

NOTICE OF BOARD OF REGENTS MEETING

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, July 18, 2019

Time: 9:00 a.m.

Place: University of Hawai'i at Mānoa
Information Technology Building
1st Floor Conference Room 105A/B
2520 Correa Road
Honolulu, HI 96822

AGENDA

- I. Call Meeting to Order**
- II. Approval of Minutes of the April 18, 2019 and May 16, 2019 Meetings**
- III. Election of Officers**
- IV. Public Comment Period:** All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via US mail, email at bor.testimony@hawaii.edu, or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information.
- V. Report of the President**
- VI. Committee and Affiliate Reports**
 - A. Report from the Committee on Academic and Student Affairs
 - B. Report from the Committee on Research and Innovation
 - C. Report from the Committee on Intercollegiate Athletics
 - D. Affiliate Reports
- VII. Agenda Items**
 - A. Review of the Executive Summaries of the Annual Institutional Reviews of Graduate Medical Education Programs at the John A. Burns School of Medicine for Academic Years 2016-2017 and 2017-2018
 - B. Awarding of Vice Chancellor Emerita Title to Kathleen Cutshaw

For disability accommodations, required by law for Persons with Disabilities requires at least (5) five days prior notice to the board office at 956-8213 or bor@hawaii.edu.

VIII. Executive Session (closed to the public)

A. Personnel: *(To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), Hawai'i Revised Statutes (HRS))*

1. Discussion of Personnel Actions (A-1 for approval)

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

1. Quarterly Status Report on Litigation

C. Private Donations: *(To consider matters relating to the solicitation and acceptance of private donations, pursuant to Section 92-5(a)(7), HRS)*

1. Acceptance of Private Donations

IX. Agenda Items (continued)

A. Personnel Actions (A-1 for approval)

X. Announcements

A. Regents and Presidential Scholars Dinner, July 18, 2019, at the UHM Campus Center Ballroom

B. Next Meeting: August 22, 2019, at the University of Hawai'i at Mānoa

XI. Adjournment

ATTACHMENTS

Attachment A1 – Personnel actions posted for action

Attachment A2 – Personnel actions posted for information only

17705

Attachment A-1: Personnel Actions for BOR approval.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH Mānoa	French	Alexandra	Interim Vice Chancellor	Office of the Vice Chancellor for Administration, Finance and Operations	Appointment	\$13,334	August 1, 2019 - July 31, 2020

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

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UNIVERSITY OF HAWAII
BOARD OF REGENTS

Recommendation: That the Board approve the personnel action as recommended.

David Lassner
President

Attachment A-2: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Kunz	Amy	Associate Vice President	Office of the Vice President for Budget and Finance/Chief Financial Officer	Appointment	\$15,000	August 1, 2019
UH Mānoa	Braun	Kathryn	Acting Dean	Myron B. Thompson School of Social Work	Appointment	\$13,007	August 1, 2019 - December 31, 2019
UH Mānoa	Sabine	Christopher	Interim Associate Dean	School of Ocean and Earth Science and Technology	Appointment	\$16,223	July 19, 2019 - July 18, 2020
UH Hilo	Chun	Gregory	Executive Director, Maunakea Stewardship	Office of the Chancellor	Appointment	\$12,920	July 19, 2019
UH Hilo	Gomez	Lara	Associate Dean	Daniel K. Inouye College of Pharmacy	Appointment	\$14,584	August 1, 2019
UH Hilo	Kapono	Donnette	Interim Assistant to Senior Executive	Office of the Chancellor	Appointment	\$8,334	August 1, 2019 - July 31, 2020
Community College System	Oyadomari-Chun	Tammi	Interim Associate Vice President	Office of the Vice President for Community Colleges	Appointment	\$11,418	August 1, 2019 - July 31, 2020
Hawai'i Community College	Yamamoto	Jessica	Interim Dean	Career and Technical Education	Appointment	\$8,500	July 19, 2019 - July 18, 2020
Honolulu Community College	Higa-King	Jennifer	Dean	University College	Appointment	\$9,470	July 19, 2019
Kapi'olani Community College	Radak	Lisa	Dean	Health Academic Program	Appointment	\$10,258	August 1, 2019
Kaua'i Community College	Flaherty	Amy	Vice Chancellor	Administrative Services	Appointment	\$9,584	August 7, 2019
Windward Community College	Brandvold	Kelli	Interim Vice Chancellor	Administrative Services	Appointment	\$9,292	August 19, 2019 - August 18, 2020

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

MINUTES

BOARD OF REGENTS MEETING

APRIL 18, 2019

I. CALL TO ORDER

Chair Lee Putnam called the meeting to order at 9:45 a.m. on Thursday, April 18, 2019, at Leeward Community College, Education Building, Room 201A/B, 96-045 Ala 'Ike, Pearl City, Hawai'i 96782.

Quorum (15): Chair Lee Putnam; Vice Chair Jeffrey Portnoy; Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Jan Sullivan; Regent Michelle Tagorda; Regent Robert Westerman; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Others in attendance: President David Lassner; Vice President for Administration Jan Gouveia; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; University of Hawai'i, Mānoa (UHM) Provost Michael Bruno; Interim UH-Hilo (UHH) Chancellor Marcia Sakai; UH-West O'ahu (UHWO) Chancellor Maenette Benham; UH-Maui College (UHMC) Chancellor Lui Hokoana; Honolulu Community College (HonCC) Chancellor Erika Lacro; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony from Brian Powell, Chair of the UHM Faculty Senate (UHMFS), offering comments relating to the UHM reorganization plan.

Williamson Chang, provided oral testimony relating to managing disputes regarding Maunakea, noting that lines of communication need to be established. He noted his support for the second round of hearings on the proposed administrative rules, but suggested that the university conduct outreach with alumni and people outside of Hawai'i and to use this as an opportunity to begin a dialogue.

III. REPORT OF THE PRESIDENT

President Lassner provided a report highlighting the following:

- President Lassner provided an update on the UHM reorganization, noting that UHM is now operating under the interim organization charts approved by the board last month. Administration intends to honor the will of the UHMFS to try to do the remainder of the reorganization all at once. The re-merging of the Travel Industry Management (TIM) School with the Shidler College of Business and the merging of the College of Language, Linguistics and Literature and the College of Arts and Humanities with the School of Pacific and Asian Studies are being prioritized.

The proposals were developed collaboratively with participants from the affected units, although there is not unanimous support. The details of the proposed reorganizations are available online and the proposals are going through the formal consultation process in accord with applicable policies and procedures. The consultation process is expected to close May 13, 2019. Administration has requested the UHMFS focus on these proposals, with the goal of taking action before the beginning of the next academic year.

- The Phase 2 reorganization has commenced with five new mini-design teams in the areas of educational excellence; student success; research, scholarship, and graduate studies; enrollment management; and equity, climate, and conflict resolution. Each team includes representatives from within the units, stakeholders, and shared governance groups. Groups will work over the summer with the goal of having organization charts and functional statements for the new offices by the end of September. Informal consultation will take place in fall 2019 with the goal of creating a formal proposal by spring 2020 to complete the Phase 2 reorganization at one time as requested by the UHMFS.

Hawai'i Graduation Initiative (HGI)

- The Legislature approved continuation of Hawai'i Promise funding for the community colleges, but funding was not extended to the four-year campuses.
- The Legislature approved \$455,000 for each of the next two fiscal years for the Hawai'i Nutrition Employment and Training (HI-NET) program that serves about 290 students on four community college campuses. The added funding will allow UH to expand the program to serve approximately 1,000 students on all seven community college campuses.

Hawai'i Innovation Initiative (HII)

- A press event was held with the Governor and the Natural Energy Laboratory of Hawai'i Authority (NELHA) to celebrate the creation of a new sustainable aquaculture accelerator in Kona. These companies will develop aquaculture technologies in Hawai'i that can advance the state of aquaculture in Hawai'i and globally. VP Syrmos spearheaded UH's participation in this endeavor, with NELHA, HATCH, Hawai'i Strategic Development Corporation, and Hawai'i Technology Development Corporation (HTDC).

21st Century Facilities (21CF)

- Three credible proposals have been received for the Atherton YMCA project and are being reviewed by the joint UH-University of Hawai'i Foundation (UHF) team, with the plan to select one proposal for exclusive negotiation. Regents will be briefed in more detail on the overall project status and selection at the next Committee on Planning and Facilities meeting scheduled for the week of May 1, 2019. For now, administration is working completely within the framework of previously-approved board actions. Executive management is leading and contributing on this project with UHF. There are multiple models for providing student housing capacity in P3 environments, and administration is keeping UHM Interim VC for Students Lori Ideta informed and she will be brought in when administration reaches the point of understanding the selected private partner's approach to residential life services. VP Young has reported that based on the proposals received, the project is looking very promising.
- Administration receives daily inquiries from faculty, staff, community members, legislators, former regents, and a former governor inquiring whether UH is buying the St. Francis school property. This parcel is a once-every-century opportunity for UH given the size and adjacency to UHM campus. The property is owned by the Syracuse-based Franciscan Sisters, not the local school or its board. His management team has held numerous discussions regarding a potential transaction with parties from St. Francis. He and VP Young will be meeting with the leader of the Franciscan Sisters next month when she is in town. Administration has requested the Legislature provide some revenue bond authority in the budget for this transaction if it were to materialize. There is nothing concrete to report at this time, but administration will brief regents as the situation develops.

High Performance Mission-Driven System (HPMS)

- The UHM Men's Volleyball team is ranked number 2 and will be playing in the Big West Conference Men's Volleyball Tournament this weekend, and hopefully the National Collegiate Athletic Association (NCAA) Men's Volleyball Championship in May.
- The Kapi'olani Community College (KapCC) culinary team has been invited back to the National Finals of the American Culinary Foundation Competition this summer as one of only five teams in the country. He commended Chef Jason Peel and the students for this astonishing achievement.

President Lassner ended his report by sharing a [video](#) regarding UH's participation in producing the first image of a black hole, which provides stronger proof than ever before of Albert Einstein's Theory of Relativity. In 2017, eight telescopes in strategic locations around the world were focused at the same place in the Messier 87 galaxy for one week to gather data, including UH's Submillimeter Array Telescope and the James Clerk Maxwell Telescope on Maunakea. These telescopes made up a planet-sized telescope to gather data, truckloads of disks were shipped to central super computers to

process, and new algorithms developed to understand the data and eventually create the image. UHH Hawaiian language professor and cultural practitioner Larry Kimura named the black hole Pōwehi, a name sourced from the Kumulipo. At more than 70,000 views, this video is the most-viewed UH News video in history.

Report of the Host Campus

Vice Chancellor Della Teraoka welcomed everyone and shared some highlights of recent student achievements; the inaugural graduating cohort from the Special Education certificate program; efforts to reduce cost barriers to higher education including HI-NET, on-campus food pantry, and no cost textbooks; the parking lot photovoltaic project and other energy efficiency measures adopted by LeeCC that will bring LeeCC to 98% of its net-zero energy goal by late summer 2019; accreditation outcomes and commendations; growth of the Early College program with 14 partner schools; progress on the Acceleration Initiative; expansion of the number of 5-week online courses; and being recognized as a National Center of Academic Excellence in Cyber Defense 2-Year Education. VC Teraoka also discussed challenges facing LeeCC and strategies being undertaken to address enrollment, and graduation and transfer rates.

Regent Kudo arrived at 10:14 a.m.

VC Teraoka ended her report by mentioning two culminating events being held on April 27 and May 4 to celebrate LeeCC's 50th anniversary.

Vice Chair Portnoy expressed concerns regarding there being no mental health counselor on campus this semester and urged administration to make getting a mental health professional on staff an immediate priority. VC Teraoka explained that filling the position was a top priority last year and an advertisement was placed. She was not sure where things were with the hiring process, but administration wants to fill the position as soon as possible. In the interim, UHWO has been providing support as needed.

Michael Cawdery, LeeCC Faculty Senate Chair, provided a [handout](#) summarizing the LeeCC Faculty Senate Chair's priorities, executive committee priorities, and standing committee record and accomplishments.

Regent Nahale-a inquired as to how LeeCC builds the student-centered culture, and whether it was part of the recruiting process, an orientation component, or through systems in place. Chair Cawdery shared that he meets with colleagues one-on-one to discuss who LeeCC students are, their goals, and community needs, and having real honest conversations about whether the instruction quality is enough to get students where they need to go. There are centers on campus, academic services, and resources allocated to quality instruction, but sometimes the onus is on an individual faculty member's commitment to quality instruction, but it can be difficult to motivate faculty who may not be interested in quality conversations. Getting quality faculty into the system also plays a big part of the process.

Regent Moore indicated that students that regents met with this morning were very complimentary about the quality of the instruction at LeeCC.

IV. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Budget and Finance

Committee Chair Moore summarized the committee report.

B. Report from the Committee on Planning and Facilities

Committee Chair Yuen summarized the committee report.

C. Affiliate Reports

UH Student Caucus (UHSC): Regent Acopan reported that the UHSC met on April 6, 2019, at UHMC and received presentations on open educational resources. Issues were raised regarding the ability for instructors to directly communicate with each other when students are having problems. She reminded them about the MySuccess (Starfish) communication system and possible Family Educational Rights and Privacy Act issues. Issues were also raised regarding class availability and students not being able to complete their degrees in a timely manner. She requested delegates collect information on what classes are not available and why students cannot graduate on time, and whether it was a matter of convenience, accessibility, low enrollment, or lack of faculty. She indicated that Emeritus Regent Higa connected with a post-doctoral researcher at the John A. Burns School of Medicine whose biggest concern is parking.

V. REPORT ON AGB CONFERENCE ON TRUSTEESHIP

Regent Tagorda reported that there were approximately 800 attendees from 46 states at this year's Association of Governing Boards of Universities and Colleges (AGB) conference. Outgoing AGB President Richard Legon was recognized for his many years of service and new President and CEO Henry Stoeber was introduced. She indicated that purpose of AGB is to help regents/trustees lead with confidence through resources provided by AGB. The ongoing Guardians Initiative helps promote higher education as a private and public good, and emphasizes the role of trustees and regents as advocates for higher education.

Attending this conference helped reaffirm what regents/trustees should do, and reinforced the importance of following best practices of peers across the country. A highlight for her was the opening session speaker Duncan Wardle, former VP of Innovation and Creativity at Disney, who framed what innovation looks like in higher education. Mr. Wardle challenged regents/trustees to ask provocative questions and have foresight regarding the disruption that will occur in higher education in the coming years and react and respond accordingly.

She attended a session on student retention, and the need for regents/trustees to be conscious of the student experience from initial communication through subsequent

interactions with students and implementing institutional thinking systems and operationalize board initiatives to support students through the entire spectrum of the student experience.

A session on educational equity emphasized the need to focus on outcomes and experiences of faculty, staff and students, and being cognizant and responsive to how social and cultural factors impede the success of institutions and be accountable for to the equity factors that exist in higher education.

There was a lot of emphasis on the effectiveness of board governance, which made her glad that similar conversations were being held within the committee and as a board. A plenary session on board governance noted the importance of: having the right people serve on the board, which is not something that can be controlled, focusing on the right issues at the right time, and continuing professional development amongst regents/trustees so the board is continually engaged and can have meaningful discussions.

Her favorite quote was regarding the need for regents and trustees to “be on the balcony and not the stage” by focusing on long-term perspectives with the best interest of the institution.

Regent Bal indicated that this was his second AGB conference and it is a great opportunity to see the similarities and striking differences between different boards at public and private higher education institutions. He concentrated on governance sessions because of his role as Chair of the Committee on Personnel Affairs and Board Governance. One session focused on the responsibilities of regents/trustees and a list of governance mishap factors was provided that included: failure to do homework, lack of engagement, failure to act, failure of quorum, not understanding fiduciary duty, and lack of board diversity.

Another session on governance assessment called for external, independent review of the board’s performance. Upon inquiry, the presenters later indicated an internal review assessed by a third party might be acceptable. The most controversial aspect of discussions related to assessment of individual regents/trustees. The presenters indicated that if individual assessments are done, there needs to be awareness of potential ramifications, specifically with regard to public boards. AGB has done governance reviews of higher education for North Dakota and Maryland. The attendees discussed the practices of their governance boards, which is similar to what our committee does.

There was another session on Institutional Crisis – Making Board Governance an Asset, and a crisis counseling attorney noted the importance of having a crisis management and communication plans. Five takeaways included: facts are king, the truth will come out, legal and public relations are two competing masters, your response may be as important as the crisis itself, and find unanimity.

The plenary session on board governance that he and Regent Tagorda attended had very interesting panel members including Shauna Ryder Diggs, a regent from University of Michigan and incoming AGB Board Chair.

VI. ITEMS FOR DISCUSSION AND/OR APPROVAL

A. For Action Consent Agenda

- 1. Approval of Lease Agreement Between the State of Hawai'i and the University of Hawai'i Covering a Portion of Sand Island for Snug Harbor Relocation and Marine Education Training Center (METC) Facility Use Purposes, Honolulu, O'ahu (Tax Map Key No.: (1) 1-5-041: portions of 006, 130, and 334)**
- 2. Acknowledge Receipt of the Real Property Development Project Summaries for the University of Hawai'i – West O'ahu, Atherton YMCA, and Former Oceanic and Atmospheric Administration (NOAA) Site projects**
- 3. Appointment of a Permitted Interaction Group to Review and Make Recommendations on Regents Policies Related to Investments**

Regent Yuen moved to approve the consent agenda, seconded by Regent Westerman.

Regent Acopan indicated she did not have a problem with the materials provided on Atherton YMCA project but wanted to be sure that the concerns that have been raised regarding the scope of the project are being addressed.

President Lassner clarified that this agenda item is a statement that the board accepts the report it received in the Committee on Planning and Facilities, and administration intends to do another full status briefing at the next committee meeting.

Regent Nahale-a expressed concern about the process and the discussions that took place in committee about the role of regents, which was as important or more important than the Atherton issue itself. He found it concerning that there did not seem to be shared understanding of when real estate projects are required to come before the committee or board, and the issue was not resolved.

Vice Chair Portnoy noted that permitted interaction groups (PIG) are not subject to the Sunshine Law, and questioned why the discussions could not take place in a public committee meeting, which is a more transparent process.

Chair Putnam responded that the three board policies regarding investments are convoluted and more substantive reviews and revisions needs to occur. As extensive work needs to be done, the PIG could devote the time needed and accomplish things more efficiently than a committee that meets every other month. The PIG could look at the policies in depth and come up with recommendations for the Committee on Budget and Finance to review, and bring the revised policies to the board for approval. Regent Moore explained that the PIG process allows for transparency by offering time for the public and committee to review the report before discussion of the report at a subsequent meeting and taking action after that. The PIG process was successfully

used with the incorporation of fossil-fuel divestment recommendations developed by regents, faculty and students, into the investment policy.

Vice Chair Portnoy requested the item VIA3 be taken off the agenda.

Regent Yuen withdrew his motion, Regent Westerman withdrew his second, and the consent agenda items were taken up separately.

1. Approval of Lease Agreement Between the State of Hawai'i and the University of Hawai'i Covering a Portion of Sand Island for Snug Harbor Relocation and Marine Education Training Center (METC) Facility Use Purposes, Honolulu, O'ahu (Tax Map Key No.: (1) 1-5-041: portions of 006,130, and 334)

Regent Wilson moved to approve the lease agreement between the State of Hawai'i and UH, seconded by Regent Yuen. The motion was put to a vote and carried unanimously.

