPORT
Item IV.

Report of the President
UHWO Chancellor & Faculty
Senate Reports

MATERIALS
Quick Facts Dashboard

Total Enrollment: Fall 2020

3,168

Enrollment by Geographic Origin

For examination of the demographic characteristics of the surrounding communities and the state of Hawai‘i, including data on population, family and living arrangements, education, health, and economy, click here.

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>806</td>
</tr>
<tr>
<td>Filipino</td>
<td>707</td>
</tr>
<tr>
<td>Mixed Race (2 or more)</td>
<td>305</td>
</tr>
<tr>
<td>Mixed Asian</td>
<td>143</td>
</tr>
<tr>
<td>Japanese</td>
<td>315</td>
</tr>
<tr>
<td>Caucasian or Other</td>
<td>495</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>315</td>
</tr>
<tr>
<td>Other</td>
<td>361</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,033</td>
</tr>
<tr>
<td>Female</td>
<td>2,073</td>
</tr>
</tbody>
</table>

First-Generation

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>814</td>
</tr>
<tr>
<td>No</td>
<td>2,037</td>
</tr>
</tbody>
</table>

Pell Recipients

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>351</td>
</tr>
<tr>
<td>No</td>
<td>2,254</td>
</tr>
</tbody>
</table>

Veteran/Active Military

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>351</td>
</tr>
<tr>
<td>No</td>
<td>2,817</td>
</tr>
</tbody>
</table>

NOTE: Disaggregation of data that results in cell sizes with five or less students will be suppressed.
Historical Enrollment

Degrees Awarded

Tuition Revenues ($1,000’s)

UH Performance Measures AY 2019-2020

<table>
<thead>
<tr>
<th>Measures</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and Certificate Awards</td>
<td>499</td>
<td>709</td>
</tr>
<tr>
<td>Degree and Certificate Awards-Native Hawaiian</td>
<td>110</td>
<td>170</td>
</tr>
<tr>
<td>Degree and Certificate Awards-Pell Recipients</td>
<td>269</td>
<td>400</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>37.7%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Transfer-Ins from UHCC</td>
<td>771</td>
<td>637</td>
</tr>
</tbody>
</table>

*(Met or Exceeded Goal, Did Not Meet Baseline)*
IRAPO projects enrollment to increase 0.7% in fall 2021 to reach 3,189, and to continue to increase at an annual rate of about 0.6% through fall 2026.

The forecast predicts most of the increase coming from continuing students, a slight increase in freshmen, and a decrease in transfers.

There is a good chance that our transfer numbers will surpass its projection if recruitment/articulations efforts continue to perform strongly.

The first-time full-time freshmen numbers are the biggest challenge and area of opportunity for continued growth. We can build in growth scenarios using our interactive enrollment planning dashboard.

UHWO Institutional Research Office Notes:

- IRAPO projects enrollment to increase 0.7% in fall 2021 to reach 3,189, and to continue to increase at an annual rate of about 0.6% through fall 2026.
- The forecast predicts most of the increase coming from continuing students, a slight increase in freshmen, and a decrease in transfers.
- There is a good chance that our transfer numbers will surpass its projection if recruitment/articulations efforts continue to perform strongly.
- The first-time full-time freshmen numbers are the biggest challenge and area of opportunity for continued growth. We can build in growth scenarios using our interactive enrollment planning dashboard.
Retention & Six-Year Graduation Rates

- **Retention Rate**
  - UH West O'ahu: 74.5%
  - Peer Average: 65.4%

- **Six-Year Graduation Rate**
  - UH West O'ahu: 38.7%
  - Peer Average: 38.6%

*UH West Oahu figures as of 2020; Peer figures as of 2019 from NCES IPEDS

Average Time-to-Degree in Years

- Freshmen: 4.59 years
- Transfers: 2.74 years

Median Earnings Six Years After Graduation

- UH West O'ahu: $38,600
- Peer Average: $32,367

Median Total Debt After Graduation

- UH West O'ahu: $14,544
- Peer Average: $21,275
## Historical Trend of Revenues and Expenses

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revenues</td>
<td>Expenses</td>
<td>Revenues</td>
<td>Expenses</td>
<td>Revenues</td>
</tr>
<tr>
<td>General Funds</td>
<td>14,522,594</td>
<td>14,522,593</td>
<td>15,790,482</td>
<td>15,790,482</td>
<td>16,203,655</td>
</tr>
<tr>
<td>TFSF</td>
<td>15,238,449</td>
<td>14,686,867</td>
<td>17,330,885</td>
<td>14,744,428</td>
<td>18,049,034</td>
</tr>
<tr>
<td>Total</td>
<td>29,761,043</td>
<td>29,209,460</td>
<td>33,121,367</td>
<td>30,534,910</td>
<td>34,252,689</td>
</tr>
</tbody>
</table>

### Graphical Representation

- **Revenues** and **Expenses** for FY 2016 to FY 2020, with percentages labeled for General Funds and TFSF.
2020 Challenges & Opportunities

“Huki i nā kaula, kūkulu i nā peʻa, holo ka waʻa i ke ala pono.”

Tighten the ropes, raise the sails, let the canoe sail the course.

• Health and safety of our campus community
• Focus on student online and hybrid learning
• Commitment to Responsible Stewardship
2021 Challenges & Opportunities

“He maka au, he ‘upena kākou.”
I am an eye, we [collectively] are a net.

• Priorities:
  – UHWO Business Model: Budgeting & Planning
  – Student Focus: “New” & Strengthened Markets and Strategies
  – Student Focus: Learning Innovations
  – Campus Efficiencies

• Moving Forward
  – Campus Task Force → Campus Work Groups
  – On-going implementation
ASUHWO: Student Accomplishments

Student services in community

Student helping students online

Financial Literacy Webinar

Student activities (Prior to COVID-19)
ASUHWO: Advocacy & Goals

• Advocacy
  – Serve on campus committees and the campus task force
  – Pandemic resolution-flexibility
  – Student mental health services resolution
  – Statement denouncing systemic racism
  – African American History course resolution
  – Appropriated funds to support virtual commencement

• Goals
  – Continued engagement with students and community
  – Creating safe space for students
  – Exploring LSAT program at UHWO
Franklin Kudo/Katie Landgraf (in collaboration with IT) developed new broadcast studios in pivot to online learning.

Rick Jones and VETS lab created PPE parts for first responders.

Kauʻi Merritt, Bradley Ashburn, Lelemia Irvine, and Lynette Williamson received a $50K grant from The Spencer Foundation for COVID-19 related research.

UH West Oʻahu student named Truman Scholar.
UHWO Faculty Senate

- Participation in campus Task Force (fall 2020) and campus Work Groups (spring 2021)
- Focused work with OVCAA + OVCSA + OVCA + Chancellor’s Office
- Partnerships with OPDAS
- Collaborate with community partners
- Our focus for Spring 2021
Mahalo Nūnui Kākou!
Pūpūkahi i holomua!
Let’s keep moving forward together!
Item V.A.
Report from the Committee on Academic and Student Affairs

NO MATERIALS
ORAL REPORT
Agenda Items:

A. Review and Acceptance of University of Hawai‘i Audited Financial and Compliance Reports as of June 30, 2020

Ms. Jamie Asato, with Accuity LLP, provided an overview of Accuity’s audit of the university’s consolidated financial and compliance reports and highlighted revenue trends and financial liabilities. The audit did not find significant risks, exposures, weaknesses, difficulties, or material uncertainties but noted minor, technical internal control issues that will be reported to the committee in early 2021 via the Internal Control and Business Issues Report. Discussions occurred on some of the revenue trends and financial liabilities experienced by the university as well as the internal control issues noted by Accuity.

Action: The Committee voted to accept the report.

B. Review and Acceptance of the Annual Report to the Legislature on Material Weaknesses and Fraud

Glenn Shizumura, Director of the Office of Internal Audit, reported that there were no findings of material weaknesses, fraud, or illegal acts and noted that a report will be sent to the Legislature on behalf of the committee.

Action: The Committee voted to accept the report.

C. Review and Acceptance of the University of Hawai‘i at Mānoa Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2020

Ms. Asato provided an overview of Accuity’s report on agreed-upon engagement procedures to ensure that the UHM Athletic Department’s (UHM Athletics) statement of revenues and expenses for the year ended June 30, 2020 was compliant with the National Collegiate Athletic Association (NCAA) bylaws. She noted that no material misstatements were made by UHM Athletics but that one deficiency was discovered in its internal control procedures. Additionally, the financial condition of UHM Athletics continues to be fragile due to the ongoing struggle to generate operating and fundraising revenues, while continuing to manage operating expenses, particularly in light of the impacts of the COVID-19 pandemic. This will likely necessitate future recurring institutional support to sustain UHM Athletics.

Action: The Committee voted to accept the report.

D. Review and Acceptance of the University of Hawai‘i at Hilo Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2020

Ms. Asato provided an overview of Accuity’s report on agreed-upon engagement procedures to ensure that the UHH Athletic Department’s (UHH Athletics) statement of revenues and expenses for the year ended June 30, 2020 was compliant with NCAA bylaws. She noted that the previous instance of UHH Athletics establishing agreed-upon engagement procedures was in 2017 as NCAA Division II programs are only required to establish such procedures every three years. While no material misstatements were made by UHH Athletics’ in its statement of revenues and expenses, one deficiency in internal control procedures was detected. It was noted that this deficiency led to inaccuracies
related to the reporting of athletic student aid. These inaccuracies had the possibility of exposing UHH Athletics to undue risk of noncompliance with various federal and NCAA regulations, policies, and procedures, which could potentially result in the ineligibility of student-athletes from participating in intercollegiate athletics and fines being levied against UHH Athletics by the NCAA.

UHH Athletics provided a corrective action response which identified changes made to internal control procedures to address the findings and recommendations contained in Accuity’s report.

Action: The Committee voted to accept the report.

E. Professional Development: Review of AICPA Toolkit for Government Organizations: Internal Controls, Fraud and the Roles and Responsibilities of the Audit Committee, Whistleblower Policy, Executive Session, Independent Auditor Communications

Mr. Cory Kubota, with Accuity LLP, provided information on, and an overview of, the primary duties, roles, functions, and responsibilities of the committee with respect to ensuring that the administration has appropriate internal controls in place regarding financial reporting requirements, statutory compliance, and regulatory matters; the prevention, deterrence, investigation and detection of fraud; the establishment and oversight of a whistleblower policy that contains sufficient protections for whistleblowers; committee meetings held in executive session; and communicating with the independent auditor. He also highlighted some of the key roles and responsibilities of the administration, internal auditor, and Accuity regarding matters of internal control.

F. Whistleblower Report

Internal Auditor Shizumura provided an overview of the whistleblower summary and tracking reports. He noted that the vast majority of cases which are dated and remain unresolved are human-resources related which often take much longer to investigate, process, and resolve due to a variety of legal and human resources requirements.

G. Enterprise Risk Management (ERM) Update

VP Gouveia provided an ERM update noting that disruptions and impacts to the university’s operations and budget due to the COVID-19 pandemic continue to top the list of risk exposure categories identified by the administration. The overall impacts of the pandemic on the State’s economic condition also continues to affect the largest source of funding for the university, the State general fund, and the administration and all campuses of the university system are preparing for expected reductions in general fund allocations. The board also established a task group to investigate the university’s response to financial challenges arising from the COVID-19 pandemic, as well as identifying ways in which the university is contributing to the overall economic recovery of the State.
Item V.C.

Report from the Committee on Personnel Affairs and Board Governance

NO MATERIALS ORAL REPORT
Item V.D.

