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

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Notice of Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS

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 18, 2024

Time: 9:00 a.m.

Place: University of Hawai'i at West Oahu
Campus Center, Room C208
91-1001 Farrington Highway
Kapolei, HI 96707

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

AGENDA

I. **Call Meeting to Order**

II. **Approval of the Minutes of the November 16, 2023 Meeting**

III. **Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 48 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board at the beginning of the meeting. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register here. Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue

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If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

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notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

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

IV. **Report of the President**

    A. Enrollment Update

    B. Stadium Update

    C. University of Hawaiʻi West Oahu and Leeward Community College Regional Presentation

V. **Committee Report**

    A. Report from the Committee on Independent Audit

VI. **Agenda Items**

    A. Review of the Executive Summary of the Annual Institutional Review of Graduate Medical Education Programs at the John A. Burns School of Medicine for Academic Year 2022-2023

    B. 2024 University of Hawaiʻi Legislative Pre-Session Review and Legislative Budget Update

    C. Update on Manoa Student Housing

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

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

        1. Quarterly Status Report on Legal Matters

VIII. **Announcements**

    A. Next Meeting: February 16, 2024, at the University of Hawaiʻi at Hilo

IX. **Adjournment**

ATTACHMENTS

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

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

1 of 1

DTS 23870

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Taga	David	University Associate General Counsel	Office of the Vice President for Legal Affairs and General Counsel	Appointment	$10,542	January 19, 2024 or soon thereafter
UH Mānoa	Godinet	Meripa	Interim Associate Dean	Thompson School of Social Work and Public Health	Appointment	$13,343	February 1, 2024 - January 31, 2025
UH Mānoa	Westfall-Senda	Mandy	Interim Director	Student Life and Development	Appointment	$10,000	January 22, 2024 - January 21, 2025
UH Mānoa	Woo	Russell	Associate Dean	John A. Burns School of Medicine	Appointment	$9,646.63	February 1, 2024
Kapiolani CC	Ogata	Veronica	Dean	Arts and Sciences	Appointment	$10,162	February 1, 2024
Hawaii CC	Chung	Anne	Interim Dean	Career and Technical Education	Appointment	$10,156	January 19, 2024 - December 31, 2024

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

MINUTES

BOARD OF REGENTS MEETING

NOVEMBER 16, 2023

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

Meeting Video

I.   CALL TO ORDER

Chair Alapaki Nahale-a called the meeting to order at 9:31 a.m. on Thursday, November 16, 2023, at Windward Community College,   101-105, 45-720 Keaahala Road, Kāneʻohe, HI 96744, with regents participating from various locations.

Quorum (11): Chair Alapaki Nahale-a; Vice-Chair Gabriel Lee; Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; Regent Laurel Loo; Regent Abigail Mawae; Regent Diane Paloma; and Regent Laurie Tochiki.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Legal Affairs/University of Hawaiʻi (UH) General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West Oʻahu (UHWO) Chancellor Maenette Benham; Windward Community College (WinCC) Chancellor Ardis Eschenberg; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II.   APPROVAL OF THE MINUTES OF THE OCTOBER 19, 2023 MEETING

Chair Nahale-a inquired if there were any corrections to the minutes of the October 19, 2023, meeting which had been distributed. Hearing none, the minutes were approved.

Regent Abercrombie sought clarification about the process for receiving information on inquiries made of the administration during previous meetings. Chair Nahale-a replied that regents can contact the board office to follow up with the administration on informational and other queries made at a meeting. He also asked the board office to keep track of and routinely monitor the fulfillment of any such requests going forward.

III.   PUBLIC COMMENT PERIOD

Board Secretary Lau announced that the Board Office received written comments from Peter H. Hoffenberg and Daphne Desser regarding the situation in the Middle East as it relates to UH.

Jaret KC Leong, UH Staff Council Chair, and the Staff Council at Kapiʻolani Community College provided written comments regarding staff participation in the executive search for the next President of UH.

Hannah Manshel, Sarah Yap, S. Shankar, Monisha Das Gupta, Cynthia Franklin, Teresa Bill, and Heather Greenwood provided written comments in opposition to the proposed amendments to Board of Regents Policy (RP) 9.202 Classification Plans and Compensation (RP 9.202), RP 9.213 Evaluation of Board of Regentsʻ Appointees(RP 9.213), and RP 9.214 Teaching Assignments for Instructional Faculty (RP 9.214).

Late written comments regarding the situation in the Middle East as in relation to UH were received from Naava Simckes.

Late written comments in opposition to the proposed amendments to RP 9.202, RP 9.213, and RP 9.214 were received from Kyle Kajihiro and Jan Minoru Javinar.

Kaiulani Akamine provided oral comments in opposition to the proposed amendments to RP 9.202, RP 9.213, and RP 9.214.

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

Written Testimony Received

Late Written Testimony Received

IV.   REPORT OF THE PRESIDENT

A. Middle East Situation and UH

Speaking about events occurring in the Middle East, President Lassner stated that his singular concern was the health, safety, and well-being of the UH community and the excellence of the educational opportunities offered by the university to elevate the lives of its students. He expressed pride in the fact that the university's campuses have not been roiled by the kinds of physical violence and injury taking place at many other great universities around the world, attributing much of this to Hawaiʻi's unique culture of aloha; offered his rationale for deciding not to condemn the actions of Hamas or the Israeli response to these acts despite calls to do so; spoke about the inherent challenges faced in protecting the lawful free speech and academic freedom of some within the university community even in situations where statements are upsetting or mean-spirited; touched upon the deep connections many in the university ʻohana have with the complex and intertwined history of Israel, Gaza, Jews, and Palestinians, as well as the incidents unfolding in the region, and its relation to multiple reports of situations in which individuals, including students, have felt unsafe as the direct result of the words and sometimes actions of others; noted efforts to assist the university community in feeling supported and safe in a complex environment involving the expression of opposing

viewpoints in ways that may be hurtful; discussed the need for the development of approaches to discourse that are kinder, more respectful, more strategic, and perhaps even more effective; and urged all students, faculty, and staff to maintain a commitment to use words, not physical force, to express positions or disagreements, and to demonstrate compassion for those around them who have different backgrounds, perspectives and views.

Regent Abercrombie voiced his support for the approach taken by President Lassner with respect to the situation in the Middle East referencing existing policies regarding speech and other expressive activity on UH campuses. He also cited a University of Chicago report published in 1967, entitled, *Kalven Committee: Report on the University's Role in Political and Social Action* (*Kalven Report*) the premise of which was the need for institutional neutrality on political and social issues thus affirming a commitment to the academic freedom of faculty and students in the face of suppression from internal and external entities; requested that copies of the *Kalven Report* be distributed to regents; and opined that the issuance of a statement from the board validating the position of the university as conveyed by President Lassner would be in order.

Although she understood President Lassner's position on this matter, Regent Mawae verbalized her disappointment with his decision not to condemn the actions of Hamas, which she stated was a known terrorist organization, contending that doing so would not infringe upon an individual's constitutionally protected right to free speech or the academic freedoms afforded by the university.

B. Outside Review of Structure

In light of post-pandemic changes to the landscape of higher education both locally and nationally, President Lassner reported that university leadership is looking to engage with a third-party to help evaluate the structure of the 10-campus system in order to assist the board and administration in determining whether the university's current structure, which was established via a series of piecemeal decisions over several decades, is optimally configured to provide needed and desired services to students, as well as the entire population of Hawai'i, in an efficient and cost-effective manner. He briefly reviewed several alterations made to the university's organizational structure since the 1990s; went over examples of questions raised internally by university officers and others concerning, among other things, academic capacity, support services, facility utilization, and the provision of online modalities of instruction; discussed some of the work the external consultant would be tasked with such as background research, the objective review of data, and the conducting of interviews with internal and external stakeholders to understand needs, opportunities, and any concerns with change; noted that the external consultant would leverage the information obtained through this work with its knowledge of the manner in which other university systems across the country address statewide demands to develop a set of options, along with their benefits and drawbacks, for the board and next university president to consider when thinking about how the university system can best serve the entire state; emphasized that all major decisions involving modifications to the university's organizational structure would be under the complete purview of the board; and stated

that the external consultant would be retained through the University of Hawaiʻi Foundation with the goal of compensating the selected entity solely through the use of private funds.

C. Windward Community College Report

Jennifer Brown, Vice Chancellor (VC) for Student Affairs at WinCC, presented information on the campus's mission and values stating that the college has been dedicated to the advancement of the people of Hawaiʻi for the last 50 years. She reviewed fall-to-fall enrollment statistics, highlighting relevant data trends experienced over the last five years and recent enrollment successes; provided an overview of student population demographics, pointing out that large percentages of individuals attending WinCC were of Native Hawaiian ethnicity and from high schools within the Windward Oʻahu region; spoke about the number of students taking part in WinCC's early college program, partnerships with other community college campuses within the university system in the provision of courses for early college programs, and ventures to increase engagement with potential early college students; mentioned actions being taken to address social and economic challenges that continue to impede the pursuit of higher education including the designation of institutional scholarship funds specifically for foster youth; and discussed longer-term initiatives undertaken to assist in-need populations in gaining a post-secondary education, such as the Hoʻolei Scholarship Program (Hoʻolei Program), Hānaikaiaulu College Friendly Workplace Initiative (Hānaikaiaulu Initiative), and Puʻuhonua Program, the first ever program within the university system to provide opportunities for incarcerated individuals to earn credit bearing certificates and degrees. She also went over efforts to improve upon the institution's connection with the community it serves through the development of relevant academic and research programming partnerships; expounded upon innovative career and technical education training initiatives unique to WinCC that are aligned with workforce demands; and talked about cross-disciplinary programs created for the purpose of promoting access to, and meeting the educational needs of, Native Hawaiians both locally and nationally.

Regent Abercrombie requested an update on the status of WinCC's Veterinary Technician (Vet Tech) Program, including enrollment figures, and inquired as to whether the Program had good working relationships with veterinarians and the veterinary community. VC Brown replied that the two-year Vet Tech Program is conducted via either fully in-person or hybrid instructional modalities with the hybrid version consisting of online lecture courses and in-person labs. As such, the hybrid version of the Vet Tech Program provides greater educational access to students residing on the neighbor islands seeking to enter into this field of study which helps with efforts to meet the workforce demand for veterinary technicians throughout the state. Students in the Vet Tech Program have access to what is essentially an on-campus veterinary hospital with a surgical suite and take part in internships at clinics and shelters where skills are evaluated and critiqued by industry professionals. The Vet Tech Program also has good working relationships with veterinarians and the veterinary community as evidenced by Program participants frequently receiving offers of employment immediately upon completion of their studies. Graduates of the Vet Tech Program have also gone on to further their educational pursuits including attending veterinary schools on the mainland. Although

enrollment data for the Vet Tech Program was not readily available, VC Brown stated that this information would be provided to Regent Abercrombie.

Regent Akitake sought additional information about the Puʻuhonua Program, including enrollment data. VC Brown responded that WinCC's Puʻuhonua Program was established in 2017 at the Women's Community Correctional Center and the Hawaiʻi Youth Correctional Facility through a United States Department of Education Title III Native Hawaiian Serving Institutions grant. The Puʻuhonua Program, which actively engages incarcerated students through rigorous coursework, skill building, and proactive counseling and support services provided by way of educational centers located within the correctional facility, has since been expanded to the Halawa Correctional Facility. VC Brown spoke about the work involved in establishing educational programming at the correctional facilities, touched upon Puʻuhonua Program coursework requirements, noted general Program cohort sizes as well as the number of courses taught at each facility, and mentioned some of the Program's accomplishments. Although she did not have immediate access to precise enrollment and course data for each facility, VC Brown stated that she would provide this information to Regent Akitake.

Regent Tochiki asked about efforts being undertaken to address mental health, as well as the basic needs of students. VC Brown replied that WinCC has one full-time equivalent mental health counselor and a behavioral intervention team to address the mental health needs of students at WinCC which tend to be more anxiety related. She noted that many of WinCC's academic counselors have a background in social work, which allows them to recognize a student's needs and direct that student to seek appropriate services, and emphasized that both the mental health counselor and behavioral intervention team have access to additional mental health resources should they be needed. She also remarked that WinCC hosts on-campus workshops to promote wellness in general, including mental health wellness. In terms of basic student needs, the campus provides a myriad of services including, among other things, a food pantry, daily free lunches for students, basic needs counseling, and a free loan system for laptops and other educational electronic devices. Chancellor Eschenberg added that, as part of its efforts to meet basic student needs, WinCC reserves half of the spots in its childcare program for WinCC students with children and has secured grants to afford these individuals with free tuition for the program.

Regent Mawae applauded the work of WinCC's Hoʻolei Program and Hānaikaiaulu Initiative particularly with respect to their focus on addressing the root causes for declining enrollment in the male student demographic. VC Brown expressed her belief that these programs were a major contributing factor in WinCC's 2023 freshman class being the largest freshman class the institution has witnessed in 13 years.

V.   COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Governance

B. Report from the Committee on Student Success

C. **Report from the Committee on Institutional Success**

D. **Affiliate Reports**

1. **All Campus Council of Faculty Senate Chairs (ACCFSC)**

2. **Maunakea Management Board (MKMB)**

3. **Pūko'a Council**

4. **Research Corporation of the University of Hawaiʻi (RCUH)**

5. **University Health Partners (UHP formerly UCERA)**

Chair Nahale-a referred regents to the respective standing committee reports from the November 2, 2023, committee meetings, as well as the ACCFSC, MKMB, Pūko'a Council, RCUH, and UHP affiliate reports, which were contained in the materials packet.

Regent Abercrombie asked whether there were additional updates on MKMB activities in addition to what was contained in the MKMB affiliate report. Chair Nahale-a replied that the framework for the creation of a working group to provide a forum for discussions on joint management issues related to Maunakea has been approved by the Mauna Kea Stewardship and Oversight Authority (MKSOA) and that MKSOA will be considering the working group concept at its next meeting. Regent Abercrombie stressed the importance of clarifying responsibilities for the oversight of Maunakea as quickly as possible. Chair Nahale-a stated that the board and university have held the position that management and stewardship of Maunakea will continue to be the kuleana of the university until such time that the MKSOA is prepared to assume this responsibility. President Lassner confirmed Chair Nahale-a's assessment.

VI.   AGENDA ITEMS

A. Consent Agenda

1. **Approval to Change the Associate of Science Degree in Creative Media from Provisional Status to Established Status at Hawaiʻi Community College, Kauaʻi Community College, and University of Hawaiʻi Maui College.**

2. **Fiscal Years Biennium (FYB) 2023-25, Supplemental Operating Budget Request for the University of Hawaiʻi (UH) to be submitted to the Governor and the State Legislature**

3. **FYB 2023-25, Supplemental Capital Improvement Projects (CIP) Budget Request for the University of Hawaiʻi (UH) to be submitted to the Governor and the State Legislature & 6-Year CIP Plan Update.**

4. **Requesting Approval to Indemnify National Aeronautics and Space Administration ("NASA") and the federal government when using U.S. Government Property for Sponsored Research awards received from NASA during Calendar Years 2024 and 2025**

Regent Abercrombie moved to approve the consent agenda, seconded by Vice-Chair Wilson.

Regent Abercrombie asked that the record specifically note the inclusion of amendments made to Agenda Item VI.A.3, the CIP Supplemental Budget request, during the meeting of the Committee on Institutional Success (IS Committee) held on November 2, 2023, involving the addition of $40 and $80 million in Renew, Improve, and Modernize funding for student housing and for renovations to the Hale Noelani residence hall respectively. He also commended the work and responsiveness of the new team formed to address student housing issues.

Regent Mawae inquired about the status of the housing audit being conducted by the Office of the Internal Auditor (OIA). Chair Nahale-a explained that the internal audit of student housing at UHM is on the list of projects currently being undertaken by OIA per a directive from the Committee on Independent Audit (IA Committee). Regent Akitake, IA Committee Chair, stated that, while the IA Committee approved charging OIA with conducting an internal audit of student housing at UHM, a presentation on student housing and the KMH LLP work plan relative to this issue was taken up at the IS Committee meeting held on November 2, 2023, which led to some jurisdictional confusion. However, she noted that the presentation to the IS Committee was never completed due to time constraints and despite her efforts to schedule another meeting on this topic, board leadership has not set a firm date as to when it will be taken up anew. Since this subject matter has not been included on the IA Committee's December meeting agenda, it was her understanding that the earliest this issue could be addressed again was at the IA Committee meeting presently scheduled to be held in February 2024, which would mean the next time the board would be allowed to discuss student housing would be three months from now.

Board Chair Nahale-a reiterated that OIA's audit of student housing at UHM is in progress. He also provided the basis for board leadership's decision not to place this issue on a committee or board agenda at this time.

Regents discussed board leadership's rationale for not agendizing this matter at the moment, the process used to formulate board and committee agendas, the administration's response to student housing concerns raised by regents, and the various options available for receiving regular updates on the issues facing student housing at UHM.

Vice-Chair Wilson moved to amend Regent Abercrombie's original motion by adding a requirement that the administration, through VP Gouveia's office, provide monthly updates to the board on the status of student housing issues at UHM. Regent Abercrombie replied that he was amenable to the suggested amendment.

Regent Akitake asked whether the unfinished presentation on student housing at UHM from VP Gouveia was to be included in the initial monthly student housing report as requested by Vice-Chair Wilson. She also sought clarification as to whether board leadership will allow discussions on the recent tour of UHM student housing to be placed on an IA Committee agenda in the near future. Chair Nahale-a and Vice-Chair Wilson

confirmed that an intent of the requested amendment was to have the administration, via VP Gouveia's office, finish the student housing presentation initiated at the last IS Committee meeting. Chair Nahale-a also went over some of the considerations taken into account by board leadership when developing committee and board agendas including the urgency of a matter, whether there are items requiring board action, time constraints, and scheduling conflicts. In light of these responses, Regent Akitake suggested that the motion be further amended to explicitly request the administration to complete its presentation on student housing as noted above and provide a summary of the recent UHM student housing tours given to regents. Vice-Chair Wilson and Regent Abercrombie were agreeable with these additional amendments.

Given the various amendments made to the original motion, Chair Nahale-a clarified that the motion currently before the board was to approve the consent agenda with the addition of a request directing the administration to provide monthly updates on the status of student housing issues at UHM with its first report to include the completion of the presentation on student housing that was initially taken up at the IS Committee meeting held on November 2, 2023, and a summary of the recent UHM student housing tours given to regents.

There having been an amended motion that was moved and seconded, a roll call vote was taken, and the motion carried with all members present voting in the affirmative.

B. Enrollment Update and Multi-Year Enrollment Plan, Fall 2023

Kara Wagoner, Director of the Institutional Research and Analysis Office, provided a report on the university's systemwide enrollment strategy reviewing both internal and external influences on student recruitment, student retention, and student success, which are the three target areas of enrollment management. She highlighted several notable systemwide enrollment achievements for the fall 2023 semester; spoke about the work of the university's enrollment management working group; commented on enrollment challenges being faced by the university; went over trend data related to, among other things, recruitment, credit and non-credit enrollment, early college programs, retention rates, student demographics, and student success metrics, on a more granular level; noted past initiatives geared toward improving student success that were embarked upon by the university; and discussed potential strategies for strengthening institutional performance in the three target areas of enrollment management cited above.

Provost Bruno, Chancellor Irwin, Chancellor Benham, and Judy Oliveira, Director of Academic & Student Support for the UH Community College System, presented enrollment management progress reports for UHM, UHH, UHWO, and the community colleges drawing attention to successes attained for fall 2023 including steady increases in a number of enrollment categories at UHM, the establishment of stronger student recruitment pipelines at UHH, increases in first-time freshman at UHWO, and the stabilization of enrollment and general improvement in student outcomes at the community colleges. They also reviewed various action strategies for increasing student admissions, retention, and success at their respective academic units such as enhancing

the provision of financial aid, waiving academic fees, expanding educational and career pathways, engaging enrollment management consultants, bolstering marketing campaigns, and strengthening and creating more community and intra-institutional academic partnerships; noted areas of enrollment management where improvement was needed; and discussed hurdles faced by several institutions in attaining overall enrollment goals and objectives. Director Oliveira also mentioned enrollment in the non-credit programs at the community colleges, particularly in short-term workforce training programs, as well as the creation of degree pathways for these individuals.

Regent Tochiki inquired as to whether a single student application system was utilized across all university campuses. Director Wagoner replied that, while the community colleges and four-year campuses use the same student application system, UHM, UHH, and UHWO each have their own application process.

Regent Mawae asked if the university utilized Common App, and if not, whether efforts were being undertaken to use this college application system. VP Halbert replied that the university does not presently use Common App although there is always the possibility that this system could be used in the future.

Citing the elimination of application fees at UHM and UHH, Regent Akitake raised a question about the actual dollar amount of the application fee and asked whether this amount varied by campus. Director Wagoner replied that, while non-resident applicants are charged a standard application fee of $25 across all campuses, Hawaiʻi residents applying to any university campus are not charged an application fee.

Regent Haning requested Regent Mawae to enlighten him about Common App. Regent Mawae replied that Common App was a platform developed to simplify the college admissions process by connecting numerous colleges to a single application system.

Referencing UHM's new artificial intelligence (AI) chat tool to engage students and provide immediate support as needed, Vice-Chair Wilson asked if this type of tool was available at the other university campuses. Provost Bruno replied that the chat tool referred to by Regent Wilson was a recently launched initiative undertaken by UHM. Once the system has been fully evaluated, it can be shared with other campuses if desired. Chancellor Irwin added that UHH also has a chat bot to engage with students. Regent Wilson opined that it would be more beneficial for the university to engage with students through a common system rather than as individual campuses. Director Oliveira responded that the university is currently exploring options to use Client Relationship Manager, which is already being utilized on some campuses, as a systemwide student engagement and interaction tool. Additionally, she stated that a chat bot contract was recently consolidated for all 10 campuses of the university system which will allow for further engagement with students.

Chair Nahale-a voiced his appreciation for the more nuanced approach used by the administration to present the university's enrollment report which focused on actions being taken to address the needs of the population each campus serves rather than simply providing details about enrollment statistics.

C. **Report of the Presidential Selection Process Permitted Interaction Group Established on October 19, 2023 Pursuant to Section 92-2.5(b), Hawaiʻi Revised Statutes (HRS) (*For Information Only – No Board Deliberation or action will occur at this meeting pursuant to Section 92-2.5(b), HRS. Deliberation and decision-making will occur at the December 7, 2023 Special Board Meeting.*)**

Chair Nahale-a stated that the final report of the Presidential Selection Process Permitted Interaction Group (Permitted Interaction Group) containing its findings and recommendations has been provided in the board materials packet, with discussion and potential action scheduled to occur at a special board meeting to be held on December 7, 2023. He emphasized that, in accordance with statutory requirements governing permitted interaction groups, discussions on the contents of the Permitted Interaction Group's report were prohibited at this meeting.

Regent Abercrombie asked about the publication of the Permitted Interaction Group's report for public consumption, the means by which testimony or comments on the report will be received, and the process for providing remarks received on the report to regents. Board Secretary Lau replied that the Permitted Interaction Group's report has been posted on the board's website where it can be viewed by the public. The board office will also compile any remarks made on the report and will afford these comments to regents in a manner consistent with how testimony for board meeting agenda items is currently provided. Regent Abercrombie submitted that providing regents with as much time as possible to review public comments on the report prior to the board's meeting in December would be appropriate given the importance of this matter and suggested that the board office be directed to provide regents with testimony on the report as soon as feasible. Chair Nahale-a requested that the board office make its best effort to provide testimony on the report to regents as it is received. Board Secretary Lau acknowledged Chair Nahale-a's request.

In light of questions raised during deliberations on the establishment of the Permitted Interaction Group at the board meeting on October 19, 2023, including limitations placed on board actions due to an agenda's title, Regent Akitake inquired about the possibility of amending the recommended presidential selection process at the board meeting in December. Chair Nahale-a and VP Okinaga explained that regents will be discussing the contents of the Permitted Interaction Group's report at the special board meeting scheduled for December 7, 2023, during which time amendments to the recommended presidential selection process can be made and adopted by the board.

Discussions ensued on possible deliberations that could occur at the board's December meeting.

Regent Paloma questioned when the Permitted Interaction Group would be dissolved. Chair Nahale-a replied that dissolution of the Permitted Interaction Group would occur after the December 7th meeting when its final report is accepted by the board.

Assuming that discussions at the December board meeting result in the adoption of a recommendation to establish another permitted interaction group to select a president, Regent Tochiki asked if the new permitted interaction group would then be established at the January board meeting. Chair Nahale-a replied that the establishment of another permitted interaction group and the timeframe for forming this group would be up for discussion at the December meeting.

Regent Akitake sought clarification as to whether the Permitted Interaction Group continues to exist. Chair Nahale-a reiterated that, to the best of his knowledge, a permitted interaction group remains in existence until its report is accepted by the board. VP Okinaga clarified that a permitted interaction group ceases to exist upon publication of its report in accordance with Office of Information Practices guidance.

Regent Mawae lamented the fact that the Permitted Interaction Group's report could not be acted upon until December in view of the magnitude of this decision.

D. Recommendation to Approve Amendments to Board of RP 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents' Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty to Address the Administration's Recommendations in Response to Hawai'i State Legislature's Senate Concurrent Resolution 201 SD1 HD1 (SCR 201)

VP Halbert reviewed a series of significant events leading up to the development of appropriate policies and procedures for implementing the recommendations of the SCR 201 Task Force, which was established by the Legislature in 2021 to examine and evaluate a number of issues relating to university faculty, including tenure, faculty classification, and faculty buyout for research. She discussed the approach used to consult with appropriate entities on the proposed policy revisions; went over the timeline and scope of these consultation efforts; spoke about the process used to solicit feedback and gather input on the proposals; noted comments received and major concerns raised during the consultation process; and provided examples of changes made to initial policy revision proposals based upon insights obtained through consultation. She also gave an overview of the three recommendations for policy changes that were formulated on the basis of work conducted by the SCR 201 Task Force and subsequent working group established by the board to develop a plan for implementing these recommendations; offered details on each recommendation in conjunction with the major changes to corresponding RPs and Executive Policies noting the implications of these policy amendments; and talked about the next steps that will be taken with respect to formalizing and implementing the policy changes.

Acknowledging the problematic nature of intrinsic hierarchies within institutions of higher education, Regent Tochiki verbalized her concerns about the possible repercussions the recommended policy changes will have on people who are influential in the success of students but might not be considered traditional instructors such as those individuals in the current S faculty classification. She went on to ask VP Halbert to expound upon the ramifications these policy changes will have on those individuals. VP Halbert replied that language referring to faculty work as an activity encompassing a range of actions performed beyond the classroom included within the proposed

classification plan tries to address the concerns raised by Regent Tochiki. She also explained that the aforementioned proposed classification plan is not included within the RPs since the RPs set the basic parameters for the faculty classification system.

Discussions ensued on the history of the current faculty classification system; the comparative benefits of having a consolidated faculty classification system as opposed to the multi-faceted system currently in place; attempts to address some of the concerns raised by faculty including flexibility within the new classification system; differences between work assignments and academic equivalencies; the capacity for non-traditional faculty who are prospectively reclassified as F faculty under this proposal to join faculty governance bodies; and the concepts behind the Professor of Practice designation.

Regent Abercrombie questioned whether major concerns about the Librarian and Extension Agent classifications raised during consultation were resolved; sought confirmation that faculty performance evaluations would be under the purview of their respective divisions and departments; asked if there were plans to consolidate Administrative, Professional, and Technical (APT) employees under the new faculty classification system; inquired about pushback received on the newly created Professor of Practice and whether this designation was available to all departments; and asked if all comments received during consultation on this issue were taken into account. VP Halbert replied that the administration returned the language in the classification attachment for Librarian and Extension Agent back to the original language and only made minor editorial changes to those classifications. She also stated that the revised version of RP 9.203 explicitly says "the foundation of assessment of faculty performance shall be in accordance with guidelines for faculty teaching and scholarship developed by divisions and departments"; there were no present plans to reclassify APTs; to her knowledge, no pushback has been received on the issue of creating a Professor of Practice, which was a designation available to all departments; and the administration attempted to take into account all relevant comments received on the policy changes.

Citing the change in terminology for semester credit hours to equivalencies in the proposed version of RP 9.214, Vice-Chair Lee inquired about the methodology the administration will be using to monitor faculty productivity. VP Halbert explained that equivalencies are used as a mechanism for quantifying the range of work faculty complete inclusive of both instructional and non-instructional duties. To ensure that the board is informed about faculty work assignments, the proposed version of RP 9.214 requires the president to present an annual systemwide report on tenured and tenure-track faculty work assignments that delineates the work assignment of tenured and tenure-track faculty by college, school, or division and at minimum, includes the percentage of the work assignment that is instruction and the percentage of faculty who meet established work assignment for their unit. Vice-Chair Lee continued by asking if the administration would be performing a comparative analysis of trend data regarding annual faculty workload. VP Halbert replied that much of this work will be performed at the department level noting the existence of current policy requirements and a process for the periodic review of faculty workloads across multiple years.

Despite all of the preceding discussions, Regent Tochiki verbalized that she still had concerns about the adequacy of consultation and the impacts this could have on trust issues between the administration and faculty. Although she understood Regent Tochiki's concerns, VP Halbert pointed out that a dilemma of the consultation process on this matter was that it involved direct communication between the administration and faculty senates rather than individual employees which does not ensure the proper conveyance of this information to the governing body's membership. As such, the possibility exists that individuals were not fully aware of the proposed policy revisions and their potential impacts. However, VP Halbert questioned what more could be done to ensure that every voice was heard on this issue.

Regent Haning spoke about the evolutionary nature of developing the policy revisions noting that such an endeavor will always be subject to contention among differing parties. Nevertheless, he expressed his support for the proposed changes.

Regents commended the work of VP Halbert on this matter and voiced their appreciation for the efforts of all of the parties that were engaged in this endeavor.

Regent Haning moved to approve the amendments to RP 9.202, RP 9.213, and RP 9.214, seconded by Regent Abercrombie, and noting the no votes of Regent Tochiki and Regent Mawae, the motion carried with all other members present voting in the affirmative.

Chair Nahale-a announced that Agenda Item VI.E. would be taken up after executive session.

VII.   EXECUTIVE SESSION (closed to the public)

Regent Abercrombie moved to convene into executive session, seconded by Regent Akitake, and with all members present voting in the affirmative, the board approved convening in executive session to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), 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 Nahale-a called the meeting back to order at 3:54 p.m. and announced that the board met in executive session to discuss the matters as stated on the agenda.

VI.   AGENDA ITEMS

E. University of Hawaiʻi System Strategic Plan 2023-2029 Student Success Imperative Update

Due to time constraints, Chair Nahale-a requested a motion to defer this agenda item.

Regent Haning moved to defer this agenda item, seconded by Regent Paloma, and the motion carried with all members present voting in the affirmative.

VIII.   AGENDA ITEMS (Continued)

A. Evaluation of the President

Chair Nahale-a remarked that the board had completed its evaluation of the President, thanked President Lassner for his service, stated that board leadership will be meeting with the President to discuss his evaluation, and read the following statement on behalf of the board:

"We note that the external evaluator's review of President Lassner's performance was complimentary, and we generally concur with the findings. President Lassner has responded to various crises, such as the response to COVID and to the Maui Wildfires in constructive and impactful ways. We acknowledge the current membership of the Board of Regents is different from previous boards and we are in a transition period. We will be creating clear expectations in both directions, as more needs to be done to bring our efforts together. We acknowledge President Lassner's deep love for our university. He knows our university at a micro, meso, and macro level. We further acknowledge his dedication demonstrated by the long hours, rapid and thoughtful responsiveness, presence at a multitude of events and activities, and passionate defense of our programs and people. The Board of Regents finds that the President continues to manage and lead the university in a way that provides stability and steady improvement in key areas, such as four- and six-year graduation rates, external funding, and access and affordability. We also recognize the relationship with the Legislature is strained, and are resolved to do more to bridge the gap. We find relationships could and should be improved with and between various stakeholders, that ways need to be found for stakeholders to feel heard, and that there are areas where improvement is needed such as responsibility for student housing and athletics at Mānoa."

B. Personnel Actions (Attachment A1 for Approval)

President Lassner reported that the administration was seeking approval of Roy Yamaguchi as Program Director of the Culinary Institute of the Pacific at Kapiʻolani Community College (KapCC) the specifics of which are detailed in the board action memorandum contained within the materials.

Regent Akitake moved to approve the appointment of Roy Yamaguchi as Program Director of the Culinary Institute of the Pacific at KapCC as indicated on Attachment A1, seconded by Regent Haning, and the motion carried with all members present voting in the affirmative.

IX.   ANNOUNCEMENTS

Chair Nahale-a announced that the next board meeting was scheduled for December 7, 2023, at UHM.

X.   ADJOURNMENT

There being no further business, Chair Nahale-a adjourned the meeting at 4:00 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

Item IV.

Report of the President
A-B

NO MATERIALS
ORAL REPORT

Item IV.C.