2. Acknowledge Receipt of the Real Property Development Project Summaries for the University of Hawai'i – West O'ahu, Atherton YMCA, and Former Oceanic and Atmospheric Administration (NOAA) Site projects

Chair Putnam explained that during an earlier report, President Lassner briefed the board on potential projects being considered. These projects can progress before formal action is brought to the board. The real property development project summaries were an attempt to start a process where the board has the opportunity to understand the goals of the proposed project, parties involved, potential and resource implications and raise concerns early on in the process. It was noted during the Committee on Planning and Facilities meeting that process may not be fully consistent with existing board policy on real estate transactions. Issues raised during the meeting are under consideration and review, but the committee felt that the board should formally acknowledge receipt of information about the projects so the project can proceed with the expectation of formal status reports as projects develop.

President Lassner explained that administration was trying to determine if the format and methodology of the summaries were useful to the regents so they could employ it on other potential projects to keep regents informed.

Questions were raised regarding why this item needs a vote when the intent is only to acknowledge receipt of the summaries.

Regent Acoba explained that when he first joined, the board regents were asked to vote on a contract and he was not aware of any background information being provided. At some point, administration needs to inform the board of the project's status or the board will run the risk of having to make a decision on a large project within a tight timeframe. These summaries are a way to formalize the process of informing the board early on, provide a record on potential projects, and serve as the basis for future action.

Vice Chair Portnoy moved to acknowledge receipt of the real property development summaries, seconded by Regent Wilson.

Regent McEnerney commented that the information in the summaries was useful, but questioned the need for a vote.

Chair Putnam indicated that she hoped the board could get to a point where everyone understands the process and how it should work, and incorporate revisions to board policy as needed.

Regent Yuen noted that working through the project review process was very educational and provided regents with a better understanding.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously with the exception of Regent Nahale-a voting against, and Regent McEnerney abstaining.

3. Appointment of a Permitted Interaction Group to Review and Make Recommendations on Regents Policies Related to Investments

Regent Moore moved to approve the appointment of an Investments Task Group, seconded by Regent Wilson.

Regent Sullivan requested clarification on the purpose and specific goals for the task group. Regent Moore explained that the task group will review the appropriate role of regents with regard to investments, what regents should be doing and they should ask others to do, review asset allocation ranges, whether the board and ASUH should create a perpetual inflation-protected revenue stream of income that can be invested and used for the purposes for which the funds were established, and whether the three separate policies could be condensed into a single, more succinct policy. The task group recommendations will depend on task group discussions, and potentially may not be unanimous. Regent Sullivan expressed her expectation that the goals of the task group will be outlined and that progress reports would be made to the Budget and Finance Committee.

Chair Putnam referred to the scope of the task group and proposed task group leadership and members as contained in the action memo.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously with the exception of Vice Chair Portnoy voting against.

The board went into recess at 11:27 a.m. The meeting reconvened at 11:36 a.m.

B. Approval to Request the Governor's Approval to Hold Public Hearings Regarding Amendments to Hawai'i Administrative Rules Title 20: (A) Chapter 10, "Delinquent Financial Obligations"; and (B) Chapter 12, "Parking and Operation of Motor Vehicles"

VP Okinaga introduced this item and explained that it is one of the products of the ongoing project to streamline the university's administrative rules.

Associate Vice President (AVP) for Legal Affairs Gary Takeuchi explained that these minor proposed revisions were a result of the recent approval of Phase 1 of the UHM reorganization, which eliminated the chancellor position. Some of the rules referred to

responsibilities of chancellors and the proposed revisions clarify definitions accordingly. A revision is also being proposed for Attachment 1 of Chapter 12, Parking and Operation of Motor Vehicles, to adjust a fine from \$260 to \$100 to make it consistent with statute. AVP Takeuchi requested the board approve administration's request to seek the Governor's permission to take these changes out for public hearing.

Vice Chair Portnoy asked a procedural question as to whether administration was simply asking the Governor for authorization to hold a public hearing without commenting on the substance, or is the implication that by asking the Governor for permission to hold a hearing that the board has preliminarily approved the proposed rules. AVP Takeuchi explained that the request is to obtain the board's approval to ask the Governor to hold public hearings, but if regents have substantive concerns regarding the proposed amendments that they should be raised before the public hearings are scheduled. After the public hearing, the rules will come back for formal board approval.

Regent Moore moved to approve request to hold public hearings related to Chapters 10 and 12 of the Hawai'i Administrative Rules, seconded by Regent Acoba, and the motion carried unanimously.

C. Approval of Administration's Recommendation to Hold a Second Round of Public Hearings on the Revised Draft of Chapter 20-26, Hawai'i Administrative Rules, entitled "Public and Commercial Activities on Mauna Kea Lands"

Vice Chair Portnoy clarified that he is voting to allow a second round of public hearings and not endorsing the content of the rules.

Chair Putnam clarified that it is not inappropriate at this point to have a discussion if any of the regents feel very strongly about any part of these rules, or regents can vote no or abstain, but the action being considered today is to have rules go out for public hearing in the current form that was publicly announced and noticed.

Regent Moore commented that this is the second time the proposed rules have been before the board. Public hearings were held, lots of public comment was received, and the rules were revised to accommodate comments. If there are concerns about anything in the rules, then it should be discussed now. If a majority of regents do not think something in the rules is appropriate, we do not want to have to go out for a third round of public hearings.

Regent Kudo commented that as part of the rulemaking administrative procedure, rules can go through several iterations after public hearings. He asked if an assumption is made that this second round of hearings is the final round, and changes are made based on comments received, is the university precluded from making further changes originating from regents, staff, or legal recommendation, or would the rules have to go out for another round of public hearings because post-hearing changes were made to the rules.

Associate General Counsel (AGC) Jesse Souki explained that the minimum standards under Chapter 91, Hawai'i Revised Statutes (HRS), is that a public hearing is held on a draft of the rules prepared by the agency, comments are received from interested parties and those comments must be reviewed and relevant changes can be made can be made to the rules. HRS Section 304A-1903 requires an extra public hearing to be held on Hawai'i Island, which was done for the first set of public hearings, but the rest of the process is the same. The changes from the first round of public hearings were taken into consideration and an informal comment period was also conducted. The team working on the rules reached out directly to individuals who made comments and further revisions were made. If the board approves this request and the rules go out for public hearings, if there are any significant changes then another round of public hearings will be needed. He noted that the rules have been in the making since shortly after 2009 when the Legislature granted authority for the Board of Regents to adopt rules on Maunakea, so many comments have been considered.

Regent Kudo inquired on the measure of a "significant" change. AGC Souki responded that determination is made on a case-by-case basis when the rules are reviewed by the Office of General Counsel (OGC).

Regent Acoba requested that OGC review whether after the public hearing an agency itself can make changes and then adopt those changes without having to go back out for another round of public hearings. AGC Souki responded that it is too early to determine whether further revisions may be needed after this second round of public hearings, but if comments are received during this second round of public hearings then regents have the ability to change their minds and make further revisions, even if another round of public hearings is required.

Vice Chair Portnoy noted that the public notice does not suggest that the board is agreeing to the substance of the rules, just that the board is being asked to send the rules out for a second round of public hearings. If the board is being asked to discuss the substance of the rules, he questioned whether public notice was complied with, and proposed possible deferment of the item.

Regent Kudo commented that if regents need more time to consider the rules and make comments that might result in a significant change, then the board should take that time now.

Chair Putnam asked for clarification from OGC regarding what is appropriate at this time based on the agenda wording. VP Okinaga responded that the agenda wording is similar to wording used by other state agencies for the rulemaking process. The regents are approving this proposed draft to go out for public hearing; if regents recommend changes after the public hearing it might result in another round of public hearings. If regents currently have major concerns, they should be addressed now or the matter should be deferred for further consideration.

Chair Putnam noted that regents are also members of the public and as such could provide individual comment at a public hearing.

Vice Chair Portnoy noted that the State of Hawai'i spent four years litigating a procedural error made by another branch of state government, and suggested it was best to postpone action for one month, make the agenda as specific as needed, and vote on whether the board approves the rules at the next board meeting to avoid a potential legal challenge of the rules.

President Lassner commented that similar discussions occurred when the rules went out for the first round of public hearings last year. The university and other agencies have used the exact language in accordance with Chapter 91 processes. After the initial round of public hearings, the board was advised in a public meeting that a second round of public hearings was needed. Both the initial draft and this proposed draft have been publicly posted, and press releases asking for public comment were made. Members of administration appeared on statewide public television this morning to invite public commentary on the rules for this meeting. He does not believe there is anyone who cares about these rules that does not understand that the proposed rules will either be amended to go out to public hearing or go out to public hearing as is.

Regent Nahale-a was not in favor of rushing the process or shortchanging opportunities for individuals to weigh in on this important matter, however, he is a proponent of moving forward because the rules are needed and long overdue. The comments from the first round of public hearings were fabulous and the public deserves the opportunity to weigh in again. A good faith effort was made on these rules and if regents can come to an agreement that the proposed rules are close enough that they can consider them fairly when they come back to us with public comments then we should move on them today. There are sensitivities about the Thirty Meter Telescope (TMT) and stewardship of Maunakea, but waiting will not help us get there. Having clear rules and letting the public know how the rules will be enforced will move us forward. He did express concern about the statement in the action memo that seemed to indicate that significant changes to the proposed rules were not expected. Getting public feedback is the purpose of the public hearings and it was unnecessary to project an outcome because the board is going to openly hear comments from the public and make a decision after that point.

Vice Chair Higaki commented that there has been lots of good discussion but noted that there has not been a presentation or motion at this point. He proposed moving forward with the presentation and going through the normal procedure before further discussions take place.

VP Okinaga stated that OGC does not believe there is a legal problem with the agenda item as noticed. In response to Regent Nahale-a's concern, she noted that significant changes to the proposed rules were not expected because there has been so much formal and informal outreach, comments, and revision through multiple versions of the rules, and she noted the absence of testimony at the instant meeting regarding the rules, including silence from the Office of Hawaiian Affairs.

Regent McEnerney raised a question about the second set of administrative fines on Exhibit A, and why the wording for some fines was "not more than" instead of listing ranges that did not overlap. The violations seemed pretty serious and it looks like there

technically could be no fines for each of the 3 violations. AGC Souki explained that the fines are based on the fines the Legislature established in Act 132, which is codified under Chapter 304A. The first set of rules contained what was in statute, and public comment received indicated the fines were pretty high for public activities. In response to those comments, a fee schedule was prepared with ranges, and puts some discretion on the enforcing entity to develop citations based on the schedule and specify the fines. Another comment received during the informal comment period was the desire for there to be a warning for public activities before a citation is issued, which was incorporated into the rules. The commercial activities fines are definitely higher. Regent McEnerney expressed concern about the fine for firearms potentially being lower than one for snow play. AGC Souki explained that one of the requirements is that fines are consistent with the Forest Reserves and Natural Areas Reserves Rules, and the fines associated with similar violations.

Chancellor Sakai requested the board approve administration's recommendation to hold a second round of public hearings on the revised draft of the administrative rules for the university's managed lands on Maunakea. She provided a historical overview of the process and revisions the rules underwent to date. The proposed changes in the revised draft primarily address concerns regarding Native Hawaiian traditional and customary practices, permit requirements for large groups, limits on use of cell phones and flashlights, access by 4-wheel drive vehicles, and structures of fines, more fully summarized in Schedule B. Should this matter be approved, the same number of public hearings will be held in the same areas as last time. Comments and testimony received will be fully considered, and further revisions made if necessary. If no substantive revisions are necessary, the goal is to bring the final draft to the board for approval and submittal to the Governor.

Office of Maunakea Management (OMKM) Director Stephanie Nagata provided a presentation on the significant revisions made since the previous draft as summarized in Attachment B.

Regent Westerman departed at 12:13 p.m. Quorum was maintained.

Regent Sullivan asked for clarification on whether the modification for use of bicycles by written permission was intended to be part of the permit process. Ms. Nagata responded that it was more of a registration. AGC Souki explained that permit or written permission is defined in the definitions section of the rules. It does not necessarily fall under that section, and could be a different process that is developed by the enforcing agency. He added that this does not fall under the permit process and is intended to be a written permission.

Regent Sullivan moved to approve the administration's recommendation to hold a second round of public hearings on the revised draft of Chapter 20-26, Hawai'i Administrative Rules (HAR), entitled "Public and Commercial Activities on Mauna Kea Lands" [MKR Draft III], seconded by Regent Nahale-a.

Regent Sullivan indicated the comments that she was about to make were not part of this action but were important. She acknowledged the hard work done by everyone

who worked on these rules, which are long overdue. Assuming the rules move forward, the university has to be ready to implement them. The management of Maunakea needs to evolve. She encouraged everyone to read the audit report on Maunakea from December 2018 because it is instructive and interesting. If the university wants to manage Maunakea in a unified, thoughtful, efficient, and culturally-sensitive manner then we need to look at the organization of how Maunakea is being managed, which cannot be done well without making changes. Multiple agencies at UHM and UHH are involved and OMKM receives approximately \$2 million and Maunakea Support Services (MKSS) receives \$4.5 million, with expenses being spread among the two agencies. There needs to be some comprehensive, unified, management body that can implement the rules in a thoughtful way.

Regent Sullivan asked President Lassner when, if at all, he planned on bringing a proposed new management structure for the management of Maunakea. President Lassner responded that he agreed with everything that was said. He met with the Maunakea Management Board (MKMB) regarding changes to their bylaws that would unify the management program and bring in a stronger cultural component and they are very open to that. What action is required by the Board of Regents is unclear because MKSS is an extramurally funded program and does not exist on any organization chart. A meeting is scheduled for May to discuss detailed MKMB bylaw amendments. These bylaws do not require approval by the Board of Regents, but he is happy to involve the full board in reviewing them.

Regent Sullivan noted that the board approved the creation of OMKM, and with multiple agencies involved she felt that administration needed to look at the whole organization and asked what the timeframe for doing so would be. President Lassner responded that he would work with OGC to determine what the appropriate process with the board might be. The goal is to have the new structure in place around July.

Regent Moore commented that incorporating a more unified management of Maunakea would be good, and suggested that remarks by Professor Chang during public testimony about the communication aspect of management of Maunakea were appropriate and would help create better understanding and dialog. Chair Putnam added that it would be useful for the board to have a better understanding regarding the crisis management and crisis communication strategy administration has in place.

Regent Acoba asked for clarification from OGC on whether we can move forward given the statement in the action memo about not expecting significant revisions to Draft III. VP Okinaga responded that she tried to address that issue earlier, and would rather explain it for the record than try to revise board materials that have already been posted publicly. Chair Putnam suggested that the minutes reflect stated concerns over that sentence in the action memo.

Regent Sullivan clarified her intention for the motion was what she read into the record as the action, nothing more. Chair Putnam added that the only action being approved is administration's recommendation to hold a second round of public hearings on the revised draft of Chapter 20-26, HAR, entitled "Public and Commercial Activities on Mauna Kea Lands" [MKR Draft III].

Vice Chair Portnoy stated that he will vote to approve sending out the rules to public hearing but indicated he is not in any way ratifying the proposed rules and reserves the right to vote at the appropriate time on the final set of rules.

Regent Bal indicated that the traditional and customary practices seem to be the main issue, and it has been acknowledged that constitutional rights will not be abridged. Anticipating another set of rules and the opportunity for public comment, he asked how solid OMKM thinks the rules are, and whether OMKM expected to receive complaints that would lead to the need for significant changes to the rules. Ms. Nagata responded that a number of comments are expected, but she noted that currently without rules there are no limitations on individuals who want to exercise traditional practices as long as those practices are not criminal or severely impact resources. Those individuals have 24/7 access to the mountain and the rules do not impact their ability to exercise their practices. President Lassner noted that the changes to this section of the rules were the most significant. Complaints and concerns will be received no matter how the rules read. Greg Chun, Chair of MKMB conducted a number of informal consultations with UHM faculty that helped guide the university on this particular approach. These individuals were not in support of TMT, but willing to engage in discussions.

Regent Wilson requested clarification on the motion that was made. Regent Sullivan clarified that the motion was to request the board approve administration's recommendation to hold a second round of public hearings on the revised draft of Chapter 20-26, HAR, entitled "Public and Commercial Activities on Mauna Kea Lands" [MKR Draft III].

The motion having been moved and seconded was put to a vote.

Regent Acoba indicated that he voted with the motion insofar as it puts out the rules for a second public hearing, but not any of the action memo or printed recommendation from administration.

The motion carried unanimously, with the exception of Regent Westerman who was excused.

- D. Approval to Elevate the Donor Recognition Naming Opportunity for the Hon Kau and Alice Lee Endowed Faculty Fellowship to the Hon Kau and Alice Lee Distinguished Professorship at the University of Hawai'i at Mānoa Shidler College of Business**
- E. Approval of the Establishment of the First Insurance Company of Hawai'i Distinguished Professorship in Insurance at the Shidler College of Business, University of Hawai'i at Mānoa**
- F. Approval of the Re-Naming of the First Insurance Company of Hawai'i Distinguished Professorship at the Shidler College of Business, University of Hawai'i at Mānoa**

Provost Bruno gave an overview on all three items related to the UHM Shidler College of Business and noted that these professorships continue to elevate the college and attracts some of the best faculty.

Regent Moore moved to approve all three agenda items, seconded by Vice Chair Higaki, and the motion carried unanimously.

Chair Putnam indicated that agenda items VI.G., Legislative Update, and VI.H., Performance Evaluation Process for the President of the University of Hawai'i, would be taken after Executive Session.

VII. EXECUTIVE SESSION (closed to the public)

Upon motion by Vice Chair Higaki, seconded by Regent Bal, the board unanimously 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), Hawai'i Revised Statutes (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 12:53 p.m. Regent Acoba recused himself from the quarterly status report on litigation portion of executive session.

Vice Chair Portnoy departed at 1:19 p.m., Regent Kudo departed at 1:57 p.m., and Regent Yuen departed at 2:07 p.m. Quorum was maintained.

The meeting reconvened at 2:09 p.m. Chair Putnam noted that the board went into executive session to discuss legal matters and personnel matters as indicated on the agenda.

VIII. ITEMS FOR DISCUSSION AND/OR APPROVAL (cont.)

A. Personnel Actions (A-1 for Approval)

Regent Wilson moved to approve the personnel actions on Attachment A-1, seconded by Vice Chair Higaki, and the motion carried unanimously with the exception of Vice Chair Portnoy, Regent Kudo, Regent Westerman, and Regent Yuen, who were excused.

G. Legislative Update

VP Young provided an update on legislative measures of interest including budget bills, UH legislative initiatives, measures relating to the board and governance, measures relating to UH operations, and board nominees.

VP Young noted that although the primary legislative appropriations bill, House Bill No. 2, had been signed into law, there are still some outstanding components such as the capital improvement program budget. He highlighted Senate Bill No. 33, which modifies the Film Production Income Tax Credit and includes provisions relating to UHWO and the HTDC entering into an agreement relating to a parcel of land, and noted that the bill is prescriptive in its nature and they are working with the Department of Business, Economic Development, and Tourism on the bill.

Chair Putnam requested VP Young provide another legislative update at the May board meeting.

H. Performance Evaluation Process for the President of the University of Hawai'i

Chair Putnam announced that at the next board meeting, the president would provide in open session an update on his progress in relation to the three roles of chief executive officer of the board, the University of Hawai'i System, and the University of Hawai'i, Mānoa, as identified in the recently revised Regents Policy 2.202, Duties of the President, as preparation for discussion in Executive Session in July for evaluation of the president and to establish shared goals and priorities moving forward.