Affiliate Reports

NO MATERIALS

ORAL REPORTS
MEMORANDUM

TO: Benjamin Asa Kudo  
Chairperson, Board of Regents, UH System

VIA: David Lassner  
President, UH System

VIA: David Lassner  
Vice President for Academic Planning and Policy, UH System

VIA: Michael Bruno  
Provost, UH Mānoa

VIA: Laura Lyons  
Associate Vice Chancellor for Academic Affairs

FROM: Jerris Hedges  
Dean, John A. Burns School of Medicine (JABSOM), UH Mānoa

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT JABSOM ANNUAL REPORT FOR ACADEMIC YEAR 2019-2020

SPECIFIC ACTION REQUESTED:

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

A. Review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education (GME) for Academic Year 2019-2020

B. Sign the attached "Statement of Institutional Commitment for Graduate Medical Education" (hereinafter "Statement"). This Statement is required once every five years (or upon change of signatories) of all U.S. accredited sponsoring institutions like JABSOM by the Accreditation Council for Graduate Medical Education (hereinafter "ACGME").

RECOMMENDED EFFECTIVE DATE:

A. Upon Board of Regents review

ADDITIONAL COST:

None
PURPOSE:

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

Residency and fellowship programs accredited by the Accreditation Council for Graduate Medical Education (ACGME) must function under the ultimate authority and oversight of one Sponsoring Institution (SI), which for the University of Hawai‘i is JABSOM. Source: ACGME Institutional Requirements, Section I.A.1.

The GMEC must demonstrate effective oversight of the sponsoring Institution’s accreditation through an Annual Institutional Review (AIR). Source: ACGME Institutional Requirements, Section I.B.5.

The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution’s Governing Body. Source: ACGME Institutional Requirements, Section I.B.5.b

B. ACGME requirements specify: “A written statement must document the Sponsoring Institution’s commitment to GME by providing the necessary financial support for administrative, educational, and clinical resources, including personnel, and which must be reviewed, dated, and signed at least once every five years by the DIO [Designated Institutional Official], a representative of the Sponsoring Institution’s senior administration, and a representative of the Governing Body.” Source: ACGME Institutional Requirements, Section I.A.6 (revised July 1, 2015)

BACKGROUND INFORMATION:

The Board of Regents is the Governing Body for JABSOM. As such, the signature of its chairperson or other designated representative is required to complete JABSOM’s Statement to the ACGME. JABSOM submitted prior Statements to the ACGME in 2010, 2012, and 2017. Because the UH System and BOR signatories have changed since 2017, we are submitting the Statement for review now rather than in 2022. The DIO and Associate Dean for Academic Affairs is currently Dr. Lee Buenconsejo-Lum. Per the ACGME Institutional Requirements, the DIO is “[t]he individual who, in collaboration with a Graduate Medical Education Committee (GMEC), must have authority and responsibility for the oversight and administration of each of the Sponsoring Institution’s ACGME-accredited programs, as well as for ensuring compliance with the ACGME Institutional, Common, and specialty/subspecialty-specific Program Requirements.”

JABSOM is the sponsoring institution for its accredited residency and fellowship programs, and in conjunction with key partners in Hawai‘i, provides the necessary
financial support for administrative, educational, and clinical resources, including personnel, in a variety of ways. The list below details the most significant examples of JABSOM’s direct financial support of its graduate medical education programs:

- **Administrative staff of JABSOM Office of the Designated Institutional Official.** JABSOM’s graduate medical education program is supported administratively by the Office of the DIO, a structure within the Office of the Dean of JABSOM that provides the institutional oversight for graduate medical education and is responsible for the effective operations of JABSOM’s residency and fellowship programs. The Office of the DIO is staffed by three (4) JABSOM employees: the DIO, the deputy DIO, an assistant DIO and a program specialist.

- **JABSOM faculty who provide supervision and education of the physician-trainees of JABSOM’s graduate medical education (residency and fellowship) programs.** JABSOM’s graduate medical education program relies on the contributions of its faculty to provide clinical supervision and education of residents and fellows in hospitals and other clinical settings in the state of Hawai’i. There are currently over 300 compensated and more than 1,200 non-compensated faculty members who serve JABSOM in this capacity.

- **Professional liability insurance coverage for JABSOM graduate medical education faculty.** Most compensated clinical faculty who supervise and educate residents and fellows receive professional liability insurance coverage from JABSOM under its policy with The Doctors Company at levels of $1 million per claim and $3 million annual aggregate. Other non-compensated faculty members must attest to having similar professional liability coverage limits through their own practice or employer.

- **Leased office space in hospitals and other clinical locations for JABSOM graduate medical education faculty.** Many of the clinical faculty who supervise residents and fellows also are situated at local hospitals and other clinical learning environments, which facilitates their supervisory and educational activities in these locations. Residents and fellows also benefit. JABSOM leases space from the Queen’s Health Systems for its Surgery, Medicine, and Psychiatry faculty and trainees; from Kapi’olani Medical Center for Women and Children for its Pediatrics and Obstetrics-Gynecology faculty and trainees; from Pali Momi Medical Center for its Family Medicine and Obstetrics-Gynecology faculty and trainees; and Kuakini Health Systems for its Medicine, Geriatrics, and Surgery faculty and trainees.

As demonstrated by the foregoing examples, JABSOM fulfills the ACGME Institutional Requirements, Section I.A.6 by providing the necessary financial support for graduate medical education. JABSOM’s commitment to provide this support is documented in the attached Statement, which the ACGME requires to be signed by University of Hawai’i officials.
Pursuant to this accreditation requirement, we request your support of and signature on the statement of institutional commitment prepared by JABSOM. See Attachment 2.

Significance / Contribution of the JABSOM Undergraduate (medical school) and Graduate Medical Education (residency/fellowship) Programs

Hawaii has a physician shortage of about nearly 1000 physicians. The shortage is expected to worsen as demand for medical care increases with population aging. The largest shortages are in primary care (Family Medicine and Internal Medicine). Insufficient access to primary care frequently results in delays in care as well as costlier care in emergency departments or hospitals. Several other specialties have large shortages including Surgery, Obstetrics-Gynecology, and Orthopedics. Of practicing physicians, many have closed their practices to new Medicaid or Medicare patients, which further exacerbates access to care for those most vulnerable. The excess cost associated with avoidable emergency care is frequently borne by the state and the hospitals. Our GME programs and faculty have helped play an instrumental role in the COVID-19 response. For additional detail, please refer to the Hawaii Medical Education Council’s (HMEC) Report to the 2020 Legislature, authorized pursuant to HRS 304A-1704.

Full web address of this report can be found at:

Historically, if a medical student trains at JABSOM and stays in Hawaii for residency, retention of that physician practicing in Hawaii is quite high. Certain GME programs retain more than 85% of their program graduates who have also completed their undergraduate medical education at JABSOM: Family Medicine (85%), Obstetrics-Gynecology (87%), General Psychiatry (80%), Child and Adolescent Psychiatry (90%), and Geriatrics (93%).

The residents and fellows in JABSOM's GME programs provide direct patient care, under supervision of qualified attending physicians, throughout O'ahu’s hospitals, community health centers and numerous outpatient practices and clinics. Some of the residency training also occurs on the neighbor islands of Hawaii Island, Maui and Kauai, as well as in Veteran's Administration clinics in American Samoa and Guam. Patients cared for on the academic teaching services in the hospitals are often poor, medically- and socially-complex or otherwise underserved by the larger medical community.

The JABSOM programs that train medical students (77 per year over a 4-year curriculum) and residents/fellows (graduating about 80 per year) help to ameliorate the physician shortage, but JABSOM cannot solve it alone. Addressing this shortage requires complex, inter-related and multi-sector solutions and policy changes, including increasing public-private partnerships. Expanding medical student or GME resident positions is not simple and requires adequate teaching space (for students), clinical
learning environments (in hospitals and clinics) and well-trained physician faculty who are not only excellent clinicians, but also excellent teachers and supervisors who will foster graduated responsibilities by our learners while providing high quality, compassionate and cost-efficient care. Because of shrinking resources (within UH Mānoa, UH System and federally), JABSOM must be more creative and forge stronger partnerships with local health systems, insurers, foundations and the State legislature. The rapidly changing healthcare environment and economy requires JABSOM to be more flexible and agile in response to the needs of our health systems, patients and community. To this end, regular engagement with the Board of Regents and UH leadership are critical to garner appropriate support for GME program expansion. Due to the fiscal challenges due to COVID-19, we do not anticipate any expansion or new programs for at least 1-2 years.

Statement of Program’s Value within University of Hawai‘i Priorities

The University of Hawai‘i is committed to improving the social, economic and environmental well-being of current and future generations. JABSOM and its educational programs align well with the Hawai‘i Graduation Initiative (HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs).

ACTION RECOMMENDED:

A. It is recommended that the Board of Regents review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2019-2020.

B. Sign the attached “Statement of Institutional Commitment for Graduate Medical Education” (hereinafter “Statement”).

Attachment:
1. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2019-2020
2. Statement of Institutional Commitment (partially executed)

C: Lee E. Buenconsejo-Lum, MD, FAAFP, JABSOM Associate Dean for Academic Affairs, Designated Institutional Official and GME Director
EXECUTIVE SUMMARY
ANNUAL INSTITUTIONAL REVIEW OF
GRADUATE MEDICAL EDUCATION
FROM THE JOHN A. BURNS SCHOOL OF MEDICINE
GRADUATE MEDICAL EDUCATION COMMITTEE
FOR ACADEMIC YEAR 2019-20
PURPOSE
This report fulfills a core requirement of the Accreditation Council for Graduate Medical Education ("ACGME"), the national accrediting body for American Graduate Medical Education ("GME") Programs. The Institutional Requirement, I.B.5.b, states that:

The DIO\(^1\) must annually submit a written executive summary of the AIR [Annual Institutional Review] to the Sponsoring Institution's Governing Body.

The University of Hawai‘i ("UH") Board of Regents is the governing body for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called "UH JABSOM"). On September 25, 2020, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review ("AIR") for the prior academic year, July 1, 2019–June 30, 2020. This is the Executive Summary of that AIR. The detailed discussion, review and improvement action plans of the AIR are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan (Appendix B). Appendix A contains the background information related to the current structure of the GME programs and relation to teaching hospitals and clinics as that remains largely unchanged from year-to-year. Appendix C gives a brief update on the progress made in relation to the overall GME Strategic Plan, as previously requested by the UH BOR.

MAJOR CONCLUSIONS

Current accreditation status. As of the most recent notification letter on January 15, 2020, the ACGME Institutional Review Committee "commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations." Previous concerns about program compliance with work hour requirements were removed. We continue to work with our programs, leadership, faculty and trainees and clinical training partners to create excellent learning environments that provide high quality and safe patient care for the diverse populations of Hawai‘i.

Conclusions from September 25, 2020 AIR GMEC Review. Data reviewed at the AIR included the most recent ACGME survey results, Annual Program Evaluations, Annual Program Updates, additional internal surveys, enrollment and graduation graphs, and priorities for the ACGME's Clinical Learning Environment Review program. The results were positive and improved from prior years. Programs with citations have made significant improvements to address concerns. The ACGME will review all programs and decide on the status of any citations or concerns in January 2021. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Strengthen GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings
- Strengthen opportunities for resident and faculty engagement in scholarly activities, with an emphasis on better aligning these with health system and/or community needs and addressing health disparities
- Increase faculty development activities specific to GME teaching and evaluation in a competency-based educational framework
- Promote inter-professional and team-based learning environments in order to effectively address health needs of the populations we serve
- Promote learning environments that contribute to increased well-being among trainees and faculty
- Increase training and improve processes in order reduce health inequities in Hawaii’s populations

\(^1\) The Designated Institutional Official (DIO) is the academic administrator and director responsible for overseeing the operations of all GME programs at UH JABSOM.
INSTITUTIONAL PERFORMANCE INDICATORS

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

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

In addition to these performance indicators, program quality and other evaluative feedback was provided during the September 25, 2020 AIR by the 60 members of the GMEC which is made up of: i) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, ii) peer-selected resident/fellow representatives from all GME programs, iii) residency program administrators, and iv) the Office of the DIO (“ODIO”) management team. In the sections that follow, the salient findings for each of the Institutional Performance Indicators will be presented for Academic Year 2019-2020.

(1) Results of the Most Recent Institutional Notification Letter from the ACGME

**Current accreditation status.** At its January 2020 meeting, based on information available at that time, the ACGME Institutional Review Committee “commended the institution for its demonstrated substantial compliance with the ACGME’s Institutional Requirements without any new citations.” Previously identified concerns in compliance with resident work hour requirements were resolved, as there were improvements in the most recent ACGME survey results. In the 2019-20 survey, 9% of residents or fellows reported exceeding the 80-hour work week. We continue to monitor this very closely.

(2) Results of ACGME Surveys of Residents/Fellows and Core GME Faculty

And selected data from each Programs’ Annual Program Evaluation and priority Action Plan

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in the content areas shown in Table 1. Similarly, the ACGME faculty survey measures faculty experiences and perceptions of their residents and programs in content areas shown in Table 2. These survey results, in addition to other annual reporting measures to the ACGME, are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred and eight (93%) residents/fellows completed the annual survey, in addition to 191 core faculty (88%) completing their respective survey. Within each domain a number of specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = negative, 3 = neutral, 4 = positive, 5 = very positive.

<table>
<thead>
<tr>
<th>Table 1. Annual ACGME Resident Survey Content Areas and Specific Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Areas Surveyed</strong></td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Patient Safety and Teamwork</td>
</tr>
<tr>
<td>Faculty Teaching and</td>
</tr>
</tbody>
</table>
Table 2. Annual ACGME Faculty Survey Content Areas and Specific Dimensions

<table>
<thead>
<tr>
<th>Content Areas Surveyed</th>
<th>Specific Dimensions Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Satisfied with professional development and education, workload exceeded residents'/fellows' available time for work, participated in activities to enhance professional skills in: education, quality improvement and patient safety, fostering your own well-being, fostering resident/fellow well-being, practice-based learning and improvement, contributing to an inclusive clinical learning environment</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Faculty members act unprofessionally, residents/fellows comfortable calling supervisor with questions, process for confidential reporting of unprofessional behavior, satisfied with process for problems and concerns, experienced or witnessed abuse</td>
</tr>
<tr>
<td>Patient Safety and Teamwork</td>
<td>Information not lost during shift changes or patient transfers, effective teamwork in patient care, interprofessional teamwork skills modeled or taught, effectively emphasizes culture of patient safety, residents/fellows participate in adverse event analysis, know how to report patient safety events, Process to transition care when residents/fellows fatigued</td>
</tr>
<tr>
<td>Faculty Teaching and Supervision</td>
<td>Sufficient time to supervise residents/fellows, faculty members committed to educating, program director effectiveness, faculty members satisfied with process for evaluation as educators</td>
</tr>
<tr>
<td>Educational Content</td>
<td>Residents/fellows instructed in cost-effectiveness, residents/fellows prepared for unsupervised practice, learning environment conducive to education</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>Program fosters inclusive work environment, efforts to recruit diverse residents/fellows, efforts to retain diverse residents/fellows, participated in efforts to recruit diverse: pre-residency learners, including medical students, residents, fellows, faculty members, other GME staff</td>
</tr>
</tbody>
</table>

With the exception of 2020 (due to COVID disruptions), once surveys are completed, the ACGME determines the mean rankings of each of the content areas and compares the program means with the national means of all comparable programs. For example, the mean rankings for the content areas for the UH JABSOM Surgery Residency surveys for residents and faculty are respectively compared with the national means of all ACGME-accredited Surgery Residencies in the U.S.

At the AIR, the GMEC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figure 1 (resident survey) and Figure 2 (faculty survey). The University of Hawai‘i historically performs at the National Mean across the content areas and is rated very favorably overall by both residents/fellows and core faculty. However, due to complications resulting from the COVID-19 pandemic, the 2019-2020 ACGME national data has been omitted from the results of every Institution and Program survey.

Figure 1. Annual ACGME Resident Survey - Aggregated Program Data
(3) Each program conducts a very detailed Annual Program Evaluation (APE), identifies areas for improvement and develops a prioritized Action Plan to address in the subsequent academic year. Data assessed includes evaluations of the curriculum and rotations, in-training examination results, graduates’ performance (Board certification rates and other data), evaluations of the overall program, internal surveys, ACGME surveys, types of faculty development conducted, resource needs, as well as other items relevant to the GME program functioning as part of a larger department within JABSOM (items required for JABSOM accreditation by the Liaison Committee on Medical Education). The GMEC reviews a summary document of each program’s APE. At the AIR, the GMEC also reviews data related to retention rates, strategies for well-being of residents and faculty, priority areas for faculty development, recommendations from the most recent ACGME Clinical Learning Environment Review site visit, faculty scholarly activity (in aggregate) and other selected items. From that review, cross cutting themes, priorities and strategies were identified to update the Institutional Action Plan (which is contained in Appendix B).

All 19 UH JABSOM GME programs have full accreditation from the ACGME or the National body that accredits Complex Family Planning fellowships. Table 3 below shows the anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs who have already submitted their Self-Study documents, and citations for each program that is accredited by the ACGME. None of the citations listed involved patient safety/clinical care issues. In 2019-2020, there were 8 citations in 6 programs (2 citations for duty hours). The Orthopedic Surgery citation concerns faculty publications in peer-reviewed journals. One General Surgery citation relates to the pass rate for first-time Board certification test takers. Both the Orthopedic Surgery and General Surgery programs have worked very hard to address these concerns and have shown significant improvement and from our perspective, resolution, of all of those citations. Family Medicine and the General Psychiatry programs have instituted closer monitoring and notification processes such that resident schedules can be quickly adjusted to ensure residents do not exceed 80-hours per week, averaged over 4 weeks. The ACGME will make a determination on the status of all citations in January 2021. The ACGME remains several years behind schedule for the self-study and site visits, made worse due to the ongoing COVID-19 pandemic.
<table>
<thead>
<tr>
<th>GME Program</th>
<th>Self-Study (SS) Due &amp; 10-yr Site Visit (SV) Date</th>
<th>Most Recent SV Date</th>
<th>Citations in AY 2018-19</th>
<th>Citations in AY 2019-20</th>
<th>Status of Citations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine Residency</td>
<td>07/31/2020 – SS 07/01/2022 – 10yr SV</td>
<td>05/18/2009</td>
<td>1</td>
<td>1</td>
<td>AM for 1 citation</td>
</tr>
<tr>
<td>Sports Medicine Fellowship</td>
<td>07/31/2020 – SS 07/01/2022 – 10yr SV</td>
<td>05/18/2009</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Internal Medicine Residency</td>
<td>10/31/2017 – SS 10/01/2019 – 10yr SV</td>
<td>01/29/2009</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Disease Fellowship</td>
<td>10/31/2017 – SS 10/01/2019 – 10yr SV</td>
<td>09/21/2012</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Geriatric Medicine Fellowship</td>
<td>10/31/2017 – SS 10/01/2019 – 10yr SV</td>
<td>09/29/2006</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Obstetrics/Gynecology Residency</td>
<td>12/01/2020 – SS 12/01/2022 – 10yr SV</td>
<td>10/03/2007</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Surgery Residency</td>
<td>06/01/2022 – SS 06/01/2024 – 10yr SV</td>
<td>07/01/2009</td>
<td>1</td>
<td>1</td>
<td>AM for 1 citation</td>
</tr>
<tr>
<td>Pathology Residency</td>
<td>10/01/2023 – SS 10/01/2025 – 10yr SV</td>
<td>2/19/2019</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pediatrics Residency</td>
<td>01/01/2026 – SS 01/01/2030 – 10yr SV</td>
<td>01/29/2020</td>
<td>0</td>
<td>1</td>
<td>AM for 1 citation</td>
</tr>
<tr>
<td>Maternal-Fetal Medicine</td>
<td>12/01/2021 – SS 12/01/2022 – 10yr SV</td>
<td>1/24/2019</td>
<td>n/a</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Neonatal-Perinatal Fellowship</td>
<td>01/01/2026 – SS 01/01/2030 – 10yr SV</td>
<td>01/29/2020</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Psychiatry Residency</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>04/20/2012</td>
<td>0</td>
<td>2</td>
<td>AM for 2 citations</td>
</tr>
<tr>
<td>Addictions Psychiatry Fellowship</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>04/01/2009</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Child &amp; Adolescent Psychiatry Fellowship</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>10/22/2010</td>
<td>0</td>
<td>2</td>
<td>AM for 2 citations</td>
</tr>
<tr>
<td>Geriatric Psychiatry Fellowship</td>
<td>04/01/2022 – SS 04/01/2024 – 10yr SV</td>
<td>04/24/2009</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Addiction Medicine Fellowship</td>
<td>Program just started 7/1/2019</td>
<td>05/01/2021</td>
<td>n/a</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Surgery Residency</td>
<td>11/01/2022 – SS 11/01/2024 – 10yr SV</td>
<td>11/01/2012</td>
<td>3</td>
<td>1</td>
<td>AM for 1 citation</td>
</tr>
<tr>
<td>Surgical Critical Care Fellowship</td>
<td>11/01/2022 – SS 11/01/2024 – 10yr SV</td>
<td>02/19/2009</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Status of Citation (From Annual Program Reviews of Academic Year 2019-20): AM = Addressed and being monitored by program and GMEC
Orthopedic Surgery Residency is making excellent progress with more faculty publications. The General Surgery citation related to Board pass rate should be resolved by the ACGME based on the most recent data update from the American Board of Surgery. FM and General Psychiatry implemented processes to prevent duty hour violations. General Psychiatry is working with the hospital to resolve some non-physician workforce issues that are impacting resident workload. Child & Adolescent Psychiatry is working to improve communication processes with Fellows.
Conclusions from September 25, 2020 AIR GMEC Review. Overall, the ACGME survey results were positive and improved from prior years. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Strengthen GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings
- Strengthen opportunities for resident and faculty engagement in scholarly activities, with an emphasis on better aligning these with health system and/or community needs and addressing health disparities
- Increase faculty development activities specific to GME teaching and evaluation in a competency-based educational framework
- Promote inter-professional and team-based learning environments in order to effectively address health needs of the populations we serve
- Promote learning environments that contribute to increased well-being among trainees and faculty
- Increase training and improve processes in order to reduce health inequities in Hawaii’s populations

Appendix A includes a high-level overview of UH JABSOM GME programs and teaching hospitals and clinics

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

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

Appendix D contains a list of acronyms and abbreviations.
APPENDIX A.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education ("LCME") of the Association of American Medical Colleges ("AAMC"). It is the sponsoring institution for eighteen (18) GME programs fully accredited by the ACGME: Eight (8) core residencies and ten (10) subspecialty fellowships. Without a UH owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal health care departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th year medical students) are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals/clinics house UH JABSOM’s eight (8) clinical departments: Family Medicine (Hawai‘i Pacific Health Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center), Obstetrics/Gynecology and Pediatrics (Hawai‘i Pacific Health Kapi‘olani Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen’s Medical Center).