University of Hawaiʻi West Oahu and Leeward Community College Regional Presentation

MATERIALS
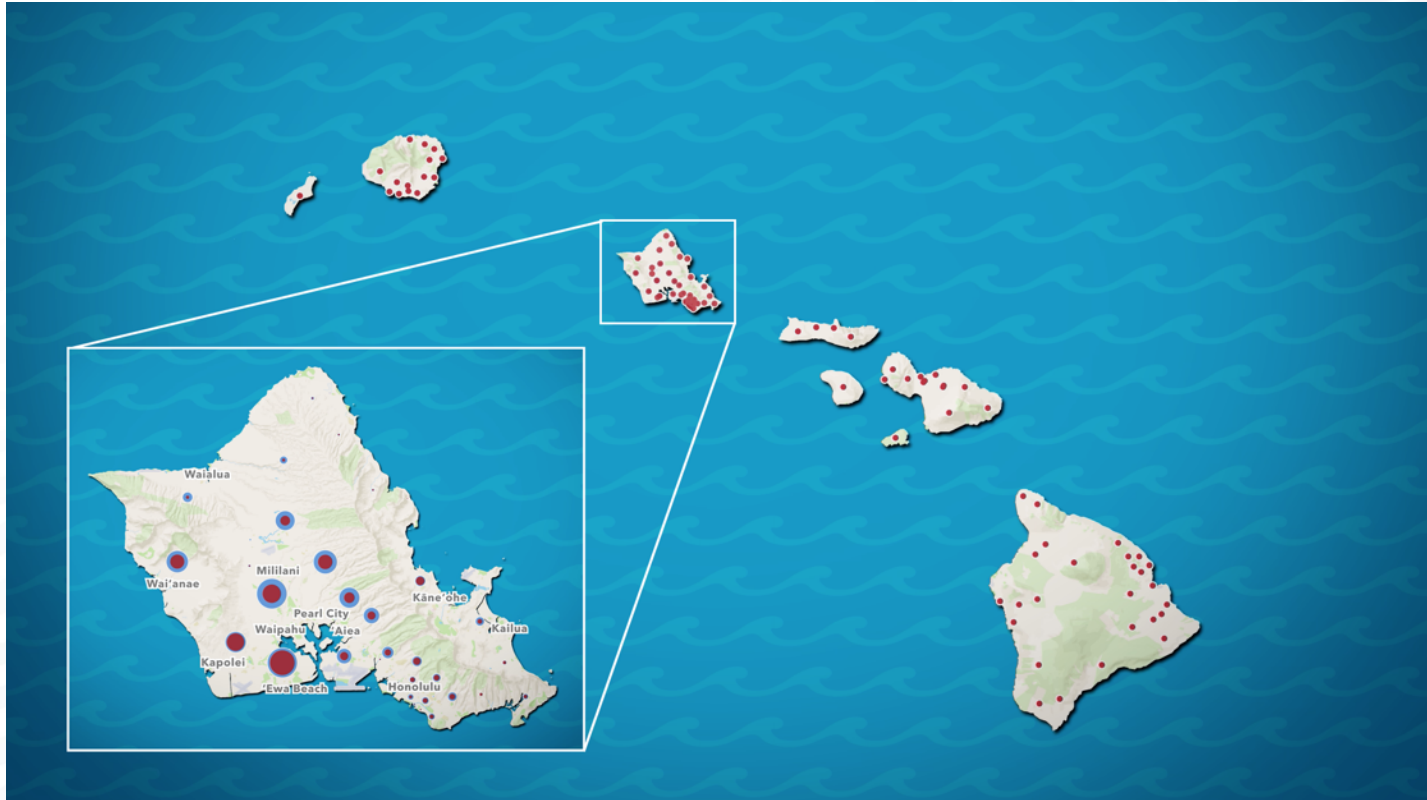
Welina!

Board of Regents Presentation

January 18, 2024

Where We Serve

Who We Serve

Leeward Community College
(Fall 2023)

- **6,059** Total Enrollment
- **9%** (543) Veteran
- **25%** (1,489) Native/Part Hwn
  25% (1,492) Filipino
  17% (1,010) Mixed Race (2+)
  2% (132) Other Pacific Islander
- **1ST GEN** **50%** (2,637) First Generation
- **31%** (1,048) Pell Grant
- **7%** (438) Distance Education Neighbor Islands
- **23%** (1,422) Non-traditional among part-time
- **1,240** Transfer to a 4-year*
- **14%** (857) Early College
- **1,995** Non Credit*

UH West O'ahu
(Fall 2023)

- **2,863** Total Enrollment
- **9%** (266) Veteran
- **28%** (792) Native/Part Hwn
  23% (668) Filipino
  15% (437) Mixed Race (2+)
- **1ST GEN** **28%** (720) First Generation
- **35%** (871) Pell Grant
- **9%** (262) Distance Education Neighbor Islands
- **5%** (153)** Non-traditional
- **57%** (1,630) Transfer Students
- **10%** (284) Early College
- **29%** Transfers from Leeward CC
  148 out of 512 total transfers

3

*Reporting year 2022-23   **Includes transfer students

How We Serve

- Veterans Center

- Native Hawaiians, Filipino, and Pacific Islanders

- Early College

- Mental Health & Well Being

Fulfilling Kuleana

5

Diversifying Hawai'i's Economy

Developing Successful Students

"I plan to continue addressing the layers of work that must be done to identify the current environmental, agricultural, and social obstacles we face in Hawaiʻi, and strive to find solutions to assist and serve my community."

– Bryceson Tugade

Radford High School

Leeward CC

UH West Oʻahu

Graduate School

8

Mahalo!

"I mua a loaʻa ka lei o ka lanakila!"

Let's keep moving forward together!

UH Board of Regents
Addendum Packet
January 18, 2024

Addendum 1

Value Proposition

The University of Hawaiʻi – West Oʻahu prepares 21st Century leaders – career creators – through integrated, transdisciplinary programs where learners discover, innovate, and engage diverse communities to create a vibrant and just world!

Mission

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

Vision

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

Sustainability
Aloha ʻĀina

Innovation
& Transformation

Transdisciplinary
Focus

Engaged Scholarship

ʻŌiwi Leadership
Place & People
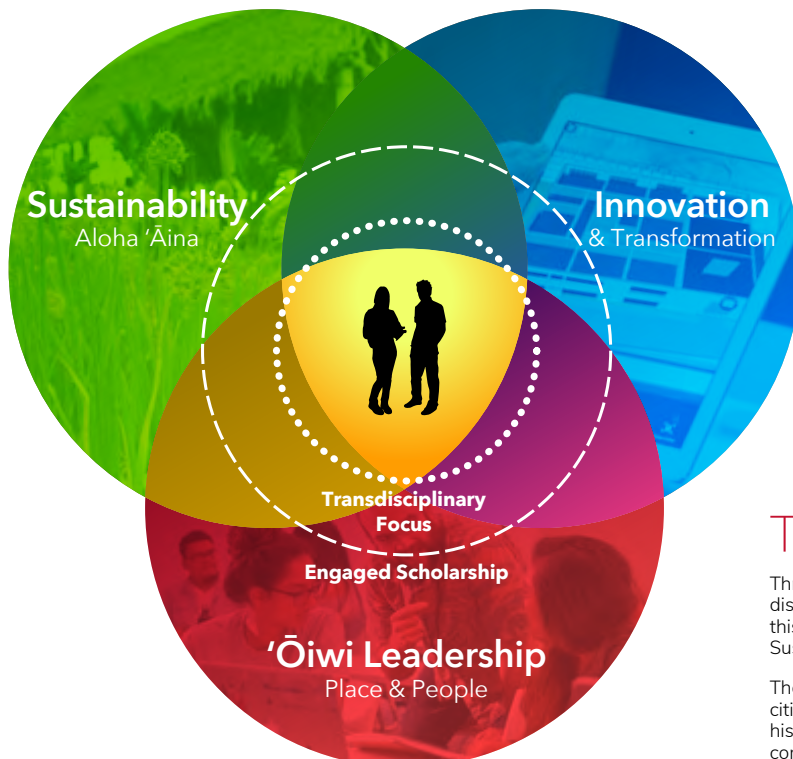
Theory of Distinctiveness

Three hopena/strategic outcomes emerged from numerous stakeholder discussions during the development of this Strategic Action Plan. To distinguish this institution from any other, we hope to create a campus that embodies Sustainability/Aloha ʻĀina, Innovation & Transformation, and ʻŌiwi Leadership.

These distinct outcomes generate a transdisciplinary focus that produces citizens who possess strong ʻŌiwi leadership skills that are grounded in the history of place and people as we build just, purposeful, caring, and celebrative communities; innovative and transformative thinkers with the ability to generate and apply knowledge to address the pressing issues of our times; and those with a commitment to Sustainability/Aloha ʻĀina, who have acquired the skills to care for all that nurtures our spirit, bodies, relationships, and honua/earth.

3

Quick Facts
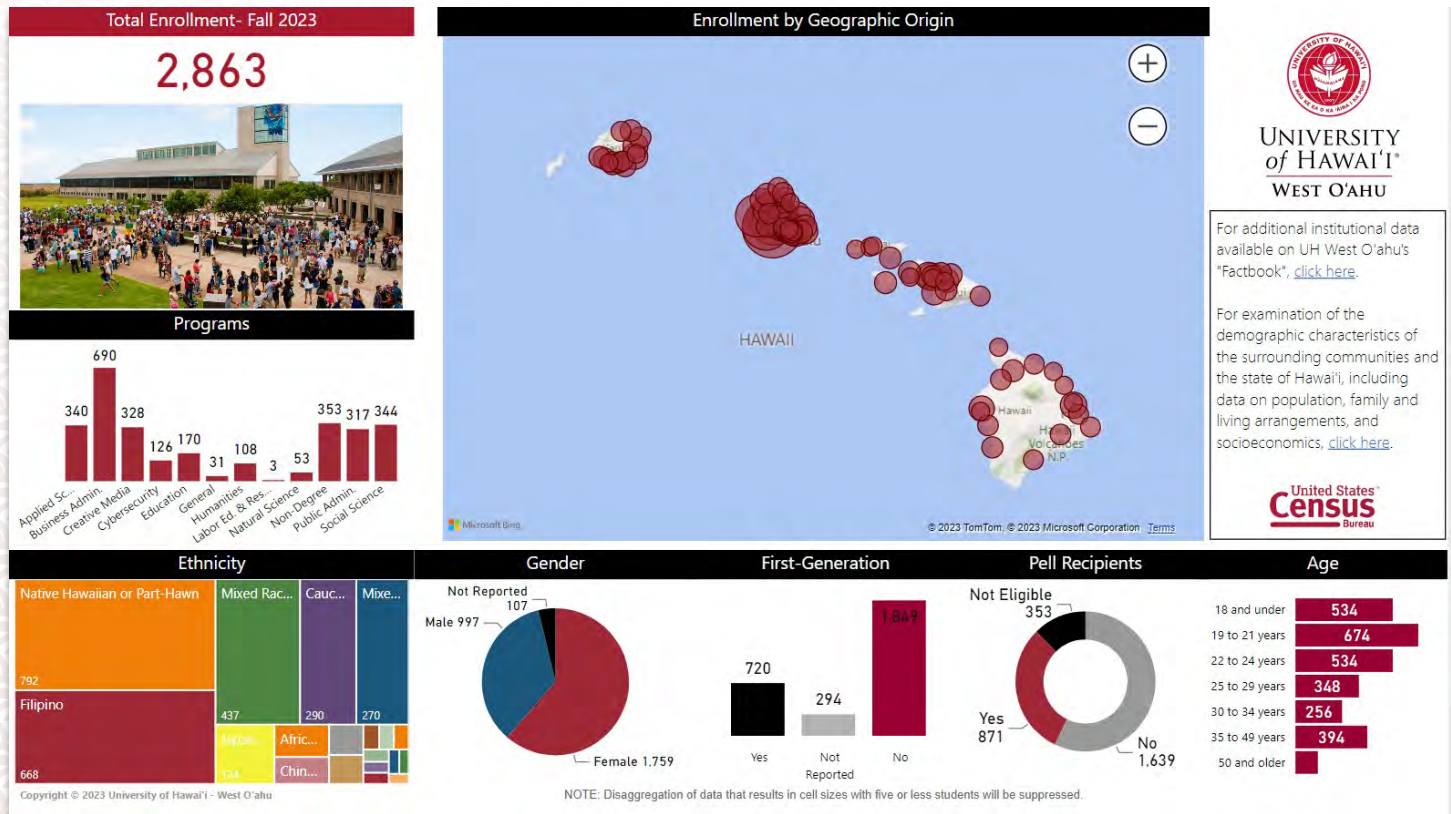
UNIVERSITY OF HAWAI'I - WEST O'AHU
Institutional Research Office
2023-24 Statistical Quick Reference Guide

TOTAL COLLEGE ENROLLMENT

	Fall 2023	Fall 2022	Change	%Change	Percent Distribution Fall 2023	Percent Distribution Fall 2022
Total	**2,863**	**2,913**	**-50**	**-1.7%**		
First-Time	278	269	9	3.3%	9.7%	9.2%
Transfer	516	463	53	11.4%	18.0%	15.9%
Returning	85	83	2	2.4%	3.0%	2.8%
Continuing	1,693	1,767	-74	-4.2%	59.1%	60.7%
Early Admit	284	328	-44	-13.4%	9.9%	11.3%
No Data/Not Home Based	7	3	4	133.3%	0.2%	0.1%
Full-Time/Part-Time Status	**2,863**	**2,913**				
Full-Time	1,436	1,503	-67	-4.5%	50.2%	51.6%
Part-Time	1,427	1,410	17	1.2%	49.8%	48.4%
Gender	**2,863**	**2,913**				
Men	997	978	19	1.9%	34.8%	33.6%
Women	1,759	1,837	-78	-4.2%	61.4%	63.1%
No Data	107	98	9	9.2%	3.7%	3.4%
Ethnicity/Race	**2,863**	**2,913**				
African American or Black	63	57	6	10.5%	2.2%	2.0%
Amer. Indian or Alaskan Native	11	9	2	22.2%	0.4%	0.3%
Asian	1,156	1,201	-45	-3.7%	40.4%	41.2%
Chinese	52	52	0	0.0%	1.8%	1.8%
Filipino	668	685	-17	-2.5%	23.3%	23.5%
Japanese	124	126	-2	-1.6%	4.3%	4.3%
Mixed Asian	270	290	-20	-6.9%	9.4%	10.0%
Other Asian 1/	42	48	-6	-12.5%	1.5%	1.6%
Caucasian	290	287	3	1.0%	10.1%	9.9%
Hispanic	35	34	1	2.9%	1.2%	1.2%
Mixed Race (2 or more)	437	443	-6	-1.4%	15.3%	15.2%
Native Hawaiian/Part-Hawaiian	792	805	-13	-1.6%	27.7%	27.6%
Other Pacific Islander 2/	66	67	-1	-1.5%	2.3%	2.3%
Unknown	13	10	3	30.0%	0.5%	0.3%
Geographic Origin	**2,863**	**2,913**				
Oahu	2,477	2,564	-87	-3.4%	86.5%	88.0%
East Honolulu	20	18	2	11.1%	0.7%	0.6%
Honolulu	302	349	-47	-13.5%	10.5%	12.0%
Leeward	2,029	2,070	-41	-2.0%	70.9%	71.1%
Windward	126	127	-1	-0.8%	4.4%	4.4%
Neighbor Islands	310	285	25	8.8%	10.8%	9.8%
Other than Hawai'i	76	64	12	18.8%	2.7%	2.2%
College	**2,863**	**2,913**				
Academic Affairs	3		3	N/A	0.1%	0.0%
Academy for Creative Media	328	290	38	13.1%	11.5%	10.0%
Education	170	190	-20	-10.5%	5.9%	6.5%
Humanities	108	93	15	16.1%	3.8%	3.2%
Math, Natural & Health Sciences	53	45	8	17.8%	1.9%	1.5%
Professional Studies	1,473	1,447	26	1.8%	51.4%	49.7%
Social Sciences	344	387	-43	-11.1%	12.0%	13.3%
General	31	39	-8	-20.5%	1.1%	1.3%
Unclassified	329	380	-51	-13.4%	11.5%	13.0%
Home-Based Other UH Campus	24	42	-18	-42.9%	0.8%	1.4%
Total SSH Taken	**28,297**	**28,766**	**-469**	**-1.6%**		
Full-Time	19,788	20,707	-919	-4.4%	69.9%	72.0%
Part-time	8,509	8,059	450	5.6%	30.1%	28.0%

Age	Fall 2023	Fall 2022
Average Age	26.2	25.9
Less than 18 years	337	376
18 to 19 years	401	361
20 to 21 years	470	486
22 to 24 years	534	570
25 to 29 years	348	393
30 to 34 years	256	250
35 to 59 years	488	460
60 and over	29	17

5 Largest Bachelors Degree Concentrations by Enrollment

	Fall 2023	Fall 2022
Psychology (BA)	249	269
Accounting (BA)	202	190
General Creative Media (BA)	163	139
Health Professions (BAS)	147	86
Management (BA)	138	156

3 Largest Certificate Programs by Number Awarded (Fiscal Year 2022-23)

Certificate in Asian Studies	7
Certificate in Disaster Prep & Emergency Management	7
Certificate in Health Care Administration	6

Cost of Attendance 2023-24		Degrees & Certificates Awarded 2022-23	
Annual Resident Tuition	$7,344	Total	663
Fees	$240	Bachelors	630
Book/Supplies	$1,350	Certificates	33

Bachelors Degrees Awarded (Fiscal Years 2014 - 2023)

Fiscal Year	Degrees
2013-14	352
2014-15	439
2015-16	474
2016-17	623
2017-18	613
2018-19	643
2019-20	709
2020-21	706
2021-22	738
2022-23	630
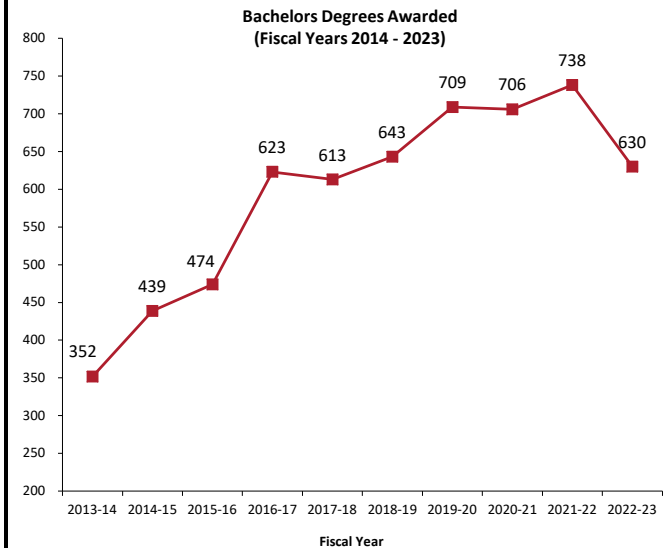
1/ Includes Asian Indian, Korean, Laotian, Other Asian, Thai and Vietnamese

2/ Includes Guamanian or Chamorro, Micronesian (not GC), Mixed Pacific Islander, Other Pacific Islander, Samoan, and Tongan

Divisions & Degree Programs

Business Administration Division

BA Business Administration

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

BS Cybersecurity

- ❖ Cyber Operations

BAS Applied Science

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

Humanities Division

BA Humanities

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

Public Administration Division

BA Public Administration

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

Social Sciences Division

BA Social Sciences

- ❖ Anthropology
- ❖ Early Childhood Education
- ❖ Economics
- ❖ Political Science
- ❖ Psychology
- ❖ Sociology

- ❖ Sustainable Community Food Systems

Education Division

B Ed Education

- ❖ Elementary Education
- ❖ Middle-Level Education
- ❖ Secondary Education

Mathematics, Natural & Health Sciences Division

BS Natural Sciences

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

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

Academy for Creative Media West Oʻahu

BA Creative Media

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

- Grey boxes represent degrees

6

Enrollment and Degree Awards

Enrollment

Historical: 2018: 3,128 — 2019: 3,049 — 2020: 3,168 — 2021: 3,008 — 2022: 2,913 — 2023: 2,863

Targets ("Plan"): 2024: 3,000 — 2025: 3,050 — 2026: 3,100

Forecast ("Baseline"): 2024: 2,899 — 2025: 2,897 — 2026: 2,886

Fall Semester

● Historical ── Targets ("Plan") ── Forecast ("Baseline")

Bachelors Degrees

Total: 2019: 643 — 2020: 709 — 2021: 706 — 2022: 738 — 2023: 630

BS: 2019: 525 — 2020: 585 — 2021: 594 — 2022: 621 — 2023: 506

BA: 2019: 88 — 2020: 87 — 2021: 79 — 2022: 79 — 2023: 74

BED: 2019: 30 — 2020: 37 — 2021: 33 — 2022: 32 — 2023: 42

BAS: 2022: 6 — 2023: 8

Fiscal Year

● BA ● BAS ● BED ● BS ● Total

10,101* Students Enrolled Last Five Years

27% Native Hawaiian	**24%** Filipino	**64%** Female	**28%** Pell Grant Recipient
8% DE Neighbor Island	**24%** First-Generation	**39%** Age 25+	**9%** Veteran
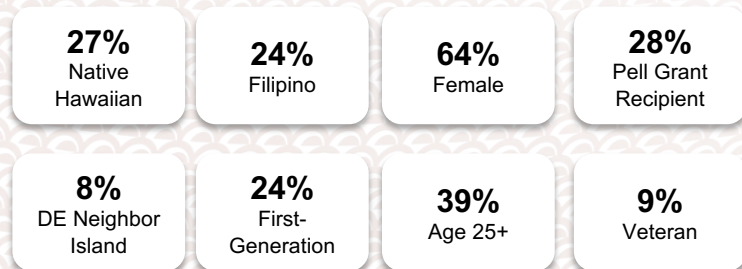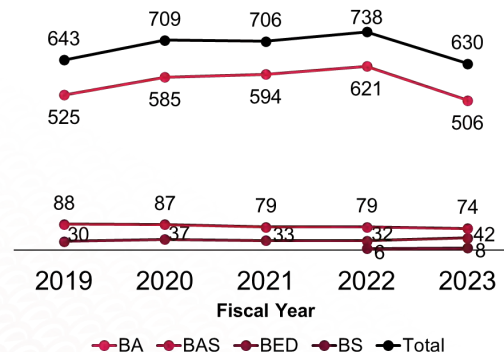
3,426 Degrees Awarded Last Five Years

26% Native Hawaiian	**22%** Filipino	**66%** Female	**33%** Pell Grant Recipient
11% DE Neighbor Island	**26%** First-Generation	**53%** Age 25+	**11%** Veteran

*unduplicated count
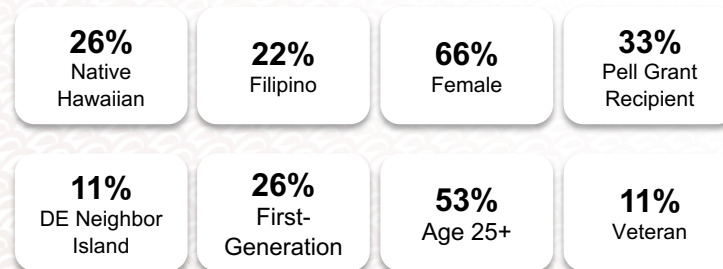
UNIVERSITY of HAWAI'I WEST O'AHU

New Student Enrollment

First Time

	2019	2020	2021	2022	2023
Accepted	585	679	703	876	717
Enrolled	217	232	224	216	238

Transfers

	2019	2020	2021	2022	2023
Accepted	804	976	862	705	740
Enrolled	506	600	513	462	512

Returning Adult

	2019	2020	2021	2022	2023
Accepted	423	543	490	373	403
Enrolled	250	314	277	238	255

Native Hawaiian

	2019	2020	2021	2022	2023
Accepted	425	476	440	404	418
Enrolled	228	250	217	207	228

Filipino

	2019	2020	2021	2022	2023
Accepted	295	325	301	251	296
Enrolled	158	146	148	125	154
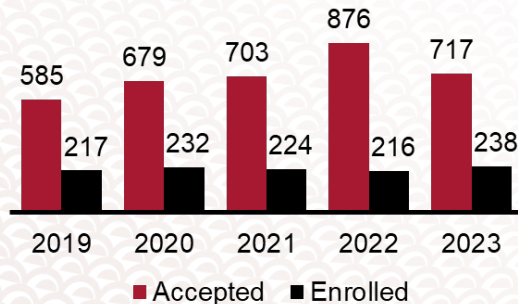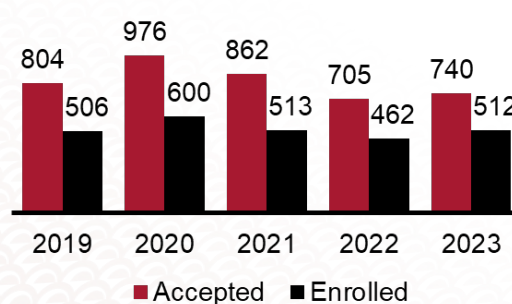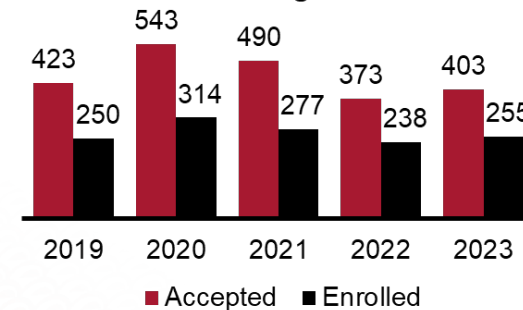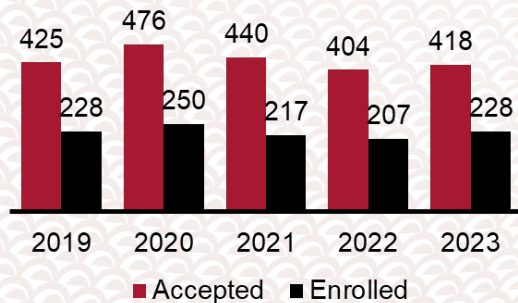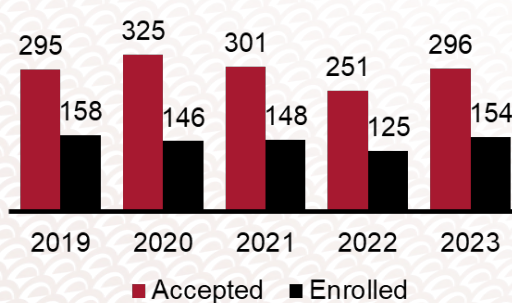
Enrollment Yield Summary

	2019	2020	2021	2022	2023
First Time	37(%)	34(%)	32(%)	25(%)	33(%)
Transfers	63	61	60	66	69
Returning Adult	59	58	57	64	63
Native Hawaiian	54	53	49	51	55
Filipino	54	45	49	50	52

UNIVERSITY of HAWAI'I
WEST O'AHU

- [Growing the Film Industry in West Oʻahu](#) (Pg. 3)
- [Kapolei by the Numbers](#) (Pg. 12)
- [Education & Workforce Development](#) (Pg. 22)
- [West Oʻahu Student Career Expo](#) (Pg. 30)
- [Kapolei Area Long-Range Master Plan](#) (Pg. 34)

Addendum 2

First-Time Early College

Headcount Early College Students at UH West Oʻahu Between AY 2017-18 and Fall 2023 by Subsequent Enrollment into a UH Campus

A total unduplicated count of 3,187 high school students enrolled in an early college class at UH West Oahu between AY 2017-18 and Fall 2023. 240 (9.8%) of these students (excluding students still enrolled in high school as of Fall 2023) subsequently enrolled at UH West Oʻahu in their first college term. Leeward Community College enrolled the largest share of former UH West Oahu Early College students at 17.8%, followed by UH Manoa at 16.9%.

	Headcount	%
Currently Enrolled High School	611	
Graduating High School 2023	139	
Hawaiʻi CC	11	0.5%
Honolulu CC	28	1.1%
Kapiʻolani CC	71	2.9%
Kauaʻi CC	2	0.1%
Leeward CC	435	17.8%
Maui College	1	0.0%
UH Hilo	32	1.3%
UH Manoa	412	16.9%
UH West Oʻahu	240	9.8%
Windward CC	5	0.2%
Other/Unknown	1,200	49.2%
Grand Total	3,187	100.0%

Headcount Early College Students at UH West Oʻahu Between AY 2017-18 and Fall 2023 by Subsequent Enrollment into UH West Oʻahu by Major

When examining the degree programs that the 240 former early college students enrolled in at UH West Oahu, Business Administration enrolled the largest share of (19.6%), followed by Education (14.2%). Humanities enrolled the fewest number of former early college students at 8 (3.3%).

	Headcount	%
Applied Science	23	9.6%
Business Administration	47	19.6%
Creative Media	32	13.3%
Cybersecurity	10	4.2%
Education	34	14.2%
General	16	6.7%
Humanities	8	3.3%
Math, Natural & Health Sciences	13	5.4%
Public Administration	17	7.1%
Social Science	19	7.9%
Unclassified	21	8.8%
Grand Total	240	100.0%

UH West Oʻahu Pre-Nursing Program

The UH West Oʻahu Pre-Nursing Pathway enables UH West Oʻahu students to complete all general education, prerequisite, and Nursing degree coursework for a UH Mānoa's Bachelor of Science in Nursing on UH West Oʻahu's campus. Students will initially be admitted to UH West Oʻahu as "Pre-Nursing Pathway" students in the Bachelor of Applied Science, Health Professions concentration and will enroll in and complete pre-nursing courses. Students may apply to the BS in Nursing program offered through the Nancy Atmospera-Walch School of Nursing at UH Mānoa after successful completion of the Pre-Nursing Pathway courses. Through this specialized partnership, both campuses will provide students with support services and opportunities needed to prepare for admission into the Nursing program.

19

Cohort 1

- Start date AY 22-23
- Seven of 19 pilot students that applied to UHM BSN were accepted
- Six of the accepted students started in the BSN program this spring 2024 semester.

46

Cohort 2

- Start date AY 23-24
- 46 pre-nursing students
- Number includes the 34 that started in Fall 2023, plus eight students from cohort #1 that were not admitted to UHM BSN in their first application attempt, and 6 transfer students from Leeward Community College that were added in this spring semester.

41

Cohort 3

- Start date AY 24-25
- 41 current applicants for AY 24-25
- Expecting between 20 to 40 more applicants between now and May.

Addendum 3

Class and Program Modalities

- Established 20 new distance education concentrations and certificates since AY 2019-20.

- Fall 2020 was in the midst of the pandemic when 87% of classes were offered fully online.

- Since Fall 2020, on-site class offerings have increased by 122.

- Moving forward, Academic Affairs is working to address the challenges of increasing both new student enrollment and bodies on campus.

Fall Modality Trend with DE Concentration and Certificates Growth

Chart data:

Year	Online	Hybrid	In-Person	DE Concentration and Certificates
2019	234	45	303	15
2020	482	52	23	19
2021	453	78	16	21
2022	403	46	115	27
2023	348	58	145	35

Legend: Online, Hybrid, In-Person, DE Concentration and Certificates

UNIVERSITY of HAWAI'I
WEST O'AHU

14
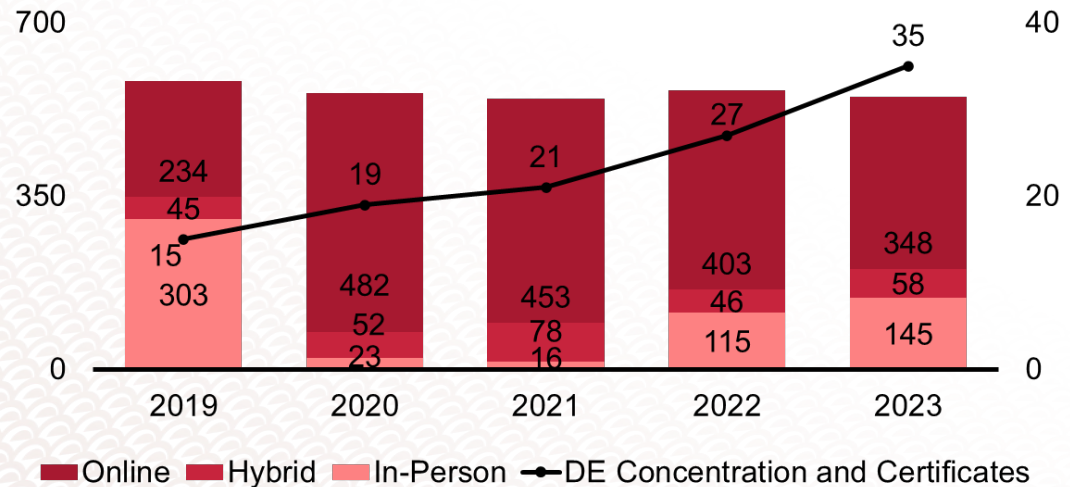
Addendum 4

Executive Report on Workforce Development

(UPDATED JANUARY 2024)

What is the purpose of this report?

The University of Hawaiʻi–West Oʻahu is committed to providing its students with comprehensive and relevant education that prepares them for the workforce in Hawaiʻi. This report aims to examine UH West Oʻahu's degree programs, with particular focus on the graduates' employment outcomes, median wages, median debt after college, and income mobility. Additionally, the report aims to highlight the effectiveness of several signature programs and their contribution to Hawaiʻi's workforce development needs.

What is in this report?

The figures in this report provide a selection of workforce development indicators that align with the UH Strategic Plan 2023-2029 [1] and the P20 State of Hawaiʻi Education Attainment Goals.[2] Federally reported IPEDS data are included to allow comparison against national averages.

Where can I access more information on UH West Oahu's impact on workforce development in Hawaiʻi?

Additional data on UH West Oʻahu's contribution to workforce development in the State of Hawaiʻi are available via its online Factbook. There you will find a comprehensive selection of reports[3] on degree and certificate production, postgraduate outcomes, and campus performance on strategic and operational plans.