IX. ANNOUNCEMENTS

Chair Putnam announced the next board meeting is scheduled for May 16, 2019, at Windward Community College.

X. ADJOURNMENT

There being no further business, Regent McEnerney moved to adjourn, and Regent Wilson seconded, and with unanimous approval, the meeting was adjourned at 2:32 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents

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

MINUTES

BOARD OF REGENTS MEETING

MAY 16, 2019

I. CALL TO ORDER

Chair Lee Putnam called the meeting to order at 10:02 a.m. on Thursday, May 16, 2019, at Windward Community College, 45-720 Kea'ahala Road, Hale Akoakoa 101 & 103, Kaneohe, Hawai'i 96744.

Quorum (15): Chair Lee Putnam; Vice Chair Jeffrey Portnoy; Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Jan Sullivan; Regent Michelle Tagorda; Regent Robert Westerman; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Others in attendance: President David Lassner; Vice President for Administration Jan Gouveia; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; Interim UH-Hilo (UHH) Chancellor Marcia Sakai; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Windward Community College (WinCC) Chancellor Ardis Eschenberg; Honolulu Community College Chancellor Erika Lacro; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

Chair Putnam explained that after the agenda was posted, board leadership became aware that Emeritus Regent Chuck Gee was in poor health, and because the next board meeting is not until July, it seemed appropriate to honor him today. She requested a motion to amend the agenda to add an item to approve the awarding of the Regents' Medal of Distinction to Chuck Gee. She noted that according to Section 92-7(d), Hawai'i Revised Statutes, adding an agenda item requires a 2/3 vote of members provided that item is not of reasonably major importance and action by the board will not affect a significant number of persons. She confirmed with the Office of General Counsel that this agenda item meets those qualifications. She indicated that the agenda item would be taken up after agenda item VI.A.

Vice Chair Portnoy moved to approve amending the agenda to include approving the award of the Regents' Medal of Distinction to Mr. Chuck Gee, seconded by Regent Wilson. The motion was put to a vote and carried unanimously.

II. APPROVAL OF MINUTES OF THE MARCH 28, 2019 MEETING

Regent Moore moved to approve the minutes of the March 28, 2019, meeting, seconded by Vice Chair Higaki, and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony from Jim Shon offering comments regarding the UHM reorganization. No individuals signed up to provide oral testimony.

IV. REPORT OF THE PRESIDENT

President Lassner provided a report highlighting the following:

- U.S. Senator Brian Schatz visited UHM last month for a Research Corporation of the University of Hawai'i (RCUH) forum. President Lassner shared a [video](#) clip containing Senator Schatz's perspective on how public policy makers should think about UH.
- President Lassner indicated that he and Vice Chair Portnoy met with the All Campus Council of Faculty Senate Chairs (ACCFSC) to follow-up on the results of the faculty climate survey. ACCFSC is working on parsing the data by campus so chancellors can work with their faculty. No recommendations have yet been provided to campuses, administration, or the board. Discussions centered on improving communications. Concerns about bullying revolved around faculty treatment of other faculty; administration will work with the ACCFSC to address these concerns.
- He commended VP Okinaga and VP Young for working with the City and County of Honolulu and the Hawai'i Community Development Authority on an agreement to restore approximately 100 student and employee parking stalls for the John A. Burns School of Medicine and the UH Cancer Center. Rates will be approximately the same as the new parking rates.
- President Lassner provided an update on the UHM reorganization. He noted that Provost Bruno has reached out to Jim Shon to schedule a meeting regarding the questions in his testimony.

Five functional design teams have been formed for Phase 2 and each team has two co-leaders. Meetings have been held with the team leadership, who will determine the method they will utilize to accomplish their tasks. Draft organization charts and functional statements are targeted for the end of September 2019, and informal consultation on the organization charts and functional statements targeted for end of December 2019, and formal organizational proposals available for formal consultation by January 2020, with the goal of implementation of Phase 2 by July 2020.

- Avi Soifer, Dean of the William S. Richardson School of Law, announced his intent to retire. Noreen Mokuau, Dean of the Myron B. Thompson School of Social Work, has agreed to chair the Search Advisory Committee (SAC). The first meeting will be today and a public announcement of the SAC members is scheduled for May 17, 2019.
- Campus governance groups on the 7 community college campuses have submitted recommendations for the UH System VP for Community Colleges SAC, which is expected to be announced next week. VP Straney and Chancellor Hokoana will be co-chairing the SAC.
- He commended the UH men's volleyball team on reaching the national championship finals in Long Beach, California, which Regent Yuen attended.

Hawai'i Graduation Initiative (HGI)

- It is too early to predict enrollment, but preliminary numbers indicate that UHM enrollment may increase, and UHH enrollment may increase for the first time in 7 years. UHM is currently up 5% for new freshmen and 3% for new students, including transfers. Opening enrollment is up 6.7% compared to last year. Chancellors review enrollment numbers regularly. The numbers are also used to diagnose problem areas, especially the transfer of community college students to the four-year campuses.
- The Hawai'i P-20 Partnerships for Education received a \$418,000 grant to develop online Early College courses to reach students in rural areas. Online offerings for Career and Technical Education (CTE) programs are also being considered.
- Coca-Cola pledged \$95,000 for a UHM scholarship program to enable first generation students to access, persist, and succeed in higher education. These funds along with \$50,000 of internal UH scholarship funding will be used to support transfer student scholarships. This will help four-year campus students who are not eligible for the Hawai'i Promise program.
- The accelerated online Associate in Arts degree is going well. Demand was three times more than what was identified for the first cohort, so UH is expanding to meet demand. An online Bachelor of Social Work will start in fall 2019, followed by a Bachelor of Arts in Interdisciplinary Studies with an emphasis in Social Sciences in fall 2020. UH is also identifying online CTE opportunities. Online courses are cohort-based, five-week courses that are targeted for returning adults.

Hawai'i Innovation Initiative (HII)

- Extramural funding for the UH System is more than 10% ahead of last year and may exceed \$400 million in total this year.

- UH will be receiving its indirect cost rate agreement from the U.S. Department of Health and Human Services. The UHM on-campus rate will increase by 4% from 41.5% to 45.5% by fiscal year 2023, the largest increase in the indirect cost rate that UH has ever received. There will be similar increases in the F&A rate at Kaka 'ako and off-campus. As a result, there will be increased availability of research and training revolving funds, which is the primary source of investment in new research programs, start-up funds for faculty, and other strategic opportunities.

21st Century Facilities (21CF)

- There has been recent press coverage about the Hawai'i State Department of Education's (DOE) effective use of Job Order Contracting for construction projects. The university has been using the same concept called Indefinite Delivery Indefinite Quantity (IDIQ) for several years. Under IDIQ, the university enters into one competitive contract, and can award individual tasks for projects without having to go out to bid every time. UH has entered into 11 IDIQ contracts, two new IDIQ contracts are in process. These contracts have resulted in 39 work orders valued at about \$1.5 million. IDIQ has created numerous efficiencies including time and cost-savings.

High Performance Mission-Driven System (HPMS)

- Discussions have occurred to explore the possibility of extending a down payment assistance program for DOE employees to UH employees. This program may be useful for some employees, but will not solve the broad challenge of affordable housing for Hawai'i's education workforce.
- Consultation for the School of Travel Industry Management (TIM) and the Shidler College of Business reorganization is underway. The UHM Faculty Senate (UHMFS) Committee on Administration and Budget supported the reorganization with reservations, but the full UHMFS requested the matter be deferred pending a survey of the 10 TIM faculty. Consultation with the unions is in occurring, and the unions have requested some additional time.
- Consultation is underway on the reorganization and merger of the College of Arts and Humanities, the College of Languages, Linguistics and Literature, and the School of Pacific and Asian Studies. The strategic purpose for this proposed merger is to integrate language and culture with the university's Asia-Pacific core expertise to create great strength for UHM and help emphasize the arts and humanities and languages, which have been experiencing declining enrollment.
- Meetings were held with the directors of the Maunakea observatories and the Maunakea Management Board (MKMB), with Board Vice Chair Higaki and Regent Nahale-a participating. Topics discussed included: creating a more unified structure for UH's stewardship of Maunakea; the concept of appointing the chair of MKMB as a university executive who would directly oversee the stewardship of Maunakea across the UH System; the possibility of partnering

with the 'Imiloa Astronomy Center to focus on culture and education in conjunction with stewardship; and making MKMB more representative of stakeholders.

MKMB expressed concerns regarding designating four seats to represent specific stakeholder groups, but was supportive of inviting input from stakeholder groups when appointments are made. The directors of the Maunakea observatories are happy with the way the Maunakea Support Services program is working under the leadership of the Institute for Astronomy, but expressed concern about any changes that might impact the services they pay for.

These matters can be addressed by revising the bylaws, which are under the authority of the MKMB, and are integrated with the work being done to update the Maunakea Master Plan, the Comprehensive Management Plan, and the Environmental Impact Statement for a new master lease to extend astronomy on Maunakea past 2033.

- The financial model when the Daniel K. Inouye College of Pharmacy was opened in 2007 was predicated on certain levels of enrollment and a mix of resident and non-resident students. Many universities around the country built pharmacy schools with a similar model, which has negatively impacted enrollment. He commended Dean Ma and Interim Chancellor Sakai for their efforts to address the issue before it became a financial problem. In addition to cost reductions, the structure of the program is being reviewed and a consultant has been assisting and has recommended a Blue Ribbon team.

President Lassner noted that esports is a \$1 billion industry that is poised for rapid growth with the same components as the traditional sports industry, and the Mountain West Conference is starting an esports program. Sky Kawwelo, a PhD student in Communications and Information Sciences, has led UH's efforts and is doing the first dissertation in the country on esports in academia and teaches an esports course. President Lassner shared a [video](#) on the UHM esports team and noted that the team includes female team members, which is very unusual in the industry.

President Lassner ended his report by announcing that this was interim Chancellor Sakai's last board meeting and the new UHH chancellor will start on July 1, 2019. Ms. Sakai will be returning to a faculty position and utilizing her economic skills to help VP Straney with a planning project on UH's financial viability. President Lassner also recognized VP Morton, who is retiring after 49 years of service to the university.

Report of the Host Campus

Chancellor Eschenberg provided an overview of WinCC's imperative to promote excellence in education through its Early College program, pathway learning communities, and certified supplemental instruction program. WinCC provides additional support for students including a campus childcare center opening in fall 2019; the Kids at College program for school-age children of WinCC students; the Aloha Bar

resource and information center; campus food pantry; financial aid outreach; and the Hawai'i Nutrition, Employment and Training (HiNET) program.

WinCC Student Caucus President Bernadette Garrett shared her experiences with student support at WinCC, specifically the HiNET program that provides financial assistance to students for food, childcare, transportation, scholarships, textbooks, and other expenses through workforce education and training.

Chancellor Eschenberg highlighted the short-term study-abroad experiences that provide access for Native Hawaiian, female, and Pell-eligible students. She also discussed Project Imua, which is sponsored by the National Aeronautics and Space Administration, and provides students with hands-on experience in rocketry and engineering.

On behalf of the WinCC Faculty Senate, anthropology instructor Dr. Christian Palmer provided an overview on WinCC's landscaping plan, based on research and a survey, showing a desire for more native and canoe plants on campus, the ongoing collaborative plan development process, and creating proposals to fund plan implementation. The goal is to have the landscaping and grounds support the educational mission of the campus, and helps individuals who come to campus learn about Hawai'i ecosystems, traditional cultural practices, and about WinCC.

Regent McEnerney noted that students praised the unity of faculty, staff, and students, which is a compliment to the operation of the campus.

V. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Budget and Finance

Committee Chair Moore summarized the committee report.

B. Report from the Committee on Independent Audit

Committee Chair McEnerney summarized the committee report.

C. Report from the Committee on Planning and Facilities

Committee Chair Yuen summarized the committee report.

Committee Chair noted that this was his last board meeting and thanked the board and the Committee on Planning and Facilities for supporting the committee's goals and objectives. He recognized VP Gouveia and her staff for the tremendous progress made over the last 5 years. He requested the next committee chair continue the momentum and work and noted deferred maintenance as a continuing concern and requested the board and administration continue to place a high priority on deferred maintenance. He further noted that tremendous progress has been made and he expressed his belief that trust in the university has significantly improved.

Regent Kudo commended Committee Chair Yuen for his efforts and agreed that deferred maintenance is a major problem for the university that the next committee chair will need to continue to address. He noted the challenge in garnering legislative support

for deferred maintenance related to a perception that the university could not manage construction projects efficiently. He commended President Lassner and VP Gouveia for the progress over the last 6 years in improving the project management process, including the implementation of the eBuilder construction management software system, which shows real-time progress and status on construction projects.

D. Affiliate Reports

All Campus Counsel of Faculty Senate Chairs (ACCFSC): Vice Chair Portnoy reported that he and President Lassner met with the ACCFSC who is revising their bylaws and ascertaining their role in the UH System. He noted that criticisms of the board were mostly a result of miscommunication. He expressed his disappointment that it took a year for the ACCFSC to extend an invitation to meet for which they apologized. He concluded that the meeting was productive and believes there will be a good relationship going forward.

P-20 Council: Regent Tagorda reported that the P-20 Council met on May 3, 2019, and received an update on the Hawai'i early college state plan from the Executive Office on Early Learning. It was noted that building and supporting the early childhood education workforce and the university's role in aligning degrees and certificates with licensing requirements and employee needs are key to helping more families and children access higher quality early childhood education and care.

The council also received an update from the Hawai'i Department of Education, which is working toward the 2030 Promise Plan that will guide Hawai'i's public school systems from 2020 to 2030.

Extensive discussions were held regarding the 55 by '25 goal, and President Lassner provided an update. Data was presented on the number of students who stopped-out from the university and how that information could be utilized to evaluate and increase goals towards 55 by '25.

Research Corporation of the University of Hawai'i (RCUH): Regent Bal reported that the third RCUH Annual Forum entitled, "View from the Hill" was held on April 23, 2019. Senator Schatz provided his perspective and answered questions from the audience. VP Syrmos; Jennifer Sabas; Dr. Aimee Grace, Director of Health Science Policy; and Rick Rocheleau, Director of the Hawai'i Natural Energy Institute, led a panel discussion focused on federal funding priorities and shared their perspectives on obtaining and executing federal grants.

The board went into recess at 11:17 a.m. and reconvened at 11:26 a.m.

VI. AGENDA ITEMS

A. Approval of University of Hawai'i Tuition Schedule, Academic Year (AY) 2020-2021 through AY 2022-2023

VP Straney provided an overview of the proposed tuition schedule for AY 2020-2021 through AY 2022-2023 that included a summary of the January 2019 tuition proposal

considered by the board, a summary of the current three-year tuition proposal, competitive challenges, proposed rates by unit, and revenue impact. He indicated that the first page of Attachment 1 of the action memo was revised to correct and clarify a footnote regarding tuition for the third- and fourth-year of baccalaureate programs at UH Maui College (UHMC).

VP Straney explained that administration took into consideration the feedback regents provided at the January board meeting and consulted with chancellors and deans to develop a modified proposal. The current proposal focuses on affordability, particularly for residents, because tuition rates have been steadily increasing over 10 years and are now higher than peers in the western United States, and addresses concerns over competitiveness, particularly for graduate programs, while maintaining the revenue required to keep the university operational.

The 2019-2020 tuition rates will be maintained for the next three years for all rate categories except UHM graduate education. Tuition for UHM resident graduate students will be reduced by 2% in 2020-2021 and remain constant for the subsequent two years. The UHM non-resident graduate tuition will be reduced by 10% in 2020-2021 and remain constant the subsequent two years. The proposed schedule provides the ability to make adjustments in response to enrollment fluctuations.

Chair Putnam reminded the board that a report was received in November and a proposal at the January board meeting, and that no action was taken in January and administration was asked to take feedback into consideration and return to the board with a new proposal.

Regent Sullivan moved to approve the proposed UH tuition schedule for AY 2020-2021 through AY 2022-2023 which:

- (1) Maintains the AY 2019-2020 tuition rates for the next three years for all rate categories except graduate education at UHM;
- (2) For UHM resident graduate students: reduces tuition by 2% in AY 2020-2021 and remains constant for AY 2021-2022 and AY 2022-2023;
- (3) For UHM non-resident graduate students: reduces tuition by 10% in AY 2020-2021 and remains constant for AY 2021-2022 and AY 2022-2023; and
- (4) For UHMC four-year programs: establishes a full-time tuition rate equal to the rate for 12 credits, to match the practice at the four-year campuses.

The motion was seconded by Regent Kudo.

Regent Sullivan shared that her first board meeting as a regent in 2011 involved approving a 5-year tuition schedule with aggressive escalations every year. As a new regent she agonized over the proposal and ended up being the only regent besides the student regent who voted against the proposal. After the Great Recession, the amount of state support decreased. She noted that the board and administration worked on increasing financial transparency to build trust with the legislature and constituents of the university, and acknowledged the efforts of the board and administration to improve fiscal transparency and accountability. She expressed her belief that tuition rates should be held flat for the benefit of the students, even under the university's fiscal constraints.

Regent Sullivan referenced Aloha United Way's Asset Limited, Income Constrained, Employed ([ALICE Report](#)) that provides information on Hawai'i's working citizens and their income and cost of living. She noted that 58% of Hawai'i households fall below the ALICE threshold and the impact of tuition costs on the university's goal to increase access to residents.

Regent Acopan expressed her appreciation as a graduate student with family members also in college for the proposal to make tuition more affordable and accessible. She noted that UHMC's 4-year programs are being matched to the practice of other 4-year campuses by establishing a full-time tuition rate equal to the rate for 12 credits and asked why there was no cap on community college tuition given the 15 to Finish initiative.

VP Morton explained that approximately 60% of community college students are part-time, and the cost of their degree would be much higher than full-time students; the ratio would make it inequitable and unfair for the part-time students to subsidize the costs of the full-time students. He also noted that community colleges operate on a slim margin and campuses need to know how much revenue there will be per class so decisions can be made about course offerings. With the Hawai'i Promise program, the community colleges have changed the way financial aid is awarded so that students on financial aid get full coverage regardless of the number of credits taken. Since all credits are paid for as part of the financial aid packaging, students are encouraged to take 15 credits because it does not cost them additional money.

Vice Chair Portnoy expressed his belief that the tuition schedules should be voted on individually and not collectively. He had no objections to the majority of the proposal but did not think it was appropriate or fiscally responsible to freeze undergraduate tuition for 3 years given the uncertainty of legislative funding and turbulent economic times. He favored a one-year undergraduate tuition freeze, with an annual financial evaluation.

Chair Putnam confirmed that the motion on the floor is to consider the entire tuition proposal.

Regent Kudo indicated that in January he agreed with Regent Portnoy about not freezing tuition for 3 years because there was no provision in the tuition proposal to reassess. His position has changed because even though the proposal is to keep tuition constant for 3 years, it includes a provision requiring monitoring and evaluation, and allows for possible adjustment in the event of economic impact.

Regent McEnerney suggested that clarification be made with regard to annual evaluation of the tuition schedule. He expressed that he did not believe there was a causal relationship between tuition and enrollment, as other factors are involved. He also noted that Hawai'i Promise essentially allows any low-income community college student to attend classes without charge, and that UHWO and UHH are less expensive, and thereby did not view affordability as a major issue.

Regent McEnerney further commented that it did not make economic sense to freeze tuition for 3 years. He noted that the Department of Business, Economic

Development and Tourism is predicting an approximate 2% rate of inflation during the time period for the tuition schedule, and if faculty increases are 16% or more annually, the tuition increase for students is only a small percentage. He also noted that students expressed concern that student services may be reduced in the event of economic impact. He indicated he was against the proposal as written, unless the tuition actions were voted on individually.

Regent Acoba referenced slide 19 of the presentation that showed the number of students needed to offset revenue losses if tuition is increased by 1%, and asked for clarification if the figures shown were annual or over the three year period. VP Straney responded that the figures shown were annual, and clarified that the proposal is not to increase tuition by 1%; the chart illustrates that if tuition is held constant and enrollment increases by 76 UHM undergraduate resident students, the revenue impact would be the same as if tuition were raised by 1%.

Regent Acoba asked how successful UHM has been at increasing undergraduate resident enrollment annually and what the actual numbers were for the past 3 years. VP Straney responded that the campuses are more actively managing enrollment and estimated an increase of fewer than 76 students annually. He agreed to provide the actual numbers to regents. Regent Acoba commented that whether the number of additional undergraduate resident students needed was attainable seemed crucial in decisionmaking. VP Straney explained that the number will matter when the AY 2020-2021 schedule goes into effect.

Regent Acoba noted that at the May meeting of the Committee on Budget and Finance, there seemed to be concern because of declining tuition revenue and asked VP Young if he had reviewed the tuition proposal and made any projections. VP Young responded that the management team reviewed the proposal and stressed the elasticity factor whereby lower tuition rates should result in an increase in enrollment. He noted the difficulty in predicting whether the actual target would be reached and that there were numerous factors to consider.

Questions were raised as to whether affordability was the primary reason for reduced enrollment and if that was taken into consideration in developing the tuition proposal. VP Young explained that he and VP Straney identified a number of factors that lead to a reduction in enrollment, including programs such as 15 to Finish, Early College, and dual credit which contribute to student success but also contribute to reduced enrollment and decreased tuition revenues. This emphasizes the point there is not necessarily a correlation between enrollment numbers and tuition revenue.

Regent Wilson agreed with the importance of performing an annual analysis and noted the difficulty in determining the market in academia because of the different types of programs. He indicated his support for the proposal provided the university conduct a review on the market demand. VP Straney explained that UH enrollment numbers are based on headcount and acknowledged revenue as an important factor that will be evaluated annually in conjunction with enrollment.

Regent Kudo moved to add to the main motion, “all of the above will be subject to annual evaluation and adjustment to prevent significant negative economic/enrollment impact to the university.”

Chair Putnam asked VP Straney for his reaction to the proposed amendment to the motion and he responded that if administration presents the impact of enrollment on revenue, factors in a financial aid strategy, and gives a projection looking forward in November, then the board could instruct administration to bring back a tuition schedule adjustment in January, which provides enough time to hold public hearings necessary to present a proposal to adjust the tuition schedule at the end of the spring semester, which if approved by the board would go into effect in the fall of the following year. He clarified that any reduction in tuition would not require public hearings, and if no action is taken then whatever tuition schedule is currently in place would remain.

After clarifying that President Lassner had no objection to the amendment, Regent Sullivan seconded.

Vice Chair Portnoy stressed the importance of cost of attendance, and noted that tuition is one component of what it costs to attend a university. He added that UHM is a commuter school with most students living off campus, which is not comparable to residential peer institutions on the mainland. He reiterated that he was not against the tuition freeze, but thinks 3 years is too much. VP Straney explained that the reason for the focus on tuition is because it is the only element of cost of attendance determined by the board.

Regent McEnerney questioned the underlying assumption that tuition is driving enrollment because he felt cost of attendance was more important. VP Straney noted that tuition was more than 1/3 of the total cost of attendance. He agreed with earlier comments that it needed to be made very clear that tuition may need to be adjusted to mitigate economic concerns. VP Straney explained that there is a clear indication that tuition and attendance are correlated and it is a function of family income.

Regent Nahale-a asked for clarification on whether there would be approximately \$3.2 million in potential lost revenue if UHM graduate tuition decreases and VP Straney responded that it was more “opportunity cost.” Regent Nahale-a commented that he was more concerned about the impact of collective bargaining agreement increases and other potential cost increases that are much more significant than the tuition increase, and it is up to administration to balance the budget if there is not enough tuition revenue. He noted that what is said to the community matters, and the message that UH understands and cares about affordability will have an impact. He agreed with concerns others have expressed, but feels they can be mitigated. He emphasized the importance of on-campus services, such as mental health services, which may keep students in school versus dropping out and losing a semester, which thereby contributes to affordability.

Regent Acoba asked whether there were alternatives to make up the deficit if there were to be an impact on the budget as a result of lower enrollment and a reduction in tuition. VP Young responded that the campuses and the university would immediately

need to look at reducing existing programs and services to balance expenses with revenues, and that the extent of the reductions would largely depend on the severity of the revenue impact. He added that other financial means such as reserves are available, and campuses have demonstrated fiscal prudence in managing revenue variances.

Regent Westerman commented that some students choose to attend mainland schools because they want to experience something outside of Hawai'i and that tuition is not the only factor. VP Young replied that, anecdotally, it does not seem that tuition costs and affordability at UH are the most significant factor for attendance because there is a large population of students in private high schools, and almost all of those schools costs more than UH.

Chair Putnam commented that it was irresponsible not to have a tuition schedule of at least 3 years because students need to be able to plan what college will cost each year with some degree of certainty. She indicated she would vote in favor of the proposal in its entirety because it is a good balance between our fiduciary responsibilities, concerns for access and affordability, and giving students the best value the university can continue to provide.

VP Straney clarified for Regent Acoba that the number of UHM undergraduate resident students increased by 118 from last year to this year. Regent Acoba explained that this was not a question of opportunity because the university does a great job and there is public policy that supports the requirement that qualified individuals should be afforded the opportunity to go to college. He noted that if tuition is held steady, it may retard the reduction in people attending the university, but that is based on the assumption that there is a direct relation between enrollment and cost. He indicated he would support the proposal because it did not sound like there were many alternatives, and the board needs to put some trust in what administration has put forth as a way to promote revenue.

A motion having been moved and seconded, the motion as amended was put to a vote and carried with the exception of Vice Chair Portnoy and Regent McEnerney voting against.

Chair Putnam proposed combining the executive sessions for item VIH1 and items VII. There were no objections.

H. House Bill No. 398, Relating to the University of Hawai'i

Chair Putnam explained that this bill affects the composition of the board and that the Governor's office provides the affected agency an opportunity to respond to legislation being considered for enactment or veto. She added that the president has made a determination that it is not appropriate for him to respond on behalf of the board, so any response that is provided should come from the board. Regents will be consulting with general counsel in executive session followed by discussion in open session. She requested a motion to go into executive session to discuss legal and personnel matters as indicated on the agenda.

Vice Chair Portnoy commented that he did not agree with anything other than specific legal advice by general counsel regarding House Bill No. 398 being discussed in executive session. Chair Putnam clarified that any other discussion would be held in open session.

VI. EXECUTIVE SESSION (closed to the public)

Upon motion by Vice Chair Higaki, seconded by Regent Wilson, the board unanimously 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), Hawai'i Revised Statutes (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 12:49 p.m.

The meeting reconvened at 3:02 p.m. Chair Putnam noted that the board went into executive session to discuss legal and personnel matters as indicated on the agenda.

VIII. AGENDA ITEMS (continued)

A. Personnel Actions (A-1 for Approval)

Regent McEnerney moved to approve the personnel actions on Attachment A-1, seconded by Regent Wilson, and the motion carried unanimously.

Approving the Award of the Regents' Medal of Distinction to Mr. Chuck Gee

Chair Putnam requested a motion to approve the award of the Regents' Medal of Distinction to Mr. Chuck Gee. Vice Chair Portnoy made the motion, seconded by Regent Acoba.

Vice Chair Portnoy noted that the Regents' Medal of Distinction is a rare honor which has not been awarded in a very long time. He shared that Mr. Gee was a mentor to him when he first joined the board. Mr. Gee was the co-founder and longest serving dean of TIM from 1976 to 1999 and received countless awards and recognition for achievements in spanning his lifetime. Vice Chair Portnoy encouraged the board to approve this recognition.

Chair Putnam added that many regents have worked with Mr. Gee and she felt it was appropriate to recognize him.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously.

B. Approval to Name the New Hale Imu Building on the Kaua'i Community College Campus

VP Morton requested the board approve naming the recently completed Hale Imu building on KauCC as Ka Hale Imu a Kikuchi in honor of Dr. Bill Kikuchi, a former faculty

member who was active in archaeology and anthropology for almost 50 years. Dr. Kikuchi's dream was the creation of a hale imu that could become a gathering place for people on Kaua'i to celebrate Native Hawaiian and other cultures. It was made possible by a legislative appropriation sponsored by Senate President Ronald Kouchi. VP Morton noted that Dr. Kikuchi worked for KauCC for 26 years and passed away in 2003, and requested the regents honor his memory, his work, and his vision by approving this request.

Regent Westerman moved to approve naming the new Hale Imu building on KauCC as Ka Hale Imu a Kikuchi in honor of Dr. Bill Kikuchi, seconded by Regent Kudo, and the motion carried unanimously.

C. Annual Report of the Independent Audit Committee to the Board

The annual report was included in the materials for information only. No further action is needed and there was no discussion.

D. Legislative Update

Due to time constraints, this item was deferred.

E. Year in Review by the President

Chair Putnam explained that this self-assessment is the first step in the process of the evaluation of the president and that an executive session to conduct the evaluation will be held at a future board meeting.

President Lassner shared a [handout](#) entitled, "President's Year in Review," that includes comments on the role and job of the president, progress on major goals, other notable outcomes, and notable opportunities and challenges ahead.

Vice Chair Higaki departed at 3:20 p.m. Quorum was maintained.

Regent Tagorda noted her appreciation for the emphasis on student retention as a notable outcome and the importance of building a culture where students feel connected and invested in staying at UH.

F. Report on Board Office Operations

Due to time constraints, this item was deferred.

G. Plan for Board Self-Assessment Under Regents Policy 2.202

Chair Putnam stated that she is working with President Lassner and a survey will be circulated to regents soon.

H. House Bill No. 398, Relating to the University of Hawai'i (continued)

Vice Chair Portnoy expressed concerns over the legislation, its impact on autonomy, and issues surrounding implementation. He disclosed that the end of his term is near and his name is on a list before the Governor. He noted that regents are volunteers, that it is difficult getting everything done with 15 regents, and the workload will be increased if there are only 11 regents. He suggested that legal and practical concerns

should be discussed with the Governor and expressed his hope that regents will have input in determining the number and representation on the board.

Regent Sullivan mentioned that in March 2019 the board adopted Board Resolution No. 19-01 opposing a Senate bill that contained similar language, so the board has already taken a position. She disagreed that there was confusion on how the transition would occur and noted that the Governor could consult with the Attorney General on the interpretation of the bill. She suggested that individual board members could submit their own opinions to the Governor.

Regent Moore agreed with Regent Sullivan. He added that the Legislature has the authority to decide the number of regents and the board has no authority to set the number of regents or determine where they are supposed to live. He noted that most of the concerns previously raised regarding the bill have been addressed, but that there was no explanation as to why this was being done and the bill contains no purpose section other than saying it is a matter of statewide concern. He cited the following in the Hawai'i State Constitution: "The board shall have the exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern."

Regent Acoba moved that the board recommend to the chair that the Governor be notified that the board recommends the bill be vetoed and convey the reasons for the board's position, seconded by Vice Chair Portnoy.

Regent Acoba commented that while anyone can express their concerns to the Governor, the regents serve as a board and not as individual citizens. He commented that the board deserves to know why this is being done and has an obligation to take a position when legislation directly affects the board's operations and regent terms. He noted that having 15 regents has worked well during his 5 years with the board, and he did not see a reason why that number should be reduced. He questioned whether having less representation from communities and diversity of opinion on the board was in the best interest of the state.

Regent Westerman commented that providing comment to the Governor on legislation is part of the legislative process. He agreed with Regent Acoba about the responsibility of this board and the amount of work involved, which will be difficult with fewer regents.

Regent McEnerney indicated he supported the motion and clarified with Chair Putnam that she was seeking input from regents on what they would like to see in a response, with the understanding that she was responsible for preparing the comments. Chair Putnam responded that a draft would be circulated to regents for input.

Regent Acopan noted that comments have been made that the board does not take action or a position. She expressed that it was important for the board to take a position and provide comments because silence can be interpreted as acceptance.

Regent Sullivan expressed that the board is an entity of 15 people with different opinions and not a department, and needs to be unified when communicating a position.

Regent Yuen noted that the two issues at hand are the imposition of the Legislature on the board's affairs and whether the board should voice an opinion at this stage. He agreed that the Legislature should not interfere, but thinks the board missed the opportunity to speak regarding this bill. He agreed that regents could make their concerns known on an individual basis.

Regent Kudo commented that when there is a basis of objection to a bill, the attorney general reviews the legality. He added that there is already a board resolution on record and testimony submitted.

Regent Nahale-a expressed that the board has an obligation to take part in the process and there is still time to take action. He suggested that the board provide feedback regarding the implementation of the bill.

Discussion occurred as to whether requesting a veto is inconsistent with the testimony previously provided by regents.

Regent Nahale-a proposed an amendment to the motion to remove reference to a request to veto. Regent Moore seconded the amendment to the motion.

The amendment to the motion passed with Chair Putnam and Regent McEnerney opposed, and Vice Chair Higaki excused.

Chair Putnam explained that the motion is to summarize the sentiments of the board to be sent to the Governor. She added that a draft would be sent to members of the board and comments taken into consideration, and that it would be noted if the vote was not unanimous. The motion was put to a vote and passed with Regent Kudo, Regent Sullivan, Regent Wilson, and Regent Yuen voting no, and Vice Chair Higaki excused.

I. Preparation for Election of Board Officers

Discussion occurred regarding the method in which nominations for board leadership should occur. A suggestion was made that regents should be asked if they are willing to serve in a particular capacity and putting all of those names up for consideration at the July meeting. The uncertainty of the outcome of H.B. No. 398 raised questions as to how regents would know who will still be on the board in July. It was suggested that it would be better to wait until July to initiate a process when there would be more certainly.

IX. ANNOUNCEMENTS

Chair Putnam announced the next board meeting is scheduled for July 18, 2019, at the University of Hawai'i at Mānoa.

X. ADJOURNMENT

DRAFT

There being no further business, Regent Acoba moved to adjourn, and Regent Moore seconded, and with unanimous approval, the meeting was adjourned at 4:36 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents

Item V.

Report of the President

**NO MATERIALS
ORAL REPORT**

Academic and Student Affairs Committee Report

Summary of June 6, 2019 Meeting

Minutes: Approved

Testimony: None.

VP Straney noted that although tenure and promotion actions have been delegated to the president, a list is attached to the agenda as a courtesy. He noted a few clerical errors to the attachment.

Agenda Items:

A. Hawai'i P-20 Partnerships for Education Presentation on Early College Updates (Deferred from February 14, 2019)

Stephen Schatz, Executive Director of Hawai'i P-20, provided background and an update on early college. He highlighted that more students are participating and more classes and programs are being offered. The program has resulted in positive student outcomes including a higher likelihood of college enrollment and persistence. The goal is to be strategic in targeting the students who will benefit the most. Discussion occurred around steering early college students toward a UH campus and wraparound services.

B. Overview of Zero-Cost Textbook Initiative (Deferred from February 14, 2019)

Hae Okimoto, Associate Vice President of Student Affairs and Director of Academic Technologies, provided an overview of the zero-cost textbook initiative. She noted that some students were spending close to \$2,000 per semester on textbooks and that a working group was formed. Courses are coded in Banner that allow students the option to select courses with zero-textbook costs. Discussion occurred regarding addressing barriers to further expansion, the role of librarians in identifying resources for faculty, and the goal of impacting student affordability through a wide-range of courses offering open educational resources.

C. University of Hawai'i Online Degree Program Progress Report (Deferred from February 14, 2019)

Hae Okimoto and Tammi Chun, Director of Academic Programs, provided a progress report on online degree programs. The first cohort in the fully online programs begins in fall 2019, for courses that are 5 weeks in length. Seventy students are signed up, which is higher than projected. The committee engaged in discussion on successful programs in other states, reaching target markets, and meeting the needs of Hawai'i residents.

D. Committee Annual Review

Committee Chair Tagorda referenced the committee annual review matrix provided in the materials packet and noted a correction that the workplan and activities column should reference the 2018-2019 academic year. A suggestion was made that the board should conduct a high-level review of tenure and promotion criteria.

Minutes: Approved.

Testimony: None.

Agenda Items:

A. Fiscal Year 2019 3rd Quarter Extramural Awards Update

VP Syrmos provided an update on the FY19 3rd quarter extramural awards, which were \$5.7 million, or 8%, more than the FY18 3rd quarter. It is expected that the total FY19 awards will exceed \$400 million for the first time since FY15.

B. Indirect Cost Update and Explanation

VP Syrmos provided an overview of the facilities and administrative (F&A) rate formula and reimbursements, and a chart of negotiated F&A rates through FY23. Rates in most categories are anticipated to increase beginning in FY20. The committee congratulated administration on the improved rates. Discussions occurred regarding categories with single-digit F&A rates and it was explained that there are different cost centers and the costs are compensated for in other areas.

C. Research and Training Revolving Fund (RTRF)

1. Office of the Vice President for Research and Innovation (OVPRI) Expenditures

VP Syrmos explained the statutory authority behind RTRF, which includes F&A revenues, and the authorized uses of RTRF funds. 25% goes to OVPRI, 25% to the UHM Office of the Vice Chancellor for Research, and 50% to schools/colleges or organized research units (ORU). A correction was noted to the information on OVPRI allocations: "TMT Expenses" should be "Maunakea Expenses."

2. Vice Chancellor for Research (VCR) and University of Hawai'i at Mānoa Units Expenditures

Provost Bruno provided an overview of RTRF expenditures for the VCR and UHM units. 25% of the total indirect costs were kept at the UH System level and 75% was distributed to UHM. Of the UHM amount, 2/3 was directly returned to the units generating the funds and the remainder was distributed by VCR for research and scholarship support. The committee discussed a need for policy with regard to the allocation of funds by deans and units.

3. Alternatives and Best Practices

VP Syrmos reviewed best practices and alternatives with regard to the allocation of RTRF funds and strategic investment of F&A cost recovery. The committee asked administration for recommendations; administration recommended reviewing RTRF balances. Brian Taylor, Dean of SOEST, noted that UH's financial systems are not conducive to managing multi-year commitments. Committee Chair Sullivan noted that more discussion would need to occur on this issue.

D. Committee Annual Review and Goals

Committee Chair Sullivan noted the summary of accomplishments and unfinished goals in the materials packet. President Lassner suggested that broad goals for the state serve as a starting point to drive the direction of the board and RTRF.

Minutes: Approved.

Testimony: 2 written, 1 oral, relating to the student athletic fee survey results.

Agenda Items:

A. Coaches Corner: Jeff Hall, University of Hawai'i at Mānoa Women's Beach Volleyball Coach

A talk story session was held with UH Mānoa Women's Beach Volleyball Coach, Jeff Hall. Coach Hall highlighted athletic and academic successes of the team and noted that six players graduated with masters degrees. The committee discussed the value of non-revenue-generating sports and Coach Hall noted the value of the student-athlete experience.

B. Academic Progress Report

Student-athlete academic progress reports were presented for UHM and UHH. The reports reviewed academic performance rates and graduate success rates by sport, GPAs, student-athlete origins, missed class days, retention rates, and support services and facilities available to student-athletes. Overall, student-athletes are performing well academically. Concerns were raised over missed class days for UHM golf and tennis.

C. Facility Update

Updates were provided on UHM and UHH athletic facilities. UHH highlighted a new student-athlete success lab study space, soccer field improvements to address Title IX compliance, and upcoming improvements to the tennis courts. UHM highlighted in-progress or planned improvements for track replacement at Clarence T.C. Ching Field, Wahine Softball Stadium, Les Murakami Stadium, Stan Sheriff Center, tennis courts, golf facilities, and Gym 1 and Gym 2. AD Matlin noted the completion of the baseball home team locker room at Les Murakami Stadium.

D. Student Athletic Fee Survey Results and Status Update

AD Matlin noted that they have worked with stakeholders to get feedback on the student athletic fee and will review the results and return to the committee in fall 2019. Director of Mānoa Institutional Research Dr. Yang Zhang reviewed the survey results as provided in the materials, and highlighted the reasons provided in support or opposition of a fee increase, as well as the benefits students want to receive if there were an increase. She noted that 2236 students, or about 13%, responded to the survey, which is a good response rate. The committee discussed the recurring athletics budget deficit, the importance of a strong athletics program, and the administration of the survey.

E. Proposed Revisions to Regents Policy 7.208, Intercollegiate Athletics

AD Matlin explained proposed revisions to RP 7.208, relating to intercollegiate athletics, to bring the policy up-to-date, comply with conference requirements, and to clarify the responsibilities of the Board and campus CEO. Discussion occurred on providing additional clarification on the board's role, delegation of authority, and the importance of complying with conference requirements.

F. Committee Annual Review

Materials were provided to the committee in the materials packet. There was no discussion on this item.

Item VI.D.

Affiliate Reports

**NO MATERIALS
ORAL REPORTS**



UNIVERSITY of HAWAII

MĀNOA

UNIVERSITY OF HAWAII BOARD OF REGENTS

OTS 19727

John A. Burns School of Medicine
Office of the Dean
Graduate Medical Education Programs

RECEIVED

19 JUN 25 P3:47

19 JUL 10 A9:35

June 25, 2019

MANOA CHANCELLOR'S OFFICE

RECEIVED

MEMORANDUM

TO: Lee Putnam
Chairperson, Board of Regents, UH System '19 JUN 25 A8:43

VIA: David Lassner
President, UH System *David Lassner* UNIVERSITY OF HAWAII PRESIDENT'S OFFICE

VIA: Donald O. Straney *Donald O. Straney*
Vice President for Academic Planning and Policy, UH System

VIA: Michael Bruno
Provost, UH Mānoa *Michael Bruno*

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

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT
JABSOM ANNUAL REPORT FOR ACADEMIC YEAR **2016-17 AND
2017-18**

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 **2016-2017 and 2017-2018**

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 ACGME must function under the ultimate authority and oversight of one Sponsoring Institution (SI)", which for the University of Hawai'i is JABSOM.

Source: ACGME Institutional Requirements, Section I.A.5 (revised July 1, 2015)

The GMEC must demonstrate effective oversight of the sponsoring Institution's accreditation through an Annual Institutional Review (AIR). The DIO must submit a written annual executive summary of the AIR to the Governing Body.

Source: ACGME Institutional Requirements, Section I.B.5 (revised July 1, 2015)

BACKGROUND INFORMATION:

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

Hawai'i has a physician shortage of about nearly 800 physicians. The shortage is expected to worsen as demand for medical care increases with population aging. The largest shortages are in primary care (Family Medicine and Internal Medicine). Insufficient access to primary care frequently results in delays in care as well as more costly care in emergency departments or hospitals. Several other specialties have large shortages including General Surgery, Obstetrics-Gynecology, and Orthopedics. Of practicing physicians, many have closed their practices to new Medicaid or Medicare patients, which further exacerbates access to care for those most vulnerable. The excess cost associated with avoidable emergency care is frequently borne by the state and the hospitals. For additional detail, please refer to the [Hawaii Medical Education Council's \(HMEC\) Report to the 2019 Legislature](#), authorized pursuant to HRS 304A-1704.

Full web address of this report can be found at:

http://www.hawaii.edu/govrel/docs/reports/2019/hrs304a-1704_2019_hmec_annual-report_508.pdf

Historically, if a medical student trains at JABSOM and stays in Hawai'i for residency, retention of that physician practicing in Hawai'i is quite high. Certain GME programs retain more than 85% of their program graduates who have also completed their undergraduate medical education at JABSOM: Family Medicine (91%), Pediatrics (86%) Obstetrics-Gynecology (88%), General Psychiatry (100%), Child and Adolescent Psychiatry (90%).

The residents and fellows in JABSOM's GME programs provide direct patient care, under supervision of qualified attending physicians, throughout O'ahu's hospitals, community health centers and numerous outpatient practices and clinics. Some of the residency training also occurs on the neighbor islands of Hawai'i Island, Maui and Kauai, as well as in Veteran's Administration clinics in American Samoa and Guam.

Patients cared for on the academic teaching services in the hospitals are often poor, medically- and socially-complex or otherwise underserved by the larger medical community.

The JABSOM programs that train medical students (70-72 per year over a 4-year curriculum) and residents/fellows (graduating about 80 per year) help to ameliorate the physician shortage, but JABSOM cannot solve it alone. Addressing this shortage requires complex, inter-related and multi-sector solutions and policy changes, including increasing public-private partnerships. Expanding medical student or GME resident positions is not simple and requires adequate teaching space (for students), clinical learning environments (in hospitals and clinics) and well-trained physician faculty who are not only excellent clinicians, but also excellent teachers and supervisors who will foster graduated responsibilities by our learners while providing high quality, compassionate and cost-efficient care. Because of shrinking resources (within UH Mānoa, UH System and federally), JABSOM must be more creative and forge stronger partnerships with local health systems, insurers, foundations and the State legislature. The rapidly changing healthcare environment and economy requires JABSOM to be more flexible and agile in response to the needs of our health systems, patients and community. To this end, regular engagement with the Board of Regents will be mutually beneficial as the UH System also strives to be more responsive to the needs of the larger community and stakeholders. At present Regent Acoba serves as the UH System liaison to the University Health Partners of Hawai'i – the JABSOM faculty practice plan that supports the School's educational and clinical service activities, including providing infrastructure and faculty support for the School and its Departments.

Statement of Program's Value within University of Hawai'i Priorities

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

ACTION RECOMMENDED:

- A. It is recommended that the Board of Regents review the attached Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2016-2017 and 2017-2018.

Lee Putnam
June 25, 2019
Page 4 of 4

Attachment:

1. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2016-2017
2. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2017-2018

UNIVERSITY OF HAWAI'I 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 2016-17



Orientation Day June 30, 2017: Some 1st Year Residents & Fellows with Dean Jerris Hedges, GME administrators and JABSOM Clinical Department Chairs and Residency / Fellowship Program Directors at UH JABSOM Kaka'ako campus

PURPOSE

This report fulfills a core requirement that took effect July 1, 2014 of the Accreditation Council for Graduate Medical Education (“ACGME”), the national accrediting body for American Graduate Medical Education (“GME”) Programs. This requirement, I.B.5.c), p. 5 ACGME Institutional Requirements (June 9, 2013) states that:

The DIO¹ must submit a written annual executive summary of the AIR [Annual Institutional Review] to the Governing Body.

The University of Hawai‘i (“UH”) Board of Regents is the *governing body* for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called “UH JABSOM”). On September 22, 2017, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review (“AIR”) for the prior academic year, **July 1, 2016–June 30, 2017**. This is the Executive Summary of that AIR. The detailed discussion, review and improvement action plans of the AIR are recorded in our GMEC minutes. Additionally, the results and key priorities of a year-long GME Strategic Planning process were discussed at the September 22, 2017 GMEC meeting. A high level overview will be presented in this report.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education (“LCME”) of the Association of American Medical Colleges (“AAMC”). It is the sponsoring institution for eighteen (18) GME programs fully accredited by the ACGME: Nine (9) core residencies and nine (9) subspecialty fellowships. Without a UH owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal health care departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th year medical students) are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals/clinics house UH JABSOM’s eight (8) clinical departments: Family Medicine (Hawai‘i Pacific Health – Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center), Obstetrics/Gynecology and Pediatrics (Hawai‘i Pacific Health-Kapiolani Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen’s Medical Center).

An average of 230 physician-trainees, who received doctorates from a school of medicine or school of osteopathy, matriculate annually through one of the ACGME-Accredited GME programs listed in Table 1. About a third of these physicians are graduates from UH JABSOM, a third from U.S. Medical Schools outside Hawai‘i, and a third from international medical schools.² This mix of Hawai‘i, U.S. national, and international graduates is considered ideal for U.S. GME programs; and particularly valued in Hawai‘i with its multicultural population of indigenous and immigrant ethnic groups. In addition to these 18 ACGME-Accredited programs, UH JABSOM sponsors one (1) non-ACGME accredited fellowship: Family Planning, which follows the policies and requirements set by the National Office of the Family Planning and trains 2 fellows.³ Hence, UH JABSOM has a grand total of nineteen (19) GME programs that produce primary care, specialty, and subspecialty

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

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

³ The non-ACGME accredited GME program, Family Planning Fellowship, is not part of the ACGME-accreditation AIR. However, their program directors, administrators and representative fellows are part of the GMEC and their compliance and accreditation are monitored by the UH JABSOM GMEC and DIO.

physicians that become independent licensed practitioners in Hawai'i, Guam, American Samoa, the Compact of Free Association nations, i.e., Micronesia, and North America.

TABLE 1 – UH JABSOM ACGME-Accredited GME PROGRAMS							
ACGME ACCREDITED GME PROGRAMS (18):	Original Accreditation Date	Maximum AGGME Approved Positions	Average # Trainees per PGY-Level per Year	Length of Training (Years)	Total Average # Trainees per year	Total Actual # Trainees in AY 2016-17	Average # Graduates per Year
Core Residencies (9):							
1. Family Medicine	09/13/1993	18	6	3	18	18	6
2. Internal Medicine	03/31/1976	72	20	3	60	59	20
3. Obstetrics & Gynecology	09/08/1952	25	6	4	24	25	6
4. Orthopedic Surgery	07/01/1970	10	2	5	10	11	2
5. Pathology	03/01/1956	10	2	4	8	10	2
6. Pediatrics	02/21/1957	24	8	3	24	22	8
7. Psychiatry	04/30/1965	28	6	4	24	26	4
8. Surgery	Circa 1965	23	4	5	20	20	4
9. Transitional Year	07/01/1983	10	9	1	9	9	9
Subspecialty Fellowships (9):							
1. Addictions Psychiatry	07/01/1998	4	1	1	1	0	1
2. Cardiovascular Disease	07/01/2010	9	3	3	9	9	3
3. Child & Adolescent Psychiatry	10/30/1970	6	3	2	6	6	3
4. Geriatric Medicine	07/01/1988	12	10	1	10	7	10
5. Geriatric Psychiatry	07/01/1995	2	1	1	1	0	1
6. Maternal-Fetal Medicine	02/29/2017	3	1	3	1	3	1
7. Neonatal Perinatal	10/08/1984	6	2	3	1	3	2
8. Sports Medicine	07/01/2002	1	1	1	1	1	1
9. Surgical Critical Care	07/01/1993	2	2	1	2	2	2
TOTAL PROGRAMS (18)		262			229	231	85

INSTITUTIONAL PERFORMANCE INDICATORS

Three (3) 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 and progress on the one outstanding citation from the Institutional Self-Study Site Visit conducted on 10/16/2013; (2) Results of ACGME surveys of residents/fellows and core GME faculty; and (3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs. In addition to these performance indicators, program quality and other evaluative feedback was provided during the September 22, 2017 AIR by the 55 members of the GMEC which is made up of: i) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, ii) peer-selected resident/fellow representatives from all GME programs, iii) residency program administrators, and iv) the Office of the DIO ("ODIO") management team. In the sections that follow, the salient findings for each of the Institutional Performance Indicators will be presented for Academic Year 2016-2017.

(1) Results of the Most Recent Institutional Self-Study Site Visit Conducted 10/16/2013.

Following the October 16, 2013 ACGME Self-Study site visit, six (6) of the seven (7) institutional citations that were issued in 01/14/2011 were resolved. One citation (hereafter referred to as "Citation 1") was extended and is described below from the ACGME accreditation notification letter:

"The Sponsoring Institution (SI) has not completely corrected its previous citation regarding its administrative structure depicted in the organizational chart..."

Action Plan to Resolve Citation 1. Details were reported in the 2013-14, 2014-15, 2015-16 AIR Executive Summaries. Based on feedback from the November 19-20, 2014 Special ACGME accreditation site visit, UH JABSOM and Hawai'i Residency Programs, Inc. (HRP) leaders worked to develop an appropriate governance role for the DIO within HRP to meet the accreditation

requirements of the ACGME and comply with all state and federal laws. These significant changes were reported to the ACGME on June 30, 2016, in addition with the revised organizational chart and were reviewed by the ACGME Institutional Review Committee at its April 19, 2017 meeting.

Current accreditation status. At its April 19, 2017 meeting, based on information available at that time, the ACGME Institutional Review Committee resolved Citation 1 and “commended the institution for its demonstrated substantial compliance with the ACGME’s Institutional Requirements without any new citations.” Additionally, of the 18 ACGME-accredited programs, there is only 1 outstanding citation. Our programs, leadership, faculty and trainees and clinical training partners were commended for working together to create excellent learning environments that provide high quality and safe patient care for populations of Hawai’i.

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

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in seven (7) content areas shown in Figure 2. Similarly, the ACGME faculty survey measures faculty experiences and perceptions of their residents and programs in six (6) content areas shown in Figure 3. These survey results, in addition to other annual reporting measures to the ACGME, are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. Ninety-eight percent of residents/fellows completed the annual survey, in addition to 89% of faculty completing their respective survey. Within each domain a number of specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = negative, 3 = neutral, 4 = positive, to 5 = very positive.

Figure 2 – Annual ACGME Resident Survey Content Areas and Specific Dimensions

Content Areas Surveyed (7):	Specific Dimensions Assessed
1. Duty Hours	How clinical care, on-call coverage, record keeping, didactics, research/scholarly, conference presentation work hours are managed and do not exceed 80 hrs./week.
2. Faculty	Quality in supervision, instruction, interest and an environment of scholarly/research inquiry.
3. Evaluation	Integrity of evaluative processes employed by the program to be confidential, accessible to residents/fellows, and improve the program and the performance of residents/fellows.
4. Educational Content	Quality and balance of education and clinical service, scholarly rigor, supervision, data-driven clinical effectiveness, curriculum quality, and quality/quantity of instruction, guidance on resident/fellow practice habits, and diversity of patients in a variety of settings.
5. Resources	Availability of library, scientific and scholarly reference materials, electronic medical records access for hospital and ambulatory (clinic) settings, support to transition patient care when residents are fatigued, access to patients without competition from other learners, and being able to raise concerns without fear.
6. Patient Safety / Teamwork	Clinical learning environment reinforces a culture of patient safety responsibility, patient respect, quality improvement and transitions of care. Presence and effectiveness of inter-professional teams.
7. Overall evaluation of Program	Resident/Fellow overall evaluation of their GME program.

Figure 3 – Annual ACGME Faculty Survey Content Areas and Specific Dimensions

Content Areas Surveyed (6):	Specific Dimensions Assessed
1. Faculty Supervision and Teaching	Sufficient time to supervise, residents/fellows seek supervision, interest of Program Director in education, rotation/educational assignment evaluation, faculty performance evaluation, faculty satisfied with personal performance feedback.
2. Educational Content	Worked on scholarly project with residents/fellows, residents/fellows see diverse patients across variety of settings, residents/fellows receive education to manage fatigue, effectiveness of graduating residents/fellows, outcome achievement of graduating residents/fellows.
3. Resources	Program provides way for residents/fellows to transition care when fatigued, residents/fellows workload exceeds capacity to do clinical work, satisfied with faculty development to supervise and educate, satisfied with process to deal with resident/fellow programs and concerns, prevent excessive reliance on residents/fellows to provide clinical service.
4. Patient Safety	Information not lost during shift changes or patient transfers (transitions of care), tell patients of respective roles of faculty and residents/fellows, culture reinforces patient safety responsibility, residents/fellows participate in quality improvement or patient safety activities.

5. Teamwork	Residents/fellows communicate effectively when transferring clinical care, residents/fellows effectively work in inter-professional teams, program effective in teaching teamwork skills
6. Overall evaluation of Program	Core Faculty overall evaluation of their GME program.

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

At the AIR, the GMEC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figures 4 (resident survey) and Figure 5 (faculty survey). The University of Hawai'i is generally performing at the National Mean across the content areas and is rated very favorably overall by both residents/fellows and core faculty.

Figure 4 – Annual ACGME Resident Survey – Aggregated Program Data

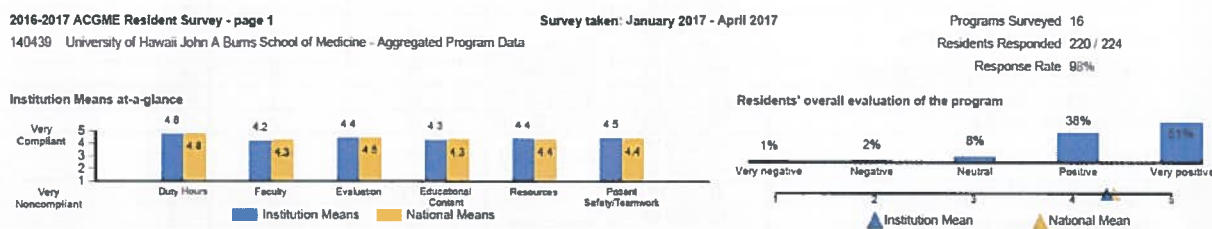
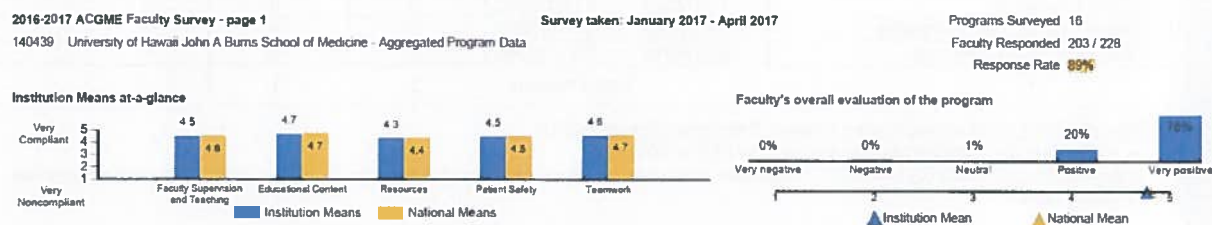


Figure 5 – Annual ACGME Faculty Survey – Aggregated Program Data



Conclusions from September 22, 2017 AIR GMEC Review. Overall, the ACGME survey results were positive, but in the spirit of continuous improvement several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Increase perception by residents that faculty are engaged and providing an environment of inquiry
- Increase faculty development activities specific to GME teaching, evaluation and feedback
- Improve resident satisfaction with scholarly activities
- More consistently provide data on practice habits and effectiveness
- Provide more consistent feedback to residents after their learning assignments
- Address any perceived imbalance of “service over education”

(3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs.

All 18 ACGME-accredited UH JABSOM GME programs have full accreditation. Table 2 below shows the anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs who have already submitted their Self-Study documents, and citations for each program. None of the citations listed involved patient safety/clinical care issues. In 2016-17, there was only 1 citation in 1 program. This citation concerns faculty publications and scholarship. There is a solid action plan to improve the resources needed to attain more faculty scholarship, in conjunction with their major hospital training site's quality improvement and research initiatives.

GME Program	Future Self Study Due or 10-yr Site Visit Date	Most Recent Site Visit Date	Citations in AY 2015-16	Citations in AY 2016-17	Status of Citations*
Family Medicine Residency	07/1/2019	05/18/2009	0	0	
Sports Medicine Fellowship	07/1/2019	05/18/2009	0	0	
Internal Medicine Residency	10/31/2017 4/1/2019	01/29/2009	0	0	
Cardiovascular Disease Fellowship	10/31/2017 4/1/2019	09/21/2012	0	0	
Geriatric Medicine Fellowship	10/31/2017 4/1/2019	09/29/2008	0	0	
Obstetrics/Gynecology Residency	12/1/2019	10/03/2007	0	0	---
Orthopedic Surgery Residency	06/1/2022	07/01/2009	2	1	PAM for 1 citation**
Pathology Residency	10/1/2020	10/01/2010	0	0	
Pediatrics Residency	10/1/2016 4/1/2018	03/27/2011	0	0	
Maternal-Fetal Medicine	4/1/2019	n/a	n/a	n/a	
Neonatal-Perinatal Fellowship	10/1/2016 4/1/2018	03/27/2011	0	0	
Psychiatry Residency	04/1/2022	04/20/2012	0	0	
Addictions Psychiatry Fellowship	04/1/2022	04/01/2009	0	0	
Child & Adolescent Psychiatry Fellowship	04/1/2022	10/22/2010	0	0	
Geriatric Psychiatry Fellowship	04/1/2022	04/24/2009	0	0	
Surgery Residency	11/1/2022	11/01/2012	0	0	
Surgical Critical Care Fellowship	11/1/2022	02/19/2009	0	0	
Transitional Year Residency	05/1/2018	05/21/2008	0	0	
Total Citations			2	1	

*Status of Citation (From Annual Program Reviews of Academic Year 2016-2017):

- PAM = Partially Addressed & Being Monitored by PEC and GMEC

**Orthopedic Surgery Residency has begun Improvement Action Plan to improve faculty research support to address scholarly/research environment of inquiry citation.

GMEC ACTION PLAN ITEMS and STATUS

As part of the DIO leadership transition from Dr. Naleen Andrade, Dr. Buenconsejo-Lum led the implementation of the AY 2015-2016 AIR GMEC Action Plan throughout AY 2016-17. This process involved a series of detailed SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses done by trainees and Department/Programs separately. Opportunities for improvement that residents and program GME leaders identified through the SWOT analyses were incorporated into each program's Annual Program Evaluation, as well as the larger strategic planning process.

In addition to the trainees and GME programs, our major partner training sites and key community stakeholders including the Hawai'i Medical Education Council (HMEC), participated in a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce that continues to advance the health and well-being of the people of Hawai'i. GMEC members had opportunity to participate in determination of GME strategic priorities.

Major initiatives identified through the GME Strategic Planning process are noted below. Some have also been incorporated in the HMEC report to the 2018 Legislature:

1. Secure additional **resources** to maintain and expand GME programs. This includes funding for resident positions, supplemental educational activities and for additional faculty and clinical training sites (especially on the neighbor islands).
2. Develop a multi-pronged approach to improve physician **retention** in Hawai'i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State and other partners to make Hawai'i a desirable place to practice – especially for new graduates with an average of \$300,000 in educational debt (higher for those who completed med school on the mainland).
3. Develop strategies, in partnership with the health systems and insurers, to address and **prevent physician burnout and to promote physician well-being**.
4. Expand **neighbor island** and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best ways to attract and retain physicians in rural settings is to 'grow your own' and to provide clinical training that is embedded within community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The current lack of these resources constrains most programs' ability to offer neighbor island rotations,
5. Incorporate more aspects of **population health and inter-professional education and training** into all GME programs, to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

Many of the major themes identified in the GME strategic planning process aligned with findings from each program's Annual Program Evaluation. The Office of the DIO identified cross-cutting themes. The GMEC reviewed these, along with the data, and determined the priority strategies for the upcoming academic year. The Institution (JABSOM), as well as individual programs participate in numerous activities that aim to continually improve our programs. The status of these activities is briefly reviewed below.

TABLE 3. STATUS OF 2015-16, 2016-17 GMEC ACTION PLAN and Ongoing Priority Interventions (as of September 30, 2017)			
MAJOR THEME in CAPS			
Priority Areas of Improvement for AY 2015-2016, 2016-17, 2017-18:			
1. QUALITY IMPROVEMENT (QI) / PATIENT SAFETY (PS) (2015-16) Achieve increased resident/fellow participation in QI/PS initiatives/projects (2016-17+) Increase alignment of GME QI/PS priorities with clinical learning environment QI/PS priorities, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME Clinical Learning Environment Review program]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) Require Institute for Healthcare Improvement (IHI) modules in patient safety.	ODIO, GMEC QPS Subcommittee	A. Residents and core faculty knowledge of principles of PS.	A. Completed for all residents; part of on-boarding for incoming residents/fellows. Partially completed for core faculty (ongoing)
B. (AY 2015-16) Develop institution-wide database of Quality Improvement/Patient Safety (QI/PS) initiatives/projects.	QPS SC	B. Increased options for resident participation in hospital QI/PS initiatives	B. Completed
C. (AY 2016-17) Encourage completion of IHI modules in Quality Improvement	Each program	C. Residents and core faculty knowledge of principles of QI	C. Partially completed in a few programs. Very limited time in schedule for 6 additional online modules.
D. (AY 2016-17) Incorporate hospital QI staff & reports into academic half-day (AHD) curriculum	Each program	D. Relevant QI indicator updates to identify opportunities for GME participation in hospital QI priorities	D. Partially completed. AY 2017-18 will focus on getting relevant reports shared on a routine basis (see <i>popn health</i>) and tying major concepts & QI tools into AHD and projects
E. (AY 2017-18) Incorporate patient safety reviews and participation in PS debriefs into each programs' curriculum	QPS SC/ODIO, programs	E. Resident/faculty experience in basic PS activities	E. In progress and ongoing F.

2. SCHOLARLY ACTIVITY & RESEARCH (2015-16) Achieve increased resident and faculty presentation at local/regional peer-reviewed meetings (2016-17+) Achieve increased resident and faculty satisfaction with participation in scholarly activity &/or research, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
<p>A. (AY 2015-16) Annual research forum for resident, fellow and faculty scholarship.</p> <p>B. (AY 2015- ongoing) Long-term goal: develop system for coordinating GME trainee & faculty scholarly activities.</p> <p>C. (AY 2017-18) Work toward common CITI training</p> <p>D. (AY 2017-18) Work toward eliminating need for multiple IRB applications</p> <p>E. (AY 2017-18) Work toward developing fast track approval for QI/PI projects</p> <p>F. (AY 2017-18) Train a core group of faculty mentors in Health Catalyst EDW</p>	<p>ODIO, GMEC Scholarly Activities & Research Subcommittee</p> <p>(C-F) ODIO, SC Chair and QI leads at QHS, HPH</p>	<p>A. Additional local opportunities to present scholarly work</p> <p>B. Increase facilitators of clinical, health disparities and QI/PS-focused scholarly work across UH JABSOM.</p> <p>C. Reduced barrier to research</p> <p>D. Reduced barrier to research</p> <p>E. Reduced barrier to research</p> <p>F. More QI/PI projects or research projects related to direct patient care at QHS or HPH facilities</p>	<p>A. Partially completed. Chose to better promote existing venues.</p> <p>B. Partially completed. In progress.</p> <p>C. In progress and ongoing</p> <p>D. In progress and ongoing</p> <p>E. In progress and ongoing</p> <p>F. In progress and ongoing</p>
3. FACULTY DEVELOPMENT (FD) (2015-16) Improved systems for providing meaningful and timely feedback and evaluation to residents/fellows (2016-17+) Improve availability and accessibility of faculty development topics that will enhance the learning and growth of residents/fellows, as measured by AIR reports and related ACGME survey questions [long-term, ongoing goal]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
<p>A. (AY 2015-16) Revise/standardize template for formative feedback.</p> <p>B. (AY 2015-16) Develop Minimum feedback guidelines.</p> <p>C. (AY 2015-16) Revise/standardize New Innovations evaluations.</p> <p>D. (AY 2016-17) Develop video vignettes on giving feedback</p> <p>E. (AY 2017-18) Develop online toolkit for 'working with difficult learners', 'writing meaningful evaluations'</p> <p>F. (AY 2017-18) Develop online training in core faculty development topics</p> <p>G. (AY 2017-18) Pilot SUPERB SAFETY curriculum</p>	<p>GMEC Curriculum, Evaluation & Milestones Subcmte (SC)</p> <p>SC/DIO/DDIO</p> <p>SC/DIO/DDIO</p> <p>DIO/DDIO, JABSOM FD office DDIO</p>	<p>A& B. Improved consistency and timing of meaningful faculty feedback to learners</p> <p>C. Improved consistency (across programs) for evaluating learners</p> <p>D. Easily accessible resources for required FD topics for core, comp and non-comp faculty</p> <p>E. Easily accessible, vetted resources for program-specific FD</p> <p>F. Same as D</p> <p>G. Institution-wide curriculum for improved communication between residents & faculty</p>	<p>A. Completed</p> <p>B. Completed</p> <p>C. Completed</p> <p>D. Not completed by 6/30/17 due to lack of time / resources. Now part of F.</p> <p>E. In progress</p> <p>F. In progress</p> <p>G. In progress. 5 programs scheduled to implement this AY.</p>
4. INCREASE LEARNERS' PERCEPTION OF HIGH FACULTY ENGAGEMENT (2015-16) Fostering environments of inquiry and scholarly activity (2016-17+) In partnership with GME stakeholders, create environments where faculty and academic practices are valued and supported, as measured by APE reports and related ACGME evaluation tools [long-term, ongoing goal]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
<p>A. (AY 2015-16) DIO, Dept. Chairs & PDs incorporate regular discussions of Scholarly Inquiry at department/program activities such as faculty meetings/retreats.</p> <p>B. (AY 2015-16) Develop a plan to implement best practices for intellectual engagement of educators, scholars & researchers.</p> <p>C. (AY 2015-16+) Continue to improve teaching practices & opportunities for faculty involvement in residency education.</p> <p>D. (AY 2015-16+) Continue to get feedback from residents on their perceptions of faculty / program creating an environment of scholarly inquiry</p> <p>E. (AY 2017-18+) Continue to strengthen academic models of teaching, faculty practice and alignment with health</p>	<p>ODIO, Clinical Dept. Chairs,</p> <p>GMEC Curriculum Subcommittee</p> <p>DIO</p> <p>DIO, Dept. Chairs, UHP, KMS</p>	<p>A. Increased awareness of and consistent use of 'environment of inquiry'</p> <p>B&C. Leveraged resources, where feasible, to support faculty engagement in teaching and scholarly activity</p> <p>D. (C, D, E, F) Improved % of residents responding favorably on ACGME and internal surveys</p> <p>E. More dedicated faculty time to teaching, evaluating and mentoring residents; increased quality of teaching, improved quality of patient care, improved supervision, less faculty burnout, improved % of faculty responding favorably on ACGME and internal surveys</p> <p>F. Increased opportunities and</p>	<p>A. In progress; improvement seen in ACGME surveys</p> <p>B. Ongoing (long-term) discussions with health systems, JABSOM and practice plan</p> <p>C. In progress and ongoing</p> <p>D. In progress and ongoing</p> <p>E. In progress and ongoing</p> <p>F. In progress and ongoing</p>

F.	system needs (AY 2017-18+) Work toward providing FD for CME credit (selected AHD sessions, fully utilize Zoom)	JABSOM FD office, Depts.	incentives for faculty to participate in FD activities	
5. POPULATION HEALTH / INTER-PROFESSIONAL EDUCATION (IPE) (2015-16) Provide Regular feedback on practice effectiveness to residents and fellows (2016-17+) Strengthen Institutional and Program curricula so that GME trainees and core faculty actively engage in team-based management of their patient populations in coordination with relevant health system and insurer initiatives [long-term, ongoing goal; also required by the ACGME]				
Measurable Steps / Interventions		Assigned to	Expected Outcomes Measures	Status
A.	(AY 2015-16) Improve documentation skills in clinical and required administrative work with patients.	ODIO, Clinical Chairs	A. Improved documentation skills to comply with healthcare reform requirements and patient clinical care.	A. Completed; ongoing monitoring & training at Program level
B.	(AY 2016-17) Work with health system IT to more efficiently obtain resident-level data to manage population health	DIO, QPS SC	B. Meaningful data with which to train residents/fellows	B. In-progress for Family Med (ACGME requirement). Not completed or attempted for other programs. ACGME also clarified their requirement in Feb 2017 (see C).
C.	(AY 2017-18) Health systems to provide data on quality metrics and benchmarks (that are relevant to each GME program/specialty)	QPS SC	C. Compliance with new ACGME requirement, as measured by APE, AIR reports and ACGME survey results	C. In progress
D.	(AY 2017-18) Conduct baseline assessment of data needs, population health curriculum, inter-professional education (IPE) opportunities	ODIO, QPS SC	D. Identify opportunities to leverage resources across health professions schools to improve implementation of meaningful population health curricula	D. In progress. DIO/DDIO part of Hawai'i IPE workgroup
6. WELL-BEING OF RESIDENTS AND FACULTY (2015-16) Identify activities and partnerships to enhance resident well-being (2016-17+) Work with hospital/health system partners, JABSOM and other stakeholders to create learning and working environments that promote well-being of residents/fellows, faculty and other members of the health care team. [long-term, ongoing goal; also required by the ACGME]				
Measurable Steps / Interventions		Assigned to	Expected Outcomes Measures	Status
A.	(AY 2015-16+) Include residents in hospitals' Doctor's Day and other medical staff activities that focus on well-being	Well-being (WB) SC	A. Residents/fellows feeling valued by the hospitals	A. Completed, ongoing
B.	(AY 2016-17) Identify wellness resources for residents/fellows	WB SC / ODIO	B. Resident/fellows being more aware of available resources	B. Completed
C.	(AY 2017-18) Conduct Institution and Department-level Inventory of Well-Being (culture, policies, resources)	ODIO, WB SC	C. Learning and working environments that support physician and team well-being	C. In Progress
D.	(AY 2017-18) Conduct baseline survey of resident/fellow well-being and burnout	ODIO, WB SC	D. (C, D) Baseline data against which progress in curricular and policy / systems / environmental improvement in these areas can be measured	D. In progress
E.	(AY 2017-18) Provide training on physician burnout, mitigation and resources	ODIO, WB SC	E. Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE	E. In progress
F.	(AY 2017-18+) Work with health systems to ensure faculty and residents are trained in and provided support in payment transformation and conversion to team-based group practice models	ODIO, GME Advisory Council	F. Increased comfort with practicing in the new model of health care (rapidly changing requirements with inadequate support and lack of control is the major reason for burnout)	F. In progress

UNIVERSITY OF HAWAI'I 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 2017-18



Orientation Day June 29, 2018: Some 1st Year Residents & Fellows with Dean Jerris Hedges, GME administrators and JABSOM Clinical Department Chairs and Residency / Fellowship Program Directors at UH JABSOM Kaka'ako campus .

PURPOSE

This report fulfills a core requirement that took effect July 1, 2014 of the Accreditation Council for Graduate Medical Education (“ACGME”), the national accrediting body for American Graduate Medical Education (“GME”) Programs. This requirement, I.B.5.c), p. 5 ACGME Institutional Requirements (June 9, 2013) states that:

The DIO¹ must submit a written annual executive summary of the AIR [Annual Institutional Review] to the Governing Body.

The University of Hawai‘i (“UH”) Board of Regents is the *governing body* for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called “UH JABSOM”). On September 23, 2018, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review (“AIR”) for the prior academic year, **July 1, 2017–June 30, 2018**. This is the Executive Summary of that AIR. The detailed discussion, review and improvement action plans of the AIR are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan. The Appendix contains the background information related to the current structure of the GME programs and relation to teaching hospitals and clinics and the Institutional Performance Indicators as those remain largely unchanged from year-to-year.

EXECUTIVE SUMMARY

In 2009, JABSOM conducted an assessment to determine how many GME positions would be needed to better help address physician shortages in Hawaii. Table 1 and Table 2 below details that information, as well as the actual GME positions in 2018-19 and highlights any gaps. Further discussion of the challenges related to our GME programs and positions being able to address the physician workforce shortage are more fully described in the 2018 Hawaii Medical Education Council Report to the 2019 Legislature.

Full website address: https://www.hawaii.edu/govrel/docs/reports/2019/hrs304a-1704_2019_hmec_annual-report_508.pdf

Table 1 - Current GME positions compared to need for core residency programs

UH JABSOM GME PROGRAM Core Residency Programs (8):	2009 Actual Positions	2009 Additional Positions Needed to Address Shortage	2018-19 Actual GME Positions	Current GAP positions	Desired Total GME Positions in 2020
Family Medicine (FM) ^A	18	18	18	18	36
Internal Medicine (IM) ^{B,E}	58	9	59	8	67
Obstetrics & Gynecology (OB/GYN)	25	0	25	0	25
Orthopedic Surgery (ORTHO)	10	5	11	4	15
Pathology (PATH)	10	6	9	7	16
Pediatrics (PEDS)	24	0	23	1	24
Psychiatry (PSY) ^C	28	0	25	3	28
Surgery (SURG) ^D	23	7	22	8	30
Transitional—4 Year (TY)	40	0	Closed	0	0
Core Program TOTALS	206	45	192	49	241

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

Table 2 - Current GME positions compared to need for fellowship specialties

UH JABSOM GME PROGRAM Subspecialty Fellowship Programs (10):	2009 Actual Positions	2009 Additional Positions Needed to Address Shortage	2018-19 Actual GME Positions	Current GAP positions	Desired Total GME Positions in 2020
FM-Sports Medicine (SM)	1	0	1	0	1
IM – Cardiovascular Disease (CVD)	6	3	9	0	9
IM – Geriatric Medicine (Geri-Med)	10	0	3	7	10
OB/GYN – Maternal Fetal Medicine (MFM)	1	3	3	0	3
OB/GYN – Family Planning (FP)	n.a	n.a	1	1	2
PEDS-Neonatal Perinatal (Neo Peri)	4	0	3	1	4
Combined Triple Board (PEDS-PSY-CAP)	4	0	Closed	0	0
PSY-Addictions Psychiatry (Addict-PSY)	2	2	1	3	4
PSY-Child & Adolescent Psychiatry (CAP)	4	2	6	0	6
PSY-Geriatric Psychiatry (Geri-PSY)	1	0	0	1	1
SURG-Surgical Critical Care	2	0	3	0	3
Subspecialty Program TOTALS	35	7	30	13	43
Core + Subspecialty TOTALS	241	52	221	62	284

INSTITUTIONAL PERFORMANCE INDICATORS

Three (3) 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 ACMGE; (2) Results of ACGME surveys of residents/fellows and core GME faculty; and (3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs. In addition to these performance indicators, program quality and other evaluative feedback was provided during the September 28, 2018 AIR by the 55 members of the GMEC which is made up of: i) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, ii) peer-selected resident/fellow representatives from all GME programs, iii) residency program administrators, and iv) the Office of the DIO (“ODIO”) management team. In the sections that follow, the salient findings for each of the Institutional Performance Indicators will be presented for Academic Year 2017-2018.

(1) Results of the Most Recent Institutional Letter

Current accreditation status. At its January 24, 2018 meeting, based on information available at that time, the ACGME Institutional Review Committee “commended the institution for its demonstrated substantial compliance with the ACGME’s Institutional Requirements without any new citations.” Additionally, of the 17 ACGME-accredited programs, there are only 2 citations in two programs (Orthopedic Surgery and General Surgery). Our programs, leadership, faculty and trainees and clinical training partners were commended for working together to create excellent learning environments that provide high quality and safe patient care for populations of Hawai’i.

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

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in seven (7) content areas shown in Table 3. Similarly, the ACGME faculty survey measures faculty experiences and perceptions of their residents and programs in six (6) content areas shown in Table 4. These survey results, in addition to other annual reporting measures to the ACGME, are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. All of 220 residents/fellows completed the annual survey, in addition to 92% of faculty completing their respective survey. Within

each domain a number of specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = negative, 3 = neutral, 4 = positive, to 5 = very positive.

Table 3 - Annual ACGME Resident Survey Content Areas and Specific Dimensions

Content Areas Surveyed (7):	Specific Dimensions Assessed
1. Clinical Experience and Education	How clinical care, on-call coverage, record keeping, didactics, research/scholarly, conference presentation work hours are managed and do not exceed 80 hours/week.
2. Faculty	Quality in supervision, instruction, interest and an environment of scholarly/research inquiry.
3. Evaluation	Integrity of evaluative processes employed by the program to be confidential, accessible to residents/fellows, and improve the program and the performance of residents/fellows.
4. Educational Content	Quality and balance of education and clinical service, scholarly rigor, supervision, data-driven clinical effectiveness, curriculum quality, and quality/quantity of instruction, guidance on resident/fellow practice habits, and diversity of patients in a variety of settings.
5. Resources	Availability of library, scientific and scholarly reference materials, electronic medical records access for hospital and ambulatory (clinic) settings, support to transition patient care when residents are fatigued, access to patients without competition from other learners, and being able to raise concerns without fear.
6. Patient Safety / Teamwork	Clinical learning environment reinforces a culture of patient safety responsibility, patient respect, quality improvement and transitions of care. Presence and effectiveness of inter-professional teams.
7. Overall evaluation of Program	Resident/Fellow overall evaluation of their GME program.

Table 4 - Annual ACGME Faculty Survey Content Areas and Specific Dimensions

Content Areas Surveyed (6):	Specific Dimensions Assessed
1. Faculty Supervision and Teaching	Sufficient time to supervise, residents/fellows seek supervision, interest of Program Director in education, rotation/educational assignment evaluation, faculty performance evaluation, faculty satisfied with personal performance feedback.
2. Educational Content	Worked on scholarly project with residents/fellows, residents/fellows see diverse patients across variety of settings, residents/fellows receive education to manage fatigue, effectiveness of graduating residents/fellows, outcome achievement of graduating residents/fellows.
3. Resources	Program provides way for residents/fellows to transition care when fatigued, residents/fellows workload exceeds capacity to do clinical work, satisfied with faculty development to supervise and educate, satisfied with process to deal with resident/fellow programs and concerns, prevent excessive reliance on residents/fellows to provide clinical service.
4. Patient Safety	Information not lost during shift changes or patient transfers (transitions of care), tell patients of respective roles of faculty and residents/fellows, culture reinforces patient safety responsibility, residents/fellows participate in quality improvement or patient safety activities.
5. Teamwork	Residents/fellows communicate effectively when transferring clinical care, residents/fellows effectively work in inter-professional teams, program effective in teaching teamwork skills.
6. Overall evaluation of Program	Core Faculty overall evaluation of their GME program.

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

At the AIR, the GMCC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figures 2 (resident survey) and Figure 3 (faculty survey). The University of Hawai'i is generally performing at the National Mean across the content areas and is rated very favorably overall by both residents/fellows and core faculty.

Figure 1 – Annual ACGME Resident Survey – Aggregated Program Data

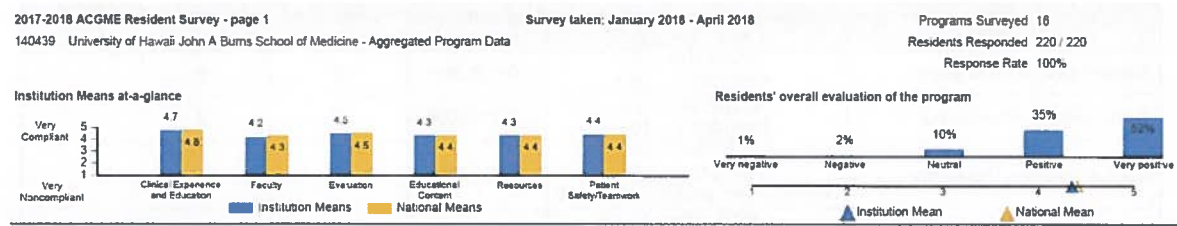
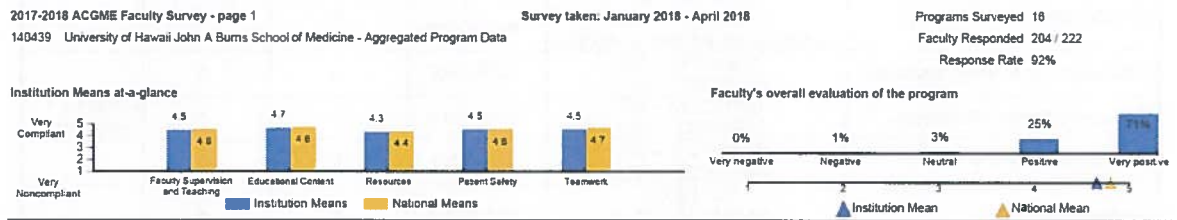


Figure 2 – Annual ACGME Faculty Survey – Aggregated Program Data



Conclusions from September 28, 2018 AIR GMC Review. Overall, the ACGME survey results were positive, and in the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Increase perception by residents that faculty are engaged and providing an environment of inquiry
- Increase faculty development activities specific to GME teaching, evaluation and feedback
- Improve resident satisfaction with scholarly activities
- Consistently provide more data on practice habits and effectiveness
- Consistently provide more feedback to residents after their learning assignments
- Address any perceived imbalance of "service over education"

(3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs

All 18 UH JABSOM GME programs have full accreditation. Table 5 below shows the anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs who have already submitted their Self-Study documents, and citations for each program. None of the citations listed involved patient safety/clinical care issues. In 2017-2018, there were 2 citations in 2 programs. The Orthopedic Surgery citation concerns faculty publications in peer-reviewed journals. There is a solid action plan to improve the resources needed to attain more faculty scholarship, in conjunction with their major hospital training site's quality improvement and research initiatives. The General Surgery citation is regarding a low first-time pass rate of their specialty certification boards. Curricular changes were instituted a year ahead of the citation to help ensure the residents have the sufficient knowledge and skills to pass their certification boards on the first try. We have already seen improvements in this area.

Table 5 - Anticipated Self-Study and Site Visit dates

GME Program	Future Self Study Due or 10-yr Site Visit Date	Most Recent Site Visit Date	Citations in AY 2016-17	Citations in AY 2017-18	Status of Citations*
Family Medicine Residency	07/01/2019 - SS 01/01/2021 – 10yr	05/18/2009	0	0	
Sports Medicine Fellowship	07/01/2019 – SS 01/01/2021 – 10yr	05/18/2009	0	0	
Internal Medicine Residency	10/31/2017 - SS 04/01/2019 – 10yr (pending, not actually scheduled)	01/29/2009	0	0	
Cardiovascular Disease Fellowship	10/31/2017 - SS 04/01/2019 – 10yr (pending, not actually scheduled)	09/21/2012	0	0	
Geriatric Medicine Fellowship	10/31/2017- SS 04/01/2019 – 10yr (pending, not actually scheduled)	09/29/2008	0	0	
Obstetrics/Gynecology Residency	12/01/2019 – SS 06/01/2021 – 10yr	10/03/2007	0	0	
Orthopedic Surgery Residency	06/01/2022 – SS 12/01/2023 – 10yr	07/01/2009	1	1	PAM for 1 citation**
Pathology Residency	10/01/2020 – SS 04/01/2022 – 10yr	2/19/2019	0	0	
Pediatrics Residency	10/31/2016 04/01/2018 – 10yr (pending, not actually scheduled)	03/27/2011	0	0	
Maternal-Fetal Medicine	Pending	1/24/2019	n/a	n/a	
Neonatal-Perinatal Fellowship	10/31/2016 04/01/2018 – 10yr (pending, not actually scheduled)	03/27/2011	0	0	
Psychiatry Residency	04/01/2022 – SS 10/01/2023 – 10yr	04/20/2012	0	0	
Addictions Psychiatry Fellowship	04/01/2022 – SS 10/01/2023 – 10yr	04/01/2009	0	0	
Child & Adolescent Psychiatry Fellowship	04/01/2022 – SS 10/01/2023 – 10yr	10/22/2010	0	0	
Geriatric Psychiatry Fellowship	04/01/2022 – SS 10/01/2023 – 10yr	04/24/2009	0	0	
Surgery Residency	11/01/2022 – SS 05/01/2024 – 10yr	11/01/2012	0	1	PAM for 1 citation**
Surgical Critical Care Fellowship	11/01/2022 – SS 05/01/2024 – 10yr	02/19/2009	0	0	

*Status of Citation (From Annual Program Reviews of Academic Year 2017-2018:

PAM = Partially Addressed & Being Monitored by PEC and GMEC

**Orthopedic Surgery Residency has begun Improvement Action Plan to improve faculty research support to address scholarly/research environment of inquiry citation.

GMEC ACTION PLAN ITEMS and STATUS

In 2016-17, our trainees, GME programs and leadership, our major partner training sites and key community stakeholders including the Hawai'i Medical Education Council (HMEC), participated in a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce that continues to advance the health and well-being of the people of Hawai'i. GMEC members had opportunity to participate in determination of GME strategic priorities. **Major initiatives identified through the GME Strategic Planning process** are noted below. Some have also been incorporated in the HMEC report to the 2019 Legislature:

1. Secure additional *resources* to maintain and expand GME programs. This includes funding for resident positions, supplemental educational activities and for additional faculty and clinical training sites (especially on the neighbor islands).
2. Develop a multi-pronged approach to improve physician *retention* in Hawai'i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State and other partners to make Hawai'i a desirable place to practice – especially for new graduates with an average of \$300,000 in educational debt (higher for those who completed med school on the mainland).

3. Develop strategies, in partnership with the health systems and insurers, to address and **prevent physician burnout and to promote physician well-being.**
4. Expand **neighbor-island** and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best ways to attract and retain physicians in rural settings is to 'grow your own' and to provide clinical training that is embedded within community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The current lack of these resources constrains most programs' ability to offer neighbor island rotations,
5. Incorporate more aspects of **population health** and **inter-professional education and training** into all GME programs, to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

Many of the major themes identified in the GME strategic planning process aligned with findings from each program's Annual Program Evaluation. The Office of the DIO identified cross-cutting themes. The GMEC reviewed these, along with the data, and determined the priority strategies for the upcoming academic year. The Institution (JABSOM), as well as individual programs participated in numerous activities that aim to continually improve our programs. The status of these activities is briefly reviewed below in Tables 6-11.

Table 6 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Quality Improvement & Patient Safety

STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions (as of September 28, 2018)			
MAJOR THEME in CAPS Priority Areas of Improvement for AY 2015-2016, 2016-17, 2017-18, 2018-19:			
1. QUALITY IMPROVEMENT (QI) / PATIENT SAFETY (PS) (2015-16) Achieve increased resident/fellow participation in QI/PS initiatives/projects (2016-17+) Increase alignment of GME QI/PS priorities with clinical learning environment QI/PS priorities, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME Clinical Learning Environment Review program]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) Require Institute for Healthcare Improvement (IHI) modules in patient safety	ODIO, GMEC QPS Subcommittee	A. Residents and core faculty knowledge of principles of PS.	A. Completed for all residents; part of on-boarding for incoming residents/fellows. Partially completed for core faculty (ongoing)
B. (AY 2015-16) Develop institution-wide database of Quality Improvement/Patient Safety (QI/PS) initiatives/projects	QPS SC	B. Increased options for resident participation in hospital QI/PS initiatives	B. Completed
C. (AY 2016-17) Encourage completion of IHI modules in Quality Improvement	Each program	C. Residents and core faculty knowledge of principles of QI	C. Partially completed in a few programs. Very limited time in schedule for 6 additional online modules.
D. (AY 2016-17) Incorporate hospital QI staff & reports into academic half-day (AHD) curriculum	Each program	D. Relevant QI indicator updates to identify opportunities for GME participation in hospital QI priorities	D. Met. AY 2018-19 will continue focus on getting relevant reports shared on a routine basis (see ORR health) and tying major concepts & QI tools into AHD and projects
E. (AY 2017-18) Incorporate patient safety reviews and participation in PS debriefs into each programs' curriculum	QPS SC/ODIO, programs	E. Resident/faculty experience in basic PS activities	E. Met, ongoing
F. (AY 2018-19+) Continue with PS and QI integrated into programs' curriculum and faculty development		F. Increased knowledge and meaningful engagement by residents/faculty in health facilities'/health systems' QI and PS initiatives	F. Met, ongoing

Table 7 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Scholarly Activity & Research

2. SCHOLARLY ACTIVITY & RESEARCH (2015-16) Achieve increased resident and faculty presentation at local/regional peer-reviewed meetings (2016-17+) Achieve increased resident and faculty satisfaction with participation in scholarly activity &/or research, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) Annual research forum for resident, fellow and faculty scholarship.	ODIO, GMEC Scholarly Activities & Research Subcommittee (C-F) ODIO, SC Chair and QI leads at QHS, HPH	A. Additional local opportunities to present scholarly work	A. Decision to continue promoting annual existing opportunities (HPEC, Biomedical Research Symposium, specialty specific).
B. (AY 2015- ongoing) Long-term goal: develop system for coordinating GME trainee & faculty scholarly activities.		B. Increase facilitators of clinical, health disparities and QI/PS-focused scholarly work across UH JABSOM.	B. In progress and ongoing
C. (AY 2017-18) Work toward common (across institutions) CMI training		C. Reduced barrier to research	C. In progress and ongoing
D. (AY 2017-18) Work toward eliminating need for multiple IRB applications		D. Reduced barrier to research	D. In progress and ongoing
E. (AY 2017-18, 2018-19) Work toward developing fast track approval for QI/PI projects		E. Reduced barrier to research	E. In progress and ongoing
F. (AY 2017-18) Train a core group of faculty mentors in Health Catalyst EDW		F. More QI/PI projects or research projects related to direct patient care at QHS or HPH facilities	F. Met and ongoing
G. (AY 2018-19) Include GME research into larger JABSOM Research Strategic Plan		G. Strategic research discussions and activities to consider GME needs and unique challenges	G. Met and ongoing

Table 8 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Faculty Development

3. FACULTY DEVELOPMENT (FD) 2015-16) Improved systems for providing meaningful and timely feedback and evaluation to residents/fellows (2016-17+) Improve availability and accessibility of faculty development topics that will enhance the learning and growth of residents/fellows, as measured by AIR reports and related ACGME survey questions [long-term, ongoing goal]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) Revise/standardize template for formative feedback.	GMEC Curriculum, Evaluation & Milestones Subcommittee (SC)	A& B. Improved consistency and timing of meaningful faculty feedback to learners	A. Completed
B. (AY 2015-16) Develop Minimum feedback guidelines		B. Improved consistency (across programs) for evaluating learners	B. Completed
C. (AY 2015-16) Revise/standardize New Innovations evaluations.	SC/DIO/DDIO	C. Improved consistency (across programs) for evaluating learners	C. Completed
D. (AY 2016-17) Develop video vignettes on giving feedback		D. Easily accessible resources for required FD topics for core, comp and non-comp faculty	D. Not completed by 6/30/17 due to lack of time / resources. Now part of F.
E. (AY 2017-18) Develop online toolkit for 'working with difficult learners', 'writing meaningful evaluations'	SC/DIO/DDIO	E. Easily accessible, vetted resources for program-specific FD	E. Met, but being refined
F. (AY 2017-18) Develop online training in core faculty development topics	DIO/DDIO, JABSOM FD office	F. Same as D	F. In progress
G. (AY 2017-18) Pilot SUPERB SAFETY curriculum		G. Institution-wide curriculum for improved communication between residents & faculty	G. Met
H. (AY 2018-19) Implement SUPERB SAFETY into remainder of curriculum	DDIO, Clinical Departments	H. Same as G	H. In progress
I. (AY 2018-19) Mandatory topics for faculty development (feedback, evaluation, others)		I. Same as A, B, C, D, G	I. In progress

Table 9 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Increase Learners' Perception of High Faculty Engagement

4. INCREASE LEARNERS' PERCEPTION OF HIGH FACULTY ENGAGEMENT (2015-16) Fostering environments of inquiry and scholarly activity (2016-17+) In partnership with GME stakeholders, create environments where faculty and academic practices are valued and supported, as measured by APE reports and related ACGME evaluation tools [long-term, ongoing goal]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) DIO, Dept Chairs & PDs incorporate regular discussions of Scholarly Inquiry at department/program activities such as faculty meetings/retreats.	ODIO, Clinical Dept. Chairs,	A. Increased awareness of and consistent use of 'environment of inquiry'	A. In progress, improvement seen in ACGME surveys
B. (AY 2015-16) Develop a plan to implement best practices for intellectual engagement of educators, scholars & researchers.		B&C Leveraged resources, where feasible, to support faculty engagement in teaching and scholarly activity	B. Ongoing (long-term) discussions with health systems, JABSOM and practice plan
C. (AY 2015-16+) Continue to improve teaching practices & opportunities for faculty involvement in residency education.	GMEC Curriculum Subcommittee	D. (C, D, E, F) Improved % of residents responding favorably on ACGME and internal surveys	C. In progress and ongoing
D. (AY 2015-16+) Continue to get feedback from residents on their perceptions of faculty / program creating an environment of scholarly inquiry	DIO	E. More dedicated faculty time to teaching, evaluating and mentoring residents; increased quality of teaching, improved quality of patient care, improved supervision, less faculty burnout, improved % of faculty responding favorably on ACGME and internal surveys	D. In progress and ongoing
E. (AY 2017-18+) Continue to strengthen academic models of teaching, faculty practice and alignment with health system needs	DIO, Dept. Chairs, UHP, KMS	F. Increased opportunities and incentives for faculty to participate in FD activities	E. In progress and ongoing
F. (AY 2017-18+) Work toward providing FD for CME credit (selected AHD sessions, fully utilize Zoom)	JABSOM FD office, Depts		F. In progress and ongoing

Table 10 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Population Health / Inter-Professional Education

5. POPULATION HEALTH / INTER-PROFESSIONAL EDUCATION (IPE) (2015-16) Provide Regular feedback on practice effectiveness to residents and fellows (2016-17+) Strengthen Institutional and Program curricula so that GME trainees and core faculty actively engage in team-based management of their patient populations in coordination with relevant health system and insurer initiatives [long-term, ongoing goal; also required by the ACGME]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16) Improve documentation skills in clinical and required administrative work with patients	ODIO, Clinical Chairs	A. Improved documentation skills to comply with healthcare reform requirements and patient clinical care	A. Completed, ongoing monitoring & training at Program level
B. (AY 2016-17) Work with health system IT to more efficiently obtain resident-level data to manage population health	DIO, QPS SC	B. Meaningful data with which to train residents/fellows	B. In-progress for Family Med (ACGME requirement), limited progress/need in other specialties ACGME also clarified their requirement in Feb 2017 (see C)
C. (AY 2017-18) Health systems to provide data on quality metrics and benchmarks (that are relevant to each GME program/specialty)	QPS SC	C. Compliance with new ACGME requirement, as measured by APE, AIR reports and ACGME survey results	C. Met. Programs should prioritize those that are relevant and integrate into AHD
D. (AY 2017-18) Conduct baseline assessment of data needs, population health curriculum, inter-professional education (IPE) opportunities	ODIO, QPS SC	D. Identify opportunities to leverage resources across health professions schools to improve implementation of meaningful population health curricula	D. Done. DIO/DDIO part of Hawai'i IPE workgroup
E. (AY 2018-19) Implement basic population science curriculum for those programs who currently do not teach this		E. (B, C, F), GME trainees more engaged in team-based care as evidenced by annual program evaluation, CLER visit (as applicable)	E. In progress
F. (AY 2018-19) Leverage resources with health systems and insurers to make more training available to GME programs			F. In progress

Table 11 - STATUS OF 2015-16, 2016-17, 2017-18 GMEC ACTION PLAN and Ongoing Priority Interventions – Well-Being of Residents & Faculty

6. WELL-BEING OF RESIDENTS AND FACULTY (2015-16) Identify activities and partnerships to enhance resident well-being (2016-17+) Work with hospital/health system partners, JABSOM and other stakeholders to create learning and working environments that promote well-being of residents/fellows, faculty and other members of the health care team. [long-term, ongoing goal; also required by the ACGME]			
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Status
A. (AY 2015-16+) Include residents in hospitals' Doctor's Day and other medical staff activities that focus on well-being	Well-being (WB) SC	A. Residents/fellows feeling valued by the hospitals	A. Met, ongoing
B. (AY 2016-17) Identify wellness resources for residents/fellows	WB SC / ODIO	B. Resident/fellows being more aware of available resources	B. Met, ongoing promotion and reminders
C. (AY 2017-18) Conduct Institution and Department-level Inventory of Well-Being (culture, policies, resources)	ODIO, WB SC	C. Learning and working environments that support physician and team well-being	C. Met
D. (AY 2017-18) Conduct baseline survey of resident/fellow well-being and burnout	ODIO, WB SC	D. For Intervention C, D: Baseline data against which progress in curricular and policy / systems / environmental improvement in these areas can be measured	D. Met by ACGME Well-Being survey started in 2018
E. (AY 2017-18+) Provide training on physician burnout, mitigation and resources	ODIO	E. Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE	E. Met and ongoing
F. (AY 2017-18+) Work with health systems to ensure faculty and residents are trained in and provided support in payment transformation and conversion to team-based group practice models	ODIO, GME Advisory Council ODIO, JABSOM, health systems	F. Increased comfort with practicing in the new model of health care (<i>rapidly changing requirements with inadequate support and lack of control is the major reason for burnout</i>)	F. In progress
G. (AY 2018-19) Work toward developing a culture of organizational resiliency		G. A, B, C, E, F above, ?improved scores on selected ACGME Well-Being questions	G. In progress

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 seventeen (17) GME programs fully accredited by the ACGME: Eight (8) core residencies and nine (9) subspecialty fellowships. Without a UH owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal health care departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th year medical students) are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals/clinics house UH JABSOM's eight (8) clinical departments: Family Medicine (Hawai'i Pacific Health – Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center), Obstetrics/Gynecology and Pediatrics (Hawai'i Pacific Health-Kapiolani Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen's Medical Center).

An average of 220 physician-trainees, who received doctorates from a school of medicine or school of osteopathy, matriculate annually through one of the ACGME-Accredited GME programs listed in Table 1. About a third of these physicians are graduates from UH JABSOM, a third from U.S. Medical Schools outside Hawai'i, and a third from international medical schools.² This mix of Hawai'i, U.S. national, and international graduates is considered ideal for U.S. GME programs; and particularly valued in Hawai'i with its multicultural population of indigenous and immigrant ethnic groups. In addition to these 17 ACGME-Accredited programs, UH JABSOM sponsors one (1) non-ACGME accredited fellowship: Family Planning, which follows the policies and requirements set by

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

the National Office of the Family Planning and trains 2 fellows.³ Hence, UH JABSOM has a grand total of eighteen (18) GME programs that produce primary care, specialty, and subspecialty physicians that become independent licensed practitioners in Hawai'i, Guam, American Samoa, the Compact of Free Association nations, i.e., Micronesia, and North America.

³ The non-ACGME accredited GME program, Family Planning Fellowship, is not part of the ACGME-accreditation AIR. However, their program directors, administrators and representative fellows are part of the GMEC and their compliance and accreditation are monitored by the UH JABSOM GMEC and DIO.



UNIVERSITY of HAWAI'I

19763
David Lassner
President

UNIVERSITY OF HAWAII
BOARD OF REGENTS

19 JUL 10 09:35 RECEIVED

July 9, 2019

MEMORANDUM

TO: Wayne Higaki
Acting Chair, Board of Regents

'19 JUL -9 P3:50

FROM: David Lassner
President

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

SUBJECT: AWARDING OF VICE CHANCELLOR EMERITA TITLE TO KATHLEEN CUTSHAW

SPECIFIC ACTION REQUESTED:

It is recommended that the Board of Regents award the title of Vice Chancellor Emerita to Kathleen Cutshaw, Vice Chancellor for Administration, Finance and Operations, effective August 1, 2019, in recognition of the dedicated and honorable service she rendered to the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

August 1, 2019

ADDITIONAL COST:

There are no additional costs associated with this request.

PURPOSE:

The purpose of this request is to honor a distinguished, respected, and admired University of Hawai'i employee, whose work and leadership is immeasurable. The requested action will formally recognize the many years of work and dedication that helped to build the administrative structure of the University of Hawai'i at Mānoa.

BACKGROUND:

Board of Regents Policy, RP 5.219, Emeritus/Emerita Title, and Executive Policy 9.209, Awarding of Emeritus/Emerita Title, provides for the awarding of the emeritus/emmerita to retiring or retired vice presidents and chancellors who have made exceptional contributions to the university and who are recognized as distinguished leaders in their field. The President may recommend to the board for consideration individuals deserving of honor who do not meet the above stated criteria.

Ms. Cutshaw joined the University of Hawai'i in 1997 as the Director of Administrative Services for the School of Ocean and Earth Science and Technology (SOEST), the largest and most complex research unit on the UH Mānoa campus. During her 8-year

tenure at SOEST, Ms. Cutshaw is credited with maintaining the fiscal health of SOEST through several years of difficult budget cuts, streamlining and restructuring the administrative units to reduce costs and increase effectiveness, and developing management reports for fiscal operations, space management, personnel and inventory control. In 1997, she successfully addressed an Office of Naval Research property audit which found UH Mānoa in non-compliance with federal property control requirements. Failure to prove that we had proper controls in place could have resulted in UH losing its ability to receive federal funds.

In January 2005, Ms. Cutshaw moved to the Mānoa Chancellor's Office to serve as Acting, Interim and regular Vice Chancellor for Administration, Finance and Operations. Throughout her 22 years at the University of Hawai'i at Mānoa, she has demonstrated both proficiency and competence in all areas of university administration. She has actively engaged in financial reform, showing leadership and vision in her efforts to eliminate financial shadow-systems by helping to develop core administrative modules that meet the needs of end users and fiscal specialists. Achieving this goal ensured transparency, efficiency and accountability in the management of our resources. She was instrumental in developing e-travel, e-inventory, e-budgeting, and eFacilities AiM (work order management, space planning, property data management and asset tracking).

Other projects and initiatives led by Ms Cutshaw include:

- Mānoa Talk Story, a monthly venue for administration and staff to share experiences and knowledge, to foster better communication between campus departments and units, and to work together to improve our environment.
- Mānoa Green Days, a program that power downs participating buildings during the holidays to minimize the use of air conditioning systems and help preserve our environment and operate in a sustainable manner.
- Launched in 2015, the Building Coordinators Program helps improve communication between building occupants and the Work Coordination Center, and help improve the safety, cleanliness, and maintenance of our buildings.

Ms. Cutshaw will be retiring on August 1, 2019 after twenty-two years of dedicated service to the University. The granting of the title, Vice Chancellor Emerita to Ms. Cutshaw is a fitting accolade to an exceptional and committed administrator who has devoted her career to the University of Hawai'i at Mānoa.

ACTION RECOMMENDED:

It is recommended that the Board of Regents award the title of Vice Chancellor Emerita to Kathleen Cutshaw, effective August 1, 2019.

Item VIII.A.1.
Executive Session
Personnel Matters

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**

Item VIII.A.2.
Executive Session
Legal Matters

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**

Item VIII.A.3.

Executive Session

Private Donations Matters

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**

Item IX.A.

Personnel Actions (A-1 for
Approval)

MATERIALS

19777



UNIVERSITY of HAWAI'I

UNIVERSITY OF HAWAII
BOARD OF REGENTS

David Lassner
President

19 JUL 11 P3:07 July 10, 2019

RECEIVED

MEMORANDUM

TO: Wayne Higaki
Acting Chair
Board of Regents

19 JUL 11 P2:54

FROM: David Lassner
President

David Lassner
UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

SUBJECT: APPOINTMENT OF ALEXANDRA FRENCH AS INTERIM VICE CHANCELLOR FOR ADMINISTRATION, FINANCE AND OPERATIONS, UNIVERSITY OF HAWAI'I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that you approve the appointment of Alexandra French as Interim Vice Chancellor for Administration, Finance and Operations (VCAFO), University of Hawai'i at Mānoa (UHM), effective August 1, 2019 through July 31, 2020, or unless sooner relieved, at an annual salary of \$160,008 (\$13,334 monthly) subject to executive/ managerial salary adjustments as appropriate.

RECOMMENDED EFFECTIVE DATE:

August 1, 2019 to July 31, 2020, or unless sooner relieved

ADDITIONAL COST:

The cost of \$160,008 will be funded by the Office of the Vice Chancellor for Administration, Finance and Operations' (OVCAFO) current budget and FTE. No additional cost will be required as there is salary savings with the retirement of the current incumbent.

PURPOSE:

To provide continued leadership and administration of campus-wide budget, finance, human resources, campus services and other administrative related programs as the next phase of the reorganization is currently underway.

BACKGROUND:

Pursuant to Executive Policy, EP9.212, Executive/Managerial Classification and Compensation, the Board of Regents is the approving authority for positions reporting directly to the President.

The OVCAFO is currently responsible for the administration, finance and related operations of the Mānoa campus. The division consists of more than 182 staff spanning functions including budget, finance and accounting, human resources, campus services (food services, bookstores, commuter services, mail services, university housing), public safety and emergency management for the campus. The VCAFO position reports to the President and serves as member of the campus senior leadership, working closely with both the President and Provost. As the chief financial and business officer, the position will serve as the corporate treasurer of

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An Equal Opportunity/Affirmative Action Institution

the Mānoa campus with responsibilities for development, direction and administration of financial affairs and the budgeting process, and other campus programs and operations under its purview. Working collaboratively with the Provost, the VCAFO will also provide strategic and operational leadership in support of the UHM's mission, vision and goals.

The current incumbent, Ms. Kathleen Cutshaw, will retire from the university after 22 years of service, of which nearly 15 years as the VCAFO. As the Mānoa campus moves forward with the reorganization of Phase II, it is critical that the VCAFO position be filled to ensure continuity of administrative leadership and functions at the campus level, working closely with leadership and advisory groups. I believe Ms. French is able to help us provide this leadership and continuity.

Ms. French received her bachelor of arts degree in Anthropology from Reed College and master's degree in Public Administration from Lewis and Clark College. From 2009 through current, she has served as Mānoa Director of Finance and Accounting, overseeing the campus budgetary processes as well as operational and accountability measures. In recent years, Ms. French has been instrumental in developing a new Mānoa budgeting model which required a change of business from a historical based budget to a formula based model. While implementation of that model has been discontinued due to the current revenue climate, she is well versed in advantages/disadvantages of various budgeting methodologies.

Ms. French has also taken the lead in reviewing campus units' responses to audit inquiries and coordinating corrective action plans. In addition, she ensures that all campus units are aware of the implications of audit findings and of any changes in operating practices that may result. She regularly provides coaching and mentoring to new lead fiscal administrators, especially those that do not have prior University experience, and is able to address matters and issues in a variety of campus academic, research, student affairs, and administrative units as well as Mānoa athletics.

In 2012, the University implemented the Kualii Financial System as its systemwide financial system. Ms. French was a major lead in the implementation of Kualii for the Mānoa campus. She contributed to the development of management policies and operating procedures, led testing efforts, and trained the personnel in the units. Her knowledge of the campus, the applicable systems, and nuances of the programs as well as her effective working relationships with system and campus teams will prove to be beneficial for Mānoa as we reorganize and transition.

Prior to joining OVCAFO, Ms. French served as the lead Administrative Officer at the Cancer Center. She was responsible for management, planning, implementation and compliance for all administrative functions including fiscal responsibilities for appropriated and extramural funds, human resources, research revolving accounts, and shared resource facilities. She managed over \$30 million dollars in extramural funds, \$5.4 million in appropriated funds and over 250 UH and RCUH faculty and staff. She led a team of eleven staff responsible for the full scope of procurement, payment, personnel, and compliance activities on all funding sources. She was instrumental in ensuring that the Center's procedures and operations met National Cancer Institute (NCI) requirements for national cancer center designation, including representing the Center with NCI administrative reviewers during NCI site visits.

During the course of her work in higher education, Ms. French has developed a wide depth and breadth of knowledge in budget and financial management, strategic planning and general operations in support of the overall goals and objectives of the university. She is qualified to serve in this interim appointment. As such, as part of the Executive/Managerial classification and compensation plan, the VCAFO is assigned to band SM-4 with a minimum of \$195,000, midpoint of \$247,500, and maximum of \$300,000. We believe that the requested salary of \$160,008, which is below the minimum, is justified given her expertise, experience and proven record of success at the Mānoa campus and in light of the ongoing transition.

In addition, referencing the HGEA Collective Bargaining Agreement for BU 08, Article 12 – Return Rights to APT Position, Ms. French will be at liberty to exercise her APT employment security and return rights within three (3) years of her EM appointment, to her former APT position at a salary equal to that which she would have received had she not assumed the EM position, as long as termination from the EM appointment is not for cause. Ms. French acknowledges that if she does not exercise her right to return to an APT position, she will forfeit her right to return.

ACTION RECOMMENDED:

It is recommended that you approve the appointment of Alexandra French as Interim Vice Chancellor for Administration, Finance and Operations, University of Hawai'i at Mānoa (UHM), effective August 1, 2019 through July 31, 2020, or unless sooner relieved, at an annual salary of \$160,008 (\$13,334 monthly) subject to executive/managerial salary adjustments as appropriate.

Attachment: Curriculum vitae
Salary Placement Worksheet

ALEXANDRA (SANDY) FRENCH

PROFESSIONAL EXPERIENCE

Director of Finance and Accounting, PBD, Office of the Vice Chancellor for Administration, Finance, and Operations, University of Hawaii (9/2009 – present)

- Serves as chief finance administrator for the University of Hawaii at Manoa campus for all financial matters
- Leads a team of three fiscal staff responsible for the full scope of fiscal and budgeting functions for the Manoa Chancellor's Office and the Office of the Vice Chancellor for Administration, Finance, and Operations; staff also provide fiscal assistance to the Office of the Vice Chancellor for Academic Affairs
- Works closely with the Vice Chancellor for Administration, Finance and Operations and the Manoa Budget Office staff in developing budget allocation models, revenue projections, and budget policies and procedures
- Advises campus units regarding responses to internal and external audits, coordinates corrective action plans, and ensures campus fiscal administrators are aware of audit issues
- Reviews and recommends action on all procurement actions requiring Chancellor's approval
- Reviews and recommends action on agreements and action memos requiring Chancellor's approval, including analysis of campus risk and liability and review for compliance with policies and procedures
- Provides individualized coaching and mentoring to newly appointed lead fiscal administrators; develops and coordinates training and information sharing for campus fiscal administrators through bimonthly Talk Story meetings and periodic small group sessions
- Coordinates campus responses to inquiries from University of Hawaii system offices regarding fiscal issues
- Serves as Acting Vice Chancellor for Administration, Finance and Operations in the absence of the Vice Chancellor

Senior Administrative Officer, PBC, Cancer Research Center of Hawai'i, University of Hawai'i (4/1994 to 9/2009)

- Served as chief administrative advisor to the CRCH Director, working independently to provide the necessary support so the Center's research mission can continue with a minimum of administrative delays and problems
- Supervised a team of eleven staff responsible for the full scope of procurement and personnel actions on all funding sources, ensuring compliance with federal, state and University regulations and policies
- Administered \$30,000,000 in extramural funding and \$5,400,000 in State of Hawai'i General funds and University RTRF funds

- Prepared and executed the General/TSF, RTRF, and Special Fund budget allocations for Center programs; analyzed expenditures, spending plans and department financial records
- Ensured that the Center's procedures and operations met National Cancer Institute requirements for national cancer center designation; ensured that activities and overall budget for Cancer Center Support Grant were adequately documented and justified
- Represented Center with outside evaluators, including administrative reviewers, site visit committees, funding agency grants administration personnel, and independent auditors

Fiscal Accounting Specialist, Cancer Research Center of Hawai'i, University of Hawai'i
(11/1993 – 3/1994)

- Provided direction and assistance on administrative matters pertaining to the preparation and submittal of research and training project proposals, including preparation of proposal budgets
- Supervised business office staff in all financial and personnel transactions
- Served as chief fiscal officer, responsible for procurement on all funding sources
- Supervised facilities and IT staff

Director of Development, Clark County Public Transportation Benefit Area Authority, Vancouver, Washington (5/1993 - 7/1993)

- Directed planning and marketing activities for mid-sized public transit agency
- Supervised all planning activities, including high capacity transit, transportation demand management, growth management, and route and facilities planning
- Supervised preparation of state and federal grant applications
- Improved inter-jurisdictional coordination and cooperation in performance of high capacity transit planning studies

Procurement and Grants Manager, Clark County Public Transportation Benefit Area Authority, Vancouver, Washington (1/1985 - 4/1993)

- Administered all state and federal grants awarded to agency
- Established and maintained compliance systems to oversee grants and interagency sub-agreements for performance of multi-jurisdictional planning studies
- Managed procurement of all goods and services, prepared bid specifications and proposal packages, and ensured compliance with federal regulations
- Managed all contract administration activities, including preparation of contract amendments and change orders, monitoring of contractor performance, and oversight of contract expenditures
- Developed and implemented procurement and contract administration procedures

EDUCATION

M.P.A., 1987, Lewis and Clark College, Portland, Oregon

B.A., Anthropology, 1980, Reed College, Portland, Oregon