An average of 230 physician-trainees, who received doctorates from a school of medicine or school of osteopathy, matriculate annually through one of the ACGME-Accredited GME programs listed in Table 4. About a third of these physicians are graduates from UH JABSOM, a third from U.S. Medical Schools outside Hawai‘i, and a third from international medical schools. This mix of Hawai‘i, U.S. national, and international graduates is considered ideal for U.S. GME programs, and particularly valued in Hawai‘i with its multicultural population of indigenous and immigrant ethnic groups. In addition to these 18 ACGME-Accredited programs, UH JABSOM sponsors one (1) non-ACGME accredited fellowship: Complex Family Planning, which follows the policies and requirements set by the National Office of Complex Family Planning and trains 2 fellows. Hence, UH JABSOM has a total of nineteen (19) GME programs that produce primary care, specialty, and subspecialty physicians that become independent licensed practitioners in Hawai‘i, Guam, American Samoa, the Compact of Free Association nations, i.e., Micronesia, and North America.

---

2 A growing trend during the past decade shows increasing numbers of Americans who attend and graduate from international medical schools due to the extreme competitiveness of U.S. medical school admissions, where only 2% of applicants are accepted.

3 The Complex Family Planning Fellowship is accredited by their National Specialty Association. In the academic year 2019-20, they participated in the same Annual Program Evaluation process as the other ACGME programs and their data is included in the AIR. Their program directors, administrators and representative fellows are part of the GMEC and their compliance and accreditation are monitored by the UH JABSOM GMEC and DIO. The specialty is on target to become ACGME accredited in 2021.
APPENDIX B.

GMEC ACTION PLAN ITEMS and STATUS

Many of the major themes identified in the GME strategic planning process in 2016-17 align with findings from each program’s Annual Program Evaluation and our Institutional Priorities. This makes sense as the ACGME expects each Program’s Major Aims to align with the community needs, as well as the missions and priorities of the Sponsoring Institution (JABSOM) and the major health systems in which GME training occurs. The GMEC reviews data and identifies crosscutting themes and strategies that could be addressed across programs at the Institutional level. The Institution (JABSOM), as well as individual programs participate in numerous, continuous activities that aim to improve our programs. The status of these activities are briefly reviewed below. Notably, the COVID-19 pandemic started having major disruptions to our medical education and clinical learning environments in late February 2020, so that has resulted in some slowed progress in certain strategies below. New for 2020 and beyond is an explicit emphasis on diversity, equity, and inclusion initiatives. This is in alignment with the overall JABSOM Strategic Plan (Figure 3). GME activities will be done in alignment with larger JABSOM initiatives. The JABSOM initiatives are overseen by the Coordinating Committee on Opportunity, Diversity and Equity (C-CODE).

Figure 3. JABSOM Strategic Summary, April 2020
## Table 4. Status of GMEC Action Plan

**Major Theme: Quality Areas of Improvement for AY 2016-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-2021:**

### 1. Quality Improvement (QI) / Patient Safety (PS)

*2016-16* Achieve increased resident/fellow participation in QI/PS initiatives/projects.

*2016-17* Increase alignment of GME QI/PS priorities with clinical learning environment QI/PS priorities, as measured by APE and AIR reports and related ACGME evaluation tools (long-term, ongoing goal, also required by the ACGME Clinical Learning Environment Review program).

<table>
<thead>
<tr>
<th>Measureable Steps / Interventions</th>
<th>Assigned to</th>
<th>Desired Outcomes</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> (AY 2016-17) Encourage completion of IH modules in Quality Improvement</td>
<td>QIO, GMEC QPS Subcommittee</td>
<td>Residents and core faculty knowledgeable regarding principles of QI</td>
<td>% completion of required modules</td>
<td>Completed by all incoming residents each year. Variance comparison by core faculty (tracking).</td>
</tr>
<tr>
<td><strong>B.</strong> (AY 2016-17) Incorporate hospital QI staff &amp; reports into academic half-day (AHD) curriculum</td>
<td>QPS SC</td>
<td>Relevant QI indicator updates identify opportunities for GME participation in hospital QI priorities</td>
<td>Annual CLER updates and APE process will show 100% compliance</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td><strong>C.</strong> (AY 2017-18) Incorporate patient safety reviews and participation in PS debriefs into each program's curriculum</td>
<td>Each program</td>
<td>Resident/faculty are adept in basic PS activities</td>
<td>100% of programs will incorporate PS debriefs into curriculum</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td><strong>D.</strong> (AY 2018-19) Continue PS and QI integration into programs' curricula and faculty development</td>
<td>Each program</td>
<td>Increased knowledge and meaningful engagement by residents/faculty in health facilities’ health systems’ QI and PS initiatives</td>
<td>Increasing # of PS reviews and QI occurring regularly in each program</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td><strong>E.</strong> (AY 2019-20) Implement standardized, longitudinal core curriculum in PS and QI for all GME programs</td>
<td>QPS/SC, QIO, Programs</td>
<td>Same as A</td>
<td>% of senior residents participating in RCA (actual or sim). % participation on institutional QPS committee meetings, average Milestone in QPS for senior trainees. % faculty trained in THI ‘AQTQ. Increased # of resident and faculty scholarly activity presented or published on QPS topics</td>
<td>Partially met, ongoing. Sim RCA implemented April 2020</td>
</tr>
<tr>
<td><strong>F.</strong> (AY 2018-20) Implement structured team debriefing and reporting of safety events</td>
<td>Programs</td>
<td>Increase resident and faculty reporting of safety events and engagement with system-based improvement efforts</td>
<td>% increase of RL reports submitted by residents and faculty</td>
<td>Partially met</td>
</tr>
<tr>
<td><strong>G.</strong> (AY 2020-21) Train faculty and residents on proper and constructive safety event reporting</td>
<td>QIO, GMEC QPS SC Programs</td>
<td>Increase # of patient safety events reported in RL (Queen’s, HPH) or hotline (Queen’s, HPH, Kuakini). (PS Department reports)</td>
<td>Same as F</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>H.</strong> (AY 2020-21) Implement and sustain closed loop feedback between the health system PS office and the reporter/reporter’s GME program</td>
<td>QPS SC (health systems + QIO), Health Systems, Programs</td>
<td>Timely receipt of aggregated feedback from PS staff enables change (PS Department reports, PD mgmt minutes, APE)</td>
<td>% increase of programs receiving routine communications from health system PS office</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
### 2. SCHOLARLY ACTIVITY & RESEARCH

#### (2015-16) Achieve increased resident and faculty presentation at local/regional peer-reviewed meetings

#### (2016-17+) Achieve increased resident and faculty satisfaction with participation in scholarly activity &/or research, as measured by APE and AIR reports and related ACGME evaluation tools (long-term, ongoing goal, also required by the ACGME)

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes Measures</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> (AY2015-16) Annual research forum for resident, fellow and faculty scholarship.</td>
<td>ODIO, GMEC Scholarly Activities &amp; Research SC</td>
<td>Additional local opportunities to present scholarly work</td>
<td>Increasing % of residents participating in high quality scholarly activity (SA)</td>
<td>Not met. Decided to use existing fora</td>
</tr>
<tr>
<td><strong>B.</strong> (AY2015-ongoing) Long-term goal: develop system for coordinating GME trainee &amp; faculty scholarly activities</td>
<td>ODIO, GMEC Scholarly Activities &amp; Research SC</td>
<td>Coordinated clinical, health disparities and QIPS-focused scholarly work across UH JABSOM</td>
<td>Same as A</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td><strong>C.</strong> (AY2017-18) Work toward common (across institutions) CITI training</td>
<td>ODIO and research leads at QHS, HPH</td>
<td>Reduced barrier to research</td>
<td>Increased % of residents reporting satisfaction with SA opportunities (ACGME surveys, DIO input)</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td><strong>D.</strong> (AY2017-18) Work toward eliminating need for multiple IRB applications</td>
<td>ODIO and research leads at QHS, HPH</td>
<td>Reduced barrier to research</td>
<td>Same as C</td>
<td>Met as much as possible.</td>
</tr>
<tr>
<td><strong>E.</strong> (AY2017-18, 2018-19+) Work toward developing fast track approval for QI/PI projects</td>
<td>ODIO and research leads at QHS, HPH</td>
<td>Reduced barrier to research</td>
<td>Same as C</td>
<td>Met for HPH and QHS. Work on communicating process</td>
</tr>
<tr>
<td><strong>F.</strong> (AY2017-18) Train a core group of faculty mentors in Health Catalyst EDW at QMC</td>
<td>ODIO and research leads at QHS, HPH</td>
<td>More QI/PI projects or research projects related to direct patient care at QHS and HPH facilities</td>
<td>Increasing % of core faculty with selected skills in research and/or robust QI/PI projects</td>
<td>Met. Limited applicability for certain types of research. Some core faculty participate in intensive QI/GME, leadership development programs within the health systems (AQT, QHS, THI)</td>
</tr>
<tr>
<td><strong>G.</strong> (AY2018-19+) Include GME research in JABSOM Research Strategic Plan to garner more resources for GME programs</td>
<td>ODIO</td>
<td>Research strategic action plans include GME needs and unique challenges</td>
<td>Increasing support to GME programs from JABSOM Dept of Quantitative Health Sciences; pilot project funds available to JABSOM clinician faculty and residents</td>
<td>Met. Support from JABSOM Dept of QHS. Program reps on JABSOM clinical research subcommittee</td>
</tr>
<tr>
<td><strong>H.</strong> (AY2020-21) Identify a research director (dedicated to residents/fellows) in each program who will facilitate connection with mentors and research resources</td>
<td>Department Chairs</td>
<td>Increased # of resident/fellow completed scholarly activity projects (Web/IDS, APE) &amp; APE</td>
<td>Increasing # of resident and faculty scholarly activity (presented or published) &amp; APE</td>
<td>Partially met. Research lead ID for each program working on structuring the process</td>
</tr>
<tr>
<td><strong>I.</strong> (AY2020-21) Resident/fellow research should focus on (a) educational research/curriculum development; (b) QI/PI in partnership with health systems; (c) identifying or addressing health disparities; or (d) topics relevant to the specialty</td>
<td>Program Director in coordination with research leads at QHS, HPH</td>
<td>Increased # of completed scholarly projects that focus on QI/PI, educational research &amp; health disparities (NI APE)</td>
<td>Increasing # of resident and faculty presented or published work in QI/PI, educational research, or health disparities</td>
<td>In progress</td>
</tr>
</tbody>
</table>
### 3. FACULTY DEVELOPMENT (FD)

**(2016-16)** Improved systems for providing meaningful and timely feedback and evaluation to residents/fellows.  
**(2016-17+)** Improve availability and accessibility of faculty development topics that will enhance the learning and growth of residents/fellows, as measured by AIR reports and related ACGME survey questions (long-term, ongoing goal).

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (AY 2015-16) Revise/standardize template for formative feedback</td>
<td>GMEC Curriculum, Evaluation &amp; Milestones Sr.</td>
<td>Improved consistency and timing of meaningful faculty feedback to learners</td>
<td>New template</td>
<td>Met</td>
</tr>
<tr>
<td>B. (AY 2015-16) Develop Minimum feedback guidelines</td>
<td>SC</td>
<td>Improved consistency and timing of meaningful faculty feedback to learners</td>
<td>New guidelines</td>
<td>Met</td>
</tr>
<tr>
<td>D. (AY 2016-17) Develop video vignettes on giving feedback</td>
<td>SC/O/E/O/D/O</td>
<td>Easily accessible resources for required FD topics for core, comp and non-comp faculty</td>
<td>Increase % of core faculty participating in this specific FD topic</td>
<td>Partially met (part of F); incorporated as core FD for new faculty</td>
</tr>
<tr>
<td>E. (AY 2017-18) Develop online toolkit for working with difficult learners, writing meaningful evaluations</td>
<td>SC/O/E/O/D/O</td>
<td>Easily accessible, vetted resources for program-specific FD topics</td>
<td>Increase % of core faculty participating in this specific FD topic</td>
<td>Met, but being refined to increase usage</td>
</tr>
<tr>
<td>F. (AY 2017-18) Develop online learning in core faculty development topics</td>
<td>DIO/D/O/D/O, JABSOM FD office</td>
<td>Same as D</td>
<td>Increase % of core faculty participating in this specific FD topic</td>
<td>Met, ongoing. Teaching/physician.org, IHI modules, P.H. or JABSOM specific modules</td>
</tr>
<tr>
<td>G. (AY 2017-18) Pilot SUPERB SAFETY curriculum</td>
<td>DDIO, Clinical Departments</td>
<td>Institution-wide curriculum for improved communication between residents &amp; faculty</td>
<td>% of programs implementing SUPERB SAFETY</td>
<td>Met. Online module also developed</td>
</tr>
<tr>
<td>H. (AY 2018-19, 2019-20+) Implement SUPERB SAFETY into remainder of curriculum</td>
<td>ODI, JABSOM FD Office with UHIM and health systems</td>
<td>Same as G</td>
<td>% of programs implementing SUPERB SAFETY, incl faculty</td>
<td>Met. Online module also developed</td>
</tr>
<tr>
<td>I. (AY 2018-19, 2019-20+) Mandatory topics for faculty development (feedback, evaluation, resiliency, Title IX, creating safe work and learning environments, population health, quality improvement, patient safety and other topics)</td>
<td>ODI with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup</td>
<td>Same as A, B, C, D, E</td>
<td># of sessions, % participation, FD webpage, SUPERB SAFETY tied to test</td>
<td>Met for most topics. Certain topics given at Clinical Department faculty meetings; (b) Quarterly series for clinicians, faculty, given at Queen’s, Kapioiari and via Zoom to increase participation. Population health overview given but not online. OI (PS) bootcamp to be developed in conjunction w/ QHS and PPH.</td>
</tr>
<tr>
<td>J. (AY2020-21) Provide additional faculty development via both synchronous and asynchronous modalities, in conjunction with the health systems (as appropriate). Focus on working with difficult learners (advanced skills), competency-based assessment, telemedicine, quality improvement and patient safety.</td>
<td>ODI with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup</td>
<td>Increased % of core faculty participation in FD (website tracking system or health system CME reports), improved residents/fellow satisfaction with learning environment and faculty (ACGME and internal surveys).</td>
<td># of sessions, % participation, FD webpage offerings</td>
<td>In progress. JABSOM telemedicine curric being developed (UME, GME, FD).</td>
</tr>
</tbody>
</table>
4. INCREASE LEARNERS’ PERCEPTION OF HIGH FACULTY ENGAGEMENT

(2016-16) Fostering environments of inquiry and scholarly activity
(2016-17+) in partnership with GME stakeholders, create environments where faculty and academic practices are valued and supported, as measured by APE reports and related ACGME evaluation tools [long-term, ongoing goal]

- On September 27, 2019, the GMEC voted to resolve this theme #4 and related activities. ACGME Survey responses have improved since 2016-16 and this area, as well as all areas related to faculty teaching, engagement, appropriate supervision and well-being continue to be high priority areas being addressed at multiple levels (Program, Department, Institution (JABSOM) and related faculty practice plans) and health systems. Activities related to faculty development are included in theme #3 above.
- Long-term discussions to better align the academic mission and faculty practices of JABSOM with the various health systems and major health insurer are ongoing and beyond the direct control of the GMEC.

5. POPULATION HEALTH / INTER-PROFESSIONAL EDUCATION (IPE)

(2016-16) Provide regular feedback on practice effectiveness to residents and fellows
(2016-17+) Strengthen Institutional curricula so that GME trainees and core faculty actively engage in team-based management of their patient populations in coordination with relevant health system and insurer initiatives (long-term, ongoing goal) also required by the ACGME

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes Measures</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (AY 2015-16) Improve documentation skills in clinical and required administrative work with patients</td>
<td>ODIO, Clinical Chairs</td>
<td>Improved documentation skills to comply with healthcare reform requirements and patient clinical care</td>
<td>Program-specific chart reviews, less no. of non-compliant charting</td>
<td>Met</td>
</tr>
<tr>
<td>B. (AY 2016-17) Work with health system IT to more efficiently obtain resident-level data to manage population health</td>
<td>DIO, PDI</td>
<td>Meaningful data with which to train residents/fellows</td>
<td>Resident-level reports of empowerment (Family Med), quality indicators; 100% of all programs with a tailored report with selected indicators</td>
<td>Met as much as possible within the constraints of the EHR</td>
</tr>
<tr>
<td>C. (AY 2017-18) Health systems support data on quality metrics and benchmarks relevant to each GME program</td>
<td>DIO, QPS SC</td>
<td>Compliance with new ACGME requirement (APE, AIP reports and ACGME survey results)</td>
<td>Same as B</td>
<td>Met, same as B</td>
</tr>
<tr>
<td>D. (AY 2017-18) Conduct baseline assessment of data needs, population health curriculum, inter-professional education (IPE) opportunities</td>
<td>ODIO</td>
<td>Identify opportunities to leverage resources across health professions schools to improve implementation of meaningful population health curricula</td>
<td>Completed assessment</td>
<td>Met, HIPE workgroup and residency-specific</td>
</tr>
<tr>
<td>E. (AY 2018-19, 2019-201) Implement basic population science curriculum for those programs who currently do not teach the</td>
<td>ODIO</td>
<td>Same as B, C Also; GME trainees more engaged in team-based care as evidenced by annual program evaluation. CLER visit (as applicable)</td>
<td>% of programs for whom population health is relevant with relevant curriculum implemented</td>
<td>Met, as applicable for specialty</td>
</tr>
<tr>
<td>F. (AY 2018-19, 2019-201) Leverage resources with health systems and insurers to make more training available to GME programs</td>
<td>ODIO in conjunction with HNSA and ACO needs</td>
<td>Same as E</td>
<td>Same as E</td>
<td>Met. as applicable for specialty</td>
</tr>
<tr>
<td>G. (AY2020-21) With the Hawaii Interprofessional Education (HIPE) collaborative, identify existing and potential IPE educational opportunities in simulation and clinical settings</td>
<td>Programs (w/ guidance from ODIO for GME programs)</td>
<td>Increase resident/fellow recognition and participation in IPE activities (ACGME and internal surveys) (short-term)</td>
<td>Increased % positive responses to ACGME and internal surveys related to team-based care, health disparities</td>
<td>In progress</td>
</tr>
<tr>
<td>H. (AY2020-21) Each GME program implements a targeted population health intervention, as specific to their specialty, population served, and related health system</td>
<td>Programs (w/ guidance from ODIO &amp; health systems)</td>
<td>Improvement in specified indicators or measures (NI APE) longer term, improved trends in selected health outcomes in the specified population (NI APE)</td>
<td># of programs completing an implementation plan, # of programs in implementation phase (NI APE), (medium term 1-2 years) improvement in specified indicator or measures (NI APE), (long-term 3-5 years) improved</td>
<td>To start</td>
</tr>
</tbody>
</table>
## WELL-BEING OF RESIDENTS AND FACULTY

2015-16 Identify activities and partnerships to enhance resident well-being
2016-17 Work with hospital/health system partners, JABOM & other stakeholders to create learning & working environments that promote well-being of residents/fellows, faculty and other members of the health care team, as evidenced by ACGME Well-Being surveys & internal surveys and APE reports. (long-term, ongoing goal; also required by the ACGME)

<table>
<thead>
<tr>
<th>Measureable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes Measures</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (AY 2015-16+) Include residents in hospitals’ Doctor’s Day and other medical staff activities that focus on well-being</td>
<td>Well-being (WB) SC</td>
<td>Residents/fellows feeling valued by the hospital</td>
<td>Positive scores on ACGME and internal surveys</td>
<td>Met, ongoing</td>
</tr>
<tr>
<td>B. (AY 2016-17) Identify wellness resources for residents/fellows</td>
<td>WB SC / ODOI</td>
<td>Residents/fellows being more aware of available resources</td>
<td>Positive scores on surveys. APE reports and DIO discussion</td>
<td>Met, ongoing with reminders</td>
</tr>
<tr>
<td>C. (AY 2017-18) Conduct Institution and Department-level Inventory of Well-Being (culture, policies, resources)</td>
<td>ODOI, WB SC</td>
<td>Learning and working environments that support physician and team well-being</td>
<td>Completed inventory</td>
<td>Met</td>
</tr>
<tr>
<td>D. (AY 2017-18) Conduct baseline survey of residents/fellow well-being and burnout</td>
<td>ODOI, WB SC</td>
<td>For Intervention C &amp; D: Baseline data against which progress in curricular and policy/systems/environmental improvement in these areas can be measured</td>
<td>Overall positive scores on annual ACGME Well-Being surveys and internal assessments</td>
<td>Met and repeated periodically (2020 during COVID is most recent)</td>
</tr>
<tr>
<td>E. (AY 2017-18+) Provide training on physician burnout, mitigation and resources</td>
<td>ODOI</td>
<td>Increased awareness and increased acceptability of asking for help as measured by periodic internal assessments and APE</td>
<td>Compendium of resources that are accessible and utilized. Decreased % of residents reporting negatively on ACGME and internal surveys</td>
<td>Met and ongoing</td>
</tr>
<tr>
<td>F. (AY 2017-18+) Work with health systems to train and provide support for faculty and residents in payment transformation and conversion to team-based group practice models</td>
<td>ODOI, GME Advisory Council</td>
<td>Increased comfort with practicing in the new model of health care (improved scores on selected ACGME Well-Being questions and health system physician engagement measures)</td>
<td>Improved scores on selected ACGME Well-Being questions and health system physician engagement measures</td>
<td>Met, as applicable to certain specialties</td>
</tr>
<tr>
<td>G. (AY 2018-19+) Develop a culture of organizational resiliency</td>
<td>ODOI, JABOM, health systems</td>
<td>A, B, C, E, F above; increased well-being scores (ACGME: Well-Being) and engagement scores (Gallup, ACGME, other); improved resident/fellow perception of faculty engagement (ACGME surveys); improved faculty scores (ACGME surveys)</td>
<td>Same as F; increased positive scores on culture of psychological safety and other JABOM engagement and/or climate surveys</td>
<td>In progress</td>
</tr>
<tr>
<td>H. (AY 2020-21) Develop a structured institutional curriculum that includes leadership, followership, time management, substance use disorders and aging well</td>
<td>ODOI</td>
<td>Same as G</td>
<td>Same as F</td>
<td>To start</td>
</tr>
</tbody>
</table>
JABSOM, as well as the American Association of Medical Colleges and the Accreditation Council on Graduate Medical Education, have explicit strategic plans, guidelines, and accreditation requirements that include focused attention to creating a diverse physician workforce and providing education, clinical learning environments, care, scholarship, and advocacy that will reduce inequities that are a root cause of health disparities for the populations we serve. All JABSOM efforts are overseen by the Coordinating Committee on Opportunity, Diversity, and Equity (C-CODE). The C-CODE, in conjunction with key JABSOM stakeholders and partners, will identify opportunities to improve the continuum of medical education and biomedical science research, ensure appropriate training for learners, faculty, and staff, and create an inclusive, professional, and psychologically safe organization within which positive change can occur to ensure health equity for the JABSOM Ohana and the communities we serve.

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes</th>
<th>Indicators (expected resolution &amp; measures)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (AY2020-21) Begin aligning UME, GME, faculty, and staff development in diversity, opportunity and equity (DOE)</td>
<td>UOIO, Chairs, JABSOM C-CODE</td>
<td>Increased coordination and continuum of activities (NI APE), improved scores on JABSOM surveys related to institutional climate and psychological safety</td>
<td>Increasing trends in participation (JABSOM-wide and GME dashboards), increased # of initiatives reported by Dept/Program, increase positive scores on JABSOM and other climate surveys</td>
<td>In progress</td>
</tr>
<tr>
<td>B. (AY2020-21) Offer institution-wide training in Health Inequities in Hawai‘i’s populations and sexual and gender minority health</td>
<td>UOIO + JABSOM C-CODE team</td>
<td>Increased % of GME programs, core faculty and staff (by Department) participating in these specific trainings (NI APE), increased self-reported comfort level in discussing structural racism and discrimination of marginalized groups (institutional climate or related surveys)</td>
<td>Increased % of core faculty, staff, and trainees participating in specific trainings (NI APE)</td>
<td>In progress</td>
</tr>
</tbody>
</table>
APPENDIX C.

2020 BRIEF PROGRESS REPORT ON THE 2016-17 GME STRATEGIC PLAN

OVERALL GME STRATEGIC PLAN

In 2016-17, our trainees, GME programs and leadership, major partner training sites and key community stakeholders including the Hawai‘i Medical Education Council (HMEC), participated in a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce that continues to advance the health and well-being of the people of Hawai‘i. Given the severe economic constraints due to the COVID-19 pandemic, there are no immediate plans to expand existing programs within the next 1-2 years. Major strategies are noted below, with significant updates or barriers/challenges since 2019. Progress continues on strategies that were previously reported at the January 16, 2020 Board of Regents Meeting. Some have also been incorporated in the HMEC report to the 2020 Legislature:

1. **STRATEGY 1: Secure additional resources to maintain and expand GME programs.** This includes funding for additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. Ensuring excellent educational environments (faculty, space and infrastructure) are critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM):
   a. The Family Medicine Department and Residency Clinic completed the move to Pali Momi Medical Center’s campus, resulting in expanded primary care services to patients in Central and Leeward Oahu. The close proximity to Pali Momi provides an improved clinical learning environment for the FM residents and medical students on their FM rotation.
   b. The Preceptor Tax Credit program started, a combined effort with UH School of Nursing, College of Pharmacy, Hawai‘i State Legislature and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet certain eligibility requirements.

2. **STRATEGY 2: Develop a multi-pronged approach to improve physician retention in Hawai‘i.** This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State and other partners to make Hawai‘i a desirable place to practice — especially for new graduates with an average of $300,000 in educational debt (higher for those who completed med school on the mainland).
   a. About ¼ of JABSOM’s class entering in 2020 received full-ride scholarships
   b. The State Loan Repayment Program and other loan repayment programs continue to emphasize primary care practice and rural sites
   c. The Freeman Foundation awarded three scholarships to reduce educational debt burden for JABSOM graduates who are completing their residency programs in Hawaii and who have committed to practice in Hawaii.

BARRIERS/CHALLENGES

i. Expansion of the JABSOM medical student class size, residency programs, or development of core rotations on neighbor island sites will be deferred until the UH and State budget stabilizes. Our efforts for the immediate short-term will be to secure resources to preserve core faculty and staff positions that support the continuum of medical education experiences throughout the State, including those already present on the neighbor islands.

ii. Continuing to work with our health system partners and practice plans to include support for the teaching/evaluation and curriculum development and implementation requirements of core faculty. Additional resources are needed to support faculty participation in scholarly activities that are aligned with or part of the health system and/or insurers’ quality improvement, performance improvement and/or patient safety initiatives.
BARRIERS/CHALLENGES

i. State Loan Repayment funds: Need to increase the matching funds (in order to increase the Federal match)

ii. Payment Transformation: Continued discussions with health insurers and policies makers regarding the impact of payment transformation on physician retention; ensure that academic physicians/academic practices are included in implementation strategies

iii. Continued need for scholarships and additional incentives to reduce educational debt burden and incentivize practice in high-need areas and specialties.

3. STRATEGY 3: Develop strategies, in partnership with the health systems and insurers, to address and prevent physician burnout and to promote physician well-being.

BARRIERS/CHALLENGES

i. Continued discussions with health insurers, policy makers, and health systems regarding the impact of payment transformation on physician retention

4. STRATEGY 4: Expand neighbor island and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best ways to attract and retain physicians in rural settings is to 'grow your own' and to provide clinical training that is embedded within community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The current lack of these resources constrains most programs' ability to offer neighbor island rotations.

BARRIERS/CHALLENGES

i. Need to expand faculty and academic practice models on the neighbor islands.

5. STRATEGY 5: Incorporate more aspects of population health and inter-professional education and training into all GME programs in order to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

a. In April 2020, despite the COVID-19 pandemic, a virtual interprofessional patient safety simulation taught principles of root cause analysis and implementation of action plans. Learners included senior residents/fellows, senior nursing students and pharmacy residents. This will continue annually.

BARRIERS/CHALLENGES

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACGME</td>
<td>Accreditation Council for Graduate Medical Education</td>
</tr>
<tr>
<td>APE</td>
<td>Annual Program Evaluation – reporting done annually by each program</td>
</tr>
<tr>
<td>AQTP</td>
<td>Advance Quality Training Program</td>
</tr>
<tr>
<td>EDW</td>
<td>Enterprise Data Warehouse</td>
</tr>
<tr>
<td>FD</td>
<td>Faculty Development</td>
</tr>
<tr>
<td>GME</td>
<td>Graduate Medical Education</td>
</tr>
<tr>
<td>GMEC</td>
<td>GME Committee – provides oversight for GME activities</td>
</tr>
<tr>
<td>HIPE</td>
<td>Hawaii Inter-Professional Education</td>
</tr>
<tr>
<td>HRP</td>
<td>Hawaii Residency Programs, Inc.</td>
</tr>
<tr>
<td>NI</td>
<td>New Innovations – web-based educational software data management system</td>
</tr>
<tr>
<td>PS</td>
<td>Patient Safety</td>
</tr>
<tr>
<td>QI</td>
<td>Quality Improvement</td>
</tr>
<tr>
<td>QPS</td>
<td>Quality &amp; Patient Safety</td>
</tr>
<tr>
<td>QPS SC</td>
<td>Quality &amp; Patient Safety Subcommittee (for the GMEC)</td>
</tr>
<tr>
<td>RCA</td>
<td>Root Cause Analysis</td>
</tr>
<tr>
<td>RL</td>
<td>Online Reporting Mechanism For Patient Safety Events</td>
</tr>
<tr>
<td>SA</td>
<td>Scholarly Activity</td>
</tr>
<tr>
<td>THI</td>
<td>Total Healthcare Improvement</td>
</tr>
<tr>
<td>WB SC</td>
<td>Well-Being Subcommittee (for the GMEC)</td>
</tr>
</tbody>
</table>
STATEMENT OF INSTITUTIONAL COMMITMENT TO GRADUATE MEDICAL EDUCATION

The University of Hawai'i (University), as the parent institution to the John A. Burns School of Medicine (UH JABSOM), assumes ultimate responsibility for all of the graduate medical education programs under its sponsorship. UH JABSOM shall bear the responsibility, directly and/or through contractual arrangements and affiliation agreements, for providing the financial support for administrative, educational, and clinical resources, including personnel, necessary to achieve exemplary nationally accredited medical education programs.

In support of its vision, the University is committed to excellence in both education and patient care and establishes an ethical and scholarly environment for these activities. Through the UH JABSOM Designated Institutional Official and the UH JABSOM Graduate Medical Education Committee, the University will meet or exceed compliance with Accreditation Council for Graduate Medical Education (ACGME) Institutional Requirements and ensure that all of its ACGME-accredited programs meet or exceed compliance with the Institutional, Common, and specialty-specific Program Requirements and ACGME Policies and Procedures. To provide effective educational experiences for residents that lead to measurable performance outcomes, the University commits to obtaining appropriate clinical venues through agreements with approved health care facilities and their organized medical staff. Within these venues, the University will commit to and be responsible for maintaining oversight of the residents and fellows, who are a special category of learners whose training programs are under the sponsorship of UH JABSOM. Additionally, the University will provide guidance and supervision of residents while facilitating their professional, ethical, and personal development; promote patient safety and resident well-being; and ensure access to resources to accomplish the above.
STATEMENT OF INSTITUTIONAL COMMITMENT TO GRADUATE MEDICAL EDUCATION

This statement of commitment, approved by the Graduate Medical Education Committee, is supported by UH JABSOM's governing authority, administration, and faculty.

Approved by: UH JABSOM Graduate Medical Education Committee and UH JABSOM Executive Committee. Endorsed by: UH JABSOM Faculty Senate.

Benjamin Asa Kudo, JD
Chair, Board of Regents
University of Hawai‘i

David Lassner, PhD
President
University of Hawai‘i

Michael Bruno
Michael S. Bruno, PhD
Provost
University of Hawai‘i at Mānoa

Jerris R. Hedges, MD, MS, MMM
Professor and Dean
University of Hawai‘i at Mānoa
John A. Burns School of Medicine

Lee E. Bancel-Aseojo-Lum, MD, FAAFP
Associate Dean for Academic Affairs
Designated Institutional Official and GME Director
Chair, Graduate Medical Education Committee
University of Hawai‘i at Mānoa
John A. Burns School of Medicine

Date
12/23/2020

Date
12/23/2020

Date
8/3/2020

Date
8/4/2020

2
Update on Financial Status and Reshaping UH: Navigating to the Future

Presentation to University of Hawai‘i Board of Regents
January 7, 2021
Overview of Presentation

➢ Update on Financial Status
  • Vision for the Destination
  • Planning to Get Us There
  • The Journey Ahead
FY21 Fiscal Update and Control Measures

Expenditure controls and cash preservation beginning in Spring 2020
• Travel restrictions
• Contract renewals and equipment purchases restrictions
• Hiring freeze on all vacant positions
• EM salary reductions

Revenue Concerns
• Q1+Q2 FY21 tuition revenues down but less than anticipated (-5%)
• Q1+Q2 FY21 general fund support has thus far matched appropriation – which, is better than earlier forecasted levels (-10%).
• Auxiliary and enterprise service revenues down

Reserves
• No use of reserves in FY21 to support operations
The State’s Financial Condition Remains Grim

• Through November, State General Fund tax revenues are down 7.8% from the same time period for FY20
  • At its September 9, 2020 meeting, the Council on Revenues (COR) had projected a state revenue decline of 11% for FY21. The COR is scheduled to meet on January 7, 2021.

• State has borrowed $750m to cover FY21 operating budget – this will need to be paid back over next 5 fiscal years

• Hawaiʻi’s seasonally adjusted unemployment rate for November 2020 was 10.1%, tied for highest in the country (with Nevada)

• Executive budget plan for next biennium and beyond includes furloughs AND extensive budget reductions for all agencies
  • Estimated annual general fund revenue shortfall is $1.4 billion

• Return to FY19 revenue levels not expected for at least 4-5 years
August 2020
• Presented financial scenarios and budget planning strategy to the Board for both short term (FY21) and future (FY22 & beyond).
  • Early financial forecasts modeled declines in available state appropriations, potential drops in tuition revenue, and COVID-impacted auxiliary revenues

October 2020
• Board of Regents approved Budget Policy Paper for the fiscal biennium and beyond

November 2020
• Board of Regents approved a flat general fund budget request for FYB21-23 for operating and capital improvement project funding (CIP) request
  • Per HRS, request submitted to both Gov and Legislature
• No new general funds requested
• Transfer positions associated with Nā Pua Noʻeau from UOH900 (Systemwide Support) to the various campuses
• Transfer positions associated with Human Resources from UOH100 (Mānoa) to UOH900
• Request continuation of $4,000,000 in General Funds for Athletics programs at Mānoa and Hilo (these funds were appropriated in Act 264, SLH 2019)
• Non-general funds ceiling increase for RTRF in UOH900 and a transfer of ceiling from UOH100 to UOH900 to reflect reorganization of Office of Research Compliance
### FB21-23 Operating Budget – Gov Proposed

<table>
<thead>
<tr>
<th>Campus</th>
<th>Act 9/SLH 2020</th>
<th>CB (prior)</th>
<th>Transfers</th>
<th>Adds</th>
<th>Reduction</th>
<th>Total (GOV)</th>
<th>% diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manoa</td>
<td>$238,158,774</td>
<td>$9,294,328</td>
<td>$(402,885)</td>
<td>$3,600,000</td>
<td>$(35,600,000)</td>
<td>$215,050,217</td>
<td>-9.7%</td>
</tr>
<tr>
<td>JABSOM</td>
<td>$20,395,095</td>
<td>$811,470</td>
<td></td>
<td></td>
<td>$(3,000,000)</td>
<td>$18,206,565</td>
<td>-10.7%</td>
</tr>
<tr>
<td>Aquaria</td>
<td>$788,141</td>
<td>$28,396</td>
<td></td>
<td></td>
<td>-</td>
<td>$816,537</td>
<td>3.6%</td>
</tr>
<tr>
<td>Hilo</td>
<td>$38,048,748</td>
<td>$1,530,478</td>
<td>$87,631</td>
<td>$400,000</td>
<td>$(5,700,000)</td>
<td>$34,366,857</td>
<td>-9.7%</td>
</tr>
<tr>
<td>SBDC</td>
<td>$978,941</td>
<td>$-</td>
<td>$87,631</td>
<td>$-</td>
<td>$-</td>
<td>$978,941</td>
<td>0.0%</td>
</tr>
<tr>
<td>UHWO</td>
<td>$18,562,223</td>
<td>$775,748</td>
<td>$44,724</td>
<td></td>
<td>$(2,700,000)</td>
<td>$16,682,695</td>
<td>-10.1%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$153,022,004</td>
<td>$4,846,515</td>
<td>$107,396</td>
<td>$700,000</td>
<td>$(23,000,000)</td>
<td>$135,675,915</td>
<td>-11.3%</td>
</tr>
<tr>
<td>Systemwide Support</td>
<td>$56,533,226</td>
<td>$2,248,628</td>
<td>$163,134</td>
<td></td>
<td>$(8,478,080)</td>
<td>$50,466,908</td>
<td>-10.7%</td>
</tr>
<tr>
<td>Total</td>
<td>$526,487,152</td>
<td>$19,535,563</td>
<td>-</td>
<td>$4,700,000</td>
<td>$(78,478,080)</td>
<td>$472,244,635</td>
<td>-10.3%</td>
</tr>
</tbody>
</table>

- $78.5 million reduction to current (FY21) base budget for general funds – spread equally across UH Level 3 programs
- Act 9 (2020) appropriations, with additions for collective bargaining, other separate appropriations, and transfers.
December 2020
• Governor submitted proposed operating budget to Legislature with $78 million in general fund reductions to UH in each year of FYB21-23

January 2021
• Legislative Budget Briefings begin in January, pre-session
• Legislative session opens January 20

April/May/June 2021
• Legislative approves Biennium Budget
• Budget enacted

July 2021
• Administration reports to BOR on State Budget and UH Plans

August 2021 (if possible)
• Administration proposes UH FY22 Operating Budget to BOR
Federal COVID-19 Relief Funding – Higher Ed Relief

Coronavirus Response & Relief Supplemental Appropriations Act of 2021

- $82 billion total for education - all levels, public and private
  - $22.9 (28%) billion for New HEERF, ~1.6 times the CARES HEERF amount
  - $4.05 (5%) billion for New Governors Ed Relief Fund, <1.4 times the CARES GEERF amount
- New Higher Ed Emergency Relief Fund (HEERF) structured similar to CARES HEERF
  - $20.4 billion allocated to public and non-profit IHEs by formula;
    Unlike CARES, includes weighting for headcount enrollment as well as FTE
  - $1.7 billion allocated to HBCUs and Minority-Serving Institutions

- New HEERF funding may be used for
  - Direct aid to students - Must provide at least the same amount of funding in emergency financial aid grants to students as was required under CARES.
  - Coronavirus expenses including lost revenue, technology, faculty/staff training
  - Student support activities that address needs related to coronavirus

- Remaining CARES funding may also be used for these purposes – other than CARES funds required to be dedicated to direct student aid
Federal COVID-19 Relief & Budget Act - Other

• Other helpful provisions for Higher Education and UH
  • Small increase in maximum Pell Grant
  • Long-awaited FAFSA simplification (108 questions to 36)
  • Increases in funding for MSI programs, TRIO, GEAR UP
  • Funding for numerous specific UH research programs

• No direct support to state & local governments, but:
  • Funding for testing, tracing, vaccination
  • Significant support for K12 education
  • Support for broadband
Summary of UH Financial Situation

• Outlook for basic operations in current fiscal year remains stable
  • Furloughs not anticipated
  • Freezes remain in effect
• New federal relief sufficient to address direct COVID-19 impacts on operating costs with provision for more emergency aid to students
• Extramural funding outlook is highly positive
• Philanthropic funding outlook is positive
• Tuition revenue outlook mixed across units but declines less than anticipated
• Outlook for General Fund appropriations across the state remains unfavorable given state financial and budget conditions
  • General Funds comprise roughly 60% of UH basic operating budget
Overview of Presentation

• Update on Financial Status
  ➢ Vision for the Destination
• Planning to Get Us There
• The Journey Ahead
Vision for Hawai‘i and UH

Hawai‘i is a special place where diverse people and communities live, work, learn and play together in a sustainable manner. Hawai‘i’s economy is vibrant and globally competitive, characterized by engaging living-wage jobs. Inspired by its host culture, Hawai‘i treasures and protects its amazing environment as it promotes a high quality of life for all its people.

The University of Hawai‘i system is the single most important contributor to the future of Hawai‘i. The people of Hawai‘i appreciate the excellence throughout UH, understand its value to the state and show their pride in their university system. UH campuses are recognized for their quality and value and are destinations of choice within Hawai‘i and beyond. The UH System is the premier integrated higher education system in the country.

Integrated Academic and Facilities Plan for the UH System
Approved by the Board of Regents, April 20, 2017
What Must UH Do Now For Hawai‘i: Priorities for Recovery and Beyond

➢ Hawai‘i needs a more educated citizenry that addresses our challenges and opportunities
➢ Hawai‘i needs more of our residents prepared and qualified to fill the jobs Hawai‘i needs
➢ Hawai‘i needs to grow healthy new economic sectors and develop new approaches to existing sectors
➢ UH research and innovation must become more substantial economic and intellectual drivers

Budget Policy Paper
Approved by the Board of Regents,
October 16, 2020
Post-Pandemic UH is Not a Return to the Past But a Leap to the Future: What Must We Look Like

• UH is a hybridized environment in which work & learning occur both online and in-person
• Innovative instructional approaches -- online & distance, non-credit, micro-credentials-- increase students reached and maximize student retention.
• UH is a prudent steward of public fiscal, human, and physical resources.
• The UH System understands the missions of its major units and collaborates across all units and islands to realign and share resources in service to the entire state
• UH has accepted that the State can no longer afford to support attempts to be all things to all people
  • Hawai‘i is a small state with limited resources – some students will need to leave their island or Hawai‘i to pursue some specific programs
• UH is investing in areas critical to the future of Hawai‘i, sustaining and advancing excellence
• UH is more resilient in the face of economic fluctuation because it has diversified its revenue sources for operations beyond state general funds and tuition revenue

Refer especially to the UH Integrated Academic and Facilities Plan
Strong coherent statewide pathways are thriving, particularly in high need academic program areas:

- Unique programs on a campus embrace statewide responsibilities;
- Greater use of hub & spoke approaches including with University Centers
  - Health Care & Social Welfare; Education; Agriculture/Aquaculture; Sustainability/Resilience/Energy/Conservation/Green Jobs; Computer Science and Engineering

UH Enrollment has increased through expansion to new learners
- Online & distance education serve Hawai‘i and beyond
- Non-credit micro-credentials and certifications support training and retraining of Hawaii’s workforce

UH extramural funding has grown both in areas of research strength...
- Ocean, atmosphere, earth & water; Astronomy and space; Environmental microbiology; Climate change & resilience; Energy; Disaster management; Study of Asia and the Pacific (all disciplines); Hawaii and its people

...and Areas of Opportunity
- Health sciences; Agri/Aquaculture; Computer science and engineering; Pacific initiatives
Data-informed change is routine, not just crisis-driven
  - Small Class Policy, Small Program Policy & Workload Template inform academic decision-making
  - Efficient and effective administrative service delivery is the norm
  - High-quality UH facilities are utilized through the week and year; others are shed

Revenue sources are strengthened and diversified
  - Extramural funding continues to grow each year, particularly in target areas
  - University real property assets generate revenue to support campus operations
  - Philanthropy increases and is even more targeted to university priorities and community needs
  - Modern enrollment management practices increase recruitment, retention and transfer

Hybridity is routine
  - Work from home is embraced where appropriate
  - Online education serves both campus-based and off-campus learners
  - Facilities are reconfigured to recognize new patterns of working and learning
Overview of Presentation

• Update on Financial Status
• Vision for the Destination
  ➢ Planning to Get Us There
• The Journey Ahead
Strategies for Structural Rebalancing & Rightsizing – Reduce Expenses

• Identify space that can be abandoned to reduce lease, energy and/or maintenance costs

• Reorganize administrative and support services on and among campuses/system to Increase efficiency and effectiveness of support services

• Realign, consolidate, terminate programs - using transparent criteria:
  • What is most essential to Hawaiʻi’s recovery and future
  • What is aligned with mission, what can another UH campus do
  • Data on size, growth/contraction, efficiency, excellence

• Implement and enforce measures on small course sections

• Utilize workload template to implement faculty collective bargaining agreement

• Encourage retirements to reduce payroll and operating footprint
Strategies for Structural Rebalancing & Rightsizing – Revenue Opportunities

- Monetize UH real-estate
- Increase philanthropy
- Protect current and strengthen promising sources of extramural funding
- Reach new learners through:
  - Non-credit / professional education; Military education
  - More robust online and adult-oriented program offerings
- Increase general enrollment
  - Increase going rate from Hawaii high schools
  - Increase transfers from UH CCs to UH universities
  - Increase numbers of non-resident/international students
  - Continue to improve retention
- Develop new approach to financing of graduate assistant tuition waivers
- Identify opportunities with auxiliaries
- Increase community utilization of available UH facilities and resources

*Investments in revenue opportunities will be slower to materially improve operating budgets, but are critical now*
Work Done Toward Post-Pandemic Planning

• Articulated priorities for planning – as adopted in BOR-approved Budget Policy Paper for FB21-23 and beyond

• Identified the types of actions needed – also communicated in Budget Policy Paper

• Gathered and promulgated data on faculty/student ratios, number of programs, size of programs, number of administrative units, staff/student ratios, exec/student ratios, program review findings

• Upon return of faculty and students to campuses in Fall 2020, conducted intensive campus conversations, planning meetings, open forums, and strategic discussions – inviting all stakeholders

• Principles
  • Open to all ideas
  • Relentless focus on what Hawai‘i needs
  • Consultation is essential and must be expeditious
  • Respect for Collective Bargaining Agreements
UH Mānoa has focused on making strategic changes to its organizational structure, its educational offerings, and its use of campus and off-campus facilities to position the university to much more effectively contribute to a thriving Hawai’i with an educated citizenry and a diversified economy that is sustainable and that supports the entire population.

Many of the recommendations in both the Post-Pandemic Planning and the final Phase 2 administrative reorganization are intended to achieve cost savings. Many are also intended to strengthen academic programs and support services with the aim of increasing enrollment and student success. And some are intended to increase revenue opportunities, including contracts & grants, philanthropy, and monetization of real property assets.
April, 2020 to present
Phase 2 of the Mānoa Administrative Reorganization adapted for budget and EM position reduction rather than neutrality in realigning all academic support functions under four Vice Provost offices.

April, 2020
Unit-by-unit budget scenario planning. Each Dean, Director, and VC-level unit lead was asked to provide their approach to possible cuts to their budget of 10%, 15%, and 20% to their unit’s appropriated General and Tuition funds.

May–August, 2020
Planning for Post-Pandemic Hawai’i begins. Executive level Mānoa Budget Team (MBT) assembled to work during the summer to prepare for open program-level review for each academic unit. Data gathered and reviewed to suggest changes and facilitate discussion regarding appropriate program changes.

August, 2020 – present
Initial meetings held with unit leadership (Deans/Assoc Deans). MBT recommendations shared, and unit leaders asked to begin internal discussions with their department chairs and faculty to review the MBT recommendations provide responses, counter-proposals, etc. All data and MBT recommendations publicly published to guide ensuing discussions and brainstorming with faculty, staff, students, and administrators. Consultation has included two rounds of one-hour meetings with each unit leadership team, 56 one-hour meetings with faculty and staff in units; two campus-wide Town Halls; 14 meetings with the academic department Chairs; frequent (at least bi-weekly) meetings with the Mānoa Faculty SEC; three meetings with ASUH; three meetings with GSO; four meetings with all consultative bodies (SEC, Staff senate, ASUH, GSO, Kuali’i Council, UHPA, HGEA, UPW); monthly meetings with Kuali’i Council and the UHPA Executive Director; and a December meeting with the full Mānoa Faculty Senate. These discussions have already led to multiple revisions to the MBT’s original recommendations and to a number of entirely new recommendations. This work will continue well into the Spring, 2021 semester.
Future campus decisions regarding the eventual relaxation of the hiring freeze, and the development of future budget allocations, will be guided by state needs and priorities articulated in the BOR-approved Budget Policy Paper, campus data, the ongoing consultative discussions, and the work of a recently-formed Prioritization Indicators Committee (PIC).

Members of the PIC include 6 faculty members recommended by the SEC, 3 staff members recommended by the Staff Senate, 1 member recommended by Kuali’i Council, 3 members of the Mānoa Budget Team, 5 Deans, a student representative from ASUH, and a student representative from GSO.

Process is described at:
https://manoa.hawaii.edu/provost/planning-for-post-pandemic-hawaii/planning-process/
UH Hilo has focused on those elements of its identity that are considered essential to its mission and its role within the UH system:

- Programs that serve Native Hawaiian and Pacific Islander students;
- Programs that engage meaningfully and well with the rich natural and cultural environment of Hawai‘i Island;
- Programs that address the island’s unique needs.

The institution seeks to embrace its diversity and individual attention to student needs, and to serve the entire island with updated, relevant, and accessible academic programs.

Strategic investments of CARES funding allowed for classroom upgrades (which enable more hybrid courses), increased opportunity for student aid and student employment, and training of faculty in online teaching modalities.
Chancellor reconstituted the dormant Long Range Budget Planning Committee (LRBPC), which includes staff, faculty and student representation.

LRBPC met weekly from July to December, analyzing data, discussing options, and reviewing scenarios with Chancellor and VCs.

i/VCA and VCAA met with all academic units and i/VCA with all major administrative units.

Two discussions with full Faculty Congress, in October and November:
  - Academic program data shared with campus prior to the November session.

Chancellor and VCs held several open campus Zoom sessions for faculty and staff to ask questions and offer ideas.

Chancellor and VCAA met with all small academic programs to discuss options.

The LRBC website contains data, process, deliberation document and includes a suggestion portal:

https://hilo.hawaii.edu/lrbpc/
Further discussions will be held with academic units throughout the spring semester with an eye toward interdisciplinary, cross-college cooperation and possible consolidation. These changes will lead to more efficiency, administrative cost savings, and, most importantly, a richer academic experience for students.

General reductions in operating expenses

• Reduce numbers of small classes
• Reduction in administrative and athletic travel expenses
• Separation of temporary employees
Intentional and continuous communication
• Weekly bulletins and monthly newsletters to the campus
• Weekly meetings with campus leaders, monthly meetings with campus units (faculty, staff, and students).
• Multiple open forums to share and gather information from faculty, staff, and students (September-October)
• Active website with all documents about planning, data, reports, communications, etc.

Transparent and inclusive process to engage all campus stakeholders
• Campus leadership and Division Chairs (who work over summer) were involved in preparations for Fall 2021
• Utilized a Task Force process to provide multiple avenues for full campus participation

Commitment to Responsible Stewardship
• Engaged faculty and staff across all units in cross training efforts to strengthen our student recruitment and retention efforts.
• Invested in student employees (using CARES funding) to support tutoring, IT needs
• Continue to maximize facility savings, e.g., energy, janitorial services, etc.
August-September 2020
• August Convocation Chancellor: Presented Updates on Budget/Planning efforts over the summer and Task Force to be established

October-November 2020
• Budget/Planning Task Force established with students, staff, faculty, union representation
• Task Force Operating Agreements—all voices equal, okay to disagree, listen as an ally, etc.
• Task Force Work Teams Established—
  • Work Team 1 Facilities and Resource Efficiencies
  • Work Team 2 Maximization of Course Delivery and Offerings,
  • Work Team 3 Cost-center Review.
• Task Force Review of Work Teams’ findings and recommendations to campus

December 2020
• Task Force Recommendations being reviewed by Campus Leadership.

Spring 2021
• Planning for processing and implementation of Task Force Recommendations

https://westoahu.hawaii.edu/about/leadership/planning-process/
1) Conducted open forum meetings at every campus with presentations by OVPCC and CC AVP of Admin Affairs - Sept 2-15, 2020.

2) Chancellors led budget / planning governance groups in discussions regarding possible cost savings, program and department consolidations, alignment and elimination. Feedback was provided through a campus report of recommendations.

3) A CC-wide Organization and Resource Plan took into account all campus input and was posted for campus and individual feedback followed by a second set of campus wide forums - October 16-27, 2020.

4) Cross-campus work groups were assembled, led by Chancellors and other administrators, to review the proposed actions and provide scenario recommendations based on increasing levels of fiscal austerity.

Governance groups have been engaged at the campus and CC system level and remain active in work groups providing recommendations.
5) Using campus and work group feedback, a second Organization and Resource Plan was updated and posted for comment.

6) Next step moving forward will take this plan and work with Community College constituents during Spring 2021 semester on specific organizational and programmatic actions and changes that are needed to prepare for changes planned for Fall 2021. This is expected to be an ongoing process.

7) To ensure continued interaction, info sharing and transparency, another round of open campus meetings are scheduled for January 2021.

8) Planning for specific recommendations around curriculum alignment and organizational improvement will take place during Spring 2021 as the CCs prepare for FY2022 and beyond.

All resources are posted online:

uhcc.hawaii.edu/ovpcc/uhcc-planning
Planning Process for FY21
1. Analysis of past 5 years of annual spending trends compared to Systemwide (UOH900) allocated budgets by vice-president organization.
2. Analysis indicated that based on 10-month spending trends, budget allocations between VP’s could be adjusted to minimize system-wide disruption of current service levels.
3. However, revised allocations (above) are inadequate to absorb projected general fund reductions possible in FY22 and beyond.

Planning Options for FY22 and Beyond
• Consider elimination of “pass-through” funding appropriated to UOH900
  • Performance funding, up to $6.4 million
  • Scholarship funding, up to $1 million
• Review WICHE expenses for PSEP program (Hawai‘i students who study elsewhere)
• Renegotiated downward large multi-year vendor contracts
• Additional reductions to each VP organization to stimulate additional ideas to absorb reduced funding.
Initial Ideas for Re-programming

1. VPs have proposed ideas of how to absorb permanent base reductions to budgets.
   • Ideas range from tactical to mechanical.
   • Some reductions are permanent effects on positions.
   • Reductions do include serve eliminations.

2. Ideas now need to be vetted and categorized strategically.

3. There are also areas of cross-consolidations (across multiple VP organizations) to achieve efficiencies
   • These ideas require additional dialogue and planning between different units about how to execute consolidations.

4. Need to develop revenue generating opportunities

Conclusions

• UOH900 is prepared to absorb appropriate level of general fund reduction
• Strategy can not be completely implemented and achieved in FY22; estimated timeframe for some changes may be up to 3 years
Overview of Presentation

• Update on Financial Status
• Vision for the Destination
• Planning to Get Us There

➤ The Journey Ahead
What Happens Next – Changes to Programs and Structures

• Many promising new program and structure ideas arose during the conversations on campuses and in systemwide conversations
  • Provide health education in a more integrated and systemwide manner across the state
  • Educate teachers and education professionals in a more integrated and systemwide manner across the state
  • Coordinate and focus agriculture programs across the campuses to serve all islands
• Many of the ideas that arose, including some of the counter-proposals from faculty who recognize we are in a crisis, are just plain good ideas.
• There are a number of areas on which more work needs to be done
  • Facilities
    • Deeper understanding of trends telework and online learning on facilities needs
    • Means and methods to intensify use of high-quality facilities and shed those in poorest condition
    • Any opportunities for energy savings
  • Specific Program Challenges and Opportunities
    • UH Mānoa Athletics
    • Student Housing
    • Auxiliaries
While developing revenue sources is a multi-year process, it needs to be supported now even as other areas see disinvestment. More work needs to be done to develop specific plans around:

Educational Revenue
• Enrollment Management, especially systemwide strategies
• Online programs to reach new learners
• Non-credit / Micro-credentials / Training & ReTraining

Real Estate Revenue – with focus on the most promising properties
• UHWO
• UH Press
• Leahi area parcels
• Hangar 111
• PBS / Lab School / College of Ed
• Hilo Vulcan Village
Planning Timeline Moving Forward

Spring 2021
• Continue all post-pandemic planning as outlined, including in areas that need attention
• Begin to move forward with positive actions that do not involve formal layoffs or retrenchments, in accord with applicable policies and consultation practices.
• Communicate to Legislature the importance of a strong UH to Hawaiʻi’s future and defend UH budget

May/June 2021
• Upon enactment of Budget Bill, plan for implementation across UH

July 2021
• Administration reports to BOR on State Budget and UH Plans

August 2021 (if possible)
• Administration proposes UH FY22 Operating Budget to BOR in context of multi-year plan with consideration of actions that require BOR approval
The Dim State Budget Outlook Challenges Us, But Need Not Dim What the University of Hawaiʻi Must Do for our People and our Islands
Item VII.
Executive Session

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION