Notice of Meeting
UNIVERSITY OF HAWAI‘I
BOARD OF REGENTS

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

Date: Thursday, January 16, 2020
Time: 10:00 a.m.
Place: Windward Community College
45-720 Kea‘ahala Road
Hale Akoakoa 101 & 103
Kāne‘ohe, Hawai‘i 96744

AGENDA

I. Call Meeting to Order

II. Approval of the Minutes of the October 17, 2019, November 6, 2019, and November 21, 2019, Meetings

III. Public Comment Period for Agenda Items: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via 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 and will be posted on the board’s website.

IV. Report of the President

V. Report of the University of Hawai‘i Foundation

VI. Committee Reports
   A. Report from the Committee on Independent Audit
   B. Report from the Committee on Planning and Facilities
   C. Report from the Committee on Research and Innovation
   D. Affiliate Reports

VII. Agenda Items
   A. Approval to Authorize the Administration to Support and Participate in a Public Utilities Commission-Approved Green Tariff Program
   B. Approval of Name Change for North Hawai‘i Education and Research Center to Kō Education Center

For disability accommodations, contact the Board Office at 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.
C. Approval of the Establishment of the Creative Eateries Singapore Endowed Faculty Fellowship at the School of Travel Industry Management at the Shidler College of Business, University of Hawai‘i at Mānoa (TIM School)

D. Approval of the Establishment of the Esquel-Yang Family Distinguished Professorship at the TIM School

E. Review of Graduate Medical Education Programs at the John A. Burns School of Medicine Annual Report for Academic Year 2018-2019

F. Legislative and Budget Update

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), Hawa‘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

IX. Agenda Items (continued)

A. Personnel Actions (A-1 for approval)

X. Announcements

A. Next Meeting:  February 20, 2020, at University of Hawai‘i – West O‘ahu

XI. Adjournment

ATTACHMENTS

Attachment A1 – Personnel actions posted for action

Attachment A2 – Personnel actions posted for information only
Attachment A-1: Personnel Actions for BOR approval.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Community College System</td>
<td>Lacro</td>
<td>Erika</td>
<td>Vice President for Community Colleges</td>
<td>Office of the Vice President for Community Colleges</td>
<td>Initial Appointment</td>
<td>$21,250</td>
<td>January 17, 2020</td>
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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.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Last Name</th>
<th>First Name &amp; Middle Initial</th>
<th>Proposed Title</th>
<th>Unit</th>
<th>Nature of Action</th>
<th>Monthly Salary</th>
<th>Effective Date</th>
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</thead>
<tbody>
<tr>
<td>UH System</td>
<td>Chan</td>
<td>Tung</td>
<td>University Associate General Counsel</td>
<td>Office of Legal Affairs and University General Counsel</td>
<td>Initial Appointment</td>
<td>$10,417</td>
<td>On or after January 17, 2020</td>
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<td>UH System</td>
<td>Los Banos</td>
<td>Aedward</td>
<td>Associate Vice President</td>
<td>Office of the Vice President for Administration</td>
<td>Initial Appointment</td>
<td>$12,285</td>
<td>February 3, 2020</td>
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<tr>
<td>UH System</td>
<td>Ngo</td>
<td>Courtenay</td>
<td>Director of Information Technology</td>
<td>Information Technology Services, Technology Infrastructure</td>
<td>Initial Appointment</td>
<td>$14,000</td>
<td>On or about February 3, 2020</td>
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<tr>
<td>Mānoa</td>
<td>Vie</td>
<td>Stephanie</td>
<td>Associate Dean</td>
<td>Outreach College</td>
<td>Initial Appointment</td>
<td>$12,500</td>
<td>January 17, 2020</td>
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<td>Kaua‘i CC</td>
<td>Daisy</td>
<td>Joseph</td>
<td>Chancellor</td>
<td>Office of the Chancellor</td>
<td>Initial Appointment</td>
<td>$13,918</td>
<td>February 3, 2020</td>
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<td>Leeward CC</td>
<td>Ono</td>
<td>Kay</td>
<td>Interim Vice Chancellor</td>
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<td>$10,834</td>
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<td>Leeward CC</td>
<td>Riseley</td>
<td>Leanne</td>
<td>Interim Dean</td>
<td>Academic Services</td>
<td>Initial Appointment</td>
<td>$10,000</td>
<td>January 21, 2020 - January 20, 2021</td>
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<td>Windward CC</td>
<td>Oliveira</td>
<td>Judy</td>
<td>Interim Vice Chancellor</td>
<td>Student Affairs</td>
<td>Initial Appointment</td>
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I. CALL TO ORDER

Board Chair Kudo called the meeting to order at 9:32 a.m. on Thursday, October 17, 2019, at Leeward Community College, Education Building, Room 201 A/B, 96-045 Ala Ike Street, Pearl City Hawai‘i 96782.

Board members in attendance: Chair Ben Kudo; Vice-Chair Jan Sullivan; Vice-Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson Jr.

Others in attendance: President David Lassner; Vice President for Administration Jan Gouveia; Interim Vice President for Community Colleges Erika Lacro; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O‘ahu (UHWO) Chancellor Maenette Benham; Interim Honolulu Community College (HonCC) Chancellor Karen Lee; Leeward Community College (LeeCC) Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES OF THE AUGUST 30, 2019 MEETING

Regent Wilson moved to approve the minutes of the August 30, 2019, meeting, seconded by Vice-Chair Sullivan. There were no objections and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony as follows:

Written testimony in support of building the Thirty Meter Telescope (TMT) from:

- Ralph LeVitt
• Graham DeVey
• Heather Galinato
• Veronica Ohara
• Kathleen “Cookie” Medeiros
• Richard Faulkner
• Jonathan Williams

Written testimony in support of a resolution recognizing that enforcement of the law on Mauna Kea is necessary:

• Katherine Roseguo

Written testimony opposing Board Resolution 19-02:

• Aaron Stene
• Dr. Roy R. Gal

Written testimony offering comments on Board Resolution 19-02 urging de-escalation of tension and non-violent solutions on Maunakea:

• P.B. Walp
• Kenneth Wagner
• Christoph Baranec
• Yvonne Taylor
• Samuel Wilder King II
• Laurie Chu

Late written testimony was received from the following in opposition of Board Resolution 19-02 urging de-escalation of tension and non-violent solutions on Maunakea:

• Thayne Currie
• Morgan Bonnet
• Paul Hirst
• Annette Reyes
• Marc Lefebvre

Late written testimony in support of building TMT from:

• Gary Kneeland
• L.J. Remillard
• Genevieve Runningwind
• Renee Ishisaka

Kekailoa Perry submitted late written testimony and provided oral testimony in opposition to Board Resolution 19-02 urging de-escalation of tension and non-violent
solutions on Maunakea and offering comments related to the Maunakea Interaction Group report.

The following individuals provided oral testimony:

- Eugene Magnier testified in support of TMT and astronomy on Maunakea
- Alfred Keaka Hiona Medeiros testified in opposition to TMT and the desecration of Hawaiian lands
- Tara Rojas provided comments relating to Board Resolution 19-02 urging de-escalation of tension and non-violent solutions on Maunakea.

IV. REPORT OF THE PRESIDENT

President Lassner thanked Chancellor Peñaloza for hosting the Board of Regent’s meeting and then proceeded to provide a report highlighting the following:

Hawai‘i Graduation Initiative

- There are two issues regarding enrollment that are concerning. First, there needs to be greater effort at recruiting more local high school graduates to pursue higher education and convince them that the University of Hawai‘i is their best choice. Second, there needs to be improvement in getting more community college transfers into four-year universities.

- The UHM entering freshman class for this year increased (over 2,000). However, all ten campuses of the University of Hawai‘i System continue to experience overall declines in enrollment, although to varying degrees.

- UHM experienced an increase in international students; UHH saw increases in incoming freshman and transfer students; both UHM and UHH experienced increases in classified graduate students for the second year in a row; and while community college enrollment was down, they are still above pre-recession levels and have experienced more 26-44 year old students (over 2,300) entering the community college system which is partially attributed to their returning adult program to help give adults more skills needed for better employment within the community.

- Some issues affecting enrollment numbers include:
  
  i. Educational Costs. The cost of education plays a large role in individuals foregoing post-secondary education and the University is looking at ways to help defray costs for students such as the Open Educational Resource Program. This Program would make textbooks available for free online for students which could save students thousands of dollars each. UH’s goal is to provide all textbooks for general education courses at no costs to students. This program is already being tested with English 100 level courses.
ii. **Labor Market.** The strength of the current labor market also plays a role in decreased enrollment. As more individuals opt to enter the labor market and begin to earn income, these individuals tend not to pursue a post-secondary education. This was noted during the Great Recession when jobs became scarce and enrollment exploded across the University System.

iii. **Graduation rates.** Graduation rates have increased. With more students graduating, student enrollment declines if they are not all replaced with new students.

- Enrollment priorities include:
  i. **Leveraging early college better.** UH can create better educational pathways into academic programs working with high schools and the academies.
  ii. **Recruiting.** Recruit more actively among high schools, as well as recruiting more community college students to pursue four-year degrees at UH four-year universities.
  iii. **Hawai‘i Promise Program.** Improve deployment and marketing of the Hawai‘i Promise Program at the community colleges and try to extend it to four-year universities.
  iv. **Enrollment Management.** Work with consultants to better understand how to recruit students who will enroll and persist.
  v. **Academic Programming.** Create more programs that attract students to UH campuses such as in sustainability, an area of interest of many students.

- UH System retention numbers have shown substantial improvement for most of the campuses, particularly fall-to-fall persistence. UHM surpassed the 80% retention rate, which is the highest experienced by UHM in its history.

- Despite decreased headcount, revenue appears up preliminarily. This may be due to a variety of reasons including numbers of credits being taken; types of programs being entered into; increases in graduate students; and the numbers of residents versus non-residents entering the UH system.

- UH will be hosting the SACNAS National Diversity in STEM Conference. At least 4,000 attendees are expected this year at the conference at the Hawai‘i Convention Center. This is an opportunity for UH to showcase engagement in STEM education and research by underrepresented groups and will provide an opportunity for professional development of faculty and students as well as recruitment.

**Hawaii Innovation Initiative**

- As of October 17, 2019, just over $210,000,000 was received in extramural funding and is ahead of this time last year; research funding has been growing systemwide.
• UH has been gaining national/international recognition which helps with extramural funding. President Lassner highlighted two projects including one involving a group of researchers based in chemistry at UHM that discovered and reported a bug in a core piece of software that is being used across the country in computational chemistry and a whale bubble net feeding event that was captured on video by the Hawai‘i Institute of Marine Biology while working in Alaska. The video is UH’s most viewed online research video so far with over 240,000 viewings in three days.

Mission-Focused System

President Lassner thanked Lance Wilhelm and Micah Kane of the Trustees of Kamehameha Schools for attending the last meeting and highlighted the Hui Hoʻopili ʻĀina Partnership (HHA) noting the following:

• The flagship HHA scholarship program, with substantial funding from Kamehameha, exists at all three university campuses with a focus on bachelor degree completion. The program utilizes a culture-based cohort model to help Native Hawaiian students maintain their cultural identity throughout their educational experience.

• The primary focus has been on working to increase the success of Native Hawaiian students to begin and complete their education and utilizes a student support system to recognize when a student is having difficulties and interjecting interventions early to keep students on track.

• The Program has resulted in an 89% retention rate of Native Hawaiian participants, which is far ahead of the average retention rates for the campuses, and students in the program are graduating on time. Because of this success, the program has been able to use some of the funding slated to support undergraduates to get some students into graduate school.

Report of the Host Campus

Chancellor Peñaloza welcomed everyone and provided an overview of LeeCC’s demographics, enrollment statistics, and initiatives. He highlighted the diversity of the student body with a strong representation of Hawaiian and Filipino populations, and consisting of primarily of liberal arts students, followed by career and technical program students.

Chancellor Peñaloza noted that LeeCC experienced growth in online programs with 27% of the student population attending in an online capacity. Similar to other campuses, LeeCC has experienced a decline in enrollment (2.1%). LeeCC is modeling strategies to mitigate the decline in enrollment including reducing economic barriers such as providing low- to no-cost textbooks to students and is a leader in these efforts with 35% of courses offered at LeeCC providing low to no costs textbooks to students as of this fall with direct cost savings to students of approximately $3.3 million.
LeeCC is aligning programming to meet workforce needs such as development of a certified teaching program to help meet the demand for teachers. LeeCC continues to support entrepreneurial development through initiatives such as working in partnership with the Agribusiness Development Corporation to renovate an existing facility in Wahiawa that will be the site of the Wahiawa Product Development Center that will serve as an entrepreneurial incubator for the region, particularly in the food-based product business.

Chancellor Peñaloza highlighted accomplishments of LeeCC including working in collaboration with UH-West O‘ahu to obtain $2.2 million in Title III grant monies to improve the ability of Native Hawaiian students to earn STEM degrees, working with UHM College of Social Sciences to create a clear pathway to obtain four-year degrees, and enhancing the student experience through improvement of student facilities.

Regent McEnerney commented that he was impressed with student leaders that some Regents met and noted that the student leaders were pleased with Chancellor Peñaloza and the things being done at LeeCC.

Regent Wilson asked Chancellor Peñaloza about the product development center in Wahiawa and whether it contained a certified kitchen. Chancellor Peñaloza did not have an answer to the question but would get back to Regent Wilson with that information.

**Faculty Report**

Michael Cawdery, Associate Professor and Chair of the LeeCC Faculty Senate, provided a presentation highlighting the faculty’s priorities of evaluating the work of LeeCC, systematically reviewing policy, and conducting internal reviews and audits.

Dr. Cawdery noted the efforts being made to elevate the work of the faculty and move forward with faculty-driven initiatives. He observed that the faculty has a responsibility to evaluate their work in order to continue to drive their initiatives and that faculty is also responsible for ensuring that their work is in alignment with campus and University policies. As such, various methods of auditing and evaluating the work of faculty are currently being reviewed. He also noted that policy reviews are occurring at LeeCC and at the system level.

Dr. Cawdery added that the Faculty Senate has also taken initiatives to redefine its internal roles, ensuring that its own work is audited, including its bylaws and charter, and ensuring that it is in compliance with policy, and that it is attempting to adjust their policies to develop continuity in leadership so that continuity is not lost each time there is a change in leadership.

Regent McEnerney asked Dr. Cawdery what the faculty loss was at LeeCC and how they were dealing with faculty recruitment. Dr. Cawdery replied that there has been significant turnover in long-time positions in his college. He noted that this provided an opportunity to invigorate and pursue new initiatives, and recognized the importance of getting the right resources to the right places at the right time.
V. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Independent Audit

Committee Chair McEnerney summarized the Committee report.

B. Report from the Committee on Personnel Affairs and Board Governance

Committee Chair Tagorda summarized the committee report.

Committee Chair Tagorda elaborated on the update provided on executive and managerial compensation, noting that Regents Policy (RP) 9.212 requires that an update be provided to the Board on guidelines used for salary adjustments but that no approval was required by the Committee or the Board. She added that the presentation was provided in advance of the posting of the attachment A to today’s agenda, which is an item for information based on state law which requires that EM proposed compensation or changes in compensation be disclosed in open meeting.

She further elaborated on the history of RP 9.212, the legislative appropriation for salary adjustments, and the methodology used for the adjustments. She noted that questions were raised during the meeting about the note in the presentation that a "small number of additional special adjustments made by the President for equity, retention, new duties assigned and/or growth in job" and applied to fewer than 10 people.

She concluded by noting that the Committee would be open to considering policy changes in the future if there is a desire to clarify the mechanism by which salary adjustments for EMs are determined or approved.

Chair Kudo added that he would be recommending that this item be discussed in executive session.

C. Report from the Committee on Research and Innovation

Committee Chair Sullivan summarized the committee report.

D. Affiliate Reports

Maunakea Management Board (MKMB): Vice-Chair Higaki reported that MKMB met last month and recommended not to approve the notice to proceed with the decommissioning of Hoku Kea (teaching telescope) on Maunakea. The recommendation was made by MKMB to the Chancellor.

Chair Kudo noted that MKMB is an advisory board.

UH Student Caucus: Regent Acopan reported that the UH Student Caucus will be meeting on October 19 at UH Mānoa and on October 26 in Hilo.
VI. AGENDA ITEMS

A. Consent Agenda

1. **Recommend Board Approval of Revisions to RP 2.205, Policy on Whistleblowing and Retaliation**

2. **Recommend Board Approval of Delegation of Authority to the President to Indemnify, Defend, and Hold Harmless a County Agency, its Officers, Agents, and Employees, Pursuant to Section 46-71.5, Hawai‘i Revised Statutes (HRS), and Other Revisions to Regents Policy 8.201, Contracts and Official Documents**

Regent Westerman moved to approve the consent agenda. Regent Wilson seconded the motion.

Regent Acoba noted that there was a change made at committee relating to RP 2.205 which did not appear in materials to reflect the word “respective” be added before “designees”. Board Secretary Oishi noted that the change was overlooked and will be included in the final draft of the policy.

Regent Westerman amended his motion to approve the consent agenda with the amendment to RP 2.205 seconded by Regent Wilson, and the motion carried unanimously.

B. **Final Report and Dissolution of the Investments Permitted Interaction Group**

Regent Moore explained that the final report summarized the work of the task group and recommended that three regent policies dealing with investments be combined into one policy. The task group requested that the administration review and propose policy amendments taking into account the work of the task group.

Vice-Chair Sullivan stated that she had no objection to the recommendation but asked whether the administration would have parameters to work with in reviewing and amending the policy. Regent Moore replied that no strict parameters were provided but that the administration should rewrite the policy to conform to conclusions made by the task group as to what the contents of the policy should be.

Regent Acoba noted that the proposal would allow the Associated Students of the University of Hawai‘i (ASUH) to determine what stocks they buy, although they will follow the same standards of investment policy as the Board and will report semiannually to the Board the results of their investment policy and the distribution of funds.

Regent Moore stated that ASUH is not a separate legal entity and that the Board still had a fiduciary responsibility for the ASUH fund, but clarified the reasoning behind
allowing ASUH to choose what type of investments they want to make. He also provided an overview of the history of the stadium stock and how ASUH received those funds. Regent Moore added that ASUH still wants to be able to invest in fossil fuel producing companies even though the Board’s policy is to divest from such investments. Accordingly, ASUH will be given this exemption to the investment standards followed by the Board.

Regent Moore recommended that the Board approve the recommendation that the administration work on the policy and amendments and present a draft to the Board, but questioned whether that draft should be returned to the Budget and Finance Committee or sent directly back to the Board. Regent McEnerney responded that it would be better to have the policy sent back to the Budget and Finance Committee and President Lassner agreed.

Regent McEnerney made the motion to accept the report of the task group with the recommendation that the amended policy be forwarded to the Budget and Finance Committee and the task group be dissolved. The motion was seconded by Regent Moore and the motion carried unanimously.

C. Report of the Maunakea Governance Permitted Interaction Group

Chair Kudo stated that this item is on the agenda for information only and that discussion would occur at a November 6, 2019, special meeting in Hilo.

D. Board of Regents Resolution to Urge De-Escalation of Tension and Non-Violent Solutions on Maunakea

Vice-Chair Sullivan provided an overview of the origins of the resolution noting that the discussions began at the last Board meeting but that due to meeting schedules and sunshine law requirements, the Board was not able to effectively take a position or make a statement on the Board’s position of the events that were occurring on Maunakea. She added that after reviewing the public comment she proposed to revise the resolution to read: “Now, therefore, be it resolved that the University of Hawai‘i administration under the leadership of President David Lassner is encouraged to pursue good faith efforts to de-escalate tensions on its campuses regarding Maunakea including exploring [again] the use of ho‘oponopono, and to pursue other non-violent solutions to the conflict regarding Maunakea” so that the resolution is not misinterpreted as condoning violence.

Vice-Chair Sullivan made the motion to adopt the resolution, as amended, and the motion was seconded by Regent Acoba.

Regent Moore asked whether this resolution is to be applied only to campuses within the UH system and not the entirety of the issue as UH does not control what happens off campus or UH managed lands, and, if so, suggested the resolution be clarified further to reflect this including amending the title.
Vice-Chair Sullivan suggested adding “on its campuses” to the title to clarify Regent Moore’s point.

Regent Acoba stated that President Lassner’s role cannot be separated in terms of the campuses because he has other roles and acts on behalf of UH when dealing with external people and groups and that these interactions extend beyond the campuses.

Regent Acopan noted that her understanding of the resolution was that it was intended to address the UH community, the students and faculty, and that it was not limited to the proximity of the campuses and asked for clarification.

Vice-Chair Sullivan clarified the intent to respond to concerns raised in testimony that the Board was taking a position on the use of force on Maunakea and that the suggested amendment was intended to be applicable to UH, but realizes that it does restrict the resolution to only UH campuses and is open to other suggestions.

Regent Moore suggested changing the language from UH campuses to “within the UH community” and Regent Sullivan had no objections.

Vice-Chair Sullivan withdrew her original motion and made a new motion to amend the title to read: “Urging de-escalation of tension and non-violent solutions within University of Hawai‘i community regarding Maunakea”, and the first Be It Resolved clause to read: “Now, therefore, be it resolved that the University of Hawai‘i administration under the leadership of President David Lassner is encouraged to pursue good faith efforts to deescalate tensions within the UH community regarding Maunakea, including exploring the use of ho‘oponopono and to pursue non-violent solutions to the conflict regarding Maunakea”. Regent Wilson seconded the motion.

Chair Kudo noted that he would abstain from the vote since he previously issued a personal statement regarding nonviolence on Maunakea.

After no further discussion, the motion carried unanimously, with Chair Kudo abstaining.

The Board went into recess at 11:08 a.m. and reconvened at 11:16 a.m.

VII. EXECUTIVE SESSION (closed to the public)

Regent McEnerney made a motion to add an item to the agenda for executive session to discuss the president’s evaluation with respect to the eight or so executive and managerial salary increases as proposed in Attachment A. The motion was seconded by Regent Wilson and the motion carried unanimously.

Regent Wilson made a motion to enter into executive session, seconded by Regent Moore, and the motion carried unanimously.

The meeting recessed at 11:18 a.m.
The meeting reconvened at 12:43 p.m. Chair Kudo reported that the Committee on Personal Affairs and Board Governance will review RP 9.212 regarding special compensation of executive and managerial positions going forward and that President Lassner will be meeting with the Committee on Personal Affairs and Board Governance to review the methodology used to make adjustments to executive and managerial compensations at an upcoming meeting.

VIII. ANNOUNCEMENTS

Chair Kudo announced that the next meeting is a special meeting of the Board scheduled for November 6, 2019, at the University of Hawai‘i at Hilo.

IX. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, and Regent Moore seconded, and with unanimous approval, the meeting was adjourned at 12:45 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
II. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received numerous written testimony offering comments on agenda items relating to agenda items III.A. and III.B. Written testimony may be found on the board website as follows:

Written Testimony Comment Received

Written Testimony Comment Received 2

Late Written Testimony Comment Received

Late Written Testimony Comment Received 2

Late Written Testimony Comment Received 3

Testimony Received at Meeting

Ninety-nine testifiers offered oral testimony over approximately seven hours, and those who cited to agenda items cited to agenda items III.A. and/or III.B. Testimony in support of the two action items cited strengths and accomplishments of astronomy in Hawai’i, the contributions of the astronomy industry to the State of Hawai’i and Hawai’i
Island economies, the celebrated history of Hawaiian navigators and their relationship to the skies, and support of science, culture, and education in general.

Testimony in opposition to the two action items generally included issues related to Native Hawaiian and indigenous rights and cultural practices; the potential violation of constitutional rights such as free speech and freedom of expression; concerns regarding the construction of the Thirty Meter Telescope (TMT) and its impacts to the environment; the protection of Maunakea as a natural, cultural, and spiritual resource; the sacredness of Maunakea; concerns regarding access to Maunakea; concerns regarding the permit requirement for large groups in the proposed rules; and the role of the university as an indigenous serving institution.

With respect to agenda item III.A., the following individuals provided oral testimony in opposition to Board Resolution 19-03: Lukela Ruddle and James S.

The following requested deferral of Board Resolution 19-03: Wally Ishibashi, Office of Maunakea Management (OMKM); Doug Simmons, Director of Canada-France Telescope and Vice Chair of MKMB; Hilton Lewis; John O'Meara; Rich Matsuda; and Jessica Dempsey.

The following individual provided comments related to Board Resolution 19-03: Roberta Chu, Chair of the Maunakea Management Board (MKMB) and Cory Harden.

Peter Young requested amendments to the decommissioning timeline in Board Resolution 19-03.

Roberta Chu, Chair of the Maunakea Management Board (MKMB), testified in support of the adoption of Chapter 20-26, HAR, and provided comments on Board Resolution 19-03.

Regarding agenda item III.B., the following individuals provided oral testimony in opposition to the adoption of Chapter 20-26, HAR: Dr. Henry Lee Loy; Keala Lee Loy; Gerri Perreira; Kealoha Pisciotta; Healanionna Pale; Kealain Leong; Jessica Luning; Kiana (Ku'ulei) Perreira-Keawekane; Catherine Robbins; Jim Albertini; Loke Aloua; Ilima Decosta; Hanalei Fergerstrom; Debbie Ward; Mala Landt; Denise Kauwale-Medeiros; Rich Schott; Millicent Cummings; Tanya Aynessazian; and several unidentified individuals.

The following individuals provided oral testimony offering comments relating to Chapter 20-26, HAR: Kris Kindschuh; Tom Peek; Dave Wilson; Punahoele; G. Kamaka Mahi Gunderson; and Greg Johnson.

Finally, the following individuals provided oral testimony in opposition to both agenda items III.A. and III.B.: Keoni Turalde; Dr. Noe Noe Wong-Wilson; Nelson Ho; Pumehana Howard; Tiele Doudt; Presley Ke'alanauhea Ah Mook Sang; Halealoha Ayau; Ana Kahloupii; Keala Fung; and Nāko'olani Warrington.

Testimony not directly related to either action item included testimony from Emily Peavy who testified in support of astronomy in Hawai’i.
The following individuals provided oral testimony in opposition to the TMT: Calvin Hoe; Kaulana Stanley; Lanihuli Kanahele; Cody-Fay Alameda; Lanny Sinkin; Carolyn Pellett; Danny Li; Lynal Nosaka; Kacie Kunioka-Volz; Scott Spencer; Shana Logan; and several unidentified individuals.

The following provided comments related to Maunakea: Jimmy Naniole; Moses Kaho'okele Crabbe; Fred Perreira Jr.; Deena Oana-Hurwitz; Gene Tamashiro; Mark Panek; Lisa Malakaua; Nalani Goeas; Abraham K. Poai Jr.; Zion Tamashiro; Noel Tagab-Cruz; Maile Lavea-Mallo; Kyle Sabate; Darren John Hauanio; Keikiokalani Billionaire; Kamanawa Kinimaka; Ernelle Downs; Davin Vicente; Shiye Bidzill; Raven; Kini Burke; Momi Green; Savannah Mariani; Kennedy Hanohano; and several unidentified individuals.

The following individuals provided comments regarding indigenous issues: Kekai Lindsey; Tania Aubid; Keenan Cyrus Gonzales; Geronimo Huberas; and Micah Stephenson.

The board recessed at 12:49 p.m. and reconvened at 1:30 p.m.

Regent Acoba and Regent Acopan left at 5:50 p.m.

The board recessed at 6:38 p.m. and reconvened at 6:46 p.m.

III. AGENDA ITEMS

A. Final Report and Dissolution of the Maunakea Governance Permitted Interaction Group and Approval of Resolution to Act on Items Relating to Maunakea Management, including Budget Items

Chair Kudo summarized the written Maunakea Governance Permitted Interaction Group (MIG) report. The findings and recommendations were as follows:

A. The MIG recognizes the complexity of the issues related to Maunakea and that Maunakea has become a symbol of Native Hawaiian self-determination. It also recognizes that the University has been criticized for past and present mismanagement of Maunakea.

B. The MIG recognizes that the Board has the ultimate responsibility to fulfill and carry out all of the recommendations, obligations, and duties identified in the Mauna Kea Science Reserve Master Plan (2000), Mauna Kea Comprehensive Management Plan UH Management Areas (2009), A Cultural Resources Management Plan for the University of Hawai‘i Management Areas on Mauna Kea (2009), Natural Resources Management Plan for the UH Management Areas on Mauna Kea (2009), Public Access Plan for the UH Management Areas on Mauna Kea (2010), and Decommissioning Plan for the Mauna Kea Observatories (2010).

C. The MIG recognizes the need to collectively do better with regard to efficiency, effectiveness, and transparency in the functional structure of Maunakea.
management, and that this should be undertaken with urgency while considering the perspectives of multiple stakeholders.

D. While some progress has been made with regard to fulfilling audit findings and other deficiencies, progress has been slow in other areas, particularly in the decommissioning of observatory sites that were previously identified.

E. Maunakea is a special place to all of Hawai‘i, and Native Hawaiian cultural practices need to be acknowledged in planning for the use of Maunakea.

F. The MIG recommended:

- Adoption of University of Hawai‘i Board of Regents Resolution to Act on Items Relating to Maunakea Management (Resolution 19-03). Resolution 19-03 as introduced included twelve specific action items:
  1. Two (2) observatory sites known as the Caltech Submillimeter Observatory and Hokukea site shall be decommissioned no later than April 30, 2021. For purposes of this resolution, the term “decommissioning” shall mean the complete removal of all man-made structures at each respective site bringing each site to as close as feasible to its natural state prior to construction. These will be the first two of five observatories to be decommissioned.
  2. A schedule of decommissioning of these two sites will be laid out on a Gantt chart or other similar visual schedule for each of the above sites indicating function and timeframe for each major step in the decommissioning process to achieve completion on or by April 30, 2021. The schedule for decommissioning shall be presented to the Board of Regents on or before its February meeting 2020.
  3. A new educational telescope facility for the University of Hawai‘i at Hilo shall be established on already developed land at Hale Pohaku or elsewhere, as soon as can be permitted, with a target date no later than April 30, 2021 to ensure the prompt availability of a teaching telescope. The Regents shall support the funding of the planning, design and construction of the new educational facility.
  4. A third (3rd) observatory site known as the United Kingdom InfraRed Telescope (UKIRT) shall be decommissioned no later than December 2024. A Gantt chart or other similar visual schedule shall be provided to the Board of Regents by December 31, 2022. This will be the third of five observatories to be decommissioned.
  5. Since the fourth (4th) observatory site known as the Very Long Baseline Array (VLBA) observatory is already scheduled to be decommissioned by December 31, 2033, the last of the five sites to be decommissioned will be identified and designated to the Board of Regents on or by December 31, 2022.
6. In collaboration with OMKM and MKSS, the 'Imiloa Astronomy Center shall develop a suite of educational programs regarding Maunakea including but not limited to Native Hawaiian culture, history, environmental and biological considerations designed for tour guides and drivers, employees, contractors, recreational users, scientists and observatory workers and visitors, as required by the Management Plans, by August 31, 2020. OMKM shall report to the Board of Regents on its plans and progress to implement said educational programs at its February meeting 2020. Administration shall make a budget request during the 2020 legislative session to fund this action item.

7. Administration shall make a CIP request during the 2020 legislative session for monies to plan, design and construct an educational center at Hale Pohaku and/or another appropriate site on Maunakea that will educate visitors on cultural, environmental and astronomy related topics relating to Maunakea.

8. The Mauna Kea Science Reserve Master Plan update will accommodate uses by Native Hawaiian cultural practitioners.

9. A reorganization and restructuring plan shall be presented to the Board of Regents as to all advisory, operating and funding bodies involved in the management of Maunakea by April 2020. The purpose of the plan is to improve the operations and management and make it more efficient, effective and transparent. The reorganization and restructuring plan shall be embodied into a governance document that is approved by the Board of Regents.

10. As part of the reorganization and restructuring plan, an in-depth analysis will be done to determine whether the management of the Maunakea Science Reserve would be better served if transferred to a governmental authority, or other third party entity or through alternate management mechanisms, e.g., conservation easement agreement. The results of this analysis will be presented to the Board of Regents by April 2020.

11. The University will cooperate with the Department of Hawaiian Home Lands (DHHL) to resolve any outstanding issues relating to the roadway infrastructure on Maunakea and will seek opportunities to assist DHHL in its efforts to fulfill its trust duties and responsibilities on the use of its Maunakea lands; and

12. As permitted by law, the University should pursue a partnership with an appropriate agency or organization whose primary beneficiary is the native Hawaiian community, to operate commercial shuttles and tours on Maunakea.

- The dissolution of the MIG.

Chair Kudo added that since the public posting of Resolution 19-03, numerous entities contacted the board regarding how the resolution could be improved, and the MIG agreed that certain changes should be made.
Vice-Chair Sullivan made a motion to make amendments to Resolution 19-03 as follows:

(1) In paragraphs (1), (2), and (3) of the first “be it resolved” clause, revise the deadline from April 30, 2021, to December 31, 2021;

(2) Deleting the language in paragraphs (4) and (5) pertaining to UKIRT and VLBA and replacing it with: “On or by December 30, 2025, a determination will be made on the decommissioning of three (3) additional observatory sites based upon compliance with existing or future permits or governmental approvals. If decommissioning is required, the three (3) observatory sites will be identified and reported to the Board of Regents by January 2026.”;

(3) In renumbered paragraph (8) pertaining to a reorganization and restructuring plan, adding requirements that consultation occur with additional groups including MKMB, Kahu Kū Mauna, ‘Imiloa Astronomy Center, existing Maunakea Observatories, and other community stakeholders; and

(4) In renumbered paragraph (9) pertaining to analysis of the reorganization and restructuring plan, adding similar consultation requirements with additional groups.

Regent Wilson seconded the motion.

Regent Moore noted that much of the testimony received regarding the resolution mentioned that discussion had not occurred with community groups or stakeholders, and suggested deferring the matter to allow for further input on the proposed amendments. Chair Kudo responded that discussions have occurred and that the amendments, specifically with regard to consultation requirements, were proposed to address these concerns. Chair Kudo added that the resolution is intended to provide direction to the administration to perform due diligence and report back to the board.

Regent McEnerney commented that several testifiers referenced not having sufficient time to review over 1600 pages of materials and clarified that the material is not new, as the majority of it was provided with the materials for the October 17, 2019, board meeting.

Regent Westerman appreciated the proposed amendments to reflect the concerns raised in testimony by including additional stakeholders, but was concerned that it did not include all of the necessary parties. Chair Kudo replied that the proposed language, “appropriate members of the Hawai‘i Island community,” would allow flexibility to include the necessary parties.

Regent Bal was supportive of the proposed amendments, but expressed sensitivity toward the testimony of the National Science Foundation (NSF). Chair Kudo explained that the proposed language was provided to an NSF representative who indicated they were in concurrence and that they wanted to be included in the decision making process.
Regent Nahale-a and Vice-Chair Higaki expressed support for the proposed amendments but noted the sensitivity toward the selection and inclusion of community stakeholders. Chair Kudo noted the importance of providing direction to the administration in a timely manner to allow them to address the various issues, but is also sensitive to the testimony received; he added that he will work with the President and others with regard to community participation efforts.

Regent Moore reiterated the suggestion to defer this matter based on the process, not the content. Chair Kudo expressed frustration over the permitted interaction group process under the Sunshine Law and noted that it is not conducive to having a “town hall” type of meeting and that the law does not allow for a long-term permitted interaction group. Regent McEnerney agreed with Regent Moore’s suggestion, if it could be addressed at the November board meeting, but did not think it should wait until next year.

Regent Nahale-a agreed with Chair Kudo’s sentiment that the permitted interaction group constraints are not conducive to the process people desire, and added that he is inclined to move forward as long as Chair Kudo works closely with administration and if concerns about inclusiveness of the community are addressed. Regent Nahale-a requested that regular reports be provided to the board with regard to the groups being included in the discussions. President Lassner concurred and suggested that quarterly reports be provided.

There having been a motion that was made and seconded, a vote was taken, and the motion to amend Resolution 19-03 carried.

Vice-Chair Sullivan made a motion to adopt Resolution 19-03 as amended, and Regent Wilson seconded. Regent Moore noted that he would be abstaining and expressed concern about not having an opportunity to review the resolution as amended. All others voted in the affirmative and the motion carried.

B. Approve Adoption of Chapter 20-26, HAR, entitled “Public and Commercial Activities on Mauna Kea Lands,” and transmittal to the Governor for Final Approval

Chancellor Irwin requested the board adopt Chapter 20-26, HAR, entitled “Public and Commercial Activities on Mauna Kea Lands,” noting that 1998 audit findings highlighted the implementation of administrative rules as an important component in regulating public and commercial activities on Mauna Kea. She added that the university did not have the authority to adopt administrative rules until authorized by the Legislature in 2009. Chancellor Irwin emphasized that the proposed rules are not intended to hamper cultural practices. Two rounds of public hearings on the proposed rules were conducted in 2018 and 2019, and other opportunities for input were provided through various means.

Associate General Counsel (AGC) Jesse Souki provided an overview of the proposed rules which is intended to balance public and commercial activities with the need to avoid and minimize impacts to environmental, cultural, and scientific resources.
He provided an overview of the milestones completed, legislative purpose and intent, the rulemaking process, public outreach and consultation, that included the Office of Hawaiian Affairs, process, the public hearing process, which included four hearings on Hawai‘i Island, Native Hawaiian traditional and customary rights, the concerns raised and addressed through the public comment process, and next steps.

AGC Souki noted that the purpose of group registration is to notify UH land managers that large groups of people will be present within UH management areas. Prior notice of large groups, ensures, among other things, the UH resources are available to provide emergency services and guidance to avoid impacts to cultural, environmental, and scientific resources, which is a concern with large groups in sensitive areas. This requirement is consistent with Department of Land and Natural Resources (DLNR) rules for lands adjacent to UH managed areas in the Natural Area Reserves (NAR) and Forest Reserve (FR) systems, except that DLNR rules require permits while the subject rules only require registration. He added that fines are set by statute and are not as high as those set by DLNR. He also noted that Lake Waiau is not in the UH-managed area.

Chair Kudo noted that numerous testimony was received expressing concern that the proposed rules would hinder cultural practices. He asked what assurances are in place that the rules will not be used in such a manner. AGC Souki replied that the rules do not define or regulate culture, no permits are required to access UH management areas, and the rules are consistent with existing NAR and FR rules. The proposed rules would require registration for groups of ten or more. Chair Kudo wanted to ensure that the rules are not misapplied. Chancellor Irwin suggested that policies could be put into place to ensure proper application of the rules.

Regent Moore expressed that a registration process is appropriate, but questioned why 15 days advance notice is required and that it seemed excessive. He added that he hoped an electronic registration process could be implemented.

Vice-Chair Higaki asked whether there is any data on how many groups of ten or more have accessed the area. AGC Souki did not have that information readily available and noted that the number came from the FR rules. Vice-Chair Higaki surmised that there aren’t many groups of ten or more that are not Native Hawaiian practitioners, and questioned the necessity of the group registration.

Dr. Greg Chun, Executive Director of Maunakea Stewardship, noted that the rules were intended to be agnostic to the purpose of the activity and to focus more on the potential impact to the resource, and that larger groups have potentially larger impacts. He added that it doesn’t happen often and that he was unsure of the proportion of cultural practitioners and other uses, and that uses he is aware of tend to be educational in nature.

Further discussion occurred regarding the group registration process. Some expressed appreciation for a registration process for health and safety purposes. AGC Souki noted that in an effort to be consistent with FR, consideration was given to a permitting process for groups of ten or more, but it was modified to a registration
process in response to feedback from community groups that a permit process was too burdensome.

Vice-Chair Higaki suggested removing the registration process altogether. Regent Nahale-a suggested that an alternative would be to exempt cultural practitioners from the registration process. Dr. Chun noted that the rules are intended to ensure the protection of cultural and natural resources, regardless of the nature of the activity. Regent Nahale-a and Vice-Chair Sullivan expressed support for removing the registration provisions from the rules. Regent Moore suggested that there be a simple sign-in process for people accessing the area to allow an opportunity to educate those who are unfamiliar with the area.

Questions were raised as to whether removal of the group registration process in the proposed section 20-26-62, HAR, would constitute a “substantial” change that would require additional public hearings. VP Okinaga explained that the rules will be reviewed by the Department of the Attorney General who will make a recommendation as to whether revisions are considered substantial.

Regent Nahale-a reiterated his concern about barriers to cultural practitioners. VP Okinaga stated that the provision was never intended to be about cultural practitioners and suggested including language referring to cultural protections under the constitution. She added that the provisions were also intended to manage groups, as well as to protect the safety of personnel, in addition to visitors.

Vice-Chair Higaki stated that he would not support the proposed rules if the group registration provisions remained. Chancellor Irwin recommended removing section 20-26-62, HAR. AGC Souki requested that if the provisions are removed, that the board allows for latitude to remove any associated references within the document.

Regent Moore moved to approve the rules with an amendment to section 20-26-62, HAR, to read: “Any group larger than ten (10) members shall be required to sign in in advance prior to proceeding past Hale Pohaku.” [emphasis added] The remainder of the language in the section would be deleted. The motion also included a requirement that the president report back one year following implementation. There was no second. The motion failed.

Vice-Chair Sullivan suggested the following language instead: “Any group larger than ten (10) members shall be required to sign in at a location designated by the president or his designee.” VP Okinaga noted that enforcement may be an issue and that the point of having notice in advance is to ensure the availability of sufficient staff.

Vice-Chair Sullivan made a motion to adopt the draft rules with an amendment to section 20-26-62, HAR, by replacing that section with: “Any group larger than ten (10) members shall be required to sign in at Hale Pohaku or by another convenient means as designated by the president," and any other conforming changes that would result from the amendment. Regent Wilson seconded the motion.

Vice-Chair Higaki expressed that although it is important to implement rules, he felt strongly that he could not support the passage of the rules with the provisions in section
20-26-62, HAR. Regent Nahale-a added his belief that the board should have a unanimous vote on this issue and that the board should be united in earning back trust. Vice-Chair Higaki stated that he would be willing to vote in favor of the rules if that section is removed entirely.

Vice-Chair Sullivan agreed with Regent Nahale-a and also desired unanimity on this matter. She subsequently withdrew her motion and Regent Wilson withdrew his second.

Vice-Chair Higaki moved to approve the adoption of the rules with the deletion of section 20-26-62, HAR, with the necessary conforming changes that would result from the deletion. Vice-Chair Sullivan seconded the motion. Noting the excused absence of Regent Acoba and Regent Acopan, the motion carried with all present voting in the affirmative.

C. Approval of Change Order to Repair Roof Damage to the Coude Building Caused by High Winds

President Lassner explained that this is a routine matter and that administration is requesting the board’s approval of an amendment to a construction contract that will put the cost of the project over $5 million, which is the limit of delegation to the president for such projects. Specifically, this project is to conduct repairs to the 2.2-meter telescope facility located near the summit of Maunakea. President Lassner further explained that the project was nearly complete when high winds caused the Coude Building roof to tear off completely and caused residual damage, thereby resulting in additional project costs.

Vice-Chair Sullivan moved to approve, Vice-Chair Higaki seconded. Noting the excused absences of Regent Acoba and Regent Acopan, everyone present voted in the affirmative, and the motion carried.

IV. ADJOURNMENT

There being no further business, Regent Moore moved to adjourn, and Vice-Chair Higaki seconded, and with unanimous approval, the meeting was adjourned at 8:55 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary of the Board of Regents
Chair Ben Kudo called the meeting to order at 9:38 a.m. on Thursday, November 21, 2019, at Kaua‘i Community College, Office of Continuing Education & Training (OCET), Room 106 C&D, 3-1901 Kaumuali‘i Highway, Līhu‘e, Hawai‘i 96766.

Quorum (12): Chair Ben Kudo; Vice-Chair Jan Sullivan; Vice-Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Michael McEnerny; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson Jr.

Others in attendance: President David Lassner; Interim Vice President (VP) for Community Colleges Erika Lacro; 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 Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O‘ahu (UHWO) Chancellor Maenette Benham; Kaua‘i Community College (KauCC) Chancellor Helen Cox; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES OF THE SEPTEMBER 26, 2019 MEETING

Regent Wilson moved to approve the minutes of the September 26, 2019, meeting, seconded by Regent Moore. Noting the absence of Regent Acoba, the motion carried unanimously, with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received no written testimony and no one signed up to provide oral testimony.

IV. REPORT OF THE PRESIDENT

President Lassner thanked KauCC for hosting the meeting and provided a report highlighting the following:

Hawai‘i Graduation Initiative

• UH has been selected as the next location for a Naval ROTC program. Planning for the establishment of the Naval ROTC program has already begun with an expected cohort of 60-120 students.
• UHM Provost Bruno was appointed to the Board of Visitors of the United States Coast Guard (USCG) Academy and UHM has signed an agreement to provide scholarships for students interested in being commissioned in the USCG.

• UH hosted SACNAS, which is

  drew over 5,100 attendees to the Hawai‘i Convention Center; generated an estimated $23 million for the State economy; provided an opportunity for UH to showcase what it is doing in STEM education and research for and with underrepresented minorities; and afforded UH faculty and students a chance for professional development. Hosting SACNAS also provided exposure for UH that would help with recruiting more diverse faculty and students.

Mission-Focused System

• A new, $1 million, three-year partnership between UHCC and the Department of Education (DOE) was entered into that will provide Hawaiian language instruction to DOE employees. Enrolled DOE employees will be provided Hawaiian language instruction either through classes taught at their respective schools or through the provision of scholarships for Hawaiian language courses at the community colleges.

• A $100 million proposal focusing on local and indigenous knowledge regarding climate change in the Pacific was submitted jointly with Kamehameha Schools, the Polynesian Voyaging Society, and Hawai‘i Green Growth to the MacArthur Foundation. The proposal is still under consideration, has passed a second round of analytical analyses, and will now be subject to greater review and scrutiny as it continues through the process.

President Lassner also noted the following accomplishments:

• The successes of the UHM women’s volleyball team, UHM football team, and UHH women’s volleyball team, all of whom are competing for championships and an opportunity for post-season play, were highlighted. It was also noted that the UHM Esports team received an honorable mention in the Collegiate Starleague rankings and is one of four teams in the Southwest region that remains undefeated.

• Teams from UHM took 1st and 3rd place in a recent Hackathon challenge to create a dashboard displaying the health of an electric vehicle charging station using key metrics developed from charging data analysis.

Report of the Host Campus

Prior to the report of the Host Campus, President Lassner and Chair Kudo recognized and thanked Chancellor Cox for her eleven-and-a-half years of leadership and service at KauCC, noted her many accomplishments throughout her tenure as Chancellor and her incredible dedication to student success, and congratulated Chancellor Cox on her retirement.
Chancellor Cox welcomed everyone to KauCC and provided an overview of KauCC’s enrollment statistics, academic initiatives, accomplishments, and future plans and goals that focused on achieving greater student success. She noted that KauCC is experiencing enrollment issues similar to other campuses but that KauCC has made tremendous inroads in areas where concentrated efforts were made to increase enrollment. In particular, she underscored KauCC’s success in re-enrolling adults who had started, but did not complete, their college careers, or had never pursued a college degree.

Chancellor Cox highlighted the achievements of the Wai‘ale‘ale Program and Kipaipai Program, both of which provide student support systems and avenues for student success at KauCC, noting that Native Hawaiian and part-Hawaiian students who account for a large percentage of the participants in these programs are performing very well at KauCC and are remaining in college.

KauCC has met all of UHCC’s performance measures, awarded increased numbers of certificates of achievement and associate degrees, and experienced the highest number of transfers to four-year institutions which it considers metrics of its success. While more certificates of achievement were awarded than associate degrees, Chancellor Cox emphasized the importance of certificates of achievement programs which are specifically designed to produce students that are immediately employable.

Chancellor Cox espoused the importance of the University Center (Center), noting that KauCC has experienced a 94% course success rate over the 40 programs currently being offered through the Center, and that over 2,456 student credit hours have been awarded through the Center, a majority of which was earned through distance learning. She stated that the KauCC received two Title III grants related to the Center including a grant for the Kahua Paepae Ola Project, which focuses on wrap-around services such as food and counseling, as well as extracurricular culturally and community relevant experiences, that can be provided to students at KauCC. The second grant received was for the Keleka‘a Ho‘ona‘auao Program which was developed in consortium with UHWO to provide distance learning to KauCC students seeking bachelor degrees in Hawaiian Studies, Business Administration, and English.

It was proudly reported by Chancellor Cox that KauCC recently received a number of honors in issues regarding entrepreneurship and sustainability, with KauCC students taking second place in the 2019 National Association of Community College’s Entrepreneurship Challenge and receiving a $15,000 award for sustainability proposals in the 2019 National Pitch Competition for the Trades. KauCC was also selected to participate in the Global Solutions in Sustainability Challenge.

Faculty Report

Jonathan Kalk, KauCC Faculty Senate Chair, provided a presentation highlighting the work and success of the faculty at KauCC. He noted that the high rate of turnover in leadership experienced by KauCC has caused uncertainty among faculty but that faculty also viewed this change as an opportunity for the promotion of new and
innovative ideas to continue improving the educational experience, student success, and academic excellence of KauCC.

Regent Acoba arrived at 10:08 a.m. due to a mix-up in airport transportation to the meeting.

Dr. Kalk spoke about several programs focusing on student success and achievement that produced positive results, pointing out that KauCC has continually experienced increased three-year graduation rates for full-time students over the last several years and that higher percentages of part-time students are also graduating within a three-year period. He highlighted the successes of the developmental education redesign initiative which was championed by UHCC and implemented at KauCC, noting that the amount of incoming students passing both college English and math in their first year is hovering around 50 percent.

Dr. Kalk also underscored other initiatives undertaken by KauCC that have had a positive impact on the UH system including an alternative placement pilot program for high school students entering college; an eight-week cohort program that allows students to matriculate more quickly through their academic path; a nationally accredited medical assistant program that has enrolled a large number of neighbor island students via distance learning; and a program awarding certificates of competence in various specialized areas of creative media.

V. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Academic and Student Affairs

Committee Chair Wilson summarized the committee report, provided in the Board meeting materials.

B. Report from the Committee on Budget and Finance

Committee Chair Bal summarized the committee report, provided in the Board meeting materials.

C. Report from the Committee on Intercollegiate Athletics

Committee Chair Acoba summarized the committee report noting that some discussions on the continued status of the committee were initiated but not completed and that these discussions would continue at the next meeting. Chair Acoba also congratulated Athletic Director Matlin for UHM placing 68th out of over 300 Division I schools in the Directors’ Cup standings which measures athletics success in NCAA tournaments.

D. Report from the Committee on Personnel Affairs and Board Governance

Committee Chair Tagorda summarized the committee report particularly touching on discussions held regarding proposed policy changes affecting Board oversight and responsibility over EM salary increases.
E. Affiliate Reports

Maunakea Management Board (MKMB): Regent Nahale-a reported that the MKMB met and discussed the passage of the revised Maunakea management rules and the resolution regarding Maunakea as well as the next steps in the process. He noted that some concerns were raised about the removal of group registration provisions in the revised rules and timelines contained in the resolution. He also mentioned that the MKMB discussed the need to fill two vacant community seats on the MKMB.

UH Student Caucus: Regent Acopan reported that the student caucus met, established committees on sustainability, affordability, and mental health, and discussed the focus of each of these committees for the next academic year.

Research Corporation of the University of Hawai'i (RCUH): Regent Bal reported that RCUH held its annual awards ceremony in October and presented outstanding employee of the year awards in two categories: outstanding researcher, project manager, or professional staff member, and outstanding team.

All Campus Council of Faculty Senate Chairs (ACCFSC): Regent Wilson reported that the ACCFSC met and discussed several issues including shared governance from the faculty perspective, revisions to the charter and bylaws, and the establishment of executive policies to address service and emotional support animals.

VI. AGENDA ITEMS

A. Consent Agenda

1. Approval to Change from Provisional to Established Status: Bachelor of Science in Computer Engineering, UHM

2. Approval to Change from Provisional to Established Status: Doctor of Education in Professional Educational Practice, UHM

3. Approval of Declaration of Intent for Use of Private Donations Towards Construction of Kapi‘olani Community College Culinary Institute of the Pacific, Pursuant to Treasury Regulation Section 1.141-4(c)(3)(v)

Regent Westerman moved to approve the consent agenda, seconded by Vice-Chair Higaki. Noting the absences of Regent McEnerney and Regent Nahale-a, the motion carried unanimously, with all members present voting in the affirmative.

B. Recommend Board Approval of Fiscal Year (FY) 2020-2021 Supplemental Operating Budget Request for the University of Hawaii

VP Young provided a brief overview of, and update on, the supplemental operating budget request. He noted that the Administration took economic forecasts into account when crafting the supplemental budget, including projections by the Council on Revenues of relatively stable 4 percent near-term growth with some economic uncertainty, and pointed out that this request was an additive request to the budget that
was already approved by the Legislature last session, as the executive budget is a biennium budget.

VP Young noted that the original request for approximately $27.5 million to fund operating costs across all campuses was increased to $28.7 million to address additional operational costs related to passage of Board Resolution 19-03 regarding Maunakea. He highlighted several supplemental budget request items including $17.7 million for the Hawai'i Promise Program; $2.65 million for mental health initiatives; $1.9 million for the UHealthy initiative (a new effort to advance healthcare initiatives statewide including expansion of JABSOM to Maui); $1.047 million for student success; $1.426 million for existing or new facilities scheduled to be brought online, particularly for ongoing maintenance; $622,000 for new program initiatives e.g. the BS in Aeronautical Sciences Program at UHH; and $3.38 million for miscellaneous items, $1.21 of which is for increased operational costs related to Board Resolution 19-03. The Administration is also requesting increased position counts in several areas across all campuses. He stated that upon approval by the Board, the supplemental operating budget request would be submitted to the Governor for consideration and that a copy of the request would also be given to the Legislature.

Regent Wilson noted that the additional funding for operational costs related to the Maunakea visitor educational center specifically mentioned Hale Pohaku as the site for the center which did not align with Board Resolution 19-03. He inquired as to whether the Administration had already chosen Hale Pohaku as the site for the center. Chancellor Irwin responded that a definite decision has not been made as to the siting of the center but that due to time constraints faced in adding these budget items to the request, an assumption was made that the location would be Hale Pohaku. Regent Wilson suggested that the Board consider amending the site reference in the request to include the term "or other appropriate site" to be clear that a final decision has not definitely been made by the Administration as to the siting of the center.

Chair Kudo remarked that the Board’s concern with this language is that if the Legislature approves the funding request, the Administration will be tied to siting the center at Hale Pohaku. Chancellor Irwin responded that the Administration had no issues with amending the language.

Several concerns were expressed regarding the number of new positions being created under the supplemental budget request and the impact this would have on long-term incurred costs, as well as the disproportionate increase in positions and funding for administrative purposes versus instructional purposes. Discussions occurred on how to address these concerns including contracting for services where possible rather than creating new positions.

Regent Sullivan expressed her belief that the creation of a P3 project management position at UHWO was unnecessary, noting that this is an issue that should be addressed through the Office of Strategic Development which the Board created for this purpose. She also conveyed her apprehensions about approving $500,000 and the creation of 4 positions under the UHealthy initiative for the establishment of an Office of Strategic Health Initiatives (OSHI) within the Office of the Vice President for Research
and Innovation (OVPRI) as no clear plan or direction regarding this OSHI has been presented to the Board. Accordingly, Regent Sullivan moved to amend the supplemental budget as requested by deleting the P3 project management position at UHWO and the 4 positions to establish OSHI as well as the related funding for these positions. The motion was seconded by Regent Wilson.

Regent Moore voiced his concern that removing positions and funding for OSHI would result in delays that may be fiscally detrimental to UH and preferred that the funding remain in the supplemental budget request but that OVPRI be asked to provide a clear and specific plan for OSHI to the Board. VP Syrmos noted that the funding request for OSHI was initiated through discussions with lawmakers after the Administration held a briefing on UHealthy at the Legislature. He stated that OSHI will be funded through OVPRI and that this funding would continue to move forward because OVPRI was confident in obtaining federal funding through the work of OSHI.

Discussions occurred on the OSHI positions funded by the supplemental budget request and the focus and scope of work of OSHI. VP Syrmos commented that OVPRI was asking for funding for a director, associate director, administrative support staff, and fiscal officer. He stated that OSHI would facilitate and coordinate health and science courses throughout all ten campuses and pursue increased funding through federal research awards in the health sciences.

Chair Kudo requested clarification on whether OSHI already existed and whether the funds requested were for its expansion. VP Syrmos responded affirmatively. Chair Kudo then asked whether the Legislature would fund this request and what the ramifications would be should the Legislature fail to do so. VP Syrmos replied that he could not speak as to whether the Legislature would fund this request and that OSHI would continue to function as it currently is but would not expand until additional federal funding is received.

Regent Acoba inquired as to what the impacts would be if OSHI was expanded. VP Syrmos replied that the objectives of UHealthy to provide workforce development, particularly for primary care physicians; increase federal research awards in the health sciences field; drive policy development proposals that impact the numerous health issues facing the state; and improve community health in Hawai’i would all be positively impacted by expansion of OSHI.

Regent Acoba asked whether the purpose of OSHI is more related to research or public healthcare policy development. VP Syrmos replied that the purpose of OSHI is to facilitate research grants in the health sciences as well as review and develop policies affecting Hawaii’s healthcare sector. Regent Acoba noted the need for direction of statewide health policies in light of the competition among the several health systems in Hawai’i and because of insurance coverage issues. Regent Acoba supported funding for OSHI since UHealthy seemed to be aimed at addressing the need for statewide policies.

Additional discussions occurred as to exact purpose of OSHI and whether the requested funding for OSHI was start-up funding that would be replaced by grant
funding at a later time or was the expectation that funds would continually need to be appropriated by the Legislature. Concerns were raised that if the latter was expected, UH would be burdened with increased long-term operational and administrative costs should the Legislature decide to eliminate funding for OSHI. VP Syrmos stated that the funding for OSHI was intended to be through continuous legislative appropriations and not grant funding.

Noting that a suggestion to amend the budget to clarify the siting of the Maunakea visitor educational center was made in earlier discussions, Vice-Chair Sullivan amended her original motion to that effect and the amended motion was seconded by Regent Wilson.

Dialogue occurred as to whether the Board would entertain a proposal to address, consider, and vote on each proposed amendment separately. Vice-Chair Sullivan modified her amended motion to consider each proposed amended separately and the modified motion was seconded by Regent Wilson.

Taking up each motion separately, the votes were as follows:

- The motion to eliminate the P3 project management position at UHWO and corresponding funding in the amount of $100,000 carried unanimously.

- The motion to eliminate the 4 positions to establish OSHI and corresponding funding in the amount of $500,000 carried with Regents Acoba, Bal, and Moore voting no, and all others voting in the affirmative.

- The motion to insert language to clarify the siting of the Maunakea visitor educational center to include Hale Pohaku “or other appropriate site” carried unanimously.

Vice-Chair Higaki moved to approve the supplemental operating budget request as amended and Regent Wilson seconded the motion.

Regent Bal asked what impact the denial of the $370,000 funding request for the aeronautical science program would have on UHH. Chancellor Irwin replied that it would slow the growth of the program and UHH would have to seek additional funding for the program over time.

Regent Moore questioned the extent of private insurance coverage for mental health services and whether this might impact the necessity to provide mental health initiatives on the scale envisioned by the Administration, and therefore the budget. He suggested that the Administration report back to the Academic and Student Affairs (ASA) Committee as to the relationship between insurance coverage for mental health services and physical health services and the impacts these coverages have on the necessity for UH to provide these services. President Lassner noted that an emphasis was placed on mental health initiatives because it has become a top priority for students at UH as well as students at universities across the country. He expressed his belief that insurance coverage and reimbursement for mental health services was a fairly complex issue but that the Administration would report back to the ASA Committee.
Chair Kudo noted that he would place this issue on the long-range agenda for the ASA Committee.

There having been a motion that was moved and seconded, the Board voted to recommend approval of the amended supplemental operating budget request for FY 2020 – 2021 as amended and the motion carried with Regent Acoba abstaining because of the rejection of funding of OSHI, and all others voting in the affirmative.

C. Approval of Amendment to the FY 2020-2021 Supplemental Capital Improvement Project Budget Request

VP Young explained that the Administration was requesting approval of an amendment to the FY 2020-2021 supplemental Capital Improvement Project (CIP) budget request already approved by the Board to include an additional $800,000 for renovations of existing facilities on developed lands that enable the enhancement of cultural and education facilities at Hale Pohaku. He noted that this action was necessary to effectuate the Board’s directive contained in Board Resolution 19-03 regarding Maunakea which asked the Administration to submit a request in the supplemental CIP budget for monies to plan, design, and construct an educational center at Hale Pohaku and/or another appropriate site on Maunakea.

Chancellor Irwin provided a brief overview of the planned use for the additional CIP funds requested, noting that plans called for the development of an educational center and the siting of a teaching telescope at Hale Pohaku. She reiterated that the working assumption was that the educational center would be located at Hale Pohaku and that a definite site for the center has not been selected. However, given earlier discussions regarding the Maunakea resolution and the amended supplemental operating budget, she proposed that the term “or other appropriate site” be added to the action memo requesting the amendment as well as to the project description.

Discussions occurred regarding the construction and location of the teaching telescope at Hale Pohaku, which is considered part of Maunakea, and the numerous concerns raised at previous meetings about new telescopes being located on Maunakea.

Chair Kudo asked whether locating the teaching telescope at Hale Pohaku would increase its footprint, noting concerns raised by the Land Use Commission on this issue. Chancellor Irwin replied that the footprint of Hale Pohaku was not expected to increase with the addition of the teaching telescope as the plan called for locating the telescope on existing developed and paved areas at Hale Pohaku.

Regent Nahale-a questioned what portion of the $800,000 would be devoted to each project. President Lassner replied that, due to time constraints, actual cost projections had not been completed but that the University was estimating in developing the request at the Board’s direction that $500,000 would be used for the teaching telescope and $200,000 or more would be used for the educational center.

Regent Nahale-a expressed concerns that the two projects are intertwined in a single line-item budget request and that UH would face public perception issues if it tries
to portray the teaching telescope as something that is cultural. Chancellor Irwin stated that the teaching telescope is scientific and educational and not cultural but that the intent of UHH is to highlight the significance of providing both cultural and scientific education on Maunakea.

Chair Kudo asked if a footnote could be added to the budget to clarify that the funding request was for cultural and educational facilities, including a teaching telescope. VP Young replied that the Administration needs to ensure that the budget line-item request is general in nature but adequately describes the appropriation and suggested language to clarify the requested amendment. He noted that specific details providing justification and parameters for the project can be provided as supplemental information to the Governor, Department of Budget and Finance, and Legislature.

Lengthy discussions occurred on concerns raised regarding the clarity of the action memo, the Board agenda, and the requested amendment. Statements were made that the Administration’s apparent lack of consideration of appropriate sites other than Hale Pohaku for locating cultural and educational facilities despite the Board’s directive was disquieting. Regent Acoba raised concerns of transparency, openness, and compliance with the sunshine law since the action memo, agenda item, and requested amendment made no reference to the construction of a telescope, which was shared by others. As a result of these concerns, conversations were held as to the possibility of deferring action on this agenda item until these issues have been clarified.

Chair Kudo asked what the ramifications would be if the Board delayed action on this agenda item. VP Young replied that the deadline for submittal of supplemental budget requests had already been exceeded by 20 days but that the Administration has been working with the Department of Budget and Finance. However, he noted that the window of opportunity to make additions to the Executive Budget was rapidly closing and that the Department of Budget and Finance was awaiting the outcome of this agenda item to make any necessary revisions to the supplemental CIP budget request already submitted.

Regent Nahale-a questioned the rationale for linking the educational center and the teaching telescope projects in the supplemental funding request. Chancellor Irwin replied that it was done in the interest of expediency and that the request could be amended to decouple the projects but asked if the Board would also want the Administration to reduce the amount of funds requested to reflect this change.

Extensive conversations were held on the appropriate amount of funding for the educational center that did not include the teaching telescope and whether the requested amount of $800,000 should be maintained or amended. Regent Acoba indicated that it would be inaccurate to send the requested amount of $800,000 to the Governor’s Office without indicating that the amount included funding for the construction of a telescope.

Regent Wilson moved to approve the amended supplemental CIP budget request for FY 2020 – 2021 with the insertion of language to clarify the siting of the Maunakea visitor educational center to include other appropriate locations, the removal of the
telescope component of the request, and a reduction of the amount of funding requested to $300,000, seconded by Regent Westerman, and the motion carried with Vice-Chair Higaki abstaining and all others voting in the affirmative.

Vice-Chair Higaki made a motion to enter into executive session, seconded by Regent Bal, and the motion carried unanimously.

The meeting recessed at 12:21 p.m.

Vice-Chair Higaki and Vice-Chair Sullivan left at 1:57 p.m., during the executive session.

The meeting reconvened at 2:27 p.m.

VII. EXECUTIVE SESSION (closed to the public)

Chair Kudo reported that the board met in executive session to consult with the board’s attorneys 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); on questions and issues pertaining to the board’s powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS; and to consider matters relating to the solicitation and acceptance of private donations, pursuant to Section 92-5(a)(7), HRS.

VIII. AGENDA ITEMS (continued)

A. Evaluation of the President

Chair Kudo stated that the Board met in executive session to discuss the evaluation of the President, noting the significance of the position as a community and State leader and the Board's high expectations for the performance of the President. The Board recognizes that the University faces significant challenges ahead but believes that meaningful opportunities exist that will allow the University to continue to move forward to meet ever-changing needs and demands. He expressed the Board’s appreciation and recognition of the hard work, dedication, and leadership exhibited by the President during his tenure and during these difficult times.

D. Enrollment Update and Multi-year Enrollment Plan

VP Straney provided an update on enrollment and the Administration's multi-year enrollment plan. He reviewed enrollment goals, objectives, a six-point enrollment action plan, the various steps UH is working on to increase enrollment, and enrollment management roles at UH. Noting that fall enrollment was 2 percent lower than the previous year and 9 percent lower than what had been projected, he stated that the University must change its thinking on, and approach to, enrollment. Some of the changes currently being undertaken by the Administration with regards to enrollment, including changing enrollment terminology, linking enrollment projections to tuition revenue projections, and coordinating the development of six-year expenditure plans and six-year revenue/enrollment plans were discussed. VP Straney reviewed factors
affecting enrollment including low unemployment, stable high school graduation rates, increasing difficulties in recruiting international students, and increasing graduation rates at the University.

VP Straney highlighted that a major concern regarding university enrollment was projected high school graduation rates. Hawai'i is expected to experience a 13 percent increase in high school graduates through 2025 at which time a gradual decrease will occur with a projected 4 percent decline in the number of high school graduates by 2032. Of more concern is the projected high school graduation rates expected during the same time period for high schools in the western United States. Forecasting models indicate that high school graduation rates in the western United States will experience moderate increases through 2025 but a precipitous decline through 2032. This large decline in the number of high school graduation will have a profound impact on universities and colleges throughout the nation as they will all be competing to attract high school graduates from a much smaller pool.

Regent McEnerney inquired as to whether credits from the community colleges were transferable to the four-year campuses. Interim VP Lacro replied that not all credits are transferrable and that this is determined on a course by course basis, with factors such as course applicability and requirements being taken into consideration before a determination is made. In most cases, the community colleges have been able to solve the majority of their articulation problems with the four-year universities. Regent McEnerney asked whether the transferability of credits was built into the electronic registration system used by students to alert them if a course’s credits were not transferable or if a student needed to meet other requirements, such as taking a lab course after transferring. Interim VP Lacro responded that transferability, as well as course requirements, were accounted for in the electronic registration system.

Regent Acopan noted a concern among the student caucuses that counselors at the community colleges are not adequately able to inform students of their transfer pathways and there appears to be a disconnect between advisors at the different campuses of the UH System. VP Straney responded that advisors across the UH System are brought together twice-a-year and that these meetings were mainly focused on concerns and experiences from the advisor’s perspective. However, the meetings have now shifted focus to a more student-oriented approach and advisors are reminded that their primary responsibility is to guide students through their respective pathways.

Regent Acoba and Regent Acopan left at 3:00 p.m.

Regent Westerman inquired as to how UH was addressing the tendency of Hawai'i high school students to seek admission to universities across the country in its recruiting efforts. VP Straney responded that the Administration has been trying to address this issue but that attempting to craft an initiative that strikes a balance between a Hawai'i high school student’s urge to leave home and explore the world through their educational experience and their remaining in Hawai'i and attending UH is challenging. One strategy that UH has been promoting is orchestrating a travel-abroad program in which students at UH can participate to earn credits towards their chosen degree while getting the experience of exploring the world.
Regent Bal queried as to whether there were programs at UH that focused on the quality of, rather than the quantity of, students entering UH such as a seminar program that gives Hawai‘i high school students an opportunity to experience college life at UH for a week. Roxie Shabazz, Assistant Vice-Chancellor for Enrollment Management and Director of Admissions at UHM, responded that UH has a number of summer programs that assisted students entering UH in transitioning to college life but that there were no formal programs that provided college life experience to high school students although there are visitation programs where high school students can visit a UH campus as early as their sophomore year. President Lassner remarked that UHM’s Mānoa Academy and Summer Scholars Program focus on high-achieving high school students and attempt to provide these students with an experience of college life at UHM.

Regent Moore asked whether the Administration was also looking at semester hours taken in addition to headcounts of students enrolled at UH to better plan for financial, staff, and resource needs. VP Straney replied that the Administration is working on reviewing this data and resolving some difficulties in producing accurate and useful extrapolations.

Regent Moore inquired as to whether the Administration knew the precise reason for fall enrollment in 2019 being 9 percent lower than projected. VP Straney noted that this information was contained in individual campus reports and that each campus was aware of why each of their targets was not met and is working to address these issues.

Regent Westerman questioned whether recruiters and enrollment managers attended career days to entice more students to enroll at UH. VP Straney responded in the affirmative. Chancellor Benham added that over 1,400 high school students attended a university career day conducted by UHWO.

Chair Kudo asked when the enrollment management program officially started. VP Straney stated that it began on a systemwide basis approximately three years ago. Chair Kudo inquired as to whether there was anything that was considered a major factor affecting enrollment three years ago that was an incorrect assumption or analysis when considering factors currently affecting enrollment. VP Straney noted that a realization was made a year or two ago that enrollment was a systemwide issue that could not be isolated on a campus-by-campus basis and that the complexity and sophistication of each campus made it clear that enrollment should not be addressed by a single office but rather as a collective effort across campuses. He also stated that the Administration realized it needed to change its financial thought processes to analyze financial projections more than one year out to ensure that revenues were better able to meet fiscal demands.

IX. ANNOUNCEMENTS

Chair Kudo announced that the next meeting of the Board of Regents is scheduled for January 16, 2020, at Windward Community College.

X. ADJOURNMENT
There being no further business, Regent Moore moved to adjourn, and Regent Tagorda seconded, and with unanimous approval, the meeting was adjourned at 3:18 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
Item IV.

Report of the President

NO MATERIALS

ORAL REPORT
Item IV.

Report of the President
WinCC Chancellor & Faculty
Senate Reports

MATERIALS
Aloha in Action: Engage, Support, Excel

University of Hawai‘i Board of Regents
January 16, 2020

Ardis Eschenberg, Chancellor
He pūnāwai kahe wale ke aloha.
Aloha is a spring that flows freely.

Serving and supporting with aloha

Windward Community College Value
Aloha in Action: Engage

Fall 2019 Enrollment at WCC
2,520 students
+2.6%

*Increases in freshman, transfer, early college*
Aloha in Action: Engage Early College High School

Fall 2019: 519 students (+21%)
- 92% success rate

22% transfer rate to WCC
- Orientations at sites
- Scholarships (UHCC system)

Larger impact:
Largest freshman class in 3 years!
Aloha in Action: Engage Incarcerated Students

Women’s Community Correctional Center
55 women
3.6 grade point average
88% success rate

Hawaiʻi Youth Correctional Facility
25 males, 5 females
3.4 grade point average
95% success rate
Aloha in Action: Support

Fall 2019 Continuing Student Enrollment
955 students, -13.4%

Fall 2017 to Fall 2018 Persistence
40.4%

Preliminary Spring 2020 Continuing Student Enrollment
1414 students, +9.1%
Aloha in Action: Support Freshman Career Pathways

Fall Cohorts
• First-time, full-time students
• Career pathway course, Intro to College, Math, English

NEW Spring Cohort Continuation
• Second career pathway course
Aloha in Action: Support Childcare

Children & Poverty in HI

- 86% of single mothers: working poor or poverty
- Mother’s educational attainment predicts child’s
- Infant care: $1,500/month
  Maximum Pell: $6,195/year

Hānaiaulu Childcare Center
Infants & Toddlers
8:30am - 3:30pm
Federal and local grant funded

Kids’ College
Elementary school age
5:00-8:00pm
UHCC grant funded
Aloha in Action: Excel

Enrollment to Degree Gap
Native Hawaiian: 5.1  PELL: 10.2

150% Graduation Rate
27.7% (+2.9%)
Native Hawaiian: 24.4% (+3.9%) PELL: 26.6% (+2.1%)

150% Success Rate
34.8% (+3.7%)
Addressing Continuing Challenges With Aloha: Continuing Student Study Group

Faculty, staff and administrators work together to

- Research best practices
- Note current successful campus interventions
- Form action plan to address:
  - Fall to Fall Persistence
  - First-Time, Part-Time Graduation Rate (6-yr)
  - Native Hawaiian Grade Point Average
  - Continuing student enrollment
Faculty Senate:
WCC Tree Restoration Project

Faculty Senate Report

Christian Palmer, Ph.D., Anthropology Instructor
WCC Tree Restoration Project

• Worked with The Outdoor Circle to get a $30K grant from Arbor Day Foundation
  – Developed a plan to plant and maintain new trees in collaboration with WCC and community stakeholders, and UH Mānoa Campus Botanical Garden

ʻO ka hāʻule nehe a nā lau lāʻau, he hāwanawana ia i ka poʻe ola. (The silent falling of the leaves of the trees is a whisper to the living.)
Volunteer Day to Plant the Trees

- Collaborative process
- Diverse Trees Selection
  - 2 New Banyan Species
  - Loulu
  - Kamani
  - Koa
  - Ohi‘a
  - Alaheʻe
  - Manele
  - Lonomea
  - Kukui
  - Wiliwili
Landscape plans and tree planting has begun a larger collaborative conversation about campus landscape

- Tree maintenance plan
- Developing a plant map to document botanical resource
He pūnāwai kahe wale ke aloha.
Aloha is a spring that flows freely.
Serving and supporting with aloha
Mahalo nui loa!
MEMORANDUM

TO: Ben Kudo
Chairperson, Board of Regents

VIA: David Lassner, President
For University of Hawai‘i System

FROM: Tim Dolan, Vice President of Advancement
University of Hawai‘i Foundation

SUBJECT: UH Foundation Report

DATE: Thursday, January 9, 2020

Please find information submitted by the Foundation for the January 16, 2020 Board of Regents' meeting:

- Funds Raised Leadership Report by Campus (FY 2013 through FY 2019, and FY20 as of 9/30/2019)
- Development Operations Report – Fiscal Year 2020 Progress (as of 9/30/19)
- Funds Raised by Source, Gift Type, Account Category and Purpose (as of 9/30/2019)
- University of Hawai‘i Foundation Financial Overview

Thank you for your assistance and please let us know if anything further is needed or required.

Attachment
## Funds Raised Leadership Report

By University of Hawaii System

7/1/2019 - 9/30/2019

*All dollars in thousands

(Gifts, Pledges, Matching Gifts, Gifts in Kind, Grants and Planned Gifts)

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**Totals**

$66,313  $98,584  $129,073  $66,087  $77,651  $180,261  $71,617  $6,217

*Beginning in FY2020, present value (PV) is used in funds raised calculations for deferred gifts. Prior to FY2020, face value (FV) is used.*
Fiscal Year 2020 Goal: $75.0 M
Fundraising Result (07/01/2019 - 09/30/2019): $6.2 M

Fundraising Result Summary

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Comparison to Previous Fiscal Year

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<th>Number of Major Gifts</th>
<th>Major Gifts Total</th>
<th>Number of Annual Gift &lt;$25k</th>
<th>Annual Gift Total</th>
<th>Gift Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fiscal Year</td>
<td>46</td>
<td>$3,918</td>
<td>5,290</td>
<td>$2,299</td>
<td>$6,217</td>
</tr>
<tr>
<td>Previous Fiscal Year</td>
<td>39</td>
<td>$8,561</td>
<td>5,524</td>
<td>$2,319</td>
<td>$10,880</td>
</tr>
<tr>
<td>Comparison Favorable/(Unfavorable)</td>
<td>7</td>
<td>($4,643)</td>
<td>(234)</td>
<td>($21)</td>
<td>($4,663)</td>
</tr>
</tbody>
</table>

Beginning in FY2020, present value (PV) is used in funds raised calculations for deferred gifts. Prior to FY2020, face value (FV) is used.
Funds Raised By Source, Gift Type, Account Category and Purpose
Fiscal Year 2020
As of 9/30/2019
All dollars in thousands

Funds Raised by Source
- Alumni: $2,446 (39%)
- Corporations: $1,277 (21%)
- Faculty & Staff: $931 (15%)
- Other Individuals: $726 (12%)
- Foundations: $5,087 (82%)

Funds Raised by Gift Type
- Gifts and Pledges: $5,357 (86%)
- Deferred Gifts: $708 (11%)
- Gift-In-Kind: $162 (3%)
- Grants: $162 (3%)

Funds Raised by Account Category
- Endowment: $5,087 (82%)
- Expendable: $346 (5%)
- Revocable Gifts: $162 (3%)
- Gift-In-Kind: $162 (3%)

Funds Raised by Purpose
- Capital Improvement: $1,596 (25%)
- Research: $1,849 (30%)
- Student Aid and Services: $545 (9%)
- Capital Improvement: $1,596 (25%)
- Research: $1,849 (30%)
- Student Aid and Services: $545 (9%)
University of Hawaiʻi Foundation
Financial Overview
As of September 30, 2019
### UNIVERSITY OF HAWAI'I FOUNDATION

#### Balance Sheet - Unaudited

9/30/2019

(000)

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>9/30/19</th>
<th>6/30/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash &amp; cash equivalents</td>
<td>$17,513</td>
<td>$19,771</td>
</tr>
<tr>
<td>Contributions receivable</td>
<td>32,918</td>
<td>35,811</td>
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<tr>
<td>Other receivables &amp; prepaid expenses</td>
<td>2,927</td>
<td>2,072</td>
</tr>
<tr>
<td>Investments</td>
<td>416,433</td>
<td>421,891</td>
</tr>
<tr>
<td>Property &amp; equipment, at cost</td>
<td>10,338</td>
<td>10,386</td>
</tr>
<tr>
<td>net of depreciation and amortization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Split-interest agreements</td>
<td>17,520</td>
<td>17,799</td>
</tr>
<tr>
<td>Interest in trusts held by others</td>
<td>31,876</td>
<td>31,916</td>
</tr>
<tr>
<td>Other assets, at cost</td>
<td>3,337</td>
<td>3,700</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$532,862</strong></td>
<td><strong>$543,346</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; NET ASSETS</th>
<th>9/30/19</th>
<th>6/30/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amounts held for others</td>
<td>$4,274</td>
<td>$4,362</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>1,025</td>
<td>8,553</td>
</tr>
<tr>
<td>Mortgage Loan</td>
<td>8,200</td>
<td>8,200</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>596</td>
<td>668</td>
</tr>
<tr>
<td>Split-interest agreements liabilities</td>
<td>12,529</td>
<td>12,529</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>$26,624</strong></td>
<td><strong>$34,312</strong></td>
</tr>
</tbody>
</table>

Net Assets:

| Without donor restrictions | $4,867 | $4,639 |
| With donor restrictions | 501,371 | 504,395 |
| **TOTAL NET ASSETS** | **$506,238** | **$509,034** |
| **TOTAL LIABILITIES & NET ASSETS** | **$532,862** | **$543,346** |
Funds Expended by UH Programs
Fiscal Years 2017-2020
As of 9/30
All dollars in thousands

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Aid &amp; Services</th>
<th>Faculty &amp; Academic Support</th>
<th>Research</th>
<th>Capital Projects</th>
<th>Athletics</th>
<th>Other Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$3,329</td>
<td>$1,704</td>
<td>$2,175</td>
<td>$424</td>
<td>$421</td>
<td>$1,211</td>
<td>$9,263</td>
</tr>
<tr>
<td>2018</td>
<td>$3,110</td>
<td>$1,808</td>
<td>$2,609</td>
<td>$570</td>
<td>$395</td>
<td>$1,221</td>
<td>$9,718</td>
</tr>
<tr>
<td>2019</td>
<td>$4,082</td>
<td>$1,274</td>
<td>$3,095</td>
<td>$129</td>
<td>$542</td>
<td>$1,056</td>
<td>$5,580</td>
</tr>
<tr>
<td>2020</td>
<td>$4,032</td>
<td>$2,341</td>
<td>$2,550</td>
<td>$536</td>
<td>$533</td>
<td>$1,571</td>
<td>$51,561</td>
</tr>
</tbody>
</table>
Funds Expended by UH Programs, continued

Fiscal Years 2017-2020

As of 9/30

All dollars in thousands
Independent Audit Report
Summary of December 5, 2019 Meeting

Minutes: Approved.

Testimony: None.

Agenda Items:

A. Review and Acceptance of University of Hawai‘i Audited Financial and Compliance Reports as of June 30, 2019

Jamie Asato, Managing Director with Accuity, provided an overview of Accuity’s audit of the consolidated financial and compliance reports of UH noting several financial highlights including both revenue trends and financial liabilities. She also noted federal compliance requirement issues discovered during this year’s audit. The audit did not find significant risks, exposures, weaknesses, difficulties, or material uncertainties but did note a few significant deficiencies. Discussions occurred on some of the financial liabilities faced by UH as well as the deficiencies noted by Accuity.

Action: The Committee unanimously voted to accept the report.

B. Discussion of Title III Grants – Senate Resolution 120, 2019 (SR120)

Internal Auditor Shizumura provided an update to a memo provided to the Committee in October that responded to an audit request of the Title III Program pursuant to SR120. The memo was updated to include additional 2019 financial information. It was reiterated that no issues regarding non-compliance with Title III Program grants were discovered. Chair McEnerney noted that Title III Program grants are already subject to an audit performed by Acuity and that requesting the Internal Auditor to perform another audit would be duplicative, particularly since there were no findings of non-compliance by Acuity. However, the Committee requested that the Internal Auditor develop a plan to address two programs noted in SR 120 that were not covered by the audit conducted by Acuity.

C. Review and Acceptance of UHM Intercollegiate Athletics Audit Reports for the Year Ended June 30, 2019

Jamie Asato, Managing Director with Accuity, provided an overview of Accuity’s report on agreed-upon engagement procedures to ensure that the UHM Athletic Department’s statement of revenues and expenses for the year ended June 30, 2019 was compliant with NCAA bylaws. She noted that no material misstatements were made by the UHM Athletic Department, that one issue regarding the reporting of Pell Grant information was detected, and that some deficiencies in the internal control procedures of UHM Athletics were discovered. Brief discussions occurred on the financial health and activity of the athletics department.

Action: The Committee unanimously voted to accept the report.

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

Internal Auditor Shizumura reported that there were no findings of material weaknesses, fraud, or illegal acts and that the report noting this will be sent to the Legislature.
**Action:** The Committee unanimously voted to accept the report.

### E. Review and Acceptance of Office of Internal Audit Review of Clearing Accounts

Internal Auditor Shizumura provided a brief overview of an audit conducted on UH clearing accounts. He noted that no significant issues or impacts to financial statements were discovered. However, due to the high volume and use of clearing accounts, some revisions to the process for, or controls on the use of, clearing accounts may be warranted.

**Action:** The Committee unanimously voted to accept the report.

### F. Whistleblower Report

Internal Auditor Shizumura reviewed the whistleblower reports periodically provided to the Committee regarding whistleblower activity by year and campus, as well as open versus closed whistleblower cases. He noted that some of the cases were dated but those were generally HR related cases that take some time to process due to a variety of reasons. Discussions took place on some of the statistics provided, with emphasis on where these cases were occurring, as well as how to use the data and statistics obtained to resolve possible issues.
Planning and Facilities Committee Report
Summary of December 5, 2019 Meeting

Minutes: Approved.

Testimony: No written testimony was received. Oral testimony was provided by Rosie Alegado, representing Ho’ola Waiale’e (a UH faculty and community hui), regarding the Waiale’e property.

Agenda Items:

A. Committee Goals and Objectives

Chair Moore discussed the Committee goals and objectives noting that he had reviewed Regent Policies and Board bylaws as they related to the Committee to begin determining whether the policies and bylaws were aligned with Committee goals, objectives, policies, functions, and activities. Chair Moore recommended that several amendments be made to Regent Policies and bylaws and briefly reviewed each recommended amendment. Chair Moore also disseminated and discussed the Committee work plan for Fiscal Year 2019-2020.

B. Recommend Board Approval to Authorize the Administration to Support and Participate in a Public Utilities Commission-Approved Green Tariff Program

VP Gouveia provided an overview of the Green Tariff Program (Program) noting that the Program was a pilot program established by the Hawaiian Electric Company (HECO) and would be a means of addressing statutorily established goals that UH become net-zero with respect to energy use by January 1, 2035. She highlighted that, under the Program, UH would be granted the ability to utilize remote real property under its control for a specified renewable energy facility and in turn experience the financial benefit associated with renewable energy rates at a distant site or campus. VP Gouveia discussed the financial impacts and cost savings contemplated by UH as a result of its participation in the Program and noted that if the Committee agreed to recommend Board authorization for the Administration to participate in the Program, the Administration is expecting to possibly realize energy cost-savings sometime around 2024-2025. Discussion occurred over the various aspects of the Program, including actual versus potential costs and benefits of the Program, the exact location of the renewable energy facility, land use options, and other possible alternatives to the Program.

Action: The committee voted to approve the request in part and only allow the Administration to support the PUC docket filing of the Program, with Regent Sullivan voting no and Regent Higaki excused.

C. Fiscal Year (FY) 2019-2020 1st Quarter Capital Improvement Project Status Report as of September 30, 2019

VP Gouveia provided a brief report on the status of CIPs through the first quarter of FY 2019-2020 highlighting that the anticipated change order for the Life Sciences Building involving improvements to the HVAC, elevator and photovoltaic installation, and other facility related renovations was reduced from $15 million to $7 million; that the $21 million project for lab facilities on Coconut Island was proceeding as planned; and that there were no significant issues regarding CIPs, with all projects remaining on schedule. Discussions occurred on the future format of CIP reports with the Committee agreeing to adopt a new
format that included the addition of a photo of the project at the beginning of each project update.

D. Waiale'e Property Transfer to the Agribusiness Development Corporation Status Update

VP Young provided an update on the status of the transfer of the Waiale'e property to the Agribusiness Development Corporation (ADC). He noted that ADC was no longer interested in the property and that the Administration considered this matter closed. The Administration has been approached by other organizations on possible uses of the land but to date no action has been taken and the Administration will be reevaluating the disposition of the property and considering potential alternatives.

E. Public-Private Partnerships (P3) Update

VP Young introduced Christopher Woodard, the Director of the Office of Strategic Planning and Development, who will be working on P3 projects. VP Young presented updates on the Atherton, NOAA Graduate Housing, and UHWO University District P3 projects, noting that the Atherton Project was currently underway and slated for completion in 2022, that the NOAA Graduate Housing Project was in its beginning stages, and that the UHWO University District Project was on hold and being reevaluated for a restart of the project.
Research and Innovation Committee Report
Summary of December 5, 2019 Meeting

Minutes: Approved.
Testimony: None.

Agenda Items:

A. Fiscal Year 2020 1st Quarter Extramural Awards Update

VP Syrmos provided an update on extramural awards for the first quarter of FY 2020. He reviewed a breakdown of trends, significant awards, and award amounts by campus, as well as award revenues received to date and projected award revenues. $176.2 million was awarded for the first quarter of FY 2020. As of November 22, 2019, UH received $233.7 million in award revenues and it was projected that $240.2 million in award revenues would be received as of November 30, 2019.

B. Discussion on Proposed New Regents Policies (RP)

Prior to VP Syrmos’s presentation on the proposed new RPs, Chair Sullivan provided background and context prompting the development of the new RPs, noting the ongoing discussions regarding the revenues from the Research and Training Revolving Fund (RTRF) and the need to provide policy direction.

1. RP 12.209, Strategic Research Plan

VP Syrmos provided an overview of proposed RP 12.209, noting that this proposed policy will help formalize what is already occurring with regard to strategic research planning and ensuring that planning is conducted in an organized and consistent manner. He noted that proposed RP 12.209 calls for a long-range plan that articulates university priorities for pursuing research growth during a five-year period and identifies specific strategies for implementing those goals. Additionally, proposed RP 12.209 requires that annual progress reports on the strategic research plan be made to the Board, which will provide updates and vital information to the Board and allow the Board to make recommendations for plan improvements and suggest revisions.

2. RP 12.210, Research and Training Revolving Fund

VP Syrmos provided a brief history of the RTRF and an overview of proposed RP 12.210 which would require a minimum of 10% of total RTRF recovered by each campus be set aside for strategic hiring in priority research areas and would allow for the adoption of special assessments to facilitate the issuance of revenue bonds for facility construction or rehabilitation. He noted that the set-aside for hiring provided for under proposed RP 12.210 must work in conjunction with the strategic research plan established under proposed RP 12.209. Additionally, proposed RP 12.210 would require annual progress reports to the Board on the use of funds by each campus and that the reports include information on related revenues, commitments, and carry-over funds. Discussion occurred as to the rate and composition of the special assessment, the 10% minimum set-aside, and the means, methods, and process for the distribution of RTRF monies.
Item VI.D.

Affiliate Reports

NO MATERIALS ORAL REPORTS
January 16, 2020

TO: Benjamin A. Kudo  
Chairperson, Board of Regents  
University of Hawai‘i

VIA: David Lassner  
President  
University of Hawai‘i

VIA: Kalbert K. Young  
Vice President for Budget and Finance/Chief Financial Officer  
University of Hawai‘i

FROM: Jan S. Gouveia  
Vice President for Administration  
University of Hawai‘i

SUBJECT: Amended Request for Board Approval Pursuant to Board of Regents Policy 10.201 to Authorize the Administration to Support and Participate in a Public Utilities Commission-Approved Green Tariff Program

SPECIFIC ACTION REQUESTED

Pursuant to action taken at the December 5, 2019 Planning and Facilities Committee meeting, and pursuant to Board of Regents Policy ("RP") 10.201 (Interests in Real Property),¹ the Board of Regents of the University of Hawai‘i ("Board") is requested to authorize the President and/or the Vice President for Administration or their delegatee to participate in Hawaiian Electric Company, Inc.’s ("HECO") initiation and pursuit of the Green Tariff docket with the State of Hawai‘i Public Utilities Commission ("PUC"), as appropriate.

¹ Board of Regents Policy 10.201 III.B states in its entirety as follows: The Board of Regents shall review and approve all real property transactions for the disposition or acquisition of real property in fee simple or by lease or equivalent interest with a term exceeding five (5) years, including amendments and extensions thereof; provided, however, the president has the discretion to present to the board for approval any transactions involving real property that may impact a significant public interest.
At an appropriate time following the successful adoption of the Green Tariff by the PUC, it is understood that the Administration must obtain additional approval from the Board to:

1. **Green Tariff Services Agreement.** Negotiate, finalize, and execute a Green Tariff Services Agreement or other similar document recognized by the Green Tariff Program, on the condition that the terms and conditions are favorable to the University ("Green Tariff Services Agreement").

2. **Letter of Intent ("LOI"), Option Agreement, Long Term Use Agreement.** Negotiate, finalize, and execute LOIs with prospective photovoltaic developers ("Developers"), covering a portion of the University of Hawai‘i - West O‘ahu ("UH West O‘ahu") makai lands ("Property"), consistent with the terms contained in the Major Term Sheet attached as Exhibit A, and execute such other documents and take any further action as the President and/or the Vice President for Administration deem necessary to effectuate the Green Tariff Program, the Green Tariff Services Agreement, and the LOIs, including eventually finalizing and executing an option agreement or similar pre-construction document ("Option Agreement") and a long term land use agreement (such as a lease, use and occupancy agreement, or easement), consistent with the terms contained in the Major Term Sheet attached as Exhibit A, with the single developer selected by HECO in accordance with the HECO Request for Proposals ("RFP") and who executes a power purchase agreement with HECO ("PPA") to deliver a supply of qualified renewable energy to the HECO system.

**RECOMMENDED EFFECTIVE DATE**

Upon Board approval.

**BACKGROUND**

Hawai‘i Revised Statutes Section 304A-119 mandates the University of Hawai‘i ("University") become net-zero with respect to energy use, which means producing as much energy as the system consumes across all campuses by January 1, 2035 (relative to a fiscal year 2015 baseline).

In FY 2018-19, the total consumption of power across the University of Hawai‘i system was 191,966,152 kWh, broken down as follows:
Systemwide Electricity Consumption
(By Campus Affiliation)

As illustrated above, 59% of the University's power consumption is by the Mānoa campus. Thus, there has been a concentrated effort to evaluate ways for the Mānoa campus to contribute to achieving overall net-zero energy status for the University.

Preliminary studies indicate that if all available rooftops at the Mānoa campus were covered with solar PV systems, less than 30% of the campus' energy demand would be met. The main Mānoa campus does not have sufficient land to develop renewable energy directly on its land footprint. There are, however, substantial portions of UH West O'ahu makai lands that are currently underutilized. Allowing a portion of the UH West O'ahu makai lands to be utilized for PV systems by a developer under a PPA with HECO would enable the University to participate in the Green Tariff Program being proposed by HECO. Under this program, as more fully detailed below, the Mānoa campus (or any O'ahu campus) is anticipated to receive lower fixed electricity rates (based on renewable energy rates) for the duration of the Green Tariff Program. The University as a whole will benefit both financially and programatically as more progress is made toward achieving its net-zero goal.

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2 Mānoa campus is defined here as fed by substations L and M, located off of Kalele Road and East-West Road, respectively.
THE GREEN TARIFF PROGRAM

HECO is developing a new Green Tariff Program to be filed with the PUC referred to as a "Rider Z – Green Tariff Program" ("GTP"). The GTP will launch as a pilot program limited to the University. It is intended to expand opportunities for qualifying commercial HECO customers to meaningfully increase the amount of renewable energy serving their load above the level provided by HECO at the time a customer enters into the program.

Under the GTP, a qualifying commercial customer ("Participating Customer" or the "University") is granted the ability to utilize remote real property under its control for a specified renewable energy facility (referred to as the "Dedicated Renewable Facility") and experience the financial benefit associated with renewable energy rates at a distant site or campus.

There are three basic parts to the GTP proposed by HECO. The following explains each part using the Mānoa campus as the example:

1. HECO issues RFP and awards to selected PPA Developer.
2. UH executes long-term land agreement(s) with the selected PPA Developer.
3. UH enters into long-term "Service Agreement" with HECO.

1. **HECO Issues Request for Proposals and Awards to Selected PPA Developer**

Once the GTP is approved by the PUC, the University may submit an application to HECO that:

- Identifies which of the University's HECO service meters will participate in the GTP;
- Estimates annual load requirements for such meters;
- Identifies the percentage of annual energy requirements that is desired to be offset by the GTP; and
- Offers, at no cost, a specified site under its control for HECO to complete an RFP process that selects a developer to engineer, construct, own, operate and maintain a Dedicated Renewable Facility that feeds the HECO electrical grid system for a minimum of 20 years.

HECO will then prepare, issue and manage the RFP to acquire renewable dispatchable generation and energy storage from a Dedicated Renewable Facility on a site identified and controlled by the University, which in this case would be a portion of the UH West O'ahu makai lands. While HECO will utilize a competitive RFP process, HECO will not be required to comply with the PUC's Framework for Competitive Bidding (adopted pursuant to Decision and Order No. 23121 filed on December 8, 2006 in Docket No. 03-0372).
HECO will negotiate and attempt to execute a PPA with the selected Developer ("PPA Developer") to purchase and deliver renewable energy to HECO’s electrical grid system, solely from solar photovoltaics in combination with a battery storage system ("Green Tariff Energy"). The PPA will be for a minimum of 20 years and will need PUC approval. The GTP requires the University to support HECO’s application to the PUC.

Until the RFP process is complete, the University cannot refuse to execute any long-term land use agreements with the PPA Developer or refuse to execute a services agreement with HECO under the GTP without penalty. If the University decides not to proceed with services under the GTP at any time during the RFP process (e.g., decides not to proceed with the Service Agreement, the RFP process, or directs HECO to terminate the RFP process), the University will be responsible for fees and costs associated with the RFP process in an amount not to exceed $100,000, less any bid fees received by HECO ("RFP Termination Penalty"). If HECO decides not to proceed with the RFP process, rejects the RFP award, or decides not to move forward with or otherwise conclude PPA negotiations, HECO will be responsible for all fees and costs associated with the RFP process and the University will not be required to pay the RFP Termination Penalty.

As part of this phase, the University is also expected to issue LOIs with prospective Developers, who will likely be required to demonstrate site control as part of their proposals submitted to HECO in response to the HECO RFP. The LOIs will conditionally commit approximately 50–80 acres of University-controlled lands (which is anticipated to be a portion of the UH West O'ahu makai lands) that would be used to deliver Green Tariff Energy into the HECO electrical grid system for a minimum of 20 years. Under the LOIs, the University may be required to enter into an Option Agreement and/or a long-term land use agreement with only the single PPA Developer selected by HECO in accordance with the HECO RFP process and who executes a PPA with HECO to deliver the Green Tariff Energy to the HECO grid.

2. UH Executes Long-Term Land Use Agreement(s) with Selected PPA Developer

Upon award of the PPA, HECO plans to negotiate and execute a PPA with the selected PPA Developer under which the PPA Developer will deliver Green Tariff Energy to HECO’s electrical grid system at a PPA rate (the "PPA Rate") that is borne by HECO. At or around this time, the University will need to provide the PPA Developer with "site control" through a fully executed option agreement and/or long term land use agreement (such as a lease agreement, use and occupancy agreement, or easement) for the installation and operation of the Dedicated Renewable Facility for a minimum term of 20 years and in a manner consistent with the HECO PPA and the GTP.

The LOIs, the Option Agreement, and eventual long-term land use agreement will be consistent with the terms contained in the attached Major Term Sheet.

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3 This process is similar to the action taken by the University of Hawai'i Board of Regents ("Board") at its March 2018 meeting to approve the HECO RFP LOI Action Memo.
3. **UH Enters into Long-Term "Service Agreement" with HECO**

Although the Dedicated Renewable Facility (which generates Green Tariff Energy) is specific to the University, University campuses participating in the GTP will continue to receive and be invoiced for fully-bundled electric service generated by the resource mix of HECO's entire energy generation portfolio. Under the GTP, the University is expected to execute a Service Agreement with HECO to “purchase” Green Tariff Energy, for a minimum term of 20 years, from the Dedicated Renewable Facility. The system size of the Dedicated Renewable Facility shall be between 5MW and 30MW. The exact capacity and rate will be determined at the time of Service Agreement execution and based on the PPA pricing negotiated in Section 2 above.

Under the GTP, the University will pay a lump sum charge each month (“Green Tariff Lump Sum Charge”) to partially or wholly offset the Energy Cost Recovery charge line item appearing on each HECO monthly billing statement, based on the amount of Green Tariff Energy that is generated by the Dedicated Renewable Facility or the actual billed kWh usage, whichever is lower. The Green Tariff Lump Sum Charge is a monthly lump sum payment for the generation and storage of Green Tariff Energy from the Dedicated Renewable Facility. It shall be equal to all costs associated with the Dedicated Renewable Facility, including but not limited to PPA payments, imputed debt and revenue taxes calculated on a monthly basis.

The University will be permitted to aggregate multiple metered delivery points to participate in the GTP, so long as they serve under a qualifying rate schedule and are located on a single island.

The GTP also adjusts the “Excess Purchase Power Rate” which is a cents per kWh rate determined by subtracting the current Purchased Power Adjustment Clause rate from the baseline contribution rate determined at the time the Service Agreement is executed. The baseline will be adjusted annually for inflation. If at any time the Excess Power Purchase Rate is greater than the baseline rate, then the University will receive a credit; if it is below the baseline rate, then the rate remains unchanged. The overall impact of the Excess Purchase Power Rate adjustment terms on the overall pro forma, however, is negligible.

**EXAMPLE OF THE GREEN TARIFF PROGRAM APPLIED AT MĀNOA CAMPUS**

The June 2019 HECO invoice for Substation M at the Mānoa Campus which applies the HECO rate structure as of June 20, 2019 will be used to illustrate the application of the GTP at a moment in time under the assumptions stated below. All estimated costs and savings are subject to change based on the current HECO rate and future projections at the time of modeling and analysis.

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4 "Imputed Debt" means the measure calculated by credit rating agencies reflecting how investors view purchased power obligations and the cost of Imputed Debt means the increase in the overall cost of capital that results from the Company rebalancing its capital structure to mitigate the impact of Imputed Debt.
The total invoice for June 2019 for Substation M was approximately $2.3 million for approximately 9.3 M-kWh of consumption. Of that amount, approximately $1.39 million is attributable to the "Energy Cost Adjustment" ("EGA") charge at an approximate rate of 15¢ per kWh.

Under the GTP, a portion of the EGA charge will be credited back at the EGA rate and basically replaced with the Green Tariff Lump Sum Charge, as described in Section 3 above. If, for example, the University agrees to a Dedicated Renewable Facility of 10 MW PV and storage system on UH West O'ahu makai lands, and the average monthly production from the system is approximately 1.2 M-kWh, assuming the Green Tariff Lump Sum Charge is based on 11¢ per kWh, then the Green Tariff Lump Sum Charge will be approximately $132,000 and approximately $190,000 will be credited back at the EGA rate. This would have amounted to an estimated savings of $58,000 in June 2019. On an annual basis, the savings are approximately $700,000.

ANALYSIS

Under RP 10.201, any decision-making by the Board regarding real property and interests in real estate, shall: (1) promote and support the mission and goals of the university in education, research, service and economic development; (2) advance principles and practices of sound environmental stewardship and sustainability; (3) ensure that alternative actions are considered, investigated and analyzed; (4) be fairly priced in the context of applicable fair market values and other relevant factors; (5) generate revenue from real property not critical to long range plans for the university to support the university's core mission; and (6) be consistent with and support long range plans that have been approved by the Board.

With regard to points (1) and (2), participating in the GTP supports the mission and goals of the University because it advances progress toward achieving net zero by 2035. More specifically, it will reduce energy costs and increase the University's renewable energy portfolio because the Dedicated Renewable Facility is generating renewable energy specifically for the benefit of the University. The advantage of the GTP allows this to occur in a way that does not adversely affect all other HECO ratepayers.

With regard to points (3) and (4), the Office of Sustainability and the Energy Manager are currently undertaking efforts to carefully model the GTP. Under a very conservative scenario where the HECO PPA yields a rate of approximately 11¢ per kWh, the example above illustrates the annual energy cost savings to the Mānoa campus is estimated at $700,000 a year or $14 million over 20 years under the HECO rate structure as of June 20, 2019. This scenario assumes the HECO Green Tariff PPA is for 10 M-kWh, which requires approximately 50 acres. While the UH West O'ahu makai lands provided by the University for the Dedicated Renewable Facility is at no cost to either the PPA Developer or HECO, the energy costs avoided are equal to approximately $14,000/acre/year under

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5 On November 25, 2019, HECO announced a 20 M-kWh solar facility at the Department of the Navy's West Loch facility at an estimated 7.5¢ per kWh
the HECO rate structure as of June 20, 2019. This is more than triple the $4,000/acre/year rental rate the University recently agreed to with AES, the HECO selected PPA Developer for grid scale PV on UH West O'ahu mauka lands.\(^6\) Furthermore, if at any point the Green Tariff Program is no longer advantageous to the University, then the University can terminate its participation without penalty; provided, however, all related land use agreements will remain in full effect.

It should also be noted that all O'ahu campuses have the opportunity to participate in the GTP.

Finally, with regard to points (5) and (6), the UH West O'ahu makai lands that are not near the campus or part of the Transit Oriented Development ("TOD") districts are currently undeveloped and underutilized. There is a total of approximately 500 acres of UH West O'ahu makai lands. As presented to the Board Planning and Facilities Committee in April 2019, the UH West O'ahu campus is currently updating its long range plan for Board review and its Plan Review Use permit with the City and County of Honolulu. While there are development efforts underway for portions of the UH West O'ahu makai lands, there are no current use or development plans for at least 50–80 acres that are situated away from the UH West O'ahu campus and any proposed TOD sites. Using these underutilized lands to participate in the GTP is a sound financial and land management strategy.

**ACTION RECOMMENDED**

Pursuant to action taken at the December 5, 2019 Planning and Facilities Committee meeting, it is recommended that the Board authorize the University, through the President and/or the Vice President for Administration or their delegate, to take actions and negotiate, finalize, and execute documents as may be necessary to support and implement participation by the University in HECO’s initiation and pursuit of the Green Tariff docket with the PUC, as appropriate.

At an appropriate time following the successful adoption of the Green Tariff by the PUC, it is understood that the Administration must obtain additional approval from the Board to:

1. **Green Tariff Services Agreement.** Negotiate, finalize, and execute the Green Tariff Services Agreement on the condition that the Green Tariff, including the reduced fixed electricity rates to be charged to the University as part of the Green Tariff Program (based on renewable energy rates), as approved by the PUC, is favorable to the University.

2. **LOIs, Option Agreement, Long Term Land Use Agreement.** Negotiate, finalize, and execute LOIs with prospective Developers consistent with the terms contained in the Major Term Sheet attached as Exhibit A, and execute such other documents and take any further action as the President and/or the

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\(^6\) The University’s transactions with AES were approved by the Board at its March 2018 meeting. An update was recently provided to the Board at its August 2019 meeting.
Vice President for Administration or their delegatee deem necessary to effectuate the Green Tariff, the Green Tariff Services Agreement, and the LOIs, including eventually finalizing and executing an Option Agreement and/or a long term land use agreement (such as a lease, use and occupancy agreement, or easement), consistent with the terms contained in the Major Term Sheet attached as Exhibit A, with the PPA Developer who executes a PPA with HECO to deliver Green Tariff Energy to the HECO grid system.
MAJOR TERM SHEET

SUMMARY OF GREEN TARIFF TERMS FOR

LETTER OF INTENT, OPTION AGREEMENT AND LONG TERM LAND USE AGREEMENT

UH West O'ahu Makai Lands

HECO RFP:
Hawaiian Electric Company, Inc. ("HECO") Request for Proposals ("RFP") for the supply of a minimum of 5 MWh per year of qualified renewable energy to be delivered to HECO on the island of O'ahu, State of Hawai'i under HECO's renewable dispatchable generation power purchase agreement ("HECO PPA"). The HECO RFP will be submitted to the State of Hawai'i Public Utilities Commission ("PUC") for approval in connection with or subsequent to PUC approval of the Green Tariff program as proposed by HECO ("Green Tariff Program").

HECO PPA Award:
Under the HECO RFP, HECO plans to award an HECO PPA to one of the photovoltaic energy generating ("PV") project developers seeking to use portions of the UH West O'ahu makai lands and negotiate, finalize and execute one HECO PPA with the selected developer.

Possible Multiple Prospective Developers:
The University of Hawai'i ("University") is anticipating possibly receiving multiple proposals and inquiries from potential developers interested in including portions of the UH West O'ahu makai lands in the PV project proposals they plan to submit to HECO in response to the HECO RFP. Depending on the HECO RFP process, however, the University might not be approached about securing the use of a portion of the UH West O'ahu makai lands until after HECO selects a single developer for HECO PPA negotiations ("Selected Developer").

HECO "Site Control" Requirement:
Under the HECO RFP, it is anticipated that each prospective developer may be required to demonstrate "site control" for the PV project site by obtaining one of the following: (a) fee ownership; (b) a long term lease; or (c) an option agreement to purchase or lease the project site, with an option or similar agreement possibly being sufficient to demonstrate such site control for government lands. It is currently unclear whether HECO will require each prospective developer or only the Selected Developer to demonstrate such site control.

Possible Multiple
**LOIs:**
The University is anticipating entering into an LOI or a similar agreement with either each prospective developer or the Selected Developer, which LOI or similar agreement would contain template provisions and terms proposed by either the prospective developers or the Selected Developer (location, area, and configuration of the project site, etc.) that would be acceptable to the University.

**One Option Agreement and/or Long Term Land Use Agreement:**
Each LOI or similar agreement would commit the University to enter into an option agreement or similar agreement ("Option Agreement") and/or a long term land use agreement (minimum 20-years), such as a lease, use and occupancy agreement, easement, or other long term land use agreement (collectively the "Long Term Agreement") but only if HECO executes the HECO PPA with the Selected Developer covering the UH West Oahu makai lands and containing PPA rates that are acceptable to the University.

**Parties:**
The parties to each LOI or similar agreement will be the University and each developer who plans to submit a proposal to HECO as part of the HECO RFP process. Alternatively, if HECO requires only the Selected Developer (and not all prospective developers) to demonstrate site control, the parties to the LOI would be the University and the Selected Developer. Parties to the Option Agreement and/or the Long Term Agreement will be the University and the Selected Developer.

**Premises:**
Portion of UH West Oahu makai lands identified as suitable for a PV project, with location, size, and configuration to be proposed either by HECO, the prospective developers or the Selected Developer, all subject to University approval.

**Purpose:**
Develop and operate a PV project to generate Green Tariff Energy for delivery to the HECO grid pursuant to HECO PPA.

**Condition of Premises:**
As is, with no warranties or representations.

**Term:**
20 years, possibly with one or more options to extend.

**Rent:**
No rent payments will be required. This is a condition of the University’s participation in the Green Tariff Program.

**Entry Preconditions:**
Before entering, using, or taking possession of any portion of the Premises for constructing and installing the PV project, the University and the Selected Developer would enter into an LOI, Option Agreement, Long Term Agreement, and/or similar agreement under which the Selected Developer may conduct its due diligence (in accordance with the University’s usual preconstruction right of entry conditions) and satisfy certain pre-entry conditions, including meeting certain milestones (such as securing the financing necessary to fund the PV project development and construction, completing any required land subdivision...**
Security Deposit: None required.

Corporate or other Guarantee: Seek to require the Selected Developer to have a corporate parent, owner, or other entity guarantee the performance of the Selected Developer’s obligations under the Agreement.

Risk Mitigation: The University will seek to require the Selected Developer to indemnify, defend, and hold harmless the University against all claims or actions seeking recovery for injuries, losses, or damages sustained as a result of the acts or omissions of the Selected Developer and the Selected Developer agents. The University will seek to have the Selected Developer’s indemnity obligation cover the following caused by the Selected Developer: (a) liens, (b) hazardous material conditions, (c) casualties, (d) violations of law, (e) losses, (f) misrepresentations, (g) challenges to the Selected Developer’s authority, and (h) failures to perform. The University will seek to require the Selected Developer to provide the following insurance coverage naming University as an additional insured: commercial general liability, all risk property, commercial automobile liability, pollution liability, builder’s risk, and workers compensation/employer’s liability, all with standard or statutory minimum limits.

Improvements: The University will seek to require that the Selected Developer keep the University informed about and address University concerns with all design and construction plans for any improvements, facilities, and infrastructure and utility systems (collective the “Improvements”), including mitigating adverse impacts of design, construction, operation, maintenance, and alteration of and to the Improvements. The University will seek to require that the University have no responsibility or liability for any review of the Selected Developer’s Improvement plans. The University will seek to require the Selected Developer to be responsible for complying with certain obligation in constructing any Improvements (such as paying for all costs, keeping the University informed, addressing University concerns, implementing mitigation measures, controlling traffic, managing runoff and discharges, and ensuring compliance with historic preservation requirements). The Selected Developer will be required to keep the Improvements in good repair and condition, at the Developer’s cost, and repair any damage to the Improvements and notify the University of the Selected Developer’s decision to restore or remove the Improvements if destroyed. The University will seek to require the Selected Developer to, upon termination of the Long Term Agreement, to promptly remove the Improvements and restore the Premises, all at the cost of the Selected Developer.

Hazardous Materials
Responsibility:
The University will seek to require the Selected Developer to be responsible for mitigating and addressing hazardous material conditions that the Selected Developer causes within, under or about the Premises. The University plans to offer the Selected Developer the opportunity to inspect the Premises prior to possession and establish a baseline assessment of existing/pre-existing hazardous materials within the Premises. In this way, the Selected Developer will only be responsible for remediating and cleaning up hazardous materials that were not already present and/or to levels that existed in the baseline assessment. If hazardous materials are discovered after the baseline assessment, the University will seek to require the Selected Developer to remediate and clean up such hazardous materials unless the Selected Developer can prove it was not responsible for the presence of such hazardous materials. The Selected Developer will not have the right to require the University to clean up any existing or pre-existing hazardous material conditions in order to accommodate the construction of the Selected Developer's Improvements. The University will seek to require the Selected Developer, prior to or at the conclusion of the Long Term Agreement, to remediate and clean up any hazardous material conditions that caused by the Selected Developer and restore the Premises (and any other affected property) to their condition prior to the start of the Long Term Agreement.

Assignment and Transfer Restrictions:
The University will seek to require that the Selected Developer obtain the University’s prior written consent before the Selected Developer is permitted to transfer any interest under the LOI, the Option Agreement, the Long Term Agreement or any similar agreement to a third party. The Selected Developer may obtain the University’s consent by entering into a separate assignment agreement with its assignee and the University, substantially in a form to be approved by the University, under which the University consents to the assignment subject to certain conditions and representations/warranties from the Selected Developer and its assignee.

Negotiation Period:
It is anticipated that the University will be required to finalize and execute the Option Agreement and/or the Long Term Agreement with the Selected Developer either before the HECO PPA is executed, simultaneously with the HECO PPA execution, or within a certain time period after the HECO PPA is executed. The HECO RFP process, including its timetable for negotiating and executing the HECO PPA has not yet been set.

LOI or Similar Agreement Termination:
Each LOI or similar agreement may be terminated upon: (1) mutual written agreement; (2) the failure of the prospective developer to submit a timely and complete response to the HECO RFP; (3) the failure of the prospective developer to be selected for the RDG PPA; (4) the cancellation or withdrawal of the HECO RFP; (5) the withdrawal of the prospective developer from the HECO RFP at any
time during the HECO RFP process; or (6) the final execution of the Agreement
between the University and the Developer.

Option Agreement
Termination:
The University will seek the following rights to terminate the Option Agreement
if the Selected Developer fails to timely and sufficiently cure the following
events of default: (a) the Selected Developer’s failure to perform, (b) the Selected
Developer’s failure to obtain sufficient financing or funding to complete the PV
project, (c) the Selected Developer’s failure to timely complete its due diligence
efforts, (d) the Selected Developer becomes bankrupt or involved in a similar
action, (e) the Selected Developer abandons the PV project, (f) Selected
Developer’s rights or authority to continue its business or the PV project is
suspended for 60 days, (g) the Selected Developer fails to timely remove any
liens filed against the Premises, and (h) the Selected Developer fails to obtain or
maintain the required insurance coverage.

Long Term Land
Use Agreement -
Selected
Developer
Events of Default:
All of the events of Selected Developer default described in the Option
Agreement would also constitute events of Selected Developer default under the
Long Term Agreement. In addition, the Selected Developer’s failure to secure
and/or maintain the required Developer Guarantee in an amount, form and with a
guarantor acceptable to the University would also constitute an event of Selected
Developer default. The University’s election to withdraw or terminate its
participation in the Green Tariff program will not constitute grounds for
terminating the Long Term Agreement granted to the Selected Developer.
GREEN TARIFF PROGRAM

Board of Regents

January 16, 2020
WHAT IS A GREEN TARIFF PROGRAM?

STANDARD POWER PURCHASE AGREEMENT (PPA) VS. GREEN TARIFF PROGRAM (SLEEVED PPA)
STANDARD PPA

SITE A

- POWER GENERATED ON SITE A
- POWER CONSUMED ON SITE A
- CUSTOMER PAYS PPA-DEVELOPER DIRECTLY FOR CONSUMPTION
- HECO NOT INVOLVED
GREEN TARIFF PROGRAM (SLEEVED PPA)

SITE A

- POWER GENERATED ON SITE A BY PPA-DEVELOPER
- DELIVERED INTO HECO GRID
- HECO PAYS PPA-DEVELOPER FOR RENEWABLE ENERGY GENERATION

SITE B

- ENERGY DELIVERED VIA HECO GRID TO SITE B
- COMINGLED POWER “CONSUMED” BY CUSTOMER ON SITE B
- CUSTOMER PAYS HECO FOR CONSUMPTION ON SITE B THROUGH REGULAR INVOICE
• SITE A & SITE B IS OWNED/CONTROLLED BY HECO CUSTOMER
• RFP Issued by HECO for Solar/Storage developer on Site A
• HECO CUSTOMER ON SITE B OFFERS LAND AT NO COST TO PPA-DEVELOPER
• HECO PASSES THROUGH PPA RATE & OTHER RELATED COSTS TO HECO CUSTOMER
GREEN TARIFF ARRANGEMENTS

WEST O‘AHU LANDS (MAKAI)

• UH ENTERS INTO 20+ YEAR “LAND AGREEMENT” WITH PPA DEVELOPER
• LAND MADE AVAILABLE AT NO COST

UH MĀNOA CAMPUS

• UH ENTERS INTO 20+ YEAR “SERVICE AGREEMENT” WITH HECO
• UH AGREES TO PAY GREEN TARIFF RATE
HOW DOES IT WORK
EXAMPLE: UH MĀNOA JUNE 2019 HECO INVOICE

BREAKDOWN OF CHARGES

- ≈ $2.3 MILLION
- ≈ 9.3 M-kWh

*Green tariff program will also result in negligible adjustments to the Purchased Power Adjustment so miniscule they are immaterial to the analysis
EXAMPLE: GREEN TARIFF PROGRAM

ASSUMPTIONS

• 10 MW PV System on West O‘ahu Lands = ≈1.2 M-kWh Energy Produced/Month
• Green Tariff Rate: ≈11 ¢/kWh
• HECO ECA Rate: ≈15 ¢/kWh
• HECO rate structure as of June 20, 2019

<table>
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<tr>
<th>CURRENT CHARGES</th>
<th>Electric Service DS</th>
<th>Directly Served Service</th>
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<td>Purchased Power Adjustment</td>
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<tr>
<td>Green Infrastructure Fee</td>
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<tr>
<td><strong>Total for Current Charges</strong></td>
<td><strong>$2,341,185.05</strong></td>
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</tr>
</tbody>
</table>

ECA Rate: ≈9.3 M-kWh x ≈15 ¢/kWh ≈ $1,390,000

Green Tariff:

≈1.2 M-kWh x ≈11 ¢/kWh PPA Rate ≈ $ 132,000
≈8.1 M-kWh x ≈15 ¢/kWh HECO ECA Rate ≈ $ 1,200,000

New ECA ≈ $ 1,332,000
CONSERVATIVE ESTIMATES:*

- **MONTHLY SAVINGS:** ≈ $58,000
- **ANNUAL SAVINGS:** ≈ $700,000
- **OVER LIFE OF PROJECT:** ≈ $14,000,000

*This is an example of a moment in time under the stated assumptions. It is subject to change based on the current HECO rate and future projections at the time of modeling and analysis.*
PROCESS AND ESTIMATED TIMELINE

**STEP 1**
HECO FILES GREEN TARIFF WITH PUC & OBTAINS APPROVAL

**STEP 2**
HECO INITIATES RFP FOR PPA DEVELOPER
UH SIGNS LETTERS OF INTENT TO COMMIT LAND

**STEP 3**
HECO AWARDS TO PPA DEVELOPER

**STEP 4**
UH EXECUTES:
- OPTION AGREEMENT
- LONG-TERM LAND AGREEMENT
- HECO SERVICES AGREEMENT

**Step 5**
DESIGN & PERMIT CONSTRUCT PV

**Step 6**
UH ENJOYS BENEFITS

- **2020**
- **2021**
- **2022 - 2023**
- **2023 - 2024**
- **2024 - 2025**
AUTHORIZE ADMINISTRATION TO EXECUTE ALL DOCUMENTS NECESSARY TO COMPLETE THE PUC FILING (STEP 1):

• Support a “Rider Z - Green Tariff Program” filing by HECO with the Public Utilities Commission (PUC)
• Pilot program limited to the University of Hawai'i (O'ahu only)
• Establishes a new rate structure that
  • Recognizes renewable energy generated by a HECO-selected PPA Developer
  • On remote O'ahu lands controlled by the University
  • Delivered to the overall HECO grid mix
  • With energy cost savings realized by a participating O‘ahu campus(es)
• The participating campus(es) continue to receive fully-bundled electric service from HECO at regular tariff rates but will also receive a credit to partially or wholly offset the Energy Cost Adjustment (ECA)
FOLLOWING THE PUC’S APPROVAL OF THE RIDER Z – GREEN TARIFF PROGRAM, ADMINISTRATION WILL OBTAIN APPROVAL FROM THE BOARD TO PROCEED AS follows:

STEP 2: Letter of Intent/Option Agreement
- Occurs after PUC approves the Rider Z – Green Tariff Program
- UH executes a Letter of Intent to commit approximately 50 - 80 acres of West O‘ahu Makai lands for Solar PV + battery (“PPA Makai Lands”)
STEP 3: Option Agreement and/or Long-Term Land Agreement

- Occurs after HECO selects PPA Developer & UH agrees to proceed
- Enter into land-related agreements (Option Agreement) necessary for the PPA Developer to obtain financing, permitting, and other required approvals without cost to the developer
- Enter into long-term land agreements upon the developer obtaining financing, permits, environmental assessments, and other required approvals for:
  - Approximately 50-80 acres
  - Minimum 20 year term
  - Effective upon completion of construction and achievement of Commercial Operation Date (COD)
  - Developer responsible for all infrastructure, installation, operation and maintenance costs associated with PPA and the PV systems
  - Condition of premises is “as is” with no warranties or representations
  - Must remove equipment and restore property at end of easement at their cost
  - No cost for land to lower cost of clean energy produced
  - Approximately 10–18 MW PV + battery system
STEP 4: Green Tariff Service Agreement

- Occurs after HECO selects PPA Developer & UH agrees to proceed
- UH Executes “Green Tariff Service Agreement” with HECO in accordance with the “Rider Z – Green Tariff Program”
  - UH agrees to purchase electricity from HECO pursuant to the Green Tariff Program
  - UH reserves the right to terminate Green Tariff Service Agreement at any time with no penalty
  - If UH terminates, the long-term land agreement with PPA Developer remains in effect at no cost
Mahalo!
TO: Benjamin Asa Kudo  
Chair, Board of Regents  

Randolph G. Moore  
Chair, BOR Committee on Planning and Facilities  

VIA: David Lassner  
President  

VIA: Jan Gouveia  
Vice President for Administration  

VIA: Erika Laco  
Interim Vice President for Community Colleges  

FROM: Rachel Solemsaas  
Chancellor  

SUBJECT: REQUEST A NAME CHANGE FOR NORTH HAWAI'I EDUCATION & RESEARCH CENTER TO KÔ EDUCATION CENTER  

SPECIFIC ACTION REQUESTED:  

It is requested that the Board of Regents (BOR) approve the facility name change for Hawai'i Community College’s North Hawai'i Education & Research Center (NHERC) to Kô Education Center.  

RECOMMENDED EFFECTIVE DATE:  
Upon BOR approval  

ADDITIONAL COST:  
None  

PURPOSE:  
Name change will align with the names of other campus-sponsored education centers in the University of Hawai'i system (i.e. Hana Education Center, Moloka'i Education Center, and Lahaina Education Center).
BACKGROUND:

BOR Policy, RP 11.203, Naming of Campus Improvements and Academic Programs and EP 11.203, Naming of University Facilities and Academic Programs state that the authority for the naming of buildings, facilities, roads and academic programs on the campuses of the university shall reside with the board.

Also, in accordance with BOR RP 11.203, the name is not associated with any individual, family, donor, organization, or distinguished member of the University of Hawai‘i System either alive or deceased. EP 11.203, Section III(C)(2), Naming of Campus Improvements and Academic Programs, states, “In accordance with their campus procedures, Chancellors may recommend to the President names for buildings, facilities, roads, and academic programs in keeping with the foregoing policies.”

Name change removes the specific reference to “North Hawai‘i” because the facility serves a broader area, which includes Hāmākua and South Kohala and commits itself to serve students island-wide. Also, removes the specific reference to “Research” because the center is no longer a research facility. In recognition of the significance of kō (sugar cane) in the history of Hāmākua and North Hawai‘i, proposed name is Kō Education Center. This history includes the purpose of NHERC, which was created to serve the educational and workforce development needs of the community after the close of the sugar industry. The word kō also means, to fulfill, succeed, do, complete.

In response to public preference at a recent NHERC community event, 249 participants (95%) voted in favor of the name change (n=278).

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the facility name change for Hawai‘i Community College’s North Hawai‘i Education & Research Center (NHERC) to Kō Education Center.

c: Executive Administrator and Secretary of the Board Oishi
November 18, 2019

MEMORANDUM

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

VIA: David Lassner
     President, University of Hawai‘i

FROM: Tim Dolan
      CEO, University of Hawai‘i Foundation

V. Vance Roley
Dean, Shidler College of Business

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT OF THE CREATIVE EATERIES SINGAPORE ENDOWED FACULTY FELLOWSHIP AT THE SCHOOL OF TRAVEL INDUSTRY MANAGEMENT AT THE SHIDLER COLLEGE OF BUSINESS, UNIVERSITY OF HAWAI‘I AT MĀNOA

SPECIFIC ACTION REQUESTED

The School of Travel Industry Management ("TIM School") at the Shidler College of Business ("Shidler"), seeks the approval of the University of Hawai‘i Board of Regents to approve the naming of the Creative Eateries Singapore Endowed Faculty Fellowship in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE

Upon Board of Regent's approval.

ADDITIONAL COST

No additional costs are associated with this request.

An Equal Opportunity/Affirmative Action Institution
PURPOSE

The purpose of this Fund is to provide a faculty fellowship for the TIM School at Shidler to recruit and retain faculty of the highest caliber. Funds may be used for, but are not limited to:

1. A salary or supplement for the recipient; and/or
2. Any combination of costs as follows to support the recipient’s research and education goals. The recipient will consider input from the Dean in determining priorities and activities for research and educational programs.
   a. Research and educational program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
   b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
   c. Recipient’s attendance at workshops, short courses, and other educational opportunities.
   d. Extended education programs by the recipient such as workshops, short courses, on or off campus programs for industry.
   e. Graduate student research assistants.
   f. Graduate and undergraduate student internships and travel.

The Shidler College of Business Dean (“Dean”) will appoint a committee to recommend candidates for the Fellowship. The Dean will make the final decision in awarding the Fellowship after conferring with the Committee.

The recipient shall submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous year’s related activities to the Dean.

BACKGROUND

The University of Hawai‘i Foundation has received a gift commitment of $125,000 pledged by Creative Eateries Pte Ltd, a restaurant and catering business based in Singapore, to establish this endowed, named Faculty Fellowship. This $125,000 will be equally matched up to $125,000 with an unrestricted gift from Mr. Jay Harold Shidler, II.

ACTION RECOMMENDED:

Board of Regents approval for the naming of the Creative Eateries Singapore Endowed Faculty Fellowship in recognition of the donor’s $125,000 pledge and $125,000 matching gift from Mr. Jay Shidler, II.
December 18, 2019

MEMORANDUM

TO: Benjamin Asa Kudo
Chair, University of Hawai'i Board of Regents

VIA: David Lassner
President, University of Hawai'i

FROM: Tim Dolan
CEO, University of Hawai'i Foundation

V. Vance Roley
Dean, Shidler College of Business

SUBJECT: REQUEST FOR ACTION TO APPROVE THE ESTABLISHMENT OF THE ESQUEL-YANG FAMILY DISTINGUISHED PROFESSORSHIP AT THE SCHOOL OF TRAVEL INDUSTRY MANAGEMENT AT THE UNIVERSITY OF HAWAI'I AT MĀNOA SHIDLER COLLEGE OF BUSINESS

SPECIFIC ACTION REQUESTED

The School of Travel Industry Management ("TIM School") at the University of Hawai'i at Mānoa Shidler College of Business ("Shidler"), seeks the approval of the University of Hawai'i Board of Regents to approve the naming of the Esquel-Yang Family Distinguished Professorship in recognition of a private donation.

RECOMMENDED EFFECTIVE DATE

Upon Board of Regent's approval.

ADDITIONAL COST

No additional costs are associated with this request.
PURPOSE

The purpose of the Fund is to provide a distinguished professorship for the TIM School at Shidler to recruit and retain faculty of the highest caliber.

Funds may be used for, but are not limited to:

1. A salary or supplement for the recipient; and/or
2. Any combination of costs as follows to support the recipient’s research and education goals. The recipient will consider input from the Dean in determining priorities and activities for research and educational programs.
   a. Research and educational program support as the recipient sees fit, including but not limited to, delivery of research and papers at conferences, manuscript preparation, library and equipment acquisition and other requirements of an active scholar and teacher.
   b. Travel by the recipient to other universities and research institutes, government agencies, and industry visits.
   c. Recipient’s attendance at workshops, short courses, and other educational opportunities.
   d. Extended education programs by the recipient such as workshops, short courses, on or off campus programs for industry.
   e. Graduate student research assistants.
   f. Graduate and undergraduate student internships and travel.

The Shidler College of Business Dean ("Dean") will appoint a committee to recommend candidates for the Professorship. The Dean will make the final decision in awarding the Professorship after conferring with the Committee.

The recipient shall submit an annual budget to the Dean for approval. The recipient is also required to submit an annual report on the previous year’s related activities to the Dean.

BACKGROUND

The University of Hawai‘i Foundation has received a gift commitment of $250,000 pledged by the Esquel-Y. L. Yang Education Foundation Limited of Wanchai, Hong Kong SAR, to establish an endowed, named Distinguished Professorship. The funds will be equally matched up to $250,000 with an unrestricted gift from Mr. Jay Harold Shidler, II.

ACTION RECOMMENDED:

Board of Regents approval for the naming of the Esquel-Yang Family Distinguished Professorship in recognition of the donor’s $250,000 gift and $250,000 matching gift from Mr. Jay Shidler, II.
MEMORANDUM

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

VIA: David Lassner
President, UH System

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

VIA: Michael Bruno
Provost, UH Mānoa

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

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT JABSOM ANNUAL REPORT FOR ACADEMIC YEAR 2018-2019

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 2018-2019

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 (77 per year over a 4-year curriculum) and residents/fellows (graduating about 80 per year) help to ameliorate the physician shortage, but JABSOM cannot solve it alone. Addressing this shortage requires complex, inter-related and multi-sector solutions and policy changes, including increasing public-private partnerships. Expanding medical student or GME resident positions is not simple and requires adequate teaching space (for students), clinical learning environments (in hospitals and clinics) and well-trained physician faculty who are not only excellent clinicians, but also excellent teachers and supervisors who will foster graduated responsibilities by our learners while providing high quality, compassionate and cost-efficient care. Because of shrinking resources (within UH Mānoa, UH System and federally), JABSOM must be more creative and forge stronger partnerships with local health systems, insurers, foundations and the State legislature. The rapidly changing healthcare environment and economy requires JABSOM to be more flexible and agile in response to the needs of our health systems, patients and community. To this end, regular engagement with the Board of Regents, through a designated BOR liaison to meet quarterly with the Health Sciences leadership, 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 2018-2019.

Attachment:
1. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2018-2019
EXECUTIVE SUMMARY
ANNUAL INSTITUTIONAL REVIEW OF
GRADUATE MEDICAL EDUCATION
FROM THE JOHN A. BURNS SCHOOL OF MEDICINE
GRADUATE MEDICAL EDUCATION COMMITTEE
FOR ACADEMIC YEAR 2018-19

Orientation Day June 28, 2019: Some 1st Year Residents & Fellows with Dean Jerris Hedges, GME administrators, 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 DIO\(^1\) 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 27, 2019, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review ("AIR") for the prior academic year, July 1, 2018–June 30, 2019. This is the Executive Summary of that AIR. The detailed discussion, review and improvement action plans of the AIR are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan. Appendix A contains the background information related to the current structure of the GME programs and relation to teaching hospitals and clinics as that remains largely unchanged from year-to-year. Appendix B gives a brief update on the progress made in relation to the overall GME Strategic Plan, as requested by the UH BOR.

MAJOR CONCLUSIONS

Current accreditation status. At its January 14, 2019 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." However, because of increased national emphasis on ensuring compliance with work hour requirements, the ACGME identified an Institutional area for improvement to ensure the GME programs had the appropriate processes in place to ensure compliance with all work hour restrictions. 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.

Conclusions from September 27, 2019 AIR GMEC Review. Data reviewed at the AIR included the most recent ACGME survey results, Annual Program Evaluations, Annual Program Updates and additional internal surveys. The results were positive and improved from prior years. Programs with citations have made significant improvements to address concerns. The ACGME will review all programs and decide on the status of any citations or concerns in January-February 2020. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Increase faculty development activities specific to GME teaching and evaluation in a competency-based educational framework
- Continue to strengthen opportunities for resident and faculty engagement in scholarly activities, with an emphasis on better aligning these with health system and/or community needs and health disparities
- Consistently provide more and timely feedback to residents after their learning assignments
- Address any perceived imbalance of "service over education" and continued attention to work hours
- Continuing to promote learning environments that contribute to increased well-being among trainees and faculty

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

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; (2) Results of ACGME surveys of residents/fellows and core GME faculty, data from each program’s detailed Annual Program Evaluation and their priority action plans for the subsequent academic year; and (3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs. In addition to these performance indicators, program quality and other evaluative feedback was provided during the September 27, 2019 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 2018-2019.

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

Current accreditation status. At its January 14, 2019 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.” However, in March 2019 the ACGME noted that 13% of resident respondents of the 2017-18 ACGME resident survey stated they exceeded the 80-hour workweek limit for clinical and educational work, averaged over 4 weeks. Because of increased national emphasis on ensuring compliance with work hour requirements, the ACGME identified an Institutional area for improvement to ensure the GME programs had the appropriate processes in place to ensure compliance with all work hour restrictions. In the recently administered 2018-19 ACGME survey, 11% of UH residents reported exceeding the 80 hour workweek. 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 and selected data from each Programs’ Annual Program Evaluation and priority Action Plan

The ACGME conducts an annual online confidential survey of residents/fellows to assess their experiences and perceptions of their GME programs in seven (7) content areas shown in Table 1. Similarly, the ACGME faculty survey measures faculty experiences and perceptions of their residents and programs in six (6) content areas shown in Table 2. These survey results, in addition to other annual reporting measures to the ACGME, are utilized to determine a GME program’s accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred twelve (96%) residents/fellows completed the annual survey, in addition to 184 core faculty (96%) completing their respective survey. Within each domain a number of specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = negative, 3 = neutral, 4 = positive, 5 = very positive.

<table>
<thead>
<tr>
<th>Table 1: Annual ACGME Resident Survey Content Areas and Specific Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Areas Surveyed (7):</strong></td>
</tr>
<tr>
<td>1. Clinical and Educational work</td>
</tr>
<tr>
<td>2. Faculty</td>
</tr>
<tr>
<td>3. Evaluation</td>
</tr>
</tbody>
</table>
4. **Educational Content**
   - Quality and balance of education and other clinical demands, scholarly activities, 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 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>
<thead>
<tr>
<th>Table 2: Annual ACGME Faculty Survey Content Areas and Specific Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Areas Surveyed (6):</strong></td>
</tr>
<tr>
<td><strong>Specific Dimensions Assessed</strong></td>
</tr>
<tr>
<td>1. Faculty Supervision and Teaching</td>
</tr>
<tr>
<td>2. Educational Content</td>
</tr>
<tr>
<td>3. Resources</td>
</tr>
<tr>
<td>4. Patient Safety</td>
</tr>
<tr>
<td>5. Teamwork</td>
</tr>
<tr>
<td>6. Overall evaluation of Program</td>
</tr>
</tbody>
</table>

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

At the AIR, the GMEC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figures 1 (resident survey) and Figure 2 (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**
(3) ACGME Notification of accreditation status and anticipated self-study visits of GME Programs

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

All 19 UH JABSOM GME programs have full accreditation from the ACGME or the National body that accredits Complex Family Planning fellowships. Table 3 below shows the anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs who have already submitted their Self-Study documents, and citations for each program that is accredited by the ACGME. None of the citations listed involved patient safety/clinical care issues. In 2018-19, there were 6 citations in 4 programs (4 citations for duty hours). The Orthopedic Surgery citation concerns faculty publications in peer-reviewed journals. One General Surgery citation relates to the pass rate for first-time Board certification test takers. Both the Orthopedic Surgery and General Surgery programs have worked very hard to address these concerns and have shown significant improvement and from our perspective, resolution, of all of those citations. Family Medicine, Internal Medicine and the General Surgery programs have instituted closer monitoring and notification processes such that resident schedules can be quickly adjusted to ensure residents do not exceed 80-hours per week, averaged over 4 weeks. The ACGME will make a determination on the status of all citations in January 2020.

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

<table>
<thead>
<tr>
<th>GME Program</th>
<th>Future Self Study Due or 10-yr Site Visit Date</th>
<th>Most Recent Site Visit Date</th>
<th>Citations in AY 2017-18</th>
<th>Citations in AY 2018-19</th>
<th>Status of Citations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine Residency</td>
<td>07/01/2019 – SS 01/01/2021 – 10yrs</td>
<td>05/18/2009</td>
<td>0</td>
<td>1</td>
<td>AM for 1 citation**</td>
</tr>
<tr>
<td>Sports Medicine Fellowship</td>
<td>07/01/2019 – SS 01/01/2021 – 10yrs</td>
<td>05/18/2009</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Internal Medicine Residency</td>
<td>10/31/2017 – SS 04/01/2019 – 10yrs (pending, not actually scheduled)</td>
<td>01/29/2009</td>
<td>0</td>
<td>1</td>
<td>AM for 1 citation**</td>
</tr>
<tr>
<td>Cardiovascular Disease Fellowship</td>
<td>10/31/2017 – SS 04/01/2019 – 10yrs (pending, not actually scheduled)</td>
<td>09/21/2012</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Geriatric Medicine Fellowship</td>
<td>10/31/2017 – SS 04/01/2019 – 10yrs (pending, not actually scheduled)</td>
<td>09/29/2008</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Obstetrics/Gynecology Residency</td>
<td>12/01/2019 – SS 06/01/2021 – 10yrs</td>
<td>10/03/2007</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Surgery Residency</td>
<td>06/01/2022 – SS 12/01/2023 – 10yrs</td>
<td>07/01/2009</td>
<td>1</td>
<td>1</td>
<td>AM for 1 citation**</td>
</tr>
<tr>
<td>Pathology Residency</td>
<td>10/01/2020 – SS 04/01/2022 – 10yrs</td>
<td>2/19/2019</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pediatrics Residency</td>
<td>10/31/2016</td>
<td>03/27/2011</td>
<td>0</td>
<td>0</td>
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### Maternal-Fetal Medicine

<table>
<thead>
<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10/31/2016</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<tr>
<td>January 28-29, 2020 – 10yr</td>
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### Neonatal-Perinatal Fellowship

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<tr>
<th>Status</th>
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<th>End Date</th>
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<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending</td>
<td>03/27/2011</td>
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### Psychiatry Residency

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<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01/2022 – SS</td>
<td>04/20/2012</td>
<td></td>
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### Addictions Psychiatry Fellowship

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<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
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<tbody>
<tr>
<td>04/01/2022 – SS</td>
<td>04/01/2009</td>
<td></td>
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### Child & Adolescent Psychiatry Fellowship

<table>
<thead>
<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01/2022 – SS</td>
<td>04/22/2010</td>
<td></td>
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### Geriatric Psychiatry Fellowship

<table>
<thead>
<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01/2022 – SS</td>
<td>04/24/2009</td>
<td></td>
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</table>

### Addiction Medicine Fellowship

<table>
<thead>
<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program just started 7/1/2019</td>
<td>pending</td>
<td></td>
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### Surgery Residency

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<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2022 – SS</td>
<td>11/01/2012</td>
<td></td>
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### Surgical Critical Care Fellowship

<table>
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<tr>
<th>Status</th>
<th>Start Date</th>
<th>End Date</th>
<th>AM</th>
<th>FM</th>
<th>IM</th>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2022 – SS</td>
<td>02/19/2009</td>
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</tbody>
</table>

**Key:** *Status of Citation (From Annual Program Reviews of Academic Year 2018-2019: AM = Addressed & Being Monitored by PEC and GMEC; Orthopedic Surgery Residency making excellent progress on improved faculty publications. General Surgery – 1 citation related to Board Pass rate. Anticipate ACGME resolving citation in 2020. FM, IM, Surgery – effectively addressing citation for duty hours."

**Conclusions from September 27, 2019 AIR GMEC Review.** Overall, the ACGME survey results were positive and improved from prior years. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Increase faculty development activities specific to GME teaching and evaluating in a competency-based educational framework
- Continue to strengthen opportunities for resident and faculty engagement in scholarly activities, with an emphasis on better aligning these with health system and/or community needs and health disparities
- Consistently provide more and timely feedback to residents after their learning assignments
- Address any perceived imbalance of "service over education" and continued attention to work hours
- Continuing to promote learning environments that contribute to increased well-being among trainees and faculty

**Appendix A** includes a high-level overview of UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

**Appendix B** contains the Detailed GMEC Action Plan Items and Status developed from the Annual Institutional Review

**Appendix C** contains an overview of the GME Strategic Planning Process that occurred in 2016-17, as well as a brief status report of accomplishments and barriers. Information on the GME positions in our current Core Residency and Fellowship programs is also noted at the end of Appendix C.
APPENDIX A.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

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

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

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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 Complex Family Planning Fellowship is accredited by their National Specialty Association. In academic year 2018-19, the participated in the same Annual Program Evaluation process as the other ACGME programs and their data is included in the AIR. Their program directors, administrators and representative fellows are part of the GMEC and their compliance and accreditation are monitored by the UH JABSOM GMEC and DIO.
APPENDIX B.
GMEC ACTION PLAN ITEMS and STATUS

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

<table>
<thead>
<tr>
<th>STATUS OF 2015-16, 2016-17, 2017-18, 2018-19 GMEC ACTION PLAN and Ongoing Priority Interventions (as of September 27, 2019)</th>
</tr>
</thead>
</table>

### MAJOR THEME in CAPS

#### Priority Areas of Improvement for AY 2015-2016, 2016-17, 2017-18, 2018-19, 2019-20:

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]

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (AY 2015-16) Require Institute for Healthcare Improvement (IHI) modules in patient safety</td>
<td>ODOI, GMEC QPS Subcommittee</td>
<td>A. Residents and core faculty knowledge of principles of PS.</td>
<td>A. Completed for all residents part of on-boarding for incoming residents/fellows. Partially completed for core faculty (ongoing)</td>
</tr>
<tr>
<td>B. (AY 2015-16) Develop institution-wide database of Quality Improvement/Patient Safety (QI/PS) initiatives/projects</td>
<td>QPS SC</td>
<td>B. Increased options for resident participation in hospital QI/PS initiatives</td>
<td>B. Completed</td>
</tr>
<tr>
<td>C. (AY 2016-17) Encourage completion of IHI modules in Quality Improvement</td>
<td>Each program</td>
<td>C. Residents and core faculty knowledge of principles of QI</td>
<td>B. Partially completed in a few programs. Very limited time in schedule for 6 additional online modules</td>
</tr>
<tr>
<td>D. (AY 2016-17) Incorporate hospital QI staff &amp; reports into academic half-day (AHD) curriculum</td>
<td>Each program</td>
<td>D. Relevant QI indicator updates to identify opportunities for GME participation in hospital QI priorities</td>
<td>D. Met AY 2018-19 will continue focus on getting relevant reports shared on a routine basis (see pop health) and tying major concepts &amp; QI tools into AHD and PQI initiatives</td>
</tr>
<tr>
<td>E. (AY 2017-18) Incorporate patient safety reviews and participation in PS debriefs into each programs' curriculum</td>
<td>QPS SC/ODIO, programs</td>
<td>E. Resident/faculty experience in basic PS activities</td>
<td>E. Met ongoing</td>
</tr>
<tr>
<td>F. (AY 2017-18) Continue with PS and QI integrated into programs’ curriculum and faculty development</td>
<td>ODOI, GMEC QPS SC</td>
<td>F. Increased knowledge and meaningful engagement by residents/faculty in health facilities/health systems’ QI and PS initiatives</td>
<td>F. Met ongoing</td>
</tr>
<tr>
<td>G. (AY 2018-19+) Implement structured team debriefing and reporting of safety events</td>
<td>Programs</td>
<td>G. Same as F</td>
<td>G. In progress</td>
</tr>
<tr>
<td>H. (AY 2019-20+) Implement reporting of safety events and standardized, longitudinal core curriculum in PS and QI for all GME programs</td>
<td>ODOI, GMEC QPS SC</td>
<td>H. Increase resident and faculty reporting of safety events and engagement with system-based improvement efforts</td>
<td>H. In progress</td>
</tr>
</tbody>
</table>

2. **SCHOLARLY ACTIVITY & RESEARCH**
   - (2015-16) Achieve increased resident and faculty presentation at local/regional peer-reviewed meetings
   - (2016-17+) Achieve increased resident and faculty satisfaction with participation in scholarly activity & research, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME]

<table>
<thead>
<tr>
<th>Measurable Steps / Interventions</th>
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<th>Expected Outcomes Measures</th>
<th>Status</th>
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<tbody>
<tr>
<td>A. (AY 2015-16) Annual research forum for resident, fellow and faculty scholarship</td>
<td>ODOI, GMEC Scholarly Activities &amp; Research Subcommittee</td>
<td>A. Additional local opportunities to present scholarly work</td>
<td>A. Decision to continue promoting annual existing opportunities (HPEC, Biomedical Research Symposium, specialty specific).</td>
</tr>
<tr>
<td>B. (AY 2015-ongoing) Long-term goal develop system for coordinating GME trainee &amp; faculty scholarly activities</td>
<td>(C-F) ODOI and Qi, and/or research leads at QHS, HPH</td>
<td>B. Increase facilitators of clinical, health disparities and QI/PS-focused scholarly work across UH JABSOM</td>
<td>B. In progress and ongoing</td>
</tr>
<tr>
<td>C. (AY 2017-18) Work toward common (across institutions) CITI training</td>
<td></td>
<td>C. Reduced barrier to research</td>
<td>C. In progress and ongoing</td>
</tr>
<tr>
<td>D. (AY 2017-18) Work toward eliminating need for multiple IRB applications</td>
<td></td>
<td>D. Reduced barrier to research</td>
<td>D. In progress (UH &amp; 1 hospital) and ongoing</td>
</tr>
<tr>
<td>E. (AY 2018-19+) Increase research opportunities for residents</td>
<td></td>
<td>E. Reduced barrier to research</td>
<td>E. In progress and ongoing</td>
</tr>
<tr>
<td>F. Met. Additionally, some core faculty participate in intensive</td>
<td></td>
<td></td>
<td>F. Met. Additionally, some core faculty participate in intensive</td>
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</table>
### 3. FACULTY DEVELOPMENT (FD) (2015-16)

**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)*

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<tr>
<th>Measurable Steps / Interventions</th>
<th>Assigned to</th>
<th>Expected Outcomes Measures</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>A. (AY 2015-16) Revise/standardize template for formative feedback.</td>
<td>GMEC, Curriculum, Evaluation &amp; Milestones</td>
<td>A &amp; B Improved consistency and timing of meaningful faculty feedback to learners</td>
<td>A. Completed</td>
</tr>
<tr>
<td>B. (AY 2015-16) Develop Minimum feedback guidelines</td>
<td>Subcmt (SC)</td>
<td>C. Improved consistency (across programs) for evaluating learners</td>
<td>B. Completed</td>
</tr>
<tr>
<td>C. (AY 2015-16) Revise/standardize New innovations evaluations</td>
<td>SC/DIO/DDIO</td>
<td>D. Easily accessible resources for required FD topics for core, comp and non-comp faculty</td>
<td>C. Completed</td>
</tr>
<tr>
<td>D. (AY 2016-17) Develop video vignettes</td>
<td>SC/DIO/DDIO</td>
<td>E. Easily accessible, vetted resources for program-specific FD</td>
<td>D. Not completed by 6/30/17 due to lack of time/resources. Now part of F.</td>
</tr>
<tr>
<td>E. (AY 2017-18) Develop online toolkit for ‘working with difficult learners’, ‘writing meaningful evaluations’</td>
<td>DIO/DDIO, JABSOM FD</td>
<td>F. Same as D</td>
<td>E. Met, but being refined</td>
</tr>
<tr>
<td>F. (AY 2017-18) Develop online training in core faculty development topics</td>
<td>DD/O, Clinical Departments</td>
<td>G. Institution-wide curriculum for improved communication between residents/faculty &amp; program &amp; faculty</td>
<td>F. Met, teachingphysician org, IHI modules and also in progress</td>
</tr>
<tr>
<td>G. (AY 2017-18) Pilot SUPERB SAFETY curriculum</td>
<td>ODIO, JABSOM FD</td>
<td>H. Same as G</td>
<td>G. Met</td>
</tr>
<tr>
<td>H. (AY 2018-19, 2019-20) Implement SUPERB SAFETY into remainder of curriculum</td>
<td>Office with UHM and health systems</td>
<td>I. Same as A, B, C, D, G</td>
<td>H. Done for residents 2019-20 focus on faculty</td>
</tr>
<tr>
<td>I. (AY 2018-19, 2019-20) Mandatory topics for faculty development (feedback, evaluation, resiliency, Title IX/creating safe work and learning environments, population health, quality improvement, patient safety and other topics)</td>
<td></td>
<td></td>
<td>I. In progress (a) Certain topics given at Clinical Department faculty meetings. (b) Quarterly series for clinician faculty. given at Queen’s, Kapiolani and via Zoom to increase participation</td>
</tr>
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</table>

### 4. INCREASE LEARNERS’ PERCEPTION OF HIGH FACULTY ENGAGEMENT (2015-16)

**Fostering environments of inquiry and scholarly activity** *(long-term, ongoing goal)*

On September 27, 2019, the GMEC voted to resolve this theme #4 and related activities. ACGME Survey responses have improved since 2015-16 and this area, as well as all areas related to faculty teaching, engagement, appropriate supervision and well-being continue to be high priority areas being addressed at multiple levels (Program, Department, Institution (JABSOM and related faculty practice plans) and health systems). Activities related to faculty development are included in theme #3 above.

Long-term discussions to better align the academic mission and faculty practices of JABSOM with the various health systems and major health insurer are ongoing and beyond the direct control of the GMEC.

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

#### Measurable Steps / Interventions | Assigned to | Expected Outcomes Measures | Status |
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<tbody>
<tr>
<td>A. (AY 2015-16) Improve documentation skills in clinical and required administrative work with patients</td>
<td>ODIO, Clinical Chairs</td>
<td>A. Improved documentation skills to comply with healthcare reform requirements and patient clinical care</td>
<td>A. Completed, ongoing monitoring &amp; training at Program level</td>
</tr>
<tr>
<td>B. (AY 2016-17) Work with health system IT to more efficiently obtain resident-level data to manage population health</td>
<td>DIO, QPS SC</td>
<td>B. Meaningful data with which to train residents/fellows</td>
<td>B. In progress for Family Med (ACGME requirement); limited progress needed in other specialties ACGME also clarified their requirement in Feb 2017 (see C)</td>
</tr>
<tr>
<td>C. (AY 2017-18) Health systems to provide data on quality metrics and</td>
<td>QPS SC</td>
<td>C. Compliance with new ACGME requirement as measured by APE</td>
<td>C. Met Programs should prioritize those that are relevant and</td>
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benchmarks (that are relevant to each GME program/specialty).

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<tbody>
<tr>
<td>D</td>
<td>(AY 2017-18) Conduct baseline assessment of data needs, population health curriculum, inter-professional education (IPE) opportunities</td>
<td>ODIQ, QPS SC</td>
</tr>
<tr>
<td>E</td>
<td>(AY 2018-19, 2019-20) Implement basic population science curriculum for those programs who currently do not teach this</td>
<td>ODIQ in conjunction with HMSA and ACO leads</td>
</tr>
<tr>
<td>F</td>
<td>(AY 2018-19, 2019-20) Leverage resources with health systems and insurers to make more training available to GME programs</td>
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**AIR reports and ACGME survey results**

| D | Identify opportunities to leverage resources across health professions schools to improve implementation of meaningful population health curricula |   |
| E | Same as B, C. Also, GME trainees more engaged in team-based care as evidenced by annual program evaluation, CLER visit (as applicable) |   |
| F | Same as E. |   |

**integrate into academic half-day sessions / longitudinal curricula.**

DIO part of Epic Hawaii Users Group (10/2019) and in frequent discussions with CMOs at HPH and QMC.

**WELL-BEING OF RESIDENTS AND FACULTY**

(2015-16) Identify activities and partnerships to enhance resident well-being

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<tbody>
<tr>
<td>A</td>
<td>(AY 2015-16+) Include residents in hospitals' Doctor's Day and other medical staff activities that focus on well-being</td>
<td>Well-being (WB) SC</td>
</tr>
<tr>
<td>B</td>
<td>(AY 2016-17) Identify wellness resources for residents/fellows</td>
<td>WB SC / ODIQ</td>
</tr>
<tr>
<td>C</td>
<td>(AY 2017-18) Conduct Institution and Department-level Inventory of Well-Being (culture, policies, resources)</td>
<td>ODIQ, WB SC</td>
</tr>
<tr>
<td>D</td>
<td>(AY 2017-18) Conduct baseline survey of resident/fellow well-being and burnout</td>
<td>ODIQ, WB SC</td>
</tr>
<tr>
<td>E</td>
<td>(AY 2018-19) Provide training on physician burnout, mitigation and resources</td>
<td>ODIQ</td>
</tr>
<tr>
<td>F</td>
<td>(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</td>
<td>ODIQ, GME Advisory Council</td>
</tr>
<tr>
<td>G</td>
<td>(AY 2018-19+) Work toward developing a culture of organizational resiliency</td>
<td>ODIQ, JABSOM, health systems</td>
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**Expected Outcomes Measures**

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<tbody>
<tr>
<td>A</td>
<td>Residents/fellows feeling valued by the hospitals</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Resident/fellows being more aware of available resources</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Learning and working environments that support physician and team well-being</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>For Intervention C &amp; D: Baseline data against which progress in curricular and policy / systems / environmental improvement in these areas can be measured</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>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) as measured by improved scores on selected ACGME Well-Being questions</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>A, B, C, E, F above, improved scores on selected ACGME Well-Being questions</td>
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**Status**

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<tbody>
<tr>
<td>A</td>
<td>Met, ongoing</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Met, ongoing promotion and reminders</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Met by annual ACGME Well-Being survey started in 2018</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Met and ongoing</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>In progress</td>
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<tr>
<td>G</td>
<td>In progress</td>
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APPENDIX C.
2019 BRIEF PROGRESS REPORT ON THE 2016-17 GME STRATEGIC PLAN

OVERALL GME STRATEGIC PLAN

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. A snapshot of the number of GME trainees (current academic year) compared to projected needs by 2025 is noted in Table 4 below. **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 additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. **Ensuring excellent educational environments** (faculty, space and infrastructure) are critical to secure before we can significantly **expand training on the neighbor islands** (which is a strategic goal for JABSOM).

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 in order to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

Following is a brief summary of efforts made, accomplishments and barriers related to achieving the overall GME strategic plan, which occurs within the larger context of UH JABSOM’s strategic plan.

**STRATEGY 1.** Secure additional resources to maintain and expand GME programs. This includes funding for additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. Ensuring excellent educational environments (faculty, space and infrastructure) are critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM).

Accomplishments:
- Family Medicine (FM)
  - Consortium funding (HMSA, Hawai‘i Pacific Health, Queen’s Health Systems) to support transition of the FM Residency Program and Family Medicine Practice into a transformed primary care practice and a gradual transition to Pali Momi Medical Center.
o Internal (University Health Partners of Hawai‘i (UHP)) and extramural grant funding (various local insurers and Federal funding) to increase psychology services (and training for FM residents) to 5 days per week at the Family Medicine Practice.
  o Gradual increase to 20 residents (from 18), anticipate 21 residents starting in July 1, 2020.
  o State (Legislature $1 Million and JABSOM), University Health Partners of Hawai‘i (UHP) and Pali Momi Medical Center/Hawai‘i Pacific Health investment in developing a new (replacement) ambulatory clinic at the Pali Momi Outpatient Center. This new space will allow for expansion of primary care services to patients in Central and Leeward Oahu and provide an improved clinical learning environment for the FM residents and medical students on their FM rotation.

- Internal Medicine (IM) Primary Care Track
  o Shift in Queen’s Health System resources to build a primary care internal medicine faculty practice which is a primary training site for the IM residents focused on primary care.

- Obstetrics and Gynecology (OBG)
  o Resources leveraged with Hilo OBG providers and advocates to develop a new faculty practice that can support GME trainees. A JABSOM OBG faculty member is also embedded within the Bay Clinic, a Federally Qualified Health Center.
  o 2019-20: Resident rotation in Gynecology in Hilo – rotates at Hilo Medical Center and at the UHP faculty practice and Bay Clinic with JABSOM faculty.

- Addiction Medicine Fellowship
  o Began in July 1, 2019 with 1 fellow. Additional funding will be sought over the next few years to fund a second fellow.
  o Fellow provides teaching to the FM residents, in addition to the Addiction Psychiatry Fellow.

- Preceptor Tax Credit
  o Combined effort with UH School of Nursing, College of Pharmacy, Hawai‘i State Legislature and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet certain eligibility requirements.

Barriers and strategies to address:

- Faculty recruitment and retention
  o Academic physicians teach across the continuum of medical education, provide excellent clinical supervision to medical learners, perform scholarly activity and research and provide leadership within JABSOM and the health systems. Salaries for academic physicians are low compared to other academic physicians in the US mainland (25-50 %tile compared across specialties). Compared to employed physicians or those in large group practices in Hawai‘i, academic physician salaries, especially in primary care specialties and geriatrics, are very low (approaching 50% less than). UH/State funding that covers the educational oversight, curriculum development and implementation or medical student teaching is inadequate. Funding sources from health system partners and through the practice plans need to include support for the teaching/evaluation and curriculum development and implementation requirements of core faculty. Additional resources are needed to support faculty participation in scholarly activities that are aligned with or part of the health system and/or insurers’ quality improvement, performance improvement and/or patient safety initiatives.
**STRATEGY 2.** Develop a multi-pronged approach to improve **physician retention** in Hawai‘i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State and other partners to make Hawai‘i a desirable place to practice – especially for new graduates with an average of $300,000 in educational debt (higher for those who completed med school on the mainland).

Accomplishments:

- Collaborations between hospitals, health systems and JABSOM faculty practice on
  - Educational programs for residents/fellows
  - More coordinated recruitment strategies, as appropriate
  - Assistance in finding spousal employment
- Collaborations with private industry to provide more favorable options for home financing
- Improved coordination with the VA Pacific Islands Health Care System and Tripler Army Medical Center to consider joint recruitment/hiring of JABSOM faculty
- Loan Repayment Programs have expanded
  - State contribution to match the Federal Loan Repayment Program
  - Queen’s Health System
  - Solo and Small practice loan repayment program
- Full-ride scholarships for a proportion of the JABSOM students, most of which are tied to a service commitment to practice in Hawai‘i upon completion of medical training
  - Barry and Virginia Weinmann
  - Hawai‘i Pacific Health
  - Queen’s Health Systems
  - Kamehameha Schools Bishop Estate-Private Donors
  - Kaiser Permanente Hawai‘i
- Bridge to Practice program which connects private physicians who are actively considering retirement with young physicians / senior residents and fellows

Barriers and strategies to address:

- State Loan Repayment funds: Need to incorporate State funding into a line item within the Department of Health; need to increase the matching funds (in order to increase the Federal match)
- Payment Transformation, related uncertainties and additional complexities: Continued discussions with health insurers and policies makers regarding the impact of payment transformation on physician retention; ensure that academic physicians/academic practices are included in implementation strategies
- Continued work to increase scholarships for medical students
- Continue to explore scholarship, stipend or other incentives for residents/fellows who commit to practicing in Hawai‘i

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

Accomplishments:

- Health system-specific well-being and physician engagement activities for their medical staff, JABSOM faculty and GME learners
- Formal resident/fellow well-being and physician resiliency curriculum and protected time for residents/fellows to participate in activities that promote and support their well-being
- Program-specific training and initiatives to improve more efficient use of the electronic health record
- More Physician Organization support to primary care practices that include JABSOM faculty and GME trainees in order to improve patient flow, team-based care processes and delivery of care in a value-based practice model.
Support for practicing physicians: Hawai‘i Young Physicians group being formed; several Neighbor Island Physician meetings

Barriers and strategies to address:
- Payment Transformation, related uncertainties and additional complexities:
  - Continued discussions with health insurers and policies makers regarding the impact of payment transformation on physician retention
  - Ensure that academic physicians/academic practices are included in implementation strategies
  - Increase insurer and Physician Organization support to primary care practices that include JABSOM faculty and GME trainees in order to successfully transition to value-based practice model.

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

Accomplishments:
- VA Pacific Islands Health Care System-supported rotations
  - Family Medicine resident rotations in Kauai, Maui, Hawai‘i Island, Guam and American Samoa
- Obstetrics and Gynecology (OBG)
  - Resources leveraged with Hilo OBG providers and advocates to develop a new faculty practice that can support GME trainees. A JABSOM OBG faculty member is also embedded within the Bay Clinic, a Federally Qualified Health Center.
  - 2019-20: Resident rotation in Gynecology in Hilo – rotates at Hilo Medical Center and at the UHP faculty practice and Bay Clinic with JABSOM faculty
- General Surgery rotation at North Hawai‘i Community Hospital
- Elective rotations on the neighbor islands
  - Family Medicine and Pediatrics
- Combined outcomes: graduates of GME programs who have provided neighbor island rotations have returned to practice on the neighbor islands; senior surgery resident will likely practice in North Hawai‘i
  - FM: East Hawai‘i, North Hawai‘i, Maui, Kauai, previously Lanai
  - OBG: Maui, Hilo
  - Peds: Hilo
  - Child-Adolescent Psychiatry: Kauai, Maui, Hawai‘i Island
  - General Psychiatry: Hilo
- Telemedicine training:
  - Child and Adolescent Psychiatry (Kauai and Lanai) with opportunity for on-island training
  - General (Adult) Psychiatry
  - Maternal-Fetal Medicine fellowship (Lanai)

Barriers and strategies to address:
- Need to expand faculty and academic practice models on the neighbor islands. Faculty should be partially compensated to ensure that there is sufficient time to create high-quality and safe clinical learning environments for residents and fellows
**STRATEGY 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.

Accomplishments:
- Increased curriculum in Quality Improvement all GME programs
- Interprofessional practice occurs in most GME programs (largely inpatient; outpatient Family Medicine with behavioral health, community outreach worker, pharmacy)
- Interprofessional education in Geriatrics, Family Medicine, Pediatrics
- GME trainees in Family Medicine and Internal Medicine-Primary Care provide care in transformed practices (team-based care, emphasis on value-based care)
- Spring 2020 – Interprofessional patient safety simulation to teach principles of cause analysis and implementation of action plans. Learners include senior residents/fellows, senior nursing students, pharmacy residents
- Developing faculty development curricula in quality improvement and patient safety

Barriers and strategies to address:
- Need to balance and disperse these newer ACGME requirements (system-based practice, patient safety, quality improvement, interprofessional communication, teaming) with the existing content and competency-based requirements.
Table 4: Listing of UH JABSOM GME Programs and positions, 2019-20

<table>
<thead>
<tr>
<th>UH JABSOM GME PROGRAM</th>
<th>2009 Actual Positions</th>
<th>*2009 Additional Positions Needed to Address Shortage</th>
<th>2019-20 Actual GME Positions</th>
<th>Current GAP positions</th>
<th>Desired Total GME Positions in 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Residency Programs (8):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Medicine (FM)*</td>
<td>18</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>36</td>
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<tr>
<td>Internal Medicine (IM)*</td>
<td>58</td>
<td>9</td>
<td>63</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology (OB/GYN)</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Orthopedic Surgery (ORTHO)</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Pathology (PATH)</td>
<td>10</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Pediatrics (PEDS)</td>
<td>24</td>
<td>0</td>
<td>26</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Psychiatry (PSY)**</td>
<td>28</td>
<td>0</td>
<td>25</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Surgery (SURG)**</td>
<td>23</td>
<td>7</td>
<td>23</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Transitional Year (TY)</td>
<td>10</td>
<td>0</td>
<td>Closed</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Core Program TOTALS</td>
<td>206</td>
<td>45</td>
<td>202</td>
<td>41</td>
<td>241</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subspecialty Fellowship Programs (11):</th>
<th>2009 Actual Positions</th>
<th>*2009 Additional Positions Needed to Address Shortage</th>
<th>2019-20 Actual GME Positions</th>
<th>Current GAP positions</th>
<th>Desired Total GME Positions in 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM-Sports Medicine (SM)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>IM - Cardiovascular Disease (CVD)</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>IM - Geriatric Medicine (Geri-Med)</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
<td>OB/GYN - Maternal Fetal Medicine (MFM)</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>OB/GYN - Family Planning (FP)</td>
<td>n.a.</td>
<td>n.a.</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>PEDS-Neonatal Perinatal (Neo-Peri)</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Combined- Triple Board (PEDS-PSY-CAP)</td>
<td>4</td>
<td>0</td>
<td>Closed</td>
<td>0</td>
<td>0</td>
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<tr>
<td>PSY-Addictions Psychiatry (Addict-PSY)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
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<tr>
<td>PSY-Child &amp; Adolescent Psychiatry (CAP)</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>PSY-Geriatric Psychiatry (Geri-PSY)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PSY- Addiction Medicine (ADM)</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
<td>n/a</td>
<td>2</td>
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<tr>
<td>SURG-Surgical Critical Care</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Subspecialty Program TOTALS</td>
<td>35</td>
<td>7</td>
<td>30</td>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>Core + Subspecialty TOTALS</td>
<td>241</td>
<td>52</td>
<td>232</td>
<td>55</td>
<td>286</td>
</tr>
</tbody>
</table>

*In 2009, each Specialty was asked to project GME positions needed to meet future healthcare needs based on available health workforce data (local, national), demographic and health trends, as well as specialty-specific guidance on health workforce projections. The "gap" position numbers have been periodically updated based on changing information.
2020 Legislative Session

SUBJECT AREAS

- UH Budget
- Informational Briefings
- Legislative Calendar
## 2020 Budget (Operating)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>FTE</th>
<th>Board $</th>
<th>Governor $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mānoa</td>
<td>UHealthy: Establish MD cohort on Maui</td>
<td>8.00</td>
<td>$1,400,000</td>
<td></td>
</tr>
<tr>
<td>Mānoa</td>
<td>UHealthy: Medical Education and Residency Support Program on Maui</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mānoa</td>
<td>Athletics: Convert positions to General Fund</td>
<td>43.00</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Mānoa</td>
<td>Mental Health: Five Licensed Psychologists</td>
<td>5.00</td>
<td>$750,000</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>Security: Complete the transition of security force to being completely comprised of civil service employees</td>
<td>8.00</td>
<td>$324,624</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>New Program: B.S. in Aeronautical Sciences program</td>
<td>4.00</td>
<td>$370,000</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>Student Success: Case Manager, Retention Specialist, and Financial Aid Outreach Specialist</td>
<td>3.00</td>
<td>$180,000</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>Mental Health: One Licensed Psychologist</td>
<td>1.00</td>
<td>$150,000</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>Educational and Cultural Programming at Hale Pohaku or other suitable venue, Maunakea Visitor Information Station, and Imiloa</td>
<td>8.00</td>
<td>$1,211,120</td>
<td>$1,211,120</td>
</tr>
<tr>
<td>WO</td>
<td>Student Success: Admin Assistant for Early College transition and funds for Student Help Payroll</td>
<td>1.00</td>
<td>$347,000</td>
<td></td>
</tr>
<tr>
<td>WO</td>
<td>Compliance, Food Sustainability, IT Specialist (Distance Ed), Travel/Hospitality Asst Prof</td>
<td>4.00</td>
<td>$272,000</td>
<td></td>
</tr>
<tr>
<td>WO</td>
<td>New Programs: Creative Media &amp; Facilities Management</td>
<td>4.00</td>
<td>$252,000</td>
<td>$252,000</td>
</tr>
<tr>
<td>WO</td>
<td>Five Security Officers, one Janitor, one Garden Manager, one Lab Manager</td>
<td>8.00</td>
<td>$368,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>WO</td>
<td>Mental Health: One Licensed Psychologist</td>
<td>1.00</td>
<td>$150,000</td>
<td></td>
</tr>
<tr>
<td>CCs</td>
<td>New Facilities: KapCC Culinary Institute of the Pacific Phase I. One Custodian, one General Laborer, utilities and facility maintenance costs</td>
<td>2.00</td>
<td>$465,780</td>
<td>$465,780</td>
</tr>
<tr>
<td>CCs</td>
<td>New Facilities: LeeCC Waiaae Ed Center. One Custodian, one Security Officer, utilities and facility maintenance costs</td>
<td>2.00</td>
<td>$101,096</td>
<td>$50,000</td>
</tr>
<tr>
<td>CCs</td>
<td>New Facilities: HawCC Palamanui Ed Center. One Custodian, one Building Maintenance Worker, two Security Officers, utilities and various maintenance costs.</td>
<td>4.00</td>
<td>$491,620</td>
<td>$391,620</td>
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<tr>
<td>CCs</td>
<td>Security: Positions and funds to provide 24/7 coverage at each campus.</td>
<td>32.00</td>
<td>$1,223,040</td>
<td>$1,223,040</td>
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<tr>
<td>CCs</td>
<td>Student Success: Hiring of Student Tutors and Mentors</td>
<td></td>
<td>$500,000</td>
<td></td>
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<tr>
<td>CCs</td>
<td>Mental Health: 12 Licensed Psychologists</td>
<td>12.00</td>
<td>$1,600,000</td>
<td>$800,000</td>
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<tr>
<td>Sys</td>
<td>Hawai'i Promise Expansion to four-year Institutions</td>
<td></td>
<td>$17,700,000</td>
<td>$19,000,000</td>
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<tr>
<td>Sys</td>
<td>Office of Strategic Development and Partnership - Project Coordinator</td>
<td>1.00</td>
<td>$100,000</td>
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<tr>
<td>Total</td>
<td></td>
<td>151.00</td>
<td>$28,156,280</td>
<td>66.00</td>
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## 2020 Budget (CIP)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project</th>
<th>Board</th>
<th>Gewinn</th>
</tr>
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<tbody>
<tr>
<td>Manoa</td>
<td>Manoa Mini Master Plan Phase 2</td>
<td>66,000,000</td>
<td></td>
</tr>
<tr>
<td>Manoa</td>
<td>Renew, Improve, and Modernize</td>
<td>60,500,000</td>
<td></td>
</tr>
<tr>
<td>Manoa</td>
<td>Kuykendall Hall</td>
<td>4,000,000</td>
<td></td>
</tr>
<tr>
<td>Manoa</td>
<td>Holmes Hall</td>
<td>1,000,000</td>
<td></td>
</tr>
<tr>
<td>Manoa</td>
<td>Central Admin Facility with Parking</td>
<td>4,000,000</td>
<td></td>
</tr>
<tr>
<td>Hilo</td>
<td>Renew, Improve, and Modernize</td>
<td>4,000,000</td>
<td></td>
</tr>
<tr>
<td>UHWO</td>
<td>Planning Projects</td>
<td>6,000,000</td>
<td></td>
</tr>
<tr>
<td>UHWO</td>
<td>Campus Center Phase 2</td>
<td>6,000,000</td>
<td></td>
</tr>
<tr>
<td>CCs</td>
<td>Capital Renewal and Deferred Maintenance</td>
<td>10,500,000</td>
<td>10,500,000</td>
</tr>
<tr>
<td>CCs</td>
<td>Minor CIP</td>
<td>15,000,000</td>
<td></td>
</tr>
<tr>
<td>CCs</td>
<td>HonCC Science Building</td>
<td>46,000,000</td>
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<tr>
<td>CCs</td>
<td>WinCC Agripharmatech Bioprocessing Facility</td>
<td>3,000,000</td>
<td></td>
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<tr>
<td>System</td>
<td>Renew, Improve, and Modernize</td>
<td>61,000,000</td>
<td></td>
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<tr>
<td>System</td>
<td>Renovations to enhance culture and education at Hale Pohaku or other suitable location that does not include a telescope</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>236,800,000</strong></td>
<td><strong>86,800,000</strong></td>
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</table>
Informational Briefings

- December 13, 2019 at 10 a.m. – Senate WAM/HRE Informational Briefing
- January 3, 2020 at 10 a.m. – Senate WAM/HRE Informational Briefing
- January 6, 2020 at 12:30 p.m. – Senate WAM Budget Briefing on the Department of Budget and Finance
- January 9, 2020 at 9 a.m. – House FIN Budget Briefing
- January 9, 2020 at 2:30 p.m. – Senate WAM/HRE Budget Briefing
- January 14, 2020 at 2 p.m. – House LHE Informational Briefing
Legislative Calendar

- January 15 – Opening Day of the State Legislature
- January 17 – Non-Admin Bill Package Cutoff and Grants/Subsidies Cutoff
- January 21 – State-of-the-State Address/Administrative Bill Package Cutoff
- January 23 – Bill Introduction Cutoff
- February 6 – Triple Referral Filing (Bills)
- February 14 – First Lateral (Bills)
Conclusion
Item VIII.
Executive Session
Personnel
Legal Matters

ITEM TO BE DISCUSSED IN EXECUTIVE SESSION
MEMORANDUM

TO: Benjamin Kudo  
Chair, Board of Regents

FROM: David Lassner  
President

SUBJECT: APPOINTMENT OF DR. ERIKA LACRO AS VICE PRESIDENT FOR COMMUNITY COLLEGES

SPECIFIC ACTION REQUESTED:
It is requested that the Board of Regents approve the appointment of Dr. Erika Lacro as Vice President for Community Colleges, at an annual salary of $255,000 ($21,250 monthly), effective January 17, 2020, subject to executive/managerial adjustments, as appropriate.

RECOMMENDED EFFECTIVE DATE:
January 17, 2020

ADDITIONAL COST:
The requested salary is less than the prior incumbent, who retired from the position in May 2019.

PURPOSE:
This regular appointment of the Vice President for Community Colleges (VPCC) will continue to provide the necessary executive leadership of the University of Hawai‘i Community Colleges (UHCC) System and its seven accredited campuses as a highly valued component of Hawai‘i’s unique statewide and fully integrated public higher education system. The VPCC strengthens the unique and contributing role and opportunities the community colleges provide for employment prospects within our state or to prepare students to transfer to baccalaureate programs.

BACKGROUND INFORMATION:
Pursuant to Board of Regents Policy, RP 9.212, Executive and Managerial Personnel Policies, and the associated executive policy and procedure, the appointment of positions reporting directly to the President shall be approved by the Board of Regents.

This position serves as the chief executive officer of the community colleges and provides executive leadership and strategic direction for educational excellence and integrity throughout the UHCC system. In addition, the VPCC is an officer of the UH System, and a member of the senior executive team of the UH System, and member of the President’s senior executive team.
and Council of Chancellors. The VPCC develops UHCC initiatives along with UHCC campus chancellors, faculty, staff and students; supports commitments to become a foremost indigenous-serving institution and to advance sustainability; and fosters a vibrant academic climate.

Former Vice President of Community Colleges John Morton served in this role from July 2005 until his retirement in May 2019 after an outstanding and dedicated career with the community colleges and to our state community. Dr. Lacro was subsequently appointed as interim VPCC effective June 2019.

In May 2019, I appointed a search committee for the next VPCC with co-chairs Lui Hokoana, Maui College Chancellor, and Donald Straney, System Vice President for Academic Planning and Policy. Membership included UHCC faculty, staff, students, administrators and representatives from the Native Hawaiian councils, campus governance and international committee, and community members. The position was advertised on July 1, 2019 on our internal work website, in various committee recommended venues (Women in Higher Ed, Insider Higher Ed, Chronicle of Higher Ed, American Association of Community Colleges, Diverse, Monster.com) and Star-Advertiser.

Over 50 applications were received and ten (10) applicants were invited for teleconference interviews, of which nine (9) accepted. Four (4) candidates were invited for campus visits in October and November 2019, of which two (2) candidates accepted. Both candidates visited O‘ahu including Kapi‘olani Community College, UHCC Dole Street Offices and Bachman Hall, and also visited Maui College where campus presentations on the challenges and opportunities for a stronger community college system were available for viewing and participation by all campus communities. The candidates also had meetings with various groups and representatives including the search advisory committee; student, faculty, staff and Native Hawaiian governance representatives; international committee members; VPCC Office/Dole Street office members; and, UH Officers.

Dr. Lacro earned bachelor and master’s degrees in travel industry management and a doctorate in communication and information sciences from the University of Hawai‘i at Mānoa, and is a 2013-14 Omidyar Fellow. She has been serving as the interim Vice President for the Community Colleges since June 2019, after serving as the Chancellor at Honolulu Community College for seven (7) years since July 2012. As Chancellor, she provided effective leadership for the overall administration and management of the campus academic affairs, student services; fiscal, administrative and facilities support; continuing education and training programs; workforce development; and fundraising. Prior to that, she was the Vice Chancellor for Academic Affairs at Honolulu Community College for five (5) years; and also served as Assistant Dean of Student Services, Director of Student Services, and Director of Internship and Career Development for the UH Mānoa’s School of Travel Industry Management.

In addition, Dr. Lacro has worked closely with business associations, non-profit community groups and educational partners in the interest of higher education and campuses. Specifically, she has led academic and student affairs initiatives with Achieving the Dream, Complete College America, and Jobs for the Future. She has also served as commissioner for the Northwest Commission on Colleges and Universities and currently serves as commissioner for the Accrediting Commission for Community and Junior Colleges.

As a UH Vice President and Officer of the UH System, this position of Vice President for Community Colleges is assigned to the SM-4 band. The minimum of this band is $195,000, the
midpoint is $247,500 and the maximum is $300,000. The data for the assigned CUPA-HR 2018-2019 (public) survey position reflects a median of $333,700. The proposed annual salary takes into consideration Dr. Lacro's proven effective executive and administrative capability within the University of Hawai'i.

Her exceptional knowledge of and experience overall with UH; our state's business, community and public sector leadership; and national community college trends and practices make her qualified to serve as Vice President for Community Colleges where she will provide the executive leadership necessary to advance educational excellence throughout the community college system. During her role as Chancellor and interim role as Vice President, Dr. Lacro has supported a variety of UH System initiatives to improve education and advance student success. In her current role, she has been able to apply her knowledge and experience as one of the campus leaders to further advance the entire UHCC system. She has provided the consistent, stable leadership in moving forward both the short-term and long-term initiatives and projects to meet strategic plan goals and objectives.

In consideration of all the foregoing factors, I believe Dr. Lacro's leadership as the CEO for the UHCC system will continue to build upon the strong infrastructure and success; strengthen its educational excellence and student success; respond to community needs; and lead, expand and support existing and new initiatives, partnerships and relationships with local, national and international educational, business and community leaders in support of UH's mission.

ACTION RECOMMENDED
It is requested that the Board of Regents approve the appointment of Dr. Erika Lacro as Vice President for Community Colleges, at an annual salary of $255,000 ($21,250 monthly), effective January 17, 2020, and subject to executive/managerial adjustments, as appropriate.

Attachments:
  1. Curriculum Vitae
Erika Lynn Lacro

Education:

**Ph.D. in Communication and Information Sciences**  
University of Hawai‘i at Mānoa, Spring 2013  
• Dissertation Title: “Enhancing Student Learning and Success through the use of Social Networking Technology”

**Master of Science in Travel Industry Management**  
University of Hawai‘i at Mānoa, December 1999

**Bachelor of Science in Travel Industry Management, Hotel Management Emphasis**  
University of Hawai‘i at Mānoa, December 1994

Management Experience:

**University of Hawai‘i**  
06/19-Present, *Interim Vice-President for Community Colleges*  
Serves as the chief executive officer of the community college system. Responsible for executive leadership, policy decision-making, resource allocation and development of support services for the University of Hawai‘i’s seven community colleges. Provides overall leadership in community college strategic development and implementation of system-wide student success initiatives. Directly oversees the seven community college chancellors and the vice-president for community college’s system office. Coordinates and leads system initiatives involving activities to impact student learning, faculty and staff development, fundraising and legislative activities. Works with community groups and stakeholders to formulate impactful relationships. Oversees community college system international educational relationships and champion growth in sustainable practices.

**Honolulu Community College, University of Hawai‘i**  
07/12-06/19, *Chancellor*  
Provided leadership as the chief executive officer for Honolulu Community College and was responsible for the overall administration and management of the college’s instructional, student services, institutional support, academic support, continuing education and training programs, and workforce development. Represented the University of Hawai‘i and acted on behalf of Honolulu Community College within the community. Served as the college liaison officer to the president of the university and president’s staff, and the Board of Regents.

04/08 – 06/12, *Vice-Chancellor, Academic Affairs*  
08/07-04/08, *Interim Vice-Chancellor, Academic Affairs*
Duties included providing leadership and overall management functions of all academic programs, management information and research, academic support and student services. Monitored all academic credit and non-credit programs within the academic units and provide coordination in curriculum alignment with industry standards, workforce development needs and state needs. Coordinated with faculty governance bodies on curriculum development and review processes, accreditation matters and academic schedules. Managed the program review, budgeting and planning process. Worked in collaboration with faculty, staff and administration with personnel issues such as recruitment, hiring, evaluation and terminations. Ensured compliance with university regulations and accreditation standards in curriculum review, program success and student learning outcomes. Integrated academic related functions with student services to ensure student success. Provided testimony to Legislative members and committees on campus priorities, funding requests and resources. Worked with members of the Board of Regents on approval of campus requirements such as establishing academic programs, review of accreditation reports and resource planning.

• Co-Author, "STAR: Enhancing the Academic Journey," Educause ebook publication, 2012

School of Travel Industry Management, University of Hawai‘i at Mānoa
10/04 – 08/07. Assistant Dean of Student Services
Responsibilities included overseeing the day-to-day operations of the Travel Industry Management (TIM) School’s administrative office, including support staff, alumni affairs, internship and career placement, public relations and special projects. Responsible for all student service and academic related activities. These included the management of advising, graduation and academic action functions, recruiting, admissions and orientation processes, management of scholarship and awards, internship and career placement activities and student record keeping. Worked closely with the School’s undergraduate curriculum committee and faculty senate members in the design and implementation of the school’s curriculum and areas of study, including certificate programs, undergraduate and graduate degree programs. Responsible for the implementation of all curriculum or academic related changes. Accountable for tracking and providing data needed in the budgeting process.

• Certified Hospitality Educator, 2007-2011 American Hotel & Lodging Educational Institute

01/04-10/04, Director of Student Services
Duties included managing all student and academic related services. These functions included providing academic and internship advising to 370 undergraduate students, handling academic action, scholarship awards activities, and student admissions and recruiting efforts. Responsibilities included working with faculty and staff in determining course offerings and schedules, monitoring course enrollments and providing input on curriculum design. Also responsible for coordinating employment of outside lecturers and monitoring work performance. Managed all public relations activities and alumni related events. Taught upper and lower division TIM courses as needed.

• Teaching Excellence Award, 2004

1/02-12/03. Director of Internship and Career Development
Duties included managing the TIM School’s internship program at the undergraduate and graduate level. These functions included assisting students in gaining internship experiences and teaching the four internship courses each semester, with an average enrollment of 170 students per semester. Responsible for developing, organizing and implementing internships in Hawai‘i, on the US Mainland and in international locations. Responsible for all career development advising and career placement activities, achieving 100% career placement in the travel industry both locally and abroad. Duties included fostering positive relationships between the TIM School and the travel industry and working closely with local high schools on recruitment efforts. Planned and implemented the annual networking function open to students and industry members. Additional responsibilities included teaching lower and upper division courses at the undergraduate level.

**Hilton Hawaiian Village**

*1/00 – 11/01. Quality Training Manager*

Duties included planning, organizing, implementing and evaluating all training and quality programs. These included departmental, as well as hotel-wide and management focused training classes, and continuous improvement teams. Created and delivered courses ranging from basic introductory training courses through specialized management development courses. Responsibilities also included supervising all management trainee and internship programs. A special focus included the professional development of management trainees, interns and other managers and supervisors. Responsible for leading quality teams to ensure Hilton standards were met and developed team member hotel relations and incentive programs to promote a well-trained staff and high morale.

*7/97 – 1/00. Executive Assistant Housekeeper*

Duties included overseeing entire rooms division operations, totaling 2,545 guestrooms and 400 employees. Responsible for ensuring all guestrooms and public space cleaning were in accordance with client/guest expectations and Hilton’s standards of product and service. Responsible for ensuring managing staff were able to develop employee schedules, delegate work load to ensure maximum productivity, and ensure quality standards were met. Special projects included developing self-directed works teams, outsourcing specific housekeeping functions, and downsizing the staff at the line level.

- Hilton Hawaiian Village’s Commitment Award Winner, 1998
- Dale Carnegie Course Graduate, 1998

*3/95 – 7/97. Assistant Executive Housekeeper*

Duties included ensuring quality standards were met by planning, organizing, and monitoring operational and department activities. Distributing and delegating workload to ensure maximum productivity while providing clear direction. Developed employee schedules and staffing levels based on hotel occupancy. Provided staffing, training, counseling, and performance reviews. Developed self-directed work teams to function without working supervisors.

- Young Hoteliers Award Candidate, 1996
Grant Activities:

Principal Investigator for Honolulu Community College, National Science Foundation funded “System Pre-Engineering Education Collaborative (PEEC) for Renewable Energy and Island Sustainability (REIS),” $581,090, AY 2010-2015

Academic Affairs Lead, Trade Adjustment Assistance Community College and Career Training (C3T) Grant Opportunity awarded to Honolulu Community College as a system initiative, $24,653,118, AY 2011 - 2014

Co-Principal Investigator, Educause grant award: “Enhancing the STAR Academic Journey,” $249,121, AY 2011-2013

Leadership Activities:

2019 – present Accredit ing Commission for Community and Junior Colleges, commissioner
2018 – present Conflicts of Interest Committee – University of Hawai‘i, chair
2017 – 2019 American Association of Community Colleges, commissioner on the Commission for Student Success
2017 – 2019 Northwest Commission on Colleges and Universities, commissioner
2017 Accredit ing Commission for Colleges and Junior Colleges, chair for San Diego Mesa College comprehensive 7-year accreditation visit
2016 Accredit ing Commission for Colleges and Junior Colleges, chair for Los Angeles Trade Tech comprehensive 7-year accreditation visit
2015 – 2017 American Association of Community Colleges, commissioner on the Commission on Structured Pathways
2015 – 2017 Women Leaders in Higher Education Board, Hawai‘i Chapter, chair
2013 – 2014 Omidyar Fellow, Cohort 2
2012 Hawai‘i Business Recognition, Top 20 to Watch in the Next 20 Years
2007 – 2008 President’s Emerging Leaders Program participant, University of Hawai‘i
1998 Dale Carnegie Program graduate
1998 Hilton Hawaiian Village, Commitment Award winner

Other Activities:

2018 – present Jobs for the Future, State Policy Team
2018 – present Commission on the Status of Women, University of Hawai‘i
2015 – 2017 Network Enterprises, Inc., board member
2012 – 2019 Kalihi Business Association, member
2012 – 2013 Aloha United Way University of Hawai‘i Campaign, co-chair
2012 – 2014 State-wide Longitudinal Data System, advisory member
2013 – present EPIC Community Outreach, member
2010 – 2013 Achieving the Dream State Policy Team member, UHCC
2011 – 2012 Complete College America, State of Hawai‘i Team member
2009 – 2012 UHCC System Vice-Chancellor liaison for the Achieving the Dream Initiative
2011 – 2012  UH System Vice-Chancellor liaison for the Banner Advisory Committee
2011 – 2017  Data Governance Advisory Committee member
2007  University of Hawai‘i System Transfer and Advising Network, co-chair
2006 – 2007  System-Wide Articulation Committee member, UH System
2005 – 2012  STAR Team member (advisory role in the development of an electronic student advising system), UH-Mānoa
2003 – 2007  Academic Procedures Committee member, UH-Mānoa
2003 – 2007  Academic Advisors Council member, UH-Mānoa
(Chair Fall 2005 – Spring 2007)
2002 – 2007  Academy of Travel and Tourism - Oahu Chapter, Advisory Board member
2002 – 2006  Honolulu Harbor Festival, Executive Committee member
2002 – 2006  Miss Hawai‘i Scholarship Pageant, Scholarship Committee member
2001 – present  TIM Alumni Association Board of Directors member
2001  Committee member of the Hawai‘i FoodBank, FoodDrive
1999 – 2007  Committee member of the Hawai‘i Hotel Association’s TRENDS Committee
1998  Hilton Hawaiian Village, Honolulu Festivals chairperson
1997  Hilton Hawaiian Village, Hawai‘i Foodbank co-chairperson
1997  Hilton Hawaiian Village, Brand Standards committee chair
1996  Hilton Hawaiian Village, Quality Board member