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[1] UH Strategic Plan 2023-2029: Hawaiʻi's University for Today and Tomorrow https://www.hawaii.edu/strategic-plan/
[2] Hawaiʻi Graduates for Hawaiʻi's Future: State of Hawaiʻi Educational Attainment Goal https://www.hawaiip20.org/wp-content/uploads/2023/03/HawaiiAttainmentGoal2023-for-web-v9.1.pdf
[3] University of Hawaiʻi-West Oʻahu Institutional Research Office Factbook https://westoahu.hawaii.edu/academics/institutional-research/factbook/

2

SECTION 1: DEGREE PRODUCTION AND CONTRIBUTION TO STATE EDUCATION ATTAINMENT GOALS

Since opening its new Kapolei campus in 2012, UH West Oʻahu has awarded 6,276 bachelor degrees[4]. Twenty five percent of the degrees were earned by Native Hawaiian or Part-Hawaiian students. Many of these awards were in fields tied to Hawaiʻi's high demand industries such as education, creative media, and STEM. Bachelor degree production is up 81% since 2012-13. UH West Oʻahu is developing successful students for a better future.[5] Degree attainment has increased nearly every year for target populations including 25 years and older, Native Hawaiian, Filipino, Pell, and First Generation, producing the following outcomes:
(UH-SP Goal1, Goal2, Goal3; P20-EAG Goal3, Goal4)

Figure 1.1 Degrees and Certificates Awarded (FY 2013-2023)

Figure 1.2 Degrees and Certificates Awarded (FY 2013-2023) 25 Years and Older

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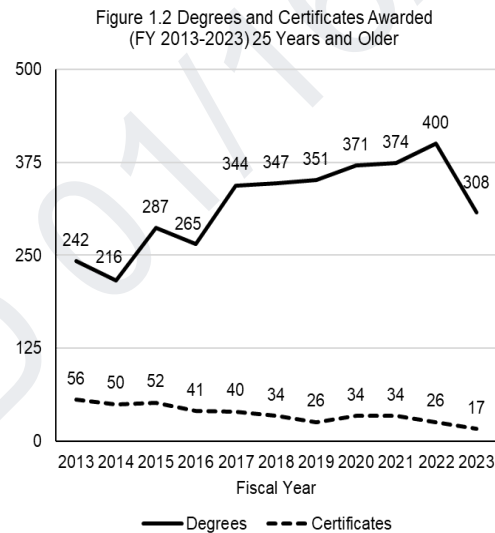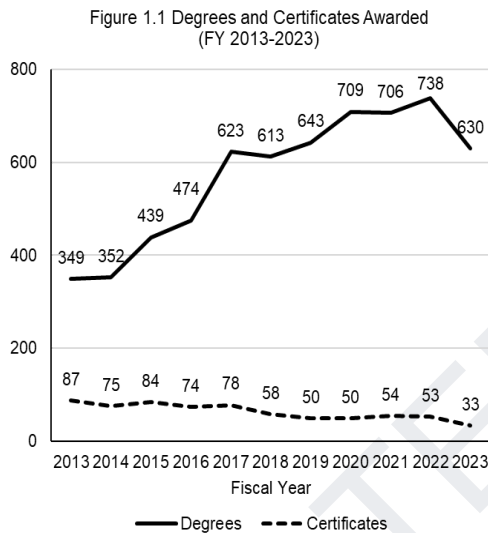
[4] University of Hawaiʻi-West Oʻahu Institutional Research Office Factbook https://westoahu.hawaii.edu/academics/institutional-research/factbook/
[5] University of Hawaiʻi Strategic Plan 2023-2029 Strategic Imperatives

3

Figure 1.3 Bachelors Degrees Awarded
(FY 2013-2023)

■ Native Hawaiian or Part-Hawn □ Filipino
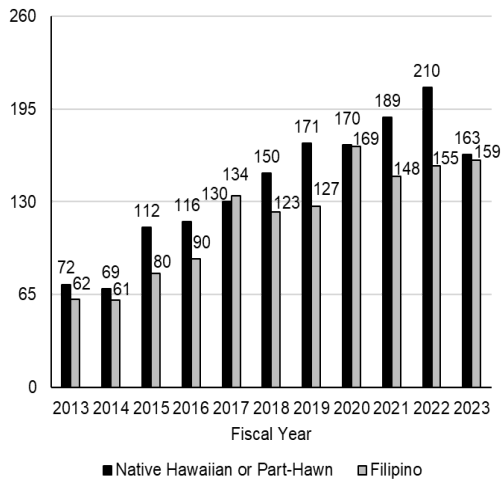
Figure 1.4 Bachelors Degrees Awarded
(FY 2013-2023)

■ Pell □ First Generation
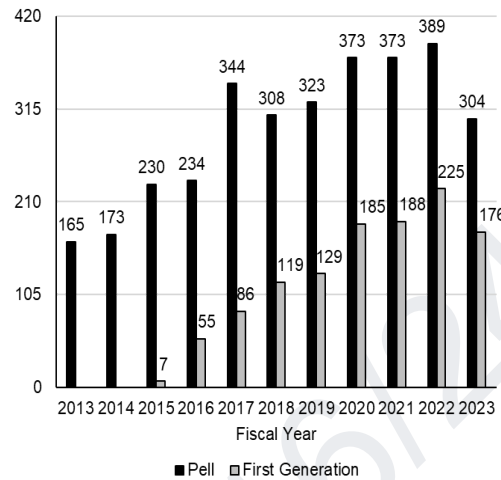
Figure 1.5 Bachelors Degrees Awarded by Ethnicity
(FY 2013-2023)
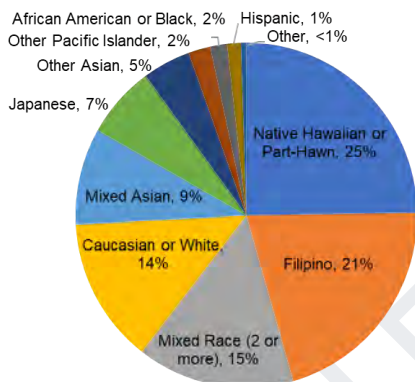
Figure 1.6 Bachelors Degrees Awarded by Major
(FY 2013-2023)
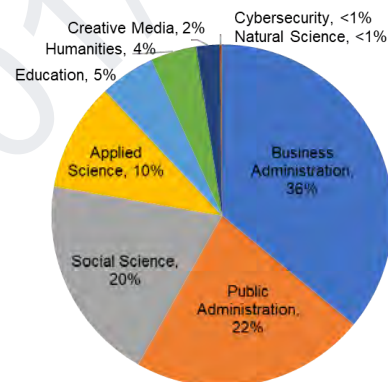
SECTION 2: POST-GRADUATE OUTCOMES

Seventy-nine percent of bachelor degree earners from the class of 2019 were employed in Hawai'i within one year of graduation. Data[6] exclude graduates not found in Hawai'i's unemployment insurance database such as those federally employed or self-employed. Graduates from the Anthropology, Elementary Education, Secondary Education, and Sociology bachelor degree programs had 100% employment rates. The Accounting degree program graduated the second highest number of graduates (70) and boasted a 90% employment rate.
(UH-SP Goal 3, P20-EAG Goal4)

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[6] Hawai'i Data eXchange Partnership, "University of Hawai'i Graduates in Workforce," December 2022, https://www.hawaiidxp.org/data-products/postsecondary-to-workforce-graduates-in-workforce/ retrieved July 6, 2023

4

Table 2.1 Post-Graduate Outcomes by Program

Program	Graduates	% Employed in Hawaiʻi Within One Year	Median Wage 1st Year	Median Wage 5th Year
Campus Value (Bachelors)	605	79%	$38,011	$51,922
Campus Value (Certificate)	48	73%	$62,180	$54,215
BA-Social Science-Anthropology	8	100%	No Data	$52,226
BA-Social Science-Sociology	10	100%	$29,282	$41,733
BED-Education-Elementary Education	19	100%	$45,783	$58,609
BED-Education-Secondary Education	10	100%	No Data	No Data
BA-Business Administration-Accounting	70	90%	$38,127	$53,001
BAS-Applied Science-Information Technology	9	89%	$42,797	$62,394
BA-Business Administration-Management	40	88%	$37,409	$53,827
BA-Humanities-History	8	88%	No Data	$32,641
BA-Business Administration-Hospitality and Tourism	15	87%	No Data	No Data
BAS-Applied Science-Sustainable Community Food Systems	7	86%	No Data	No Data
BA-Humanities-English	13	85%	$26,662	$45,300
Certificate in Risk Management & Insurance	6	83%	No Data	No Data
BAS-Applied Science-Comp Electronics & Network Tech	10	80%	$45,200	$67,880
BA-Business Administration-Marketing	45	78%	$39,003	$53,688
BAS-Applied Science-Information Security Assurance	37	78%	No Data	No Data
Certificate in Applied Forensic Anthropology	9	78%	No Data	No Data
BA-Social Science (2018)	13	77%	$38,059	$50,544
BA-Public Administration-Health Care Administration	66	76%	$37,120	$48,730
BA-Social Science-Psychology	71	76%	$28,343	$41,083
BA-Humanities-Creative Media	8	75%	No Data	No Data
BA-Social Science-Early Childhood Education	8	75%	$34,737	$43,958
BAS-Applied Science-Creative Media	16	75%	No Data	No Data
BA-Public Administration-Justice Administration	39	74%	$37,358	$53,562
BA-Business Administration-General Business Administration	44	73%	$39,005	$53,077
BA-Business Administration-Finance	18	72%	$40,004	$54,988
Certificate in Health Care Administration	17	71%	No Data	No Data
BA-Public Administration-General Public Administration	13	69%	$40,231	$51,948
BA-Social Science-Political Science (2018)	9	67%	No Data	No Data
Certificate in Disaster Prep & Emergency Mgmt	14	64%	No Data	No Data
BA-Humanities-Hawaiian/Pacific Studies (2018)	8	63%	$32,810	No Data
BA-Public Administration-Disaster Prep & Emergency Mgmt	32	59%	$39,113	$47,540

UH West Oʻahu has the highest post-graduate employment rate (79%) among the ten campuses in the UH System according to recent data from the Hawaiʻi Data eXchange Partnership. Bachelor's degree recipients at UH West Oʻahu also earned the highest first-year median salary ($38,011)[7] among graduates from UH campuses. At 70 percent, UH West Oʻahu graduates are the most likely graduates to continue their employment in Hawaiʻi two years after they graduate.

In 2018, a Gallup survey was distributed to UH West Oʻahu alumni. Of the 334 UH West Oʻahu alumni that responded to the survey, 54% reported an annual personal income ranging between $36k-$120k and 5% reported an annual personal income of at least

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[7] Hawaiʻi Data eXchange Partnership, "University of Hawaiʻi Graduate Median Wages," December 2022, https://www.hawaiidxp.org/data-products/postsecondary-to-workforce-median-wages/ retrieved July 6, 2023

5

$120k. 64% of the respondents agreed their UH West Oʻahu education was worth the cost and 34% agreed that UH West Oʻahu prepared them well for life outside of college. The national averages were 46% and 28% respectively.

Figure 2.1 Percent Employed in Hawaiʻi Within One Year

UH West Oʻahu	79%
UH Manoa	72%
UH Hilo	67%
UH Community Colleges	72%
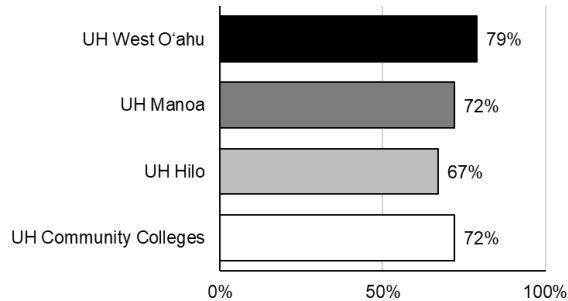
Figure 2.2 Percent Employed in Hawaiʻi Within Two Years

UH West Oʻahu	70%
UH Manoa	61%
UH Hilo	60%
UH Community Colleges	65%
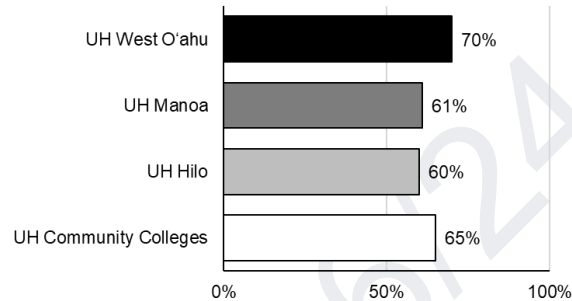
Figure 2.3 Median Wage 1st Year

UH West Oʻahu	$38,011
UH Manoa	$36,329
UH Hilo	$33,421
UH Community Colleges	$32,411
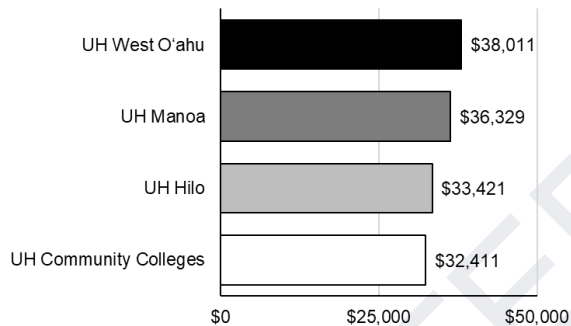
Figure 2.4 Median Wage 5th Year

UH West Oʻahu	$51,922
UH Manoa	$55,588
UH Hilo	$48,304
UH Community Colleges	$45,613
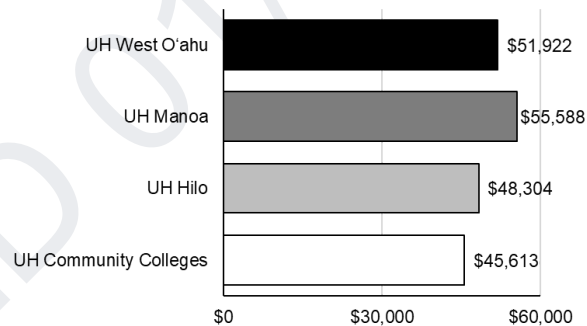
UH West Oʻahu graduates have lower debt after graduation[8] and lower default rates[9] on average compared to graduates from peer and benchmark institutions. Data were derived from official, federally-reported sources.

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[8] US Department of Education College Scorecard, April 2023, https://collegescorecard.ed.gov/data/ retrieved July 6, 2023

[9] Federal Student Aid, "Official Cohort Default Rates for Schools," April 2023, https://fsapartners.ed.gov /knowledge-center/topics/default-management/official-cohort-default-rates-schools retrieved July 6, 2023

Figure 2.5 Median Total Debt After Graduation
(2020-21 Reported Data)

Group	Debt
UH West Oʻahu	$14,500
Peer Group (N=9)	$19,934
Comparison Group (N=56)	$20,573
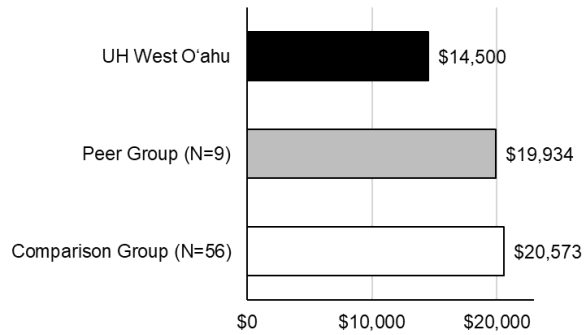
Figure 2.6 Cohort Default Rate
(2018-19 Reported Data)

Group	Rate
UH West Oʻahu	3.8
Peer Group (N=9)	6.7
Comparison Group (N=55)	7.6
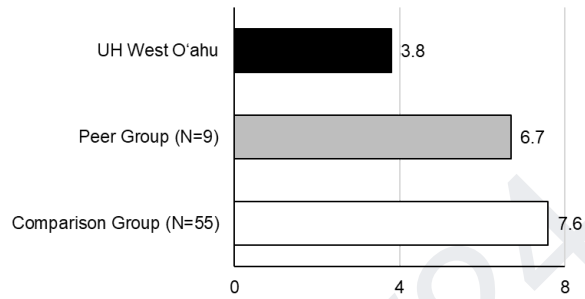
The 2022 Social Mobility Index, calculated by CollegeNET[10], uses federally reported data from IPEDS and ranks UH West Oʻahu as the most effective public university in Hawaii. This measure identifies colleges and universities that "...educate more economically disadvantaged students (with family incomes below the national median) at lower tuition and graduates them into good paying jobs.

Figure 2.7 Income Mobility Rate
(2014-15 Reported Data)

Group	Rate
UH System	16.3
Peer Group (N=9)	14.6
Comparison Group (N=53)	18.9
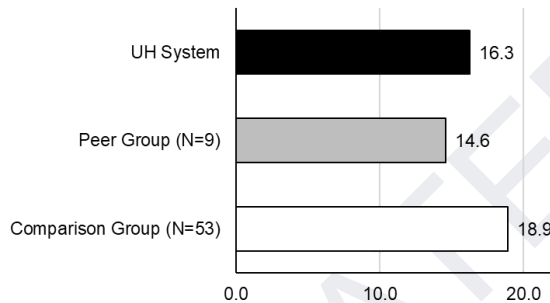
Figure 2.8 CollegeNET Social Mobility Index Rankings

Chaminade University of Honolulu	213
University of Hawaiʻi-West Oʻahu	319
Hawaiʻi Pacific University	344
University of Hawaiʻi at Hilo	469
Brigham Young University-Hawaiʻi	664
University of Hawaiʻi at Manoa	820

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[10] CollegeNET, "2022 Social Mobility Index: Opportunity Through US Higher Education", https://www.socialmobilityindex.org/, retrieved July 12, 2023

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SECTION 3: SIGNATURE WORKFORCE PROGRAMS[11]

UH West Oʻahu seeks to develop unique, signature programming that addresses the personal development needs of students, encourages their academics and creative growth, and responds to the changing needs and demands of our 21st century world. The current list of signature programs includes: Accounting, Education, Creative Media, Cybersecurity, Health Professions, Healthcare Administration, Anthropology, and Psychology. The following infographics were designed to provide 'at a glance' data on enrollment, degree production, and occupational trends for these programs.

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[11] Employment data for the State of Hawaiʻi. Data exclude graduates not found in Hawaiʻi's unemployment insurance database such as those federally employed or self-employed.
https://www.hawaiidxp.org/data-products/postsecondary-to-workforce-graduates-in-workforce/

8

ACCOUNTING

The Accounting concentration is designed to provide students with a comprehensive understanding of accounting and the skills necessary to analyze, evaluate and report financial information as well as identify local and international issues that affect the business environment. UH West O'ahu's 202 students in fall 2023 (most recent data available) were the highest number of undergraduate accounting majors among the 10 UH campuses.

Pathways into Accounting

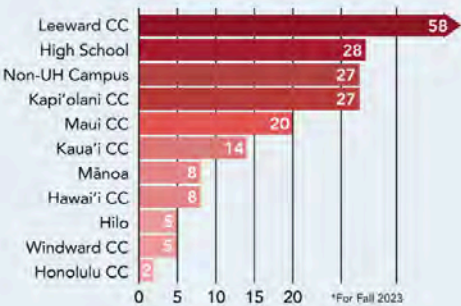| Campus	Count
Leeward CC	58
High School	28
Non-UH Campus	27
Kapi'olani CC	27
Maui CC	20
Kaua'i CC	14
Mānoa	8
Hawai'i CC	8
Hilo	5
Windward CC	5
Honolulu CC	2

*For Fall 2023

Majors by Ethnicity

- 4% Chinese
- 2% Vietnamese
- 2% Samoan
- 0.5% African American or Black
- 0.5% Guamanian or Chamorro
- 0.5% No Data
- 14% Caucasian or White
- 25% Native Hawaiian or Part-Hawn
- 9% Mixed Race Non-white
- 29% Filipino
- 2% Hispanic
- 5% Japanese
- 2% Korean
- 7% Mixed Asian
- 0.5% Mixed Pacific Islander

*For Fall 2023

Accounting Headcount

202
Fall 2023 Students

Educational Attainment

Level	Percent
No formal education	0%
High school or equivalent	3%
Some college, no degree	6%
Associate degree	8%
Bachelor's degree	57%
Master's degree	23%
Doctoral or professional	3%

From 2018–2019

Average Earnings
(Accountants and Auditors)*

Entry Level	Average	Experienced
$49,005	$72,800	$103,022

*March 2023

Graduates in the Last 5 Years

351 Graduates

*From 2019 - 2023
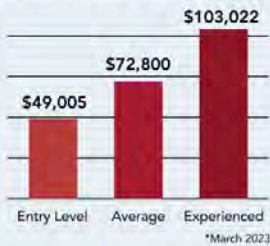
Confirmed Employers in Hawai'i

Deloitte Touche Tohmatsu LLC
KPMG
PwC
Ernst & Young
N&K CPAs, Inc.
Accuity LLP
KMH LLP
CW Associates
Ikeda & Wong CPA

Graduates Employed their First Year

90% of Graduates

ANTHROPOLOGY

Anthropology provides a comprehensive picture of the human experience through the study of the interaction between human biology and the environment, ancient and historical societies, and conditions in today's globalized world. The Anthropology concentration at UH West O'ahu has an applied focus with special emphasis on workforce development. Applied Anthropology uses the discipline's widely recognized cross-cultural knowledge and methods to identify and apply solutions to real life problems.

Pathways into Anthropology

Leeward CC: 9
High School: 8
Non-UH Campus: 2
Mānoa: 1
Honolulu CC: 1
Kapi'olani CC: 1

*For Fall 2023

Majors by Ethnicity

- 32% Native Hawaiian or Part-Hawn
- 23% Mixed Race (2 or more)
- 5% Mixed Asian
- 14% Japanese
- 14% Filipino
- 5% African American or Black
- 9% Caucasian or White

*For Fall 2023
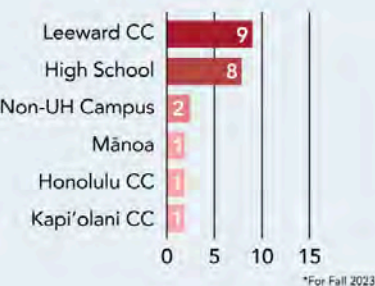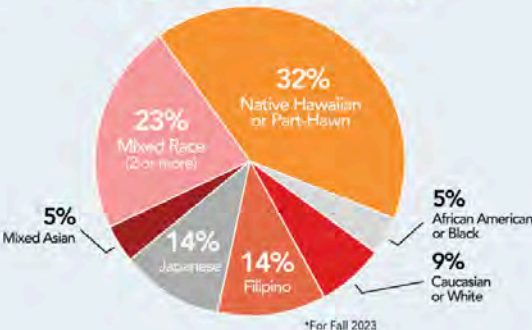
Anthropology Headcount

22
Fall 2023 Students

Educational Attainment

No formal education: 1%
High school or equivalent: 2%
Some college, no degree: 6%
Associate degree: 4%
Bachelor's degree: 33%
Master's degree: 39%
Doctoral or professional: 16%

From 2018–2019
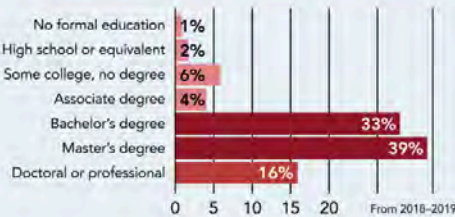
Average Earnings
(Anthropologists and Archaeologists)*

Entry Level: $56,701
Average: $84,822
Experienced: $127,733

*March 2023

Graduates in the Last 5 Years

39 Graduates

*From 2019 - 2023

Graduates Employed their First Year

100% of Graduates
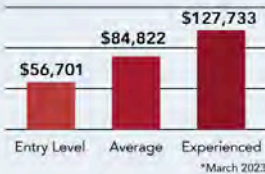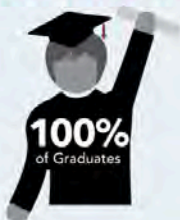
EDUCATION

The Bachelor of Education features concentrations in Elementary Education, Middle-Level Education, and Secondary Education. Education Division can recommend candidates to the Hawaiʻi Teacher Standards Board for a Hawaiʻi teaching license in the following areas: Elementary Education; Middle-level Education in English, Social Studies, General Science and/or Mathematics; Secondary Education in English, Social Studies, Biology, and/or Mathematics. A Special Education licensure pathway is also available.

Pathways into Education

Source	Count
Leeward CC	81
High School	50
Non-UH Campus	20
Kapiʻolani CC	7
Mānoa	5
Windward CC	4
Honolulu CC	2
Hilo	1

*For Fall 2023

Majors by Ethnicity

- 34% Native Hawaiian or Part-Hawn
- 20% Filipino
- 18% Mixed Race (2 or more)
- 12% Mixed Asian
- 4% Japanese
- 1% Hispanic
- 0.5% Samoan
- 0.5% Micronesian
- 0.5% American Indian or Alaska Native
- 1% African American or Black
- 0.5% Vietnamese
- 7% Caucasian or White
- 2% Chinese

*For Fall 2023
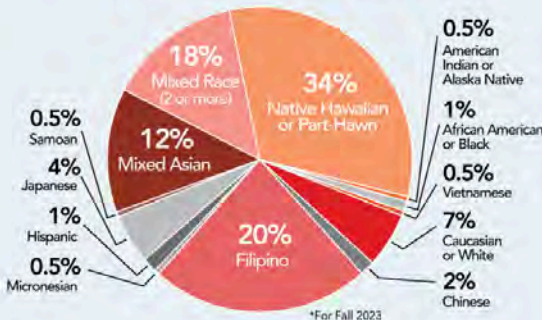
"It helped me build confidence as a teacher and also made me feel validated as every school I visited showed interest in hiring me."

– Tyson Arasato
(2020 graduate)

Education Headcount

170
Fall 2023 Students

Educational Attainment

Level	Percent
No formal education	0%
High school or equivalent	0%
Some college, no degree	3%
Associate degree	2%
Bachelor's degree	44%
Master's degree	47%
Doctoral or professional	4%

From 2018–2019
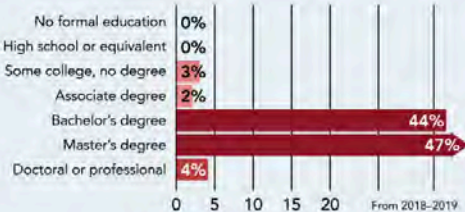
Average Earnings
(Elementary School Teachers)*

- Entry Level: $46,610
- Average: $63,220
- Experienced: $74,910

*March 2023

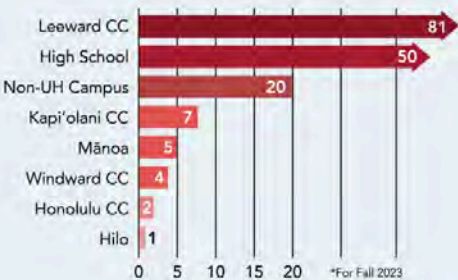## Graduates in the Last 5 Years
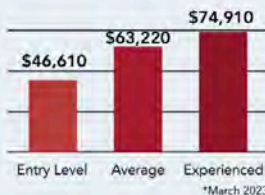
174 Graduates
*From 2019 – 2023

Confirmed Teaching in Hawaiʻi DOE Schools

Top 6 Schools:
August Ahrens Elementary (16)
Nānāikapono Elementary (12)
Leihōkū Elementary (10)
James Campbell High School (9)
Pearl City Highlands Elementary (8)
Kanoelani Elementary (7)

*Between Fall 2009 - Spring 2022

Graduates Employed their First Year

100% of Graduates

11
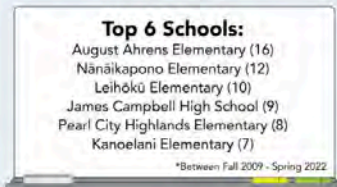
CREATIVE MEDIA

UH West O'ahu's Creative Media program embraces digital media literacy experienced through video, animation, video games, design, social media, web and app development, virtual and augmented reality, other forms of media communication and design and digital storytelling.

Pathways into Creative Media

High School	143
Leeward CC	65
Non-UH Campus	39
Maui CC	17
Honolulu CC	17
Mānoa	13
Kapi'olani CC	12
Windward CC	11
Kaua'i	10
Hawai'i CC	4

0 5 10 15 20   *For Fall 2023

Majors by Ethnicity

- 15% Mixed Race (2 or more)
- 27% Native Hawaiian or Part-Hawn
- 1% No Data
- 1% Vietnamese
- 0.5% Samoan
- 1% African American or Black
- 9% Caucasian or White
- 2% Chinese
- 23% Filipino
- 2% Hispanic
- 5% Japanese
- 0.5% Other Asian
- 14% Mixed Asian
- 0.5% American Indian or Alaska Native

*For Fall 2023

"I learned the significance and responsibility of Storytelling — our who, what, when, where and why. ACM provided me with the tools to help me recognize my own voice, discover different mediums, and become confident in the flair of how I feel my stories should be told."

— Janelle Saole
(Fall 2017 graduate)

Creative Media Headcount

331
Fall 2023 Students

Educational Attainment

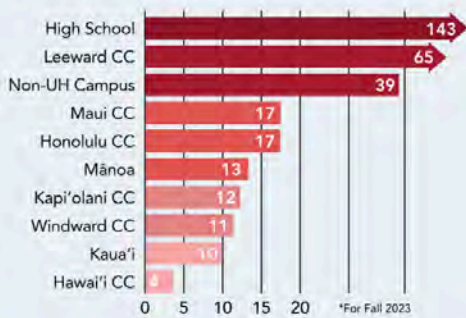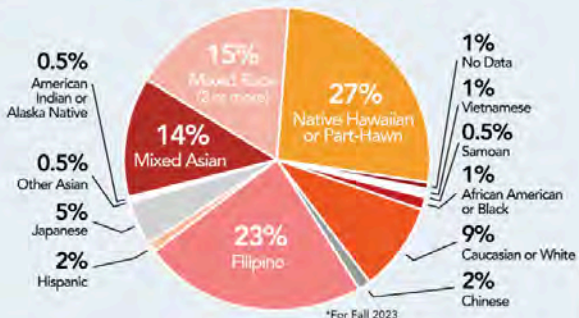|	
No formal education	1%
High school or equivalent	8%
Some college, no degree	18%
Associate degree	8%
Bachelor's degree	54%
Master's degree	9%
Doctoral or professional	1%

0 5 10 15 20   From 2018–2019
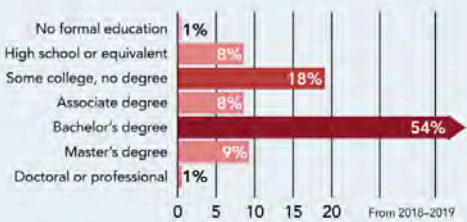
Average Earnings
(Media and Communication Workers)

- Entry Level: $44,512
- Average: $59,571
- Experienced: $81,266

*March 2023

Graduates in the Last 5 Years

185 Graduates

*From 2019 - 2023

Confirmed Employers in Hawai'i

KITV4
KHON2
'Ōlelo Community Media
Purple Mai'a
Kamehameha Schools
'Ōiwi TV
Hawaii Restaurant Association
Honolulu Cookie Company
Palama Settlement
Honolulu Civil Beat
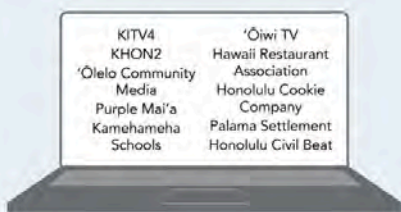
Graduates Employed their First Year

75% of Graduates

CYBERSECURITY

The UH West O'ahu Cybersecurity program provides students with an advanced education in information security, mathematics, computer science, and computer engineering. This degree program prepares students to meet the advanced cybersecurity workforce requirements of public sector agencies and private sector enterprises.

Pathways into Cybersecurity

- High School: 62
- Non-UH Campus: 33
- Leeward CC: 18
- Mānoa: 5
- Kapi'olani CC: 4
- Honolulu CC: 2
- Windward CC: 1
- Kaua'i CC: 1

*For Fall 2023

Majors by Ethnicity

- 23% Mixed Race 2 or more
- 18% Native Hawaiian or Part-Hawn
- 1% No Data
- 1% Samoan
- 10% African American or Black
- 12% Caucasian or White
- 20% Filipino
- 2% Chinese
- 2% Japanese
- 1% Hispanic
- 1% Korean
- 1% Laotian
- 9% Micro-Asian

*For Fall 2023

Cybersecurity Headcount

126

Fall 2023 Students

Educational Attainment

- No formal education: 1%
- High school or equivalent: 4%
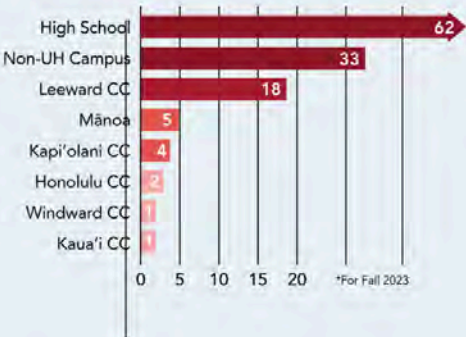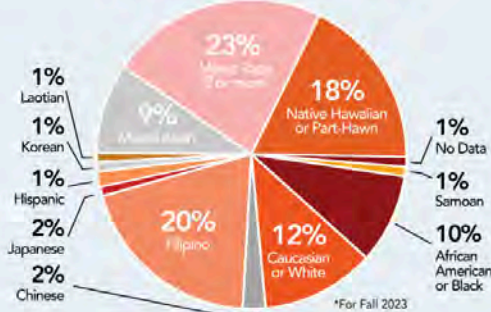- Some college, no degree: 16%
- Associate degree: 10%
- Bachelor's degree: 43%
- Master's degree: 24%
- Doctoral or professional: 2%

From 2018-2019
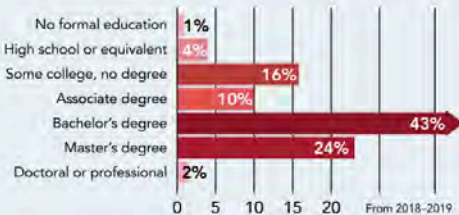
Average Earnings
(Information Security Analyst)*

- Entry Level: $64,813
- Average: $112,154
- Experienced: $174,346

*March 2023

2022-2023 Graduates

9 Graduates

*Bachelor of Science in Cybersecurity degrees started in Fall 2020.
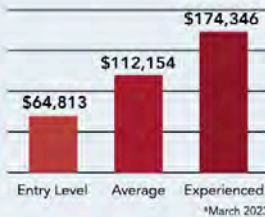
Rankings and Awards

National Cyber League, 14th in Nation in Spring 2023

National Cyber League, 7th in Western Region in Spring 2023

National Centers of Academic Excellence NSA Cyber Exercise (CAE-NCX), April 2022

National Cyber League, 12th in Nation in Spring 2021

National Cyber League, 7th in Western Region in Spring 2021

National Cyber League, 10th in Nation in Fall 2021

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HEALTH PROFESSIONS

Within the Health Professions concentration, students can choose to specialize in one of several plans of study including pre-nursing, pre-physicians assistant, pre-physical therapy, pre-occupational therapy, pre-pharmacy, or pre-medical. These specializations, or tracks, allow the student to follow a clear career path and fulfill potential prerequisites necessary for graduate and/or professional school in medicine and health sciences.
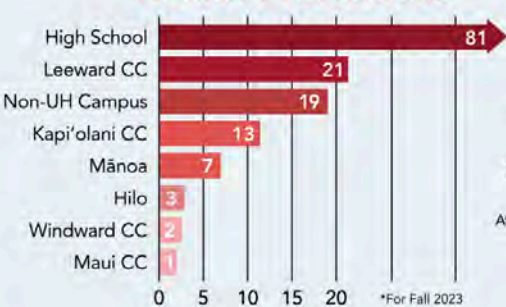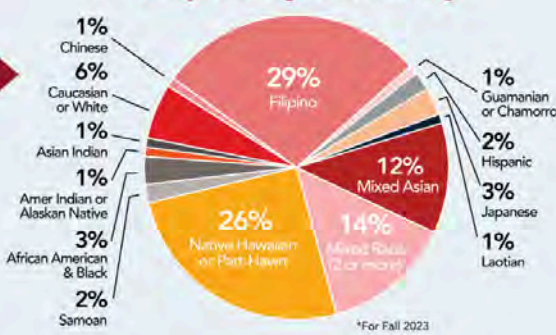
Pathways into Health Professions

High School	81
Leeward CC	21
Non-UH Campus	19
Kapi'olani CC	13
Mānoa	7
Hilo	3
Windward CC	2
Maui CC	1

*For Fall 2023

Majors by Ethnicity

- 1% Chinese
- 6% Caucasian or White
- 1% Asian Indian
- 1% Amer Indian or Alaskan Native
- 3% African American & Black
- 2% Samoan
- 29% Filipino
- 12% Mixed Asian
- 26% Native Hawaiian or Part-Hawn
- 14% Mixed Race (2 or more)
- 1% Guamanian or Chamorro
- 2% Hispanic
- 3% Japanese
- 1% Laotian

*For Fall 2023

Educational Attainment

No formal education	0%
High school or equivalent	1%
Some college, no degree	4%
Associate degree	30%
Bachelor's degree	52%
Master's degree	10%
Doctoral or professional	2%

From 2018–2019

Average Earnings
(Registered Nurses)*

Entry Level	Average	Experienced
$76,648	$113,214	$137,717

*March 2022

Health Professions Headcount

147
Fall 2023 Students

Graduates in the Last 3 Years

20 Graduates

*From 2021 - 2023

HEALTH CARE ADMINISTRATION

This program provides students with the essential skills and knowledge to work as health care administrators in hospitals, ambulatory care centers, and long-term care facilities. The UH West O'ahu Health Care Administration program is the only undergraduate degree of its kind in the state and is offered in-person and through distance learning.

Pathways into Health Care Administration

Campus	Count
Leeward CC	35
Non-UH Campus	21
Kapi'olani CC	20
High School	14
Maui CC	11
Hawai'i CC	5
Mānoa	3
Windward CC	3
Kauai CC	2
Honolulu CC	1
Hilo	1

*For Fall 2023

Majors by Ethnicity

- 36% Filipino
- 28% Native Hawaiian or Part-Hawn
- 12% Mixed Asian
- 12% Mixed Race (2 or more)
- 3% Caucasian or White
- 3% Japanese
- 1% Chinese
- 1% Korean
- 1% Vietnamese
- 1% African American or Black
- 1% Samoan
- 1% Guamanian or Chamorro
- 1% Hispanic
- 1% Laotian

*For Fall 2023

Educational Attainment

Level	Percent
No formal education	1%
High school or equivalent	8%
Some college, no degree	15%
Associate degree	12%
Bachelor's degree	31%
Master's degree	25%
Doctoral or professional	7%

From 2018–2019

Average Earnings
(Medical & Health Services Managers)

- Entry Level: $61,942
- Average: $125,694
- Experienced: $178,235

*March 2023

Health Care Administration Headcount

116
Fall 2023 Students

Graduates in the Last 3 Years
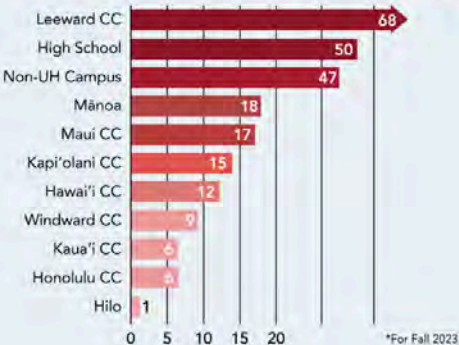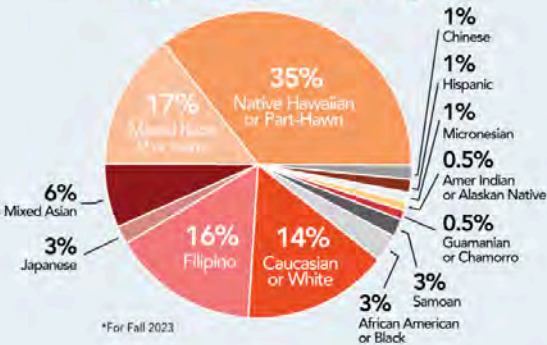
308 Graduates

*From 2021 - 2023

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PSYCHOLOGY

Psychology is the study of mind and behavior. UH West Oʻahu offers a Bachelor of Arts in Social Sciences with a concentration in Psychology that integrates practical mental health applications with current theory. Students select courses from four clusters: human development; social psychology; experimental psychology; and clinical and applied psychology.
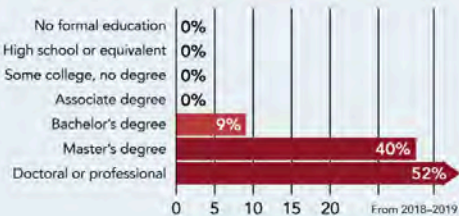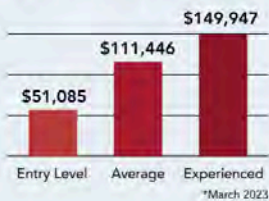
Pathways into Psychology

Source	Count
Leeward CC	68
High School	50
Non-UH Campus	47
Mānoa	18
Maui CC	17
Kapiʻolani CC	15
Hawaiʻi CC	12
Windward CC	9
Kauaʻi CC	6
Honolulu CC	6
Hilo	1

*For Fall 2023

Majors by Ethnicity

- 35% Native Hawaiian or Part-Hawn
- 17% Mixed Race
- 16% Filipino
- 14% Caucasian or White
- 6% Mixed Asian
- 3% Japanese
- 3% African American or Black
- 3% Samoan
- 1% Chinese
- 1% Hispanic
- 1% Micronesian
- 0.5% Amer Indian or Alaskan Native
- 0.5% Guamanian or Chamorro

*For Fall 2023

Psychology Headcount

249
Fall 2023 Students

Educational Attainment

No formal education	0%
High school or equivalent	0%
Some college, no degree	0%
Associate degree	0%
Bachelor's degree	9%
Master's degree	40%
Doctoral or professional	52%

From 2018–2019

Average Earnings
(Psychologists, All Other)*

Entry Level	Average	Experienced
$51,085	$111,446	$149,947

*March 2023

Graduates in the Last 5 Years

382 Graduates

*From 2019 - 2023

Graduates Employed their First Year

76% of Graduates

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Warning: high-noise region

SECTION 4: FUNDRAISING/PHILANTHROPY FOR THE WORKFORCE

Fundraising and philanthropy at UH West Oʻahu are also having a positive impact on workforce development with significant funds raised from 2019-2023:

Table 4.1 Overall Funds Raised for UH West Oʻahu FY2019-2023

Fiscal Year	Funds Raised
2019	$807,717
2020	$929,119
2021	$645,204
2022	$1,653,920
2023	$1,229,935

Table 4.2 Funds Raised for FY2019-2023 for Workforce Development

Category	FY'23	FY'22	FY'21	FY'20	FY'19
General	$15,314.60	$7,154.06	$5,427.35	$9,858.79	$6,265.31
Student Aid	$141,266.00	$39,851.18	$59,789.35	$13,483.00	$9,696.40
Student Scholarships	$119,385.26	$118,825.00	$119,694.74	$48,281.11	$169,992.11
Student Success	$295.24	$1,820.00	$100.00	$10.00	$150.00
Applied Science	$3,468.60	$2,655.00	$5,406.00	$0.00	$0.00
Business	$20,000.00	$0.00	$0.00	$0.00	$0.00
Business - Accounting	$5,000.00	$25,050.00	$0.00	$85,000.00	$5,000.00
CLEAR	$2,460.00	$19,480.00	$14,420.00	$33,500.00	$27,521.16
Creative Media	$239,000.00	$156.00	$45,000.00	$50,000.00	$0.35
Cybersecurity	$0.00	$1,650.00	$743.43	$0.00	$0.00
Disaster, Preparedness & Emergency Management	$0.00	$0.00	$0.00	$0.00	$5,300.00
Education	$244,849.00	$113,917.00	$68,558.00	$220,100.00	$199,336.00
Music	$150.00	$125.00	$660.00	$950.00	$600.00
Nursing	$251,380.00	$0.00	$0.00	$25,000.00	$25,000.00
Psychology	$500.00	$0.00	$0.00	$0.00	$0.00
Public Business Administration	$200.00	$200.00	$0.00	$518.00	$3,215.00
PUBA - Community Health	$220.00	$862.00	$20.00	$753.00	$2,500.00
PUBA or Social Sciences	$23,191.58	$8,038.00	$0.00	$16,000.00	$15,871.05
Risk Management & Insurance	$31,486.84	$18,671.05	$19,000.00	$19,075.00	$61,150.00
Social Sciences - Economics	$0.00	$0.00	$0.00	$0.00	$5,500.00
Social Sciences - Sociology	$15,000.00	$0.00	$0.00	$30,000.00	$0.00
STEM	$54,736.84	$0.00	$0.00	$0.00	$0.00
Sustainable Community Food Systems	$0.00	$0.00	$25.00	$3,000.00	$0.00
	$1,167,903.96	$358,454.29	$338,843.87	$555,528.90	$537,097.38

***Table 4.2 does not reflect gifts that support areas outside of workforce development**

Notable gifts that support workforce development at UH West Oʻahu include:
- FY23 pledge for $250,000 from UH West Oʻahu alumna Deborah Olson to provide program support of the pre-nursing pathway program such as equipment, professional development for faculty, salaries, training certification courses, and UH Mānoa site visits.
- FY23 pledge for $500,000 from Maxwell Hanrahan towards collaborative efforts for UH West Oʻahu and UH Mānoa Academy for Creative Media programs to support retention, graduation, career readiness of diverse student populations by

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offering scholarships, expanding interdisciplinary capacity and providing opportunities for learning and collaboration between art and science disciplines and across campuses.

- FY19/20/21/22/23 gifts totaling $187,578.96 from Kalaeloa Partners to the Kalaeloa Partners Scholarship to assist Oʻahu's Leeward Coast residents who seek higher education as an avenue to better the lives of themselves and their families and will be pursuing studies at the University of Hawaiʻi West Oʻahu.
- FY20: $210,000 gifts establishing the Sue K. Hanson and Delores M. Curtis Scholarship UH West Oahu to provide multi-year scholarship assistance to students pursuing degrees in education at the University of Hawaiʻi–West Oʻahu.
- FY19/20/22 gifts totaling $300,000 from the Crankstart Foundation for the Crankstart Re-Entry Scholars - West Oahu to provide scholarships to be used exclusively for tuition costs to assist reentry students ideally between the ages of 25-50 who have experienced a cumulative gap in their education for five or more years and who are undergraduates pursuing their first baccalaureate degree at UH West Oʻahu.

SECTION 5: GRANTS FOR THE WORKFORCE

UH West O'ahu made significant impacts on workforce development through extramural grant activity with fifteen current grants totaling a collective award amount of $7,951,880.

#	Grant Titles	Funding Agency	Partners	Workforce Focus	Project Dates	Total Award	PI/PD
1	Hoʻopūliko Kumu Hou Hawaiian Culture Based Education Program	DOE: ANNH Part A	Hawaiʻi Department of Education HIDOE	Future Teachers	2019-2024 with a supplemental application in 2023	$2,000,000	Dr. Maenette Benham/ Dr. Cathy Ikeda
		Abstract: UHWO Partners with Leeward District campuses to significantly address teacher shortages to increase the number of certified teacher-leaders graduating and entering the region's classrooms in the next five years. Prepares educators to employ Hawaiian culture-based curricular, instructional, assessment, and classroom environment approaches that have proven to improve K-12 student performance in reading comprehension and math.					
2	WAILAU OLA PATHWAY (Nourished & Lifegiving)	DOE Cooperative Title III Part F	Windward Community College	NHPI Recruitment / Equity in Workforce Advancement	2019-2024	$987,875.46	Dr. Lynette Williamson
		Abstract: Supports Hawaiian language and culturally-relevant distance education pathway for all UHWO distance education programs incoming students from Windward Community College in a unique cohort-based workforce pathway program.					
3	Upena Moananuiakea	DOE Title III Part F		High School Teachers Equity Culture Upskilling		$1,100,000	Dr. Maenette Benham/Dr. Aaron Sālā
		Abstract: Expands Hawaiʻi-based and TransPacific creative media partnerships that lead to the accession of innovative technologies and entrepreneurial futures for students and strengthens the integration of innovative technologies and creative media in teaching and learning.					
4	Building Confidence through Inquiry, Research, Community	NSF	HIDOE	Preservice STEM teachers/	8/1/2023-6/28/2026	$299,527	Dr. Laurie James

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#	Project	Funder	Sector	Focus	Dates	Amount	Lead
	Leadership, and Engagement (B-CIRCLE)			Equity culture upskilling			
	Abstract: The University of Hawaiʻi-West Oʻahu (UHWO) math preservice teachers Project through the Improving Undergraduate STEM Education: Education Human Resources (IUSE:EHR) Engaged Student Learning Track for Level 1 Early-Stage. The B-CIRCLE is a 3-year project with goals to increase the efficacy of the UHWO K-12 student teachers, referred to as preservice teachers (PSTs), to engage with and teach math in Hawaiʻi public schools.						
5	Life Histories of Cultural Practitioners	Hawaii Humanities Council		Academy for Creative Media "polishing year" student filmmaking project		$10,000	Dr. Masahide Kato
	Abstract: Student filmmakers work to document the life stories of cultural practitioners, then the project will culminate with a live community film event and screening at the UH West Oʻahu Academy for Creative Media outdoor theater in 2024.						
6	Hawaii Institute for Sustainable Community Food Systems	Kellogg Foundation	Agriculture Workforce Sectors	Sustainable Agriculture Workforce	2/1/22-1/31/24	$1,000,000	Dr. Albie Miles
	Abstract: UHWO, in close partnership with key Native Hawaiian organizations, to establish the Hawaii Institute for Sustainable Community Food Systems (HISCFS), a transdisciplinary food system transformation hub grounded in indigenous knowledge, Hawaiian cultural practices, and complementary STEM disciplines. The HISCFS will coordinate strategic partnerships, education, applied research, policy analysis, social networks and outreach and advocacy to advance the ecological sustainability, public health, workforce, cultural revitalization, climate change resilience, and social equity of the food system of Hawaii.						
7	Native Hawaiian Cultural Anchoring Trainings for the Hawaii Opioid Initiative ("HOI")	SAMSHA Subcontract: DOH ADAD	Health Workforce Sectors	Upskilling/In service professional Dept. of Health and drug abuse health sectors	2/15/2022-9/29/23 (extension forthcoming)	$977,500	Katherine Burke/Dr. Kinikini
	Abstract: Participatory Community-Based Action Evaluation of Hawaii Opioid Initiative provides evaluative services to map the epidemiologic landscape of drug misuse. The partnership between DOH and UHWO has led to the creation and launch of multiple data dashboards that were used to develop a series of infographics that illustrate the current state of substance use, abuse, and misuse in the state of Hawaiʻi.						

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8	University of Hawaii - West Oahu: Undergraduate Pathways Bridging Excellence in Agriculture and Tradition (UP-BEAT)	USDA NIFA	UH System Consortium	Sustainable Agriculture Workforce	10/01/2021-9/30/23	$207,687	Dr. Albie Miles
		Abstract: University of Hawaiʻi West Oahu Sustainable Community Food Systems (SCFS) applied sciences degree students prepare for workforce entry through the Undergraduate Pathways Bridging Excellence in Agriculture and Tradition Project (UP-BEAT).					
9	University of Hawaii Agricultural Consortium	USDA NIFA	UH System Consortium	Sustainable Agriculture Workforce	10/1/2019-9/30/24	$98,520	Dr. Albie Miles
		Abstract: The consortium comprises the UHM College of Tropical Agriculture and Human Resources, Windward Community College, Leeward Community College, Kapiolani Community College, Kauai Community College, UH Maui College, Hawaii Community College, and UH Hilo.					
10	Molokaʻi Unmarked Burials and Community Engaged Research	NSF	Community Based Organization	Environmental Heritage Workforce	9/1/23-9/30/26	$167,000	Dr. Christine Mello
		Abstract: This project serves as a remarkable case study in the intersection between community memory and lore, and scientific field methods in forensics and archaeology. Project Co-PIs representing the Department of Defense POW/MIA Accounting Agency, UH West Oʻahu, and UH John A. Burns School of Medicine (JABSOM) are sharing their skillsets as part of a community driven research project in which community members are also sharing their expertise, assisting with research, and acting in the lead capacity.					
11	Ke Ala Kiakahi (Carry Over)	DOE ANNH Part A	Kamehameha Schools			$85,922	Dr. Dee Uwono
		Abstract: The Ke Ala Kiakahi - Pathway to College Success program will provide opportunities for higher education for students who reside on the Waiʻanae Coast. The aim of this program is to increase the college going and student success rates of Native Hawaiian students from Waiʻanae High, Nānākuli High, and Kamaile Academy.					
12	P3I: UHWO Cyber Workforce Development	Kapolei Chamber of Commerce	Chamber Of Commerce Of Hawaii	Cybersecurity workforce advancement		$36,679	Dr. Mathew Chapman (To be replaced)
		Abstract: This Cybersecurity Workforce Development proposal and the UHWO Cybersecurity Coordination Center (UHWO CSCC) sustainment effort directly support cyber workforce development needs for that State of Hawaiʻi and region; promotes local, regional, and global needs to develop subject matter experts in cybersecurity; and supports the transition of veterans into cybersecurity related career fields. Sustainment of this					

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		program, which is currently left unfunded by the campus leadership, meets the continuing needs of the State of Hawai`i and regional workforce requirements to develop the next generation of cybersecurity professionals and leaders. This effort is structured along two lines of effort including UHWO CSCC and UHWO CSRL Operations.				
13	Recruit and Enroll Special Education Teachers		HIDOE	Future Teachers		$100,000	Dr. Joy Mihalko
		Abstract: The UHWO Division of Education seeks to work with the HIDOE to produce additional SPED teachers who are eligible for initial teacher licensure each year. The UHWO Division of Education will prepare dual licensure Education majors for career employment in Hawai'i's public schools.				
14	He Poai Lolio: Innovative Learning Environments And Workforce Development	US DOE, Title III - PART F		Workforce Development		$800,000	Jan Javinar
		Abstract: He Poai Lolio: Innovative Learning Environments and Workforce Development proposal at University of Hawaii - West Oahu (UHWO) will address student success initiatives focused on increasing retention and graduation rates of Native Hawaiian students with an emphasis on workforce development skills needed for the local and national economy. The proposed project objectives align with the strategic priorities of the Workforce Innovation and Opportunity Act and the UHWO strategic action plan which focuses on academic and career pathways that promote the development of skills that prepare students for employment, research, innovation, and entrepreneurship.				
15	Health Career Opportunity Program	HRSA DOH		Health Workforce Advancement		$81,170	Dr. Garry Roy
		Abstract: The goal of the Health Inspirations and Workforce Academy for Youth (HIWAY) grant is to improve the health of all inhabitants of the Pacific Basin region by increasing the diversity and supply of well trained and culturally competent healthcare providers. The purpose of the HIWAY GRANT is to assist 1,000 individuals from economically and educationally disadvantaged backgrounds in the Pacific Basin to successfully pursue a health career.				
	Grand Total Extramural Grants for Workforce Development					**$7,951,880.46**	

22

References

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2. Hawaiʻi Graduates for Hawaiʻi's Future: State of Hawaiʻi Educational Attainment Goal https://www.hawaiip20.org/wp-content/uploads/2023/03/HawaiiAttainmentGoal2023-for-web-v9.1.pdf
3. Hawaii Career Explorer - UH System https://careerexplorer.hawaii.edu/
4. State of Hawaii Workforce Development Division https://labor.hawaii.gov/wdd/
5. Good Jobs Hawaii https://uhcc.hawaii.edu/goodjobshawaii/
6. Hawaiʻi Workforce Infonet https://www.hiwi.org/admin/gsipub/htmlarea/uploads/Long-TermProjections-2014-2024-State.pdf
7. Building Tomorrow's Workforce: What Employers Want You to Know, Chronicle of Higher Education, 2022.
8. STEM Occupations: Past, Present, And Future, US Bureau Labor Statistics, 2017. https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future/pdf/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future.pdf
9. State of Hawaiʻi Workforce Development Division: https://labor.hawaii.gov/wdd/

Addendum 5

Creative Media

UH West O'ahu ACM student, Kevin Bechyada, stands in front of the new OLED screen.

Geographic Origin

Microsoft Bing © 2023 TomTom, © 2024 Microsoft Corporation Terms
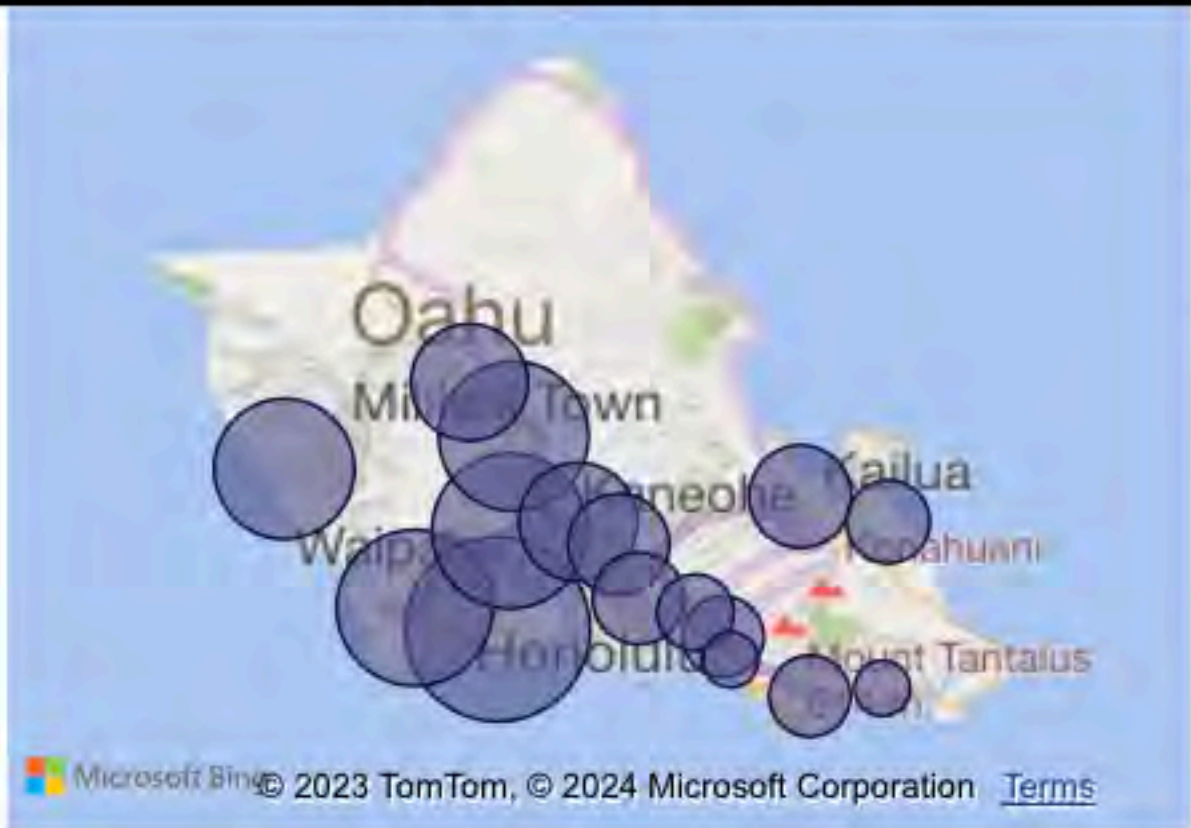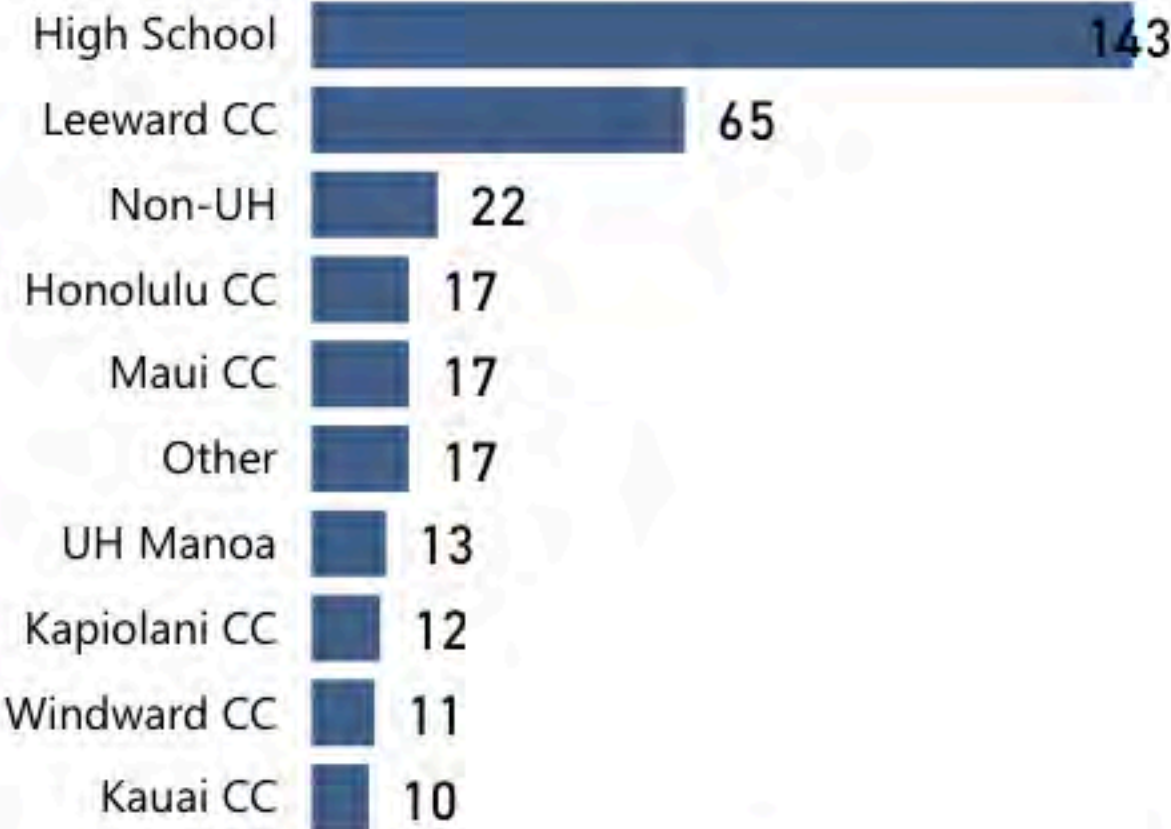
Occupational profile: Graphic Designers - Web and Digital Interface Designers - Film and Video Editors - Special Effects Artists and Animators
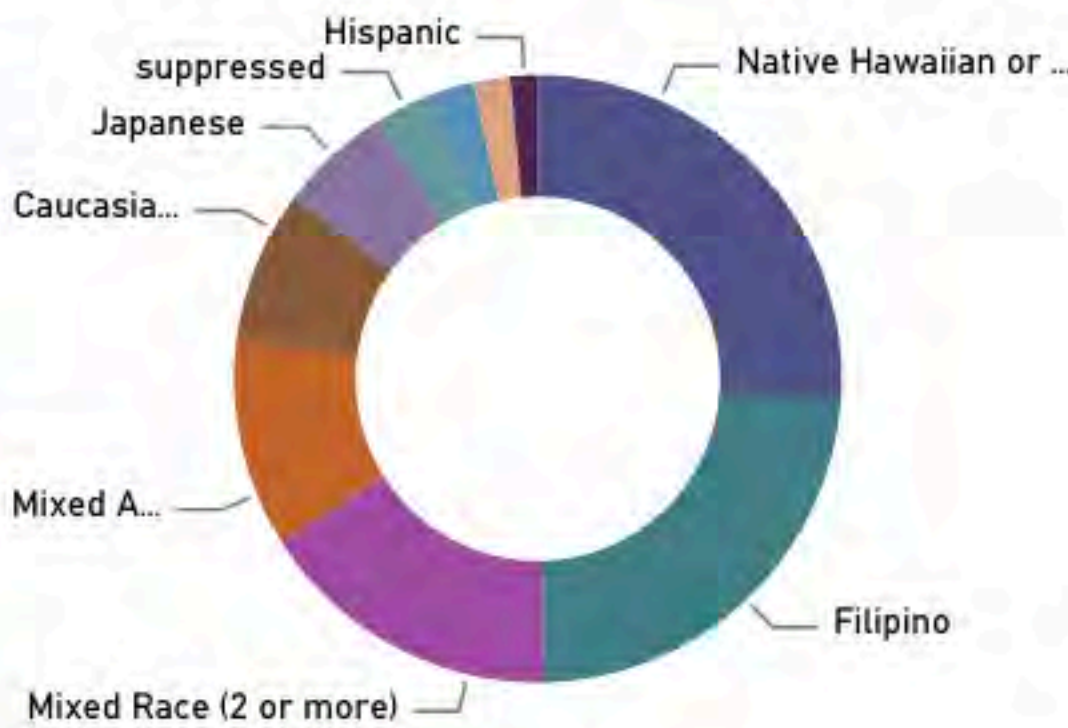
Headcount Majors Trend

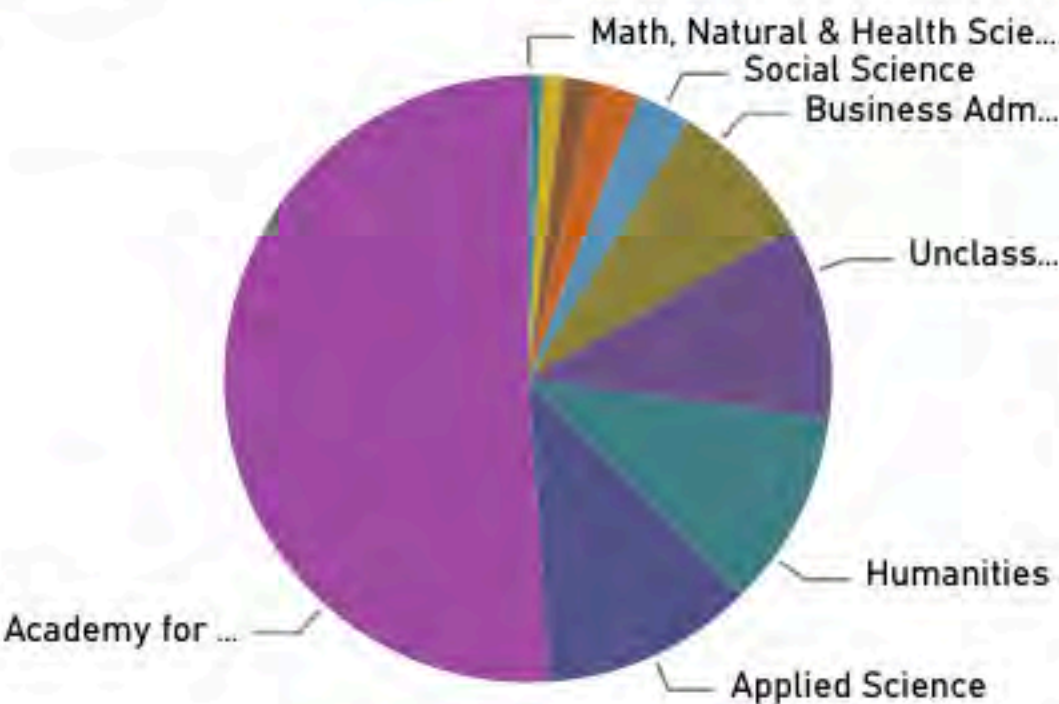● Applied Science ● Humanities ● Academy for Creative Media ● Total

Student Diversity (Courses)

Student Majors Taking CM Courses
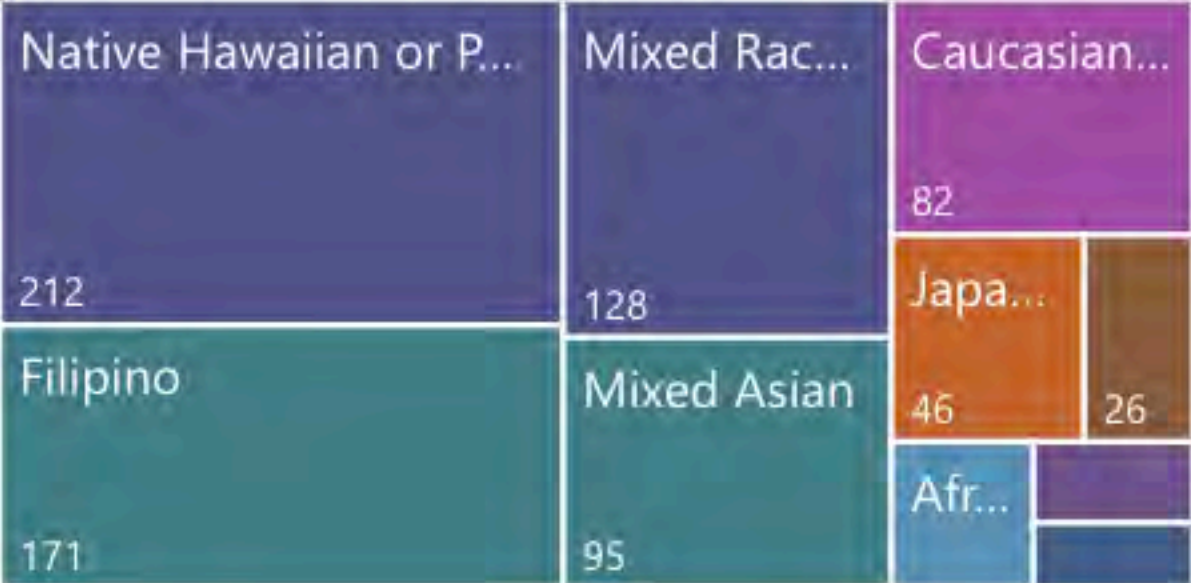
NOTE: Disaggregation of data that results in cell sizes with five or less students will be suppressed.

Pathways into Creative Media (Fall 2023)

Pathway	Count
High School	143
Leeward CC	65
Non-UH	22
Honolulu CC	17
Maui CC	17
Other	17
UH Manoa	13
Kapiolani CC	12
Windward CC	11
Kauai CC	10

Student Diversity

Group	Count
Native Hawaiian or P...	212
Mixed Rac...	128
Caucasian...	82
Filipino	171
Mixed Asian	95
Japa...	46
	26
Afr...	

Age

Age	Count
18 and under	230
19 to 21 years	385
22 to 24 years	266
25 to 29 years	142
30 to 34 years	38
35 to 49 years	57
50 and older	25

EDUCATION BUILDING
'Imi 'Ike

BOARD OF REGENTS
ADDENDUM PRESENTATION | SPRING 2024

UNIVERSITY of HAWAI'I®
LEEWARD
COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o 'Ewa

Our Vision (Ka ʻŌlelo Nuʻukia)

We aspire to be the leading indigenous-serving community college dedicated to inclusion, innovation, and our Hawaiian sense of place.

Kia mākou e kū ma ke ʻano he kulanui kaiāulu kaʻikaʻina kākoʻo ʻōiwi e kūpaʻa ana i ka lōkahi, ka manaʻohou, a me ke kuleana o ke aloha ʻāina.

Our Mission (Ke Ala Nuʻukia)

At Leeward Community College, we mālama all students and affirm our special commitment to Native Hawaiians. We transform the lives of our students through high quality, accessible, and affordable education.

Ma ke Kulanui Kaiaulu o ʻEwa a me Waiʻanae, mālama mākou i nā haumāna a pau a kūpaʻa mau nō hoʻi i nā ʻōiwi o Hawaiʻi. Hoʻololi mākou i ke ola o nā haumāna ma o ka hoʻonaʻauao kilohana, ke ala e hiki ai i ka hoʻonaʻauao, a me ka hoʻonaʻauao makepono.

Hōʻoia ʻĀina, Land Acknowledgement

Leeward Community College, with profound reflection, offers this Hōʻoia ʻĀina, Land Acknowledgement Statement, recognizing Hawaiʻi as an indigenous space whose original people are today identified as Native Hawaiians.

Leeward Community College upholds the University of Hawaii's commitment to the well-being of our indigenous communities. This Hōʻoia ʻĀina honors the relationship between kānaka ʻōiwi and the land upon which the college sits.

With much aloha, this statement pays respect to the ʻāina ʻōiwi of our Puʻuloa campus and Waiʻanae Moku Education Center, both located on the mokupuni of Oʻahu, moku of ʻEwa, ahupuaʻa of Waiawa, as well as the moku of Waiʻanae and the ahupuaʻa of Lualualei.

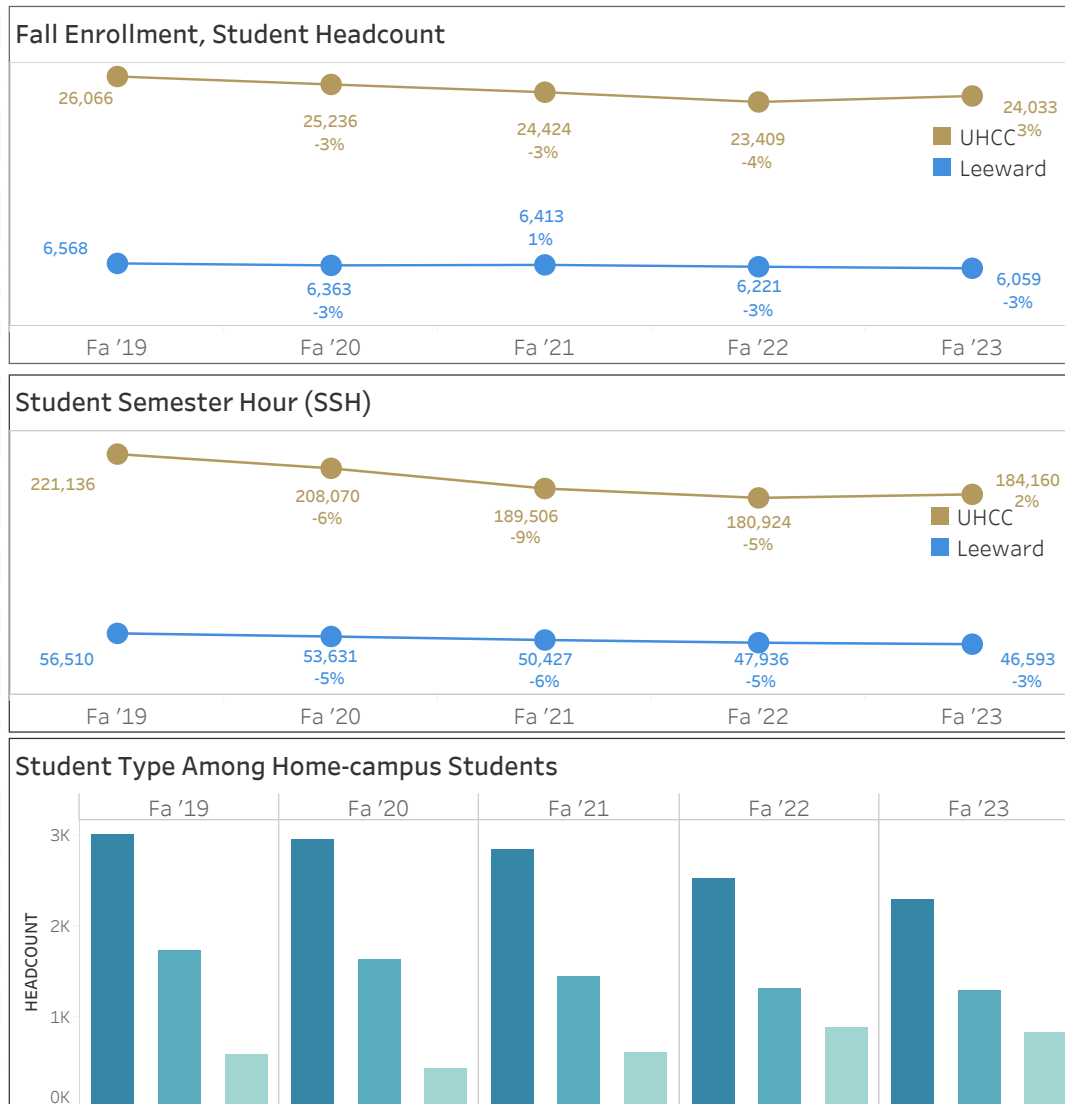This Hōʻoia ʻĀina welcomes all who gather on these ancestral lands.

LEEWARD STUDENTS AND OUTCOMES

LEEWARD COMMUNITY COLLEGE

ENROLLMENT, SSH, STUDENT TYPE   Addendum 1.1

Fall Enrollment, Student Headcount

26,066
25,236 -3%
24,424 -3%
23,409 -4%
24,033 3%
■ UHCC
■ Leeward

6,568
6,363 -3%
6,413 1%
6,221 -3%
6,059 -3%

Fa '19   Fa '20   Fa '21   Fa '22   Fa '23

Student Semester Hour (SSH)

221,136
208,070 -6%
189,506 -9%
180,924 -5%
184,160 2%
■ UHCC
■ Leeward

56,510
53,631 -5%
50,427 -6%
47,936 -5%
46,593 -3%

Fa '19   Fa '20   Fa '21   Fa '22   Fa '23

STUDENT TYPE
■ Continuing & Returning
■ New (First-time & Transfer)
■ HS Early Admit

Student Type Among Home-campus Students

Fa '19   Fa '20   Fa '21   Fa '22   Fa '23

HEADCOUNT
3K
2K
1K
0K

Enrollment at the college is measured in different ways to effectively plan for course offerings, programmatic changes, and general budgeting practices. The top panel describes fall headcount enrollment trends for Leeward Community College. Leeward CC has experienced modest decline in enrollment, as of Fall 2023 Leeward CC enrollment experienced a 3 % decline.

The College also measures enrollment based on Student Semester Hours (SSH), which are a representation of credit hours attempted, rather than student headcount. This measure is useful for planning course section offerings. As of Fall 2023, Leeward experienced a modest decrease in SSH, with a 3% decline.

For Spring 2024, ahead of census, the college is ahead in headcount by close to 2%, and flat in student semester hours.

The College also tracks student types to curtail support and resources that are unique to each population, as well as look for trends that support the college's planning efforts. For Leeward CC home-campus students, we are seeing a continuous decline in continuing and returning students, and steady increase in early admit students. Some of the decline we are experiencing in the continuing and returning student population can be attributed to students taking Leeward classes while in High School, as well as students graduating and transferring out of Leeward faster than in the past.
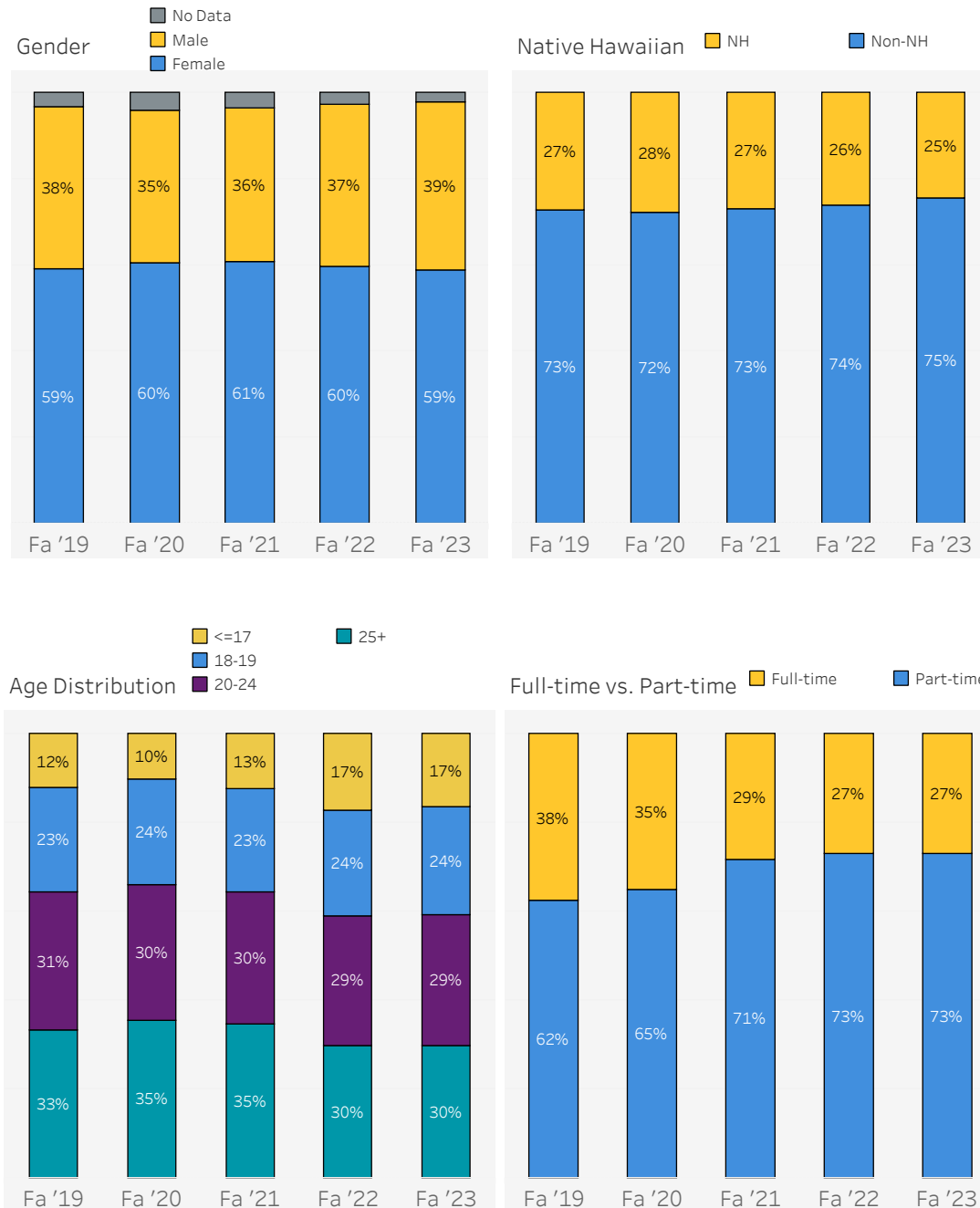
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LEEWARD COMMUNITY COLLEGE

STUDENT CHARACTERISTICS

Student Characteristics Five-year Trend

Gender

No Data
Male
Female

	Fa '19	Fa '20	Fa '21	Fa '22	Fa '23
Male	38%	35%	36%	37%	39%
Female	59%	60%	61%	60%	59%

Native Hawaiian   NH   Non-NH

	Fa '19	Fa '20	Fa '21	Fa '22	Fa '23
NH	27%	28%	27%	26%	25%
Non-NH	73%	72%	73%	74%	75%

Age Distribution

<=17   25+
18-19
20-24

	Fa '19	Fa '20	Fa '21	Fa '22	Fa '23
<=17	12%	10%	13%	17%	17%
18-19	23%	24%	23%	24%	24%
20-24	31%	30%	30%	29%	29%
25+	33%	35%	35%	30%	30%

Full-time vs. Part-time   Full-time   Part-time

	Fa '19	Fa '20	Fa '21	Fa '22	Fa '23
Full-time	38%	35%	29%	27%	27%
Part-time	62%	65%	71%	73%	73%

Student characteristics including gender, ethnicity, age distribution, and Full-time/Part-time ratios trends are useful metrics that describe our student demographic and can help support decision-making. Gender distribution at the college has remained relatively steady over the past 5 years; age distribution suggests an increase in younger students under 19 years of age, and a steady increase in part-time students, a trend that many community colleges have been experiencing.

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LEEWARD COMMUNITY COLLEGE

EARLY COLLEGE & TXT0

Approximately 900 Early College Students enrolled at Leeward in the last two Fall semesters.

628 604 471 624 920 857

Fa '18   Fa '19   Fa '20   Fa '21   Fa '22   Fa '23
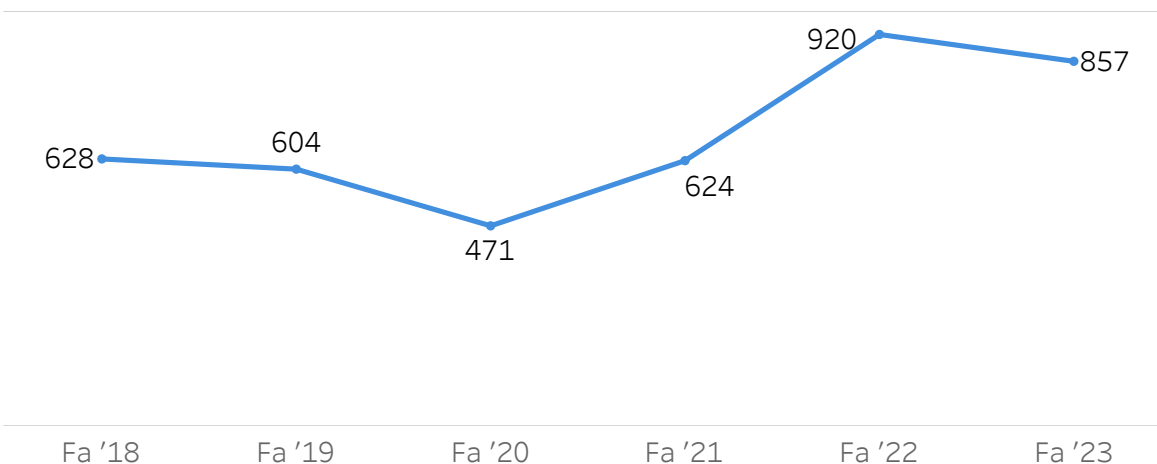
TXT0 Section Percent increased from 40% in Fall '19 to 57% in Fall '23.

40% 45% 56% 58% 57%
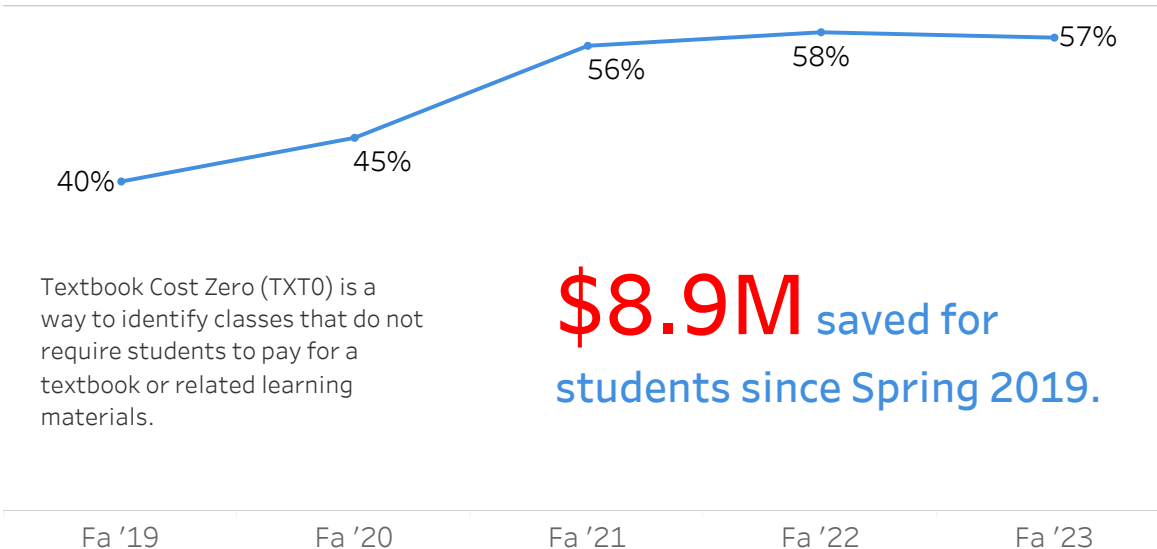
Textbook Cost Zero (TXT0) is a way to identify classes that do not require students to pay for a textbook or related learning materials.

$8.9M saved for students since Spring 2019.

Fa '19   Fa '20   Fa '21   Fa '22   Fa '23

Leeward Community College has established a robust presence in early college initiatives, actively collaborating with up to 15 high schools to provide college credit opportunity and degree pathways for high school students. While in the Fall 2023 semester we supported 857 students, for Spring 2024 we are already at 1,130 early admit students.

One of Leeward Community College's major effort include supporting Open Education Resources (OER) to help reduce cost of education. As of Fall 2023, 57% of course sections were offered with TXT0 – $0 cost in textbooks. This has, since Spring of 2019 saved students $8.9M, the college continues to support faculty in creating, evaluating, and transitioning more classes to TXT0.

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LEEWARD COMMUNITY COLLEGE

STUDENT OUTCOMES (FIRST-TIME, FULL-TIME) Addendum 1.4

Leeward Overall   Native Hawaiian   Filipino

Retention Rates, 3rd Fall

Entering Fall Cohort

Graduation Rates, Year Three

Entering Fall Cohort

Transfer without Credential Rates, Year Three

Entering Fall Cohort
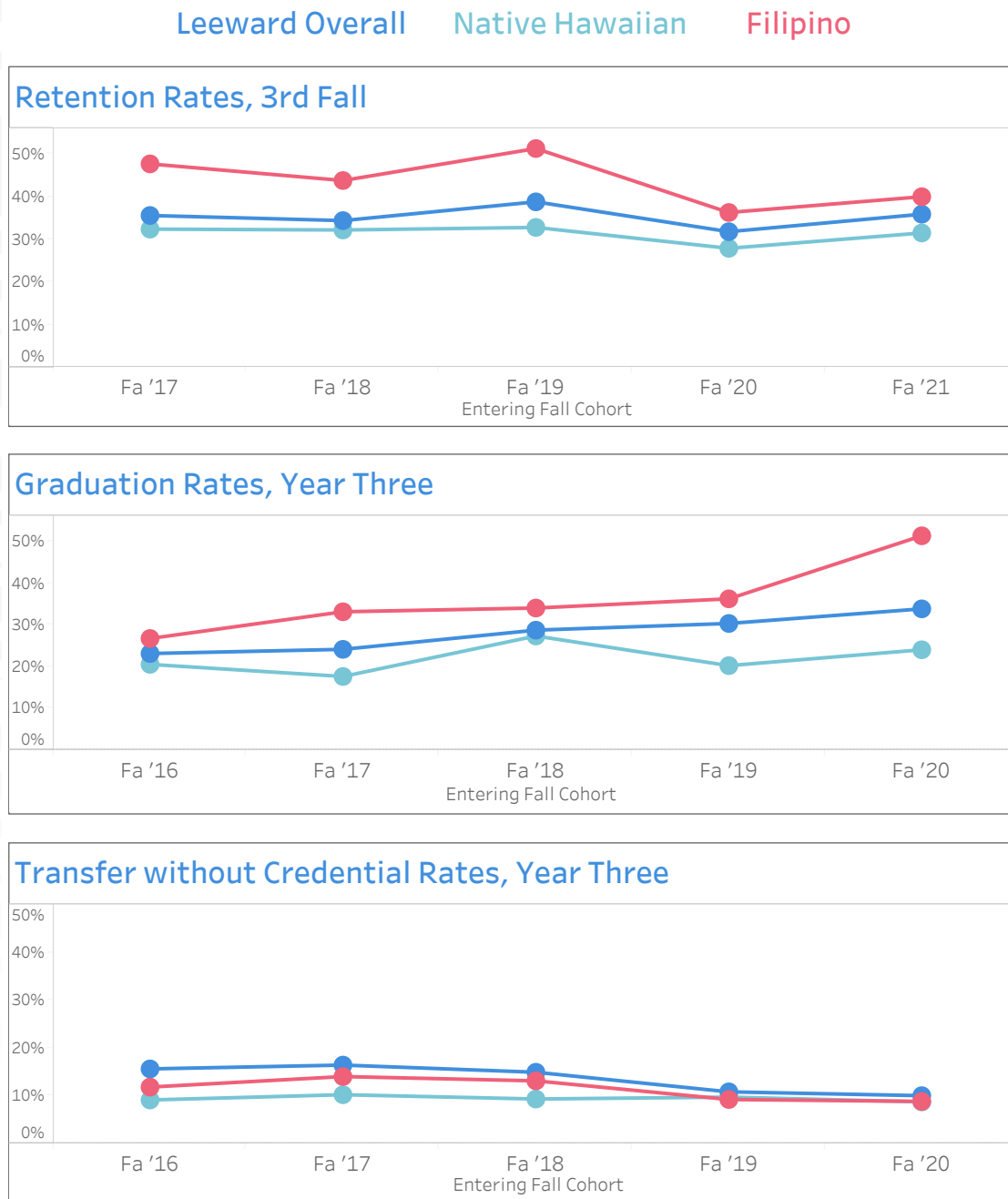
Leeward Community College assesses student outcomes to bolster our ongoing improvement initiatives, facilitating both programmatic improvements and comprehensive student support measures. These success metrics are especially important as we disaggregate data by student populations of special interest to the college and the university. These graphs disaggregate the Leeward overall population to focus on Native Hawaiian and Filipino students.

The College has experienced declines in student retention rates, that are tied to increased graduation rates. This is to be expected, as reduction in time to graduation directly impacts how long students stay with the college. We have also noticed a steady decline in students transferring without credentials, which is a good indicator, as there are benefits to completing credentials prior to transferring to 4-year degree programs.

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LEEWARD COMMUNITY COLLEGE
WORKFORCE DEVELOPMENT

Our Office of Workforce Development (OWD) has grown to become a leader in local workforce training and certification, providing high-quality courses and programs in an inclusive, accessible environment. Through flexibility and a willingness to partner, OWD has built strong relationships with educators, community programs, and businesses, providing creative, innovative solutions to address specific needs within local industries and our community.

ENROLLMENT, WORKFORCE TRAINING

Healthcare | Industry & Trades | Transportation | Business & Prof. Studies | Hospitality | Computers & Tech

Pass Rates

89% | 73% | 87% | 96% | 97% | 100%
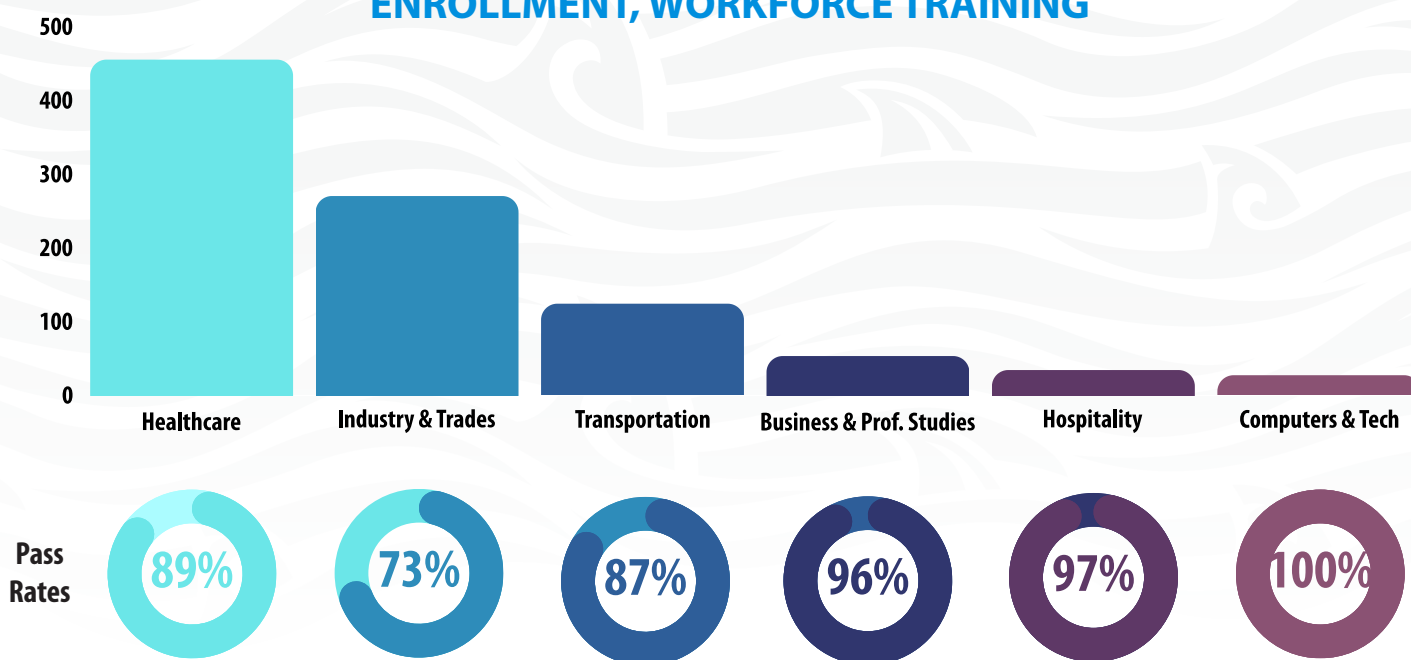
ADDITIONAL PASS RATES

Career Readiness (Computers & Technology) 83%

Community Education (Transportation) 72%

UNIVERSITY of HAWAI'I
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Ke Kulanui Kaiāulu o ʻEwa

LEEWARD COMMUNITY COLLEGE
KAWAIMANOMANO

Kawaimanomano ("The Many Waters") is a semester-long professional development program designed to support Leeward employees who are interested in learning more about Hawaiian culture, values, history, and language in order to support the successes of all students, with a special commitment to those who are Native Hawaiian.

KAWAIMANOMANO HIGHLIGHTS

- First cohort began in 2020
- Featured in **Community College Journal**
- Wo Community Building Award, 2nd place
- Top 10 finalist for 2024 Bellwether Award

BCC

BELLWETHER
COLLEGE CONSORTIUM

If you treat Native Hawaiian culture like it's important, then they (Native Hawaiian students), in turn, will feel important.

– Pi'ilani Kamehaiku, Leeward CC graduate

CHECK OUT OUR YOUTUBE VIDEO

UNIVERSITY OF HAWAI'I

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SELECT PROGRAM INFORMATION

LEEWARD COMMUNITY COLLEGE
AUTOMOTIVE TECHNOLOGY
Addendum 1.7

Students will gain the skills and competencies necessary for a successful career as an automotive technician through this hands-on program. Taught by certified instructors, with years of industry experience, they will learn how to work in a highly competitive field and stay on top of the latest technological changes in the automotive field.

This program is accredited by the Automotive Service Excellence Education Foundation (ASEEF), and offers the Ford ASSET (Automotive Student Service Educational Training) program—a unique two-year work-study experience designed to develop entry-level service technicians for Ford and Lincoln/Mercury dealerships.

ASE Accredited Training Program
Powered by ASE Education Foundation
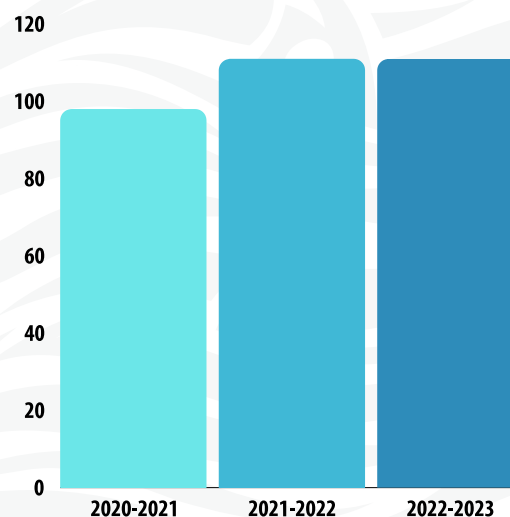
Ford ASSET
Automotive Student Service Educational Training

PROGRAM HEADCOUNT

DEGREES AND CERTIFICATES AWARDED

STUDENT CHARACTERISTICS, FALL 2023

- African American 1.9%
- Other/No Data 1.9%
- Caucasian 2.8%
- Mixed Race 11.3%
- Other Asian 16%
- Native Hawaiian 18.9%
- Filipino 48.1%
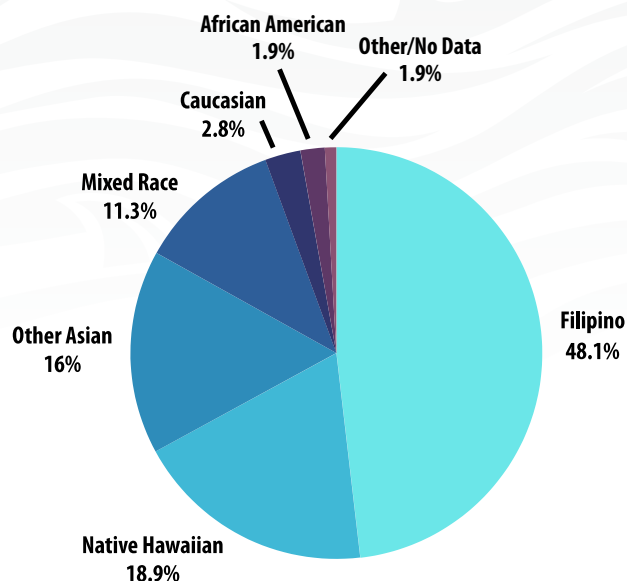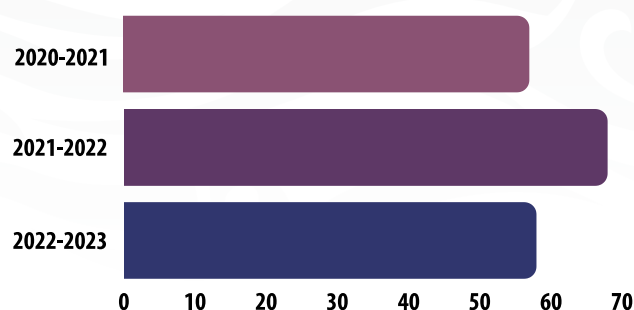
ADDITIONAL DATA (FALL 2023)

First Generation

54.7%

Age (average)

21
Range (17-39)

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LEEWARD COMMUNITY COLLEGE
DIGITAL MEDIA

Through our Digital Media, students build a solid foundation of art and design, along with practical, technical skills. Four specializations are offered in the AS degree: Character Animation, Creative Media, Digital Video for the Web, and Internet Publishing.

Integrated training in art theory, web development, computer graphics, digital photography, and work with non-linear digital video, streaming media and web animation, motion graphics, and 2D and 3D animation, prepare students for a career in an industry that is constantly (and rapidly) evolving.

PROGRAM HEADCOUNT

STUDENT CHARACTERISTICS, FALL 2023

Other/No Data 2.3%
Pacific Islander 1.8
African American 5.3%
Caucasian 10.5%
Filipino 22.8%
Mixed Race 18.1%
Native Hawaiian 20.5%
Other Asian 18.7%
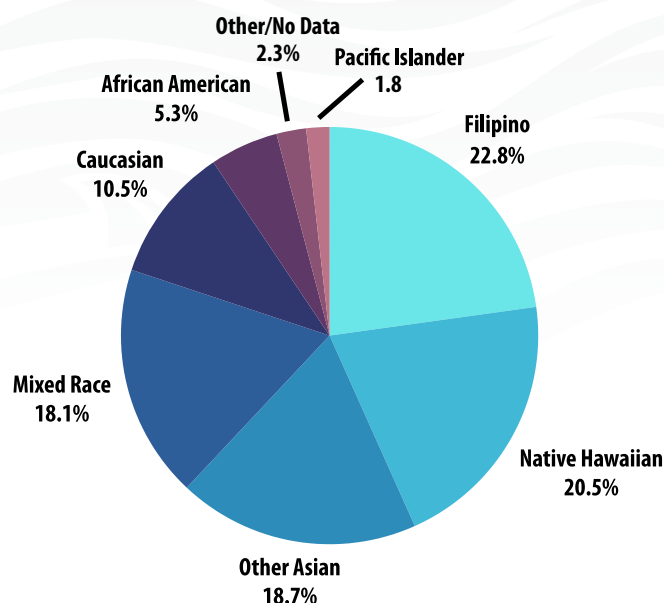
DEGREES AND CERTIFICATES AWARDED

ADDITIONAL DATA (FALL 2023)

First Generation

41.5%

Age (average)

23 Range (17-54)

Transfer to UH (4-year)

2020-2021 21
2021-2022 11
2022-2023 15

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LEEWARD COMMUNITY COLLEGE
HEALTH INFO TECHNOLOGY

Health Information Technology (HIT) is one of the fastest growing fields as the medical industry becomes increasingly dependent on digital communication and record keeping.

Our HIT program is growing the next generation of skilled employees who can collect and analyze healthcare data, maintain patient medical records, and submit complex insurance documents.
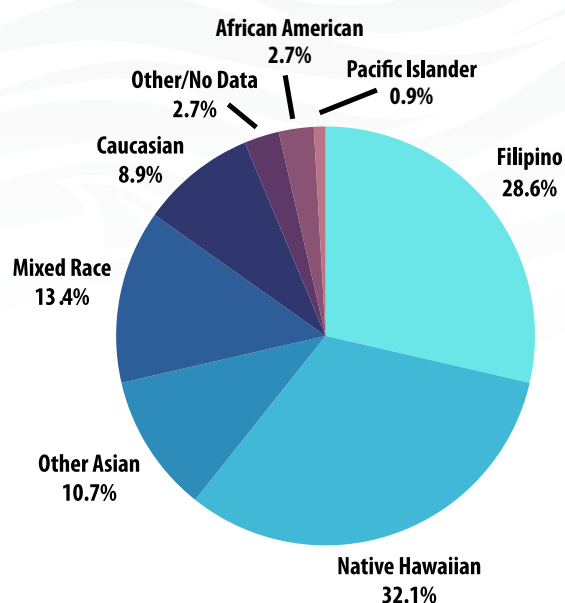
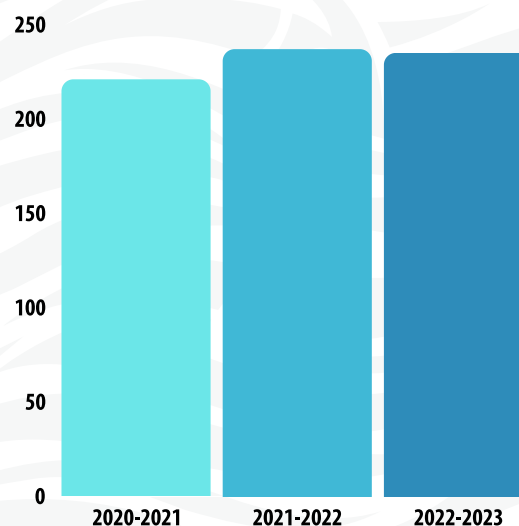We are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

PROGRAM HEADCOUNT
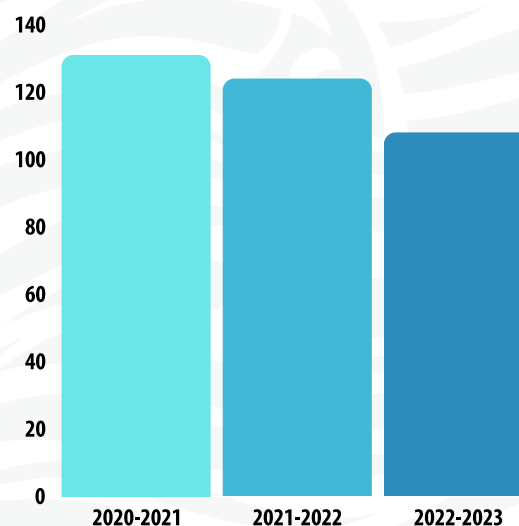
STUDENT CHARACTERISTICS, FALL 2023

DEGREES AND CERTIFICATES AWARDED
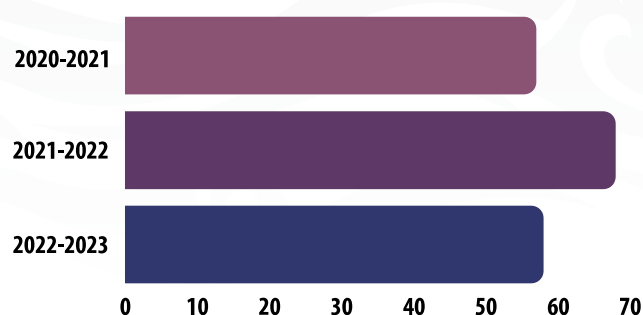
ADDITIONAL DATA (FALL 2023)

First Generation

52.7%

Age (average)

32 Range (17-64)

Transfer to UH (4-year)

2020-2021 21
2021-2022 11
2022-2023 15

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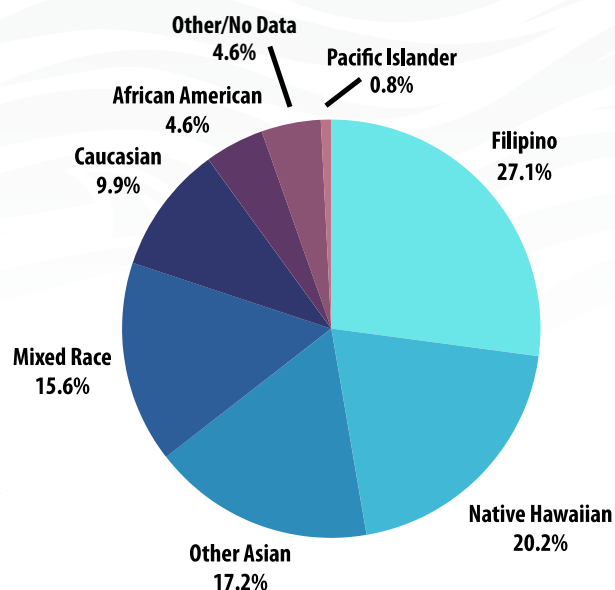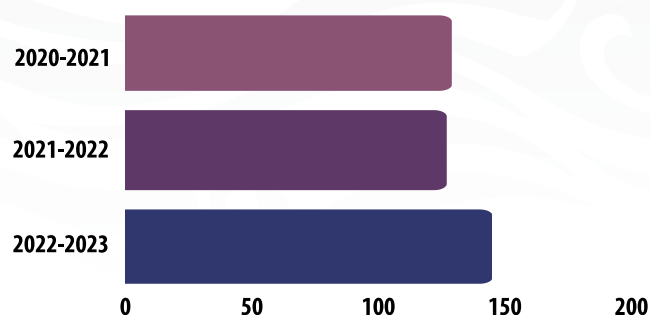# INFO & COMPUTER SCIENCE

Addendum 1.10

To meet the growing need of skilled Information Technology (IT) workers, our program prepares students for employment in a variety of IT areas, including: Network Support, Information Security, Software Development, Programming, and Help Desk.

Our ICS course credits are transferable at the bachelor degree level, and we offer courses to help students prepare for any of the following industry certifications: A+, Networks+, Security +, CCNA, CEH, and Linux+.

PROGRAM HEADCOUNT

| | 2020-2021 | 2021-2022 | 2022-2023 |

DEGREES AND CERTIFICATES AWARDED

2020-2021
2021-2022
2022-2023

0   50   100   150   200

STUDENT CHARACTERISTICS, FALL 2023

Other/No Data 4.6%
Pacific Islander 0.8%
African American 4.6%
Caucasian 9.9%
Filipino 27.1%
Mixed Race 15.6%
Native Hawaiian 20.2%
Other Asian 17.2%

ADDITIONAL DATA (FALL 2023)

First Generation

42.4%

Age (average)

26 Range (17-67)

Transfer to UH (4-year)

2020-2021 37
2021-2022 25
2022-2023 27

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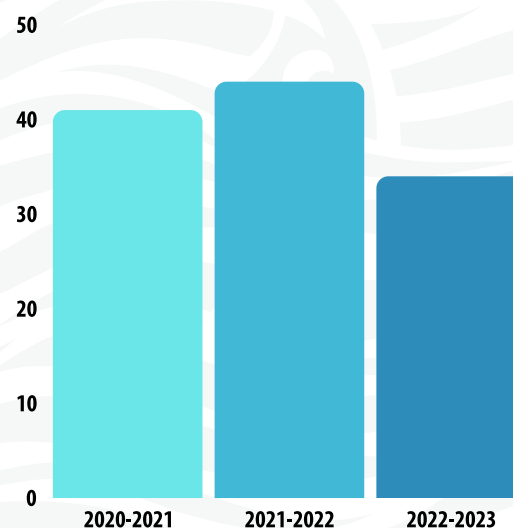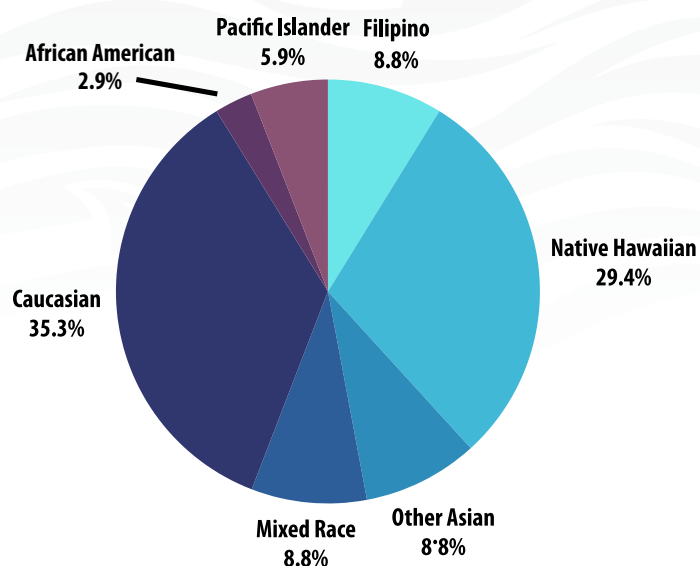
SUSTAINABLE AGRICULTURE

Addendum 1.11

Students who are passionate about agriculture and sustainability in Hawaiʻi are able to learn about a variety of fields through our Sustainable Agriculture program.

Instruction is hands-on, and applied to issues relating to tropical agriculture and island sustainability, while focusing on practices that are science-based, environmentally sound, and benefit our island community.
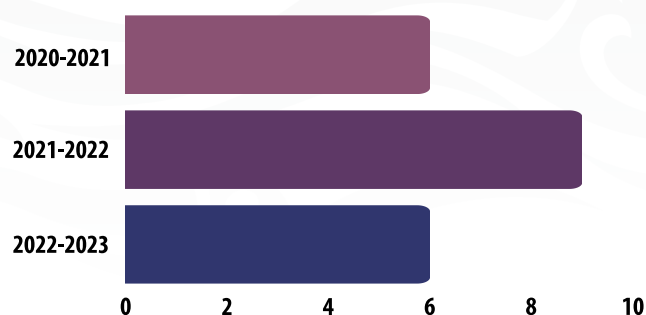
PROGRAM HEADCOUNT

STUDENT CHARACTERISTICS, FALL 2023

- African American 2.9%
- Pacific Islander 5.9%
- Filipino 8.8%
- Native Hawaiian 29.4%
- Other Asian 8.8%
- Mixed Race 8.8%
- Caucasian 35.3%

DEGREES AND CERTIFICATES AWARDED

ADDITIONAL DATA (FALL 2023)

First Generation

47.1%

Age (average)

35 Range (17-72)

Transfer to UH (4-year)

2020-2021 4
2021-2022 5
2022-2023 5

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LEEWARD COMMUNITY COLLEGE

SUSTAINABLE AGRICULTURE

State-of-the-art shade house currently being built on campus, scheduled to open in the summer of 2024.

UNIVERSITY of HAWAI'I®
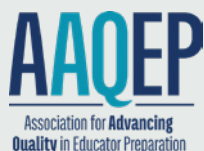
LEEWARD
COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ʻEwa
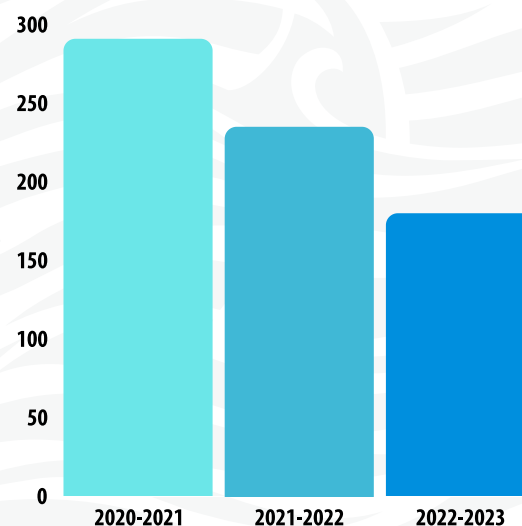
LEEWARD COMMUNITY COLLEGE
TEACHER EDUCATION

Students who have a passion for teaching will build a solid foundation of pedagogy to teach K-12—ready to work as a highly qualified Educational Assistant or part-time teacher, or pursue a 4-year degree.

Those who already have a bachelor's degree may become a licensed teacher through our Career and Technical Education or Special Education alternative pathway programs.
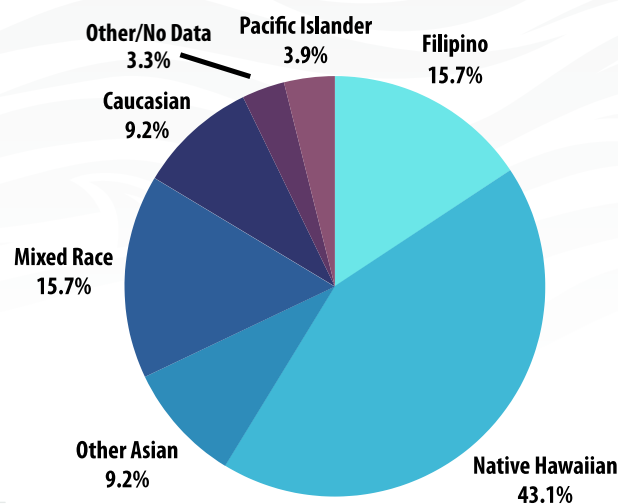
Leeward was the first community college in the nation to receive a full seven-year accreditation from the Association for Advancing Quality in Educator Preparation (AAQEP), for two credentials within the program: the Alternative Certification for Career and Technical Education and the Advanced Professional Certificate in Special Education.
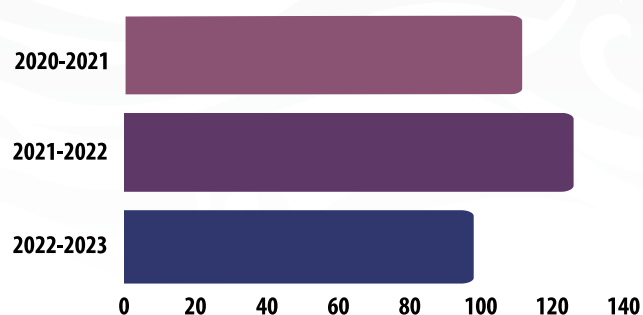
AAQEP
Association for **Advancing Quality** in Educator Preparation

PROGRAM HEADCOUNT

DEGREES AND CERTIFICATES AWARDED

STUDENT CHARACTERISTICS, FALL 2023

- Other/No Data 3.3%
- Pacific Islander 3.9%
- Filipino 15.7%
- Caucasian 9.2%
- Mixed Race 15.7%
- Other Asian 9.2%
- Native Hawaiian 43.1%

ADDITIONAL DATA (FALL 2023)

First Generation

47.1%

Age (average)

28 Range (17-63)

Transfer to UH (4-year)

2020-2021 58
2021-2022 42
2022-2023 50

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Ke Kulanui Kaiāulu o ʻEwa

Independent Audit Committee Report   Page 1 of 3
Summary of December 7, 2023 Meeting

Agenda Items:

A. **Review and Acceptance of the University of Hawai'i Audit Reports as of June 30, 2023, including:**

   1. **External Auditor Required Communications**

   2. **Audited Financial and Compliance Reports**

   3. **Corrective Action Responses for the Federal Compliance Findings**

   Ms. Erin Takamine and Mr. Ryan Horiuchi, with Accuity LLP, provided an overview of Accuity's audit of the university's consolidated financial and compliance reports, including aspects of a federally required audit for entities receiving $750,000 or more in federal awards. They also reviewed Accuity's roles, responsibilities, and communication requirements in conducting its audit. It was stated that the audit did not find significant risks, exposures, weaknesses, difficulties, material uncertainties, acts of fraud, or illegal activities, but did discover some minor operational deficiencies related to the student financial aid cluster.

   Action: The committee voted to accept the report.

B. **Review and Acceptance of the University of Hawai'i at Mānoa (UHM) Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2023**

   Mr. Horiuchi 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, 2023, was compliant with the National Collegiate Athletic Association (NCAA) bylaws and noted that no material misstatements were detected. Accuity also did not identify any internal control matters or operational deficiencies that would merit communications with the board or the university. Additionally, it was highlighted that Accuity would not be engaging UHM Athletics to evaluate whether the Football Actual Attendance Summary for the 2023 Football season is in compliance with NCAA Bylaw 20.10.9.3.2 due to the recent elimination of this bylaw requirement and that the deficiency in Pell Grant reporting noted in last year's UHM Athletics's Internal Control and Business Issues Report has been resolved.

   Action: The committee voted to accept the report

C. **Review and Acceptace of the University of Hawai'i at Hilo (UHH) Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2023**

   Mr. Horiuchi 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, 2023, was compliant with NCAA bylaws. He noted that the previous instance of UHH Athletics establishing agreed-upon engagement procedures was in 2020 as NCAA Division II programs are only required to establish such procedures every three years. It was reported that Accuity did not detect any material misstatements in UHH Athletics' statement of revenues and expenses for the year ended June 30, 2023, and did not identify any internal control matters or operational deficiencies that would merit communications with the board or the university.

Action: The committee voted to accept the report.

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

Glenn Shizumura, Director of the Office of Internal Audit (OIA), 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.

E. Review and Acceptance of University Health Services Mānoa – Review and Evaluation

Internal Auditor Shizumura provided a summary of an initial audit of University Health Services Mānoa (UHSM) stating that the audit reviewed and evaluated the operational and financial aspects of UHSM in addition to assessing compliance with applicable federal and State laws and university policies. Despite being in compliance with all applicable laws and policies, OIA has identified a few risks and challenges facing UHSM including issues involving access to electronic health records containing protected health information, the lack of separation of duties with respect to cash collections and recordation, proper reflection of sales and services revenue, and certain billing practices. It was also noted that OIA has recommended actions to mitigate the abovementioned issues and will be providing a report on the status of corrective action to the committee in the future.

Action: The committee voted to accept the report.

F. Report on the Corrective Action Plan for Warrior Recreation Center (WRC)

Internal Auditor Shizumura reported on the status of corrective actions taken to address a recommendation made in a report titled "University of Hawai'i at Mānoa Review of the Warrior Recreation Center" regarding the preparation of stand-alone financial statements for the WRC noting that the administration has implemented the suggested corrective actions to the satisfaction of OIA.

Chair Akitake thanked the administration and management of the WRC, particularly Dr. Teresa Crichfield and Aileen Kozai, for their work on implementing the recommended corrective actions.

G. Enterprise Risk Management (ERM): Update on Cyber Security Risk

Garret Yoshimi, Vice President for Information Technology/ University of Hawai'i (UH) Chief Information Officer, briefed the committee on cyber security risks facing UH emphasizing that this issue is not unique to the university. He stressed that, while cyber security has always been a priority for the university, a rise in frequency and significance of information technology (IT) threats experienced by a broad spectrum of entities, including institutes of higher education, has resulted in this risk exposure being recently elevated on the university's ERM heat map. He also went over the costs and global impacts of cybercrime; discussed the constant threat cybercrime presents to the university's IT assets and systems; reviewed, in general, recent IT system cyberattacks experienced by the university as well as the university's response to these attacks; and spoke about steps being taken to

address and respond to IT security concerns and protect the assets and interests of the university.

Executive Session

An executive session was held pursuant to Section 92-5(a)(4) and (6), Hawai'i Revised Statutes, to consult with the board's attorney on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, and to consider matters related to public safety or security.

A. Audit Project Status Update

Internal Auditor Shizumura provided a status update on the projects and audits outlined in the approved Internal Audit Work Plan for Fiscal Year 2023-2024 and presented a chart indicating new and ongoing carryover projects as well as their current status, highlighting the addition of a project involving the review of UHM Student Housing which was requested by the committee at its October 5, 2023, meeting.

B. Whistleblower Report

Internal Auditor Shizumura provided an overview of the whistleblower summary and tracking reports and reviewed some of the specific information contained within these reports noting that incidents involving employment or human resources-related issues constituted the majority of whistleblower cases for the current reporting period.

UNIVERSITY OF HAWAII
BOARD OF REGENTS

DTS23868

December 13, 2023   '24 JAN 12 AI0 :34

MEMORANDUM

TO: Alapaki Nahale-a
              Chairperson, Board of Regents, UH System

VIA: David Lassner
              President, UH

VIA: Michael Bruno
              Provost, UH Mānoa

FROM: Lee Buenconsejo-Lum, MD, FAAFP
              Interim Dean, John A. Burns School of Medicine (JABSOM), UH Mānoa

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT
              JABSOM ANNUAL REPORT FOR THE ACADEMIC YEAR **2022-23**

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 **2022-2023**

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

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December 13, 2023
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is JABSOM. *Source: ACGME Institutional Requirements, Section I.A.1. (revised July 1, 2022)*

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

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

BACKGROUND INFORMATION:

The Board of Regents is the *Governing Body* for JABSOM. JABSOM is the sponsoring institution for its accredited residency and fellowship programs, and in conjunction with key partners in Hawai`i, provides the necessary financial support for administrative, educational, and clinical resources, including personnel, in a variety of ways.

The opportunities, threats, and aims identified during the April 2022 self-study remain valid. The Annual Action Plan goals and activities identified during the September 2023 Annual Institutional Review and the recommendations made by the Hawai'i Medical Education Council to the 2024 Hawai'i State Legislature[1] [required by HRS 304A-1891] synergistically work to continually improve our GME programs to best serve our diverse population and train physicians, many of whom remain in Hawai'i to practice.

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

Hawai'i has a physician shortage of about 757 full-time equivalents of physicians when accounting for the neighbor island and specialty demands. The shortage is expected to worsen as demand for medical care increases with the aging population. The most significant shortages statewide, on all islands, are in primary care (Family Medicine, Primary Care Internal Medicine, Pediatrics, and Geriatrics). Insufficient access to primary care frequently results in delays in care as well as costlier care in emergency departments or hospitals. Other specialties have significant shortages, including Pediatric Pulmonology; Pediatric Gastroenterology; Pediatric Endocrinology; Adult Pulmonology; Colorectal Surgery; Thoracic Surgery; and Adult Endocrinology according to the 2023 Hawai'i Physician Workforce report, reflecting the increasing chronic disease burden across the lifespan. The economic challenges of practicing in a state with a high cost of living, high cost of private practice, and low reimbursement rates continue to hasten physician retirements and worsen the primary care and physician shortage crisis, especially on the neighbor islands. The lack of affordable housing options, and insufficient practice support, worse for independent and neighbor island providers, contribute to the challenge of recruiting and retaining physicians. The excess cost associated with avoidable emergency

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[1] https://www.hawaii.edu/offices/government-relations/2024-legislative-reports/

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care due to insufficient primary care providers is borne by the State and Hawaiʻi's hospitals. For additional detail, please refer to the Hawaii Medical Education Council's (HMEC) Report to the 2024 Legislature, authorized pursuant to HRS 304A-1704.

The full web address of this report can be found at:
https://www.hawaii.edu/offices/government-relations/2024-legislative-reports/

If a medical student trains at JABSOM and stays in Hawaiʻi for residency, retention of that physician practicing in Hawaiʻi is higher. Certain GME programs retain more than 70% of their program graduates who have also completed their undergraduate medical education at JABSOM based on recruitment and retention tracking over the last ten years.

The residents and fellows in JABSOM's GME programs provide direct patient care, under the supervision of qualified attending physicians, throughout Oʻahu's hospitals, community health centers, and numerous outpatient practices and clinics. Some of the residency training also occurs on the neighbor islands of Hawaiʻi Island, Maui, and Kauaʻi, as well as in Veterans' Affairs 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, interrelated, 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. In the current economic context that impacts UH, our local health systems, and insurers, JABSOM must be more creative and forge stronger partnerships with multiple organizations and agencies that impact the overall healthcare ecosystem in Hawaii. The rapidly changing healthcare environment and economy require 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 is critical to garner appropriate support for GME program expansion.

Recent expansion and future plans for GME training to reach areas of highest need

Despite the fiscal challenges due to COVID-19, several programs were able to slightly expand the number of training slots offered. Effective the 2022-23 academic year, the psychiatry and child and adolescent psychiatry funding was restored to baseline. The surgery program was approved for a permanent increase that would allow five residents per year. JABSOM and several partners, including Hawaii Pacific Health, University Health Partners of Hawaii, Hawaii Residency Programs, and the Kauai District Health Office successfully obtained a HRSA Rural Residency Program Development grant and are preparing for a rural training track to begin with their first cohort of trainees for Family

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December 13, 2023
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Medicine in 2025 where the last two years of the three-year training program will be dedicated and completed on Kaua'i.

At the State level, the 2022 legislative session resulted in (a) an increase to JABSOM's base budget of 6.0 FTE and $1.67 million and (b) a separate appropriation (Act 262) of $2.7 million for neighbor island GME expansion and $4 million for expansion of faculty (and future training sites) in the VA Pacific Islands Healthcare System. For the 2024 session, JABSOM's supplemental budget request includes 4.0 FTE and $925,000 to continue building neighbor island readiness and capacity to have more medical student and resident training and to create stronger linkages between JABSOM and other health professions training programs, local high schools, UH community colleges, and many pathway programs to STEM and/or health careers. This will be accomplished with a 0.5 FTE physician coordinator and a 0.5 FTE non-physician outreach coordinator pair on each of the major neighbor islands. One of the 4.0 FTE is for a physician-scientist, who will help grow our capacity to do clinical translational research, which is a needed component for JABSOM to help develop a statewide clinical trial system that will benefit our unique populations.

At the Federal level, JABSOM continues to advocate with Federal partners, Alaska, and our major health systems in Hawai'i to include "non-contiguous" language into bills that impact eligibility or preference for new GME positions. We work with and through our congressional delegation and the Association of American Medical Colleges teams. We have also advocated for the use of the 'non-contiguous' language throughout the US Department of Health and Human Services funding portfolio, as this designation would be of tremendous benefit for all health professions programs eligible to apply for, and potentially receive more preferential funding, Federal health workforce grants, and potentially improve Hawai'i's ability to recruit more physicians to health professions shortage areas on O'ahu.

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's focus areas – both in the development of clinicians and the next generation of researchers, and the implementation of our varied research programs align with the UH System Strategic Imperatives to meet Hawaii's workforce needs of today and tomorrow (health, technology [data science, genomics, basic science]), diversify Hawaii's economy through UH innovation and research (health and wellness) JABSOM and its educational programs align well with the Hawai'i Graduation Initiative (HGI Action Strategy 3: *Anticipate and align curricula with the community and workforce needs).*

JABSOM's vision is to attain lasting optimal health for all. The JABSOM medical education and GME programs fulfill our kuleana to hānai our future physicians, and mālama the peoples of Hawai'i.

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December 13, 2023
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ACTION RECOMMENDED:

A. It is recommended that the Board of Regents <u>review</u> the attached Executive
    Summary of the Annual Institutional Review of Graduate Medical Education for the
    Academic Year 2022-23.

The UH Board of Regents confirm review of the accompanied materials at our meeting on
January 18, 2023.

_____
Alapaki Nahale-a, BOR Chair
Attachment:

1. Executive Summary of the Annual Institutional Review of Graduate Medical
    Education for Academic Year 2022-2023

2. 2022 JABSOM Self-Study Report to the Accreditation Council for Graduate Medical
    Education (for reference)

C: Lee E. Buenconsejo-Lum, MD, FAAFP, JABSOM Interim Dean
      Susan Steinemann, MD, FACS, JABSOM Designated Institutional Official

UNIVERSITY OF HAWAIʻI SYSTEM

TO THE BOARD OF REGENTS

EXECUTIVE SUMMARY
ANNUAL INSTITUTIONAL REVIEW OF
GRADUATE MEDICAL EDUCATION

FROM THE JOHN A. BURNS SCHOOL OF MEDICINE

GRADUATE MEDICAL EDUCATION COMMITTEE

FOR ACADEMIC YEAR 2022-2023

December 2023

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 written executive summary must include: a summary of institutional performance on indicators for the AIR; and action plans and performance monitoring procedures resulting from the AIR.

The University of Hawaiʻi ("UH") Board of Regents is the *governing body* for the University of Hawaiʻi, John A. Burns School of Medicine (hereinafter called "UH JABSOM"). On September 22, 2023, UH JABSOM's Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review ("AIR") for the prior academic year, **July 1, 2022–June 30, 2023**. This document is the Executive Summary of that AIR. The AIR's detailed discussion, review, and improvement action plans are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan (Appendix B). Appendix A contains the background information related to the current structure of the GME programs, which remains largely unchanged from year to year. Appendix C gives a brief update on the progress made with the overall GME Strategic Plan, as previously requested by the UH BOR.

MAJOR CONCLUSIONS

Current accreditation status. The most recent notification letter from the ACGME Institutional Review Committee, dated August 22, 2023, issued a "continued accreditation" status with one citation extended regarding documentation of Graduate Medical Education Committee (GMEC) review and approval of resident salary and benefits. The Designated Institutional Official (DIO) for GME and the GMEC have taken steps to correct this deficiency. The remaining three prior institutional citations related to technical details and documentation of oversight were resolved.

This year, the ACGME instituted Non-Standard Training Program (NST) Recognition to provide a framework for approval and oversight of training opportunities in the United States for physicians whose J-1 visas are sponsored by the Educational Commission for Foreign Medical Graduates (ECFMG). On July 20, 2023, UH JABSOM received notice of "Initial Recognition" for NST programs. There were three citations regarding (1) documentation of GMEC oversight of recognition requirements, (2) ensuring that NST trainees meet prerequisites for entry, and (3) dissemination of the NST curricula to faculty members. The DIO, NST programs, and GMEC have processes established and have provided documentation to meet these recognition requirements. We continue to work with our programs, leadership, faculty, trainees, and clinical training partners to create excellent learning environments that provide high-quality and safe patient care for the diverse populations of Hawaiʻi.

Conclusions from September 22, 2023, AIR GMEC Review. Data reviewed at the AIR included the most recent ACGME survey results of residents/fellows and core faculty members, most recent ACGME institutional letters of notification, each ACGME-accredited program's accreditation and recognition statuses and citations, a summary of institutional performance on prior years' action plans, additional internal surveys, enrollment, graduation statistics, including practice in underserved communities, health systems' quality improvement and patient safety initiatives aligned with GME initiatives, and proposed action plan and performance monitoring procedures for the current academic year. The data review and progress made were generally positive and showed a continued improvement trend from prior years. Three programs successfully concluded a GMEC Special Review, meeting the metrics on their action plans. Six programs resolved a total of 21 citations, with only two citations this year across all programs. One citation was extended based on 2020-22 multi-year fellow survey reports, and another due to chief residents' perceived deficiency in a single area of clinical experience. The programs, supported by their

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

major health system partners, have implemented plans to address these concerns. The ACGME review committees will review all programs and decide on the status of any citations or concerns in January-February 2024. Priority action items at the Institutional level will build on prior successes developed for each cross-cutting strategic goal area:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. Focus on the engagement of residents and fellows in interprofessional safety conferences to develop quality improvement programs and action plans to optimize a system-level approach to safety and quality.
- Identifying faculty program mentors for cross-cutting research in quality improvement, health disparities, and education. Health systems have adopted real-world data analytic platforms (e.g., TriNetX) to increase faculty and resident/fellow access to site-specific comparative health data to facilitate research endeavors that directly impact the health and healthcare delivery for patients in our region.
- We continue to expand the scope of our faculty development offerings and metrics to assess their impact. Promulgation of the online, asynchronous, interactive modules in core aspects of teaching and evaluation ("MANTLE" modules) will provide a foundation for our >1,200 volunteer faculty. A standardized format for learner evaluation of faculty teaching and mentoring skills has been implemented with good uptake. A faculty independent growth (FIG) plan has been implemented to facilitate collaborative assessment of outcomes related to academic endeavors and will help clarify expectations and contributions as well as the process toward promotion and other professional fulfillment goals.
- To further promote inter-professional and team-based learning environments to effectively address the health needs of the populations we serve, UH JABSOM has hired new Health System Science and Population Health Directors this year. These individuals will work with GME and Undergraduate Medical Education (UME) leaders to develop longitudinal educational programs for health systems science, population health, and addressing healthcare disparities. GME programs will identify opportunities for teaming and evaluation of residents' and fellows' non-technical skills in these contexts.
- Promoting learning environments that contribute to increased well-being among trainees and faculty remains paramount. These efforts include education in preventing, identifying, and addressing burnout and seeking appropriate care. The Office of the DIO will continue direct engagement with the residents/fellows as well as GME leaders to encourage reporting concerns through confidential and supportive networks. Programs have implemented evidence-based well-being initiatives, and the recently hired UH JABSOM Director of Organizational Resiliency meets with health system and GME well-being leaders to provide additional resources and better integrate trainees and faculty into existing programs and assessments. Diversity, equity, inclusion, and justice remain a priority across all educational domains, specifically in recruitment, mentoring, and evaluation. Educational and training workshops promulgating cultural humility and equitable practice are provided to faculty and residents/fellows. Programs monitor their performance relative to missions of recruiting and retaining a diverse workforce.

INSTITUTIONAL PERFORMANCE INDICATORS

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

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

In addition to these performance indicators, program quality, and other evaluative feedback were provided during the September 22, 2023 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, iv) a Quality Improvement Officer, and v) the Office of the DIO ("ODIO") management team. In the following sections, the salient findings for each institutional performance indicator will be presented for Academic Year 2022-2023.

(1) Results of the Most Recent Institutional Notification Letters from the ACGME (as of September 2023)

The current accreditation status is "Continued Accreditation." The ACGME Institutional Review Committee identified one area not in substantial compliance: Structure for educational oversight - the GMEC responsibilities must include review and approval of annual recommendations to the Sponsoring Institution's administration regarding resident/fellow stipends and benefits.

This extended institutional citation was addressed before our September Annual Institutional Review with an enhanced process for documentation of our review and communications.

The process for NST Recognition was newly implemented this year as the ACGME assumed this responsibility from the American Board of Medical Specialties. Recognition is conferred to UH JABSOM as the Sponsoring Institution, not the individual NST programs. While garnering "Initial Recognition," three citations were noted regarding (1) documentation of GMEC oversight of recognition requirements, (2) ensuring that NST trainees meet prerequisites for entry, and (3) dissemination of the NST curricula to faculty members.The DIO, NST programs, and GMEC have processes in place and have provided additional documentation to meet these recognition requirements.

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

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in the content areas shown in Table 1. Similarly, the ACGME faculty survey measures their experiences and perceptions of the residents and programs in content areas shown in Table 2. These survey results and other annual reporting measures to the ACGME are utilized to determine a GME program's accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred and ten (94%) residents/fellows completed the annual survey, and 194 core faculty (98%) completed their respective surveys, an increase of 3% for residents and 12% for faculty from last year. Within each domain, several specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, and 5 = very positive.

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

Content Area	Specific Dimensions
Resources	- Education compromised by non-physician obligations - Impact of other learners on education - Appropriate balance between education and patient care - Faculty members discuss cost awareness in patient care decisions - Time to interact with patients - Protected time to participate in structured learning activities - Able to attend personal appointments - Able to access confidential mental health counseling or treatment - Satisfied with safety and health conditions
Professionalism	- Residents/fellows encouraged to feel comfortable calling supervisor with questions - Faculty members act professionally when teaching - Faculty members act professionally when providing care - Process in place for confidential reporting of unprofessional behavior - Able to raise concerns without fear of intimidation or retaliation - Satisfied with process for dealing confidentially with problems and concerns - Personally experienced abuse, harassment, mistreatment, discrimination, or coercion - Witnessed abuse, harassment, mistreatment, discrimination, or coercion
Patient Safety and Teamwork	- Information not lost during shift changes, patient transfers, or the hand-over process - Culture reinforces personal responsibility for patient safety - Know how to report patient safety events - Interprofessional teamwork skills modeled or taught - Participate in safety event investigation and analysis - Process to transition patient care and clinical duties when fatigued
Faculty Teaching and Supervision	- Faculty members interested in education - Faculty effectively creates environment of inquiry - Appropriate level of supervision - Appropriate amount of teaching in all clinical and didactic activities - Quality of teaching received in all clinical and didactic activities - Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability
Evaluation	- Access to performance evaluations - Opportunity to confidentially evaluate faculty members at least annually - Opportunity to confidentially evaluate program at least annually - Satisfied with faculty members' feedback
Educational Content	- Instruction on minimizing effects of sleep deprivation - Instruction on maintaining physical and emotional well-being - Instruction on scientific inquiry principals - Education in assessing patient goals e.g. end of life care - Opportunities to participate in scholarly activities - Taught about health care disparities - Program instruction in how to recognize symptoms of and when to seek care regarding: - Fatigue and sleep deprivation - Depression - Burnout - Substance use disorder
Diversity and Inclusion	- Preparation for interaction with diverse individuals - Program fosters inclusive work environment - Engagement in program's diverse resident/fellow recruitment/retainment efforts
Clinical Experience and Education	80 hour week (averaged over a four-week period) - Four or more days free in 28 day period - Taken in-hospital call more than every third night - Less than 14 hours free after 24 hours of work - More than 28 consecutive hours work - Additional responsibilities after 24 consecutive hours of work - Adequately manage patient care within 80 hours - Pressured to work more than 80 hours

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

Content Areas	Specific Dimensions
Resources	- Satisfied with professional development and education - Workload exceeded residents'/fellows' available time for work - Participated in faculty development and/or scholarly activities to enhance professional skills in: - Education - Quality improvement and patient safety - Fostering your own well-being - Fostering residents'/fellows' well-being - Practice-based learning and improvement - Contributing to an inclusive clinical learning environment
Professionalism	- Faculty members act unprofessionally - Residents/fellows comfortable calling supervisor with questions - Process for confidential reporting of unprofessional behavior - Satisfied with process to deal confidentiality with problems and concerns - Personally experienced abuse, harassment, mistreatment, discrimination, or coercion - Witnessed abuse, harassment, mistreatment, discrimination, or coercion
Patient Safety and Teamwork	- Information not lost during shift changes, patient transfers, or the hand-over process - Effective teamwork in patient care - Interprofessional teamwork skills modeled or taught - Effectively emphasizes culture of patient safety - Residents/fellows participate in clinical patient safety investigation and analysis of safety events - Know how to report patient safety events - Process to transition patient care and clinical duties when residents/fellows fatigued
Faculty Teaching and Supervision	- Sufficient time to supervise residents/fellows - Faculty members committed to educating residents/fellows - Program director effectiveness - Faculty members satisfied with process for evaluation as educators
Educational Content	- Residents/fellows instructed in cost-effectiveness - Residents/fellows prepared for unsupervised practice - Learning environment conducive to education
Diversity and Inclusion	- Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability or religion) - Engaged by program in efforts to recruit diverse residents/fellows - Engaged by program in 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

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

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

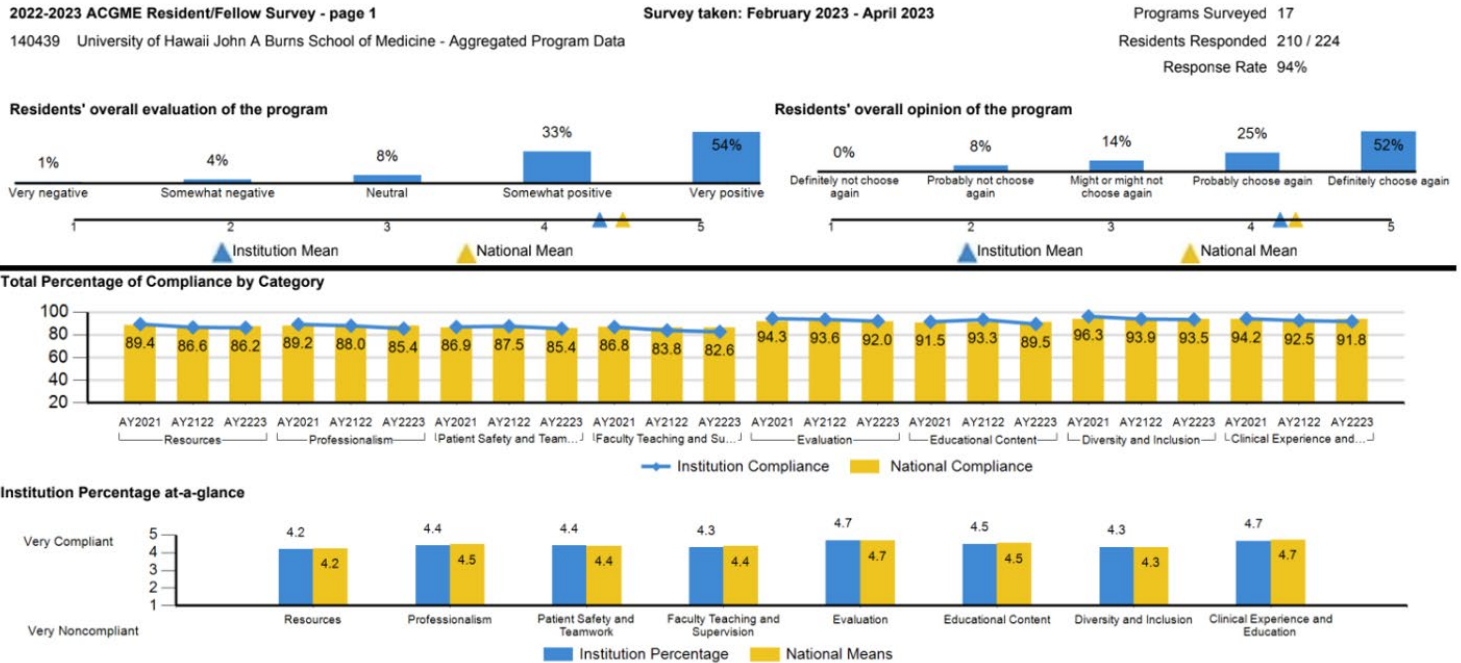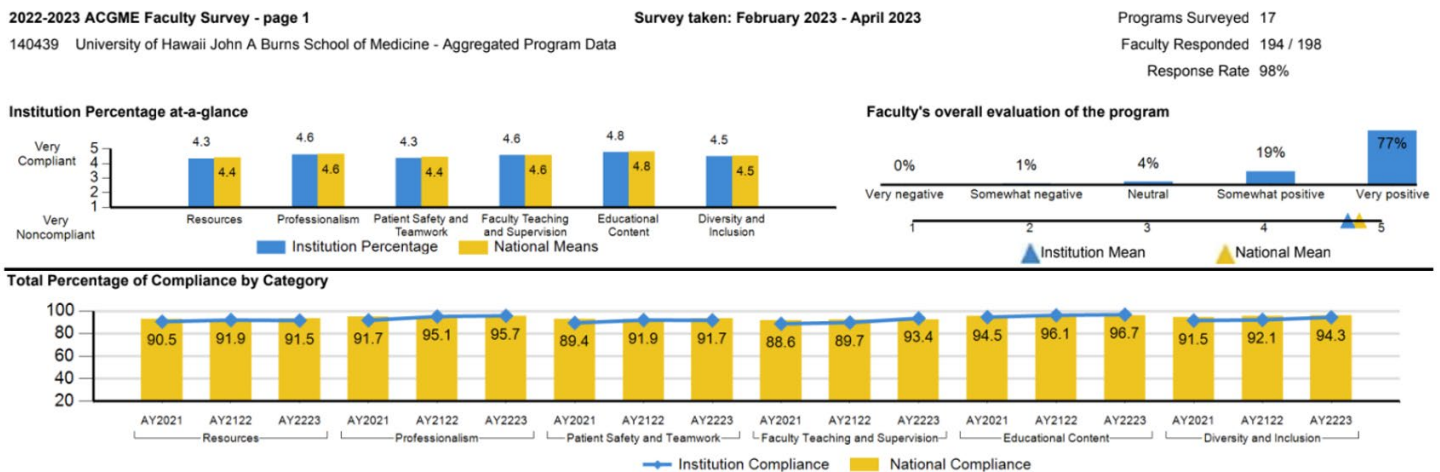*Figure 1: Annual ACGME Resident Survey Aggregated Institutional Data*

2022-2023 ACGME Resident/Fellow Survey - page 1   Survey taken: February 2023 - April 2023   Programs Surveyed 17

140439   University of Hawaii John A Burns School of Medicine - Aggregated Program Data   Residents Responded 210 / 224

Response Rate 94%

Residents' overall evaluation of the program

Very negative	Somewhat negative	Neutral	Somewhat positive	Very positive
1%	4%	8%	33%	54%

△ Institution Mean   △ National Mean

Residents' overall opinion of the program

Definitely not choose again	Probably not choose again	Might or might not choose again	Probably choose again	Definitely choose again
0%	8%	14%	25%	52%

△ Institution Mean   △ National Mean

Total Percentage of Compliance by Category

	AY2021	AY2122	AY2223
Resources	89.4	86.6	86.2
Professionalism	89.2	88.0	85.4
Patient Safety and Team...	86.9	87.5	85.4
Faculty Teaching and Su...	86.8	83.8	82.6
Evaluation	94.3	93.6	92.0
Educational Content	91.5	93.3	89.5
Diversity and Inclusion	96.3	93.9	93.5
Clinical Experience and...	94.2	92.5	91.8

—— Institution Compliance   ▣ National Compliance

Institution Percentage at-a-glance

	Institution Percentage	National Means
Resources	4.2	4.2
Professionalism	4.4	4.5
Patient Safety and Teamwork	4.4	4.4
Faculty Teaching and Supervision	4.3	4.4
Evaluation	4.7	4.7
Educational Content	4.5	4.5
Diversity and Inclusion	4.3	4.3
Clinical Experience and Education	4.7	4.7

▣ Institution Percentage   ▣ National Means

Figure 2: Annual ACGME Faculty Survey Aggregated Institutional Data

2022-2023 ACGME Faculty Survey - page 1   Survey taken: February 2023 - April 2023   Programs Surveyed 17

140439   University of Hawaii John A Burns School of Medicine - Aggregated Program Data   Faculty Responded 194 / 198

Response Rate 98%

Institution Percentage at-a-glance

	Institution Percentage	National Means
Resources	4.3	4.4
Professionalism	4.6	4.6
Patient Safety and Teamwork	4.3	4.4
Faculty Teaching and Supervision	4.6	4.6
Educational Content	4.8	4.8
Diversity and Inclusion	4.5	4.5

▣ Institution Percentage   ▣ National Means

Faculty's overall evaluation of the program

Very negative	Somewhat negative	Neutral	Somewhat positive	Very positive
0%	1%	4%	19%	77%

△ Institution Mean   △ National Mean

Total Percentage of Compliance by Category

	AY2021	AY2122	AY2223
Resources	90.5	91.9	91.5
Professionalism	91.7	95.1	95.7
Patient Safety and Teamwork	89.4	91.9	91.7
Faculty Teaching and Supervision	88.6	89.7	93.4
Educational Content	94.5	96.1	96.7
Diversity and Inclusion	91.5	92.1	94.3

—— Institution Compliance   ▣ National Compliance

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

cutting themes, priorities, and strategies were identified to update the Institutional Action Plan (which is contained in Appendix B).

All 9 UH JABSOM GME residency programs and 10 of 11 fellowship programs are accredited by the ACGME. The Parkinsons-Movement Disorder Fellowship, started this year with a state grant-in-aid, is not yet a recognized subspecialty of neurology within the American Board of Medical Specialties or the ACGME. This year the GMEC voted to voluntarily close the Geriatric Psychiatry Fellowship due to the inability to recruit a fellow since 2015. This is reflective of national trends in psychiatry fellowship recruitment due, in part, to the high demand for (non-fellowship-trained) general psychiatrists. The Internal Medicine Primary Care residency program was granted the highest possible provisional ACGME approval of Initial Accreditation with no citations or areas for improvement. That new program is recruiting four residents to start in July 2024. Table 3 below shows the current accreditation status and citations for each program accredited by the ACGME. The ACGME has abandoned routine program site visits and is planning changes to the program self-study process. None of the citations listed involved clinical care issues. In 2022-23, there were 2 citations in 2 programs, with the resolution of 21 citations from the previous year. The Maternal-Fetal Medicine Fellowship extended citation was based upon the combined multi-year 2020-2022 fellow survey regarding reinforcing personal responsibility for patient safety and modeling/teaching of interprofessional teamwork skills. The program, in collaboration with the ODIO and patient safety leaders at the health system (HPH) is providing additional education and experiential opportunities to address these perceptions. The Psychiatry citation was related to the chief resident's perceived deficiency in clinical experience in forensic psychiatry. The program has addressed this issue by being more explicit in identifying the rotations where these experiences can be obtained and including additional didactic education in this realm. The ACGME will decide on the status of all citations in the Spring of 2024.

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

GME Program	Accreditation Status* AY 2022-23	Citations in AY 2021-2022	Citations in AY 2022-2023	Status of Citations*
Family Medicine Residency	CA	7	0	
Sports Medicine Fellowship	CA	0	0	
Internal Medicine Residency	CA	0	0	
Internal Medicine Primary Care Residency	IA			
Cardiovascular Disease Fellowship	CA	0	0	
Geriatric Medicine Fellowship	CA	0	0	
Obstetrics/Gynecology Residency	CA	0	0	
Complex Family Planning Fellowship	CA WO	N/A	0	
Maternal-Fetal Medicine Fellowship	CA	8	1	AM for 1 citations
Orthopedic Surgery Residency	CA	1	0	
Pathology Residency	CA	0	0	
Pediatrics Residency	CA	0	0	
Neonatal-Perinatal Fellowship	CA	0	0	
Psychiatry Residency	CA	2	1	AM for 1 citations
Addictions Psychiatry Fellowship	CA	0	0	
Child & Adolescent Psychiatry Fellowship	CA	1	0	
Geriatric Psychiatry Fellowship	CA	0	0	
Addiction Medicine Fellowship	CA	3	0	
Surgery Residency	CA	0	0	
Surgical Critical Care Fellowship	CA	0	0	

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

Conclusions from September 22, 2023, AIR GMEC Review. Overall, the ACGME survey results were positive and our outcomes tracking identified positive trends in response to action plan initiatives. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and the Sponsoring Institution:

● Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. This includes the engagement of interprofessional team members (e.g., nursing, pharmacy, social work) in reviewing patient safety events and developing action plans to address system issues. Health system leadership should partner with GME programs to provide continued education, mentoring and data for quality and patient safety faculty leads to increased skills among faculty, residents, and fellows.

● Continue strengthening opportunities for resident and faculty engagement in scholarly activities, including facilitating access to site-specific, comparative health data to identify trends and areas for intervention.

● Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, patient safety, professionalism, well-being, and creating safe learning environments. Health systems should partner with UH JABSOM to iterate expectations for teaching and scholarly activity for our many volunteer faculty, many of whom are employed by the health system.

● Identify opportunities and provide experiential learning opportunities to increase skills in inter-professional and team-based care. Continue promoting learning environments that contribute to increased well-being among trainees and faculty, including education in preventing, identifying, and addressing burnout and seeking appropriate care. The Office of the DIO will continue direct engagement with the well-being/provider resiliency program leads within the two major health systems to provide additional resources and better integrate trainees and faculty into existing evidence-based programs and assessments.

● Continue increasing training and improving processes needed to reduce health inequities in Hawaiʻi's populations and increase diversity, equity, and inclusion in the recruitment and retention of trainees.

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

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

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

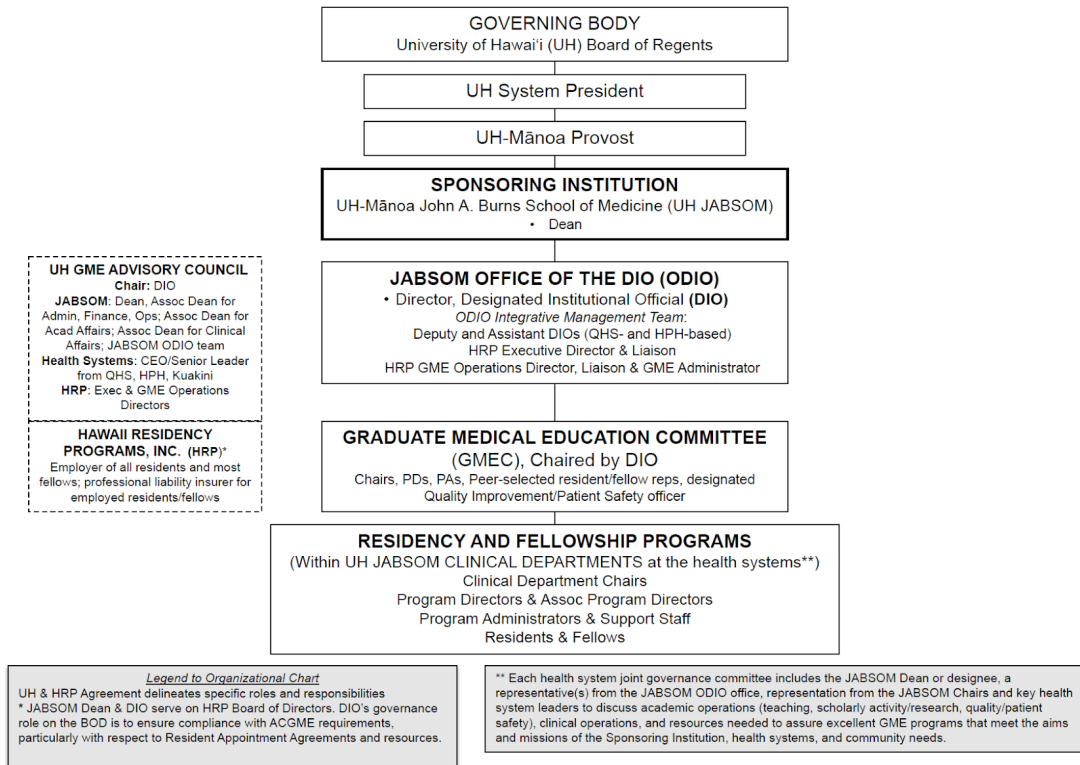Appendix D contains a list of acronyms and abbreviations.

APPENDIX A.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education ("LCME") of the Association of American Medical Colleges ("AAMC"). It is the sponsoring institution for nineteen (19) GME programs accredited by the ACGME: Nine (9) core residencies and ten (10) subspecialty fellowships. Without a UH-owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal healthcare departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th-year medical students), are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals house UH JABSOM's eight (8) clinical departments: Family Medicine (Hawai'i Pacific Health Pali Momi Medical Center), Geriatric Medicine (Queen's Medical Center and Kuakini Medical Center), Obstetrics/Gynecology (Hawai'i Pacific Health and Queen's Medical Center) and Pediatrics (Hawai'i Pacific Health Kapi'olani Medical Center for Women and Children), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen's Medical Center). Figure 3 below describes the matrixed operations of the JABSOM GME enterprise.

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

Figure 3: *JABSOM GME Organizational Structure & Operations*

UH JABSOM GRADUATE MEDICAL EDUCATION ORGANIZATIONAL STRUCTURE

Updated 12-19-22

GOVERNING BODY
University of Hawai'i (UH) Board of Regents

UH System President

UH-Mānoa Provost

SPONSORING INSTITUTION
UH-Mānoa John A. Burns School of Medicine (UH JABSOM)
• Dean

UH GME ADVISORY COUNCIL
Chair: DIO
JABSOM: Dean, Assoc Dean for Admin, Finance, Ops; Assoc Dean for Acad Affairs; Assoc Dean for Clinical Affairs; JABSOM ODIO team
Health Systems: CEO/Senior Leader from QHS, HPH, Kuakini
HRP: Exec & GME Operations Directors

HAWAII RESIDENCY PROGRAMS, INC. (HRP)*
Employer of all residents and most fellows; professional liability insurer for employed residents/fellows

JABSOM OFFICE OF THE DIO (ODIO)
• Director, Designated Institutional Official **(DIO)**
ODIO Integrative Management Team:
Deputy and Assistant DIOs (QHS- and HPH-based)
HRP Executive Director & Liaison
HRP GME Operations Director, Liaison & GME Administrator

GRADUATE MEDICAL EDUCATION COMMITTEE
(GMEC), Chaired by DIO
Chairs, PDs, PAs, Peer-selected resident/fellow reps, designated Quality Improvement/Patient Safety officer

RESIDENCY AND FELLOWSHIP PROGRAMS
(Within UH JABSOM CLINICAL DEPARTMENTS at the health systems**)
Clinical Department Chairs
Program Directors & Assoc Program Directors
Program Administrators & Support Staff
Residents & Fellows

Legend to Organizational Chart
UH & HRP Agreement delineates specific roles and responsibilities
* JABSOM Dean & DIO serve on HRP Board of Directors. DIO's governance role on the BOD is to ensure compliance with ACGME requirements, particularly with respect to Resident Appointment Agreements and resources.

** Each health system joint governance committee includes the JABSOM Dean or designee, a representative(s) from the JABSOM ODIO office, representation from the JABSOM Chairs and key health system leaders to discuss academic operations (teaching, scholarly activity/research, quality/patient safety), clinical operations, and resources needed to assure excellent GME programs that meet the aims and missions of the Sponsoring Institution, health systems, and community needs.

UH JABSOM GRADUATE MEDICAL EDUCATION OPERATIONAL STRUCTURE

	JABSOM (GME Sponsoring Institution)	**Health Systems**	**Hawai'i Residency Programs, Inc. (HRP)**	**GME Advisory Council**
Roles and linkages to the Sponsoring Institution	• Coordinates GME programs and accreditation through ODIO • Assigns clinical department chairs in which GME programs are academically embedded • Appoints program directors for all GME programs • Employs key academic faculty members • Provides academic resources (e.g., simulation center, medical library, cadaver laboratory, didactic venues) • Oversight of resident performance, progression, GME policies • Oversight of faculty development, responses to ACGME, and operation of GMEC	• Linked to UH JABSOM through academic affiliation agreements, including a governance mechanism for joint JABSOM-health system operations • Employ core faculty members as members of Health System - JABSOM medical groups • JABSOM department chairs serve in dual academic/clinical roles in Health System • Provide onsite GME resources • Provide financial support to HRP for employment of most GME trainees/program administration • Provide direct employment of some GME trainees/program administration	• Linked to UH JABSOM through affiliation agreement and Board • Board of Directors: Health System CEOs, JABSOM Dean, DIO • Employer of all residents and most fellows • Provides professional liability coverage and risk management for employed GME trainees • Medicare GME Affiliation Agreement entity (consortium): Coordinates CMS data reporting & health system financial contributions based upon individual trainee site assignments	• Represented by UH JABSOM leadership, Health System CEOs, HRP leadership • Coordinated by DIO • Engaged in strategic planning (GME program growth/development, resource acquisition)

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

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

APPENDIX B.

GMEC ACTION PLAN ITEMS and STATUS

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

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

JABSOM STRATEGIC SUMMARY

VISION—Maikai Loa: Attaining Lasting Optimal Health for All
A.L.O.H.A.

Seeking Excellence through Collaboration with Stakeholders to Meet Hawaii's Existing, Emerging, and Future Health Care Needs

GOALS	Research & Discovery	Education & Teaching	Clinical Healing	Community Engagement	Encouraging Resource Growth
	Enhance diversity & opportunities within each goal in order to achieve equity in our JABSOM 'Ohana and communities we serve					
Long Term	Maintain Centers of Excellence in areas of proven strength	Build world-class education programs that create a competent health and health science workforce using partnerships to reduce health inequities throughout Hawai'i and the Pacific	Create a world-class integrated Clinical Learning Environment that is aligned to be inclusive of Hawaii's and the Pacific's history and its populations	Help achieve optimal health and wellness for all (ALOHA) of Kaka'ako, Hawai'i and the Pacific Rim	Expand JABSOM's financial health and capital
Medium Term	• Recruit, develop, and retain diverse basic science and clinical science research talent • Build synergy amongst research departments • Enable and support student and resident research • Build alliance with UH Cancer Center	• Develop an infrastructure to support curricular innovations that prepare learners and faculty in complex, changing, and distributed health care environments • Establish a sustainable funding model to support the educational mission	• Improve alignment and inclusiveness with strategic partners • Develop strategic alliances with community hospitals and health centers to effectively address population health	• Develop integrated multidisciplinary academic-based health care system • Help meet health care needs of underserved communities	• Provide quality facilities and infrastructure while increasing renewable energy sources • Integrate JABSOM's workflow processes with UH System's new software • Develop a 5-year plan for JABSOM's 60th anniversary
Short Term	• Facilitate and support extramural research proposals • Streamline processes for smaller grant and contract proposals less than $100,000 annually • Improve advocacy and representation for research within JABSOM and the public	• Continue curricular transformation that will prepare physicians to provide high quality and safe patient care • Enhance recruitment of students and retention of medical residents • Enhance quality of residents support and training programs • Promote resilience, professionalism, health care leadership, and humanism for learners and faculty members	• Develop growth plans for each clinical department • Develop strategic alliances for the clinical faculty practice organizations that advance the school's vision • Build infrastructure to recruit, develop, and retain faculty for clinical teaching and research	• Build collaboration with clinical and research institutions • Lead integrative effort to meet state workforce needs • Expand community partnerships for medical education • Grow JABSOM leaders, leadership, and innovation	• Enhance the work-place experience • Optimize JABSOM's website, audio visual, and telecommunication functionality • Maximize efficient processes supporting school missions

STATUS OF GMEC ACTION PLAN and Ongoing Priority Interventions *(final approved on November 17, 2023)*

QUALITY PATIENT SAFETY (QPS) AND POPULATION HEALTH (added PH to QPS in 8/2023)

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
(AY 2023-24) Promulgate safety event reviews to identify systems issues, promote interprofessional teaming, and advance psychological safety	QPS APLs, PDs, Health systems, ODIO	CLE engages residents/fellows in interprofessional teams to identify and implement systems-based improvements to address patient safety	1. >80 % of programs conduct regularly scheduled interprofessional safety event reviews 2. Increase % of residents who receive feedback from event reports 3. >80% of programs develop an action plan in response to event report(s) 4. Increase # of residents/fellows at Hawaii State Patient Safety Conference (HSPSC) and JABSOM Biomedical Sciences & Health Disparities Symposium	Data Sources: 1. NI program report for APE 2. Dish w/DIO talks 3. NI program report for APE 4. Tracking attendance for HSPSC + attend/submit for JBS

(AY 2022-23) Train resident and faculty in event reporting to increase engagement and psychological safety	Programs, Health systems, QPS, ODIO	Enhance psychological safety by emphasizing the culture of safety as the foundation for high quality and safe care	1. Increase % of residents/fellows who have submitted reports
			2. Increase % of programs whose residents/fellows have submitted reports
			3. Increase % of faculty who have submitted reports
			4. Increase % of residents/fellows and faculty who have received feedback on the events they reported – *QPS APLs educated on how to access system action related to event reporting*
				Partially Met and ongoing
				
				QHS RL Dashboard:
				1&3. Overall 27% increase in residents' RL reports over prior year
				3. 316 reports involving residents/ fellows (371% increase)
				2. ⅞ Programs submitted reports
				HPH
				1. # of Peds, OB, FM reported events:
				  a. 2021-22 = 87 (Peds & OB)
				  b. 2022-23 = 98 (all 3 prog)
				2. FM, peds and OB programs have resident-reported events

				3. 78 reports from KMCWC faculty = 26% increase
				   a. 2021-22 = 62
				   b. 2022-23 = 78
				4. ODIO meetings w-residents:
				6/250 residents/fellows report receiving f/u; Qualitatively increasing feedback as event reviews are being embedded

(AY 2020-21 & 2021-2022) Each GME program implements a <u>targeted population health intervention</u>, as specific to their specialty, <u>population served,</u> and related health system	Programs (w/ guidance from ODIO & health systems)	Improvement in specified indicators or measures (NI APE); longer term improved trends in selected health outcomes in the specified population (NI APE)	1. All programs receive pop health data from health systems 2. # of programs completing an implementation plan 3. # of programs in the implementation phase (medium term [1-2 years]) & improvement in specified indicators or measures (medium 3-5) 4. Improved trends in selected health outcomes in the specified population (long-term [5-10 years])	Partially met, ongoing 1&4. QHS PCORI and FDA grants to increase access to clinical data; JABSOM PIKO supplement to develop Hawaii Clinical Trial Network (TriNetX as the platform) 1.Surg - NSQIP, FM – primary care dashboards 2. Yes = 69% 3. Yes = 50%

SCHOLARLY ACTIVITY & RESEARCH

Intervention / Action Plan	Date Instituted/ Individual Responsible	Link to SI and/or Health System Aims and/or Context (Opportunities, Threats)	Expected Resolution (Outcome Measures and Date)	Status (Met, Partially Met, Not Met, Ongoing)
(AY 2023-24) Identify diverse research faculty in each program/department and facilitate access to clinical site data	Dept Chairs, Health Systems, ODIO, Program research leads	SI mission: Translating discoveries into practice Health Systems' aim to be robust academic medical centers	1. Program identifies mentors in QPS, health disparities and educational research 2. Key faculty in each program trained on clinical data access (TriNetX, PopAnalyzer)	1. Use data from programs 2. Use data from Health Systems
(AY 2022-2023) Survey residents & fellows on faculty behaviors that promote an environment of inquiry. Promote these behaviors.	GMEC (GMEC RLF), PD, ODIO, Dept Chairs	Health Systems' aim to be robust academic medical centers The SI must provide systems for education in and monitoring of scholarly pursuits (IR III.B.6.c.1)	All programs' % compliance on ACGME resident/fellow survey at or above national levels	Partially met & ongoing. 1. Survey on Environment of Inquiry done at Resident/Fellow Town Hall on 11/2/2022. Results discussed 11/15/22 (PD mtg) & 11/18/22 (GMEC) 2. MANTLE module on teaching skills - questioning - under production 3. 2023 ACGME survey still low in this domain (73% vs 82% national, p<0.001)
(AY 2021-22) Residents/fellows use clinical site data and/or QI goals to inform research projects. ***SA includes QI/PH projects (see above)** added in 2023	Program Directors in coordination with research leads at QHS, HPH	Clinical site data and QI goals are regularly shared Increased # of scholarly projects that incorporate clinical site quality data	1. Data and QI goals are regularly presented at case review conferences 2. Central repository for resident-led quality research projects; discussed at GMEC QPS Subcommittee	1. Met for some programs (Peds), in progress for others 2. In progress: Scholarly Activity spreadsheet captures dissemination of quality projects

FACULTY DEVELOPMENT (FD)

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

(AY 2023-24) Improve process for resident/fellow assessment to increase real-time feedback.	CEM subcommittee; Gen Surgery PEC; ODIO	Department Chairs iterate clear expectations for faculty development in their role as educators (part of online annual reports)
		
		Faculty participate in professional development to improve their skills in assessment, feedback, professionalism, and promoting well-being
			1. Improving assessment:
			  a. Implementation of SIMPL app for real-time formative assessment for General Surgery residents
			  b. Increased number of real-time assessments **and** formative narrative comments in Surgery
			2. Clinician Educator Milestone project under the oversight of the CEM committee (semi-annually)
			3. Pilot intervention RIDGEtrail improves fellow perception of faculty teaching (collated fellow evaluation of faculty)
			4. ACGME resident satisfaction with faculty members' feedback > national avg *(e.g. 2023 at 75% National Avg)*
				1. To start this AY
				
				2. To start tracking after Jan 2024 successful implementation
				
				3. Started RIDGETrail project
				
				4. ACGME resident survey '24

(AY 2022-23) Faculty are evaluated and receive specific feedback on their performance as educators and readiness for promotion
 	
***Updated 8/2023**
	PAs, Dept Chairs,Faculty Affairs, Health systems, DPCs	Academic efforts are aligned with ACGME expectations and health system aims including QI/PS, DEI. Efforts are supported and recognized by the health systems.
		
		***Alignment with health systems & JABSOM strategic plan**
			1. >75% completion of the standardized resident/fellow evaluation of faculty forms
			
			2. Outreach education to Chairs and DPC on evaluation and mentoring of faculty
			
			3. Increased # of core faculty promoted to Assoc Prof
			
			4. ACGME faculty survey re: process for evaluation as educators at or above national average
				Met and ongoing.
				1. Standardized form implemented (AY 2022-23 75%).
				2. Outreach education
				  a. M-series criteria promulgated at Clinical Chairs 10/7/22
				  b. New clinical track "H" proposed by UHM discussed at Clinical Chairs 10/6/23 & 11/3/23
				3. Met - 7 promoted in 2023 vs a <u>total</u> of 9 in the prior 4 yrs (2019-2022)
				4. Met- 90% satisfied (vs 84% national ave)

(AY 2021-22) Clinical faculty participate in professional development relevant to their role as educators ***Updated 8/2023**	ODIO, Dept Chairs, JABSOM FD Office with UHM and health systems	Department Chairs iterate clear expectations for faculty development in their role as educators Faculty participate in professional development to improve their skills in assessment, feedback, professionalism, and promoting well-being ***Educator leaders model ongoing process improvement for program evaluation**	1. Faculty job descriptions and/or department policy outline expectations. 2. Participation is tracked and reviewed during annual performance evaluation. 3. # and/or % participation in faculty development offerings (FD spreadsheet) 4. Completion of materials (APE (NI), FD, Online faculty report ADS) on time is a metric for Annual Program Evaluation	Partially met, in progress. 1. In progress for QUMG & HPHMG, met for new hires 2. Partially met, in progress 3. Asynchronous, modules ("MANTLE") on 7 core topics outlined, Modules on Professionalism, Title IX, SUPERB SAFETY posted and tracked 4. Check on submissions by program; FD = current as of prog APE presentation (de-identify)

INTERPROFESSIONAL EDUCATION (IPE) (PH moved to QPS 2023)

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

(AY 2023-2024) - Promote interprofessional education on teaming	PDs, ODIO, HIPE	Delivery of healthcare requires a deep understanding and practice of inter-professional education and teaming	1. Each program identifies context(s) where teaming occurs
			
			2. Residents/fellows are assessed on their teaming (non-technical) skills
			  a. ICCAS Data to assess behavior change (interprofessional collaborative competencies attainment survey) in Geri
			  b. IPE annual wellness visit with Geri and FM clinic (data to be published)
				1. Started - Program's identified opportunities
				
				2. Ongoing - pending review of ICCAS data

(AY 2022-23) Create increased visibility of interprofessional education events
1. Creation of IPE webinar
2. Grand rounds presentation at 5 programs this AY
3. Identify teaming skills in clinical environments
	ODIO and HIPE (Hawaii Interprofessional Education initiative)	Delivery of healthcare requires a deep understanding and practice of inter-professional education and teaming.	1. Creation of webinar materials (y/n)
			2. # of grand rounds presentations emphasizing IPE delivered in AY 22-23
			3. Improved % compliance on ACGME surveys
				Partially met; ongoing.
				1. Webinar on IPE created in conjunction with HIPE colleagues and delivered to 2 programs so far
				2. Fac Dev spreadsheet data (IPE GR Tracking)
				3. Not met - "IP teamwork skills modeled or taught"; 2022->2023 compliance
				  a. Residents 79%->74% (vs 78% nat'l).
				  b. Faculty 87%->87% (vs 91% nat'l)

WELL-BEING (W-B), DIVERSITY, EQUITY, INCLUSION & JUSTICE (DEIJ) (added DEIJ to WB in 9/2023)

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

(AY 2023-24) Residents/fellows/faculty can identify burnout and SUD and are prepared to provide assistance	PDs (program), Health Systems, WB Subcom		1. Interactive SUD education with assessment provided annually
			
			2. ACGME resident survey >90% compliant with SUD education
				1. Data Source:
				   a. Dr. Kiyokawa's brief 5-module series-produced - *evaluation to track completion - modules shared during facilitated didactics sessions per program/dept (get dates for confirmation)*
				   b. Track program implementation on NI

(AY 2022-23) Programs have implemented <u>evidenced-based</u> well-being program or intervention **1. Intervention follows an evidence-based model and/or outcomes of improved well-being or resiliency** **2. Residents/fellows report concerns without fear of retaliation** **3. CLE provides physical (space) resources to optimize learning in the context of patient care**	PDs (program), Health Systems, WB Subcommittee	Aligns with CLER Pathways to Excellence in Patient Safety and Well-being (PS3, WB2, WB4)	1a. Program / intervention that is led or informed by residents/fellows (e.g. # of programs that provide peer to peer support options) 1b. Program / intervention that leads to improved burnout or satisfaction scores 2a. Improved level of satisfaction with this process on ACGME surveys 2b. Residents/fellows able to iterate multiple anonymous methods for reporting during annual ODIO meeting 2c. Increased # reports on Professionalism website 2d. Reporting concerns guidelines updated & distributed widely 3. CLE has dedicated learner space, informed by evidence and learner input	1a. Partially met - SURG WB & FM WRAP curriculum (July 2023 pilot program update to GMEC) 1b. Data collection in progress 2a. Not met- 2023 survey 74% satisfied with ability to raise concerns ↓from 75% in 2022 2b. Met and will continue to monitor (Dish with DIO meetings) 2c. No resident reports in 2021-22 or 2022-2023. 2d. Created sheet with QR codes (done - distributed as posters to all programs + individual infographic sheets for residents + electronic version shared after annual Dish with the DIO talks)) 3. Met at KMCWC, PMMC, In progress at QMC with space transition during construction

(AY 2022-23) Increase access to group learning opportunities regarding inclusive care of sexual or gender minorities, obesity, and persons with differing abilities	ODIO +, Programs
	
	Clinical program / Service line leaders (for some ACGME Equity Matters modules)
		Aligns with UH, JABSOM (SI) Vision, Core Values, and Strategic priority and each health system's mission and priorities to provide a safe culture for all patients, employees, providers, and learners.	1. >70% participation in educational sessions covering at least one of the 3 topics:
			
			   a. At least one academic half-day session for residents/fellows
			   b. At least one group session for core faculty
			
			2a. Improved uptake/completion of certain DEI/ACGME modules (JABSOM Diversity website and ACGME Diversity Matters)
			
			2b. Improved or stable scores on 2023 ACGME surveys
			
			2c. Inclusion of these topics on 2023 ADS update (question #2)
				In progress.
				1a. HPH-based modules (SOGI, obesity) available on HLC (all are required to complete, including residents).
				
				1b. Dr. Okanlami- "Disabusing Disability" 4/18/23
				
				2b. Met-95% of residents prepared for interaction w/ diverse individuals
				
				2c. Met with SI 2023 ADS

APPENDIX C.

2023 BRIEF PROGRESS REPORT ON THE OVERALL GME STRATEGIC PLAN

In 2016-17, our trainees, GME programs and leadership, major partner training sites, and key community stakeholders including the Hawaiʻi 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 Hawaiʻi. Major strategies are noted below, with significant updates or barriers/challenges. Progress continues on strategies that were previously reported at the March 17, 2022, Board of Regents Meeting. Some have also been incorporated in the HMEC report to the 2024 Legislature, which provided further details on expanding Hawaiʻi's GME workforce. In Spring 2023, we conducted a series of strategic planning meetings for GME as well as the overall JABSOM plan to ensure continued alignment of all JABSOM programs with the needs of the state, healthcare ecosystem, community, and UH. This included a GME-specific strategic planning meeting on April 22, 2023, which convened 50 GME stakeholders from across Hawaiʻi including representatives from other current or developing civilian programs outside of JABSOM. Using an open-space format, there were 17 Dialogue Sessions on opportunities and challenges, and five (5) Initiatives working towards optimal GME for Hawai`i. These opportunities, challenges, and initiatives will continue to be reviewed, prioritized, and operationalized through review and consultation with HMEC, the GME Advisory Council, and the GMEC.

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

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) is critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM).

   a. The 2021 Academic Affiliation Agreements between the Queen's-UH-UHP and Hawaiʻi Pacific Health-UH-UHP resulted in additional hiring (and planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. The affiliations enable improved support and infrastructure to implement professional development requirements for faculty who teach JABSOM learners, co-develop curriculum related to quality and patient safety, implement quality and patient safety programs in the respective health systems, and incorporate faculty and GME learners into the health system's well-being and culture of safety initiatives. The JABSOM faculty who are also employed by HPH and Queen's have better access to resources and infrastructure to support scholarly activity in the clinical realm, especially those projects related to healthcare disparities, quality improvement, and/or patient safety.

   b. The Preceptor Tax Credit program is a combined effort with UH Schools of Medicine, Nursing, College of Pharmacy, Hawaiʻi State Legislature, and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet the eligibility requirements. During the 2023 legislative session, we secured language changes in the law to expand the definition of "preceptor" to include additional specialties that train primary care providers and to include Hawaiʻi-based programs in social work, dieticians, and physician assistants.

   c. Advocacy continues with the Governor, Legislature, and philanthropists, to support the hiring of faculty to form a partially-compensated core of clinician medical educators on the neighbor islands. Recent philanthropic contributions from the Chan-Zuckerberg Initiative and Pulama Lanaʻi are supporting the expansion of medical education on Kauaʻi and Lanaʻi islands, respectively. The 2022 state infrastructure budget for JABSOM included 6.0 FTE new faculty positions and $1.8 million, which provides a foundation upon which to add more residency rotations on those islands. The faculty positions support the expansion of the core educational infrastructure for medical students and residents curriculum and eight part-time clinician providers on Kauaʻi, Maui, and Hawaiʻi Island. The Department of Family Medicine & Community Health, in partnership with HPH/Wilcox Medical Center,

the Kaua'i District Health Office, and Hawai'i Health Systems Corporation was awarded a $750,000 Rural Residency Planning and Development grant (Health Resources & Services Administration - HRSA) to develop a Family Medicine training program on Kaua'i. Planning is well underway with ongoing recruitment of GME leaders and preparation to meet ACGME requirements, anticipating the first cohort of residents to begin in 2025. Four current family medicine residents participated in public health and rural health outpatient electives this fall.

d. Rural re-designation of Oahu hospitals that provide care to rural areas has facilitated eligibility for additional federal (CMS) funding for new residency programs. In 2023, a new Internal Medicine Primary Care residency was proposed and received initial accreditation for a total of twelve residents. This 3-year residency aims to focus on providing ambulatory care with a population health focus, particularly for underserved populations on Oahu. The first cohort of residents will matriculate in 2024.

e. Federal advocacy for adding language in the Centers for Medicare and Medicaid Services-focused legislation so that Hawai'i is more competitive and able to receive higher priority for new GME positions that are proposed. UH is working with the Association of American Medical Colleges (AAMC), directly with Hawai'i's Congressional Delegation, with other major stakeholders in other Minority-Serving Institutions, and with Alaska on these initiatives.

BARRIERS/CHALLENGES

i. Expansion of the JABSOM medical student class size, residency programs, or development of core residency rotations on neighbor island sites requires additional funding for faculty, as well as some operational changes in some of the neighbor island hospitals to better support resident learners. 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. Health systems have been challenged with budget deficits related in part to the effects of the COVID-19 pandemic. The recent philanthropic gifts and 2022 state appropriation helps, but there needs to be sustainable funding to ensure the continuity of GME training for all resident and fellow physicians.

2. STRATEGY 2: Develop a multi-pronged approach to improve physician retention in Hawai'i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State, and other partners to make Hawai'i a desirable place to practice. The cost of living has been identified as a significant deterrent to practice in Hawai'i. Currently, the median medical school debt for JABSOM graduates is $173,787. Nineteen percent of JABSOM graduates have debt equal to or exceeding $200,000, compared to 54% last year. Educational debt is higher for those who completed medical school on the mainland

a. As of 2023, 23% of JABSOM students receive four-year, full-tuition scholarships. Additionally, 92.5% of JABSOM students receive some form of financial aid (grants/scholarships, loans, work-study).

b. The State Loan Repayment Program and other loan repayment programs continue to emphasize primary care practice and rural sites and have been expanded with the added support of the new Healthcare Education Loan Repayment Program (HELP).

c. The Freeman Foundation awarded three scholarships each year: 2020, 2021, 2022, and 2023 to reduce the educational debt burden for JABSOM graduates who are completing their residency/fellowship training in Hawai'i and who have committed to practice in the state.

d. In 2022, two new philanthropists contributed to the loan repayment and scholarship program to reduce the educational debt burden for those committing to a geriatrics fellowship program with two recipients awarded in 2023.

e. Events showcasing career opportunities for physicians in Hawai'i such as the Physician Career Pathways Reception, held on May 9, 2023, and the Hawai'i Health Workforce Summit, held on September 9, 2023, have fostered interest in Hawai'i practice options for our residents/fellows and are planned to recur annually.

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 policymakers 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 the 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.

   a. The 2021 Academic Affiliation Agreements between the Queen's-UH-UHP and HPH-UH-UHP resulted in additional hiring (and planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. Faculty. GME learners are becoming incorporated into the health system's well-being and culture of safety initiatives.

   b. Programs, including General Surgery and Family Medicine, have instituted evidence-based well-being curricula and are tracking outcomes.

   c. JABSOM, in partnership with faculty leaders in Addiction Medicine, has developed educational modules on burnout and substance use disorders. These modules can be delivered asynchronously or as a workshop series at the program level.

BARRIERS/CHALLENGES
   i. Continued discussions with health insurers, policymakers, and health systems regarding the impact of payment transformation on physician retention.
   ii. Emphasis on faculty clinical productivity to generate revenue may negatively impact professional fulfillment and contribute to burnout.

4. STRATEGY 4: Expand neighbor island and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best way 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 (refer to Strategy 1).

5. STRATEGY 5: Incorporate more aspects of population health and interprofessional 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. Since April 2020, 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 continues annually and will continue to be delivered virtually as that allows for higher participation, including with those learners on the neighbor islands.

b. Directors of Health System Science and Population Health have been recruited and are working with GME and UME leaders to develop a longitudinal curriculum.

BARRIERS/CHALLENGES

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

APPENDIX D.

LIST OF ABBREVIATIONS

Abbreviation	Full Description
AAMC	Association of American Medical Colleges
ACGME	Accreditation Council for Graduate Medical Education (GME accreditor)
AIR	Annual Institutional Review
APE	Annual Program Evaluation – reporting done annually by each program
AQTP	Advance Quality Training Program
EDW	Enterprise Data Warehouse
FD	Faculty Development
GME	Graduate Medical Education
GMEC	GME Committee – provides oversight for GME activities
HIPE	Hawai'i Inter-Professional Education
HPH	Hawai'i Pacific Health (comprised of Kapi'olani Medical Center for Women and Children, Pali Momi Medical Center, Straub Medical Center, and Wilcox Memorial Hospital and the HPH network of clinics)
HPHMG	Hawai'i Pacific Health Medical Group
HRP	Hawai'i Residency Programs, Inc.
LCME	Liaison Commission on Medical Education (medical school accreditor)
NI	New Innovations – web-based educational software data management system
PS	Patient Safety
QHS	The Queen's Health Systems (comprised of The Queen's Medical Center (QMC), Queen's – West O'ahu, North Hawai'i Community Hospital, and Moloka'i General Hospital and the QHS network of clinics)
QI	Quality Improvement
QPS	Quality & Patient Safety
QPS SC	Quality & Patient Safety Subcommittee (for the GMEC)
QUMG	Queen's University Medical Group
RCA	Root Cause Analysis
RL	Online Reporting Mechanism For Patient Safety Events
SA	Scholarly Activity
TAMC	Tripler Army Medical Center
THI	Total Healthcare Improvement
VA	(Department of) Veterans' Affairs Pacific Islands Healthcare System
WB SC	Well-Being Subcommittee (for the GMEC)

Institutional Self-Study Summary Form

> After completing the Institutional Self-Study, provide responses to the questions below.

Sponsoring Institution Name: University of Hawaii, John A. Burns School of Medicine

ACGME 10-Digit ID: 8001400104

Self-Study Date (Month and Year): April 2022

Reviewed and approved by:

_____   _____2/11/22_____

Printed Name: Jerris Hedges, MD, MS, MMM   Date

                Dean

                Representative of Sponsoring Institution's Senior Administration

_____   _____3-17-22_____

Printed Name: Randolph G. Moore   Date

                Chair, University of Hawai'i Board of Regents

                Representative of Sponsoring Institution's Governing Body

By signing the Institutional Self-Study form, the designated institutional official attests that the completed form has been reviewed and approved by the Graduate Medical Education Committee.

The UH JABSOM GMEC approved this on January 28, 2022.

_____   _____2/11/22_____

Printed Name: Lee Buenconsejo-Lum, MD, FAAFP   Date

                Designated Institutional Official

02/2020

Question 1: Institutional Self-Study Team

Who was included in the Institutional Self-Study team and why? List by name, role, and title. (Maximum 300 words.)

1. Lee Buenconsejo-Lum, MD, Designated Institutional Official
2. Holly Olson, MD, Deputy DIO
3. Susan Steinemann, MD, Assistant DIO
4. Jerris Hedges, MD, Dean of the Medical School - Representative of the Sponsoring Institution's senior administration
5. Hannah Distel, MD, GMEC Resident Leadership Forum Representative - One or more peer-selected residents/fellows
6. Marlene Keawe, MBA, GME Administrator & Chief Operating Officer of the Hawaii Residency Programs, Inc. and Crystal Costa, Program Specialist of the Office of the DIO at JABSOM - Sponsoring Institution institutional coordinators (one or more)
7. Kenric Murayama, MD, Chair Department of Surgery, GMEC Member, representing programs based out of the Queen's Health Systems
8. Kenneth Nakamura, MD, Chair Department of Pediatrics, GMEC Member, representing programs based out of the Hawaii Pacific Health institutions
9. Aida Wen, MD, Program Director of the Geriatric Fellowship Program, GMEC member
10. Mimi Lu, Program Administrator of the Internal Medicine Residency Program, GMEC member
11. Leslie Chun, MD, CEO of the Hawaii Pacific Health Medical Group (where ACGME training is conducted)
12. Jill Hoggard Green, PhD or Whitney Limm, MD, CEO / Executive VP of the Queen's Health Systems (where ACGME training is conducted)
13. Lisa Rantz, Representative from the Hawaii Medical Education Council
14. Katherine Finn Davis, Representative from the Hawaii Inter-Professional Education Committee

Question 2: Sponsoring Institution Mission

State the Sponsoring Institution's graduate medical education (GME) mission. (Maximum 250 words.)

The University of Hawaiʻi is a State-funded, Minority Serving Institution (Asian American, Native American, Pacific Islander, Alaska Native - Native Hawaiian). The John A. Burns School of Medicine (JABSOM), as part of the fabric of Hawaiʻi, is a diverse learning community committed to excellence and leadership in:
- Educating current and future healthcare professionals and leaders
- Delivering high-quality healthcare
- Conducting research and translating discoveries into practice
- Establishing community partnerships and fostering multidisciplinary collaboration
- Pursuing alliances unique to Hawaiʻi and the Asia-Pacific region
- Acting with forethought regarding right relationships, respect, and moral action ("Pono")

The School's basic mission is to teach and train high-quality physicians, biomedical scientists, and allied health workers for Hawaiʻi and the Pacific. Its major purpose is to provide an opportunity for a medical education previously unavailable to residents of Hawaiʻi and other Pacific nations. Our vision is ALOHA: to Attain Lasting Optimal Health for All.

JABSOM GME Mission
To fulfill the intent of the University of Hawaiʻi, JABSOM provides outstanding Graduate Medical Education that produces fully trained specialty and subspecialty physicians and develops learning environments within hospitals, clinics, and community settings in which quality patient care, health promotion, and academic excellence are sustained, and thereby advance the health and well-being of all the people of Hawaiʻi.

Question 3: Opportunities for the Sponsoring Institution

Describe important opportunities for the Sponsoring Institution. (Include information gathered for the Institutional Self-Study, and the Institutional Self-Study team's analysis of institutional performance, to discuss the Sponsoring Institution's environmental context. Maximum 250 words.)

Many of the JABSOM clinical department core faculty members were dually employed by the University of Hawaiʻi and the faculty practice of the Sponsoring Institution (SI). As of November 1, 2021, these faculty members in GME programs have joined their clinical colleagues as employed physicians of one of the two largest health systems that comprise the majority of clinical training sites in the state (Hawaiʻi Pacific Health and The Queen's Health Systems). These integrated cadres facilitate faculty alignment under shared

academic and clinical leadership with common expectations and incentives. The combination of research expertise and health system infrastructure enables increased resident, fellow, and faculty engagement in quality improvement and patient safety (QPS) initiatives as well as clinical health science research. Faculty development will be better integrated into the clinical learning environment, delivered, and tracked on the health systems' educational platforms. Well-being initiatives will be targeted to address system issues and incorporate the entire clinical care team.

Historically, GME programs have been concentrated on the most populated island, Oʻahu. There are critical physician shortages in the state's rural areas, including the neighboring islands. Expansion of GME programs in rural areas will facilitate physician recruitment and retention. Additionally, sharing academic resources and promulgation of best practices through regionally integrated networks of care will advance the quality of care for patients statewide. Positioning faculty and residents/fellows in rural areas would enhance opportunities to address barriers to care, access, and disparities in health care delivery.

Question 4: Threats Facing the Sponsoring Institution

Describe real or potential challenges that may affect the Sponsoring Institution's ability to achieve its aims. (Maximum 250 words.)

The SI suffered budget cuts due to diminished state revenues precipitated by the pandemic. Other major funders, including health systems, have suffered similar losses which impair their ability to invest in GME optimization, faculty recruitment, and program expansion.

Most GME programs work across multiple health systems. Health system revenue constraints or strategic growth plans may foster a more competitive environment which adds to the complexity of the collaborative relationships with the SI.

Federal definitions of "rural" that are utilized for GME financing and health professional training funding opportunities do not adequately reflect barriers to care access imposed by Hawaiʻi's unique geography. Language in the current IPPS GME Final Rule (Section 126 and 127) and proposed legislation reduces our likelihood of receiving new CMS positions.

An aging physician workforce, chronic specialist shortages, and pressure to generate clinical revenue reduce the availability of clinical faculty and sites.

The high cost of living negatively impacts the recruitment of faculty and residents/fellows. It also widens disparities in care as many patients suffer the impact of food and housing insecurities.

An increasing population of seniors with the nation's longest life expectancy will increase demands on health systems and community-based organizations.

Learners from other professions and trainees outside the SI may exacerbate the faculty shortage for GME trainees.

Expansion of telemedicine may have potentially negative effects on education, such as degradation of physical exam skills by both faculty and trainees.

Question 5: Sponsoring Institution Aims

Describe three to five aims related to the Sponsoring Institution's GME mission, and informed by the Institutional Self-Study team's analysis. (Maximum 150 words.)

1. QPS and culture of safety are integrated into the GME curriculum with regular participation of residents/fellows in interprofessional patient safety event analyses. Mentorship in QPS is facilitated by faculty who are knowledgeable about core principles and engaged in QPS processes and projects that align with the health systems priorities to enhance the health of our unique populations while providing compassionate, culturally-tailored, and resource-appropriate care.

2. Expansion of rural and neighbor island training sites where GME trainees provide culturally relevant and resource-appropriate care for patients within clinically integrated, team-based regional networks of care. GME trainees will routinely participate in interprofessional education (of all members of the healthcare team) to improve population health and achieve system-driven priorities in care access, service delivery, and resource investment.

3. Residents/fellows demonstrate knowledge of best practices for geriatric care and deliver care through age-appropriate pathways in clinically integrated regional care networks.

Question 6: Aims Linked to National Learning Community for Sponsoring Institutions

If applicable, identify any institutional aims that are aligned with the work of the ACGME's national learning community for Sponsoring Institutions. (Maximum 200 words.)

Aim 1 is aligned with the findings in SI2025: (16) Health System Mergers, (18 & 19) Health Systems and Healthcare Professionals and Population Health, (24) Physician Employment, (27 & 28) Accountability and Compensation for Faculty with Clinical and Educational Responsibilities, (32) Clinical Productivity and Faculty Educational Effort, as well as CLER National Report Theme 2 - Engagement in Patient Safety and Health Quality.

Aim 2 is aligned with the findings in SI2025: (15) Acute Care, (30) Remote Delivery of Health Care, (43) Funding Sources of GME, and (Practice of Med-4) Physician Workforce

Aim 3 is aligned with the findings in SI2025: (3) Demographics: Baby Boomers and (13) Medical Knowledge and Standardization of Clinical Care

Question 7: Advancing the Aims

Describe current resources, processes, activities, and/or policies that contribute to advancing these aims. (Maximum 250 words.)

The recent integration of academic (university practice) and clinical (hospital) employed faculty enables the redefinition of roles and infrastructure to advance QPS initiatives. An academic lead for patient safety for each program will facilitate reporting of site-specific quality data. Some programs have ready access to site- and provider-specific outcome measures benchmarked to national data. The SI DEI mission and professionalism philosophy impact all employees and learners. The SI has created training modules to ensure common understanding. Professionalism concerns can be raised by residents, fellows, and faculty via many avenues including human resources and anonymous electronic methods in addition to a newly appointed JABSOM Ombudsman. Core faculty development topics are being generated and we are working with the health systems to support widespread implementation. Faculty incentives are linked to participation in the quality curriculum and well-being initiatives.

Current neighbor island rotations exist in several programs. General Surgery, Obstetrics and Gynecology, and Family Medicine have proposed expanding residency positions to enable a greater number of rural rotations. The SI and several partners are advocating the state and federal levels in support of rural health training.

Federal advocacy to address the definition of rural to better reflect Hawaii's challenging geography is underway.

The Department of Geriatrics has helped both The Queen's Health Systems and the Family Medicine Clinic at Pali Momi become certified by the Institute for Healthcare Improvement. Geriatric pathways of care are being developed in most training sites and will be the model used to train residents in interprofessional teams.

Question 8: Sponsoring Institution Actions

Describe actions that the Sponsoring Institution will take over the next three to five years to achieve each aim. (Maximum 350 words)

The SI, with the health systems, will strengthen processes for residents, fellows, and faculty to regularly receive clinical site-level data to inform the development of quality improvement projects. Interprofessional patient safety event investigations and quality improvement projects will be integrated into the curricula of each program. Professionalism will be an explicit expectation for all faculty, and principles will be taught and assessed. Faculty development activities will be co-produced with the health systems, provided via the clinical sites' learning management platform, with tracking of participation and competency. The SI will assess outcomes via internal and external methods, including a review of scholarship produced by the residents, fellows, and faculty.

The SI will prioritize the expansion of programs into rural areas with workforce shortages that have sufficient patient and procedural volume to support GME training. Faculty members in rural areas will be integrated into the academic core, and faculty development opportunities will be readily accessible (including asynchronous, online) at rural clinical sites. Advocacy at the state and federal levels will continue by the SI and health system partners for increased funding for GME, state support for rural faculty and rotations, and new CMS GME positions, especially in rural areas of Oahu and the neighbor islands. The SI, as part of several statewide efforts to expand broadband access and telemedicine utilization, will work with the health systems to expand access to certain types of specialty care. Telemedicine expansion remains a core strategy to mature integrated regional networks of care, and the impacts of telemedicine on GME will be continually evaluated. The impact of learners external to the SI on faculty and training sites will be proactively assessed. The SI will continue to work with the other health professions' schools and health systems to identify opportunities for interprofessional education and stronger collaboration.

Programs and health systems will partner to develop age-friendly protocols and clinical pathways, including training to provide specialty-specific geriatric care. The SI and health systems will engage the entire clinical care team in initiatives to track processes and outcomes for geriatric patients (e.g., ACS Geriatric Surgery Verification).

2024 University of Hawaiʻi Legislative Update

For Presentation

UH Board of Regents
January 18, 2024

UNIVERSITY OF HAWAIʻI

- 2024 Supplemental Budget (Operating)

- 2024 Supplemental Budget (CIP)

- New Senate/House Members

- State Legislature – Committee Assignments

- Informational Briefings

- Legislative Calendar

2024 Supplemental Budget (Operating)

Category	Board of Regents		Governor	
	Pos	$$$	Pos	$$$
Restoration of General Funds	-	$ 21,126,848	-	$ 21,126,848
Full year funding of prior appropriations	-	$ 749,177	-	$ -
Enacting prior legislation	16.00	$ 2,131,555	5.00	$ 506,555
Hawaiʻi Promise Program	-	$ 22,006,406	-	$ 3,700,000
Wildfire Response	2.00	$ 500,000	-	$ -
Mental Health Support	6.00	$ 510,000	6.00	$ 510,000
Workforce Development	22.50	$ 4,166,763	16.50	$ 2,525,853
Priority Campus Support	64.00	$ 5,152,173	3.00	$ 250,528
Total	110.50	$ 56,342,922	30.50	$ 28,619,784

2024 Supplemental Budget (Operating)

Workforce Development

Description	Campus	Pos	$$$
UH Mānoa & UHWO Nursing Collaboration	Mānoa	6.50	$ 1,068,821
Neighbor Island Health Access & Pathway Extension	JABSOM	4.00	$ 925,000
M.A. in Counseling Psychology – Clinical Mental Health Specialization Program	Hilo	3.00	$ 210,000
Pre-Nursing Program Support	UHWO	3.00	$ 322,032
~~Early Childhood Education Support~~	~~UHWO~~	~~2.00~~	~~$ 180,910~~
~~Bachelor of Science in Education Studies Program Support & Expansion of Kahuawaiola Indigenous Teacher Education Program~~	~~Hilo~~	~~4.00~~	~~$ 285,000~~
~~Expand Apprenticeship Training~~	~~Maui College~~	~~—~~	~~$ 250,000~~
~~Equipment for Sustainable Agriculture Program~~	~~Leeward CC~~	~~—~~	~~$ 925,000~~
Total		**16.50**	**$ 2,525,853**

Priority Campus Support

Description	Campus	Pos	$$$
~~Community Event Support~~	~~Mānoa~~	~~6.00~~	~~$ 709,000~~
~~ACM Facilities & Core Support Services~~	~~UHWO~~	~~4.00~~	~~$ 252,648~~
~~Campus Safety - Security Position~~	~~UHWO~~	~~1.00~~	~~$ 61,800~~
~~Water Quality Lab~~	~~Maui College~~	~~2.00~~	~~$ 160,000~~
~~Stabilize Athletics Operating Budget~~	~~Mānoa~~	~~43.00~~	~~$ 3,136,642~~
~~CTAHR Cooperative Extension Support~~	~~Mānoa~~	~~5.00~~	~~$ 581,555~~
Incarcerated Students Program	Windward CC	3.00	$ 250,528
Total		**3.00**	**$ 250,528**

2024 Supplemental Budget (CIP)

Campus	Description	Board $$$ (MM)	Gov $$$ (MM)
System/Mānoa	System, RIM Projects	$ 110.00	$ 20.00
Mānoa	RIM Projects for Student Housing	$ 40.00	$ -
Mānoa	Hale Noelani Renovation	$ 80.00	$ -
Mānoa	PV Rooftop, PV Canopies, and Various Energy Efficiency Projects	$ 30.00	
Mānoa	Waikīkī Aquarium Upgrades	$ 9.00	$ 9.00
Mānoa	Coconut Island Sewer Line Upgrades	$ 3.00	$ 3.00
Mānoa	Holmes Hall	$ 8.00	$ 8.00
Mānoa	Assessment and Feasibility of Hamilton Library	$ 6.50	$ -
Mānoa	Mini Master Plan, Phase 3 - Kuykendall Hall	$ 5.00	$ 5.00
Mānoa	Central Administration Facility with Parking	$ 8.00	$ -
Mānoa	Waikīkī Aquarium Seawall Repairs	$ 3.00	$ 3.00
Mānoa	JABSOM Roof Replacement	$ 6.50	$ 6.25
Hilo	RIM Projects	$ 7.30	$ 7.30
UHWO	RIM Projects	$ 5.00	$ 5.00
UHWO	Road B Entry Plaza	$ 5.20	
UHWO	PV Carport	$ 5.00	
Total		**$ 331.50**	**$ 66.55**

Governor also converted a total of $101.2M in currently authorized General Fund CIP into GO Bond funded CIP ($30.0M for Mānoa RIM, $5.0M for Coconut Island Sewer, $16.2M for Hilo RIM, $25.0M for CCs CRDM, and $25.0M for CCs Minor CIP).

New Senate/House Members

Senator Troy Hashimoto (D)
Senate District 5 (Wailuku, Kahului, Waiheʻe, Waikapu Mauka, Waiʻehu)

Appointed on November 9, 2023, by Governor Green to fill vacancy left by Senator Gilbert Keith-Agaran on October 31, 2023.

Representative Tyson K. Miyake (D)
House District 10 (Portion of Waiehu, Paukūkalo, Wailuku, Wailuku Heights, Waikapū, Hyashi Village)

Appointed on December 15,2023, by Governor Green to fill vacancy left by Representative Troy Hashimoto on November 9, 2023.

VACANT

Representative … (D)
House District 29 (Kamehameha Heights, Kalihi Valley, portion of Kalihi)

Representative John Mizuno resigned on January 2, 2024, to become Governor Green's homeless coordinator. Governor Green has sixty days from the first day of the vacancy to appoint a person to represent House District 29.

Senate Committee on Ways and Means Members

Donovan Dela Cruz
Chair

Sharon Moriwaki
Vice Chair

Henry
Aquino

Lynn
DeCoite

Troy
Hashimoto

Lorraine
Inouye

Dru Mamo
Kanuha

Michelle
Kidani

Donna
Mercado Kim

Chris
Lee

Maile
Shimabukuro

Glenn
Wakai

Kurt
Fevella

Kyle Yamashita
Chair

Lisa Kitagawa
Vice Chair

Micah Aiu

Cory Chun

Elle Cochran

Andrew Garrett

Kirsten Kahaloa

Darius Kila

Bertrand Kobayashi

Rachelle Lamosao

Dee Morikawa

Scott Nishimoto

Mahina Poepoe

Jenna Takenouchi

David Alcos III

Gene Ward

UNIVERSITY OF HAWAI'I

State Legislature
Higher Education Committees

Senate Committee on Higher Education

Donna Mercado Kim
Chair

Michelle Kidani
Vice Chair

Carol Fukunaga

Troy Hashimoto

Kurt Fevella

House Committee on Higher Education and Technology

Amy Perruso
Chair

Jeanné Kapela
Vice Chair

Luke Evslin

Trish La Chica

Lisa Marten

Rose Martinez

Scot Matayoshi

Sean Quinlan

Chris Todd

Justin Woodson

Diamond Garcia

UNIVERSITY OF HAWAI'I

Informational Briefings

Wednesday, January 10 – Senate WAM/HRE Budget Briefing (9:30 a.m.)

Thursday, January 11 – House FIN Budget Briefing (1:30 p.m.)

Legislative Calendar

January 17 – Opening Day of the 2024 Legislative Session

January 22 – Governor's State-of-the-State Address

January 24 – Bill Introduction Cutoff

February 7 and 8 – Triple Referral Filing Deadline for the

House and Senate, respectively

February 16 – First Lateral

Conclusion

Student Housing Update – January 2024

This Mānoa Student Housing update highlights efforts that have progressed in the last month. While several initiatives are actively ongoing, the following have been selected because of its impact on the overall student living experience at the University of Hawai'i at Mānoa and/or the value in providing situational awareness to the Board.

Student Engagement Sessions
To assist in the planning and prioritization process for student housing improvement projects, several interactive sessions have been hosted by the Campus Design Lab, an initiative of the Office of Planning & Spatial Experience (OPSE), to solicit feedback from residents on the types of improvements and amenities they would like to see.

The first feedback session in November 2023 focused on outdoor spaces surrounding residential facilities. Students expressed a keen interest in spending time outdoors and would like to see the following improvements:

- Additional outdoor furniture that provides protection against the sun and rain
- Additional outdoor study spaces such as study gardens, group study workspaces, and individual study pods
- More food and drink options such as food trucks, coffee carts and farmer's markets
- Dedicated activity spaces that allow residents to exercise outdoors and play sports such as basketball or pickle ball
- Improved gathering spaces such as event plazas and residence commons that allow residents and RAs to host social events

Two sessions were held in December 2023 with Hale Aloha Towers residents to reimagine the use of lobbies, lounges and the rooftop commons in the buildings. Staff printed maps of the various spaces—lobby, lounge and rooftop—and miniature images of different furniture pieces, such as whiteboards, study pods and sports tables. The participants moved the furniture images to different locations on the maps to help them visualize their ideal design. Feedback received during the sessions is being incorporated into the final design of the Hale Aloha Tower Renovation project that spans common areas in all four residential towers and is scheduled to commence in summer 2024.

Legislative Site Visit and Information Requests
On December 22nd, 2023, representatives from the Senate Committee on Ways and Means and Senate Committee on Higher Education were accompanied by staff for a site visit of Hale Noelani and Hale Wainani. On December 26th, an information request was received from the Senate Committee on Ways and Means and Senate Committee on Higher Education, and a response was provided on January 5, 2024 to the Committees.

Item VII.
Executive Session

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION