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Notice of Meeting UNIVERSITY OF HAWAI'I BOARD OF REGENTS

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

Date: Thursday, March 17, 2022

Time: 9:00 a.m.

Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. See the Board of Regents website to access the live broadcast of the meeting via livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

- I. **Call Meeting to Order**
- II. **Approval of the Minutes of the February 17, 2022 Meeting**
- III. **Public Comment Period for Agenda Items:**

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board's website.

Those wishing to provide oral testimony for the virtual meeting may register [here](#). Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

- IV. **Report of the President**
 - A. COVID-19 Update
 - B. SCR201 Task Force Next Steps Progress Report
 - C. Strategic Plan Progress Report
 - D. Other
 - E. University of Hawai'i – West O'ahu Campus Presentation

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu.
Advance notice requested five (5) days prior to the meeting.

V. Committee and Affiliate Reports

- A. Report from the Committee on Budget and Finance
- B. Report from the Committee on Intercollegiate Athletics
- C. Report from the Committee on Planning and Facilities
- D. Affiliate Reports
 - 1. Hawai'i P-20 Council
 - 2. All Campus Council of Faculty Senate Chairs

VI. Agenda Items

- A. Consent Agenda
 - 1. Approval of Revisions to Regents Policy 7.208, Intercollegiate Athletics
 - 2. Approval of Amendments to the Bylaws of the Board of Regents, Article II.D.2.f., Committee on Intercollegiate Athletics
 - 3. Approval of Terms for the Independent Assessment of University of Hawai'i at Mānoa Athletics Department Operations Relating to Student-Athlete Welfare and Communications
 - 4. Approval of Extension of Lease between the University of Hawai'i and KF Downtown, LLC/Mo'owa'a, LLC for Office Space at 828 Fort Street, for use by Outreach College
 - 5. Approval of Extension of Sublease between the University of Hawai'i and University Clinical, Education & Research Associates dba University Health Partners of Hawai'i (UCERA), for Office Space at 677 Ala Moana Boulevard, for use by John A. Burns School of Medicine
 - 6. Approval to Indemnify the University of Texas Southwestern Medical Center Pursuant to a Material Transfer Agreement with the University of Hawaii
- B. Review of Graduate Medical Education Programs at the John A. Burns School of Medicine Annual Report for Academic Year 2020-2021 and Review of the Sponsoring Institution 10-Year Self-Study Summary Form
- C. Legislative Update
- D. Tuition Briefing

VII. Executive Session (closed to the public):

- A. Personnel: *(To consider the hire, evaluation, dismissal, or discipline of an officer or employee, where consideration of matters affecting privacy will be involved, pursuant to Section 92-5(a)(2), Hawai'i Revised Statutes, (HRS).)*
 - 1. Discussion of Personnel Actions (A-1 for approval)
- B. Labor Negotiations, Real Estate Matters, and Legal Matters: *(To deliberate concerning the authority of persons designated by the board to conduct labor negotiations or to negotiate the acquisition of public property, or during the*

conduct of such negotiations, and to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Sections 92-5(a)(3) and 92-5(a)(4), HRS.)

1. Collective Bargaining Negotiations Update

VIII. Agenda Items (continued)

A. Personnel Actions (A-1 for approval)

IX. Announcements

A. Next Meeting: April 21, 2022, at Kapi'olani Community College

X. Adjournment

ATTACHMENTS

Attachment A1 – Personnel actions posted for action

Attachment A2 – Personnel actions posted for information only, pursuant to Section 89C-4, HRS. These actions are not subject to approval by the Board of Regents.

Attachment A-1: Personnel Action for BOR approval. Pursuant to §89C-4, HRS, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Halbert	Debora	Vice President for Academic Strategy	Office of Vice President for Academic Strategy	Limited Term Appointment of 2-years and 3-months	\$20,625	April 1, 2022 - June 30, 2024

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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.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
UH System	Ishida	Kevin	Interim Associate Vice President for Administration and Interim Director of Campus Services	Office of the Vice President for Administration	Additional Appointment	\$2,009 Additional Salary for a total of \$13,417/month	March 18, 2022 - March 17, 2023
UH System	Moran	Kara	University Associate General Counsel	Office of the Vice President for Legal Affairs & General Counsel	Appointment	\$10,583	March 27, 2022

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

MINUTES

BOARD OF REGENTS MEETING

FEBRUARY 17, 2022

Note: On January 26, 2022, Governor David Y. Ige issued a proclamation related to the COVID-19 emergency that temporarily suspended Section 92-3.7, Hawai'i Revised Statutes (HRS), "only to the extent necessary to suspend the requirement to have at least one meeting location that is open to the public".

I. CALL TO ORDER

Chair Moore called the meeting to order at 8:32 a.m. on Thursday, February 17, 2022. The meeting was conducted virtually with regents participating from various locations.

Quorum (11): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Benjamin Kudo; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent William Haning; Regent Wayne Higaki; Regent Diane Paloma; Regent Robert Westerman; and Regent Ernest Wilson.

Others in attendance: President David Lassner; Vice President (VP) for Community Colleges (VPCC) Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Budget and Finance/Chief Financial Officer Kalbert Young; VP for Advancement/University of Hawai'i (UH) Foundation (UHF) Chief Executive Officer Tim Dolan; UH Mānoa (UHM) Provost Michael Bruno; UH Hilo (UHH) Chancellor Bonnie Irwin; UH West O'ahu (UHWO) Chancellor Maenette Benham; UH Maui College (UHMC) Chancellor Lui Hokoana; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES

Chair Moore inquired if there were any comments or amendments to the minutes of the January 20, 2022, meeting which had been circulated to board members for review. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that written comments regarding faculty workload at the Daniel K. Inouye College of Pharmacy at UHH was received from Rex Fujichaku.

Professor Ashley Maynard submitted written comments opposing the adoption of the tenure permitted action group report and urging that consideration be given to the SCR 201 Task Force report as a starting point for discussions.

The Mānoa Faculty Senate submitted late written comments in the form of a resolution calling for the revision of policies pertaining to the appointment of interim executive managerial positions.

Brent Sipes, provided late written comments and orally testified on behalf of the Mānoa Faculty Senate Executive Committee on several agenda items.

Keali'i Gora provided late written comments and orally testified on behalf of the Kūali'i Council in opposition to Senate Bill No. 3269 which relates to tenure.

Debi Hartman provided late written comments and orally testified on behalf of the University of Hawai'i Professional Assembly (UHPA) on several legislative measures scheduled to be discussed by the board.

Jonathan Pasion provided oral testimony supporting the awarding of an honorary doctorate of humane letters to Chef Tylun Pang. Teresa Shurilla submitted late written testimony in support of this award.

Late written comments were received by an anonymous individual regarding administrative practices at UHH and travel policies.

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

[Written Testimony Comment Received](#)

[Late Written Testimony Comment Received](#)

IV. REPORT OF THE PRESIDENT

A. COVID-19

President Lassner provided an update on the university's current state of affairs with regard to the COVID-19 pandemic stating that test positivity rates and case counts continue to decline statewide, which is reflected by a decrease in case numbers within the university community. While current vaccination policies will remain in place for students, faculty, and staff through summer and fall 2022 and the university encourages all individuals to get vaccinated, a mandate for booster shots, which is part of being deemed "up-to-date with your vaccination," will not be implemented at this time. It was noted that, driven by a rapid decline in case counts and hospitalizations, the administration arrived at this decision after discussions with the university's Health and Well-Being Working Group, policy group, and other experts. Consideration was also given to the practicality of implementing a firm booster shot requirement policy given constantly changing guidance from the Centers for Disease Control and Prevention.

Despite the fact that the COVID-19 pandemic has caused stress among students, faculty, and staff, President Lassner remarked that the university has done well in achieving its core mission of education as indicated by data on graduation and retention rates for the 2020-2021 academic year, the first full academic year impacted by the pandemic. He reviewed record setting graduation and retention rates among some of the demographics for each of the major units of the university stating that, while these

figures indicate that the university is moving in the right direction, work to improve retention and graduation outcomes carries on.

B. Other

Overall headcount enrollment for the spring 2022 semester has decreased systemwide by 2.4 percent as compared to spring 2021, although UHM and Windward Community College have experienced enrollment increases of 4.3 and 2.4 percent respectively. The university remains concerned about the large declines in enrollment being experienced by the neighbor island community colleges and continues working towards understanding and ameliorating this trend. President Lassner emphasized that these figures are just one indicator of the university's overall success and stated that the administration will continue to refine its understanding and reporting of multiple aspects of the education and training provided by the university throughout the islands, with a continuing plan to present an annual, in-depth report on enrollment to the board each fall.

The university continues to do well in securing extramural research funding with just over \$357 million being received to date, which is an increase of approximately ten percent as compared to the same period last year. Although UHM leads the way in research funding, UHH, UHWO, and the community college system have all increased their receipt of extramural funding for this academic year.

C. UHMC Campus Presentation

Chancellor Hokoana provided an overview of UHMC's demographics and enrollment statistics highlighting that large percentages of students attending UHMC are female; between the ages of 17 and 24; seeking a degree in liberal arts, particularly in business; graduates of Maui County public high schools; Pell Grant recipients with extraordinary financial needs; and of Asian and Native Hawaiian ethnicity. He also spoke about decreasing enrollment at UHMC, which has been on a downward trend over the past five years and has declined more than 17 percent during that time; reviewed several of the factors responsible for this decline, as well as actions being undertaken to address them; and noted the negative impact of declining enrollment on other performance measures such as graduation rates and number of degrees awarded.

Although UHMC experienced slight increases in fall-to-fall retention rates; the number of degrees awarded to Native Hawaiian and Pell Grant students, as well as in the fields of science, technology, engineering, and mathematics; and transfers to baccalaureate awarding institutions, including those in the university system, it has encountered difficulties in meeting established benchmarks for the various performance metrics used to define student success. However, Chancellor Hokoana stressed that improvement is being witnessed in several of the noted metrics, particularly in the narrowing of performance gaps between the various student demographics.

UHMC continues to do well in obtaining additional fiscal resources, experiencing a 40 percent increase in extramural funding received over the past five years and a 173 percent increase in philanthropic support over that same timeframe.

Chancellor Hokoana drew attention to several initiatives undertaken by UHMC, particularly during the pandemic, noting the hosting of clinics that helped to vaccinate one-third of Maui County's population as well as the provision of equipment and facilities for contact tracing efforts. He also highlighted endeavors that UHMC has embarked upon to help diversify Hawai'i's economy and reduce the State's dependency on tourism including the development of the Maui Food Innovation Center (MFIC), a business incubator designed to support local food producers through education, training, research, and development. The MFIC has been a successful venture with over 130 clients completing the program and correlates to the creation of 69 businesses that employ over 200 individuals and has generated approximately \$8 million to date. Due to this success, UHMC is working in conjunction with other university campuses to expand the program statewide.

Student Report

Ms. Bre Rodrigues, President of the Associated Students of the University of Hawaii Maui College (ASUHMC), gave a presentation on the work and achievements of ASUHMC over the past year highlighting some of the initiatives undertaken. She also spoke about actions carried out by both ASUHMC and UHMC students that were aimed at cultivating a sense of belonging during the pandemic including projects organized by culinary students to provide over 1,200 Thanksgiving meals to the homeless and the successful efforts of ASUHMC to re-establish in-person commencement ceremonies.

In addition to serving as ASUHMC President, Ms. Rodrigues stated that she works in the Student Life Office (SLO) at UHMC. The SLO also advocates for students and has attempted to maintain a sense of normalcy among the members of the UHMC community throughout the pandemic. She noted that some of SLO's contributions to support student life on campus included keeping the Maui Fit Gym open for students and staff; preserving the hours of operation for the student lounge, which provided a quiet space on campus for students to study; establishing the National Society of Leadership and Success program on-campus which provides various avenues for students to connect and bridges the gap between in-person communication and the virtual campus life; and providing the opportunity for students to convert their IDs to a completely digital format for added convenience.

Faculty Report

Rosie Vierra, UHMC Faculty Senate Chair, spoke about the Faculty Senate's viewpoints with respect to the challenges UHMC has faced, and continues to face, during the COVID-19 pandemic. She stated that the Faculty Senate remains committed to offering the most rigorous educational programs possible at UHMC and maintains its dedication to continually engage in thoughtful discourse regarding best practices in efficiently and effectively serving students and the Maui Nui community. She reviewed some of the initiatives supported by the Faculty Senate during the past year including the resumption or continuation of in-person instruction for career and technical education programs, noting that student surveys have indicated a preference for this instructional modality. Ms. Vierra also espoused some of the benefits of in-person instruction; reviewed activities carried out by UHMC faculty to address a number of

obstacles facing UHMC and the community during the pandemic; and noted several ways in which the UHMC administration and faculty have communicated and remained connected over the past two years.

Referencing the increase in students transferring to online universities, Regent Acopan questioned whether UHMC was looking into accommodating these individuals with increased online classes. Chancellor Hokoana explained that the majority of students transferring to online universities were doing so in order to obtain baccalaureate degrees. Despite these students' apparent desire to transfer to another university system campus, he noted that many are seeking degrees in program areas that are either not offered at the university or not offered in an online format. He offered the increase in availability of online courses within the nursing program at UHM as one example of how the university is responding to this challenge. As more degrees earned through an online format are offered within the university system, it is anticipated that the number of UHMC students transferring to online universities will diminish. President Lassner concurred with this assessment and added that the administration is currently analyzing data to determine interests in various programs to ascertain whether establishing them as an online baccalaureate degree completion program within the university system would be feasible.

Regent Acopan asked whether the desire to seek degrees online was a result of the COVID-19 pandemic or was a trend that reflected a change in the methodology by which students will seek to obtain a post-secondary education. Chancellor Hokoana expressed his belief that, while part of this trend is COVID-19 related, more students will be seeking an online education in the future.

Regent Wilson asked if the university is experiencing issues with other institutions sending recruiters to Hawai'i that use the provision of online course offerings as a means of enticing students to attend their universities. President Lassner replied that the administration does not believe this is a significant issue as most institutions, including those that specialize in offering a large array of online degree programs, will not send recruiters to Hawai'i simply to promote the benefits of online program availability at their university. He also stated that one competitive advantage the university has over institutions that award online degrees is the ability to provide in-person student support when necessary.

Stating that it was his understanding that the university had employed a consulting firm to assist with boosting enrollment, Regent Acoba suggested that UHMC investigate utilizing the services of this consultant to address its enrollment challenges. Chancellor Hokoana stated that, while UHMC is inquiring about retaining the services of an enrollment consultant to increase enrollment, this effort will necessitate the hiring of an enrollment manager and outreach coordinator to implement any recommendations made by the consultant.

Citing remarks about the imposition of significant budget cuts in response to declining enrollment, Regent Acoba asked about the impacts of these reductions and their implications for the future of UHMC. Chancellor Hokoana replied that declining enrollment adds to the fiscal challenges facing UHMC and has required UHMC to

further assess, analyze, and re-evaluate programs and course offerings to determine their viability relative to their meeting community and workforce needs. Through this evaluation, UHMC has been able to reduce its lecturer budget by nearly \$1 million. He also stressed the importance of understanding Maui County's workforce development needs in order to improve the effectiveness and efficiency of UHMC's programs stating that a portion of the federal relief funds received by UHMC has been used to hire a consultant for this purpose. Regent Acoba questioned whether programs at UHMC have experienced any significant impacts due to the budget cuts. Chancellor Hokoana stated that impacts stemming from the budget cuts have not been significant because of UHMC's efforts to ensure program efficiency.

Regent Acoba inquired as to whether the MFIC was an outcome of university efforts to establish start-up businesses in Hawai'i. Chancellor Hokoana replied in the affirmative but noted that this was part of a larger, State effort to diversify Hawai'i's economy. Given a current endeavor to cultivate over 200,000 acres of agricultural land on Maui, as well as Maui's rich agricultural history, establishing the MFIC as an incubator for the development of businesses and value-added products was viewed as a perfect opportunity to begin diversifying Hawai'i's economy.

Regent Acoba commended Ms. Rodrigues for her active participation in the betterment of UHMC and the community and praised the efforts of the students in their many endeavors.

Referencing comments about the community benefits realized with the continued operation of the UHMC health center and dental clinic during the pandemic, Regent Acoba asked how the provision of these services translated to educational benefits for UHMC students. Ms. Vierra replied that the health center and dental clinic serve as practicum facilities where students enrolled in nursing, dental hygiene, and other health sciences can receive hands-on skills-training with the added benefit of assisting the community in meeting their healthcare needs.

Regent Nahale-a arrived at 9:39 a.m.

Chair Moore requested information about the process used to determine which campus will take the lead in providing a particular program that is offered on multiple campuses when enrollment in a program is declining at some of the campuses. Chancellor Hokoana replied that UHMC is currently reviewing this exact situation with several of its programs. The process begins by ascertaining staffing availability at each of the campuses where the program is offered and the ability of that campus to serve as the hub of the program. Once this determination is made, other campuses offering the same program work in conjunction with the hub campus to establish "spokes" through the offering of distance education programming. Ms. Vierra added that faculty at UHMC are aware of fiscal and other limitations facing the university and understand that there are instances where downsizing might occur but stressed the importance of discourse in allaying concerns among faculty on these issues.

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

VP/UHF CEO Dolan provided a report on UHF's fundraising efforts stating that much of the success being experienced is the result of the enduring and instrumental work conducted by UHF personnel, as well as the fostering of academic relationships over the course of several years. As of January 31, 2022, UHF has received \$140.6 million which is approximately \$73 million more than what was received during the same period last year. He emphasized that, even without the inclusion of a \$50 million pledge from Mr. Mark Zuckerberg and Dr. Priscilla Chan in the total funds raised so far, UHF garnered over \$90 million in contributions, which is just over \$23 million more than it brought in last year at this time. While the increase can mainly be attributed to UHM, it was emphasized that several campuses have experienced successful efforts over the past year and that fundraising totals for the nine other campuses of the university system have collectively increased by over 50 percent to date, which is very encouraging. VP Dolan also commended the tremendous response and extreme generosity of the community, including several regents, and remarked that all signs indicate that UHF will experience another record-breaking year.

Mr. John Han, Chief Operating Officer for UHF, reviewed trend data on UHF funds that were expended by various university programs, highlighting increases in funds disbursed for student aid, which is anticipated to reach approximately \$13 million this fiscal year, and capital improvement projects, much of which can be attributed to improvements to the Clarence T.C. Ching Athletic Complex field. He stated that, to date, expenditures are on course to surpass fiscal year 2020 spending levels.

As of December 31, 2021, the market value of UHF's endowment fund stood at \$497.4 million. Mr. Han presented an overview of the portfolio's performance noting that, despite the volatility of the market since the beginning of this calendar year, the endowment fund's market pool has generated competitive returns as measured against established benchmarks. He also noted the endowment fund's receipt of \$58 million in cash gifts as of January 31, 2022, which is a \$27 million increase from last year. This was notable because approximately 25 percent of cash gifts received, which currently equates to \$19 million, are added to the endowment pool each year thus increasing the potential for generating additional revenues for the university. The endowment fund is also projecting a payout of \$14 million this fiscal year as compared to \$12.5 million paid out last fiscal year.

Regent Acoba asked about UHF's fundraising goal for the current fiscal year as well as the terms for the \$50 million pledge from Mr. Mark Zuckerberg and Dr. Priscilla Chan. VP Dolan replied that, while UHF has already surpassed its fundraising target of \$90 million for the current fiscal year, it will continue to maximize efforts to generate revenue for the university. As for the \$50 million pledge, he stated that monies from the largest single gift ever received by UHF would be provided over six years.

VI. COMMITTEE AND AFFILIATE REPORTS

A. Report from the Committee on Academic and Student Affairs

Committee Chair Wilson summarized the committee report.

B. Report from the Committee on Intercollegiate Athletics

Committee Chair Acoba summarized the committee report and stated that, as mentioned during the committee meeting, proposed amendments to Regents Policy 7.208 with respect to the hiring process for coaches were prepared and submitted to the Office of General Counsel for vetting. The amendment proposal has also been provided to board leadership for possible inclusion on a future agenda.

Regent Wilson, a member of the committee, added that discussions on the mental health of student-athletes also occurred at the meeting and stressed the importance for the university to continue its efforts to address this issue not only as it relates to student-athletes but also for the entire university 'ohana.

C. Report from the Committee on Research and Innovation

Committee Vice-Chair Haning summarized the committee report.

D. Affiliate Reports

University of Hawai'i Student Caucus: Regent Acopan stated that there was no information to report at this time.

All Campus Council of Faculty Senate Chairs (ACCFSC): Regent Wilson provided a brief background on the composition and charge of the ACCFSC noting that it is a representative body and reflects the sentiments of faculty from each campus. He stated that, at its next meeting, the ACCFSC will be making a motion to censure a legislator for the introduction of several pieces of legislation which the council believes are detrimental to the autonomy and well-being of the university.

VII. AGENDA ITEMS

A. Consent Agenda

- 1. Approval of the Following University of Hawai'i at Mānoa Programs:**
 - a. Establishment of a Provisional Bachelor of Arts in Marine Biology**
 - b. Change from Provisional to Established Status: Bachelor of Science in Molecular Cell Biology**
 - c. Change from Provisional to Established Status: Bachelor of Environmental Design**
 - d. Establishment of a Provisional Bachelor of Education in Special Education**
- 2. Approval to Change from Provisional to Established Status: Advanced Professional Certificate in Special Education PK-12, Leeward Community College**
- 3. Approval of Revisions to Regents Policy (RP) 6.208, Board Exemptions to Non-Resident Tuition**

Regent Wilson moved to approve the consent agenda, seconded by Regent Haning, and the motion carried with all members present voting in the affirmative.

B. Approval to Award Honorary Doctorate of Humane Letters to Chef Tylun Pang

President Lassner provided background information on the awarding of honorary degrees. He explained that the bestowing of an honorary degree is an authority retained by the board and noted that, while the recommendation for awarding an honorary degree is generated by a specific campus, the degree is awarded on behalf of the university. He also stated that all recommendations for honorary degrees are vetted by university leadership prior to being brought before the board for approval.

Chancellor Hokoana spoke about the long and illustrious career of Chef Pang citing several notable accomplishments including his principal involvement in the “Buy Local” and farm-to-table movements in Hawai‘i, which emphasize the support of local farms and farmers; his encouragement to serve fresh, locally-sourced food in homes and restaurants; the promotion of sustainable and environmentally responsible agricultural practices; and his longstanding service as a mentor to young adults in various stages of their culinary arts studies and careers. It was stated that Chef Pang’s noteworthy influences on the Hawaii food industry, which have had national implications, and his significant contributions to the Maui community merits approval of this recommendation.

Regent Wilson moved to approve the awarding of an honorary Doctorate of Humane Letters to Chef Tylun Pang, seconded by Regent Bal, and the motion carried with all members present voting in the affirmative.

C. Approval of Exception to RP 5.219, Emeritus/Emerita Title for Mary Boland, Nancy Atmospera-Walch School of Nursing, UHM

Provost Bruno provided a synopsis of the long, accomplished career of Dr. Mary Boland, recently retired Dean of the Nancy Atmospera-Walch School of Nursing at UHM. He highlighted her service and dedication to the university, as well as her numerous contributions to the broader community particularly during the COVID-19 pandemic, remarking that these achievements warrant the bestowing of the Dean Emerita title upon Dr. Boland and merits approval of exceptions to RP 5.219 which establishes the criteria for the awarding of such titles.

Regent Paloma moved to approve the exception to RP 5.219 to award the title of Dean Emerita to Dr. Boland, seconded by Regent Acoba, and the motion carried with all members present voting in the affirmative.

D. Faculty Workload Annual Report

President Lassner remarked that this presentation will update the board on a project that began under the auspices of former VP for Academic Planning and Policy, Don Straney, to increase academic program efficiency and effectiveness through the gathering, reviewing, and analyzing of legitimate, quantifiable data on faculty workloads throughout the university system. It was emphasized that this is a dynamic project and the administration anticipates that information provided in each annual report going forward will transform as the university progresses into the future. He recognized a number of individuals, as well as UHPA, for their efforts on this venture, and introduced Pearl Iboshi, Director of the Institutional Research, Analysis, and Planning Office

(IRAPO), who would be providing the report along with Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro.

Dr. Iboshi provided a brief overview of the purposes behind embarking on the development of an annual faculty workload report (Workload Report), reviewed its goals, and discussed modifications made to the way faculty workload data was collected and processed since the initial report was provided in January 2021. She also summarized the various categories of non-instructional work performed by faculty that are used in determining teaching equivalencies (TEs) at the four-year institutions and the community colleges, noting that both instructional and non-instructional activities are taken into consideration when evaluating faculty workloads. Some of the key definitions used throughout the Workload Report were also reviewed.

Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro spoke about workload policies applicable to faculty at UHM, UHH, UHWO, and the community colleges and presented information on workload assignments, including the percentage of tasks considered instructional as opposed to non-instructional for each of their respective units. The data provided was further broken down into the categories of workload encompassed by instructional and non-instructional activities; the proportion of time devoted by faculty to each category; faculty workload amounts by college, division, and/or program; and workload by job type and tenure status. It was noted that, as expected, the percentage of time devoted to instruction at the comprehensive universities, such as UHH and UHWO, was much greater than that experienced at research universities, such as UHM.

Both Provost Bruno and Chancellor Irwin recognized and acknowledged challenges in the classification of workload data for certain segments of faculty at their respective campuses, particularly with those individuals that perform instructional work in addition to scientific research and clinical work, but reiterated that both UHM and UHH continue to seek ways to refine and improve upon this data.

In addition to providing valuable data that can be used to better manage faculty workloads and determine where resources should be invested, Chancellor Benham added that one of the notable benefits of the Workload Report from UHWO's perspective was that it offered an opportunity for engagement and substantive conversations to take place with respect to issues such as types of programs offered, metrics used to determine successful student and program outcomes, and the development of a balance between instructional and administrative duties.

VP Lacro noted that, unlike the other major units, the activities of community college faculty are primarily instructional in nature with the majority of faculty carrying a standard workload of 27 credit hours or more. She also explained that, since a number of the programs at the community colleges involve large percentages of non-traditional instruction, the community colleges developed a methodology to account for TEs that is applied consistently across all campuses.

Dr. Iboshi concluded by underscoring that the Workload Report is a work-in-progress, stating that several of the data quality issues experienced since the

publication of the initial report have been addressed, and reviewing some of the next steps that would be taken to improve both data quality and the data collection process. She also explained that the administration is in the beginning stages of revising Executive Policy (EP) 9.214 to develop a consistent framework for determining non-instructional TEs across the four-year campuses similar to that which is being used by the community colleges. As such, the four-year units are being requested to specifically define what constitutes TEs assigned for different types of instruction as well as research, service, outreach, and administrative duties at their respective unit and submit this information to the administration.

Vice-Chair Kudo commended the work of Dr. Iboshi and the IRAPO team, as well as the efforts of former Regent Coralie Matayoshi, in bringing the Workload Report project to fruition stressing the importance of possessing measurable data in order to effectively manage a program. He asked about any recommendations the administration had with respect to other information that could be analyzed as part of a follow-up to the Workload Report. Dr. Iboshi reiterated that one of the administration's concerns is the inability to adequately determine the criteria used to determine specific TEs for the four-year units and expressed her desire to work towards achieving clear EPs on this matter.

Citing Dr. Iboshi's response, Vice-Chair Kudo asked whether university leadership was considering amending EPs to clarify criteria used to determine TEs at the four-year campuses. President Lassner responded in the affirmative stating that prior to the Workload Report being developed, there were no tools that could be used by the administration to manage this process. Vice-Chair Kudo questioned the timeframe for completing revisions to the EPs. President Lassner replied that it would most likely take the better part of a year to work out the necessary revisions to the EPs, as there are varying degrees of complexity involved with determining TEs at each campus and will require extensive engagement with faculty. Vice-Chair Kudo expressed his belief that this task must be completed within a reasonable time so that the university can judiciously proceed with improving its management of educational effectiveness and efficiency.

Regent Westerman asked whether some of the information and data collection process used for the Workload Report can be automated. Dr. Iboshi replied that while some portions of the process have already been automated, the intricacy of some of the information and data requested still requires manual input.

Regent Haning lauded the work performed on the Workload Report and noted the difficulty of capturing the complexity of human resource issues at the university level in a clear and concise format.

Referencing Vice-Chair Kudo's remarks about the timely development of EPs with respect to TEs, Vice-Chair Nahale-a asked whether revising the EPs relative to a specific subset of a campus unit could be a feasible way of assessing the efficacy of the amendments. President Lassner replied in the affirmative stating that the development of policy revisions for the less complex units or programs could be prioritized. He noted that one possible way of expediting the development of revisions to the EPs could be through adopting existing formulas used to determine TEs in relation to accreditation

requirements at some of the university's colleges and programs. The administration could also analyze faculty workload reporting systems used by other universities to garner ideas for revising the EPs. Vice-Chair Nahale-a expressed his appreciation for the work conducted by the administration on this issue and stated that the Workload Report can serve as an essential tool for regents to utilize when assessing the administration's strategies for achieving goals related to the university's mission and vision. He also concurred with Vice-Chair Kudo's sentiment that the importance of this matter requires that it be addressed soon.

Regent Wilson praised the work of Dr. Iboshi, IRAPO staff, and the entire university team in tackling the faculty workload issue stating that this matter must not be viewed in a vacuum. Rather, the Workload Report should be considered as one piece of an overall system designed to effectively and efficiently manage the university.

Vice-Chair Kudo remarked that the administration and regents must demonstrate resolve when addressing issues facing the university, especially when the challenge is difficult and the solution unpopular, and needs to remain steadfast in the commitment to move the university forward. He cautioned that a lack of action in developing proactive solutions that are in the best interests of the university will result in the imposition of decisions made by external entities upon the university that will impact its future.

Referencing the apparent diversity in the classification of TEs at the various campuses, Regent Acoba inquired as to whether there was a standard formula used to determine what constituted TEs and who was responsible for making this determination. President Lassner replied that the community colleges have established clear standards and developed a methodology for determining TEs. However, efforts to develop a consistent framework for determining TEs across the four-year campuses is ongoing. He also noted that workload is assigned by department chairs and the dean of the college is responsible for ensuring that department chairs are effectively complying with all applicable university policies. Dr. Iboshi added that instructional TEs are easily calculated given that each class is assigned an established amount of credit hours. However, the four-year campuses are experiencing difficulties in developing uniform standards for the assigning of non-instructional TEs given the complexity of some of these activities.

Regent Acoba asked if data contained in the Workload Report could be viewed by faculty members in such a way as to allow workload comparisons to be made between department colleagues. Dr. Iboshi replied that only a department chair or dean of a college has broad access to individual workload data for all faculty under their purview. While aggregate data can be viewed by all end-users, data specific to a particular faculty member can only be viewed by that individual. She stated that restrictions on data viewing were established to maintain trust and reassure faculty members that the Workload Report was not being generated to mete out disciplinary actions.

Regent Acoba expressed his belief that feedback was important for faculty members in order for them to gauge their own performance as well as to ensure that all teaching requirements are being attained.

Regent Wilson remarked that while the ability to track the amount of time devoted toward course instruction is important, of greater importance is having the capacity to determine whether stated course objectives are being met. President Lassner agreed that determining whether stated educational outcomes are being met is important and noted that the university already has a system in place to address this issue through means such as program reviews.

Vice-Chair Nahale-a opined that the Workload Report will provide the administration with the ability to better articulate program costs which will enhance the board's ability to have in-depth conversations about the fiscal viability of programs given the various sources of revenue available. It also offers an opportunity for the university and the board to adequately convey to the Legislature the amount of general funds required to ensure that the post-secondary educational needs of Hawai'i are met.

Chair Moore observed that the Workload Report is a work-in-progress and stated that he anticipates future reports will contain even more refined and relevant data.

The meeting recessed at 11:33 a.m.

The meeting reconvened at 11:39 a.m.

E. Legislative Update

VP Young highlighted a number of measures and priority issues that the university is following at the Legislature this year including the university's legislative package bills, as well as items of interest involving the administration and board, stating that the administration is actively tracking 625 of the approximately 2,500 measures introduced this legislative session. He briefly reviewed measures including legislation regarding revenue bond authorization; university assets; board composition, regent terms, and the regent appointment process; board meetings and retreats; board financial disclosure requirements; oversight and administration of community colleges; athletics; academic tenure; procurement issues; tuition waivers; Maunakea; optional retirement systems; collective bargaining; and the Research Corporation of the University of Hawaii. VP Young also reviewed the legislative calendar and timetable for the remainder of the session.

Regent Paloma left at 12:04 p.m.

Regent Acoba asked about the status of measures related to the oversight and administration of community colleges. VP Young replied that only Senate Bill No. 3355, which would require the VPCC to report directly to a standing committee on community colleges established by the board, appears to be on track to meet all applicable legislative deadlines and move forward in the legislative process.

F. Discussion and Possible Board Action on Bills in the Legislature:

H.B. No. 1849/S.B. No. 2123: Relating to State Boards and Commissions

H.B. No. 2024: Relating to Mauna Kea

S.B. No. 3155: Relating to the University of Hawai'i Board of Regents

S.B. No. 3186: Proposing an Amendment to Article X, Section 6, of the Hawai'i Constitution to Repeal the University of Hawai'i Board of Regents Candidate Advisory Council

S.B. No. 3187: Relating to the University of Hawai'i Board of Regents Candidate Advisory Council

S.B. No. 3268: Relating to University of Hawai'i Athletics

S.B. No. 3269: Relating to Academic Tenure at the University of Hawai'i

S.B. No. 3277: Relating to the President of the University of Hawai'i System

S.B. No. 3354: Proposing Amendments to the Hawai'i Constitution to Establish a Hawai'i Community College System that is Separate from the University of Hawai'i

S.B. No. 3355: Relating to the University of Hawai'i Community Colleges

S.B. No. 3365: Proposing an Amendment to Article X, Section 6, of the Constitution of the State of Hawai'i to Establish a President of Community Colleges of the University of Hawai'i

S.B. No. 3366: Relating to Higher Education

Chair Moore provided the rationale for including this item on the board agenda noting that statutory open meeting and notification requirements impact the board's ability to quickly respond to matters before the Legislature involving the board, or university governance, much to the consternation of legislators. He summarized a course of action used by the Board of Education (BOE), which allows the BOE to respond to legislative matters in a timely fashion. It was noted that the process involves the formation of a permitted interaction group and authorizing the group to present testimony on behalf of the BOE to the Legislature so long as the testimony is developed in accordance with positions previously adopted by the BOE. Although the possibility of creating a similar process for the board exists, a decision on adopting such a process is not permitted at this meeting since the matter has not been properly placed on the agenda.

Referencing information provided by the Board Office on certain board related measures currently before the Legislature, Chair Moore suggested a process to determine whether the regents supported taking a position on the abovementioned measures and if so, render a decision on this position by consensus. Once a position on a measure has been established, a two-person committee could be created to submit testimony on behalf of the board in conformance with those positions. He also put forward a proposal that the board only weigh in on issues involving university governance and leave matters related to university operations for the administration to address.

Regent Westerman opined that a determination should first be made as to who would be providing testimony on behalf of the board and how this will be accomplished stating his belief that the formation of a permitted interaction group was unnecessary. Chair Moore replied that delegating the authority to submit testimony on behalf of the board to two members of board leadership could be a mechanism for consideration.

Regent Westerman made a motion to allow any two of the three members of board leadership to submit testimony on behalf of the board which reflects the position of the board based upon board discussions. The motion was seconded by Regent Haning.

Discussions ensued on the motion as well as the process being contemplated for the submittal of testimony. Regents expressed their beliefs that the process should be flexible and allow for dissenting opinions to be presented; consensus be achieved before testimony on a matter is submitted; the board interjecting on matters it has already taken a strong position on through its public actions may be unnecessary; the diversity of regent opinions on an issue be indicated where unanimous consensus is not achieved; regents with appropriate subject matter knowledge be selected to provide in-person testimony; and the dynamic nature of legislation presents challenges to capturing the true essence of the board's position on a matter at any given time. It was also noted that issues may arise when a board member who is testifying on behalf of the board has to differentiate between the position of the board and their position as an individual regent when presented with a question.

Regent Haning remarked that the board should relish the opportunity to constructively engage in the legislative process on matters of importance to the university but agreed that strong consensus on a position should be achieved before submitting testimony declaring a position of the board.

Regent Acoba stated his belief that the board has inferentially taken a position on many of the issues being addressed by the noted measures, including Maunakea and tenure, and suggested that perhaps the board only express its sentiments on a measure upon invitation.

Regent Wilson observed that some of the bills under consideration by the Legislature are aimed at undermining the autonomy of the board and the university. VP Okinaga noted that S.B. No. 3186, S.D. 1, included a proposed amendment to the constitution to remove the term "exclusive" from the existing language that provides the board with "exclusive jurisdiction over the internal structure, management, and operation of the university".

In light of these discussions, Regent Westerman withdrew his previous motion, with Regent Haning withdrawing his second.

Each individual measure was briefly reviewed and discussed with consensus being reached on submitting testimony expressing the board's position on H.B. No. 2024, which relates to Maunakea, and S.B. No. 3155, which relates to the realignment of regent terms.

Vice-Chair Nahale-a commented that this exercise was important in ascertaining the thoughts and general position of the board on these measures. He also noted that this process does not preclude any regent from submitting testimony in their capacity as an individual regent.

Regent Westerman concurred with Regent Nahale-a that regents are not precluded from submitting individual testimony but cautioned that regents doing so should make it clear that the testimony submitted is not representative of the position of the board. Chair Moore agreed stating that he would refrain from submitting testimony as an individual regent due to his position as Chair.

President Lassner noted that the administration has greater agility than the board to quickly respond to legislative matters and takes a formal position on a number of matters impacting both the university and the board. He affirmed the importance of ensuring as little divergence as possible between the positions taken by the administration and regents' perspectives when submitting testimony and that there should be no divergence in written testimony. He also stated that the administration generally takes a position on any measure it believes will be detrimental to the university, and given these discussions, will ensure that board actions and positions taken are fundamental to administration testimony.

G. Approval of an Independent Assessment of University of Hawai'i at Manoa Athletics Department (UHM Athletics) Operations Relating to Student-Athlete Welfare and Communication

President Lassner stated that the administration was submitting a formal request for approval to conduct an independent assessment of UHM Athletics operations as they pertain to student-athlete welfare and communication. He explained that the rationale for this request was provided to the Committee on Intercollegiate Athletics (ICA) at its meeting on February 3, 2022, and presented a proposed framework for the assessment.

Regent Acoba thanked President Lassner for bringing forth the recommendation. He stated that during its January 20, 2022, meeting, the board reviewed and held considerable discussions on a number of issues and concerns with respect to UHM Athletics that were raised through various public forums. At that time, it was relayed to the board that an internal assessment to determine whether UHM Athletics responded appropriately to claims made in submitted testimony was ongoing and that a report would be provided to ICA. The regents requested that the report provided to ICA on this matter be detailed and include recommendations to remedy and improve the processing and handling of complaints. At the subsequent ICA meeting that took place on February 3, 2022, the administration reported further on this matter and recommended that an independent assessment of UHM Athletics operations as they pertain to student-athlete welfare be conducted. Committee members expressed their concurrence with this recommendation and unanimously voted in support of forwarding the matter to the full board for further discussion.

After reviewing the assessment framework presented in the formal request submitted by the administration, Regent Acoba opined that the assessor should be provided with a more focused direction that includes definite parameters as to what the assessment should involve and suggested that it would be beneficial for ICA to review and refine the details contained within the formal request and submit its recommendations to the full board for approval. As such, he moved that this matter be referred to ICA for further discussion.

Vice-Chair Kudo expressed his concern that the assessment framework presented lacked a well-defined scope and concurred that it would be helpful for ICA to revisit and thoroughly discuss this recommendation.

Regent Wilson seconded the motion made by Regent Acoba.

Regent Higaki echoed the previous comments but noted the urgency of this matter and suggested the possibility of having a special ICA meeting as soon as practical.

Vice-Chair Nahale-a stated his belief that, while the accusations that have been made are serious, the information presented to the board thus far appears to indicate that no illegal activity occurred within UHM Athletics. Nonetheless, he agreed that challenges exist within UHM Athletics and supported carrying out an independent assessment since it will afford an opportunity for these issues to be addressed.

There having been a motion that was moved and seconded, a roll call vote was conducted, and noting the excused absence of Regent Paloma, the motion carried with all members present voting in the affirmative.

Regent Acoba inquired as to status of the administration's review and follow-up of all allegations made in testimony submitted to the Senate Committee on Higher Education. President Lassner replied that the administration's review and follow-up has been completed and that a spreadsheet containing this information will be provided to the selected assessor with necessary redactions made in accordance with the Family Educational Rights and Privacy Act. Regent Acoba asked if this signified that the claims were resolved. President Lassner responded that the spreadsheet was not an indication of claim resolution but was more akin to a status report that listed allegations, facts, and follow-up actions taken.

H. Approval of the Comprehensive Plan to Achieve a Reimagined University of Hawai'i (Reimagining Plan)

Chair Moore noted that the Reimagining Plan was developed in response to a request made by the board. While the latest version of the Reimagining Plan was presented at the board meeting on January 20, 2022 meeting, it has not yet been approved by the board as was required by the initial request to develop the plan. It was also noted that three regents were not present during the initial presentation and discussion and that this would be an opportunity for regents to provide feedback on this matter.

Chair Moore inquired as to whether there was any additional information regarding the Reimagining Plan that needed to be presented to the board. President Lassner responded that he did not believe it was necessary to provide any additional information beyond what has already been presented. He emphasized that the Reimagining Plan was created to demonstrate the administration's theory on actions that should be taken by the university to address challenges uncovered by the COVID-19 pandemic as well as some of the specific actions taken to address these challenges. He also stressed that the administration viewed the Reimagining Plan as a living document subject to changing conditions and believed that its essence should be incorporated into the next strategic plan to assist the university in creating a more durable institution.

Vice-Chair Kudo opined that the board's intent in asking for the creation of a Reimagining Plan was for the administration to formulate a long-term vision for the university that would allow it to withstand any future difficulties. The Reimagining Plan should serve as a guide for the development of strategic planning efforts that will allow the university to thrive in its multi-faceted mission and ensure continuing sustainability and viability. As presented, the Reimagining Plan appears to be more about lessons learned and actions taken during the pandemic as opposed to the creation of a long-term vision. Additionally, the Reimagining Plan lacks specifics about how the university will achieve the broad goals contained within the document. He noted his expectations for the Reimagining Plan stating that, at a minimum, it should include specific actions that will be taken to achieve the vision and mission of the university, as well as metrics and milestones to measure the efficacy of these actions. While the Reimagining Plan presented was a good beginning, Vice-Chair Kudo expressed his concerns with the vagueness of the document and suggested that it be referred to the Committee on Academic and Student Affairs (ASA) for further refinement.

Regent Westerman echoed the remarks of Vice-Chair Kudo stating that a well-defined vision is important to the implementation of an effective strategic plan. While the Reimagining Plan contains a number of laudable goals and initiatives, it does not set forth a succinct vision for the university. He expressed his belief that the university needs to develop a vision that concisely lays out what the university wishes to achieve in its future and serves as a guide for successful attainment of these achievements.

Vice-Chair Nahale-a agreed with the previous sentiments adding that, while a tremendous amount of time and effort have been put into creating the Reimagining Plan, it is not quite what the board was expecting and should be further refined.

Vice-Chair Kudo moved to refer the Reimagining Plan to ASA for further focus and refinement and the motion was seconded by Regent Wilson.

Regent Haning asked if this matter had previously been reviewed by a board standing committee. President Lassner responded in the negative.

Chair Moore stated that the vision and mission of the university is an issue that is always at the forefront of the list of topics that regents believe should be discussed at a board retreat. Given that the university's strategic planning process is already underway, he noted the importance of addressing this issue in a timely manner and

submitted that the matter could be taken up at the next ASA meeting or at a soon-to-be-held board retreat.

Vice-Chair Nahale-a stated that, although he found the lack of public feedback on this issue puzzling, a dual approach to discussing this matter would allow for greater public input.

Regent Wilson remarked that having ASA review the Reimagining Plan prior to a board retreat will help to facilitate a more relevant and focused discussion of the Reimagining Plan at the retreat.

Regent Haning agreed with the comments already made, applauded the work done on the Reimagining Plan, and stated his support for the matter being referred to ASA. He then called for the question. Chair Moore added that this is one of the most important issues the board will ever address, as it will impact the university for a long term.

There having been a motion that was moved and seconded, a roll call vote was conducted, and noting the excused absence of Regent Paloma, the motion carried with all members present voting in the affirmative.

Regent Acopan left at 1:54 p.m.

I. Discussion and Possible Board Action on the Report of the Senate Concurrent Resolution 201 (SCR 201) (2021) Task Force (SCR 201 Task Force) and Findings and Recommendations of the Dissolved Tenure Permitted Interaction Group (Tenure Group)

Chair Moore requested Regent Wilson to lead the discussions on this item since he was a member of both the SCR201 Task Force and Tenure Group.

Regent Wilson provided background on both the SCR201 Task Force and Tenure Group, expounding upon the rationale for the establishment of each group and detailing the work both conducted over the past several months. He reviewed a comparative summary of recommendations made by both groups stating that, unlike the broad nature of discussions on tenure that were undertaken by the Tenure Group, the focus of the SCR201 Task Force's charge was confined to the scope of work outlined in SCR 201. He stressed that the recommendations of the Tenure Group were meant to be a starting point for discussions on how to improve the university's tenure system and was not intended to eliminate tenure altogether. He also stated his belief that the intent of both groups was to determine whether there were issues related to tenure that needed to be addressed and provide possible solutions to address any issues discovered.

Vice-Chair Kudo echoed the comments made by Regent Wilson with respect to the work of the Tenure Group reiterating that its purpose was not to eliminate tenure but rather to improve, streamline, and modernize tenure for survivability. He provided additional perspectives on the rationale and necessity for reviewing and discussing this issue, highlighting that numerous universities across the nation have also been wrestling with addressing the concepts of tenure. It was also noted that the Tenure

Group was established prior to the adoption of SCR 201 and the formation of the SCR201 Task Force. While there is some overlap between the scope of work conducted by, as well as the recommendations of, both groups, they are not completely concurrent and trying to reconcile the recommendations will prove to be problematic. He suggested that the board consider the adoption of a resolution instructing the administration to collaboratively review the various issues of tenure with faculty, UHPA, and other interested parties, in light of the recommendations made by both the Tenure Group and SCR201 Task Force, and offered his services for drafting the resolution.

Regent Haning noted his personal experiences with obtaining tenure at the university. He expressed his belief that the purpose of the Tenure Group was not to destroy tenure as some have suggested. Rather, he viewed it as an opportunity to obtain a better understanding of the basis for and value of tenure at the university that would allow for its improvement.

Regent Acoba requested clarification as to the objectives of this discussion and asked if the Tenure Group's findings and recommendations were considered by the SCR201 Task Force. Chair Moore described the work of both groups stating that this work has been completed and that findings and recommendations of each have been issued in separate reports. While the SCR201 Task Force did consider the findings and recommendations of the Tenure Group, he noted that the scope of the SCR201 Task Force was limited to the specific questions set forth in SCR 201. He also stated that the administration and UHPA are moving forward with the recommendations made in the SCR201 Task Force's report and the board needs to decide whether it will support this action or proceed in another direction.

Regent Acoba stated his recollection that a plethora of testimony was received in opposition to the Tenure Group's report, particularly with respect to the composition of the Tenure Group. He expressed his concerns with the reports of both the Tenure Group and SCR201 Task Force but stated his preference for adopting the recommendations of the SCR201 Task Force report particularly given the fact that the SCR201 Task Force considered the findings and recommendations of the Tenure Group.

Vice-Chair Kudo clarified the composition of the Tenure Group explaining that one of the difficulties in allowing faculty members to participate in the group was in determining which faculty members should be included. He also noted differences in the charges of both the Tenure Group and SCR201 Task Force, as well as the approach by each to address this issue, stating that this accounted for the variances between their reports and recommendations.

Chair Moore expressed his views on the charges, approaches, and recommendations of the Tenure Group and SCR201 Task Force stating his belief that the divergence between the two was much less than it might have initially appeared. He suggested that one possible action for tackling this matter would be to adopt the recommendations and next steps contained within the SCR201 Task Force report with the understanding that they would be considered jointly amongst the administration, UHPA, and university faculty, and that the President would provide progress reports on

this work to the board. He also stated that the need to make changes with respect to tenure is clear and that no purpose would be served by delaying the start of this work. Chair Moore added that there were lessons learned in this process that can be used in addressing the formation of future permitted interaction groups so that the concerns raised with respect to the Tenure Group are minimized in the future.

Regent Acoba moved that the board adopt the recommendations and next steps contained within the SCR201 Task Force report; that they be taken up jointly by the administration, UHPA, and faculty members; and that the President be requested to provide regular progress reports on this work. The motion was seconded by Regent Westerman.

Vice-Chair Kudo stated that he would be voting against the motion opining that adopting the recommendations of the SCR201 Task Force will only serve to delay necessary progress on improving tenure at the university.

Regent Wilson expressed his sentiments that consideration be given to the recommendations of both the Tenure Group and SCR201 Task Force concurrently and that failing to do so will not allow for adequately addressing the university's tenure system issues. He stated that he would also be voting against the recommendation.

Regent Haning requested clarification of the motion. Board Secretary Oishi restated the motion.

There having been a motion that was moved and seconded, a roll call vote was conducted, and noting the no votes of Vice-Chair Kudo and Regent Wilson, and the excused absences of Regents Acopan and Paloma, the motion carried with all other members present voting in the affirmative.

VIII. EXECUTIVE SESSION (closed to the public)

Regent Bal made a motion to convene in executive session, seconded by Regent Haning, and noting the excused absences of Regents Acopan and Paloma, and with all other members present voting in the affirmative, the board approved convening in executive session to consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Sections 92-5(a)(4), HRS.

The meeting recessed at 2:43 p.m.

Regent Acopan returned at 2:51 p.m.

Chair Moore called the meeting back to order at 3:24 p.m. and announced that the board met in executive session to discuss matters as stated on the agenda.

IX. AGENDA ITEMS (CONTINUED)

A. Update on Board of Regents Retreat

Chair Moore reported that a board retreat has been tentatively scheduled to take place at Windward Community College. He explained that the retreat would be a public meeting and expressed his hope that it could be conducted in-person. It was noted that the retreat may possibly occur on a Saturday, that Mr. Peter Adler has been tentatively selected to serve as the retreat facilitator, and that Board Secretary Oishi will be polling regents for their availability. While a retreat agenda is still being developed, it will definitely include the issue of the mission and vision of the university.

X. ANNOUNCEMENTS

Chair Moore announced that the next board meeting was scheduled for March 17, 2022, at a location to be determined.

XI. ADJOURNMENT

There being no further business, Chair Moore adjourned the meeting at 3:27 p.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents

Item IV.

Report of the President
A-D

**NO MATERIALS
ORAL REPORT**

Item IV.E.

Report of the President
UHWO Campus Report

MATERIALS

Hō'ōia 'Āina

On behalf of the University of Hawai'i–West O'ahu, it is with profound reflection that we offer up this Hō'ōia 'Āina, this Land Acknowledgement, acknowledging Hawai'i as an indigenous space whose original people are today identified as Native Hawaiians.

The University of Hawai'i–West O'ahu aligns with the University of Hawai'i's commitment to foster the well-being of all our students within an indigenous lens through academic and social processes throughout a ten-campus, system-wide transformation we call Hawai'i Papa O Ke Ao.

With much aloha, I – offer up this Land Acknowledgement to welcome all gathered in this ahupua'a we call Honouliuli in the moku of 'Ewa, within the mokupuni of O'ahu.

This is Hawai'i nei. Ano'ai ke aloha.

Three-year highlights



Enrollment: 3,000+ five years in a row.



Degree Awards: Over 2,000 bachelors degrees awarded last three years



Retention: Out-performed peer institution retention averages three out of the last four years



Ranking: #1 Best Online Bachelors Degree in Public Administration

Three-year highlights (cont.)



Early College: Serving over 800 high-school students last three years

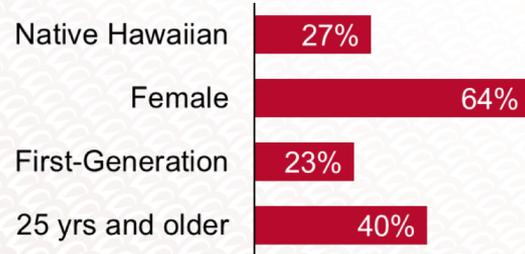


Neighbor Island Distance Education: 8%
Out-of-State DE: 0.4%



Academy for Creative Media: Increased enrollment from 52 in Fall 2019 to 274 in Fall 2021

Student Diversity



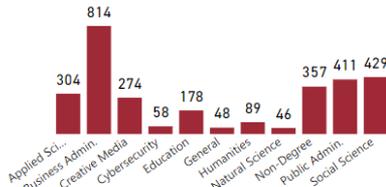
Quick Facts Dashboard

Total Enrollment- Fall 2021

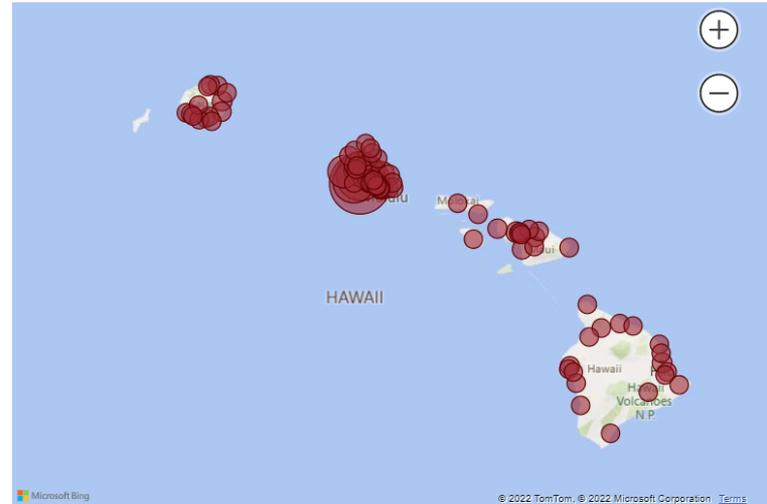
3,008



Programs



Enrollment by Geographic Origin

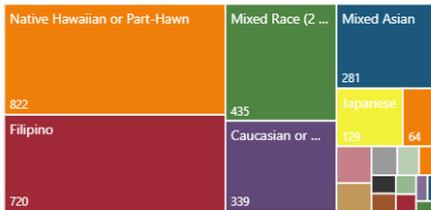


UNIVERSITY of HAWAII
WEST O'AHU

For examination of the demographic characteristics of the surrounding communities and the state of Hawaii, including data on population, family and living arrangements, education, health, and economy, [click here](#).

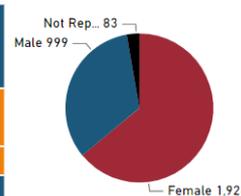


Ethnicity

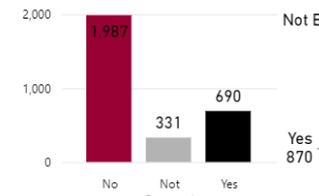


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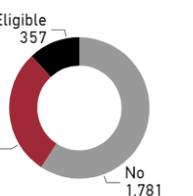
Gender



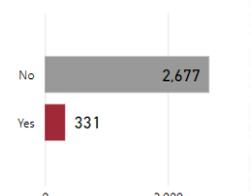
First-Generation



Pell Recipients



Veteran/Active Military



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



Divisions & Degree Programs



Business Administration Division

BA Business Administration

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

BS Cybersecurity

- ❖ Cyber Operations

BAS Applied Science

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



Humanities Division

BA Humanities

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



Public Administration Division

BA Public Administration

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



Social Sciences Division

BA Social Sciences

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



Education Division

B Ed Education

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



Mathematics, Natural & Health Sciences Division

BS Natural Sciences

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



Academy for Creative Media West O'ahu

BA Creative Media

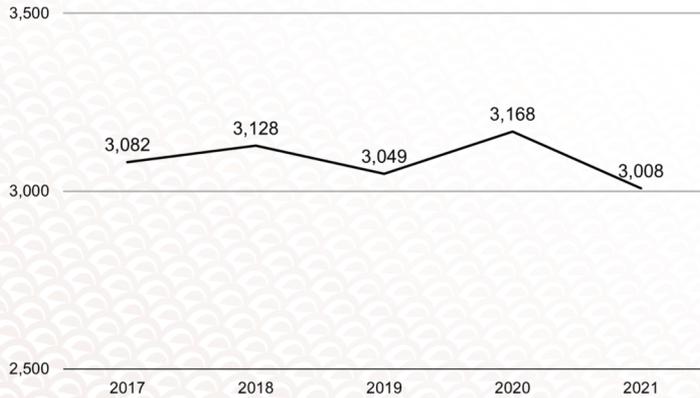
- ❖ General Creative Media
- ❖ Design & Media Communications & New Media Technologies
- ❖ Video Game Design & Development

- Grey boxes represent degrees

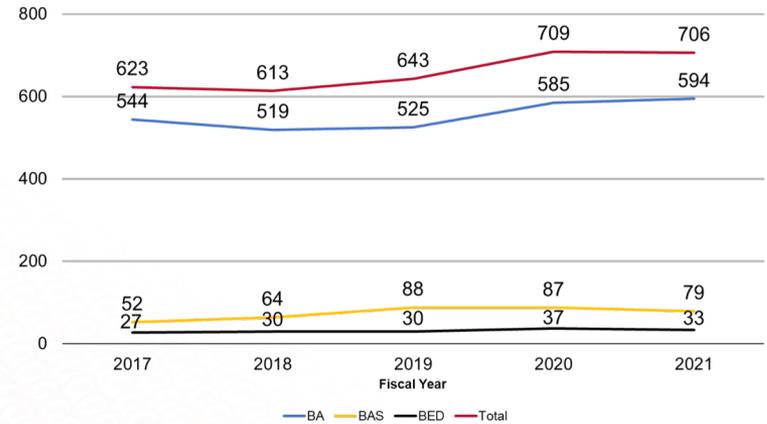
- ❖ Sustainable Community Food Systems

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

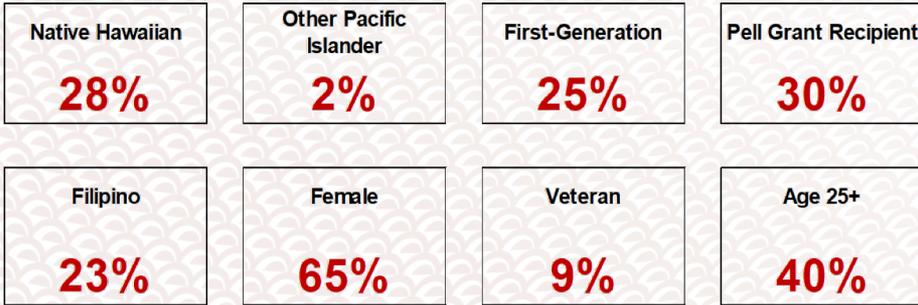
Enrollment Trend



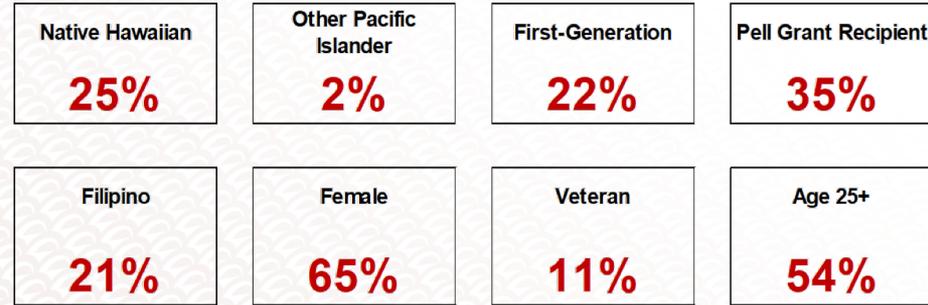
Bachelors Degrees Awarded



10,560* Students Enrolled Last Five Years

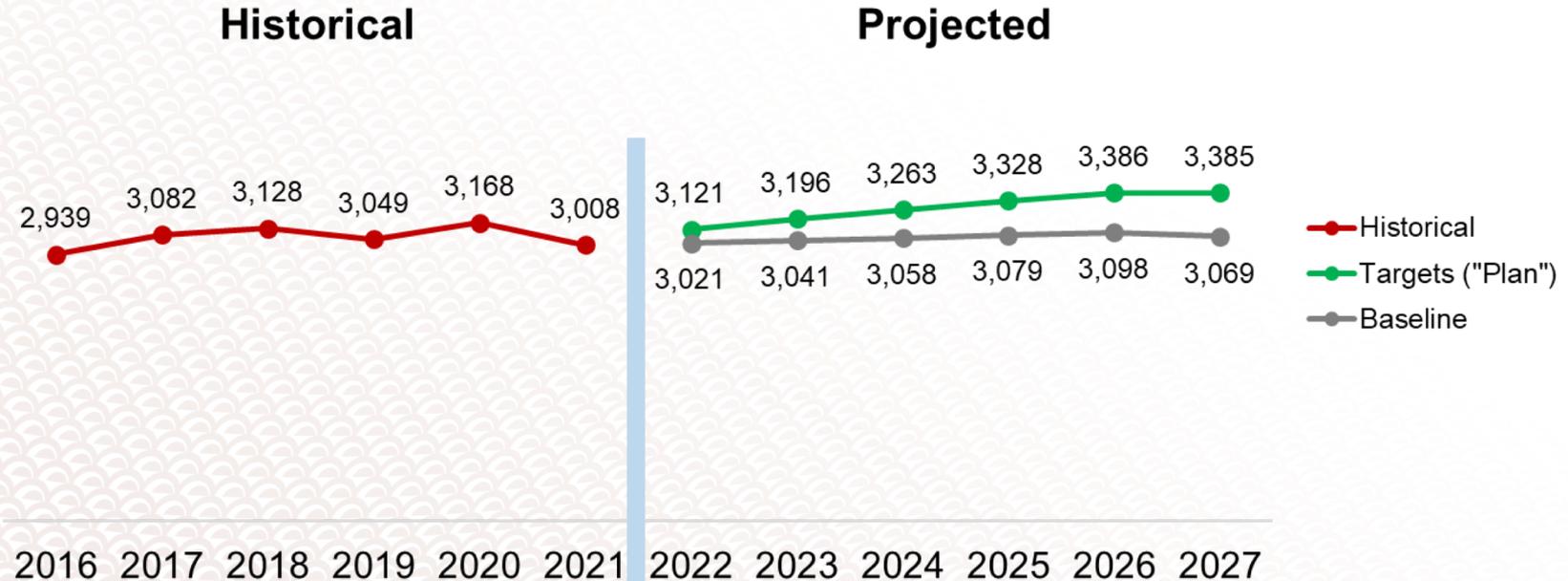


3,294 Degrees Awarded Last Five Years



Enrollment Projections

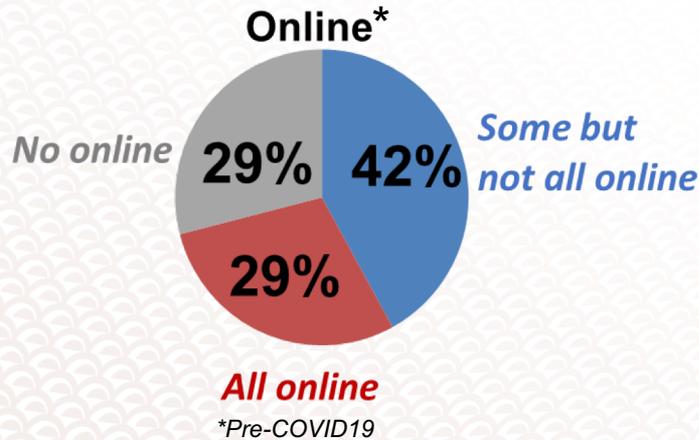
UH West O'ahu Fall Headcount



Enrollment Plan: 3.38K within 6 years

- +377 over Fall 2021 (12.5%)
- 1.64% average increase per year

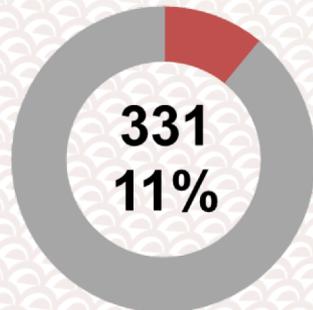
Enrollment Actions: Targeted Populations



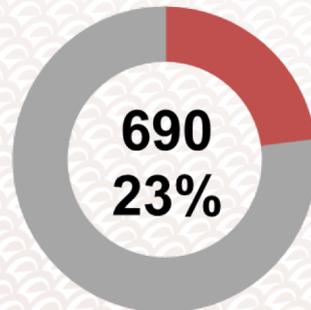
Distance Education Neighbor Island (DENI)



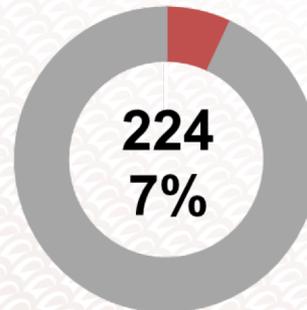
Military Community



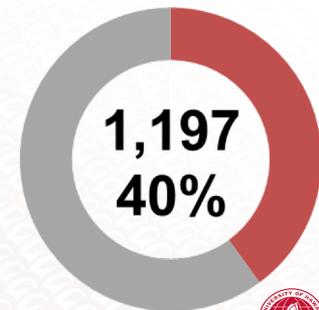
First- Generation



First-Time Freshmen



25 Years or Older

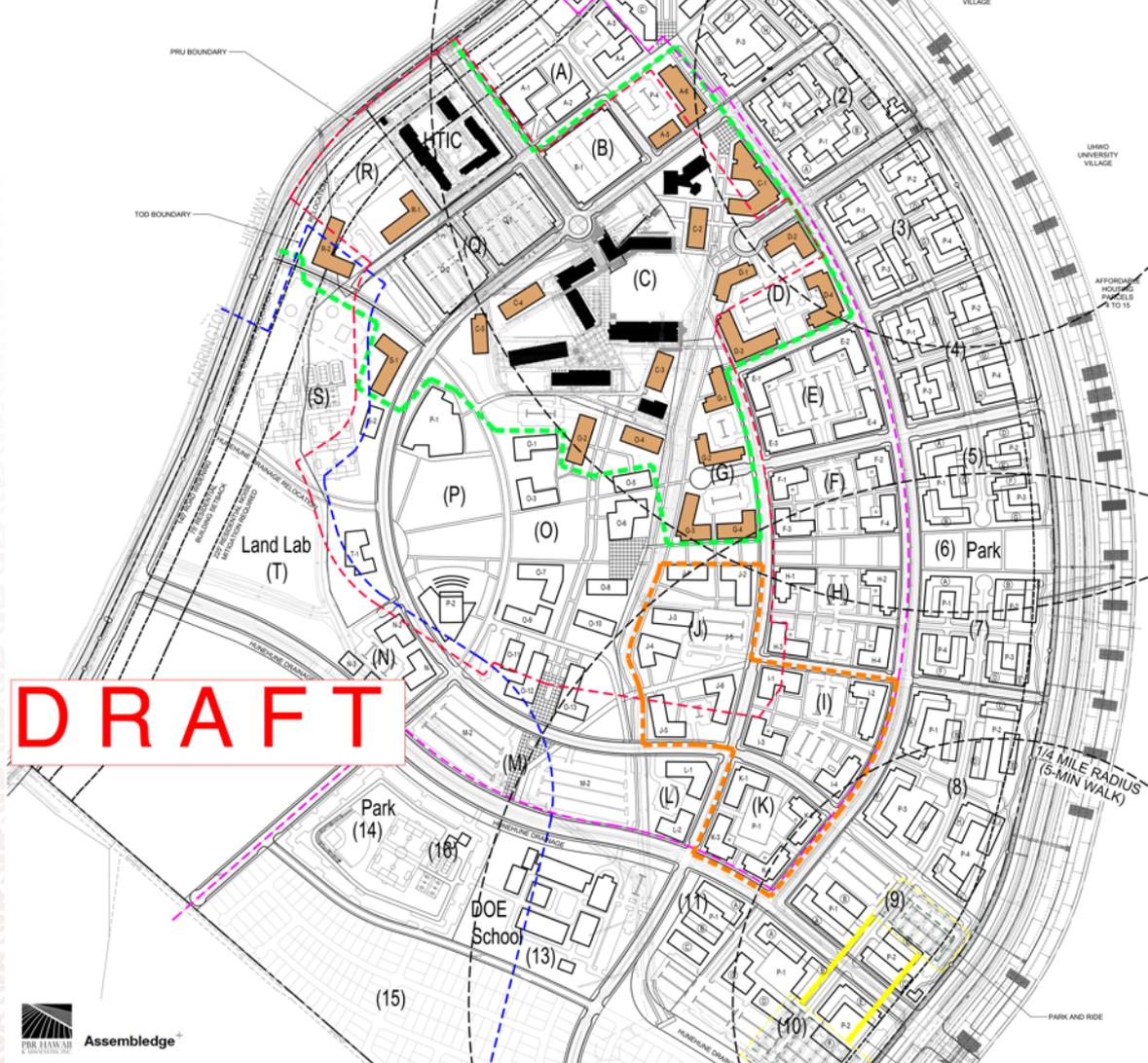


Academic Challenges & Strategic Actions

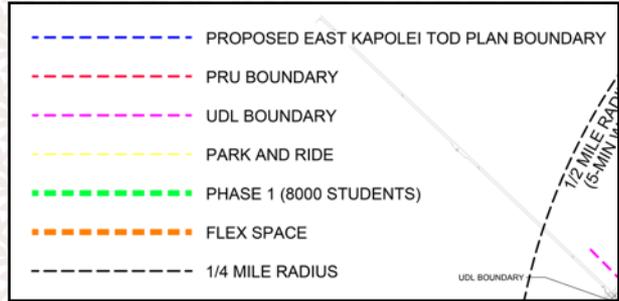
- Revitalizing our campus and co-curricular activities.
- Optimizing our course offerings.
- Aligning our academic programs with facilities and with West Side and Hawai'i Workforce & economic needs.



Campus Master Plan



DRAFT



*Mahalo
Nūnui!*



Faculty Senate



Dr. Mathew
Chapman



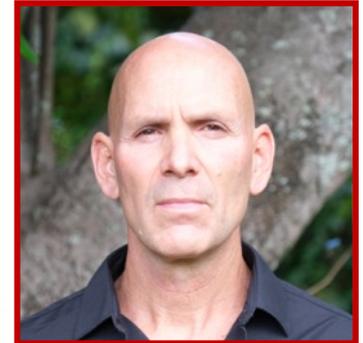
Dr. Gloria Niles



Dr. Lisa Rosenlee



Dr. Brenda Machosky



Dr. Albie Miles

Faculty Senate

- Faculty assisting with enrollment
- Early College Experience
- Campbell & Kapolei Career Fair
- Faculty Challenges?
- Faculty return to campus!
- Faculty service to campus



ASUHWO Accomplishments

- Pivot to online
- Diverse student representation
- Social Media efforts
- Supporting “Revitalizing/
Returning to Campus”
activities and classes



ASUHWO Advocacy & Goals

- Student Advocacy (Voice & Participation)
- Student Government action/legislation
- Action goals for student government



A photograph of four young adults laughing and talking outdoors on a university campus. In the background, there is a tall building with colorful stained glass windows and green trees under a blue sky with white clouds. The group consists of a man in a grey t-shirt, a woman in a grey t-shirt with a backpack, a man in a maroon t-shirt with 'GOOD VIBES' and a floral pattern, and a woman in a blue t-shirt with 'KEEP CALM AND ONIPA' and 'UNIVERSITY OF' visible. They are sitting on a stone wall. A black bag with a circular logo is on the wall next to the woman in blue. The text 'Mahalo Nūnui Kākou!' is overlaid in white script on a red background.

Mahalo Nūnui Kākou!

"I mua a loa'a ka lei o ka lanakila!"

Let's keep moving forward together!

Agenda Items:

A. Associated Students of the University of Hawai'i (ASUH) Stadium Stock Fund Investment Performance through December 31, 2021

ASUH representatives, along with the ASUH Investment Advisor from Graystone Consulting/Morgan Stanley, provided an overview and history of the ASUH Stadium Stock Fund; reported on the Stadium Stock Fund's investment performance, asset allocation, and financial outlook; summarized events impacting the stock market in 2021 that affected the Stadium Stock Fund; and reviewed recommended actions to prepare for anticipated stock market volatility. The role and functions of the ASUH Investment Advisor who serves as non-discretionary investment consultant to ASUH were reviewed. ASUH representatives also provided information on what comprises the ASUH budget; the uses of dividend funds ASUH receives from the Stadium Stock Fund; and the ASUH legislative approval process.

Discussions occurred on ASUH's preparations for any budget reductions that might transpire in the future, whether the amount of dividend draw down from the Stadium Stock Fund was compliant with Regents Policy 8.207, and fees charged by investment managers.

B. Fiscal Year (FY) 2021-2022 Second Quarter UBS Legacy Endowment Fund (Fund) Investment Performance Report

UBS representatives provided a report on the investment performance of the Fund and its asset allocation and financial outlook. It was noted that asset performance continues to be impacted by federal stimulus funding, as well as increased government spending, and that the second quarter decline in the portfolio's performance was mainly attributable to a lackluster performance in the international markets. Due to the high valuation of equities, UBS highlighted that \$3 million in cash was raised as part of a strategic maneuver in conjunction with the recognition that liquid assets would be needed for the near-term. Overall, the Fund's portfolio is performing in line with long-term expectations. UBS noted its concerns with continued market volatility and the impacts of increasing inflation and stated that it continues to advocate for keeping the Fund's allocation in equities at present levels. UBS expects muted returns in the future as compared to the last several years and will continue to monitor the financial markets, adjusting its investment strategy accordingly.

Discussions occurred on the uses of the \$3 million in cash raised and the direction of the portfolio's investments.

C. FY 2021-2022 Second Quarter Financial Report

VP Young provided the financial report for the second quarter of FY 2021-2022 stating that, with 50 percent of the fiscal year complete, actual revenues and expenditures appear to indicate that the university will continue to experience positive fiscal conditions for the remainder of the fiscal year. Total revenues through the second quarter were higher than the same period last fiscal year, which was largely attributable to the university already receiving its entire FY 2021-2022 general fund allocation. Overall expenditures were lower than the same period last fiscal year, although increased on-campus activity is expected to result in higher expenses. Tuition and fees revenues experienced increased growth due to increased enrollment, particularly at the University of Hawai'i at Mānoa campus, and the uptick in on-campus activity has boosted revenues for other special and revolving funds, though it was noted that they remained below pre-pandemic levels.

Discussions ensued on the receipt and use of federal relief funding to address some of the fiscal concerns facing the university as well as the methodology used by the State for the distribution of general fund monies.

D. Discussion on Future Distribution of Legacy Endowment Funds

Due to time constraints and the complexity of this issue, this matter was deferred.

Agenda Items:

A. Recommend Board Approval of Revisions to Regents Policy (RP) 7.208, Intercollegiate Athletics

Chair Acoba provided a synopsis of the committee meeting held on February 3, 2022, highlighting that the administration presented an overview of the hiring process used for head coaches at UHM in the context of concerns raised during various public forums. He also summarized ensuing discussions that occurred about various aspects of the process and the impacts actions taken during this process have on the interests and reputation of the university which served as the impetus for the proposed amendments to RP 7.208 and reviewed the proposed amendments. It was noted that the amendments are specific to the selection procedures used for a head coach and are intended to protect the interests and reputation of the university in the hiring process.

Discussions ensued on the proposed amendments with a suggestion being made that an additional guiding principle for the management and operations of intercollegiate athletics involving the instilling of public trust be incorporated into RP 7.208 in addition to the proposed amendments.

Action: The committee recommended board approval of the revisions to RP 7.208 inclusive of the additional proposed amendment.

B. Recommend Board Approval of Amendments to the Bylaws of the Board of Regents (Board Bylaws), Article II.D.2.f., Committee on Intercollegiate Athletics

Chair Acoba noted that the proposed amendments to Article II.D.2.f. of the Board Bylaws will specify that the selection of head coaches falls under the jurisdiction of the Committee on Intercollegiate Athletics (ICA) thereby conforming the Board Bylaws to the proposed amendments to RP 7.208.

Action: The committee recommended board approval of the amendments to Article II.D.2.f. of the Board Bylaws.

C. Recommend Board Approval of Proposed Terms for the Independent Assessment of University of Hawai'i at Mānoa Athletics Department (UHM Athletics) Operations Relating to Student-Athlete Welfare and Communications

Chair Acoba provided background information on a request made by the administration for an independent assessment to be conducted on the operations of UHM Athletics as they pertain to student-athlete welfare and communications; summarized actions taken and discussions that occurred at the ICA meeting on February 3, 2022, and the board meeting on February 17, 2022; noted that the board referred this matter back to ICA for further refinement and discussion; and reviewed the proposed terms for the independent assessment.

Discussions ensued on the scope of the assessment as well as the proposed terms.

Action: The committee recommended board approval of the proposed terms for the independent assessment.

Agenda Items:

A. Fiscal Year (FY) 2021-2022 Second Quarter Capital Improvement Project (CIP) Status Report as of December 31, 2021

VP Gouveia reported on the status of CIPs through the second quarter of FY 2021-2022 and highlighted several projects that have experienced delays or change orders, as well as those that have been completed.

Discussions occurred on the use of the design-build process for several of the CIP projects noted in the status report.

B. Status Update on Board Resolution 21-03, Relating to the Pursuit of an Adjusted Rate Structure from the Hawaiian Electric Company, Inc. (HECO)

VP Gouveia and Mr. Miles Topping, Director of Energy Management, provided background on Board Resolution 21-03 which was adopted in May 2021 to encourage the university to pursue an adjusted rate structure from HECO that was beneficial to the university and recognized its unique electricity needs. Since the adoption of the resolution, university representatives have been meeting with representatives of HECO to address this matter although challenges remain. Director Topping also reported on work being performed in conjunction with the University of Hawai'i Economic Research Organization (UHERO) on building-out an existing modeling tool commissioned to help the university better understand its electrical costs to assist with the development of a time-of-use rate structure that would be most beneficial to the university.

Discussions occurred on the implementation and use of the UHERO modeling tool and sustainability initiatives being undertaken by the university.

C. Recommend Board Approval of Extension of Lease between the University of Hawai'i and KF Downtown, LLC/Mo'owa'a, LLC for Office Space at 828 Fort Street, for use by Outreach College

VP Young provided background on a requested lease extension for property in Downtown Honolulu being used by Outreach College. He reviewed the parameters of the initial lease entered into in 2005 and subsequent lease extensions, and reviewed the major terms of the lease extension. If the lease extension is approved by the board, the term of this lease will expire in in 2023.

William Chismar, Dean of the Outreach College at the University of Hawai'i at Mānoa, spoke about the mission of the Outreach College and its various programs, and the necessity for this lease extension.

Action: The committee recommended board approval of the lease extension for office space located in the Oceanit Center for use by the Outreach College.

D. Recommend Board Approval of Extension of Sublease between the University of Hawai'i and University Clinical, Education & Research Associates dba University Health Partners of Hawai'i (UCERA), for Office Space at 677 Ala Moana Boulevard, for use by John A. Burns School of Medicine (JABSOM)

VP Young provided background on a requested extension of a sublease for property at the Gold Bond Building for the operation of certain research and educational programs by JABSOM. He reviewed the parameters of the initial lease and successive lease extensions, and highlighted the major terms of the sublease extension including a reduction in useable space with a concomitant reduction in rent and the provision of access to amenities such as parking. If the sublease extension is approved by the board, the term of this sublease will expire in 2027.

Jerris Hedges, M.D., Dean of JABSOM, briefed the committee about the key programs and research operations housed in the Gold Bond Building stating that JABSOM's Kaka'ako campus does not currently provide sufficient space to meet its classroom, faculty office, and clinical research needs. He also noted that the proximity of the Gold Bond Building to JABSOM, as well as its existing infrastructure, makes it an ideal location for this purpose.

Action: The committee recommended board approval of the extension of the sublease for the continued use of space located in the Gold Bond Building by JABSOM.

E. University Land-Related Strategic Initiatives and Partnerships Program FY 2021-2022 Second Quarter Update

Michael Shibata, Director of the Office of Strategic Development and Partnership, presented updates on several projects. Coordination is ongoing with respect to the development of a university village, including the development of a private film studio, at UH West O'ahu (UHWO). An environmental site assessment has been completed for the Kaimuki/Leahi Hospital project and the administration continues to consider options for the disposition of these parcels. The UH Press project continues to be evaluated for potential disposition. Evaluation of a request by the Honolulu Authority for Rapid Transportation for an alternative UHWO property site to locate a 900-stall interim park-and-ride facility is ongoing. The Atherton Project and NOAA Graduate Student Housing Project also continue to move forward.

F. Status Update on the Waiale'e Research Station Property situated at Waiale'e, Ko'olauloa, O'ahu, City and County of Honolulu, (TMK: (1) 5-8-001:007, 013, and 055)

Director Shibata provided historical information on the Waiale'e Research Station; reviewed challenges experienced with respect to the parcels; reported on efforts to address these challenges; and highlighted current actions being taken regarding the parcels such as the removal of abandoned vehicles and trespassers and prioritization of projects to mitigate the university's liability that will be funded by \$1.6 million in CIP funds released by the Governor. It was noted that the administration is anticipating the submittal of long-term lease agreements to the board for approval in the near future.

G. Annual Report on Real Property Actions Delegated Pursuant to Regents Policy 10.201, for FY 2019-2020 and FY 2020-2021

Director Shibata summarized the contents of a report listing and describing real property transactions that have taken place over each of the last two fiscal years under authority delegated to the president and his designees by the board pursuant to Regents Policy 10.201, highlighting that 62 real property agreements were entered into for FY 2019-2020 and 67 real property agreements were entered into for FY 2020-2021.

Item V.D.1

Affiliate Report: Hawai'i P-20
Council

MATERIALS

Memorandum for the Record, UH System BoR, P-20 Council Meeting, W. Haning (liaison)

Tuesday, 08 March 2022 (previous meeting Friday, October 8, 2021)

8:00 AM – 9:30 AM, Zoom

.....

P-20 Council Agenda for 08 March 2022:

Agenda 08 March 2022:

1. Welcome Remarks and Introduction of New Members – Stephen Schatz
2. EOEL Director Search Update – Stephen Schatz
4. DOE Superintendent Search Update – Catherine Payne
5. New Attainment Goal Dialogue – Keith Hayashi, David Lassner, and Stephen Schatz
6. UH Strategic Planning Effort – David Lassner
7. Other Business and Closing Remarks

As the number of shareholders in this endeavor is daunting, the meeting is conducted on a strict timeline while allowing adequate time for discussion. I have drawn from documents and graphics presented by P 20, to bring them together in one space here. The two documents serving as the core of the discussion “*Strengthening the Education Pipeline*” and “*Career Connected Pathways Metrics*,” have been developed by the P-20 participants in processes described at their website.

Considerable bulk was added to the memorandum I am afraid, by the inclusion of the actual names and roles of the councilmembers; however I believe it may be important to the Regents to know the identities of those who are contributing to or driving this project forward. As you look over the list of participants in the Council, I suspect that you will imagine, as I did, how vigorous the planning sessions must be.

Leadership P-20:

[Strengthening the education pipeline | Hawai'i P-20 \(hawaiip20.org\)](http://hawaiip20.org)

Council:

[Hawai'i P-20 Council - Hawai'i P-20 \(hawaiip20.org\)](http://hawaiip20.org) keep

<i>Name</i>	<i>Position</i>	<i>Organization</i>
Lynn Babington	President	Chaminade University

Philip Bossert	Executive Director	Hawai'i Association of Independent Schools
Linda Chu Takayama	Chief of Staff	Office of the Governor
Christian Fern	Executive Director	University of Hawai'i Professional Assembly
Terry George	President and CEO	Kaneohe Ranch Co., Ltd.
William Haning III	Regent	University of Hawai'i Board of Regents
Keith Hayashi	Interim Superintendent	Hawai'i State Department of Education
Wilbert Holck	Executive Director	Hawai'i State Teachers Association
Gary Kai	Executive Director	Hawai'i Business Roundtable
Micah Kane	President and CEO	Hawai'i Community Foundation
Michelle Kidani	Senate Education Committee Chair	Hawai'i State Senate
Erika Lacro	Vice President for Community Colleges	University of Hawai'i System
David Lassner	President	University of Hawai'i System
Michael Latham	President	Punahou School
Sherry Menor-McNamara	President and CEO	Chamber of Commerce of Hawai'i
Coleen Momohara	Interim Director	Executive Office on Early Learning
Nathan Murata	Dean	University of Hawai'i at

		Mānoa College of Education
Catherine Payne	Chair	Hawai'i State Board of Education
Randy Perreira	Executive Director	Hawai'i Government Employees Association
Anne Perreira-Eustaquio	Director	Hawai'i State Department of Labor & Industrial Relations
Colonel Angenene Robertson	Director, Manpower and Personnel (J1)	U.S. Indo-Pacific Command
Felicia Villalobos	Interim Executive Director	Hawai'i Teachers Standards Board
Greg Waibel	President and CEO	YMCA of Honolulu
Leslie Wilkins	President and CEO	Maui Economic Development Board
Jack Wong	CEO	Kamehameha Schools
Justin Woodson	House Committee on Lower & Higher Education Chair	Hawai'i State House of Representatives
Kehau Yap	Deputy Chief of Staff	Office of U.S. Senator Mazie Hirono

Presentations:

Two presentations were provided, the former titled “*Career-Connected Learning Metrics*,” 11 pages PDF graphics pentation, largely notional; and which can be provided on request. It is less intended to provide data, than to describe data sets and metrics being employed to set objectives, and then, to measure outcomes. The opening paragraphs describe the document’s intent:

- There are efforts across Hawai'i's secondary and postsecondary education system to prepare learners with critical skills needed for career success and ultimately provide an opportunity for economic mobility.*
- P-20 has been leading an effort to identify a set of core questions the state should be working to track to understand the impact of these activities on student outcomes as well as the impact to Hawai'i employers.*

The second presentation, “*Hawai’i Graduates Building Hawai’i’s Future*” is a more narrative discussion of the guiding principles for the P-20 group, from which the following aspirations are extracted:

Principle 1: We will prepare high school students to succeed in college and career in Hawaii

Principle 2: The pathways we build will improve the pipeline to Hawaii’s workforce.

Principle 3: We will prepare more graduates for jobs and careers in Hawaii’s particular areas of need

Principle 4: We will prepare adults for good jobs in areas of need and growth that pay a living wage.

Principle 5: Employers will engage in the development of pathways and pipelines throughout the state, regionally where appropriate.

The following is in the public domain at the P-20 website, and is intended to refresh memory of the NOV 2021 report submission; and also to summarize some of the successes to date:

Ambitions/achievements: Over-all, 55 percent of working age adults (25–64 years old) having a two-or four-year degree by the year 2025.

55 by 25: To achieve this important goal, support is needed for students and teachers across the education spectrum—from early childhood through college completion. The 55 by ’25 campaign urges businesses, community, parents and students to make education a high priority and to join the thousands of people in Hawai’i who are already working hard to achieve the 55 by ’25 goal.

Elements reached/progress: [55 by '25 | Hawaii's goal to have 55% of adults earn a college degree by 2025. \(55by25.org\)](#)

Attainments by goals:

55 BY '25 GOAL Current College Degree Attainment Rate: **46%**

DEGREES AWARDED **11,760** Degrees Awarded in Hawai’i in 2020

CERTIFICATES ATTAINED **14,880** Number of Hawai’i Residents with a Postsecondary Certificate with Economic Value

MEDIAN EARNINGS **\$50,463** Median Earnings for Hawai’i Adult Civilian Workers with a Bachelor’s Degree

GRADUATION RATE: HIDOE HS Graduation Rate: **86%**

COLLEGE ENROLLMENT HIDOE College Enrollment Rate: **50%**

55 BY '25 DASHBOARD (link for further information)

The lead in this enterprise has been Mr. Stephen Schatz, whose contact information is provided here from the open-source University directory.

Stephen A Schatz, Email sschatz@hawaii.edu, stephen.schatz@hawaii.edu

Affiliation - Staff

Office Phone (808) 956-3256, Office Fax (808) 956-2431

Office Location BA-6

Job Title Executive Director

Department Name - Hawaii P-20 Partnerships for Education

Campus Affiliation - University of Hawaii System

Comment:

As described in the previous memorandum, this is a consortium with several distinct but coherent goals, centering on the extent and the quality of collegiate education in the state. What it has the potential to do from my standpoint is to align secondary school education with collegiate opportunities in a way that best Hawaii students. While it is not up to us to decide whether any of Hawaii's kids should become diesel mechanics or surgeons, it is our responsibility to ensure that the opportunity to become either a diesel mechanic or a surgeon is afforded them.

- Wm. Haning, MD, 14 MAR 2022, haning@hawaii.edu

Item V.D.2

Affiliate Report: All Campus
Council of Faculty Senate
Chairs

**SEE MEETING
MINUTES**



March 11, 2022

DTS-1255A

MEMORANDUM

TO: Randolph Moore
Chair, Board of Regents

FROM: Kendra Oishi
Executive Administrator and Secretary of the Board of Regents

SUBJECT: Recommend Board Approval of Amendments to Regents Policy (RP)
7.208, Intercollegiate Athletics

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents (“Board”) approve the proposed changes to RP 7.208. Intercollegiate Athletics, as recommended by the Committee on Intercollegiate Athletics (“ICA Committee”) at a meeting held on March 3, 2022.

BACKGROUND:

During the ICA Committee meeting held on March 3, 2022, proposed amendments to RP 7.208 specific to the selection procedures used for a head coach intended to protect the interests and reputation of the university in the hiring process were presented and discussed (see attached action memo from the March 3, 2022, ICA Committee Meeting). The ICA Committee recommended board approval of the proposed changes with an additional amendment to include a sixth guiding principle for intercollegiate athletics within RP 7.208 entitled, “Instilling the Public Trust”, which would stipulate that actions, process, or protocols taken or used in the management and operation of the athletics department should maintain the integrity of the University of Hawai‘i.

ACTION RECOMMENDED:

Board approval is recommended of the aforementioned revisions to RP 7.208.

Attachments:

February 25, 2022 Memo to ICA
RP 7.208 original
RP 7.208 redline w/changes recommended by the ICA Committee
RP 7.208 clean



UNIVERSITY
of HAWAII®
SYSTEM

February 25, 2022

DTS-1255

MEMORANDUM

TO: Randolph Moore
Chair, Board of Regents

FROM: Simeon Acoba
Chair, Committee on Intercollegiate Athletics

SUBJECT: Recommend Board Approval of Amendments to Regents Policy (RP)
7.208, Intercollegiate Athletics

SPECIFIC ACTION REQUESTED:

It is requested that the Committee on Intercollegiate Athletics (“ICA Committee”) recommend that the Board of Regents (“Board”) approve the proposed changes to RP 7.208, Intercollegiate Athletics.

BACKGROUND:

During the Board meeting held on January 20, 2022, the administration presented information on a number of issues and concerns with respect to University of Hawai‘i (“UH”) at Mānoa (“UHM”) Athletics that were raised through various public forums, reviewing each of the pertinent issues raised as well as efforts to address, or clarify misconceptions about, each issue.

Subsequent to the Board meeting, the ICA Committee held a meeting on February 3, 2022, during which time the administration reviewed the process used by UHM Athletics for the hiring of head coaches in light of concerns raised during the January 20th Board meeting. The administration also presented a comparative analysis of this process to that which was used in the hiring of the three most recent head football coaches. Discussions ensued on various aspects of the hiring process and the impacts of actions taken during this process on the interests and reputation of the university.

Attached for the consideration of the ICA Committee are proposed amendments to RP 7.208 specific to the selection procedures used for a head coach that are intended to protect the interests and reputation of the university in the hiring process. Highlights of the proposed revisions include specifying that:

- The selection procedures for a head coach are delegated to the president and the athletic director at UHM, and the chancellor and the athletic director at UH at Hilo, in expectation of the prudent and reasoned exercise of their discretion;
- The hiring process should be conducted in a straightforward and respectful manner;
- The president is responsible and accountable for the university meeting several established principles including that the process shall adhere to high standards that bring credit to the athletic program and the reputation of the university; the selection procedure and application forms be set forth in writing; and that the university shall not conduct negotiations in public;
- The convening of an advisory committee to assist the athletic director in making a head coaching selection is unnecessary. However, if the athletic director chooses to convene such a committee, the names of the members shall be made public at the time the hiring of the new head coach is announced;
- Any pronouncements during the hiring process that an applicant has not been hired should be limited to that fact; and
- In public communications during the hiring process, the university should endeavor to be factual and non-judgmental.

ACTION RECOMMENDED:

The ICA Committee is requested to recommend Board approval of the aforementioned revisions to RP 7.208.

Attachments:
RP 7.208 original
RP 7.208 redline
RP 7.208 clean



Regents Policy Chapter 7, Student Affairs

Regents Policy RP 7.208, Intercollegiate Athletics

Effective Date: February 20, 2020

Prior Dates Amended: Oct. 17, 1963; July 16, 1974; Oct. 20, 1978; Dec. 12, 1986; Aug. 23, 1996; Oct. 31, 2014 (recodified)

Review Date: August 2023

I. Purpose:

Well-managed intercollegiate athletics competition, conducted under the fundamental principles of fair play and amateurism, is of educational value to student-athletes as well as a source of pride and unity to the wider student body, faculty, staff, and all those in our community who cherish and support the University of Hawai'i.

II. Definitions:

None.

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Responsible administration and oversight are fundamental to the management of intercollegiate athletics. Each campus that participates in intercollegiate athletics must have in place written procedures to provide careful and thorough scrutiny of its sports programs and deliver required information to ensure appropriate oversight.

Overall leadership of intercollegiate athletics will be taken into account in the annual evaluations of the chief executive officer of the University of Hawai'i at Mānoa (UHM CEO) or the chancellor of the University of Hawai'i at Hilo (UHH Chancellor).

Campuses shall establish standards and benchmarks against which the success of its intercollegiate athletics program may be assessed.

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The health and safety of student-athletes shall be the highest priority of the entire athletics program.

2. Commitment to academics

Student-athletes are first and foremost students. Student-athletes shall be admitted under the same standards as applied to other students and their academic performance and progress shall be comparable to non-athletes.

Contracts for coaches and other athletics department staff will include expectations for the academic as well as athletic success of student-athletes.

3. Equal opportunity

Gender equity in athletics shall be respected and honored, and athletics programs shall be operated in compliance with Title IX, the Patsy T. Mink Equal Opportunity in Education Act.

4. Compliance with NCAA and conference requirements

The UHM CEO and UHH Chancellor are responsible for compliance with all National Collegiate Athletic Association (NCAA) and conference rules and regulations, and he or she will promptly notify the president, who shall inform the chairperson of the board, of all major NCAA infractions (Level I or II), and of all NCAA or conference investigations into all major NCAA infractions (Level I or II).

The use of performance enhancing drugs or prohibited substances undermines the integrity of intercollegiate athletics and may harm the individual student-athlete. The president will develop and institute a drug and prohibited substances testing policy in accordance with NCAA rules and applicable state and federal law. Performance enhancing drugs and prohibited substances include but are not limited to the classes of drugs and related substances banned by the NCAA or prohibited by law.

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Enthusiastic campus and community support, especially that of students, is a prime indicator of a successful athletics program. The athletics program and campus leadership should proactively reach out to students and faculty as well as to the wider community to encourage interest in and support for intercollegiate athletics.

B. Board of Regents Oversight

1. Board approval shall be necessary to establish or abolish an entire intercollegiate athletic program on a particular campus.
2. The board shall be kept aware of the overall state of intercollegiate athletics programs through regular reports on academic, compliance, and financial issues including but not limited to:
 - a. student-athlete health and welfare;
 - b. gender equity/Title IX;
 - c. academic standing and progress of student-athletes; and

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- d. overall financial condition.
3. The board shall be notified by the president or the president's designee of events or situations that might reasonably be expected to draw unusual public attention to the athletics program, a particular team, a student-athlete, or a department employee.
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- C. Responsibilities of the UHM CEO and UHH Chancellor
1. Each intercollegiate athletics program shall develop a mission statement, approved by the UHM CEO and UHH Chancellor, respectively, that reflects the values of the University of Hawai'i. Annual plans and budget for athletics shall contain realistic and measurable goals that advance the mission.
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 - a. Transparency in financial reporting is mandatory.
 - b. The campus athletics department will prepare an annual budget. Should the athletics department end a fiscal year in a deficit, meaning that total expenses exceed total revenues, including institutional support and student fees, this shall be noted in the annual financial report of the campus along with plans to reconcile the deficit and to account for its costs. The UHM CEO or UHH Chancellor may eliminate a deficit of their respective athletics department by providing funds from other sources, as permitted by law, to offset such a deficit.
 - c. To the extent allowable under NCAA regulations, the UHM CEO or UHH Chancellor may exempt the nonresident portion of tuition for nonresident student-athletes, graduate assistants, and team managers in accordance with Regents Policy 6.208.
 - d. All funds or gifts, either monetary or in-kind, generated by the athletics department booster organizations or contributed by individuals, corporations, or other entities to support an intercollegiate athletics program shall be channeled through the University of Hawai'i Foundation or 'Ahahui Koa Ānuenuē, both of which have 501(c)(3) status, unless otherwise approved by the president. Funds or gifts shall be used in accordance with the donor's intent, and shall be subject to all applicable policies, procedures, and regulations.
 - e. An external audit of "Agreed-Upon Procedures" will be conducted at least as frequently as required by the NCAA and furnished to the board.

3. The UHM CEO or UHH Chancellor may convene an Athletic Advisory Board in accordance with NCAA bylaws to advise the UHM CEO or UHH Chancellor and athletics director on policies and matters relating to the conduct of intercollegiate athletics on campus and to perform other functions as may be stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.
4. The UHM CEO or UHH Chancellor shall appoint a faculty athletics representative to perform such functions as may be stipulated by the NCAA, by a conference to which the institution belongs, or as assigned by the UHM CEO or UHH Chancellor.

IV. Delegation of Authority:

The board delegates to the president, UHM CEO, and UHH Chancellor the authority to carry out the actions set forth in this policy, except as reserved by the board.

V. Contact Information:

Office of the Board of Regents, 956-8213, bor@hawaii.edu

VI. References:

- <http://www.hawaii.edu/offices/bor/>

Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



Regents Policy Chapter 7, Student Affairs

Regents Policy RP 7.208, Intercollegiate Athletics

Effective Date: February 20, 2020

Prior Dates Amended: Oct. 17, 1963; July 16, 1974; Oct. 20, 1978; Dec. 12, 1986; Aug. 23, 1996; Oct. 31, 2014 (recodified)

Review Date: August 2023

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6. Instilling the Public Trust

Actions, process, or protocols taken or used in the management and operation of the athletics department should maintain the integrity of the University of Hawai'i.

B. Board of Regents Oversight

1. Board approval shall be necessary to establish or abolish an entire intercollegiate athletic program on a particular campus.
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 - c. The university shall not conduct negotiations in public.
 - d. There is no requirement of an advisory committee to the athletic director because the ultimate selection decision remains with the president and the athletic director at UHM, and the chancellor and athletic director at UHH; however, if the athletic director chooses to convene such a committee the names of the members shall be made public at the time the hiring of the new head coach is announced.
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Approved as to Form:

Kendra Oishi
Executive Administrator and
Secretary of the Board of Regents

Date



February 25, 2022

DTS-1283

MEMORANDUM

TO: Randy Moore
Chair, University of Hawai'i Board of Regents

FROM: Simeon Acoba
Chair, Committee on Intercollegiate Athletics

SUBJECT: Amendments to the Bylaws of the Board of Regents of the University of Hawai'i: Article II.D.2.f.2. (Committee on Intercollegiate Athletics)

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents ("Board") approve the proposed changes to the Bylaws to include oversight of the selection procedures for athletic head coaches as part of the responsibilities of the Committee on Intercollegiate Athletics ("ICA Committee").

The proposed amendment can be found on page 8 of the Bylaws.

RECOMMENDED EFFECTIVE DATE:

Effective upon adoption by the Board of Regents.

BACKGROUND:

During the Board meeting held on January 20, 2022, the administration presented information on a number of issues and concerns with respect to University of Hawai'i ("UH") at Mānoa ("UHM") Athletics that were raised through various public forums, reviewing each of the pertinent issues raised as well as efforts to address, or clarify misconceptions about, each issue. Subsequent to the Board meeting, the ICA Committee held a meeting on February 3, 2022, during which time the administration reviewed the process used by UHM Athletics for the hiring of head coaches in light of concerns raised during the January 20th Board meeting.

As a result of these discussions, and in conjunction with proposed revisions to Regents Policy 7.208 relating to intercollegiate athletics, attached for the

Memorandum to Board Chair Moore

February 25, 2022

Page 2 of 2

consideration of the ICA Committee is a proposed amendment to the Bylaws to specify oversight of the selection procedures for athletic program head coaches.

ACTION RECOMMENDED:

Recommend Board approval to amend the Bylaws to revise the charge for the ICA Committee by including oversight of the selection procedures for athletic program head coaches as part of the committee's responsibilities.

Attachment:

Bylaws of the Board of Regents of the University of Hawai'i (Redline)

BYLAWS OF THE BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII
(as of ~~May 20 XXX XX, 2021~~2022)

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**BYLAWS OF THE BOARD OF REGENTS
UNIVERSITY OF HAWAI'I**

ARTICLE I. Definitions

As used in these Bylaws:

“Board” or “BOR” means the Board of Regents of the University;

“HRS” means the Hawai'i Revised Statutes, as may be amended from time to time;

“Meetings” shall not include rule-making hearings, declaratory rulings or contested cases under Chapter 91, HRS;

“Chairperson” means the chairperson of the board;

“President” means the President of the University;

“Secretary” means the Executive Administrator and Secretary of the Board; and

“University” means the University of Hawai'i system and its various campuses.

ARTICLE II. Membership and Organization

- A. Membership. The membership of the Board shall be as required by Chapter 304A-104, HRS. The members of the Board shall serve without pay, but shall be entitled to reimbursement for necessary expenses while attending meetings and while in the discharge of duties and responsibilities.

Notwithstanding the term of office, the term of a Board member shall expire upon the failure of the member, without valid excuse, to attend three consecutive meetings duly noticed to all members of the Board. The Chairperson or acting Chairperson of the Board shall determine if the absence of the member is excusable. The expiration of the member's term shall be effective immediately after the third consecutive unattended meeting and unexcused absence.

- B. Officers, Organization. As required by Section 304A-104, HRS, the Officers of the Board shall consist of a Chairperson, up to two Vice-Chairpersons, and a Secretary (who shall be appointed by the Board and shall not be a member of the Board). The Chairperson and up to two Vice-Chairpersons shall be elected at its first meeting after June 30 of the next year or thereafter until their successors are elected and have qualified and whose election shall be immediately certified by the Board to the Lieutenant Governor. The President shall act as the chief executive officer of the Board.

1. Term. The term of the office of Chairperson and up to two Vice-Chairpersons shall be for one year. A Chairperson may serve more than one term, but not more than two consecutive terms.

2. Vote. Votes for the Chairperson and up to two Vice-Chairpersons of the Board shall be by ballot if more than one person is nominated for an office.
3. Succession. In the event of a vacancy in the office of the Chairperson, the First Vice-Chairperson shall succeed as Chairperson for the unexpired term. If at that time there is a vacancy in the office of the First Vice-Chairperson, the Second Vice-Chairperson shall succeed as Chairperson for the unexpired term. If at that time there is also a vacancy of the office of the Second Vice-Chairperson, the Secretary shall succeed as Chairperson for the sole purpose of conducting an election as soon as possible for a new Chairperson to serve for the unexpired term.

C. Duties of Officers.

1. Chairperson. The Chairperson, in addition to presiding at all regular and special Board meetings, shall:
 - a. Appoint the chairperson and members of the standing committees and any other committees, except as provided under Section 304A-321, HRS.
 - b. Acknowledge communications, petitions, requests, and proposals on behalf of the Board and, except in emergencies, refer same to the President or Secretary or an appropriate Committee of the Board for action or recommendation so as not to detract from the Board's governance and fiduciary responsibilities.
 - c. Maintain liaison with the President to see that there is an effective working relationship between the University administration and the Board.
 - d. Approve all press releases and public statements made by the Board.
 - e. Approve agenda items for any regular or special meeting of the Board.
 - f. Coordinate the efforts of the Board's standing committees to strengthen the roles and functions of same.
2. Vice-Chairperson(s). The First Vice-Chairperson will assume the duties and responsibilities of the Chairperson in the absence of the Chairperson and will undertake such other duties as may be assigned by the Chairperson. If there is a second Vice-Chairperson, he/she will assume the duties and responsibilities of the First Vice-Chairperson in the absence of the First-Vice Chairperson and will undertake such other duties as may be assigned by the Chairperson or First Vice-Chairperson.
3. Secretary. The Secretary shall serve under the direction of the Board through the Chairperson and shall provide the necessary administrative support services to the Board. The Secretary shall:

- a. Prepare and distribute the agenda for each of the regular and special Board and standing and other committee meetings.
 - b. Schedule regular and special Board meeting dates in consultation with the Chairperson.
 - c. Record and prepare minutes and reports for each of the regular and special Board and standing and other committee meetings.
 - d. Be responsible for securing information from the University administration.
 - e. Acknowledge and answer routine correspondence directed to the Chairperson and/or Board.
 - f. Serve as liaison between the University administrative staff and the Board.
 - g. Review policy proposals submitted by the University administration.
 - h. Maintain a calendar of the Board's unfinished business.
 - i. Conduct research and analysis of policies relating to the governance of the University by the Board.
 - j. Review rules and regulations affecting the University in accordance with the Hawai'i Administrative Procedures Act.
 - k. Maintain, collect, and preserve the official records of the Board.
 - l. Collate and index policies which are adopted by the Board.
 - m. Serve as "Records Officer" under the State archives program.
 - n. Serve as "Certifying Officer" of official University documents.
 - o. Perform additional duties as assigned by the Chairperson and the various standing and other committee chairpersons.
- D. Standing Committees of the Board.
1. Establishment of Standing Committees. To facilitate consideration of policy matters that must be approved by the Board, seven standing committees are established. Authority to act on all matters is reserved for the Board, and the functions of each standing committee shall be to consider and make recommendations to the Board.
 2. Standing Committees. The following are the standing committees of the Board and their functions:
 - a. Committee on Academic and Student Affairs

- (1) Review the academic mission and strategic direction of the system and its major units.
 - (2) Periodically review to what extent programs support the mission and strategic direction of the University.
 - (3) Monitor the quality and effectiveness of educational programs.
 - (4) Develop and maintain policies governing academic and student affairs.
 - (5) Review actions proposed by the President which fall under current board policies and procedures, including requests for exceptions.
- b. Committee on Budget and Finance
- (1) Work in concert with the University administration relating to the operating budget.
 - (2) Examine the budgetary process, budget proposals, expenditure plans, and development plans.
 - (3) Discuss the implementation of the budgetary decisions with the University administration, especially amendments thereto or when circumstances require deviations from expenditure plans.
 - (4) Review matters related to business affairs, and exercise fiduciary oversight of endowment funds and other financial assets of the University.
 - (5) Exercise general oversight and policy direction over the University's financial systems and programs.
- c. Committee on Planning and Facilities
- (1) Review, study, and make recommendations to the Board relative to the long-range plans for the development of the University, considering academic needs, priorities, and fiscal capabilities of the State.
 - (2) Review, study, and make recommendations to the Board relative to the physical facilities master plans for each campus in the University system and to periodically review approved campus master plans in order to recommend revisions, if necessary, to meet the needs of the University.
 - (3) Review proposals relative to naming of University improvements and facilities and make its recommendations to the Board.

- (4) Review policies and make recommendations to the Board on matters pertaining to the use of University facilities and ensure an environment that is complementary to the educational mission of this institution.
 - (5) Work in concert with the university administration relating to the capital improvement budget.
 - (6) Provide general oversight of the University's land-related strategic initiatives and partnerships program.
- d. Committee on Personnel Affairs and Board Governance
- (1) Review and consider policies and practices relating to university personnel.
 - (2) Ensure board statutes, bylaws, policies, and rules are being reviewed and updated on a routine and regular basis.
 - (3) Ensure board education and board member development is provided for board members.
 - (4) Provide recommendations to the board regarding best practices for board effectiveness.
- e. Committee on Independent Audit
- (1) Advise the Board regarding the Board's responsibilities to oversee:
 - (a) the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls related to risks;
 - (b) the function, disclosures, and performance of the University's compliance, internal control, and risk management systems regarding ethics and compliance, risk, finance, and accounting, and the adequacy of such systems; and
 - (c) the independent certified public accountant's qualification, independence and performance, as well as performance of the internal audit function.
 - (2) Review the annual internal audit plan and the extent to which it addresses high risk areas.
 - (3) Review the annual report of the internal audit department and discuss significant issues of internal controls with the Internal Auditor and management.

- (4) Discuss the planned scope of the annual independent audit with the independent certified public accountants and review the results of the audit with the independent certified public accountants and management.
 - (5) Receive and review the annual certified financial reports with the independent certified public accountants and management.
 - (6) Recommend to the Board the certified public accountants to serve as the independent auditor, and their fees.
 - (7) Revise the scope of the annual audit, and approve any services other than audit and audit related services provided by the certified public accountants.
 - (8) Provide recommendations to the Board regarding approval of the internal audit mission statement, the committee's charter, and other governance documents related to both internal and external compliance and auditing activities at the University.
- f. Committee on Intercollegiate Athletics
- (1) Serve as a liaison between the Board and the respective campuses and their athletic departments.
 - (2) Advise the Board regarding its responsibility to oversee:
 - (a) the health, safety and academic progress of student-athletes;
 - (b) fiscal integrity and budgetary concerns;
 - (c) compliance with NCAA and conference requirements; ~~and~~
 - (d) any event or situation that may draw unusual public interest to the athletics program, a particular team, student athlete, or department employee; and
 - ~~(d)~~(e) selection procedures for athletic program head coaches.
 - (3) Review annual reports on the academic standing and progress of student athletes, including, but not limited to, the Academic Progress Rate report.
 - (4) Recommend policies governing all aspects of Intercollegiate Athletics at the University.
- g. Committee on Research and Innovation

- (1) Evaluate and approve long range plans that establish the strategic goals and objectives for research, innovation, and technology transfer at the University.
- (2) Review and make recommendations regarding investments, policies, and practices relating to University research, innovation and technology transfer programs.
- (3) Review and make recommendations on proposals to establish or to terminate Organized Research Units (ORU) and research centers.
- (4) Work in concert with Administration to establish performance goals and metrics to evaluate progress against the strategic goals and objectives.

3. Appointment of Committee Members. The chairperson and voting members of each standing committee shall be appointed by the Chairperson and shall serve for one year or until the appointment of their successors. The Chairperson shall be an ex-officio, voting member of all standing committees. All board members who are not voting members of a committee or committees shall be ex-officio, nonvoting members of such committees. The President, as chief executive officer of the University, shall assign a member of the University administrative staff to each standing committee who shall be the administrative liaison with the chairperson of the committee.

The Committee on Academic and Student Affairs shall include Regents from the four major islands.

4. Meetings. Each standing committee shall schedule meetings as appropriate. The Committee on Academic and Student Affairs meetings shall be held on each of the islands with community college campuses, to the extent practicable.
5. Referrals to Committees. Each standing committee shall consider all matters referred to it by the Chairperson and shall make appropriate recommendations within a reasonable time to the Board.
6. Progress Reports. Each standing committee shall make progress reports to the Board periodically or when requested by the Chairperson.
7. Task Groups. Task groups may be established by the Chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

E. New Board Member Orientation

New Board members shall be scheduled to receive an orientation within one month of the beginning of their term. The orientation shall include, among other things,

an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices. New Board members shall also be provided with a Reference Guide covering these and other topics.

ARTICLE III. Advisory Committee and Consultants

- A. Creation. The Board may create an advisory committee, as necessary, which shall serve as advisory to the Board. The committee membership shall be appointed by the Chairperson, subject to approval by the Board. The tenure of the advisory committee shall expire at the completion of the assigned task.
- B. Consultant Services. The Board may engage the services of consultants as it deems necessary.

ARTICLE IV. Meetings

- A. Number and Place of Meetings. The Board shall meet not less than ten times annually (July 1, thru June 30) and may from time to time meet in each of the counties of Honolulu, Hawai'i, Maui, and Kaua'i. The Board shall at each meeting set the time and place for its next regular meeting.
- B. Special Meetings. Special meetings may be called by:
 - 1. The Chairperson;
 - 2. The Secretary, upon request by a majority of the members of the Board; or
 - 3. Any Board member, with the consent of the Chairperson.
- C. Call for Committee Meetings. Standing committee meetings shall be called by the Secretary in consultation with the committee chairperson. In the event of a joint meeting, the Chairperson shall designate the presiding committee chairperson.
- D. Public Notice of Meetings. All meetings of and public appearances before the Board and its standing committees shall comply with Chapter 92, HRS, and shall be as set forth in the Rules of Practice and Procedures of the Board of Regents (Hawai'i Administrative Rules, Title 20, Subtitle 1, Chapter 1.1).

ARTICLE V. Quorum

A majority of all voting members to which the Board or its standing committees are entitled shall constitute a quorum.

ARTICLE VI. Voting

Voting by the Board and its standing committees shall be as set forth in the Rules of Practice and Procedures of the Board of Regents (Hawai'i Administrative Rules, Title 20, Subtitle 1, Chapter 1.1).

ARTICLE VII. Legal Counsel

- A. The University General Counsel. The University General Counsel shall be designated as legal counsel for the Board. The University General Counsel or the University General Counsel's representative(s), in the capacity of legal counsel for the Board, shall be present at all regular and special meetings and certain standing committee meetings of the Board.
- B. Requests for Written Legal Opinions. Requests for any written legal opinion of the University General Counsel shall be made by the Chairperson or designee with the full knowledge of the Board. Whenever a legal opinion is rendered by the University General Counsel, such opinion shall be in writing and along with a copy of the written request for such opinion, distributed immediately to all Board members.
- C. Conflicts. By policy and organizational structure, the University General Counsel serves the Board as well as the University administration. Understandably, there may be occasions when it becomes necessary to avoid a perception of conflict, or actual conflict, or to obtain specialized legal expertise. At such times, the Board may exercise its discretion in securing the services of independent legal counsel through the Secretary.

ARTICLE VIII. Robert's Rules of Order

Meetings shall be conducted in accordance with the current edition of Robert's Rules of Order insofar as they are applicable and not inconsistent with these bylaws, or applicable statutes or rules.

ARTICLE IX. Amendments

These bylaws may be amended only by two-thirds (2/3) vote of all the members to which the Board is entitled. Any proposed amendment to the bylaws shall be submitted in writing for consideration and vote by the members at a Board meeting.

ARTICLE X. Conflicts of Interest

- A. Standard of Conduct. Members of the Board shall comply with the provisions of these bylaws and are subject to the standards of conduct and financial interest disclosure requirements of Chapter 84, HRS (State Ethics Code) and must act in accordance with Chapter 84, HRS.
- B. Fiduciary Responsibility. Members of the Board serve a public interest role and thus have a clear obligation to conduct all affairs of the University in a manner consistent with this concept. Members of the Board are expected to place the welfare of the University above personal interests, the interests of family members, or others who may be personally involved in affairs affecting the University. All decisions of the Board shall be made solely on the basis of a desire to promote the best interests of the University and the public good.

C. Disclosures. In the event the Board must consider any matter for the University which also directly involves:

1. a regent or a member of the regent's family (which shall be a spouse, parents, siblings and their spouses, children and their spouses, and any household member);
2. a public or private organization with which a regent is affiliated, as defined below; or
3. a regent's personal financial interest as defined under Chapter 84, HRS;

Any affected regent, at the first knowledge of the matter, shall fully disclose, as noted below, the precise nature of the interest or involvement.

For purposes of this article, an affiliation exists if a regent or a member of the regent's family is an owner (which shall be defined as: (1) an ownership interest valued at more than \$5,000; or (2) 10% or more ownership of the business), officer, director, trustee, partner, employee (which shall also include legal counsel, consultant, contractor, advisor, or representative) or agent of such organization.

All disclosures required under this article must be directed in writing to the Secretary who, together with the University General Counsel, shall be responsible for the administration of this bylaw.

Matters covered under this article shall be reported initially to the Chairperson for appropriate action. Should the Chairperson be the regent with a potential conflict, the matter shall be reported to the Vice Chairperson. Should both the Chairperson and the Vice Chairperson have a potential conflict, the matter shall be reported to the chairperson of a Board standing committee in the order as listed in Article II, Section D of the bylaws of the Board.

Information disclosed to the Secretary shall be held in confidence to the extent authorized by law.

This disclosure requirement shall not apply to any regent who declares a conflict of interest and recuses himself/herself from consideration of the matter before the Board.

D. Determination of Conflicts. Questions concerning possible conflicts of interest shall be directed to the Secretary. Board shall resolve the questions by majority vote at a Board meeting in compliance with Chapter 92, HRS. Where any matter covered by Chapter 84, HRS, is involved, the potential conflict shall be referred to the State Ethics Commission for disposition. Questions of potential conflict not covered by Chapter 84, HRS, may be referred to the University General Counsel for a legal opinion, except that questions of conflict under Section 78-4, HRS, shall be referred to the University General Counsel for a legal opinion.

Restraint on Participation. A member of the Board who has declared a conflict of interest and recused himself/herself or who has been found to have a conflict of interest in any matter before the Board shall refrain from participating in the consideration of the proposed matter. The regent may not vote on such matters before the Board and may not be present during the Board's deliberation and at the time of vote.

- E. Sanctions and Remedies. Any Board action favorable to a regent obtained in violation of this bylaw is voidable on behalf of the Board; provided that in any proceeding to void a Board action pursuant to this bylaw, the interests of third parties who may be damaged thereby shall be taken into account. Any proceeding to void a Board action shall be initiated within sixty (60) days after the determination of a violation under this bylaw. The Board may pursue all legal and equitable remedies and/or sanctions through the University's legal counsel. Any Board action imposing a remedy or sanction under this section must be initiated within one year after the action of the Board that is affected by a violation.



UNIVERSITY
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March 11, 2022

DTS-1286B

MEMORANDUM

TO: Randolph Moore
Chair, Board of Regents

FROM: Simeon Acoba
Chair, Committee on Intercollegiate Athletics

SUBJECT: Approval of Proposed Terms for the Independent Assessment of University of Hawai'i at Mānoa Athletics Department Operations Relating to Student-Athlete Welfare and Communications

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents ("Board") consider and approve the proposed terms contained herein for the independent assessment of University of Hawai'i ("UH") at Mānoa ("UHM") Athletics Department operations relating to student-athlete welfare and communications, recommended by the Committee on Intercollegiate Athletics ("ICA Committee"), with additional proposed amendments.

RECOMMENDED EFFECTIVE DATE:

Effective upon adoption by the Board of Regents.

BACKGROUND:

During the ICA Committee meeting held on March 3, 2022, proposed terms for an independent assessment of UHM Athletics Department football program operations related to student-athlete welfare and communications were presented and discussed and the committee unanimously recommended board approval of the proposed terms.

In consideration of discussions held at the ICA Committee meeting on March 3, I am subsequently requesting that two amendments be made to the terms initially approved by the ICA Committee. The proposed additional amendments include the citation of specific examples of other relevant rules or policies that can be considered by the assessor by inserting the phrase, "*such as NCAA and Mountain West Conference rules*" at the end of term number 13. Additionally, it is requested that a requirement for the assessor to include matters related to any incident, policy, practice, or procedure that

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are determined to adversely affect student-athlete welfare or communications in a sports program other than football in its assessment be included as an additional term and notated as term number 14.

As recommended by the ICA Committee, inclusive of the requested amendments highlighted herein, the proposed terms of the assessment are as follows:

1. The assessment will begin on or before April 15, 2022, and be completed by June 14, 2022 (60 days) via the submission of a written report from the Assessor to the Chair of the Board.
2. The due date for the report may be extended by the written mutual agreement of the Chair and Assessor for an additional 30 days, to end no later than July 14, 2022.
3. The Assessor shall be selected by the Board Chair and Chair of the ICA Committee from a list of recommendations submitted by Regents and the President.
4. The Assessor shall provide a written independent assessment of the UHM Athletic Department football program operations relating to student-athlete welfare and communications with student-athletes regarding claims made relative to the 2021 football season.
5. The Board will not resolve individual student-athlete claims. Such claims will run their course through UH administration review and follow-up and resolution, as appropriate. However, the Assessor in its report shall classify the claims into categories as determined by the Assessor, but without linking any claim to an individual student.
6. The assessment will consider the testimony, including claims, regarding student-athlete welfare that was received and/or solicited by the Senate Committees on Ways and Means and Higher Education and forwarded to the Board following the informational briefing held on Friday, January 7, 2022. Subsequent claims and communications relating to the subject matter of such testimony received by the administration and the Board will also be considered.
7. Additionally, the assessment will cover the UHM Athletic Department communications with student-athletes that were relevant to the claims made.
8. The assessment may include interviews of available persons and review of available documentation as the Assessor may consider relevant to the 2021 football program claims.
9. Conducting this assessment shall be considered a necessary part of the business of UH and shall include any necessary data privacy agreements to ensure that students' privacy rights are honored in accord with the Family Educational Rights and Privacy Act and other applicable laws, rules, and

regulations. No student shall be named or identified in the report. The administration will assist the Assessor in following this directive.

10. In conducting the assessment, the Assessor shall comply with relevant personnel policies and collective bargaining agreements that are implicated by the Assessor's review. The administration will assist the Assessor in following this directive.
11. In conducting the assessment and in the final report, the Assessor shall not identify a person who does not wish to be identified, but may identify as it believes necessary, those non-students who had provided public testimony, and only with respect to that public testimony.
12. Parts, if any, of the Assessor's report may be redacted if necessary.
13. The Assessor shall render findings as to its assessment, including a recounting of the claims by category and shall recommend any necessary changes to regent policies ("RP") (e.g., RP 7.208, Intercollegiate Athletics), policies or procedures relating to student complaints, and changes to UHM Athletic Department rules, procedures, and policies, if any, with the objectives of improving the athletic program, and of preventing a recurrence in the future of the type of student-athlete claims referred to herein. The Assessor may consider other relevant rules or policies such as NCAA and Mountain West Conference rules.
14. If in the course of its assessment, the Assessor determines that any incident, policy, practice, or procedure affected or adversely affects student-athlete welfare or communications in another sports program, the Assessor shall include such matters in its assessment. This directive shall be subject to the same requirements regarding student and personnel protections stated in this document.
15. The Vice-Chair of the ICA Committee may, as needed, act in place of the Chair of the ICA Committee.
16. The President shall provide a written response to the assessment after it is completed and the administration may submit its own recommendations for adjustments to RPs and UHM Athletic Department rules, procedures, and policies.
17. The assessment and recommendations of the Assessor and of the administration shall be considered by the Board for action, as appropriate.

ACTION RECOMMENDED:

Approval of the proposed terms for the independent assessment of UHM Athletics Department operations relating to student-athlete welfare and communications, as recommended by the ICA Committee and inclusive of the aforementioned amendments.

Attachment:

February 25, 2022 Action Memo to the ICA Committee



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February 25, 2022

DTS-1286A

MEMORANDUM

TO: Members of the Committee on Intercollegiate Athletics

FROM: Simeon Acoba
Chair, Committee on Intercollegiate Athletics

SUBJECT: Approval of Proposed Terms for the Independent Assessment of University of Hawai'i at Mānoa Athletics Department Operations Relating to Student-Athlete Welfare and Communications

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents ("Board") consider and approve the proposed terms contained herein for the independent assessment of University of Hawai'i ("UH") at Mānoa ("UHM") Athletics Department operations relating to student-athlete welfare and communications, recommended by the Committee on Intercollegiate Athletics ("ICA Committee").

RECOMMENDED EFFECTIVE DATE:

Effective upon adoption by the Board of Regents.

BACKGROUND:

During the Board meeting held on January 20, 2022, the administration presented information on a number of issues and concerns with respect to UHM Athletics that were raised through various public forums, reviewing each of the pertinent issues raised as well as efforts to address, or clarify misconceptions about, each issue. Subsequent to the Board meeting, the ICA Committee held a meeting on February 3, 2022, during which time the administration recommended conducting an independent assessment of UHM Athletic Department operations as they pertain to student-athlete welfare.

During the February 17, 2022, Board meeting, administration presented a proposed recommendation for an independent assessment of UHM Athletic Department operations relating to student-athlete welfare and communication (see attached memorandum). During the meeting, it was proposed that the matter be referred to

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the ICA Committee for further review. The recommendation memo provided by administration presented a framework, but Regents expressed that more focused direction and parameters should be provided with regard to the assessment. As such, the ICA Committee is requested to review and consider the following proposed terms for the independent assessment of UHM Athletic Department football program operations relating to student-athlete welfare and communications, specifically during the 2021 football season, and subsequently make a recommendation to the Board:

1. The assessment will begin on or before April 15, 2022, and be completed by June 14, 2022 (60 days) via the submission of a written report from the Assessor to the Chair of the Board.
2. The due date for the report may be extended by the written mutual agreement of the Chair and Assessor for an additional 30 days, to end no later than July 14, 2022.
3. The Assessor shall be selected by the Board Chair and Chair of the ICA Committee from a list of recommendations submitted by Regents and the President.
4. The Assessor shall provide a written independent assessment of the UHM Athletic Department football program operations relating to student-athlete welfare and communications with student-athletes regarding claims made relative to the 2021 football season.
5. The Board will not resolve individual student-athlete claims. Such claims will run their course through UH administration review and follow-up and resolution, as appropriate. However, the Assessor in its report shall classify the claims into categories as determined by the Assessor, but without linking any claim to an individual student.
6. The assessment will consider the testimony, including claims, regarding student-athlete welfare that was received and/or solicited by the Senate Committees on Ways and Means and Higher Education and forwarded to the Board following the informational briefing held on Friday, January 7, 2022. Subsequent claims and communications relating to the subject matter of such testimony received by the administration and the Board will also be considered.
7. Additionally, the assessment will cover the UHM Athletic Department communications with student-athletes that were relevant to the claims made.
8. The assessment may include interviews of available persons and review of available documentation as the Assessor may consider relevant to the 2021 football program claims.
9. Conducting this assessment shall be considered a necessary part of the business of UH and shall include any necessary data privacy agreements to ensure that students' privacy rights are honored in accord with the Family

Educational Rights and Privacy Act and other applicable laws, rules, and regulations. No student shall be named or identified in the report. The administration will assist the Assessor in following this directive.

10. In conducting the assessment, the Assessor shall comply with relevant personnel policies and collective bargaining agreements that are implicated by the Assessor's review. The administration will assist the Assessor in following this directive.
11. In conducting the assessment and in the final report, the Assessor shall not identify a person who does not wish to be identified, but may identify as it believes necessary, those non-students who had provided public testimony, and only with respect to that public testimony.
12. Parts, if any, of the Assessor's report may be redacted if necessary.
13. The Assessor shall render findings as to its assessment, including a recounting of the claims by category and shall recommend any necessary changes to regent policies ("RP") (e.g., RP 7.208, Intercollegiate Athletics), policies or procedures relating to student complaints, and changes to UHM Athletic Department rules, procedures, and policies, if any, with the objectives of improving the athletic program, and of preventing a recurrence in the future of the type of student-athlete claims referred to herein. The Assessor may consider other relevant rules or policies.
14. The Vice-Chair of the ICA Committee may, as needed, act in place of the Chair of the ICA Committee.
15. The President shall provide a written response to the assessment after it is completed and the administration may submit its own recommendations for adjustments to RPs and UHM Athletic Department rules, procedures, and policies.
16. The assessment and recommendations of the Assessor and of the administration shall be considered by the Board for action, as appropriate.

ACTION RECOMMENDED:

Approval of the proposed terms for the independent assessment of UHM Athletics Department operations relating to student-athlete welfare and communications, recommended by the ICA Committee.

Attachment:

February 10, 2022 Action Memo from President Lassner



'22 FEB 25 P12:58

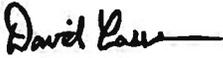
DTS 22258C

February 24, 2022

MEMORANDUM

TO: Randy Moore
Chair, Board of Regents

Alapaki Nahale-a
Chair, Committee on Planning and Facilities
Board of Regents

VIA: David Lassner 
President

VIA: Kalbert K. Young 
Vice President for Budget and Finance/Chief Financial Officer

VIA: Michael Bruno **Michael Bruno** 
Provost
University of Hawai'i at Mānoa
Digitally signed by Michael Bruno
Date: 2022.02.24 07:54:02 -10'00'

VIA: Alexandra French **Alexandra French** 
Chief Business Officer
University of Hawai'i at Mānoa
Digitally signed by Alexandra French
Date: 2022.02.23 16:23:10 -10'00'

FROM: William G. Chismar **William Chismar** 
Dean, Outreach College
University of Hawai'i at Mānoa
Digitally signed by William Chismar
Date: 2022.02.23 15:42:35 -10'00'

SUBJECT: Request for Board of Regents Approval of Extension of Lease between the University of Hawai'i and KF Downtown, LLC/Mo'owa'a, LLC for Office Space at 828 Fort Street

SPECIFIC ACTION REQUESTED:

We request the following as further discussed herein:

- 1. Committee on Planning and Facilities:** Recommend to the Board of Regents the approval of the extension of the Lease ("Lease") between the University of Hawai'i ("University") and KF Downtown, LLC/Mo'owa'a, LLC ("Lessor") for Office Space ("Premises") at 828 Fort Street, more commonly known as the Oceanit Center ("Lease Extension").

2. **Board of Regents:** If the Committee on Planning and Facilities approves the above recommendation, approval of the Lease Extension.

RECOMMENDED EFFECTIVE DATE:

Upon approval of the Board of Regents (BOR), the Lease Extension will extend the term of the Lease for two (2) years, effective from December 15, 2021, to December 31, 2023.

ADDITIONAL COST:

The Lease Extension is not anticipated to increase costs to the University other than the existing lease rent, common area maintenance fee ("CAM"), parking fees, and other charges payable under the Lease. The lease rent, the CAM, and the parking rates have not been increased since December 2015.

BACKGROUND:

On December 3, 2009, the University entered into the Lease for approximately 7,252 square feet of office space on the 4th floor of 828 Fort Street, Honolulu, Hawai'i, more commonly known as the Oceanit Center. Outreach College moved into the Premises due to the closure of Gartley Hall and lack of space on the UH Mānoa campus. The initial three-year Lease was approved by the BOR at its meeting held on October 15, 2009, and has already been extended three times at the same initial lease rent amount. This two-year Lease Extension is the 4th Amendment to the Lease, and again, no change to lease rent or other terms and conditions have been made.

The 1st Amendment (2013), the 2nd Amendment (2016), and the 3rd Amendment (2018) were approved by the University President. In April 2016, revisions to Regents Policy (RP) 10.201 were made requiring BOR approval for lease terms totaling more than five years, including amendments. None of the terms of these Amendments exceeded five years, including the proposed term of the 4th Amendment. However, since the 4th Amendment will result in a cumulative lease term exceeding five years since RP 10.201 was revised, we are seeking BOR approval.

The current Lease term was scheduled to expire on December 14, 2021, unless it is further extended. Outreach College has been unable to secure space on the UH Mānoa campus to replace the Premises at this time, and consequently requires a two-year extension to the Lease term in order to continue its operations. Outreach College is in discussions with the Office of the Vice President for Research and Innovation ("OVPRI") to use space within the new Atherton RISE project when such space becomes available for occupancy. Outreach College is therefore reserving the right to terminate the Lease early should space be available within the new Atherton RISE project. Construction of the Atherton RISE project could be completed prior

to the end of the scheduled Lease term (December 14, 2023). If the space becomes available before the end of the extended Lease term, Outreach College, under the 4th Amendment, would have the right to terminate the Lease early without penalty and move into the designated Atherton RISE space. The 4th Amendment does not modify any other Lease terms and conditions.

The lease rent will remain at its current level of \$1.17 per square foot per month or \$8,484.84 per month and the Lessor has agreed not to increase the lease rent during the extended Lease term under the 4th Amendment. The Lessor has also agreed to not to increase any other charges payable by Outreach College, under the 4th Amendment, including maintaining the CAM charge and the parking fees at their current levels, which are \$1.46 per square foot per month for CAM (or a total of \$10,587.92) and \$195 per unreserved parking stall per month and \$260 per reserved parking per month (or a total of \$4,550.00 per month). The lease rent, the CAM and the parking rates have not been increased since December 2015 when the 2nd Amendment was fully executed.

APPLICABLE REGENTS POLICY

Under BOR Policy RP 10.201, the BOR's approval is required for this real property transaction because it is a lease interest with a term exceeding five years. The six decision-making considerations enumerated under BOR Policy RP 10.201.III.A are addressed in turn as follows.

1. *Promote and support the mission and goals of the university in education, research, service, and economic development.*

Outreach College provides diverse educational opportunities to individuals whose personal and professional lives require convenience and flexibility. Outreach College extends the resources of the University beyond the traditional campus, making higher education accessible to a broader community. Students are able to complete their degrees while managing full time work and families by taking classes on campus or online. Outreach College primarily serves Hawai'i residents on all islands but also serves international students, lifelong learners and professionals from around the world seeking career advancement and personal enrichment opportunities. Outreach College partners with other UHM schools and colleges to offer a very wide range of programs.

In 2009, there was a need to relocate Outreach College off campus due to renovation work at Gartley Hall. Being in the downtown area has facilitated connecting and working with businesses, professionals and others in the central business district seeking higher education opportunities. However, being off campus has made it more difficult and expensive for Outreach College to manage its partnerships with other UHM schools and colleges. Outreach College is hopeful of relocating back to the UHM campus in the near future by moving into the new Atherton RISE project when it is completed and ready for occupancy. We anticipate that such a move will help further improve the Outreach College educational experience for our students and further improve our operational

efficiencies. Having a healthy and vibrant Outreach College aligns with and supports the University's mission and goals in education, research, community service and economic development, particularly in serving the non-traditional students.

2. *Advance principles and practices of sound environmental stewardship and sustainability.*

Outreach College committed to environment stewardship and sustainability. A number of its programs, such as the Building Operator Certification set of courses, aim to help professionals in Hawai'i work toward a more sustainable future. In its own operations and offices, Outreach College strives for the most energy efficient and sustainable equipment, furniture, lighting, and procedures.

3. *Ensure that alternative actions are considered, investigated and analyzed.*

Alternatives were considered but none were deemed feasible. Over the years, Outreach College has explored opportunities to move back onto campus or at least closer to campus. Sufficient space on campus has not been available and other off-campus locations (even closer to campus) were not feasible as they were significantly more costly than the lease rent and terms offered at our present location. A closer to campus opportunity on terms that may be the same or better than Outreach College's present location would be attractive. The new Atherton RISE project could present such an opportunity.

4. *Be fairly priced in the context of applicable fair market values and other relevant factors.*

Under the proposed rent terms of the 4th Amendment, the University will be paying a total monthly lease rent of \$2.63 per square foot, with \$1.17 per square foot as base rent and an estimated \$1.46 per square foot as CAM charges. Parking rates are \$195 per unreserved parking stall per month and \$260 per reserved parking per month. The Lessor has not increased the lease rent, the CAM, and/or the parking rates since 2015 (when the 2nd Amendment was fully executed). With the Lease term extension under the 4th Amendment until December 2023, this would mean the Lessor would not have increased the lease rent, CAM or parking rates charged to Outreach College for eight years. On this basis alone, the amounts payable by Outreach College under the Lease compare very favorably to Class B Office Space lease rents in the downtown Honolulu area.

5. *Generate revenue from real property not critical to long range plans for the university to support the university's core mission.*

Outreach College is leasing space at the Oceanit Center from the Lessor. The Lease does not involve any University real property.

6. *Be consistent with and support long range plans that have been approved by the BOR.*

The continued leasing of the Premises for Outreach College operations in the short term with the eventual plan to return to the UH Mānoa campus upon space being made available is consistent with UH Mānoa's Long-Range Development Plan ("LRDP"), which was approved by the BOR in September 26, 2019. It is also consistent with UH System's Integrated Academic Facilities Plan which was approved by the BOR in April 20, 2017.

ACTION RECOMMENDED:

We recommend the Committee on Planning and Facilities and BOR approve the Lease Extension. Once approved, the President and the Vice President for Budget and Finance/Chief Financial Officer will conclude negotiations for and finalize and execute the Lease Extension and take such other action and execute such other documents as they determine necessary to implement the Lease Extension.

c: Executive Administrator and Secretary to the Board Kendra Oishi

Attachment: Major Term Sheet

**4th Amendment To Lease Between
KF Downtown, LLC/Mo‘owa‘a LLC and
UH Mānoa Outreach College
Oceanit Center**

Major Term Sheet

1. **Parties.**
 - a. KF Downtown, LLC, a Hawai‘i limited liability company and Mo‘owa‘a, LLC, a Hawai‘i limited liability company (collectively the “Lessor”).
 - b. University of Hawai‘i (“University”), for the benefit of the University of Hawai‘i at Mānoa Outreach College (“Outreach College”).
2. **Term of Lease.** The term of the existing lease between Lessor and the University for office space (“Premises”) of approximately 7,252 square feet at the Oceanit Center located at 828 Fort Street Mall, Honolulu, Hawai‘i 96813 (“Lease”) is being extended, effective from December 15, 2021 and expiring on December 31, 2023 (unless sooner terminated pursuant to the terms of the Lease).
3. **Rent.** The lease rent payable by the University to Lessor for the use of the Premises during the extended Lease term will continue to remain at its current level of \$1.17 per square foot per month or \$8,484.84 per month and the Lessor has agreed not to increase the lease rent during the extended Lease term.
4. **Common Area Maintenance cost.** During the extended Lease term, the University will continue to pay the University’s share of Lessor’s actual monthly costs to maintain and operate the common areas of the Oceanit Center (“CAM”) in the amount of \$1.46 per square foot per month or a total of \$10,587.92 per month. Lessor has also agreed to not to increase the CAM charge payable by the University during the extended Lease term.
5. **Parking:** During the extended Lease term, the University will continue to pay to Lessor parking charges in the amount of \$195 per unreserved parking stall per month and \$260 per reserved parking per month or a total of \$4,550.00 per month. Lessor has also agreed to not to increase the parking rates payable by the University during the extended Lease term.
6. **Early Lease Termination.** Outreach College is in discussions to possibly move into space within the new Atherton RISE project. Lessor has tentatively agreed to allow the University to terminate the Lease early should such space become available within the new Atherton RISE project. Construction of the Atherton RISE project could be completed prior to the end of the scheduled Lease term (December 31, 2023). If such space does become available at that time, the University could terminate the Lease early without penalty and move into the designated Atherton RISE space.



**UNIVERSITY
of HAWAII**
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

John A. Burns School of Medicine
Office of the Dean

DTS 22258D

'22 FEB 25 AM 10:21

February 24, 2022

MEMORANDUM

TO: Randy Moore
Chair, Board of Regents

Alapaki Nahale-a
Chair, Committee on Planning and Facilities Committee
Board of Regents

VIA: David Lassner 
President

VIA: Kalbert K. Young 
Vice President for Budget and Finance/Chief Financial Officer

VIA: Michael Bruno **Michael Bruno** 
Provost
University of Hawai'i at Mānoa
Digitally signed by Michael Bruno
Date: 2022.02.24 12:45:58 -10'00'

VIA: Alexandra French 
Chief Business Officer
University of Hawai'i at Mānoa

FROM: Jerris R. Hedges 
Dean, John A. Burns School of Medicine
University of Hawai'i at Mānoa

SUBJECT: Request for Board of Regents Approval of Extension of Sublease between the University of Hawai'i and University Clinical, Education & Research Associates dba University Health Partners of Hawai'i (UCERA) for Office Space at 677 Ala Moana Boulevard

SPECIFIC ACTION REQUESTED:

We request the following as further discussed herein:

- 1. Committee on Planning and Facilities: Recommend to the Board of Regents the approval of the extension of the Sublease ("Sublease") between the University of Hawai'i ("University") and the University Clinical, Education & Research Associates dba University Health Partners of Hawai'i ("UCERA") for**

951 Iki Street
Medical Education Building
Honolulu, Hawai'i 96813
A Formal Document. Attach to e-mail only if necessary.

Office Space (“Premises”) at 677 Ala Moana Boulevard, more commonly known as the Gold Bond Building (“Sublease Extension”).

2. **Board of Regents:** If the Committee on Planning and Facilities approves the above recommendation, approval of the Sublease Extension.

RECOMMENDED EFFECTIVE DATE:

Upon approval of the Board of Regents, the Sublease Extension will be effective for a term beginning on January 1, 2020, and expiring on July 31, 2027, a period of seven (7) years and seven (7) months.

ADDITIONAL COST:

The Sublease Extension will decrease rent, common area maintenance (“CAM”) payments, and other related charges payable under the Sublease, due to the decrease in square footage in the Premises subleased by the University.

PURPOSE:

The purpose of the Sublease Extension is to allow John A. Burns School of Medicine (JABSOM) to continue to operate certain research and educational programs at the Gold Bond Building. The University and UCERA have negotiated and tentatively agreed on the terms of a Third Amendment to the Sublease (“3rd Amendment”), the major terms of which are as follows:

- (1) **Reduced Space.** Decreasing the total amount of space comprising the Premises in the Gold Bond Building (from 25,469 square feet to 18,968 square feet) that are subleased by the University under the Sublease by:
 - (a) Relinquishing and vacating Suite 301 (about 4,094 square feet), and
 - (b) Relinquishing and vacating a portion of Suite 1016 (about 2,407 square feet).
- (2) **New Rent and CAM Schedules.** Setting new Sublease rent and CAM schedules for the extended Sublease Term.

- (3) Extended Sublease Term. Extending the Sublease Term from January 1, 2020 through and including July 31, 2027.
- (4) Reduced Parking. Decreasing the total number of parking spaces (non-reserved) from 48 parking spaces to 30 parking spaces.
- (5) Improvement Allowance. Granting to the University a tenant improvement allowance of \$414,414.00 to use to improve a portion of the Premises.

BACKGROUND:

This request is submitted in accordance with Board of Regents Policy RP 10.201.

A. JABSOM Kaka'ako Campus

JABSOM's Kaka'ako campus does not currently provide for all of JABSOM's needs for classroom space, faculty offices, and clinical research space. The Premises' proximity to JABSOM make them ideal to accommodate the extra space and highly specific requirements that JABSOM currently has of the departments that use the space.

B. Prior JABSOM Lease and UCERA Lease

The University previously leased Gold Bond Building space directly from Ala Moana Property Owner LLC (the "Landlord") for the period June 1, 2003, through and including May 31, 2008, which included Suites 1015, 1016, and 1025 ("JABSOM Lease").

UCERA is the faculty practice organization created to support the clinical, academic, and research activities of the JABSOM faculty. Before the JABSOM Lease expired, UCERA had been directly leasing space from the Landlord, namely Suite 1003 (as of February 2007) and Suite 620 (as of March 14, 2008) ("UCERA Lease").

For some time, JABSOM was utilizing Suite 1003 under the UCERA Lease for the administrative operations of JABSOM's Department of Obstetrics & Gynecology ("OB-GYN Department"). At the same time, UCERA was utilizing Suite 1025 under the JABSOM Lease for UCERA's central administration offices. Because of this "mixed usage" of space, the parties decided that it would make sense to physically switch offices or rearrange the leasing of spaces under their respective leases so

that UCERA would physically occupy Suite 1003 as their central administrative offices and JABSOM's OB-GYN Department would occupy Suite 1025.

Additionally, there were plans for a clinic to be built within Suite 1016, which meant that UCERA was the appropriate party to be leasing out the clinic portion of Suite 1016 (as UCERA would be billing for the clinical services provided within the clinic space). Moreover, during a space survey, it was discovered that one of JABSOM's faculty members was using a portion of Suite 1016 for a mix of clinical services and clinical research.

In an effort to address the complexities and confusion arising from the continuing mix of space usage under the two separate leases, namely the JABSOM Lease and the UCERA Lease, JABSOM considered two options: (1) renew the JABSOM Lease with the Landlord for only the space JABSOM needed and try to separate out JABSOM usage from UCERA usage; or (2) work out an arrangement whereby UCERA would directly lease all of the space needed for the UCERA and JABSOM operations at the Gold Bond Building, with JABSOM subleasing from UCERA all of the space that JABSOM required for JABSOM's operations, including the administration of JABSOM's research and educational programs. The latter option became the more feasible of the two because at the time JABSOM believed that it afforded the parties the ability to more clearly separate out the spaces that each was to use and would result in a better, more accurate accounting of JABSOM's actual space usage, including any shared space.

C. UCERA Master Lease and JABSOM Sublease

The Landlord agreed with the UCERA/JABSOM sublease concept and proposed rent terms on that basis to UCERA around March 24, 2008. JABSOM obtained an appraisal covering the subleased area and provided this information to UCERA. With this and other input from JABSOM, UCERA concluded negotiations for its direct lease with the Landlord ("Master Lease"), including terms such as base rent, rent increase schedules, CAM charges, parking, and lease term period. The Master Lease was executed on or about August 7, 2008.

Once the Master Lease was finalized, UCERA and JABSOM agreed upon and finalized the terms of the Sublease, which was approved by the Board of Regents and subsequently executed on August 14, 2009 (but effective from June 1, 2008).

D. Amendment No. 1 to JABSOM Sublease

Subsequent to the execution of the Sublease, UCERA made the decision to relocate UCERA's administrative offices to Suite 1001, simultaneously

relinquishing Suite 620 (effective April 6, 2011). Because JABSOM's OB-GYN Department needed a larger space to house its National Children's Study ("NCS project"), JABSOM agreed to take over Suite 620 (vacated by UCERA) for JABSOM's NCS project, where it could have a fully self-contained and secured environment for its highly sensitive research and data. Additionally, JABSOM decided to take over leasing Suite 625 to accommodate JABSOM's Department of Communication Sciences and Disorders ("CSD") which had been required to relocate to Kaka'ako and centralize its operations (both administrative and clinical functions).

To implement these changes, the Landlord and UCERA amended the Master Lease and UCERA and the University amended the Sublease (see the 1st Amendment). Such changes also included adjusting the sublease rent schedule to be paid by UCERA and the University, respectively, and extending the terms of both the Master Lease and the UCERA Lease through and including December 31, 2019.

E. Amendment No. 2 to JABSOM Sublease

Subsequent to the 1st Amendment, further changes became necessary. In 2013, JABSOM's NCS project prematurely ended, so the NCS project vacated Suite 620. It was determined that JABSOM's Department of Psychiatry needed additional space, and that Suite 301 (rather than Suite 620) better met these needs (as Suite 301 contained more individual office space than Suite 620). It was also determined that JABSOM's Department of Family Medicine needed additional space, and that Suite 607 better met these needs. It was further determined that a server room (approximately 205 square feet) that was a part of Suite 620 and which supported JABSOM's CSD operations needed to be retained. As a result, the portion of Suite 620 occupied by JABSOM's server room was to be incorporated into Suite 625.

To effectuate these further changes, UCERA and the Landlord entered into another amendment to the Master Lease and UCERA and the University amended the Sublease (see 2nd Amendment). Such changes also included adjusting the sublease rent and CAM schedules to be paid by the University and granting the University a rent credit for UCERA's shared usage of certain portions of the Premises.

F. Amendment No. 3 to JABSOM Sublease

1. Space Adjustments

JABSOM now requires less space in the Gold Bond Building. Specifically, JABSOM plans to relinquish and vacate Suite 301 (about 4,094 square feet) and a portion of Suite 1016 (about 2,407 square feet).

2. Rent and CAM Adjustments

Such space adjustments will in turn require adjustments to the sublease rent and CAM charges payable under the Sublease. According to the revised sublease rent and CAM charge schedules, the amount of Sublease rent and CAM charges payable for the extended Sublease Term are lower than what the University is obligated to pay under the present Sublease, due to the decrease in the square footage of the Premises.

3. Extended Sublease Term

After discussions between JABSOM and UCERA, UCERA negotiated a further extension of its Master Lease with the Landlord. The proposed extension of the Sublease Term coincides and is consistent with UCERA's extension of the Master Lease term. The extended Sublease Term is to run from January 1, 2020 to July 31, 2027.

4. Reduced Parking

Due to the decrease in square footage of the Premises, the number of parking stalls (non-reserved) will also decrease, from 48 parking stalls to 30 parking stalls.

5. Improvement Allowance

UCERA will be granting the University a tenant improvement allowance of \$414,414.00 to be used to construct tenant improvements to the Premises.

APPLICABLE REGENTS POLICY:

Under Board of Regents Policy 10.201, the Board of Regents' approval is required for this real property transaction because it is a lease interest with a term exceeding five years. The six decision-making considerations, enumerated under Board of Regents Policy 10.201.III.A, are addressed in turn as follows.

1. *Promote and support the mission and goals of the university in education, research, service, and economic development.*

Through the research being conducted within the Premises, JABSOM is supporting the University's research mission. JABSOM has been conducting and plans to continue conducting the following research programs within the Premises under the Sublease (collectively the "Research Programs"):

- (a) The Center for **P**acific Innovations, **K**nowledge, and **O**pportunities (PIKO), Departments of Native Hawaiian Health and Psychiatry, funded by the National Institutes of Health, Institutional Development Award (IDeA) program. PIKO addresses several issues of central importance to building a robust clinical and translational research infrastructure that directly improves the health and well-being of indigenous Pacific People;
- (b) Hawai'i's Caring Systems Initiative to Prevent Youth Suicide, Department of Psychiatry, funded by Department of Health and Human Services;
- (c) Hawai'i Student Alcohol, Tobacco, and Other Drug Use Survey, Department of Psychiatry, funded by the Hawai'i Department of Health (DOH);
- (d) Services to Revise the State Plan for Substance Abuse to Develop a Data-Driven System of Care, Department of Psychiatry, funded by the Hawai'i DOH;
- (e) Services to Conduct a Needs Assessment for Substance Use Prevention and Treatment Services Among Special Youth Populations, Department of Psychiatry, funded by the Hawai'i DOH;
- (f) Capacity Building for Multi-Site Implementation, Adoption, and Sustainability of PIKO, funded by Papa Ola Lokahi;
- (g) The Implementation, Adoption, and Sustainability of Ho'ouna Pono, Department of Psychiatry, funded by Hawai'i Pacific University

JABSOM also uses the Premises for problem-based learning classroom space for its medical students. CSD conducts clinical educational classes in rooms

that are set up to meet its highly specific technical needs. The Department of Native Hawaiian Health uses the Premises to provide outreach and clinical services for the community, in addition to conducting its research.

2. *Advance principles and practices of sound environmental stewardship and sustainability.*

In conducting the Research Programs, JABSOM is required to comply with a number of different requirements, including complying with the conditions contained in the federal grants and all applicable UH, UH Mānoa and JABSOM research guidelines. This includes an NIH requirement that JABSOM conduct its research operations in a manner that will not individually or cumulatively have a significant effect on the environment.

A great deal of time, effort, and resources have already gone into establishing clinical and research spaces within the Premises that are specifically suited to meet the needs of the departments using them and the applicable grant conditions, such as minimizing any adverse environmental impacts. Further, even if JABSOM's Kakaako campus had the capacity to support the JABSOM programs occupying the Premises, which it does not, it would not be consistent with the principles and practices of sound environmental stewardship and sustainability to expend the resources required to retrofit the JABSOM Kaka'ako spaces to match what is already in place in the Premises. Such retrofitting could result in less funding being available for the primary grant purposes and could also subject the impacted research to federal requirements regarding construction and renovation activities in research facilities.

3. *Ensure that alternative actions are considered, investigated and analyzed.*

Alternatives were considered but none were deemed feasible. JABSOM continues to need the Premises for classroom space for its medical students. JABSOM's Kaka'ako campus does not provide all the necessary classroom space for the medical school, and the Premises' proximity to JABSOM make them ideal for extra classroom space. JABSOM has also long needed and used the Premises for clinical research and education, and those spaces have been designed to meet the highly specific needs of the departments that use them. Such space does not exist in JABSOM's Kakaako campus and would require costly renovations even if it did. The Premises are also designed for commercial office use that is better suited to the clinical activities that take place there.

However, in evaluating its use of the Premises, JABSOM was able to greatly reduce its square footage in the Premises with the 3rd Amendment. JABSOM consolidated the Departments of Psychiatry and Native Hawaiian Health in

currently-leased space while relinquishing and vacating Suite 301 and a part of Suite 1016, thus decreasing the total amount of space comprising the Premises from 25,469 square feet to 18,968 square feet. JABSOM anticipates that with careful space planning, including the sharing of space, this reduced square footage will be sufficient to accommodate the increased staffing that will be required for the Departments of Psychiatry and Native Hawaiian Health to fulfill JABSOM's obligations under the PIKO grant from NIH and other new JABSOM grants.

4. *Be fairly priced in the context of applicable fair market values and other relevant factors.*

Under the proposed rent terms of the 3rd Amendment, the University will be paying a total monthly lease rent of \$3.17 per square foot, with \$1.49 per square foot as base rent and an estimated \$1.68 per square foot as CAM charges. This compares favorably to Class A Office Space lease rents in the downtown Honolulu area which generally range from a total monthly lease rent of \$2.80 to \$3.30 per square foot (including base rent and CAM charges).

5. *Generate revenue from real property not critical to long range plans for the university to support the university's core mission.*

JABSOM is leasing space at the Gold Bond Building from the Sublessor. The leased space is critical to the University and JABSOM's short- and long-term plans. The Sublease does not involve University real property.

6. *Be consistent with and support long range plans that have been approved by the BOR.*

The continued subleasing of the Premises for medical education and research is consistent with JABSOM's short- and longer-term plans. It is also consistent with the UH Systems Integrated Academic and Facilities Plan, which was approved by the Board on April 20, 2017.

ACTION RECOMMENDED:

We recommend the Committee on Planning and Facilities and Board of Regents approve the Sublease Extension. Once approved, the President and the Vice President for Budget and Finance/Chief Financial Officer will conclude negotiations for and finalize and execute the Sublease Extension and take such other action and execute such other documents as they determine necessary to implement the Sublease Extension.

c: Executive Administrator and Secretary to the Board Kendra Oishi

Attachment: Major Term Sheet

**3rd Amendment to
UCERA UH JABSOM Sublease
Gold Bond Building**

Major Term Sheet

1. **Parties.**

- a. University Clinical, Education & Research Associates, a Hawai‘i nonprofit corporation (“UCERA”) dba University Health Partners of Hawai‘i.
- b. University of Hawai‘i (“University”), for the benefit of the John A. Burns School of Medicine (“JABSOM”).

2. **Premises.** The total square footage of the Premises that the University is subleasing for JABSOM from UCERA in the Gold Bond Building is being decreased from 25,469 square feet to 18,968 square feet:

- (a) Relinquishing and vacating Suite 301 (about 4,094 square feet), and
- (b) Relinquishing and vacating a portion of Suite 1016 (about 2,407 square feet).

3. **Term of Sublease.** The term of the existing Sublease is being extended, effective from January 1, 2020 and expiring on June 30, 2027 (unless sooner terminated pursuant to the terms of the Sublease).

4. **Rent.** The schedule of lease rent payable by the University to UCERA for the use of the Premises during the extended Sublease term shall be as follows:

Date	Total Monthly Base Rent	Total Base Rent for the Period
1/1/20 – 12/31/20	\$28,190.37	\$ 338,284.46
1/1/21 – 12/31/21	\$28,890.28	\$ 346,683.40
1/1/22 – 12/31/22	\$29,607.69	\$ 355,292.32
1/1/23 – 12/31/23	\$30,343.04	\$ 364,116.47
1/1/24 – 12/31/24	\$31,096.77	\$ 373,161.22
1/1/25 – 12/31/25	\$31,869.34	\$ 382,432.08
1/1/26 – 12/31/26	\$32,661.23	\$ 391,934.72
1/1/27 – 7/31/27	\$33,472.91	\$ 234,310.37
	Aggregate	\$2,786,215.04

5. **Common Area Maintenance Cost.** During the extended Sublease term, the University will continue to pay the University’s share of UCERA’s actual monthly costs to maintain and operate the common areas of the Gold Bond Building (“CAM”). By reducing the square footage of the Premises that the University is subleasing from UCERA, the University is decreasing its share of the Gold Bond Building common area operating costs

or CAM charge from 9.3089% to 6.962%. For the first three (3) years of the extended Sublease term, the University will be paying about \$31,866.24 per month (\$1.68 per square foot per month) for the 1st year, about \$29,021.04 per month (\$1.53 per square foot per month) for the 2nd year, and the 3rd year.

The CAM charge is subject to annual adjustment in accordance with the Sublease based on UCERA's receipt of operating expense settlement report from Landlord and the annual CAM adjustment under the Landlord/UCERA lease ("Master Lease").

6. **Parking:** Under the 3rd Amendment, the number of unreserved parking stalls that UCERA will be making available to the University will be decreased from 48 to 30, based primarily on the reduced square footage of the Premises. The University's use of the parking stalls will be at and upon the same rates, amounts, terms, and conditions that Landlord made parking stalls available to UCERA.
7. **Tenant Improvement Allowance.** UCERA received a tenant improvement allowance from the Landlord under the Master Lease. UCERA passed on to the University a portion of the tenant improvement allowance in the amount of \$414,414.00. JABSOM used the tenant improvement allowance to make improvements to the tenth-floor office space that comprises a portion of the Premises in order to better accommodate JABSOM's Department of Native Hawaiian Health and Department of Psychiatry. JABSOM incurred costs above the tenant improvement allowance in the amount of about \$240,274.00 and JABSOM will reimburse UCERA for such excess costs.
8. **Holding Over.** UCERA and the University clarify that the University may hold over in the Premises after the expiration of the extended Sublease term as a holdover tenant. Such holdover tenancy may be terminated upon thirty (30) days prior written notice to the other party.



**UNIVERSITY
of HAWAII**
SYSTEM

Office of the Vice President for Research and Innovation
UNIVERSITY OF HAWAII
BOARD OF REGENTS

'22 MAR 11 AM 11:00

DTS 22253

February 22, 2022

MEMORANDUM

TO: Randolph G. Moore
Chairperson

VIA: David Lassner
President

VIA: Kalbert K. Young
Vice President for Budget and Finance/Chief Financial Officer

VIA: Carrie K. S. Okinaga
Vice President for Legal Affairs and University General Counsel

FROM: Vassilis L. Syrmos
Vice President for Research and Innovation

SUBJECT: Request Approval to Indemnify the University of Texas Southwestern Medical Center Pursuant to a Material Transfer Agreement with the University of Hawai'i

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents (BOR) authorize the University of Hawai'i (UH) to indemnify the University of Texas Southwestern Medical Center, (UTSW), as the collaborating institution in an Institutional Material Transfer Agreement (MTA). This MTA allows UH researchers to receive proprietary research material (mouse strains) from UTSW to conduct research on liver tumor development.

This request is made pursuant to Hawai'i Revised Statutes, § 304A-111 (Material Transfer Agreements), appended as "Attachment" to this memorandum.

RECOMMENDED EFFECTIVE DATE:

It is requested that the recommended effective date be upon BOR approval. For administrative convenience, it is requested that the authorization will apply to similar indemnification obligations in material transfer agreements for similar research materials from UTSW over the next five (5) years, provided that UH's receiving laboratories risk management program is substantially the same or enhanced.

ADDITIONAL COST:

There are no additional costs associated with this request. The requested research material is provided at no cost to recipient researchers (only shipping charges may apply).

PURPOSE:

The purpose of this indemnification request will allow UH researchers to receive proprietary research materials (knockout mice strains) from the University of Texas Southwestern Medical Center (UTSW). The UH Board of Regents has previously authorized indemnification obligations in MTAs with University of Texas System for biological materials, and no liability claims under the indemnity obligations have been made.

Specific Research Project:

The materials are being requested by Dr. Xin Chen, a professor at the UH Cancer Center, for the following purpose:

We are requesting these conditional knock mice, and aim to use these mice to study Yap (Yes-associated protein) and/or Taz (Transcriptional coactivator with PDZ-binding motif) functions during liver cancer development. These studies will be performed under current National Institutes of Health (NIH) grants.

There may be other researchers at the UH Cancer Center who wish to use these mice strains from UTSW. For administrative convenience, this request seeks institutional approval to indemnify UTSW for similar mouse strain transfer agreements over a five (5) year term.

Indemnification Requested:

The University of Texas Southwestern Medical Center requires the following indemnification:

INDEMNIFICATION

Except where limited by Federal law, or to the extent authorized by the constitution and laws of the state governing the Recipient, Recipient agrees to hold harmless System, UT Southwestern, their Regents, officers, agents and employees, from any liability, loss or damage they may suffer as a result of claims, demands, costs or judgments against them arising out of Recipient's activities to be carried out pursuant to this Agreement and the use by Recipient of the results obtained from Research. UT Southwestern acknowledges that Recipient's indemnification hereunder is subject to the provisions of Section 304A-111, Hawaii Revised Statutes, as amended.

UH staff attempted to negotiate alternative contract provisions that did not require UH to indemnify UTSW. However, for institutional purposes, University of Texas System declined to substitute

alternative language. Thus, this request is submitted to the UH Board of Regents to authorize an indemnification of UTSW.

Indemnification to receive research materials is permitted under Hawai'i law. In pertinent part, HRS § 304A-111 expressly allows the Board to indemnify a collaborating institution under the following occurrences (emphasis added by bold faced font):

[§304A-111] Indemnification of collaborating institutions. (a) The board of regents may indemnify collaborating institutions from claims arising against them for the **gross negligence or wilful misconduct of the university's officers, employees, and agents in the course of their employment**, in connection with the university's use, storage, or disposal of materials owned or licensed by a collaborating institution that are purchased by the university from or transferred to the university by the collaborating institution for research or training purposes.

Risk Analysis:

Dr. Chen had previously obtained the Yap^{fl} and Taz^{fl} mice from UTSW when Dr. Chen was a researcher with the Department of Bioengineering and Therapeutic Sciences at the University of California, San Francisco. These mice strains significantly benefitted the research, and Dr. Chen would like to be able to continue to use this research material after relocating her laboratory to the UH Cancer Center. UTSW would allow Dr. Chen to continue to receive these mice strains so long as a material transfer agreement was made directly between UH and UTSW.

The University carefully manages research activities to assure full compliance with all regulations concerning use of vertebrate animals in research, testing, management and instructional activities. An animal welfare program is established within the Office of Research Compliance, at the UH system-wide, Office of the Vice President for Research and Innovation. In collaboration with the office of the System Veterinarian, the animal welfare program administers the Institutional Animal Care and Use Committee (generally known as "IACUC") that reviews and approves laboratory protocols. The UH medical school and the UH Cancer Center animal care program has been accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International since July 2016. This regulatory oversight manages and mitigates the risk that damage or loss will occur in the use of the mouse strains received from UTSW.

Dr. Chen had been using these mice strains from UTSW in her prior laboratory. No claims resulting from her use arose during her prior research activities. Given her prior experience, the risk of liability for future use of these mice strains are deemed small.

The likelihood that a claim for liability, even if arising in the first instance, would then be successfully lodged against UTSW (the supplier of the research materials) is further remote. Notably, the indemnification obligation to UTSW arises only if there is gross negligence or willful misconduct by a UH employee. The indemnification provision negotiated with the UTSW for this MTA acknowledges that the obligation to indemnify extends only to the limits allowed by HRS § 304A-111.

Chairperson Randolph G. Moore
February 22, 2022
Page 4

The demonstrated benefits of obtaining the research materials from UTSW outweigh the potential risks and costs of indemnification.

ACTION RECOMMENDED:

It is recommended that the BOR authorize UH to provide indemnification to UTSW to the extent permitted under § 304A-111, for the institutional material transfer agreement so that the University may receive similar research materials from UTSW for the next five (5) years.

Attachment (HRS § 304A-111)

c: Executive Administrator and Secretary to the Board of Regents

[\$304A-111] Indemnification of collaborating institutions.

- (a) The board of regents may indemnify collaborating institutions from claims arising against them for the gross negligence or wilful misconduct of the university's officers, employees, and agents in the course of their employment, in connection with the university's use, storage, or disposal of materials owned or licensed by a collaborating institution that are purchased by the university from or transferred to the university by the collaborating institution for research or training purposes.
- (b) The university shall use the materials transfer agreements recommended and approved by the Association of University Technology Managers to confer the indemnification authorized by this section.
- (c) Indemnification claims authorized by this section shall be payable solely from the moneys and property of the university and shall not constitute a general obligation of the State or be secured directly or indirectly by the full faith and credit of the State or the general credit of the State or by any revenues or taxes of the State. The board of regents may obtain loss insurance to cover the liability of the university that may arise under this section; provided that loss insurance for the university shall be at the university's expense.



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

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

22 MAR 10 P2:04
February 11, 2022

DTS 22274

MEMORANDUM

TO: Randolph G. Moore
Chairperson, Board of Regents, UH System

VIA: David Lassner *David Lassner*
President, UH

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

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

SUBJECT: A. REVIEW OF GRADUATE MEDICAL EDUCATION PROGRAMS AT
JABSOM ANNUAL REPORT FOR THE ACADEMIC YEAR **2020-21** and
REVIEW OF THE SPONSORING INSTITUTION 10-YEAR SELF-STUDY
SUMMARY FORM

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 **2020-2021**
- B. Sign the attached "Institutional Self-Study Summary Form" which is a document required 2 years in advance of its 10-year accreditation site visit.

RECOMMENDED EFFECTIVE DATE:

- A. Upon Board of Regents review
- B. Upon Board of Regents Chair signature

ADDITIONAL COST:

None

PURPOSE:

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

Residency and fellowship programs accredited by the Accreditation Council for Graduate Medical Education (ACGME) must function under the ultimate authority and oversight of one Sponsoring Institution (SI)", which for the University of Hawai'i is JABSOM. Source: ACGME Institutional Requirements, Section I.A.1. (revised July 1, 2021)

The GMEC must demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR). Source: ACGME Institutional Requirements, Section I.B.5. (revised July 1, 2021)

The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body. Source: ACGME Institutional Requirements, Section I.B.5.b (revised July 1, 2021)

- B. ACGME requirements specify: *"The Sponsoring Institution must complete a Self-Study prior to its 10-year Accreditation Site Visit" Source: ACGME Institutional Requirements, Section I.A.8 (revised July 1, 2021)*

BACKGROUND INFORMATION:

The Board of Regents is the *Governing Body* for JABSOM. As such, the signature of its chairperson or other designated representative is required to complete JABSOM's Institutional Self-Study Summary form to the ACGME. The opportunities, threats, and aims identified during the self-study are congruent with the Institutional Annual Action Plan goals and activities identified during the Annual Institutional Review held in September 2021 and also consistent with the recommendations made by the Hawai'i Medical Education Council to the 2022 Hawai'i State Legislature¹ [required by HRS 304A-1891].

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

¹ https://www.hawaii.edu/govrel/docs/reports/2022/hrs304a-1704_2022_hawaii-medical-education-council_annual-report_508.pdf

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

Hawai'i has a physician shortage of about 720 physicians when accounting for the neighbor island and specialty demands. The shortage is expected to worsen as demand for medical care increases with the aging population. The most significant shortages statewide, on all islands, are in primary care (Family Medicine, Primary Care Internal Medicine, Pediatrics, and Geriatrics). Insufficient access to primary care frequently results in delays in care as well as costlier care in emergency departments or hospitals. Several other specialties have large shortages, reflecting the increasing chronic disease burden across the lifespan. Practicing physicians in all specialties were already closing practices to new Medicaid or Medicare patients pre-COVID. The pandemic has and continues to worsen the primary care and physician shortage crisis, 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 2022 Legislature, authorized pursuant to HRS 304A-1704.

Full web address of this report can be found at:

https://www.hawaii.edu/govrel/docs/reports/2022/hrs304a-1704_2022_hawaii-medical-education-council_annual-report_508.pdf

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 (85%), Obstetrics-Gynecology (87%), General Psychiatry (80%), Child and Adolescent Psychiatry (90%), and Geriatrics (93%).

The residents and fellows in JABSOM's GME programs provide direct patient care, under the 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 Kaua'i, as well as in Veteran's Affairs clinics in American Samoa and Guam. Patients cared for on the academic teaching services in the hospitals are often poor, medically- and socially complex, or otherwise underserved by the larger medical community.

The JABSOM programs that train medical students (77 per year over a 4-year curriculum) and residents/fellows (graduating about 80 per year) help to ameliorate the physician shortage, but JABSOM cannot solve it alone. Addressing this shortage requires complex, 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 require JABSOM to be more flexible and agile in response to the needs of our health systems, patients, and community. To this end, regular engagement with the Board of Regents and UH leadership is critical to garner appropriate support for GME program expansion.

Plans to expand GME training to areas of highest need

Despite the fiscal challenges due to COVID-19, we are happy to report that our Family Medicine program was approved for a permanent increase to seven residents per year. Effective the 2022-23 academic year, the psychiatry and child and adolescent psychiatry funding was restored to baseline. The surgery program was approved for a temporary increase that would allow five residents per year. An application will be submitted in 2022 to permanently increase the program to five residents per year, which would result in more surgical resident training on Hawai'i Island and West O'ahu. The cardiology fellowship was approved to gradually expand to four fellows per year. With the advent of 1,000 new Centers for Medicare and Medicaid Services (CMS)-funded residency positions, under CMS Section 126 and Section 127, JABSOM and its health system partners are exploring the feasibility of creating small rural training tracks for certain programs where at least 50% of their required curriculum could be done on a neighbor island. In these rural tracks, the intensive, high-volume, or highly subspecialized rotations would be done on O'ahu, and the remainder of the training needs would be met on the neighbor islands.

At the State level, Governor Ige approached JABSOM in December 2021 and placed funding in his budget to support the expansion of GME programs to the neighbor islands and also in partnership with the VA. In the current 2022 Legislative Session, several bills have been introduced in both the House and Senate to support this effort:

[SB2597](#) RELATING TO LOAN REPAYMENT FOR HEALTH CARE PROFESSIONALS.
[HB1549](#)

Appropriates funds for the Hawaii **state loan repayment program** administered through the John A. Burns school of medicine, subject to a matching funds requirement.

[SB2655](#) RELATING TO MEDICAL EDUCATION SPECIAL FUND.

[HB1550](#) **Reestablishes the Hawaii Medical Education Special Fund** to be administered by JABSOM for GME and training programs.

[SB2656](#) RELATING TO MEDICAL EDUCATION AND TRAINING.

[HB1548](#)

Appropriates funds to support additional opportunities for medical residencies and training programs in a partnership between the John A. Burns School of Medicine and the **Veterans Administration**.

[SB2657](#) RELATING TO MEDICAL EDUCATION AND TRAINING.
[HB1547](#)

Appropriates funds to create more residencies and training opportunities on the **neighbor islands** for medical students at the UH JABSOM

At the Federal level, JABSOM continues to advocate with Federal partners, Alaska, and our major health systems in Hawai'i to Federally-designate the entire state of Hawai'i as rural. This designation would be of tremendous benefit for all health professions programs eligible to apply for Federal health workforce grants and potentially improve Hawai'i's ability to recruit more physicians to health professions shortage areas on O'ahu. JABSOM is also partnering with other Minority-Serving Institutions, the Association of American Medical Colleges, and Federal partners to create additional priority criteria for these new CMS positions if the Sponsoring Institution is a Minority-Serving Institution. An additional 14,000 CMS-funded GME positions are proposed as part of the now-stalled Build Back Better Act. If the statutory language can be changed, then any hospital affiliated with a JABSOM GME program, that is paying for GME training above the CMS cap, would be given priority consideration in their application for new positions.

Sponsoring Institution Aims for the next three to five years, informed by the Institutional Self-Study

The recent integration of academic (university practice) and clinical (hospital) employed faculty enables redefinition of roles and infrastructure to advance quality improvement and patient safety (QPS) initiatives, scholarly activity and clinical research, professional development, professionalism, and well-being/resiliency initiatives that are aligned, if not integrated within the health systems. The opportunities also allow us to stage curriculum across the continuum of medical education: pre-clerkship medical student, clerkship experiences, residency, fellowship, and faculty. JABSOM's cross-cutting strategic goal to "enhance diversity and opportunities within each (strategic) goal in order to achieve equity in our JABSOM 'ohana and communities we serve" and related activities align well and can augment the health system efforts in equity and justice. With these resources in place, the Self-Study Working Group recommended, and the Graduate Medical Education Council approved on January 28, 2022, the following three aims for the self-study. In about 18 months, we will be asked to provide a brief update on accomplishments in these three areas.

1. Quality Improvement and Patient Safety (QPS) and culture of safety are integrated into the GME curriculum with regular participation of residents/fellows in interprofessional patient safety event analyses. Mentorship in QPS is facilitated by faculty who are knowledgeable about core principles and engaged in QPS processes and projects that align with the health systems priorities to

enhance the health of our unique populations while providing compassionate, culturally-tailored, and resource-appropriate care.

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

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 the community and workforce needs*).

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

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 2020-21.
- B. Sign the attached "Institutional Self-Study Summary Form" which is a document required 2 years in advance of its 10-year accreditation site visit.

Attachment:

1. Executive Summary of the Annual Institutional Review of Graduate Medical Education for Academic Year 2020-2021
 2. Institutional Self-Study Summary Form
- C: Lee E. Buenconsejo-Lum, MD, FAAFP, JABSOM Associate Dean for Academic Affairs, Designated Institutional Official and GME Director

UNIVERSITY OF HAWAI‘I SYSTEM TO THE BOARD OF REGENTS



EXECUTIVE SUMMARY ANNUAL INSTITUTIONAL REVIEW OF GRADUATE MEDICAL EDUCATION

*FROM THE JOHN A. BURNS SCHOOL OF MEDICINE
GRADUATE MEDICAL EDUCATION COMMITTEE
FOR ACADEMIC YEAR 2020-21*



Addended February 9, 2022

PURPOSE

This report fulfills a core requirement of the Accreditation Council for Graduate Medical Education (“ACGME”), the national accrediting body for American Graduate Medical Education (“GME”) Programs. The Institutional Requirement, I.B.5.b, states that:

The DIO¹ must annually submit a written executive summary of the AIR [Annual Institutional Review] to the Sponsoring Institution’s Governing Body.

The University of Hawai‘i (“UH”) Board of Regents is the *governing body* for the University of Hawai‘i, John A. Burns School of Medicine (hereinafter called “UH JABSOM”). On September 24, 2021, UH JABSOM’s Graduate Medical Education Committee (GMEC) completed its Annual Institutional Review (“AIR”) for the prior academic year, **July 1, 2020–June 30, 2021**. This is the Executive Summary of that AIR. The detailed discussion, review and improvement action plans of the AIR are recorded in our GMEC minutes. A high-level overview will be presented in this report, as well as the Action Plan (Appendix B). Appendix A contains the background information related to the current structure of the GME programs and relation to teaching hospitals and clinics as that remains largely unchanged from year-to-year. Appendix C gives a brief update on the progress made in relation to the overall GME Strategic Plan, as previously requested by the UH BOR.

MAJOR CONCLUSIONS

Current accreditation status. In January 2021, the determination was “continued accreditation” based on information submitted in August 2020 for the preceding academic year. However, a resident filed an official complaint to the ACGME about the Surgery program and the Institution at the end of June 2020 and we were not notified until November 9, 2020. The UH Surgery Program and the Sponsoring Institution submitted timely responses on November 16 and November 19, 2020, respectively. The ACGME reviewed the responses and determined a special site visit was needed, which occurred on January 26, 2021, for Surgery and January 28, 2021, for the Institution. The respective review committees of the ACGME reviewed the site visitor findings at their next routine meeting, then sent the status notification letters on June 16, 2021, for Surgery and July 27, 2021, for the Institution. As of the most recent notification letter on July 27, 2021, the ACGME Institutional Review Committee accredited the institution as “continued accreditation with warning,” referencing the resident complaint. The subsequent letters of notification stated that both the program’s and the institution’s “response satisfactorily addressed the concern and no further action was required”. All programs with citations, including the institution, provided detailed updates to the issued citations during their annual updates to the ACGME in August-September 2021, which include specific action items to address any citations or other areas for improvement noted in each program’s annual program evaluation. Citation responses will be reviewed by all ACGME review committees at their January 2022 meetings. Additional overview details regarding citations are listed in Table 3 below.

Conclusions from September 24, 2021, AIR GMEC Review. Data reviewed at the AIR included the most recent ACGME survey results, most recent ACGME letter of notification, Annual Program Evaluations, Annual Program Updates, additional internal surveys, enrollment, and graduation statistics, including practice in underserved communities, priorities for the ACGME’s Clinical Learning Environment Review (CLER) program, and the report from a routine ACGME CLER visit that was conducted in August 2021. In general, the data review and progress made despite the COVID-19 disruptions were positive and showed a trend of continued improvement from prior years. Programs with past citations made significant improvements to address concerns, such that many were resolved. Several programs did receive new citations, some of which were more administrative and easily addressed. The ACGME will review all programs and decide on the status of any citations or concerns

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

in January 2022. In the spirit of continuous improvement, several cross-cutting areas were identified for continued focus among the GME programs and institution:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. This includes strategic hiring of faculty in certain specialties to ensure excellent supervision of learners while also meeting increased clinical demands in that specialty. This also includes routine incorporation of the identified faculty leads for patient safety (in each program) into health system patient safety structures and processes.
- Continue strengthening opportunities for resident and faculty engagement in scholarly activities, with an emphasis on alignment with the health system and community needs to address health disparities by using existing data and identifying areas for improvement in health care quality to inform future research projects. This includes routine incorporation of each GME program's faculty leads for research into their respective health system's research processes and/or committees.
- Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, and patient safety, professionalism, well-being, and creating safe learning environments. This includes implementing core faculty development topics into the relevant health system's provider education infrastructure.
- Continue promoting inter-professional and team-based learning environments in order to effectively address the health needs of the populations we serve.
- Continue promoting learning environments that contribute to increased well-being among trainees and faculty, including education in preventing, identifying, and addressing burnout and how to seek appropriate care. This includes the office of the DIO's continued direct engagement with the well-being/provider resiliency program leads within the two major health systems to provide additional resources and better integrate trainees and faculty into existing programs and assessments.
- Continue increasing training and improving processes needed to reduce health inequities in Hawai'i's populations and increase diversity, equity, and inclusion in the recruitment and retention of trainees.

FEBRUARY 2022 UPDATE ON INSTITUTIONAL AND SURGERY PROGRAM STATUS

Effective January 5, 2022, the ACGME determined that the Surgery residency program accreditation status is "Continued Accreditation". Effective January 28, 2022, the Sponsoring Institution accreditation status is once again "Continued Accreditation". The ACGME will send the notification letters with additional details about the status of citations or areas for concern by March 2022.

INSTITUTIONAL PERFORMANCE INDICATORS

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

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

In addition to these performance indicators, program quality and other evaluative feedback were provided during the September 24, 2021 AIR by the 60 members of the GMEC which is made up of: i) UH JABSOM faculty who serve as residency program directors (PDs) and/or Chairs of clinical departments with GME programs, ii) peer-selected resident/fellow representatives from all GME programs, iii) residency program administrators, and iv) the Office of the DIO ("ODIO") management team. Because we had the follow-up formative report from the ACGME CLER visit in August 2021, data from that report was also factored into the development of the institutional action items for the

academic year 2021-22. In the sections that follow, the salient findings for each of the Institutional Performance Indicators will be presented for Academic Year 2020-2021.

(1) Results of the Most Recent Institutional Notification Letter from the ACGME (as of September 2021)

Current accreditation status, "Continued Accreditation with Warning." At its July 2021 meeting, based on the report from an ACGME special site visit conducted in January 2021 in response to a specific complaint from a resident to the ACGME, the ACGME Institutional Review Committee identified six areas as not in substantial compliance: 1) faculty participation in GME, 2) opportunity to raise concerns and provide feedback, 3) safe and non-punitive environment to raise complaints with clear roles and accountability among institutions, 4) process for investigating unprofessional behavior, 5) timeliness for grievance hearings and 6) notice of non-renewals and due process. Several recent activities allow us to effectively address these citations. As part of a major initiative to increase alignment with the health care systems, the University of Hawai'i and University Health Partners of Hawai'i (UHP) [the JABSOM faculty practice plan] has executed tripartite agreements with both of the major health systems in Hawai'i that together comprise more than 85% of clinical training sites for JABSOM's GME programs. The Queen's-UH-UHP agreement was executed on April 19, 2021, and the HPH-UH-UHP agreement was executed on September 14, 2021. The newly executed academic affiliation agreements between UH JABSOM and the health systems allow for a more familiar academic hospital structure. Direct changes impacting GME include: (1) department chairs will oversee faculty members employed by UH and the health systems; (2) department chairs will be directly engaged with health system strategic planning and operational decision making; and (3) health systems have committed to work with UH on personnel issues related to academic faculty, trainees, and related staff. Both agreements establish a Joint Operating Committee (JOC), which includes the Dean and DIO (or Deputy DIO), in addition to several JABSOM Department Chairs. The Joint Operating Committee (JOC) monitors all issues related to the JABSOM academic programs. The new management structure allows a timelier and coordinated response to any concerns made against faculty members working at Queen's or HPH, including non-compensated (volunteer) faculty members who are on the medical staff in those facilities. The executive leadership of Queen's and HPH have committed to timely, complementary, and joint (to the fullest extent possible and appropriate) processes and implementation of appropriate protective measures when needed, in a manner that is not perceived as retaliatory to anyone reporting concerns. This includes working collaboratively with the UH Title IX office and JABSOM human resource personnel if relevant to the raised concern. Process improvement and/or training continues with our programs, leadership, faculty, trainees, and clinical training partners to address compliance with ACGME requirements and continuously improve our learning environments to provide high quality and safe patient care for the diverse 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 the content areas shown in Table 1. Similarly, the ACGME faculty survey measures faculty experiences and perceptions of their residents and programs in content areas shown in Table 2. These survey results, in addition to other annual reporting measures to the ACGME, are utilized to determine a GME program's accreditation status. At least 70% of residents and faculty must complete the survey. Two hundred and fourteen (96%) residents/fellows completed the annual survey, in addition to 195 core faculty (94%) completing their respective survey, an increase in both groups from last year (93% resident/fellow and 88% faculty). Within each domain a number of specific dimensions are assessed on a 1-5 ranking scale with 1 = very negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, 5 = very positive.

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

Clinical Experience and Education	<ul style="list-style-type: none"> • 80 hours per week • Four or more days free in 28-day period • Taken in-hospital call • Taken in-hospital call more than every third night • Less than 14 hours free after 24 hours of work • More than 28 consecutive hours work • Adequately manage patient care within 80 hours • Pressured to work more than 80 hours • Additional responsibilities after 24 consecutive hours of work
Faculty Teaching and Supervision	<ul style="list-style-type: none"> • Faculty members interested in education • Faculty effectively creates environment of inquiry • Appropriate level of supervision • Appropriate amount of teaching • Quality of teaching received • Extent increasing responsibility granted
Evaluation	<ul style="list-style-type: none"> • Able to access evaluations • Opportunity to evaluate faculty members • Opportunity to evaluate program • Satisfied with faculty members' feedback
Educational Content	<ul style="list-style-type: none"> • Instruction on scientific inquiry principals • Opportunities for research participation • Taught about health care disparities • Education in assessing patient goals • Instruction on maintaining physical and emotional well-being • Instruction on minimizing effects of sleep deprivation • Program instruction in when to seek care regarding: <ul style="list-style-type: none"> ○ Fatigue and sleep deprivation ○ Depression ○ Burnout ○ Substance abuse
Diversity and Inclusion	<ul style="list-style-type: none"> • Preparation for interaction with diverse individuals • Program fosters inclusive work environment • Diverse resident/fellow recruitment and retention
Resources	<ul style="list-style-type: none"> • Education compromised by non-physician obligations • Impact of other learners on education • Provided direct clinical patient care • Time to interact with patients • Appropriate balance between education and patient care • Time to participate in structured learning activities • Able to attend personal appointments • Access to mental health counseling or treatment • Satisfied with safety and health conditions • Faculty members discuss cost awareness in patient care decisions
Patient Safety and Teamwork	<ul style="list-style-type: none"> • Culture emphasizes patient safety • Know how to report patient safety events • Information not lost during shift changes or patient transfers • Interprofessional teamwork skills modeled or taught • Participate in adverse event analysis • Process to transition care when fatigued
Professionalism	<ul style="list-style-type: none"> • Faculty members act professionally when teaching • Faculty members act professionally when providing care • Residents/fellows comfortable calling supervisor with questions • Able to raise concerns without fear or intimidation • Satisfied with process for problems and concerns • Experienced or witnessed abuse • Process in place for confidential reporting of unprofessional behavior

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

Faculty Teaching and Supervision	<ul style="list-style-type: none"> • Program director effectiveness • Faculty members committed to educating • Faculty members satisfied with process for evaluation as educators • Sufficient time to supervise residents/fellows • Performance as educator evaluated at least once per year
Educational Content	<ul style="list-style-type: none"> • Learning environment conducive to education • Residents/fellows instructed in cost-effectiveness • Residents/fellows prepared for unsupervised practice
Diversity and Inclusion	<ul style="list-style-type: none"> • Efforts to recruit diverse residents/fellows • Program fosters inclusive work environment • Efforts to retain diverse residents/fellows • Participated in efforts to recruit diverse: <ul style="list-style-type: none"> ◦ Faculty members; residents; fellows; other GME staff; pre-residency learners, including medical students
Resources	<ul style="list-style-type: none"> • Satisfied with professional development and education • Workload exceeded residents/fellows' available time for work • Participated in activities to enhance professional skills in: <ul style="list-style-type: none"> ◦ Quality improvement and patient safety ◦ Practice-based learning and improvement ◦ Fostering residents/fellows' well-being ◦ Fostering own well-being ◦ Education ◦ Contributing to an inclusive clinical learning environment
Patient Safety and Teamwork	<ul style="list-style-type: none"> • Know how to report patient safety events • Culture emphasizes patient safety • Effective teamwork in patient care • Information not lost during shift changes or patient transfers • Interprofessional teamwork skills modeled or taught • Residents/fellows participate in adverse event analysis • Process to transition care when residents/fellows fatigued
Professionalism	<ul style="list-style-type: none"> • Satisfied with process for problems and concerns • Experienced or witnessed abuse • Residents/fellows comfortable calling supervisor with for questions • Faculty members act unprofessionally • Process for confidential reporting of unprofessional behavior

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

At the AIR, the GMEC reviews the detailed survey results from each program, in addition to the aggregated Institutional results. Summary graphs are noted below in Figure 1 (resident survey) and Figure 2 (faculty survey). The University of Hawai'i historically performs at or above 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 Institutional Data

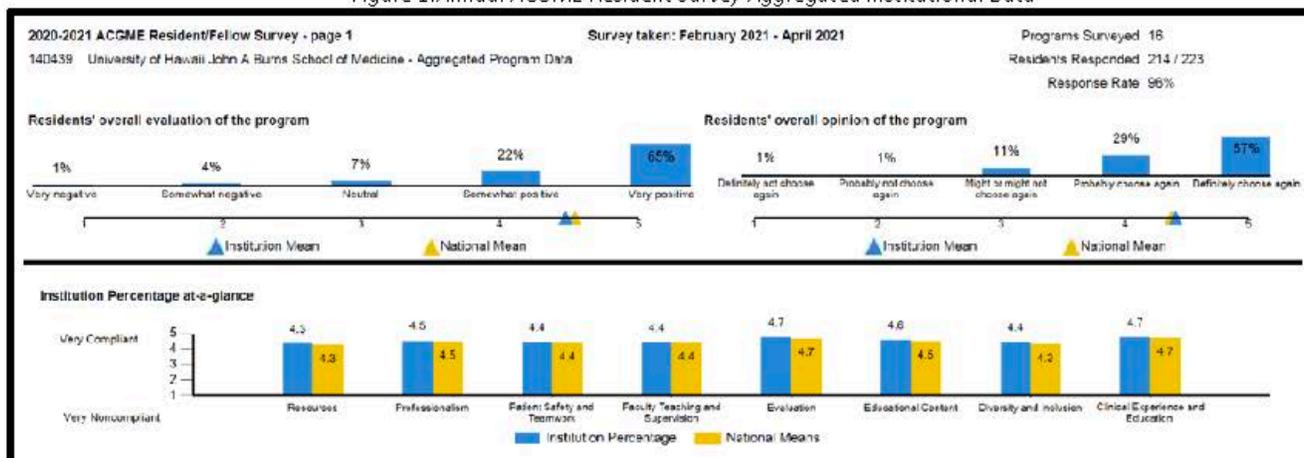
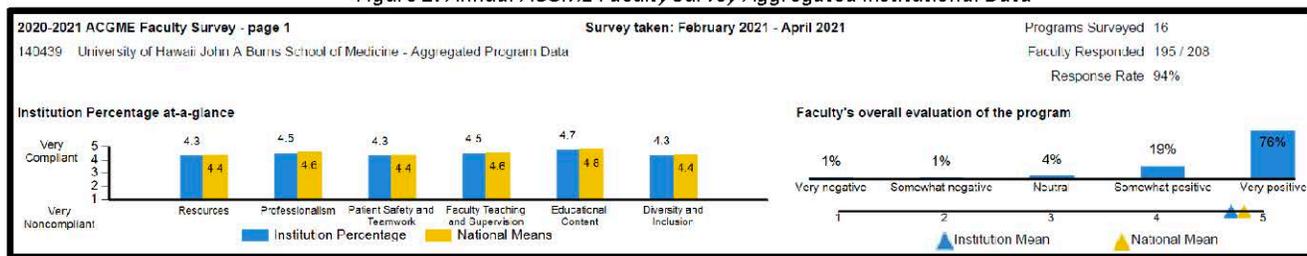


Figure 2: Annual ACGME Faculty Survey Aggregated Institutional Data



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 include evaluations of the curriculum and rotations, in-training examination results, graduates' performance (Board certification rates and other data), evaluations of the overall program, internal surveys, ACGME surveys, types of faculty development conducted, resource needs, as well as other items relevant to the GME program functioning as part of a larger department within JABSOM (items required for JABSOM accreditation by the Liaison Committee on Medical Education). The GMEC reviews a summary document of each program's APE. At the AIR, the GMEC also reviews data related to retention rates, strategies for the well-being of residents and faculty, priority areas for faculty development, recommendations from the most recent ACGME Clinical Learning Environment Review site visit, faculty scholarly activity (in aggregate), and other selected items. From that review, cross-cutting themes, priorities, and strategies were identified to update the Institutional Action Plan (which is contained in Appendix B).

All 19 UH JABSOM GME programs have full accreditation from the ACGME. Table 3 below shows the anticipated due dates of Self-Study documents, upcoming 10-year site visits for several programs that have already submitted their Self-Study documents, and citations for each program that is accredited by the ACGME. The ACGME remains several years behind schedule for the self-study and site visits, made worse due to the ongoing COVID-19 pandemic. None of the citations listed involved patient safety/clinical care issues. In 2020-21, there were 15 citations in 6 programs. The four Maternal-Fetal Medicine citations were related to stressors and change within the faculty and division that led to more negative perceptions of professionalism and educational processes within the learning environment. The one Orthopedic Surgery citation regards the quantity of a specific type of procedure. The two Pathology citations arose from an administrative error in reporting and from an ACGME change in how board passing rates were calculated. One General Surgery citation relates insufficient workspace in a hospital setting (made worse by COVID) and four are tied to the ACGME complaint raised/the subject of the site visit in January 2021. The one Psychiatry citation has been effectively addressed by the health system. Changes have been implemented in the Child & Adolescent Psychiatry program to address the two citations. The recently executed academic affiliation agreements with the health systems have significantly mitigated and improved all of the predominant learning environments and, specifically address the citations in Surgery, Psychiatry, Maternal-Fetal Medicine, and Child & Adolescent Psychiatry. The ACGME will decide on the status of all citations in January 2022.

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

GME Program	Self-Study (SS) Due & 10-yr Site Visit (SV) Date	Most Recent SV Date	Citations in AY 2018-19	Citations in AY 2019-20	Citations in AY 2020-21	Status of Citations*
Family Medicine Residency	07/31/2020 – SS 07/01/2022 – 10yr SV	05/18/2009	1	1	0	
Sports Medicine Fellowship	07/31/2020 – SS 07/01/2022 – 10yr SV	05/18/2009	0	0	0	
Internal Medicine Residency	10/31/2017 – SS 10/01/2019 – 10yr SV (pending, not actually scheduled)	01/29/2009	1	0	0	

Cardiovascular Disease Fellowship	10/31/2017 – SS 10/01/2019 – 10yr SV (pending, not actually scheduled)	09/21/2012	0	0	0	
Geriatric Medicine Fellowship	10/31/2017- SS 10/01/2019 – 10yr SV (pending, not actually scheduled)	09/29/2008	0	0	0	
Obstetrics/Gynecology Residency	12/01/2020 – SS 12/01/2022 – 10yr SV	10/03/2007	0	0	0	
Complex Family Planning Fellowship	Program joined the ACGME in 2020	2/1/2023	n/a	n/a	0	
Maternal-Fetal Medicine Fellowship	12/01/2021 – SS 12/01/2022 – 10yr SV	1/24/2019	n/a	0	4	AM for 4 citations
Orthopedic Surgery Residency	06/01/2022 – SS 6/01/2024 – 10yr SV	07/01/2009	1	1	1	AM for 1 citation
Pathology Residency	10/01/2023 – SS 10/01/2025 – 10yr SV	2/19/2019	0	0	2	AM for 2 citations
Pediatrics Residency	01/01/2028 - SS 01/01/2030 – 10yr SV	01/28/2020	0	1	0	
Neonatal-Perinatal Fellowship	01/01/2028 – SS 01/01/2030 – 10yr SV	01/29/2020	0	0	0	
Psychiatry Residency	04/01/2022 – SS 04/01/2024 – 10yr SV	04/20/2012	0	2	1	AM for 1 citation
Addictions Psychiatry Fellowship	04/01/2022 – SS 04/01/2024 – 10yr SV	04/01/2009	0	0	0	
Child & Adolescent Psychiatry Fellowship	04/01/2022 – SS 04/01/2024 – 10yr SV	10/22/2010	0	2	2	AM for 2 citations
Geriatric Psychiatry Fellowship	04/01/2022 – SS 04/01/2024 – 10yr SV	04/24/2009	0	0	0	
Addiction Medicine Fellowship	Program started 2019	9/22/2021	n/a	0	0	
Surgery Residency	11/01/2022 – SS 11/01/2024 – 10yr SV	11/01/2012	3	1	5	AM for 5 citations
Surgical Critical Care Fellowship	11/01/2022 – SS 11/01/2024 – 10yr SV	02/19/2009	0	0	0	

**Status of Citation (From Annual Program Reviews of Academic Year 2020-21): AM = Addressed and being monitored closely by the program, the DIO, and the GMEC. Refer to the narrative that precedes this table for more detail.*

Conclusions from September 24, 2021, 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:

- Continue strengthening GME program alignment with health system priorities in delivering the highest quality and safest patient care across clinical settings. This includes strategic hiring of faculty in certain specialties to ensure excellent supervision of learners while also meeting increased clinical demands in that specialty. This also includes routine incorporation of the identified faculty leads for patient safety (in each program) into health system patient safety structures and processes.
- Continue strengthening opportunities for resident and faculty engagement in scholarly activities, with an emphasis on alignment with the health system and community needs to address health disparities by using existing data and identifying areas for improvement in health care quality to

inform future research projects. This includes routine incorporation of each GME program's faculty leads for research into their respective health system's research processes and/or committees.

- Strengthen faculty development relevant to their roles as educators focusing on teaching, competency-based assessment, quality improvement, and patient safety, professionalism, well-being, and creating safe learning environments. This includes implementing core faculty development topics into the relevant health system's provider education infrastructure.
- Continue promoting inter-professional and team-based learning environments in order to effectively address the health needs of the populations we serve.
- Continue promoting learning environments that contribute to increased well-being among trainees and faculty, including education in preventing, identifying, and addressing burnout and how to seek appropriate care. This includes the office of the DIO's continued direct engagement with the well-being/provider resiliency program leads within the two major health systems to provide additional resources and better integrate trainees and faculty into existing programs and assessments.
- Continue increasing training and improving processes needed to reduce health inequities in Hawai'i's populations and increase diversity, equity, and inclusion in the recruitment and retention of trainees.

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

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

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

Appendix D contains a list of acronyms and abbreviations.

APPENDIX A.

UH JABSOM GME PROGRAMS AND TEACHING HOSPITALS/CLINICS

UH JABSOM is nationally accredited by the Liaison Committee on Medical Education (“LCME”) of the Association of American Medical Colleges (“AAMC”). It is the sponsoring institution for nineteen (19) GME programs fully accredited by the ACGME: Eight (8) core residencies and ten (11) 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 house UH JABSOM’s eight (8) clinical departments: Family Medicine (Hawai’i Pacific Health Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center and Queen’s Medical Center), Obstetrics/Gynecology (Hawai’i Pacific Health and Queen’s Medical Center) and Pediatrics (Hawai’i Pacific Health Kapi’olani Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen’s Medical Center). Figure 3 below describes the matrixed operations of the JABSOM GME enterprise.

An average of 230 physician-trainees, who received doctorates from a school of medicine or 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. UH JABSOM GME programs 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.

Figure 3. JABSOM GME operations

UH JABSOM GRADUATE MEDICAL EDUCATION OPERATIONAL STRUCTURE

	JABSOM (GME Sponsoring Institution)	Health Systems	Hawai'i Residency Programs, Inc. (HRP)	GME Advisory Council
Roles and linkages to the Sponsoring Institution	<ul style="list-style-type: none"> Coordinates GME programs and accreditation through ODIO Assigns clinical department chairs in which GME programs are academically embedded Appoints program directors for all GME programs Employs key academic faculty members Provides academic resources (e.g., simulation center, medical library, cadaver laboratory, didactic venues) Oversight of resident performance, progression, GME policies Oversight of faculty development, responses to ACGME, and operation of GMEC 	<ul style="list-style-type: none"> Linked to UH JABSOM through academic affiliation agreements, including a governance mechanism for joint JABSOM-health system operations Employ core faculty members as members of Health System - JABSOM medical groups JABSOM department chairs serve in dual academic/clinical roles in Health System Provide onsite GME resources Provide financial support to HRP for employment of most GME trainees/program administration Provide direct employment of some GME trainees/program administration 	<ul style="list-style-type: none"> Linked to UH JABSOM through affiliation agreement and Board Board of Directors: Health System CEOs, JABSOM Dean, DIO Employer of all residents and most fellows Provides professional liability coverage and risk management for employed GME trainees Medicare GME Affiliation Agreement entity (consortium): Coordinates CMS data reporting & health system financial contributions based upon individual trainee site assignments 	<ul style="list-style-type: none"> Represented by UH JABSOM leadership, Health System CEOs, HRP leadership Coordinated by DIO Engaged in strategic planning (GME program growth/development, resource acquisition)

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

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

APPENDIX B.

GMEC ACTION PLAN ITEMS and STATUS

Many of the major themes identified in the GME strategic planning process done in 2016-17 align with findings from each program's Annual Program Evaluation and our Institutional Priorities. This makes sense as the ACGME expects each Program's Major Aims to align with the community needs, as well as the missions and priorities of the Sponsoring Institution (JABSOM) and the major health systems in which GME training occurs. The GMEC reviews data and identifies crosscutting themes and strategies that could be addressed across programs at the Institutional level. The Institution (JABSOM), as well as individual programs participate in numerous, continuous activities that aim to improve our programs. The status of these activities are briefly reviewed below. Notably, the COVID-19 pandemic started having major disruptions to our medical education and clinical learning environments in late February 2020, so that has resulted in some slowed progress in certain strategies below. New for 2020 and beyond is an explicit emphasis on diversity, equity, and inclusion initiatives. This is in alignment with the overall JABSOM Strategic Plan (Figure 4). GME activities will be done in alignment with larger JABSOM initiatives. The JABSOM initiatives are overseen by the Coordinating Committee on Opportunity, Diversity and Equity (C-CODE).

Figure 4: JABSOM Strategic Summary 2020-2025

JABSOM STRATEGIC SUMMARY

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



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

GOALS					
	Research & Discovery	Education & Teaching	Clinical Healing	Community Engagement	Encouraging Resource Growth
Enhance diversity & opportunities within each goal in order to achieve equity in our JABSOM 'Ohana and communities we serve					
Long Term	Maintain Centers of Excellence in areas of proven strength	Build world-class education programs that create a competent health and health science workforce using partnerships to reduce health inequities throughout Hawai'i and the Pacific	Create a world-class integrated Clinical Learning Environment that is aligned to be inclusive of Hawai'i's and the Pacific's history and its populations	Help achieve optimal health and wellness for all (ALOHA) of Kaka'ako, Hawai'i and the Pacific Rim	Expand JABSOM's financial health and capital
Medium Term	<ul style="list-style-type: none"> Recruit, develop, and retain diverse basic science and clinical science research talent Build synergy amongst research departments Enable and support student and resident research Build alliance with UH Cancer Center 	<ul style="list-style-type: none"> Develop an infrastructure to support curricular innovations that prepare learners and faculty in complex, changing, and distributed health care environments Establish a sustainable funding model to support the educational mission 	<ul style="list-style-type: none"> Improve alignment and inclusiveness with strategic partners Develop strategic alliances with community hospitals and health centers to effectively address population health 	<ul style="list-style-type: none"> Develop integrated multidisciplinary academic-based health care system Help meet health care needs of underserved communities 	<ul style="list-style-type: none"> Provide quality facilities and infrastructure while increasing renewable energy sources Integrate JABSOM's workflow processes with UH System's new software Develop a 5-year plan for JABSOM's 60th anniversary
Short Term	<ul style="list-style-type: none"> Facilitate and support extramural research proposals Streamline processes for smaller grant and contract proposals less than \$100,000 annually Improve advocacy and representation for research within JABSOM and the public 	<ul style="list-style-type: none"> Continue curricular transformation that will prepare physicians to provide high quality and safe patient care Enhance recruitment of students and retention of medical residents Enhance quality of residents support and training programs Promote resilience, professionalism, health care leadership, and humanism for learners and faculty members 	<ul style="list-style-type: none"> Develop growth plans for each clinical department Develop strategic alliances for the clinical faculty practice organizations that advance the school's vision Build infrastructure to recruit, develop, and retain faculty for clinical teaching and research 	<ul style="list-style-type: none"> Build collaboration with clinical and research institutions Lead integrative effort to meet state workforce needs Expand community partnerships for medical education Grow JABSOM leaders, leadership, and innovation 	<ul style="list-style-type: none"> Enhance the workplace experience Optimize JABSOM's website, audio visual, and telecommunication functionality Maximize efficient processes supporting school missions

STATUS OF GMEC ACTION PLAN and Ongoing Priority Interventions (as of September 24, 2021)				
MAJOR THEME in CAPS: Priority Areas of Improvement for AY 2015-2016, 2016-17, 2017-18, 2018-19, 2019-20, 2020-2021, 2021-2022:				
1. QUALITY IMPROVEMENT (QI) / PATIENT SAFETY (PS) (2016-17+) Increase alignment of GME QI/PS priorities with clinical learning environment QI/PS priorities, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME Clinical Learning Environment Review program]				
Measurable Steps / Interventions	Assigned to	Desired Outcomes	Indicators (expected resolution & measures)	Status
A. (AY 2016-17) Encourage completion of IHI modules in Quality Improvement	ODIO, GMEC QPS Subcommittee (SC)	Residents and core faculty knowledgeable regarding principles of QI	% completion of required modules (required for onboarding)	Met, ongoing - 100% completion by all incoming residents (each year); variable completion by core faculty (tracking)
B. (AY 2016-17) Incorporate hospital QI staff & reports into academic half-day (AHD) curriculum	QPS SC	Relevant QI indicator updates identify opportunities for GME participation in hospital QI priorities	Annual CLER updates and APE process will show 100% compliance	Met, ongoing
C. (AY 2017-18) Incorporate patient safety reviews and participation in PS debriefs into each programs' curriculum	Each program	Resident/faculty are adept in basic PS activities	100% of programs will incorporate PS debriefs into curriculum	Met, ongoing
D. (AY 2018-19+) Continue PS and QI integration into programs' curricula and faculty development	Each program	Increased knowledge and meaningful engagement by residents/faculty in health facilities'/health systems' QI & PS initiatives	Increasing # of PS reviews and QI occurring regularly in each program	Met, ongoing.
E. (AY 2019-20+) Implement standardized, longitudinal core curriculum in PS and QI for all GME programs	QPS SC/ODIO, programs	Increased knowledge and meaningful engagement by residents/faculty in health facilities'/health systems' QI and PS initiatives	<ul style="list-style-type: none"> ● % of senior residents participating in RCA (actual or sim) ● % participation on institutional QPS committee meetings; ● average Milestone in QPS for senior trainees ● % faculty trained in THI / AQTP; increased # of resident and faculty scholarly activity presented or published) on QPS topics 	Partially met, ongoing. Sim RCA implemented April 2020 & April 2021, will continue in 2022
F. (AY 2019-20+) Implement structured team debriefing and reporting of safety events	Programs	Increase resident and faculty reporting of safety events and engagement with system-based improvement efforts	<ul style="list-style-type: none"> ● % increase of RL reports submitted by residents and faculty ● Included #s from QMC via T. Seto as were produced for the PS CLER August 2021 QMC site visit questionnaire 	Partially met.
G. (AY 2020-21+) Train faculty and residents on proper and constructive safety event reporting	ODIO, GMEC QPS SC, Programs	Increase # of patient safety events reported in RL (Queen's, HPH) or hotline (Queen's, HPH, Kuakini), (PS Department reports)	<ul style="list-style-type: none"> ● % increase of RL reports submitted by residents and faculty ● Total # RL reports at QMC increased 64% from 2019-2021 ● Meetings with QHS/QMC Senior Leadership started (quarterly) 	<ul style="list-style-type: none"> ● Met, ongoing. ● QMC training offered (6/2021). ● FAQ / RL Reporting Process in Carelink/HPH distributed to PDs 6/2021
H. (AY 2020-21+) Implement and sustain closed loop feedback between the health system PS office and the	QPS SC (health systems + ODIO) Health Systems, Programs	Timely receipt of aggregated feedback from PS staff enables change (PS Department reports, PD mtg minutes, APE)	% increase of programs receiving routine communications from health system PS office	<ul style="list-style-type: none"> ● In progress ● HPH has regular reports to OB and PEDS

reporter/reporter's GME program				<ul style="list-style-type: none"> ● RL reports attributable to residents/fellows/ ● Faculty (HPH- met, QHS- in process) ● POC roster for RL report created & shared with hospital leadership 9/2021
I. (AY 2021-22) Resident/fellow and faculty participation in actual PSE investigations	QPS SC (health systems + ODIO) Health Systems, Program	Discuss incentivization for faculty involvement in quality / patient safety PSE involving residents/fellows are regularly communicated to the program; Residents/fellows are given protected time to participate in PSE investigations	Increase in % of faculty and residents/fellows participating in actual PSE investigations	Program academic schedule with dedicated time for PSE investigation

2. SCHOLARLY ACTIVITY & RESEARCH				
(2016-17+) Achieve increased resident and faculty satisfaction with participation in scholarly activity &/or research, as measured by APE and AIR reports and related ACGME evaluation tools [long-term, ongoing goal; also required by the ACGME]				
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Indicators (expected resolution & measures)	Status
A. (AY 2017-18) Work toward common (across institutions) CITI training	ODIO and research leads at QHS, HPH	Reduced barrier to research	Increased % of residents reporting satisfaction w/ SA opportunities (ACGME surveys, DIO mtgs)	Met, ongoing
B. (AY 2017-18) Work toward eliminating need for multiple IRB applications	ODIO and research leads at QHS, HPH	Reduced barrier to research	Increased % of residents reporting satisfaction w/ SA opportunities (ACGME surveys, DIO mtgs)	Met as much as possible.
C. (AY 2017-18, 2018-19+) Work toward developing fast track approval for QI/PI projects	ODIO and research leads at QHS, HPH	Reduced barrier to research	Increased % of residents reporting satisfaction w/ SA opportunities (ACGME surveys, DIO mtgs)	Met for HPH and QHS. Work on communicating process.
D. (AY 2017-18) Train a core group of faculty mentors in Health Catalyst EDW at QMC	ODIO and research leads at QHS	More QI/PI projects or research projects related to direct patient care at QHS and HPH facilities	Increasing % of core faculty with selected skills in research and/or robust QI/PS projects.	Met. Limited applicability for certain types of research. Some core faculty participate in intensive QI/Leadership development programs within the health systems (AQTP [QHS] or THI [HPH])
E. (AY 2018-19) Include GME research in JABSOM Research Strategic Plan to garner more resources for GME programs	ODIO	Research strategic action plans include GME needs and unique challenges	Increasing support to GME programs from JABSOM Dept of Quantitative Health Sciences; pilot project funds available to JABSOM clinician faculty and residents	Met. Support from JABSOM Dept of QHS; Program reps on JABSOM clinical research subcommittee
F. (AY2020-21) Identify a research director (dedicated to residents/fellows) in each	Department Chairs	Increased # of resident/fellow completed scholarly activity projects (WebADS, NI APE); increase	Increasing # of resident and faculty scholarly activity (presented or published) in QPS topic; % residents and faculty	Partially met. Research lead ID for each program; working on structuring the process

program who will facilitate connection with mentors and research resources		resident/fellow satisfaction with research/scholarly activity (ACGME and internal surveys or discussions with ODIO)	reporting published or presented scholarly work	
G. (AY 2020-21) Resident/fellow research should focus on (a) educational research/curriculum development; (b) QI/PS in partnership with health systems; (c) identifying or addressing health disparities; or (d) topics relevant to the specialty.	Program Directors in coordination with research leads at QHS, HPH	Increased # of completed scholarly projects that focus on QI/PS, educational research and/or health disparities (NI APE)	Increasing # of resident and faculty presented or published work in QI/PS, education, or health disparities	In progress.
H. (AY 2021-22) Residents/fellows use clinical site data and/or QI goals to inform research projects	Program Directors in coordination with research leads at QHS, HPH	Clinical site data and QI goals are regularly shared Increased # of scholarly projects that incorporate clinical site quality data	Data and QI goals are regularly presented at case review conferences Central repository for resident-led quality research projects; discussed at standing JABSOM quarterly Research meeting	In progress

3. FACULTY DEVELOPMENT (FD)				
(2016-17+) Improve availability and accessibility of faculty development topics that will enhance the learning and growth of residents/fellows, as measured by AIR reports and related ACGME survey questions [long-term, ongoing goal]				
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Indicators (expected resolution & measures)	Status
A. (AY 2016-17) Develop video vignettes on giving feedback	SC/DIO/DDIO	Easily accessible resources for required FD topics for core, comp and non-comp faculty	Increase % of core faculty participating in this specific FD topic	Met and ongoing.
B. (AY 2017-18) Develop online toolkit for 'working with difficult learners', 'writing meaningful evaluations'	SC/DIO/DDIO	Easily accessible, vetted resources for program-specific FD	Increase % of core faculty participating in this specific FD topic	Met, but being refined to increase usage
C. (AY 2017-18) Develop online training in core faculty development topics	DIO/DDIO, JABSOM FD office	Easily accessible resources for required FD topics for core, comp and non-comp faculty	Increase % of core faculty participating in this specific FD topic	Met, ongoing.
D. (AY 2017-18) Pilot SUPERB SAFETY curriculum	DDIO, Clinical Departments	Institution-wide curriculum for improved communication between residents & faculty	% of programs implementing SUPERB SAFETY	Met. Online module also developed
E. (AY 2018-19, 2019-20+) Implement SUPERB SAFETY into remainder of curriculum	ODIO, JABSOM FD Office with UHM and health systems	Institution-wide curriculum for improved communication between residents & faculty	% of programs implementing SUPERB SAFETY, incl faculty	Met. Online module also developed
F. (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)	ODIO with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup	Improved consistency and timing of meaningful faculty feedback to learners Improved consistency (across programs) for evaluating learners Easily accessible resources for required FD topics for core, comp and non-comp faculty	# of sessions, % participation, FD webpage, SUPERB SAFETY tied to test	Met for most topics. <ul style="list-style-type: none"> • Certain topics given at Clinical Department faculty meetings; • Quarterly series for clinician faculty, given at Queen's, Kapiolani and via Zoom to increase participation

		Easily accessible, vetted resources for program-specific FD		<ul style="list-style-type: none"> ● Population health overview ready/given but not online. ● QI / PS bootcamp to be developed in conjunction w/ QHS and HPH
G. (AY2020-21+) Provide additional faculty development via both synchronous and asynchronous modalities, in conjunction with the health systems (as appropriate). Focus on working with difficult learners (advanced skills), competency-based assessment, telemedicine, quality improvement and patient safety.	ODIO with health systems, JABSOM OME, FD working group and JABSOM telemedicine workgroup	Increased % of core faculty participation in FD (website tracking system or health system CME reports); Improved residents/fellow satisfaction with learning environment and faculty (ACGME and internal surveys); Increased self-reported comfort level with providing telemedicine services and precepting (internal survey); Increase # of presentations related to QI/PS (WebADS) OR Novel FD offerings in assessment, remediation, telemedicine, QI/PS	# of sessions, % participation, FD webpage offerings Examples: <ul style="list-style-type: none"> ● ODIO participation in Kaiser ACGME Faculty Competencies in Assessment course ● CR&FD working with underperforming residents (5/29/20) ● HPEC workshop on difficult learners (2/12/22) ● IHI modules (QI, 101-103) required for QUMG faculty 2021 ● Faculty in some (4) programs have completed ACGME Faculty Competencies in Assessment course 	In progress. JABSOM telehealth curric being developed (UME, GME, FD)
H. (AY 2021-22) Clinical faculty participate in professional development relevant to their role as educators	ODIO, Dept Chairs, JABSOM FD Office with UHM and health systems	Department Chairs iterate clear expectations for faculty development in their role as educators Faculty participate in professional development to improve their skills in assessment, feedback, professionalism, and promoting well-being	Faculty job descriptions and/or department policy outline expectations. Participation is tracked and reviewed during annual performance evaluation. # and/or % participation in faculty development offerings	Partially met, in progress Asynchronous modules on 7 core topics outlined Modules on Professionalism, Title IX, SUPERB SAFETY posted and tracked

4. POPULATION HEALTH / INTERPROFESSIONAL EDUCATION (IPE)				
(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 <i>[long-term, ongoing goal; also required by the ACGME]</i>				
Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Indicators (expected resolution & measures)	Status
A. (AY 2016-17) Work with health system IT to more efficiently obtain resident-level data to manage population health	DIO, PDs	Meaningful data with which to train residents/fellows	Resident-level reports of empanelment (Family Med), quality indicators; 100% of all programs with a tailored report with selected indicators	Met as much as possible within the constraints of the EHR)
B. (AY 2017-18) Health systems provide data on quality metrics and benchmarks relevant to each GME program	DIO, QPS SC	Compliance with new ACGME requirement, (APE, AIR reports and ACGME survey results)	Same as B	Met, same as B
C. (AY 2017-18) Conduct baseline assessment of data needs, population health curriculum, interprofessional education (IPE) opportunities	ODIO	Identify opportunities to leverage resources across health professions schools to improve implementation of meaningful population health curricula	Completed assessment	Met, HIPE workgroup and residency-specific
D. (AY 2018-19, 2019-20+) Implement basic population science curriculum for those programs who currently do not teach this	ODIO	Meaningful data with which to train residents/fellows Compliance with new ACGME requirement, (APE, AIR reports and ACGME survey results)	% of programs (for whom population health is relevant) with relevant curriculum implemented	Met, as applicable for specialty

		GME trainees more engaged in team-based care as evidenced by annual program evaluation, CLER visit (as applicable)		
E. (AY 2018-19, 2019-20+) Leverage resources with health systems and insurers to make more training available to GME programs	ODIO in conjunction with HMSA and ACO leads	Meaningful data with which to train residents/fellows Compliance with new ACGME requirement, (APE, AIR reports and ACGME survey results) GME trainees more engaged in team-based care as evidenced by annual program evaluation, CLER visit (as applicable)	% of programs (for whom population health is relevant) with relevant curriculum implemented	Met, as applicable for specialty
F. (AY 2020-21+) With the Hawai'i Interprofessional Education (HIPE) collaborative, identify existing and potential IPE educational opportunities in simulation and clinical settings	Programs (w/ guidance from ODIO & health systems)	Increase resident/fellow recognition and participation in IPE activities (ACGME and internal surveys) (short-term)	Increased % positive responses to ACGME and internal surveys related to team-based care, health disparities	In progress, continue
G. (AY 2020-21 & 2021-22) Each GME program implements a targeted population health intervention, as specific to their specialty, population served, and related health system	Programs (w/ guidance from ODIO & health systems)	Improvement in specified indicators or measures (NI APE); longer term improved trends in selected health outcomes in the specified population (NI APE)	Program receives pop health data from health systems <ul style="list-style-type: none"> ● # of programs completing an implementation plan; ● # of programs in implementation phase (NI APE) (medium term [1-2 years]) & improvement in specified indicators or measures (NI APE) (medium 3-5). ● Improved trends in selected health outcomes in the specified population (NI APE) (long-term [5-10 years]) 	In progress, continue

5. WELL-BEING OF RESIDENTS AND FACULTY

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

Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Indicators (expected resolution & measures)	Status
A. (AY 2016-17) Identify wellness resources for residents/fellows	WB SC / ODIO	Resident/fellows being more aware of available resources	Positive scores on surveys; APE reports and DIO discussion	Met, ongoing with reminders
B. (AY 2017-18) Conduct Institution and Department-level Inventory of Well-Being (culture, policies, resources)	ODIO, WB SC	Learning and working environments that support physician and team well-being	Completed inventory	Met
C. (AY 2017-18) Conduct baseline survey of resident/fellow well-being and burnout	ODIO, WB SC	For Intervention C & D: Baseline data against which progress in curricular and policy / systems / environmental improvement in these areas can be measured	Overall positive scores on annual ACGME Well-Being surveys and internal assessments	Met and repeated periodically (2020 during COVID is most recent)

D. (AY 2017-18+) Provide training on physician burnout, mitigation and resources	ODIO	Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE	Compendium of resources that are accessible and utilized; Decreased % of residents reporting negatively on ACGME and internal surveys	Met and ongoing
E. (AY 2017-18+) Work with health systems to train and provide support for faculty and residents in payment transformation and conversion to team-based group practice models	ODIO, GME Advisory Council	Increased comfort with practicing in the new model of health care (improved scores on selected ACGME Well-Being questions and health system physician engagement measures)	Improved scores on selected ACGME Well-Being questions and health system physician engagement measures	Met, as applicable to certain specialties Ongoing
F. (AY 2018-19+) Develop a culture of organizational resiliency	ODIO JABSOM Health Systems	<ul style="list-style-type: none"> Residents/fellows feeling valued by the hospitals Resident/fellows being more aware of available resources Learning and working environments that support physician and team well-being Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE Increased comfort with practicing in the new model of health care (improved scores on selected ACGME Well-Being questions and health system physician engagement measures) Increased well-being scores (ACGME, Well-Being 5) and engagement scores (Gallup, ACGME, other); improved resident/fellow perception of faculty engagement (ACGME surveys); improved faculty scores (ACGME surveys) 	<p>Improved scores on selected ACGME Well-Being questions and health system physician engagement measures</p> <p>Increased positive scores on culture of psychological safety and other JABSOM engagement and/or climate surveys</p>	<p>In progress, in coordination with the health systems</p> <p>Culture of safety survey; AAMC faculty engagement survey; Ombudsman Office (with training)</p>
G. (AY 2020-21+) Develop a structured institutional curriculum that includes leadership, followership, time management, substance use disorders and aging well	ODIO	<ul style="list-style-type: none"> Residents/fellows feeling valued by the hospitals Resident/fellows being more aware of available resources Learning and working environments that support physician and team well-being Increased awareness and increased acceptability of asking for help, as measured by periodic internal assessments and APE Increased comfort with practicing in the new model of health care 	<ul style="list-style-type: none"> Increased positive scores on culture of psychological safety and other JABSOM engagement and/or climate surveys Academic Half Day alignment with the Annual Hawai'i Addictions Conference - SUD Annual GME Leadership Workshop (All residents/fellows) - SUD CR & FD Conf - Leading from the middle Improved scores on selected ACGME WB questions and health system physician engagement measures Improved resident/fellow perception of faculty engagement (ACGME surveys) 	<p>In progress and ongoing</p> <p>Improved scores on selected ACGME WB questions and health system physician engagement measures</p>
H. (AY 2021-22) Resident / fellow wellness is monitored and with tracking of trends	QPS SC (health systems + ODIO) Health Systems	<p>100% completion of ACGME WB surveys</p> <p>Residents / fellows all receive Well-Being Index & able to track personal trends: https://app.mywellbeingindex.org/assess</p>	ACGME WB survey aggregate results at least or above national average; At least annual upload WBI completion certificate to the residents own NI portfolio	Ongoing. WBI to begin
I. (AY 2021-22) Faculty and residents/fellows are educated in identifying burnout, depression, and substance abuse and how to seek appropriate care	ODIO, Health Systems	Faculty, residents and fellows are able to identify burnout, depression, and substance abuse and how to seek appropriate care	Faculty - Participation in health systems' WB initiatives and education; Res/Fellow - Participation in 11/2/21 training and/or attestation of viewing recording. Work toward resident participation in health systems' WB initiatives (i.e., WBI @ Queen's, Credible Minds at HPH)	Ongoing

6. DIVERSITY, EQUITY & INCLUSION (new beginning 2020)

JABSOM, as well as the [American Association of Medical Colleges](#) and the [Accreditation Council on Graduate Medical Education](#), have explicit strategic plans, guidelines, and [accreditation requirements](#) that include focused attention to creating a diverse physician workforce and providing education, clinical learning environments, care, scholarship and advocacy that will reduce inequities that are a root cause of health disparities for the populations we serve. All JABSOM efforts are overseen by the Coordinating Committee on Opportunity, Diversity, and Equity (C-CODE). The C-CODE, in conjunction with key JABSOM stakeholders and partners, will identify opportunities to improve the continuum of medical education and biomedical science research, ensure appropriate training for learners, faculty, and staff, and create an inclusive, professional, and psychologically safe organization within which positive change can occur to ensure health equity for the JABSOM Ohana and the communities we serve.

Measurable Steps / Interventions	Assigned to	Expected Outcomes Measures	Indicators (expected resolution & measures)	Status
A. (AY 2020-21) Begin aligning UME, GME, faculty, and staff development in diversity, opportunity, and equity (DOE)	ODIO, Chairs, JABSOM C-CODE	Increased coordination and continuum of activities (<i>NI APE</i>); Improved scores on <i>JABSOM surveys</i> related to institutional climate and psychological safety	Increasing trends in participation (<i>JABSOM-wide and GME dashboards</i>); increased # of initiatives reported by Dept/Program; increase positive scores on JABSOM and other climate surveys	In progress
B. (AY 2020-21) Offer institution-wide training in Health inequities in Hawai'i's populations and sexual and gender minority health	ODIO + JABSOM C-CODE team	Increased % of GME programs, core faculty and staff (by Department) participating in these specific trainings (<i>NI APE</i>); increased self-reported comfort level in discussing structural racism and discrimination of marginalized groups (<i>institutional climate (or related) surveys</i>)	Increased % of core faculty, staff, and trainees participating in specific trainings (<i>NI APE</i>)	In progress
C. (AY 2021-22) Mechanisms in place to reduce bias in resident/fellow recruitment	ODIO, Programs, JABSOM C-CODE team	Resident/fellow demographics reflect the population served	Diverse selection committee Selection committees receive DEI bias training Rank list reviewed in context of DEI	In progress Include training for CCC

APPENDIX C.

2021 BRIEF PROGRESS REPORT ON THE 2016-17 GME STRATEGIC PLAN

OVERALL GME STRATEGIC PLAN

In 2016-17, our trainees, GME programs and leadership, major partner training sites and key community stakeholders including the Hawai'i Medical Education Council (HMEC), participated in a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce that continues to advance the health and well-being of the people of Hawai'i. Major strategies are noted below, with significant updates or barriers/challenges since 2019. Progress continues on strategies that were previously reported at the [January 7, 2021 Board of Regents Meeting](#). Some have also been incorporated in the [HMEC report to the 2022 Legislature](#), which provides further details on expanding Hawai'i's GME workforce.

1. STRATEGY 1: Secure additional resources to maintain and expand GME programs. This includes funding for additional faculty and clinical training sites (especially on the neighbor islands), resident positions, and supplemental educational activities. Ensuring excellent educational environments (faculty, space, and infrastructure) are critical to secure before we can significantly expand training on the neighbor islands (which is a strategic goal for JABSOM).
 - a. The recently executed Academic Affiliation Agreements between the Queen's-UH-UHP and Hawai'i Pacific Health-UH-UHP resulted in additional hiring (and/or planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. The affiliations enable improved support and infrastructure to implement professional development requirements for faculty who teach JABSOM learners, co-develop curriculum related to quality and patient safety, implement quality and patient safety programs in the respective health systems, and incorporate faculty and GME learners into the health system's well-being and culture of safety initiatives. The JABSOM faculty who are also employed by HPH and Queen's have better access to resources and infrastructure to support scholarly activity in the clinical realm, especially those projects related to health care disparities, quality improvement, and/or patient safety.
 - b. The Preceptor Tax Credit program is a combined effort with UH Schools of Medicine, Nursing, College of Pharmacy, Hawai'i State Legislature, and others. Volunteer preceptors of students or resident physicians in primary care can apply if they meet certain eligibility requirements. In the 2022 legislative session, we will attempt to increase the eligibility to those specialties that train primary care providers. Significant support was obtained previously, but not enacted due to the COVID-19 focus and impacts.
 - c. Advocacy continues with the Governor and the Legislature, and via philanthropy, to support the hiring of faculty to support the growth of medical education on the neighbor islands. Recent philanthropic contributions are supporting the expansion of medical education on Lana'i and Kaua'i islands. This will serve as a good foundation upon which to add more residency rotations on those islands in the near future.
 - d. Federal advocacy for adding language in the Build Back Better Act so that Hawai'i is more competitive and able to receive higher priority for new GME positions that are proposed. UH is working with the Association of American Medical Colleges (AAMC), directly with Hawai'i's Congressional Delegation, with other major stakeholders in other Minority-Serving Institutions, and with Alaska on these initiatives.

BARRIERS/CHALLENGES

- i. Expansion of the JABSOM medical student class size, residency programs, or development of core residency rotations on neighbor island sites will be deferred until the UH and State budget stabilizes. Our efforts for the immediate short-term will be to secure resources to preserve core

faculty and staff positions that support the continuum of medical education experiences throughout the State, including those already present on the neighbor islands. The recent philanthropic gifts help, but there needs to be more sustainable funding to ensure the continuity of GME training for all resident and fellow physicians.

2. STRATEGY 2: Develop a multi-pronged approach to improve physician retention in Hawai'i. This includes ongoing activities before and during residency training, as well as a significant need to engage health systems, insurers, the State, and other partners to make Hawai'i a desirable place to practice. Educational debt is higher for those who completed medical school on the mainland. Currently, the median medical school debt for JABSOM graduates is \$203,165. Fifty-four percent of JABSOM graduates have debt equal to or exceeding \$200,000.
 - a. About 1/3 of JABSOM's class entering in 2021 received four-year scholarships covering tuition and fees. These scholarships require a year-for-year payback of practicing in Hawai'i upon completion of their GME training.
 - b. In 2020-21, 89% of enrolled medical students received some financial assistance (grants/scholarships, loans, work-study).
 - c. The State Loan Repayment Program and other loan repayment programs continue to emphasize primary care practice and rural sites.
 - d. The Freeman Foundation awarded three scholarships in 2020, and another three in 2021 to reduce the educational debt burden for JABSOM graduates who are completing their residency programs in Hawai'i and who have committed to practice in Hawai'i.

BARRIERS/CHALLENGES

- i. State Loan Repayment funds: Need to increase the matching funds (in order to increase the Federal match)
 - ii. Payment Transformation: Continued discussions with health insurers and policies makers regarding the impact of payment transformation on physician retention; ensure that academic physicians/academic practices are included in implementation strategies
 - iii. Continued need for scholarships and additional incentives to reduce the educational debt burden and incentivize practice in high-need areas and specialties.
3. STRATEGY 3: Develop strategies, in partnership with the health systems and insurers, to address and prevent physician burnout and to promote physician well-being.
 - a. The recently executed Academic Affiliation Agreements between the Queen's-UH-UHP and Hawai'i Pacific Health-UH-UHP resulted in additional hiring (and/or planned hiring) of faculty in the Psychiatry and the Child & Adolescent Psychiatry fellowship, Surgery, OB and its fellowships, Internal Medicine, and Family Medicine. Faculty and, soon, GME learners will be incorporated into the health system's well-being and culture of safety initiatives.

BARRIERS/CHALLENGES

- i. Continued discussions with health insurers, policymakers, and health systems regarding the impact of payment transformation on physician retention.
4. STRATEGY 4: Expand neighbor island and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best way to attract and retain physicians in rural settings is to 'grow your own' and to provide clinical training that is embedded within community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The current lack of these resources constrains most programs' ability to offer neighbor island rotations.

BARRIERS/CHALLENGES

- i. Need to expand faculty and academic practice models on the neighbor islands (refer to Strategy 1).
5. STRATEGY 5: Incorporate more aspects of population health and interprofessional education and training into all GME programs in order to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.
- a. In April 2020, despite the COVID-19 pandemic, a virtual interprofessional patient safety simulation taught principles of root cause analysis and implementation of action plans. Learners included senior residents/fellows, senior nursing students, and pharmacy residents. This continues annually and will continue to be delivered virtually as that allows for higher participation, including with those learners on the neighbor islands.

BARRIERS/CHALLENGES

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

APPENDIX D.
LIST OF ABBREVIATIONS

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

VA	(Department of) Veterans' Affairs Pacific Islands Healthcare System
WB SC	Well-Being Subcommittee (for the GMEC)



Institutional Self-Study Summary Form

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

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

ACGME 10-Digit ID: 8001400104

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

Reviewed and approved by:



Printed Name: Jerris Hedges, MD, MS, MMM
Date: 2/11/22
Dean
Representative of Sponsoring Institution's Senior Administration

Printed Name: Randolph G. Moore
Date: _____
Chair, University of Hawai'i Board of Regents
Representative of Sponsoring Institution's Governing Body

By signing the Institutional Self-Study form, the designated institutional official attests that the completed form has been reviewed and approved by the Graduate Medical Education Committee. The UH JABSOM GMEC approved this on January 28, 2022.



Printed Name: Lee Buenconsejo-Lum, MD, FAAFP
Date: 2/11/22
Designated Institutional Official

Question 1: Institutional Self-Study Team

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

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

Question 2: Sponsoring Institution Mission

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

The University of Hawai'i is a State-funded, Minority Serving Institution (Asian American, Native American, Pacific Islander, Alaska Native - Native Hawaiian). The John A. Burns School of Medicine (JABSOM), as part of the fabric of Hawai'i, is a diverse learning community committed to excellence and leadership in:

- Educating current and future healthcare professionals and leaders
- Delivering high-quality healthcare
- Conducting research and translating discoveries into practice
- Establishing community partnerships and fostering multidisciplinary collaboration
- Pursuing alliances unique to Hawai'i and the Asia-Pacific region
- Acting with forethought regarding right relationships, respect, and moral action ("Pono")

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

JABSOM GME Mission

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

Question 3: Opportunities for the Sponsoring Institution

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

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

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

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

Question 4: Threats Facing the Sponsoring Institution

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

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

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

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

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

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

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

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

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

Question 5: Sponsoring Institution Aims

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

1. QPS and culture of safety are integrated into the GME curriculum with regular participation of residents/fellows in interprofessional patient safety event analyses. Mentorship in QPS is facilitated by faculty who are knowledgeable about core principles and engaged in QPS processes and projects that align with the health systems priorities to enhance the health of our unique populations while providing compassionate, culturally-tailored, and resource-appropriate care.
2. Expansion of rural and neighbor island training sites where GME trainees provide culturally relevant and resource-appropriate care for patients within clinically integrated, team-based regional networks of care. GME trainees will routinely participate in interprofessional education (of all members of the healthcare team) to improve population health and achieve system-driven priorities in care access, service delivery, and resource investment.
3. Residents/fellows demonstrate knowledge of best practices for geriatric care and deliver care through age-appropriate pathways in clinically integrated regional care networks.

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

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

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

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

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

Question 7: Advancing the Aims

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

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

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

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

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

Question 8: Sponsoring Institution Actions

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

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

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

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

Graduate Medical Education update

University of Hawai'i Board of Regents Meeting
March 17, 2022

Lee Buenconsejo-Lum, MD, FAAFP
Associate Dean for Academic Affairs
Designated Institutional Official / Director of GME



GME Accreditation

- Annual Institutional Review Executive Summary for 2020-21
 - Presented to governing body for REVIEW
- 10-year self-study process
 - Institutional Self-Study Summary Form due ~2 years ahead of 10-year site visit (due April 1, 2022)
 - 6 months before the site visit, submit an update on accomplishments
 - Both require BOR Chair signature
- Statement of Institutional Commitment – every 5 years
 - Next review in 2025



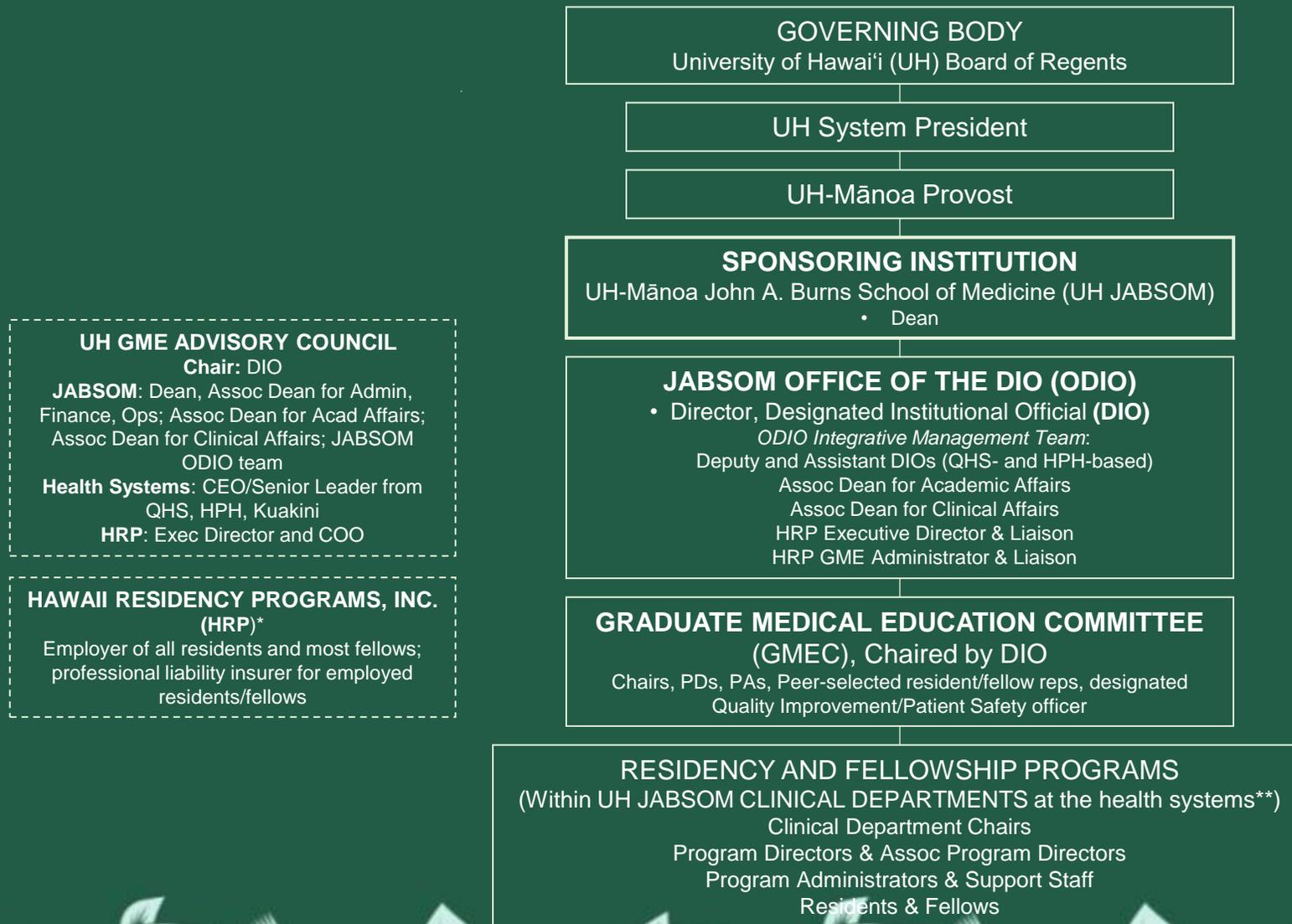
Changed context for GME since last year

- Tripartite agreements with
 - Hawai'i Pacific Health
 - Queen's Health systems
- Integration of core JABSOM faculty into health systems' employed medical groups
 - September 2021 – Queen's University Medical Group
 - November 2021 – Hawai'i Pacific Health Medical Group
- Better integration and alignment of policies, processes, infrastructure, identification of potential shared resources
- Details in the AIR Executive Summary report and Appendix B



UH JABSOM GRADUATE MEDICAL EDUCATION ORGANIZATIONAL STRUCTURE

Updated 1-12-22



Legend to Organizational Chart

UH & HRP Agreement delineates specific roles and responsibilities

* JABSOM Dean & DIO serve on HRP Board of Directors. DIO's governance role on the BOD is to ensure compliance with ACGME requirements, particularly with respect to Resident Appointment Agreements and resources.

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

UH JABSOM GRADUATE MEDICAL EDUCATION OPERATIONAL STRUCTURE

	JABSOM (GME Sponsoring Institution)	Health Systems	Hawai'i Residency Programs, Inc. (HRP)	GME Advisory Council
Roles and linkages to the Sponsoring Institution	<ul style="list-style-type: none"> Coordinates GME programs and accreditation through ODIO Assigns clinical department chairs in which GME programs are academically embedded Appoints program directors for all GME programs Employs key academic faculty members Provides academic resources (e.g., simulation center, medical library, cadaver laboratory, didactic venues) Oversight of resident performance, progression, GME policies Oversight of faculty development, responses to ACGME, and operation of GMEC 	<ul style="list-style-type: none"> Linked to UH JABSOM through academic affiliation agreements, including a governance mechanism for joint JABSOM-health system operations Employ core faculty members as members of Health System - JABSOM medical groups JABSOM department chairs serve in dual academic/clinical roles in Health System Provide onsite GME resources Provide financial support to HRP for employment of most GME trainees/program administration Provide direct employment of some GME trainees/program administration 	<ul style="list-style-type: none"> Linked to UH JABSOM through affiliation agreement and Board Board of Directors: Health System CEOs, JABSOM Dean, DIO Employer of all residents and most fellows Provides professional liability coverage and risk management for employed GME trainees Medicare GME Affiliation Agreement entity (consortium): Coordinates CMS data reporting & health system financial contributions based upon individual trainee site assignments 	<ul style="list-style-type: none"> Represented by UH JABSOM leadership, Health System CEOs, HRP leadership Coordinated by DIO Engaged in strategic planning (GME program growth/development, resource acquisition)

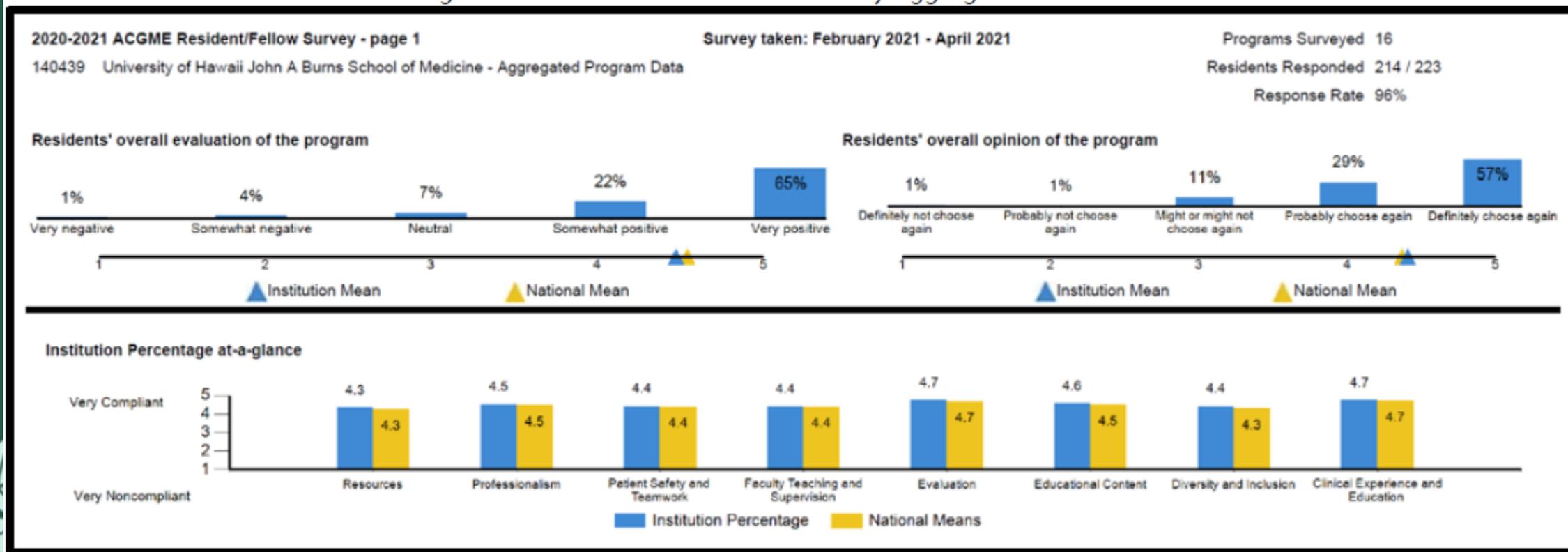
Clinical Departments with most core faculty at QHS & employed by QUMG: **Medicine**, incl CVD; **Geriatrics**; **Psychiatry**, including Addiction Psych, Addiction Medicine,(ADM), Child-Adolescent Psych (CAP), Geriatric Psychiatry; **Surgery**, including Ortho, Surgical Critical Care; **Obstetrics-Gynecology (OB)**, including Complex Family Planning; **Pathology** (contracted by QHS)

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

Institutional Citations (2021)

- Details on pages 2-3 of AIR Executive Summary
- Special site visit and citations arising from one ACGME complaint

Figure 1: Annual ACGME Resident Survey Aggregated Institutional Data



Summary of Institutional Citations

(new since 5/25/21)

- Policies and/or processes about reporting of concerns or providing feedback that allows:
 - Providing concerns or feedback without intimidation or retaliation and in a confidential manner as appropriate
 - Confidential reporting, investigating, monitoring, and addressing of concerns
 - Raising and resolving complaints about sexual and other forms of harassment in a safe and non-retaliatory environment
- Due process for suspension, non-renewal, non-promotion, or dismissal.
- Programs must function under the ultimate authority and oversight of one Sponsoring Institution, including resident/fellow assignments and the quality of the learning and working environment at all participating sites



Institution and Surgery status updates (2022)

- **Effective Jan. 5, 2022, the ACGME determined that the Surgery residency program accreditation status is “Continued Accreditation”.**
 - On March 7, 2022, the ACGME notified Surgery that all citations have been RESOLVED and *“the Review Committee commended the program for its demonstrated substantial compliance with the ACGME’s Program Requirements and/or Institutional Requirements without any new citations.”*
- **Effective January 18, 2022, the Sponsoring Institution accreditation status is “Continued Accreditation”.**
 - The ACGME will send notification letters to all of the programs and the Sponsoring Institution with details about any new or extended citations or areas for concern by the end of March 2022.
- **Shared understanding and alignment of health systems with UH Policies and Procedures (Title IX, Title VII, etc.)**



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Institutional Priority Areas for 2021-22 Academic Year

Resident/fellow and faculty participation in actual patient safety event investigations

Residents/fellows use clinical site data and/or quality improvement goals to inform research projects

Clinical faculty participate in professional development relevant to their role as educators

Each program implements a targeted population health intervention, as specific to their specialty, population served, and related health system

Resident/fellow wellness is monitored and with tracking of trends

Faculty and residents/fellows are educated in identifying burnout, depression, and substance abuse and how to seek appropriate care

Mechanisms in place to reduce bias in resident/fellow recruitment

ACGME Institutional Self-Study Summary

- Opportunities:
 - Health system alignment
 - Expansion of GME programs in rural areas
 - Regionally integrated networks of care
- Threats:
 - Budget cuts, COVID-19 financial impact
 - Balancing competition for the common goal of growing GME
 - Federal definitions of rural and implemented regulations (CMS)
 - Physician (faculty) workforce shortage – a potential retirement acceleration by COVID-19
 - Other trainees → faculty shortages/preceptor site shortages



Aims related to GME mission (3-5 years)

1. Quality & Patient Safety (QPS) and culture of safety are integrated into the GME curriculum with regular participation of residents/fellows in interprofessional patient safety event analyses. Mentorship in QPS is facilitated by faculty who are knowledgeable about core principles and engaged in QPS processes and projects that align with the health systems priorities to enhance the health of our unique populations while providing compassionate, culturally-tailored, and resource-appropriate care.
2. Expansion of rural and neighbor island training sites where GME trainees provide culturally relevant and resource-appropriate care for patients within clinically integrated, team-based regional networks of care. GME trainees will routinely participate in interprofessional education (of all members of the healthcare team) to improve population health and achieve system-driven priorities in care access, service delivery, and resource investment.
3. Residents/fellows demonstrate knowledge of best practices for geriatric care and deliver care through age-appropriate pathways in clinically integrated regional care networks.



Steps to get there?

- Health system integration – GME, faculty, and med students
 - Quality/patient safety, scholarly activity/research, interprofessional education & teaming, professionalism, common expectations for professional development
 - Policies/procedures & infrastructure to support these efforts
 - Detailed dashboard & metrics – UH, health system, each program
- Rural expansion (next slides)
- Develop age-friendly protocols and clinical pathways with the health systems and track outcomes



Rural GME expansion

- Part of 2016 GME Strategic plan; key priority for the Hawai'i Medical Education Council, HRS 304A-1704
- Governor's budget request & introduced in House and Senate
 - \$6.7M for FY2023
- GME Expansion to neighbor island (SB 2657 combines neighbor island & VA funding and HME special fund) – passed WAM 2/24/22
- HME special fund (HB 1550 HD1) – passed FIN 3/4/22
 - Monies from Feds, legislative appropriations, grants, contracts, donations, and private contributions. Expended for GME and training programs.
 - Ideally, should be self-sustaining (through philanthropy, other funds)
- GME expansion to VA sites (HB1548 HD1) – passed FIN 3/4/22
- Responded to requests from Auditor, FIN and WAM



Rural GME expansion

- Faculty
 - 6.0 FTE, to be split into 0.25-0.3 FTE positions depending on need/site
 - Remainder of faculty clinical time supported by another employer
- Residents/Fellows
 - 10.0 FTE, to be split → reimburse HRP based on rotations
 - Rotate current trainees to neighbor islands
 - Across 19 specialty programs, could rotate 5-6 residents or 1 fellow each year for every FTE (many but not all programs) → 50-60 additional residents/year exposed to neighbor island practice
- Program Coordinator/Administrators
 - 4.0 FTE to be split, into 0.25-0.5 FTE positions based on need/site. Some may reimburse HRP, some may be JABSOM APT PBB
- Small amount for travel/housing/car shipping, IT
- Hawai'i Medical Education Special Fund: dedicated purpose for funds



Rural GME expansion

- Philanthropy
 - Defray costs of housing/travel (Hawai'i island, Maui)
 - In 2-3 years, reimburse a portion of rotating resident's salary & defray housing/travel
- Federal opportunities (apply in 2023)
 - New GME positions through Centers for Medicare and Medicaid Services
 - Advocacy to improve some of the priority criteria
 - Present federal definitions of "rural" and calculations of health professions shortage areas scores are not helpful to an island state



Mahalo!

Lee Buenconsejo-Lum, MD, FAAFP

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2022 University of Hawai'i Legislative Update

For Presentation

UH Board of Regents
March 17, 2022



UNIVERSITY OF HAWAII

2022 Legislative Session

- 2022 Supplemental Budget
- 2022 UH Legislative Package (Admin Bills)
- 2022 Select Bills of Interest
 - Board of Regents
 - UH Operations
- Legislative Calendar



2022 Supplemental Budget Operating

Description	Board FY23	Gov FY23	House FY23*
General Fund Restoration - Mānoa	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000
General Fund Restoration - JABSOM	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000
General Fund Restoration - Hilo	\$ 2,280,000	\$ 2,280,000	\$ 2,280,000
General Fund Restoration - UHWO	\$ 1,080,000	\$ 1,080,000	\$ 1,080,000
General Fund Restoration - Community Colleges	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000
General Fund Restoration - System Support	\$ 3,391,232	\$ 3,391,232	\$ 3,391,232
Athletics - Mānoa	\$ 3,600,000	\$ 3,600,000	\$ 12,400,000
Athletics - Hilo	\$ 400,000	\$ 400,000	\$ 1,400,000
PISCES	\$ 550,000	\$ 550,000	\$ 550,000
Creative Media at UHWO	\$ 282,000	\$ 282,000	\$ 282,000
Nursing Clinical Instructors (Mānoa, Hilo, CCs)		\$ 1,756,489	\$ 1,756,489
Residency Program Expansion		\$ 2,040,000	\$ 1,800,000
Teacher Workforce Education		\$ 557,097	\$ 557,097
IT and Cybersecurity Workforce		\$ 1,575,000	\$ 1,575,000
Creative Media at Mānoa		\$ 380,000	\$ 580,000
Aviation Program at Hilo		\$ 190,000	\$ 190,000
Repairs, Maintenance, and Equipment		\$ 21,700,000	\$ 38,000,000
Immersion School Teaching Pathway at 'Imiloa			\$ 2,800,000
Maui Food Innovation			\$ 146,000
Culinary Institute of the Pacific - Kapi'olani CC			\$ 339,000
Hawai'i Promise Expansion to Mānoa			\$ 12,500,000
Hawai'i Promise Expansion to Hilo			\$ 1,773,000
Hawai'i Promise Expansion to UHWO			\$ 5,080,000
Hawai'i Promise - Additional Funds to CCs			\$ 4,800,000
Total	\$ 47,383,232	\$ 75,581,818	\$ 129,079,818

*Pending legislative confirmation via HB1600 HD1 budget worksheets. Not available at time of this presentation.

2022 Supplemental Budget Capital Improvement Projects (CIP)

Description	Board FY23	Gov FY23	House FY23
Hamilton Library	\$ 6,000,000		
Central Admin Facility w/ Parking	\$ 4,000,000		
Leeward CC Fascias	\$ 6,500,000	\$ 6,500,000	\$ 6,500,000
Waikīkī Aquarium Discharge System Upgrade	\$ 11,500,000	\$ 11,500,000	\$ 11,500,000
RIM - Systemwide	\$ 33,500,000	\$ 32,000,000	
RIM - UHWO	\$ 2,500,000	\$ 2,500,000	
Capital Renewal & Deferred Maintenance - CCs	\$ 25,000,000	\$ 24,000,000	\$ 25,000,000
UHWO Campus Expansion & University Village		\$ 10,000,000	\$ 10,000,000
Hawai'i CC - Redevelopment of Manono Campus			\$ 2,000,000
Total	\$ 89,000,000	\$ 86,500,000	\$ 55,000,000



2022 Legislative Package

UH REVENUE BONDS

HB 2185 HD1 (Saiki)

RELATING TO UNIVERSITY OF HAWAII REVENUE BONDS

Authorizes the University of Hawaii to issue \$100,000,000 in revenue bonds for the purpose of financing the construction, maintenance, and modernization of qualifying capital improvement projects. Effective 7/1/2050.

Position: Support

Update: Referred to Senate HRE, WAM

FRINGE BENEFITS

HB 2188 (Saiki)

RELATING TO THE UNIVERSITY OF HAWAII TUITION AND FEES SPECIAL FUND

To recognize the cost-sharing agreement for overall personnel expenses between State general funds and funds in the University of Hawaii Tuition and Fees Special Fund for appropriated general fund positions as beneficial to both the University of Hawaii and the State. Specifies conditions for exemptions for the University of Hawaii from sections 87A-39(a) and 88-125(a), Hawaii Revised Statutes.

Position: Support

Update: Referred to Senate HRE, WAM



2022 Select Bills of Interest

Board of Regents

SB 2143 SD2 (Dela Cruz)

RELATING TO BOARD MEETINGS

Defines "board packet" and requires each state board to make its board packets publicly available at least forty-eight hours prior to the board meeting, but only if the board uses board packets. (SD2)

Position:

Update: Referred to House GVR, JHA

HB 2025 HD2 (Nakashima)

RELATING TO THE SUNSHINE LAW

Provides that the mandatory disclosure of the names of persons who are physically with a board member attending a remote board meeting applies only to the disclosure of the names of adults, and not minors, who are physically with the board member at a nonpublic location, unless the minor has a private interest with any issue before the board. Effective 7/1/2112. (HD2)

Position:

Update: Referred to Senate JDC



2022 Select Bills of Interest

Board of Regents

HB 2026 HD2 (Nakashima)

RELATING TO CHAPTER 92, HAWAII REVISED STATUTES

Defines "board business" and "informal gatherings." Allows a board to prepare and circulate amongst members a statement on a position previously adopted for purposes of submission to the legislature, under certain circumstances. Outlines when board packets must be available to interested persons. Applies sunshine law to all adjudicatory functions concerning land use. Effective 7/1/2112. (HD2)

Position:

Update: Referred to Senate JDC



2022 Select Bills of Interest

Board of Regents

SB 3186 SD2 (Kim)

PROPOSING AN AMENDMENT TO ARTICLE X, SECTION 6, OF THE HAWAII CONSTITUTION TO REPEAL THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL

Repeals the Candidate Advisory Council for the Board of Regents of the University of Hawaii. Authorizes the governor to appoint members to the board of regents of the University of Hawaii without being limited to selecting a candidate deemed qualified by the Council. Clarifies the jurisdiction of the Board of Regents over the internal structure, management, and operations of the university. Takes effect 7/30/2075. (SD2)

Position: [Opposed SD1](#)

Update: [Referred to House HET, JHA, FIN](#)

SB 3187 SD2 (Kim)

RELATING TO THE UNIVERSITY OF HAWAII BOARD OF REGENTS CANDIDATE ADVISORY COUNCIL

Eliminates the University of Hawaii Board of Regents Candidate Advisory Council. Authorizes the Governor to directly appoint members to the University of Hawaii Board of Regents. Effective 7/30/2075, and upon ratification of a Constitutional amendment. (SD2)

Position: [Comments](#)

Update: [Referred to House HET, JHA, FIN](#)



2022 Select Bills of Interest

Administration/Faculty

SB 3355 SD2 (Dela Cruz)

RELATING TO THE UNIVERSITY OF HAWAII COMMUNITY COLLEGE

Requires the Board of Regents of the University of Hawaii to establish a Standing Committee on Community Colleges. Requires the Vice President of Community Colleges to report directly to the Board of Regents Standing Committee. Appropriates funds to the Community Colleges for the Culinary Institute of the Pacific, the Early College Program, the Hawaii Promise Program, HINET Program, the Maui Food Innovation Center, workforce development programs, campus security officers, the Wahiawa Value-Added Product Development Center, the restoration of personal services to pre-pandemic levels, nursing program clinical instructors, and the Learn and Earn Program. (SD2)

Position: Oppose

Update: Referred to House HET, FIN

SB 3269 SD2 (Kim)

RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII

Appropriates funds to the University of Hawaii to restore personal services. Requires the UH Board of Regents and the President of UH to discuss and adopt the permitted interaction group on tenure's recommendations for tenure of UH faculty and consult with the UH faculty and the exclusive representative of each applicable collective bargaining unit in implementing the recommendations. (SD2)

Position: Oppose

Update: Referred to House HET, FIN



2022 Select Bills of Interest

Athletics

SB 3268 SD1 (Kim)

RELATING TO UNIVERSITY OF HAWAII ATHLETICS

Authorizes the University of Hawaii Board of Regents to terminate the Athletic Director and head coaches for cause. Requires Board of Regents approval of all coaching contracts with salaries greater than \$200,000, including additional private funding and bonuses. Appropriates funds. Effective 7/1/2050. (SD1)

[Position: Comments](#)

Update: Referred to House LAT/HET, JHA, FIN



2022 Select Bills of Interest

Budget/Budget-related Bills

HB 1600 HD1 (Saiki)

RELATING TO THE STATE BUDGET

Adjusts and requests appropriations for fiscal biennium 2021-2023 funding requirements for operations and capital improvement projects of executive branch agencies and programs. (HD1)

Position: Support

Update: Placed on the calendar for Third Reading

SB 91 SD3 (English)

RELATING TO THE UNIVERSITY OF HAWAII

Requires the Special Funds of the University of Hawaii and the Hawaii Cancer Research Special Fund to submit annual detailed reports to the Legislature. (SD3)

Position: Oppose

Update: Referred to House HET, FIN



2022 Select Bills of Interest

Healthcare

SB 2597 SD1 (Keohokalole)

RELATING TO LOAN REPAYMENT FOR HEALTH CARE PROFESSIONALS

Appropriates funds for the Hawaii state loan repayment program administered through the John A. Burns School of Medicine, subject to a matching funds requirement. Effective 1/1/2050.

(SD1)

Position: Support

Update: Referred to House HHH/HET, FIN

SB 2657 SD2 (Keohokalole)

RELATING TO MEDICAL EDUCATION AND TRAINING

Reestablishes the Hawaii medical education council special fund to enable the John A. Burns School of Medicine, in consultation with the Hawaii Medical Education Council, to provide funding for medical education and training in Hawaii, with an emphasis on supporting residency training in medically underserved areas. Appropriates moneys to create more residencies and training opportunities in medically underserved areas for medical students at the University of Hawaii John A. Burns School of Medicine. Appropriates funds to the John A. Burns School of Medicine to create further medical residency and training opportunities through a partnership between the John A. Burns School of Medicine and the United States Department of Veterans Affairs. Effective 1/1/2050. (SD2)

Position: Support

Update: Referred to House HHH/HET, FIN



2022 Select Bills of Interest

Healthcare

HB 2220 HD1 (Takayama)

RELATING TO NURSING

Appropriates funds to the University of Hawaii to increase the State's capacity to train new nurses and project future nursing workforce needs. Effective 7/1/2050. (HD1)

Position: Support

Update: Senate HRE/HTH hearing on 3/18/22 @ 1:00pm



2022 Select Bills of Interest

Mauna Kea

HB 2024 HD1 (Nakashima) **RELATING TO MAUNA KEA**

Establishes the Mauna a Wakea stewardship authority as the sole authority for management of state-managed lands on Mauna a Wakea. Requires the authority to develop a single plan that dictates the management of land uses; human activities, uses, and access; stewardship; education; research; disposition; and overall operations. Requires the authority to develop a framework to limit astronomy development on Mauna a Wakea. Allows the authority to prohibit certain commercial use and activities on Mauna a Wakea. Requires an application and fee for all recreational users of Mauna a Wakea. Establishes the Mauna a Wakea management special fund. Repeals the Mauna Kea lands management special fund. Appropriates funds. Effective 7/1/3000. (HD1)

Position: [Oppose](#)

Update: [Referred to Senate HRE, WAM](#)



2022 Select Bills of Interest

Procurement

SB 2302 SD2 (Kim)

RELATING TO CHIEF PROCUREMENT OFFICERS

Designates the Vice President for Budget and Finance and Chief Financial Officer of the University of Hawaii as the chief procurement officer for the university. Appropriates moneys for repair and maintenance of campus buildings and infrastructure. (SD2)

Position: [Comments](#)

Update: [Referred to House HET, FIN](#)

SB 2384 SD2 (Moriwaki)

RELATING TO HAWAII PRODUCTS PREFERENCE

Amends the procurement preference for Hawaii products to only apply to agricultural goods, value-added products, and commodities. (SD2)

Position: [Support](#)

Update: [Referred to House GVR, CPC](#)

SB 2385 SD2 (Moriwaki)

RELATING TO PROCUREMENT

Allows agencies procuring professional services to request an exemption from Chapter 103D, HRS, if fewer than 3 qualified persons submit statements of qualifications. Effective 7/1/2050. (SD2)

Position: [Support](#)

Update: [House GVR hearing on 3/16/22 @ 9:00am](#)



2022 Select Bills of Interest

Procurement

HB 1568 HD2 (Matayoshi)

RELATING TO AGRICULTURE

Changes the law requiring all state departments to ensure that a certain percentage of food purchased consists of fresh, local agricultural products or local value-added, processed, agricultural, or food products to apply only to the DOE, DOH, PSD, DOD, and UH System. Requires each of those departments and the UH System to report to the legislature on its progress toward meeting these benchmarks and clarifies the information to be reported. Effective 7/1/2112. (HD2)

[Position: Comments](#)

[Update: Referred to Senate AEN/GVO, WAM](#)



2022 Select Bills of Interest

RCUH

SB 2304 SD2 (Kim)

RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII

Clarifies that the purpose of the Research Corporation of the University of Hawaii is to promote educational, scientific, and literary pursuits through research, training of research personnel, and dissemination of knowledge by publication of research findings; and its undertakings shall be limited to acts that are reasonably necessary to carry out this purpose. Requires revolving accounts to follow Corporation policies. Grandfathers existing Research Corporation of the University of Hawaii contracts and requires new contracts be subject to new limitations following enactment of this measure. Defines minor renovation projects permissible in support of research and training. Requires biannual reports to the Legislature regarding internal service orders and revolving accounts of the Research Corporation of the University of Hawaii that utilize University of Hawaii intramural funds for financial and mission compliance. Authorizes the Research Corporation of the University of Hawaii to conduct minor renovation projects at costs of \$2 million or less. Effective 7/1/2050. (SD2).

Position: Oppose

Update: Referred to House HET, FIN



2022 Select Bills of Interest

RCUH

SB 3267 SD2 (Kim)

RELATING TO THE RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII

Allows the University of Hawaii to enter into contracts with the Research Corporation of the University of Hawaii for the purposes of supporting or facilitating sponsored research and training activities, or for advancing innovation and entrepreneurship in the State using funds appropriated by the Legislature. Requires the university to consult with pexclusive representatives to review conformance of positions with exceptions to collective bargaining for the purpose of employment of personnel that involve a state program or state employee. Retains the Research Corporation of the University of Hawaii's ability to maintain contracts related to invasive species control or eradication.

Effective 7/1/2050. (SD2)

[Position:](#) [Comments](#)

[Update:](#) Referred to House HET, WAL, FIN



2022 Select Bills of Interest

Residency/Scholarships

HB 1488 HD1 (Ilagan)

RELATING TO RESIDENCE FOR TUITION PURPOSES

Requires the tuition residency rules for the University of Hawaii to grant the resident tuition fee for enrollment at any University of Hawaii campus, including any community college, to individuals who have obtained a Hawaii high school diploma or equivalent credential and are working toward an undergraduate degree, under certain conditions.

Effective 7/1/2050. (HD1)

Position: Support

Update: Senate HRE hearing on 3/17/22 @ 3:10pm

SB 3184 SD2 (Kim)

RELATING TO THE UNIVERSITY OF HAWAII RESIDENT TUITION FEE

Expands the criteria to qualify for resident tuition fees at University of Hawaii campuses to include persons enrolled in a high school in the State and recent graduates of high schools in the State. Effective 7/1/2050. (SD2)

Position: Support

Update: Referred to House HET, FIN



2022 Select Bills of Interest

Residency/Tuition Waivers/Scholarships

HB 1731 HD1 (Takayama)

RELATING TO THE UNIVERSITY OF HAWAII PROMISE PROGRAM

Provides scholarships for the unmet direct cost needs of qualified students at any four-year University of Hawaii campus who meet certain eligibility criteria. Makes an appropriation for the Hawaii Promise Program. Effective 7/1/2050. (HD1)

Position: Support

Update: Referred to Senate HRE, WAM



2022 Select Bills of Interest

UH Assets

HB 1579 HD2 (Yamane)

RELATING TO THE DEPARTMENT OF HEALTH

Sets the manner by which the Oahu regional health care system should request operational funding during the transitional period of the Oahu regional health care system from the Hawaii health systems corporation to the department of health. Extends the deadline by which the transfer shall take place. Requires a report to the legislature prior to the regular session of 2023. Clarifies the procedure for the working group to discuss matters concerning patient privacy and prospective bidders. Appropriates funds. Effective 7/1/2060. (HD2)

Position: Support

Update: Senate HTH passed as an SD1; pending filing for Second Reading

HB 2288 HD2 (Branco)

RELATING TO LAND

Transfers certain land to the department of Hawaiian home lands. Effective 7/1/2050. (HD2)

Position: Oppose

Update: Senate HRE/HWN hearing on 3/17/22 @ 1:00pm



Legislative Calendar

March 14 – Budget Decking

March 16 – Budget Crossover

March 17 – Triple Referral Filing (Bills)

March 23 – Second Lateral Filing (Bills)

March 24 – Second Lateral (Bills)

March 29 – First Lateral (Senate Concurrent Resolutions)

March 31 – First Lateral (House Concurrent Resolutions)

March 31 – Last day for the Senate to receive advise and consent from Governor

April 7 – First Crossover (Concurrent Resolutions)

April 8 – Second Decking (Bills)

April 14 – Second Crossover (Bills)



Conclusion





UNIVERSITY of HAWAII' I'
SYSTEM

Tuition Schedule Proposal: Academic Year 2023-2024 through 2026-2027

Submitted to the Board of Regents

by

David Lassner, President

March 2022

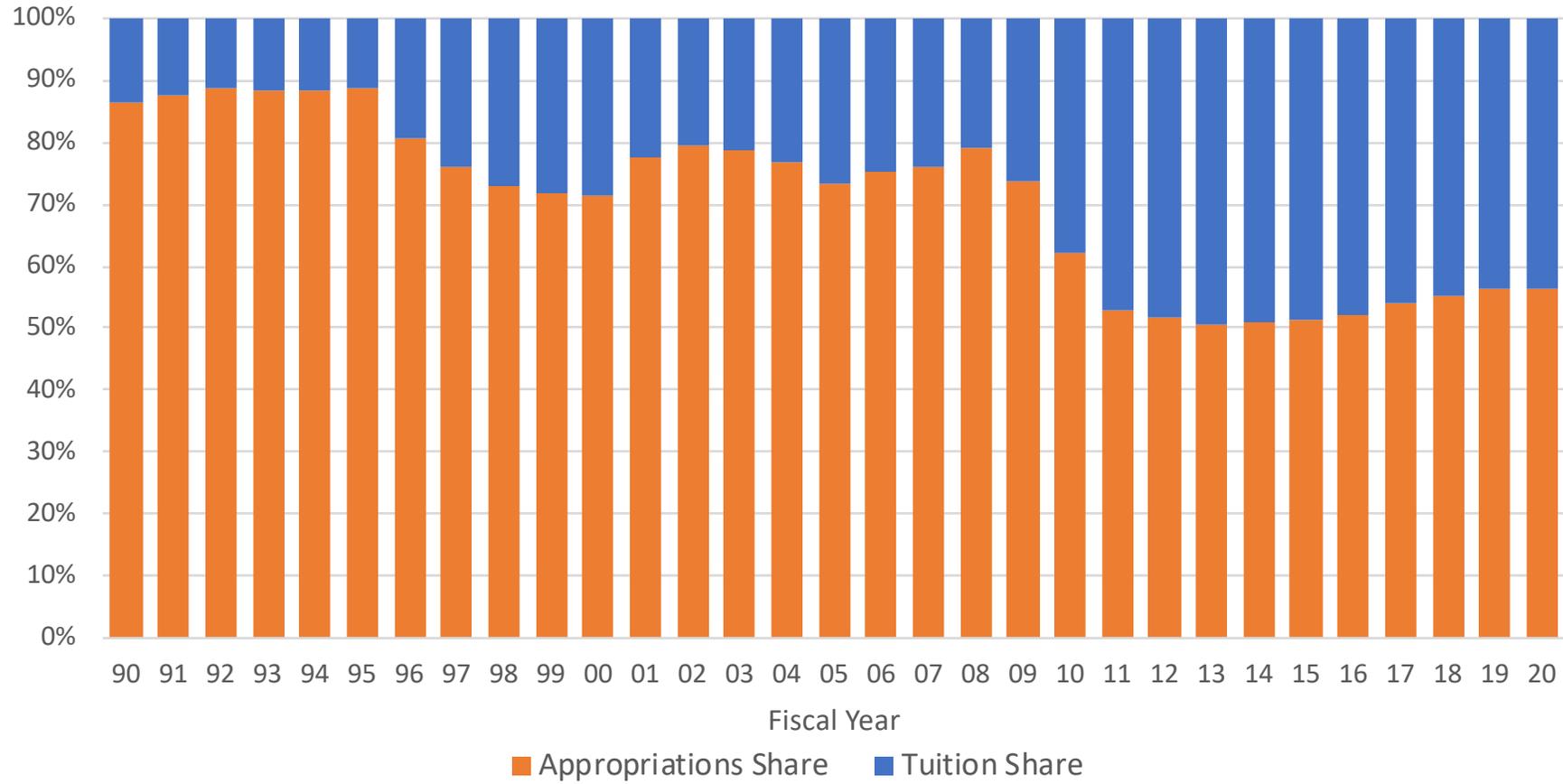
Historic statutory context

- Until 1996, all UH tuition was deposited to the General fund and the State fully funded UH operations
- Act 161, SLH 1995 provided for UH to retain its tuition in recognition that the State could no longer afford to fully fund public higher education
- While not the statutory intent, after UH retained its tuition, State General fund appropriations decreased in times of recession and the share of tuition covering UH operations increased.

State appropriation share and tuition share of education revenue - UH System

Tuition share of education revenues increased after the recession, but has since decreased.

However, it is still much higher than in the early 1990s.



Source: IPEDS Finance Survey.

Board Policy 6.202 provides a guide to tuition decisions

Access

“...every qualified Hawai‘i resident shall have an opportunity to pursue postsecondary education within the university system.”

Affordability

“... keep costs to resident students at the lowest practical level while maintaining a financial aid program that responds to the needs of students who cannot meet the costs of attendance.”

Regents Policy 6.202

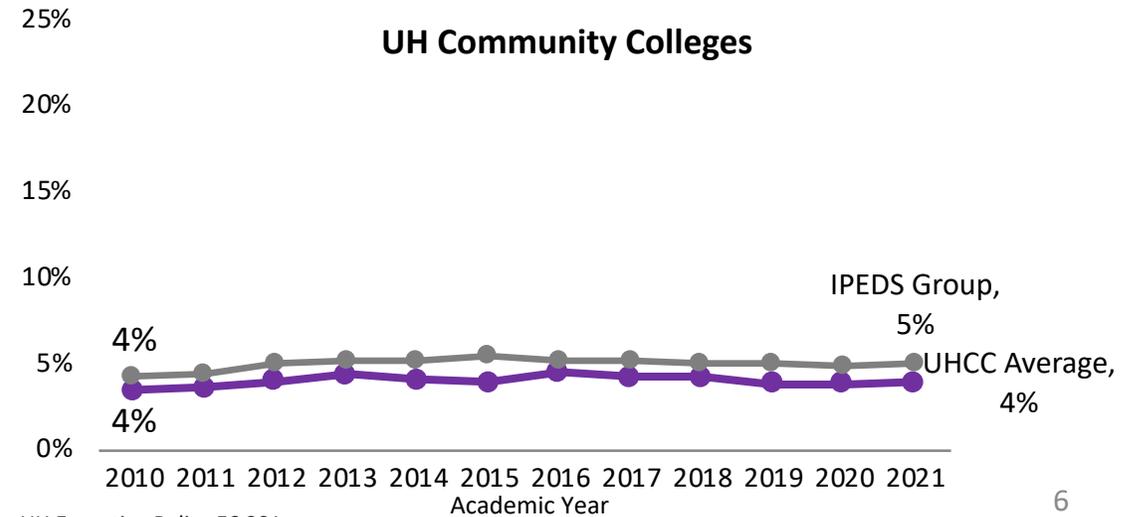
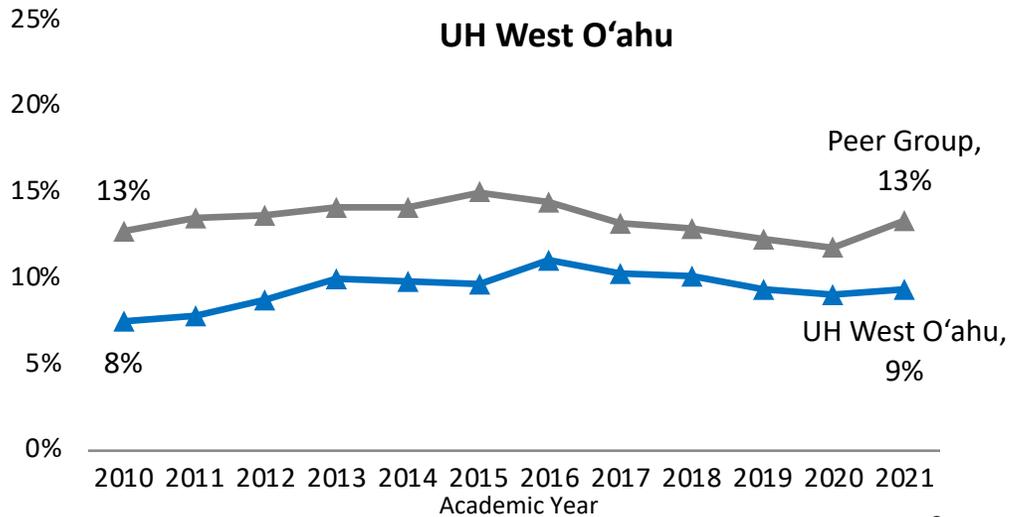
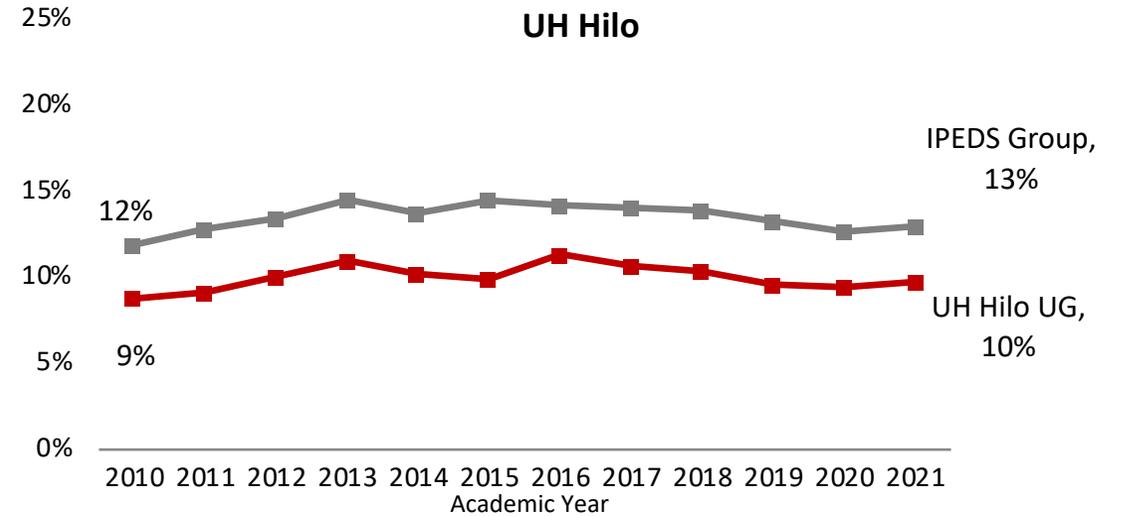
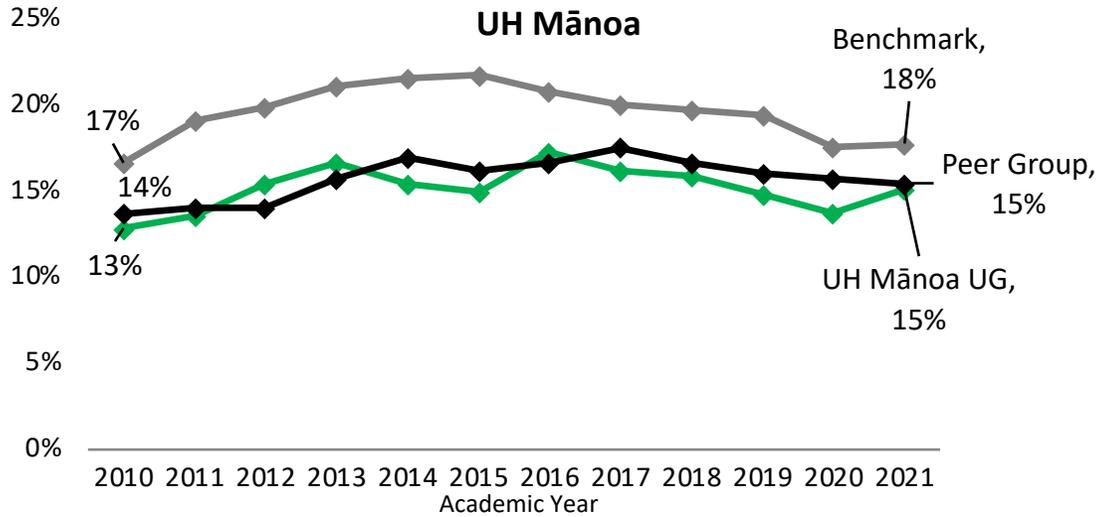
Basic considerations outlined in University policy

1. Comparability of tuition charges with those at regional and national peer institutions
2. Differential tuition rates by unit missions, student level (undergraduate, graduate, professional), and residency
3. Accessibility and the mix of students (ethnic background, income levels, residents and non-residents, etc.)
4. Financial aid availability and use
5. The cost of education and the sharing of that cost between students and the general public

No one consideration overrides others; all are considered holistically

Affordability: UH is comparable or better than peers when looking at tuition costs and personal income together

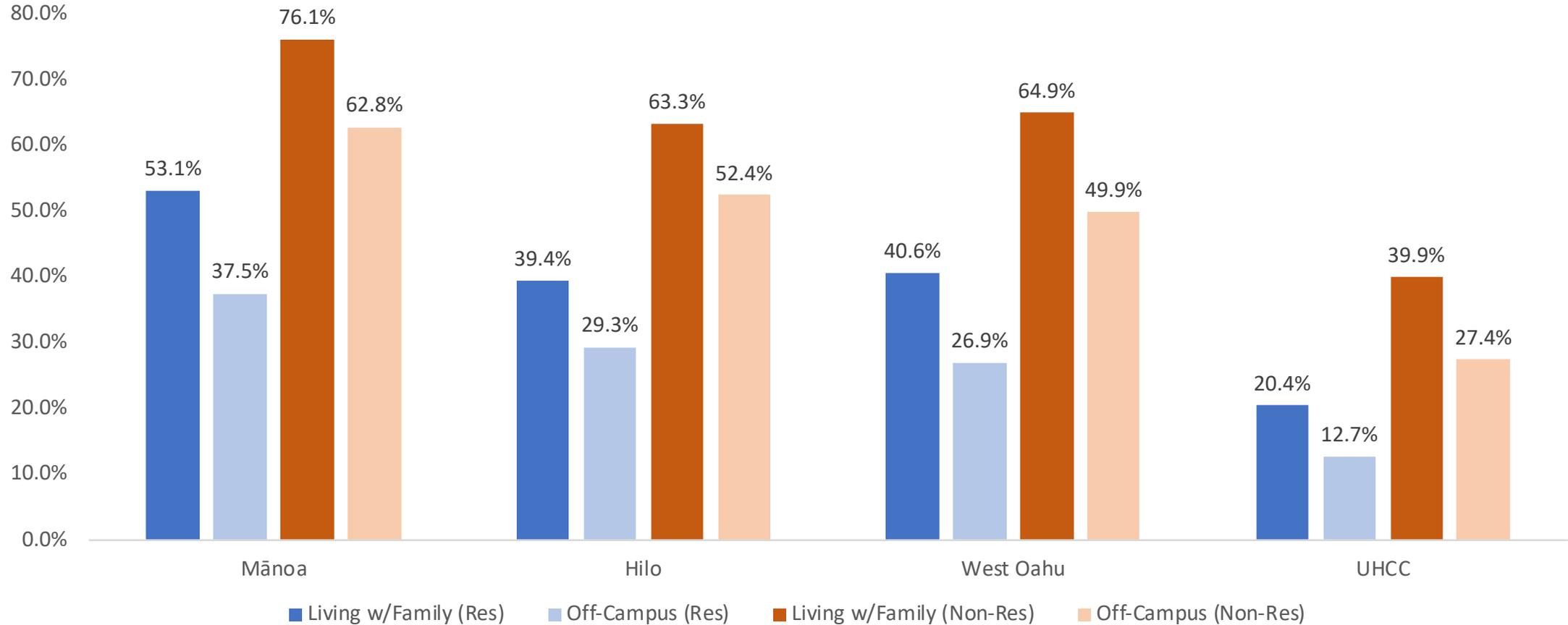
Total tuition and fees as percentage of state median household income



Source: U.S. Census Bureau; UH Executive Policy E6.201.

Tuition is not the major cost of attending UH for Hawai'i residents

Tuition and Fees as a Percent of Cost of Attendance: AY 2021-22



Cost of attendance includes tuition and fees, books, supplies, room, board, misc. personal expenses, transportation, and electricity (for off-campus housing). Off campus is the same as living in the dorm. UHCC transportation cost is the average of the cost for O'ahu, Hawai'i, Maui, and Kaua'i.

Other financial considerations

- Elasticity: Will raising rates negatively affect tuition? Previous studies have shown an approximately 3% change in enrollment relative to a \$1,000 change in tuition, but the current environment is very uncertain.
- How will rising inflation rates affect costs?
- Noting the substantial use of tuition to cover labor expenses, how will the upcoming collective bargaining agreements affect UH costs?
- Legislative actions such as eliminating state support for the payment of fringe benefits would also affect costs.
- The current levels of reserves are adequate, raising questions about increasing tuition rates.

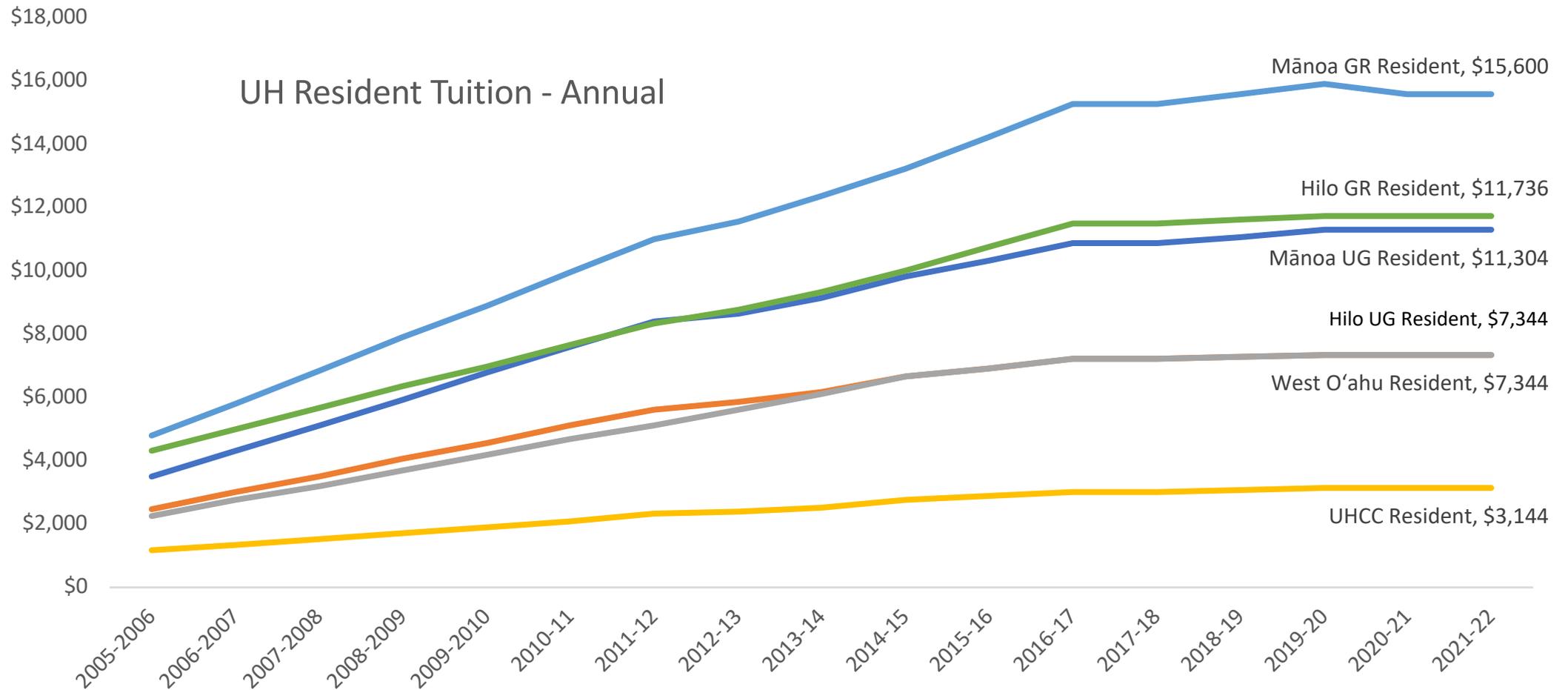
Recent BOR actions and current action required

- 2015 - Partial rollback of previously approved increases
- 2016 - Small increases, 100% dedicated to facilities
- May 2019, the BOR approved a three-year tuition schedule that:
 - Kept tuition at the 2019-20 rate for undergraduate tuition at all campuses for 2020-21, 2021-22, and 2022-23, as well as for graduate tuition at UH Hilo and all professional programs at UH Mānoa.
 - Decreased the resident graduate tuition rate at UH Mānoa by \$156 and the non-resident graduate tuition rate by \$1,872 in 2020-21, and maintained those rates in 2021-22 and 2022-23
- **2022 – Set new tuition schedule for AY 2023-24 and beyond**

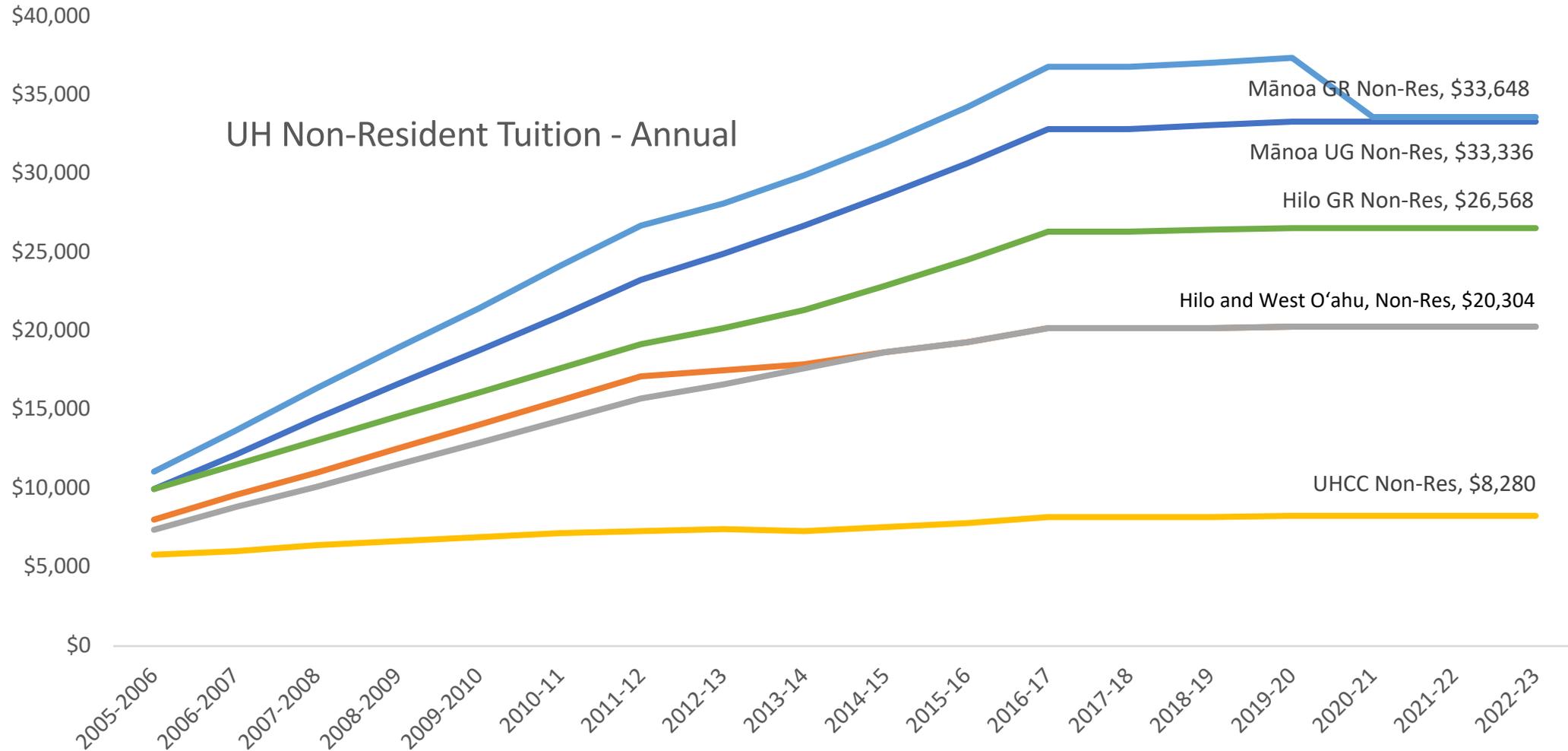
Historic background on tuition levels relative to peers

- During 2006-07, UH had some of the lowest published tuition rates in the country.
- During the great recession, the decline in Hawai'i state investment in public higher education was among the highest in the country.
- During that same period, UH tuition increases were among the largest in the country.
- Since 2016, tuition rates have remained relatively flat.

In recent years, UH resident tuition rates have remained relatively flat



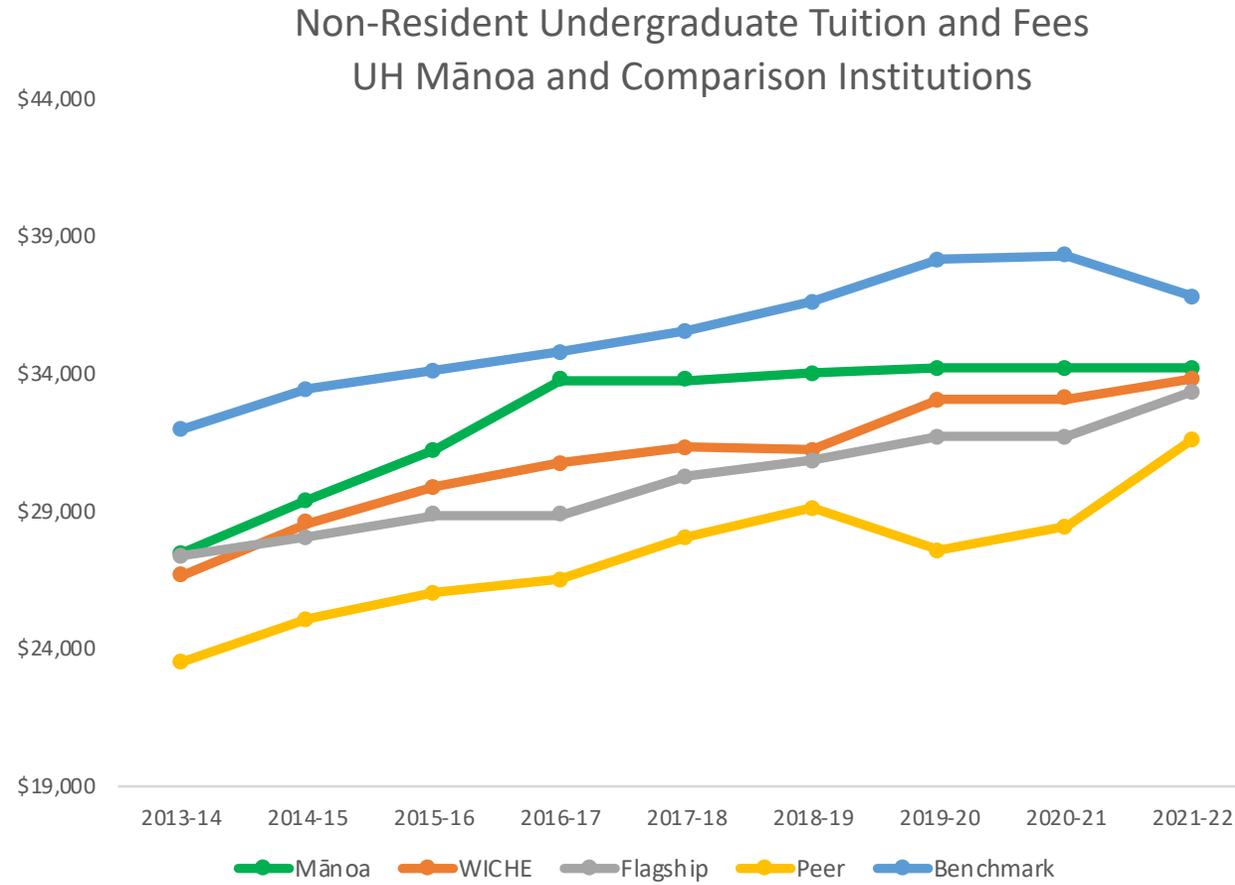
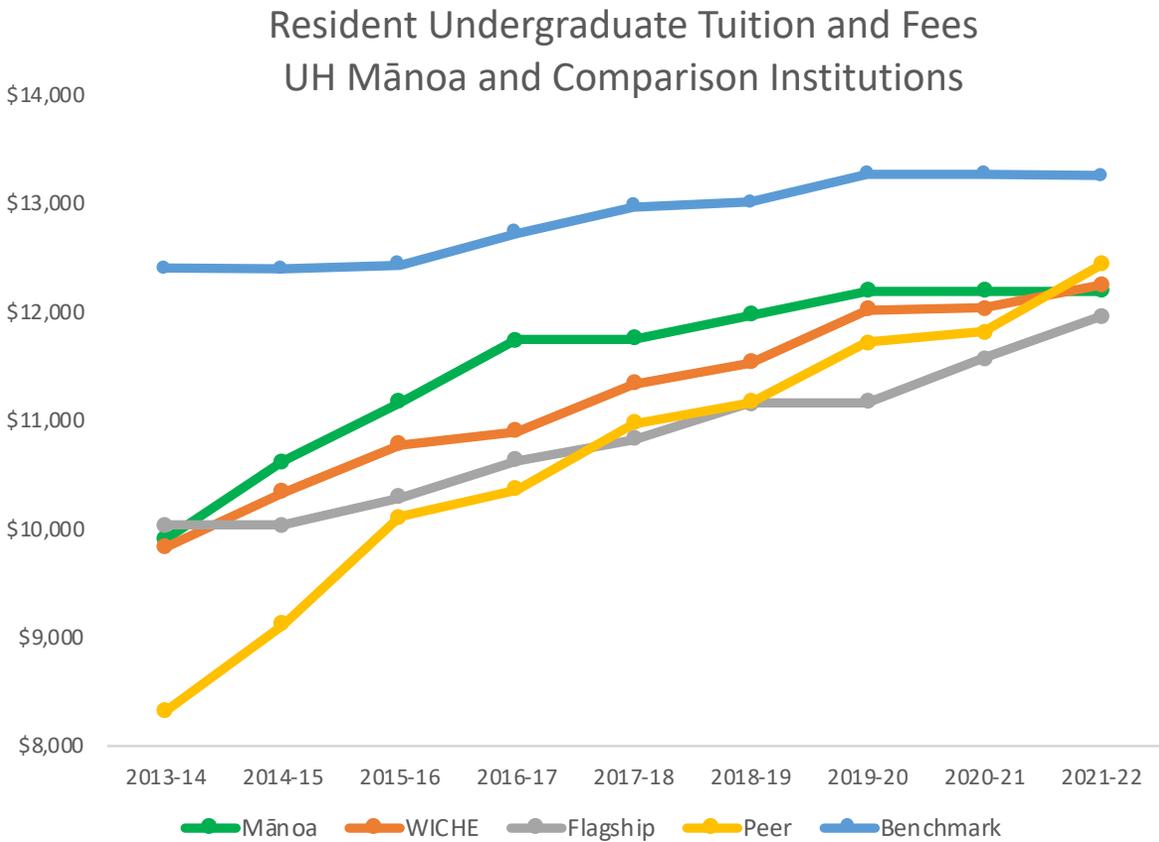
UH non-resident tuition have also remained flat, except for the decrease in UHM graduate tuition



Summary of current tuition levels as compared to peers

- Resident undergraduate rates are close to peers
- Non-resident undergraduate rates are generally higher than peers
- Graduate resident and non-resident rates are higher than peers
- Enrollment performance has been close to or higher than national averages in recent years

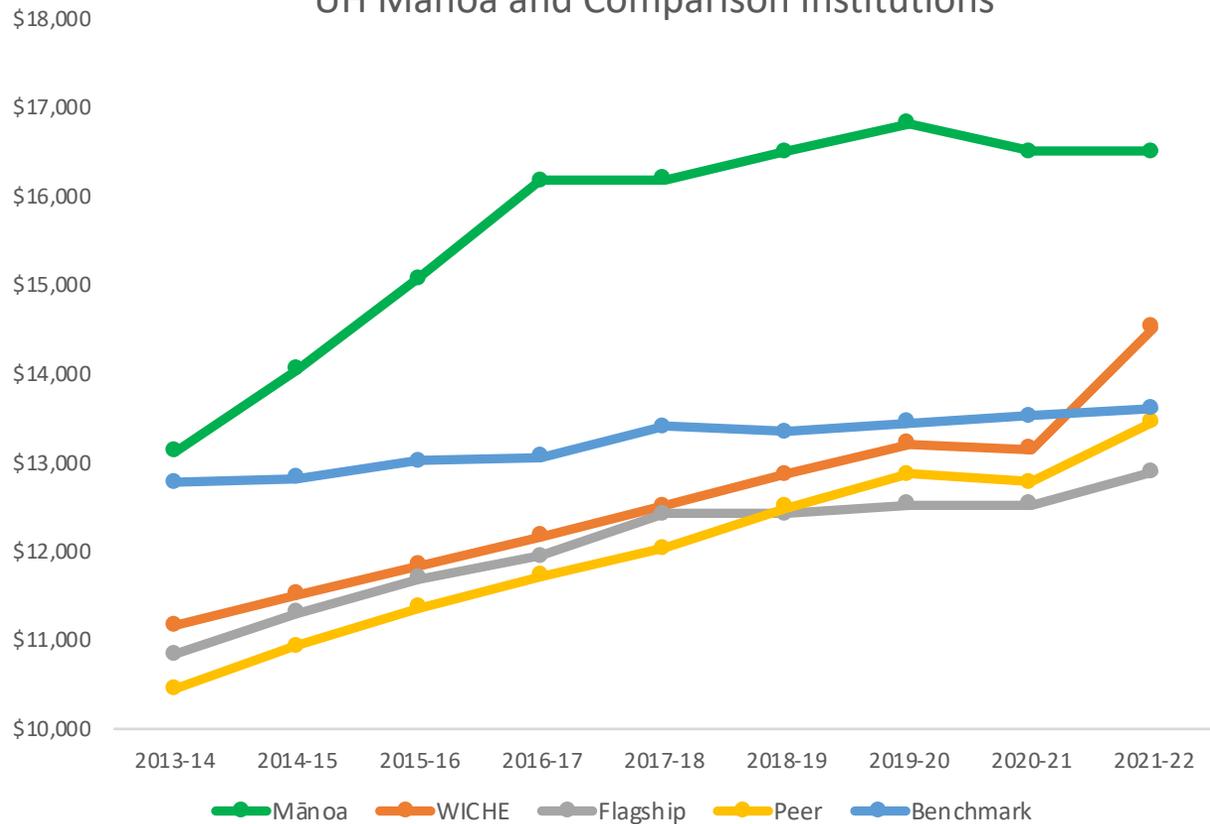
UH Mānoa's undergraduate tuition and fees are generally comparable to peers, but are lower than benchmark institutions



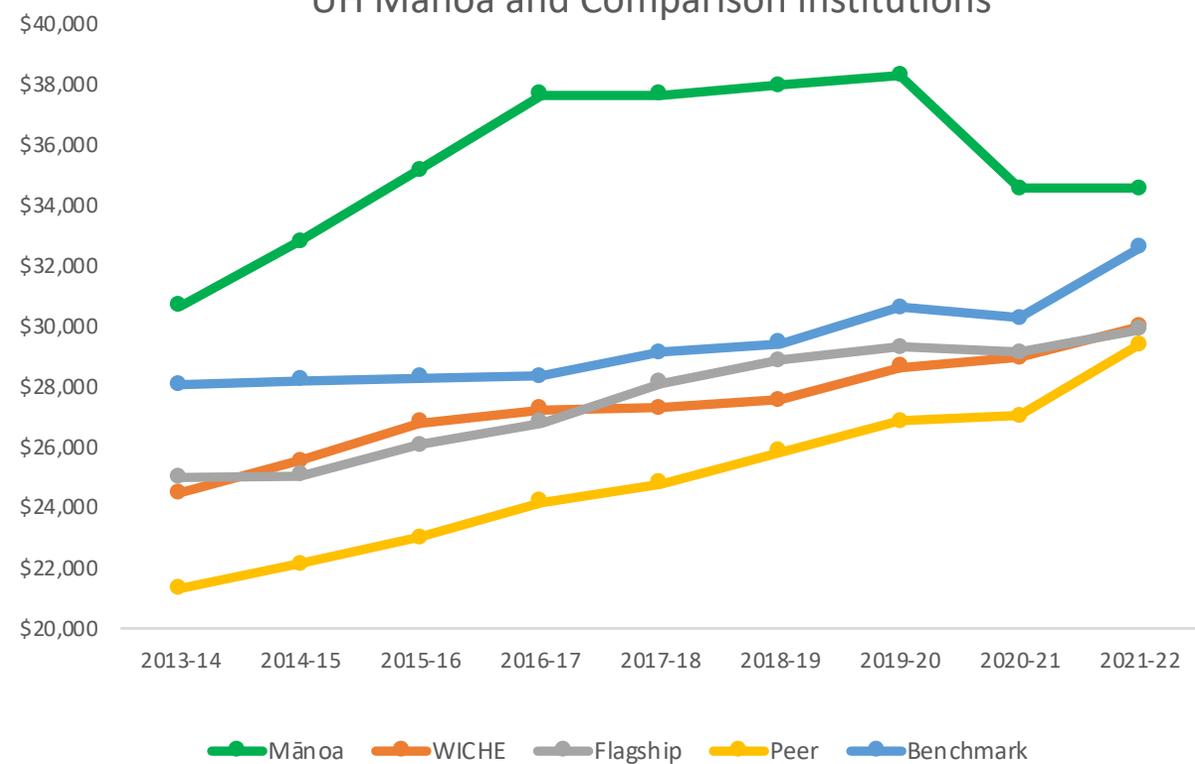
Data source: IPEDS and campus websites.

Despite the decreases in 2019-20, graduate tuition and fees remain higher at UH Mānoa than at its comparison institutions

Resident Graduate Tuition and Fees
UH Mānoa and Comparison Institutions

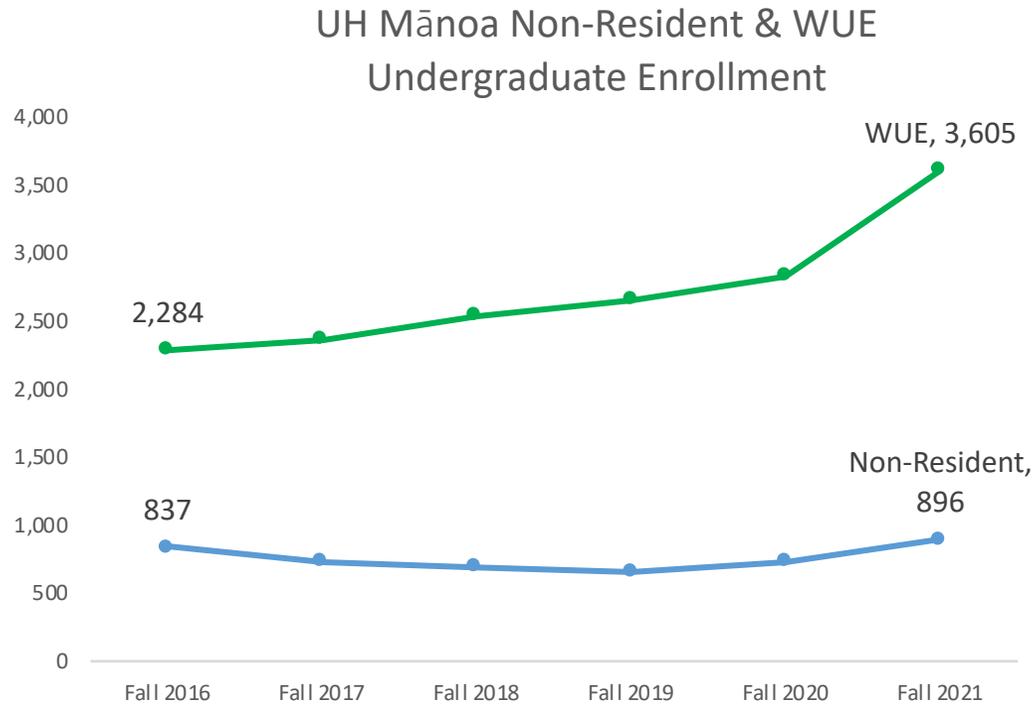


Non-Resident Graduate Tuition and Fees
UH Mānoa and Comparison Institutions

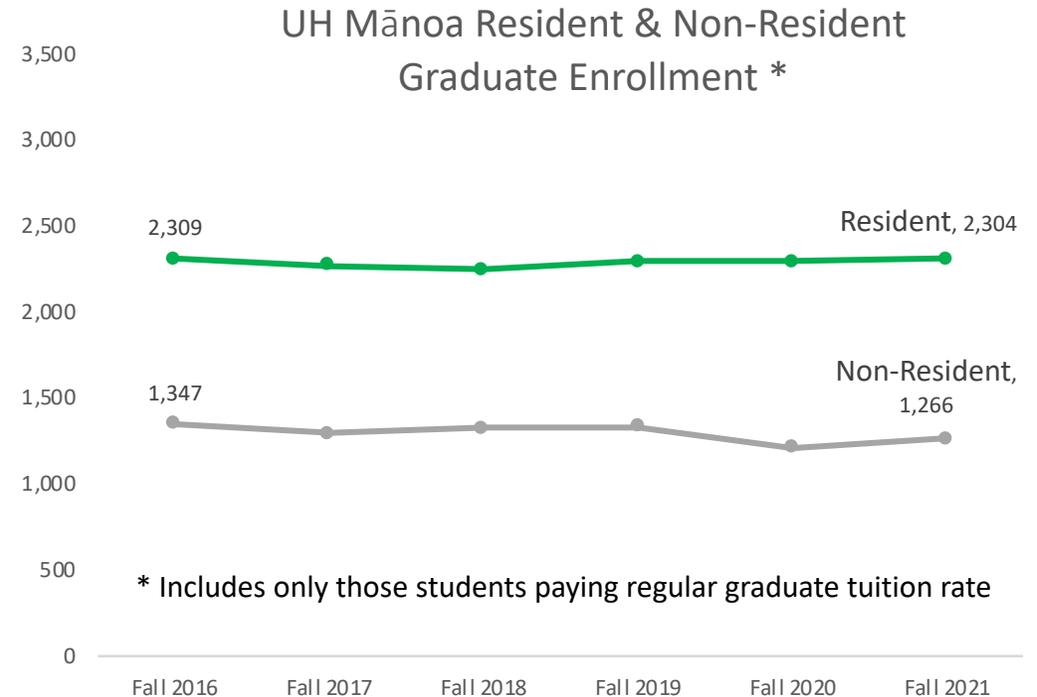


Data source: IPEDS and campus websites.

Enrollment of undergraduate non-residents at UH Mānoa has increased as their tuition has remained relatively level and graduate enrollment has been flat despite decreases in tuition



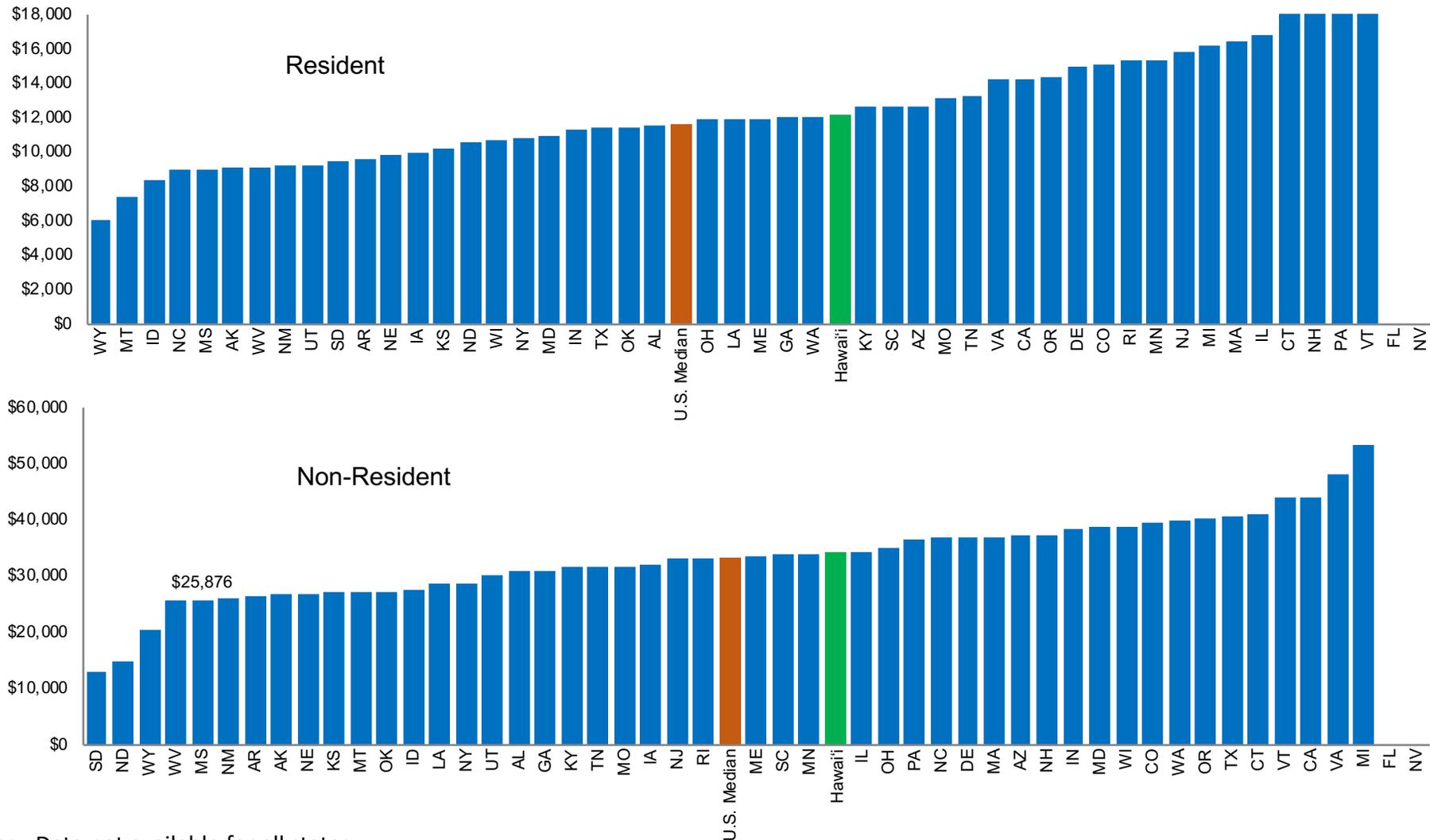
Enrollment of non-resident undergraduates has increased by 7%, while WUE enrollment has increased by 58% since Fall 2016.



Resident graduate enrollment has held steady, while non-resident graduate enrollment has declined 6% since Fall 2016.

Undergraduate tuition and fees for UH Mānoa and its flagship institutions, 2021-22

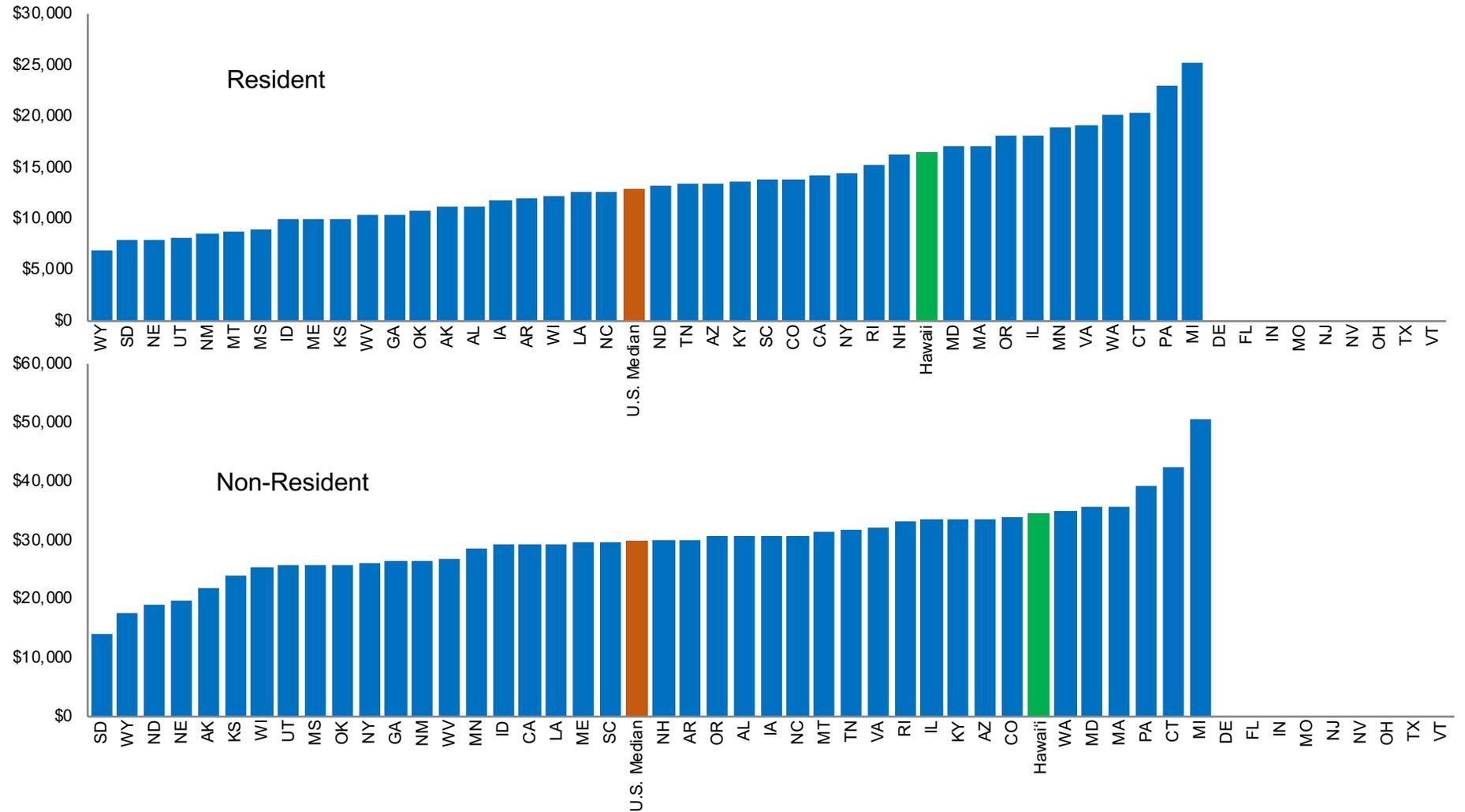
UH Mānoa undergraduate tuition and fees are slightly higher than the U.S. median for flagship universities.



Source: Campus websites. Data not available for all states.

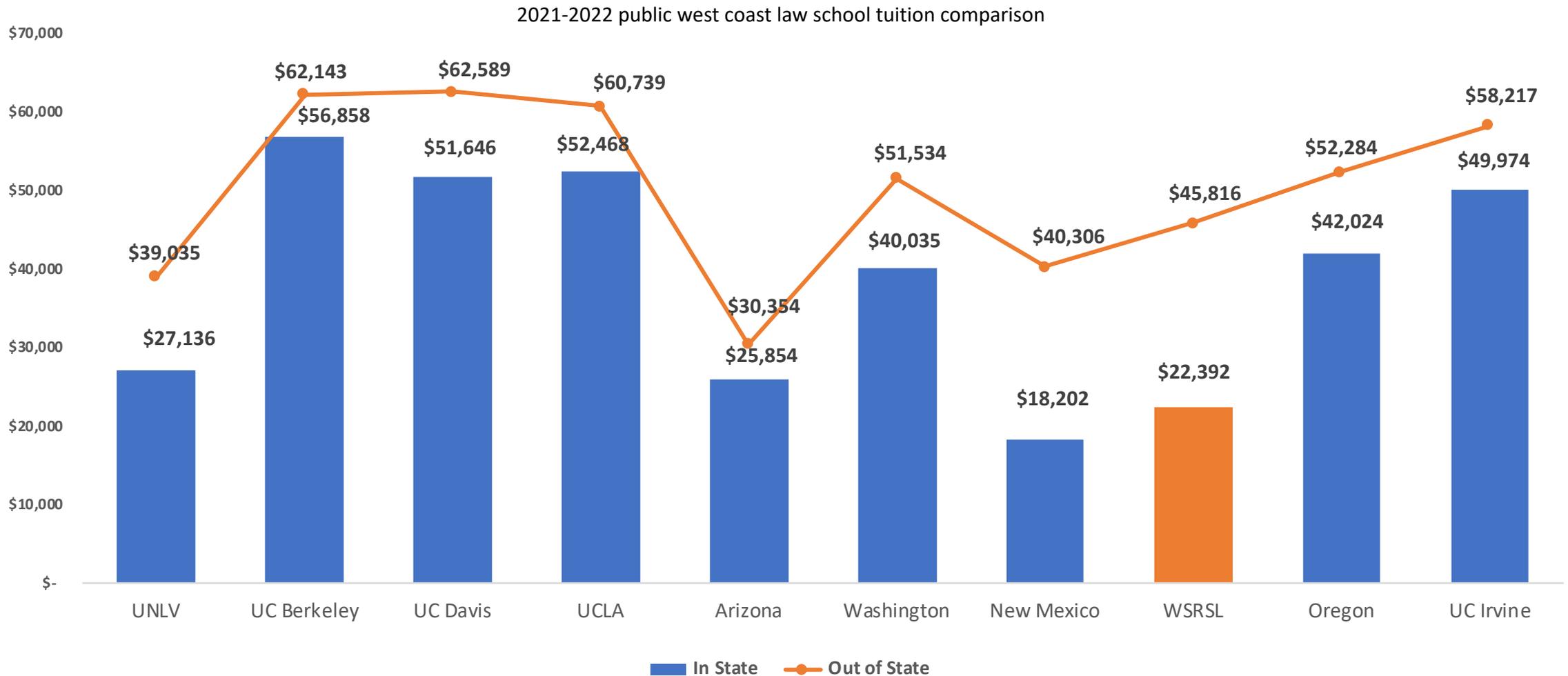
UH Mānoa graduate tuition and fees flagship institutions, 2021-22

UH Mānoa graduate tuition and fees are markedly higher than the U.S. median for flagships.



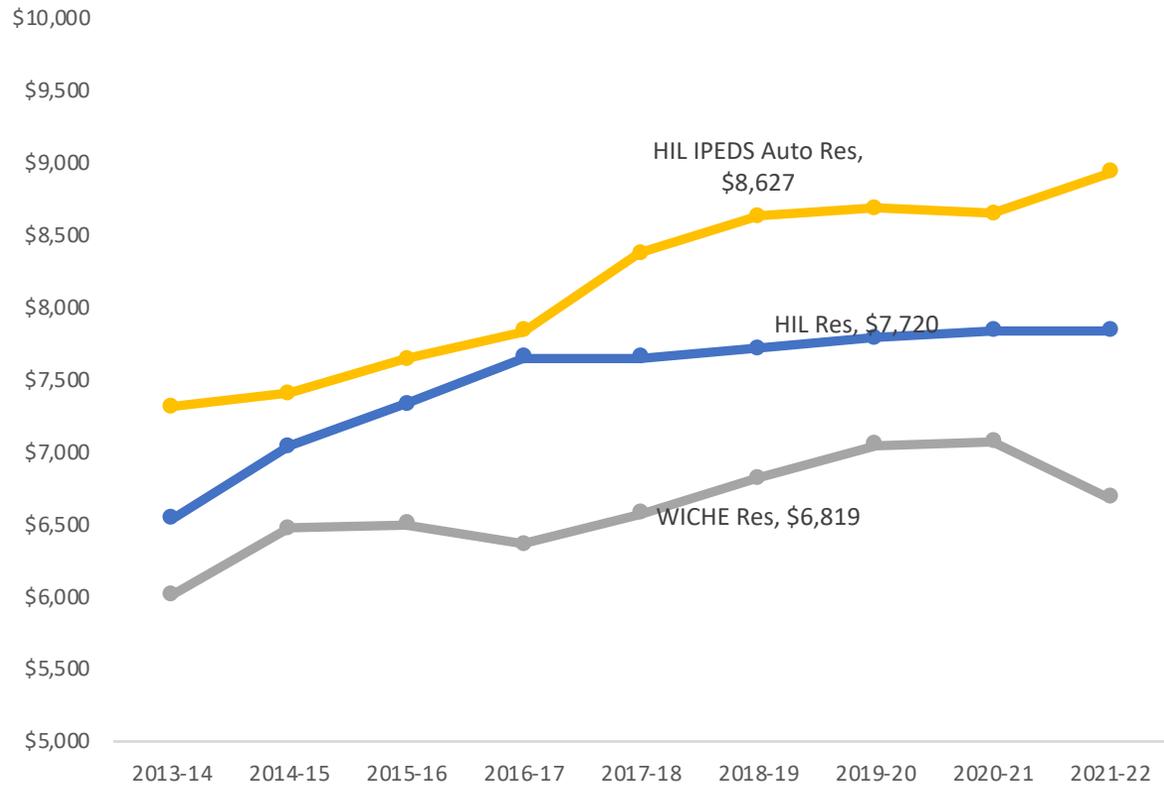
Source: Campus websites. Data not available for all states.

Tuition rate at WSRSL is significantly lower than that of other public west coast institutions

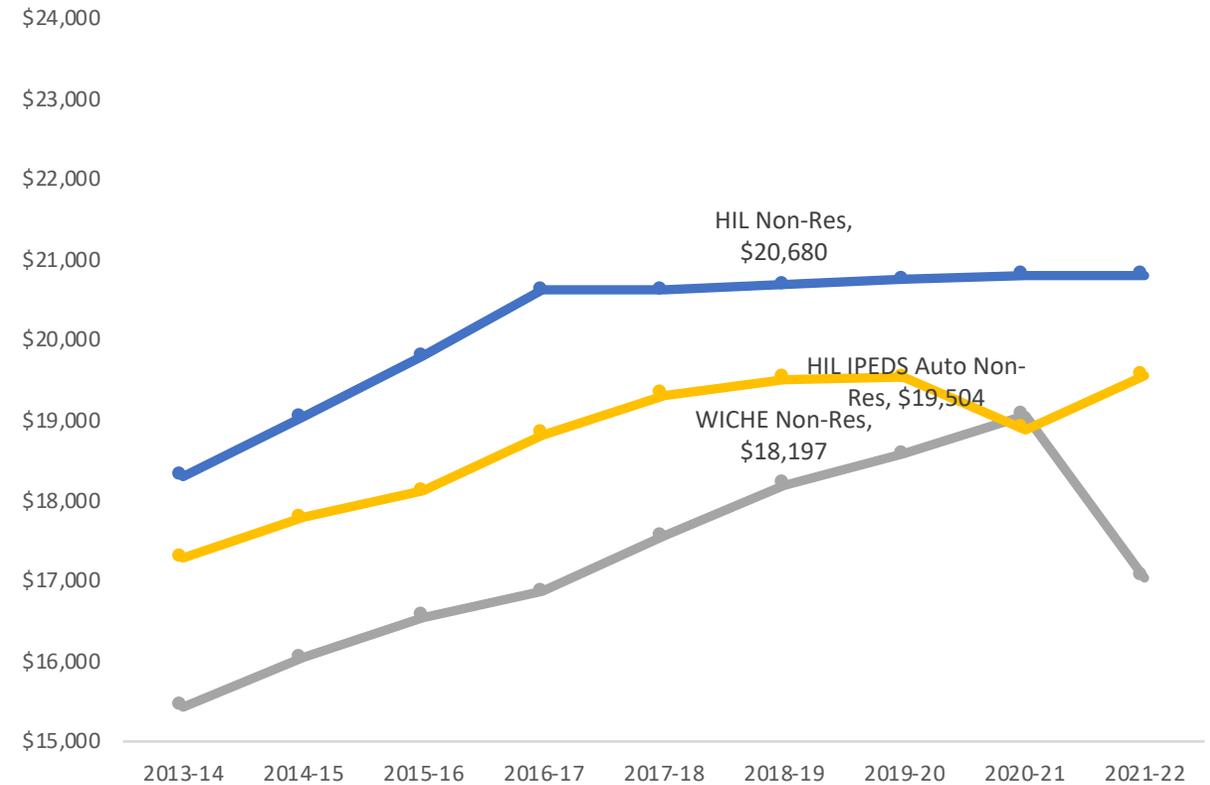


Undergraduate rates at UH Hilo are between the two comparison groups of institutions for residents and higher for non-residents

Hilo Undergraduate Resident Tuition and Fees



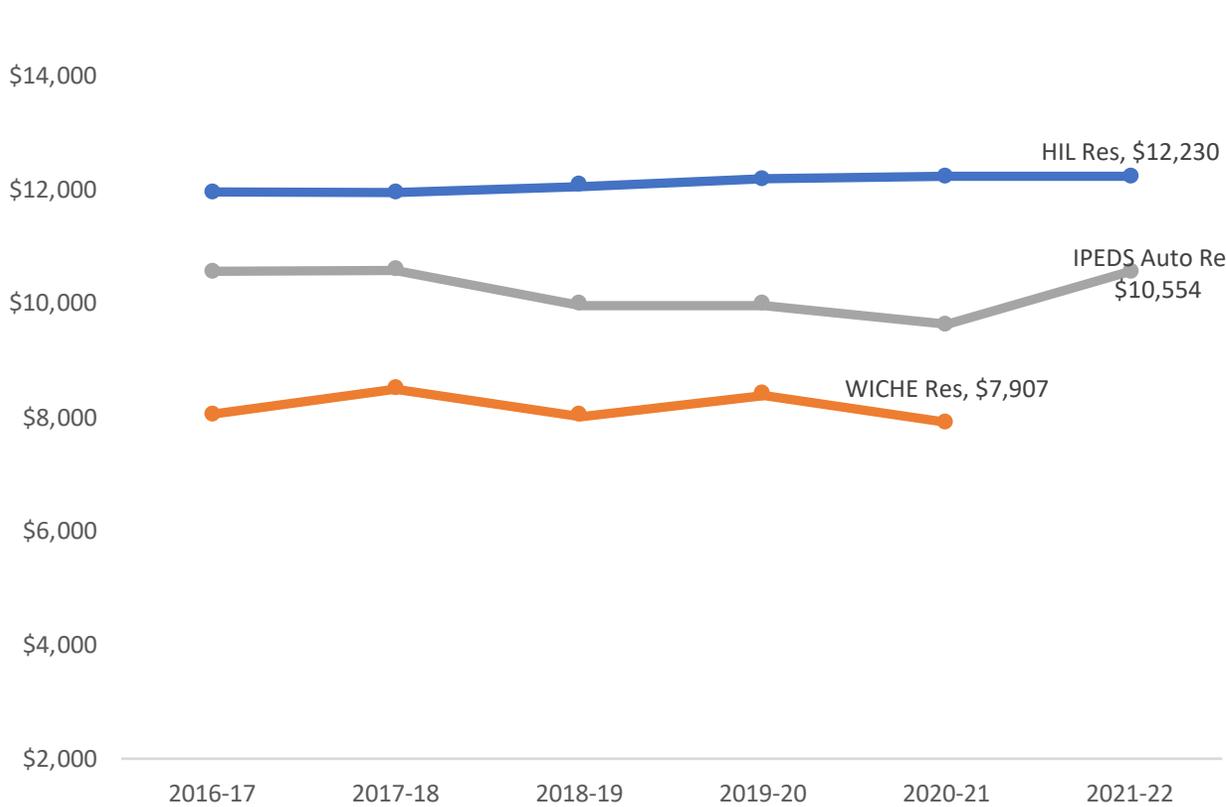
Hilo Undergraduate Non-Resident Tuition and Fees



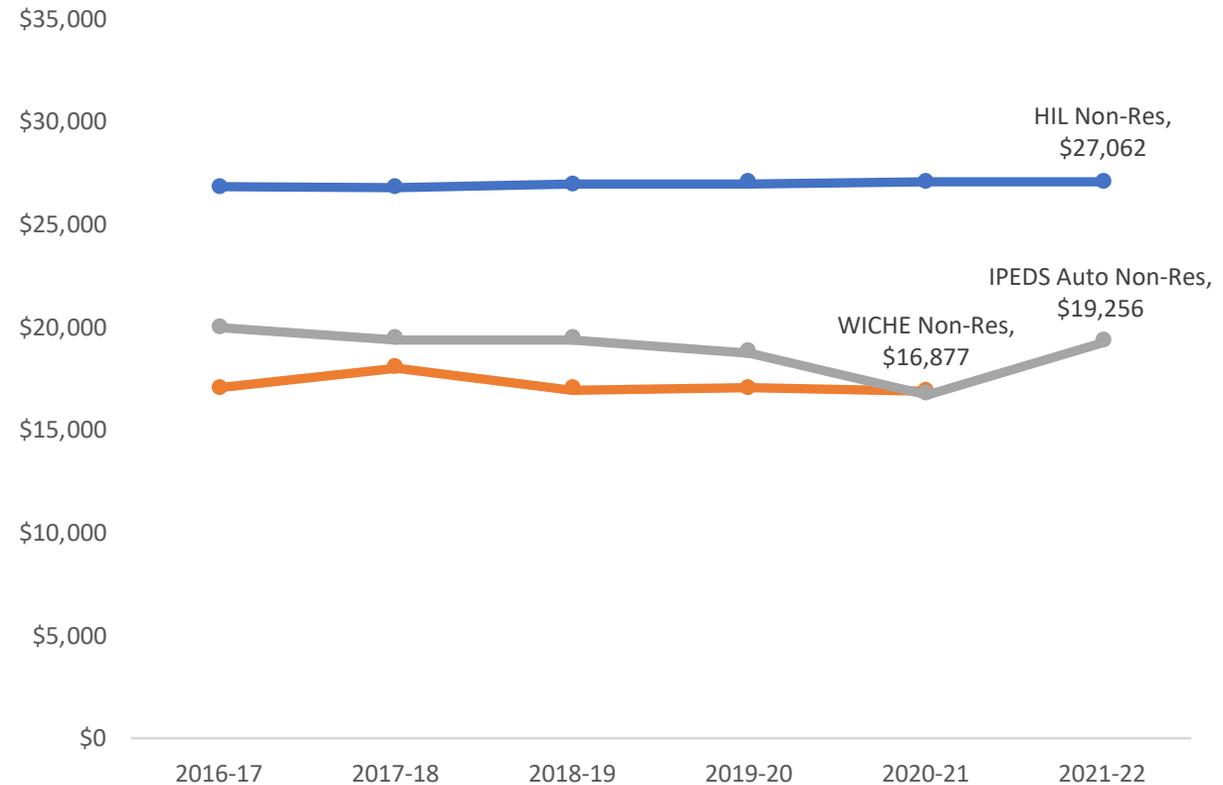
Data source: IPEDS and campus websites.

Graduate tuition and fees at UH Hilo have remained higher than at comparison institutions

Hilo Graduate Resident Tuition and Fees



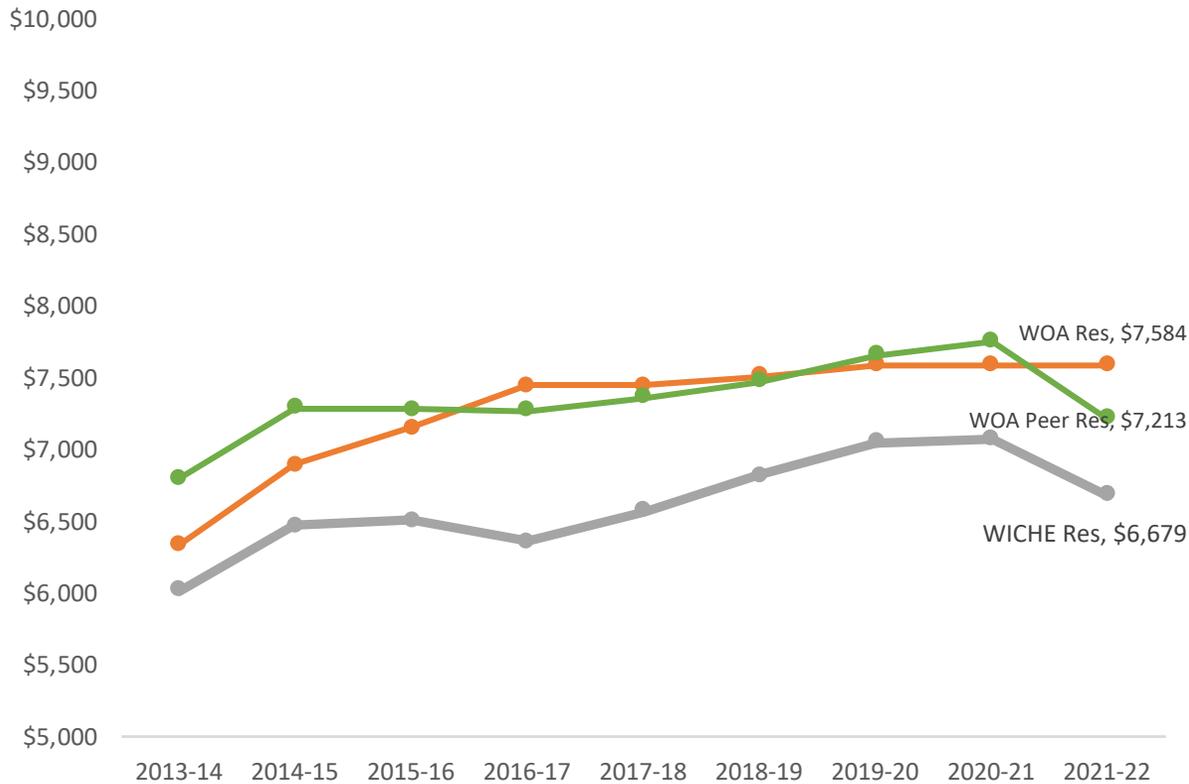
Hilo Graduate Non-Resident Tuition and Fees



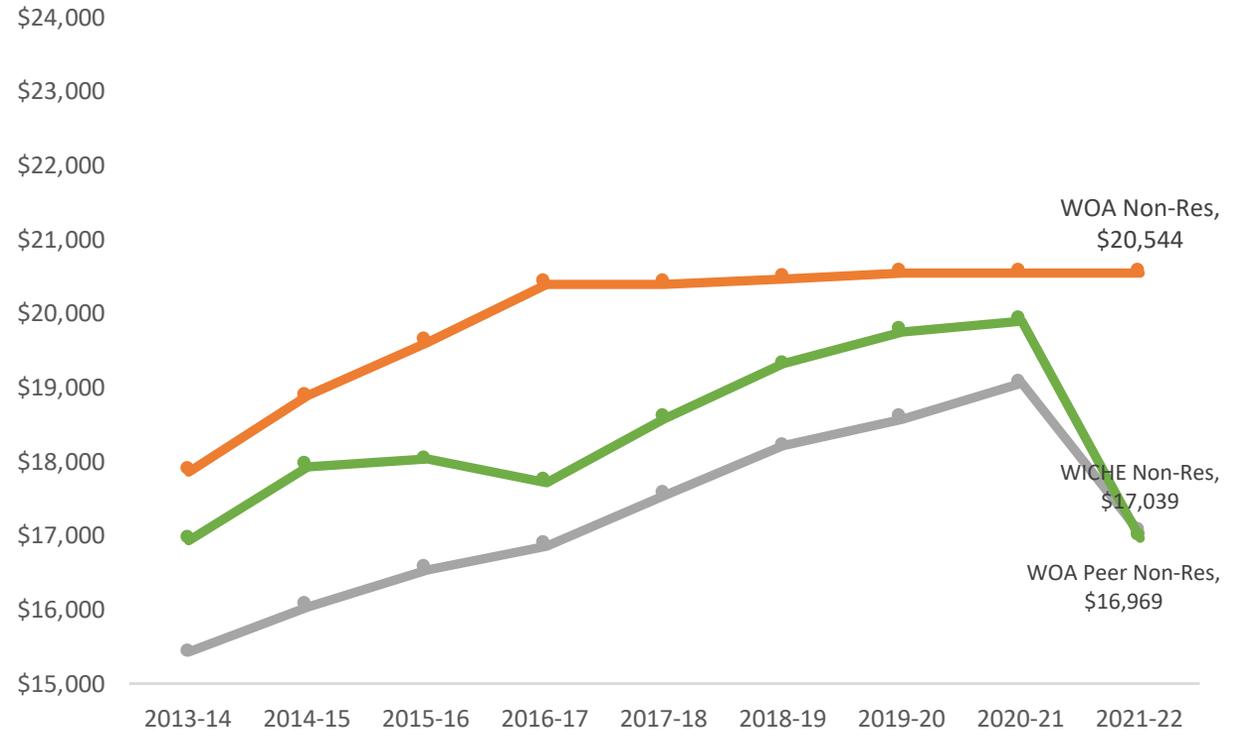
Data source: IPEDS and campus websites. Reliable data for 2021-22 WICHE is not available.

Resident and non-resident rates at West O'ahu are higher than comparison institutions

West O'ahu Undergraduate Resident Tuition and Fees

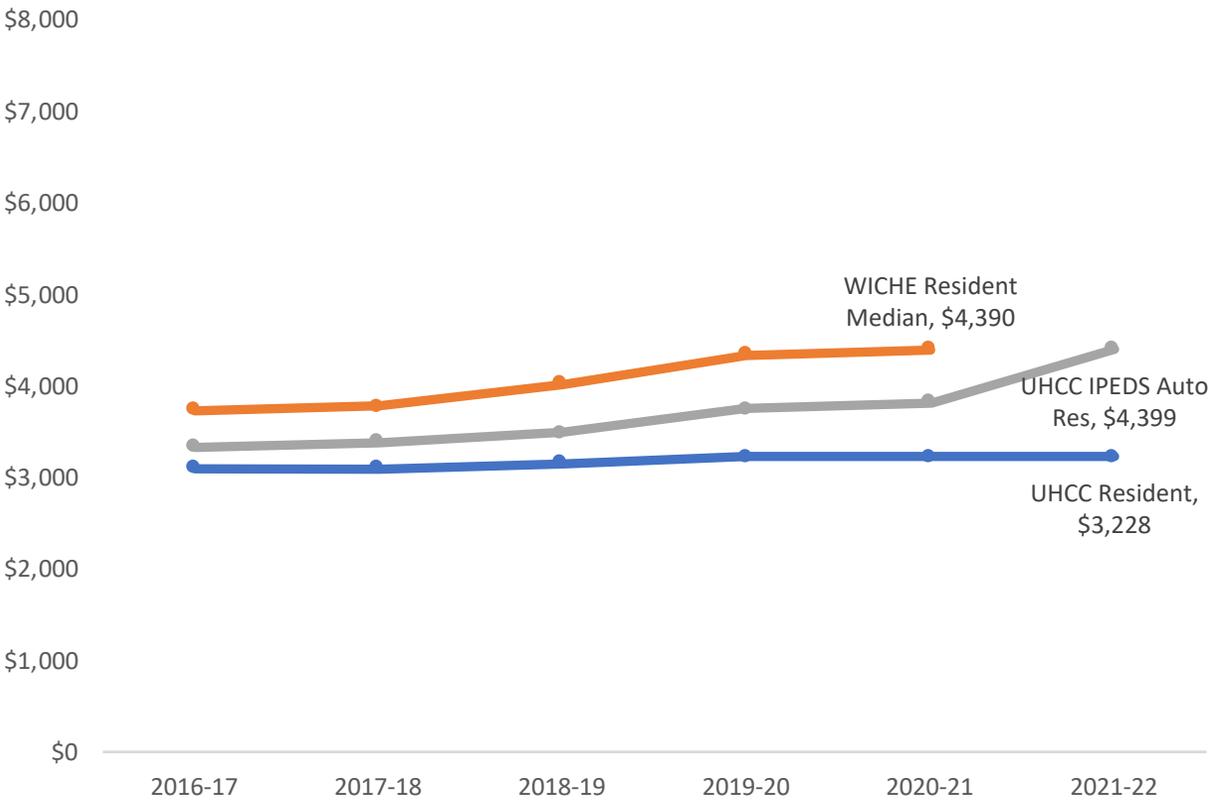


West O'ahu Undergraduate Non-Resident Tuition and Fees

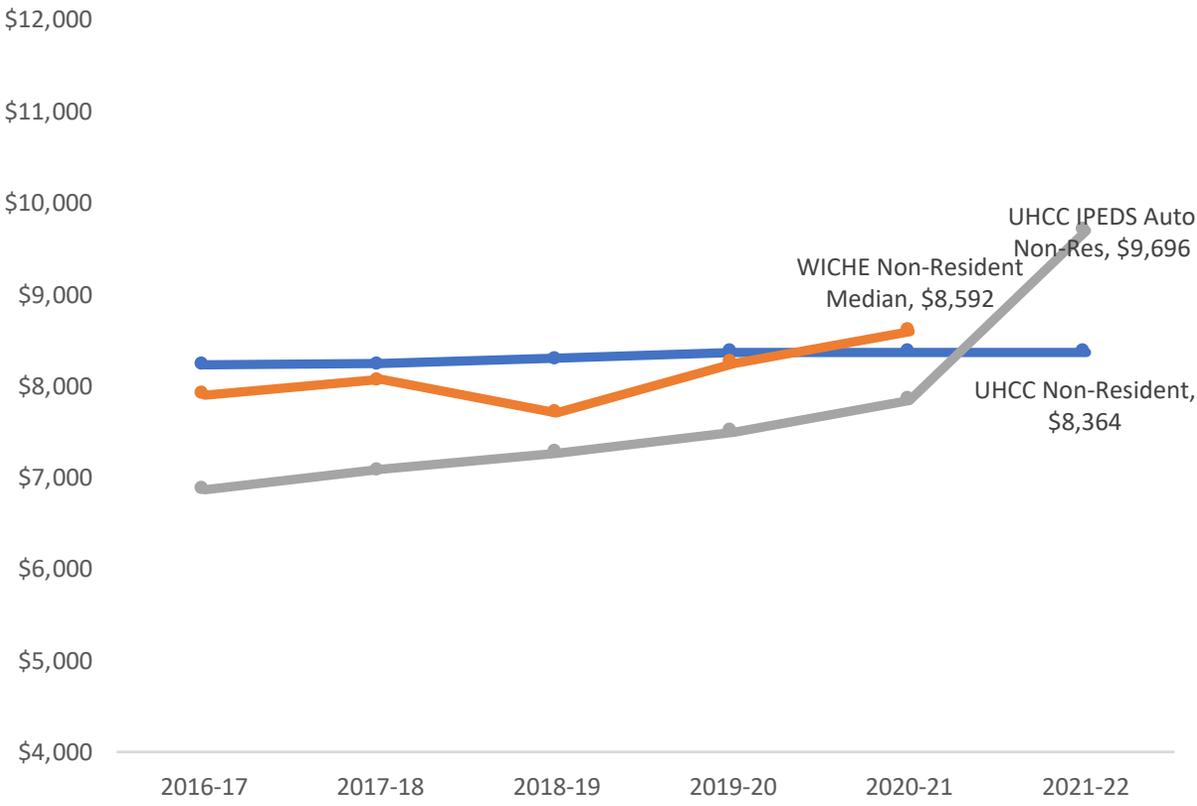


Tuition and fees at comparison institutions have increased recently, while rates at the UHCC have not

UHCC Resident Tuition and Fees



UHCC Non-Resident Tuition and Fees



Data source: IPEDS and campus websites. UHCC based on 12 credits per semester. For 2021-22, reliable WICHE data is not available and IPEDS auto is based on Kapiolani CC only.

Recommendations

Upon review of the current situation, we have a few recommendations and alternative recommendations for AY 2023-24 through AY 2026-27.

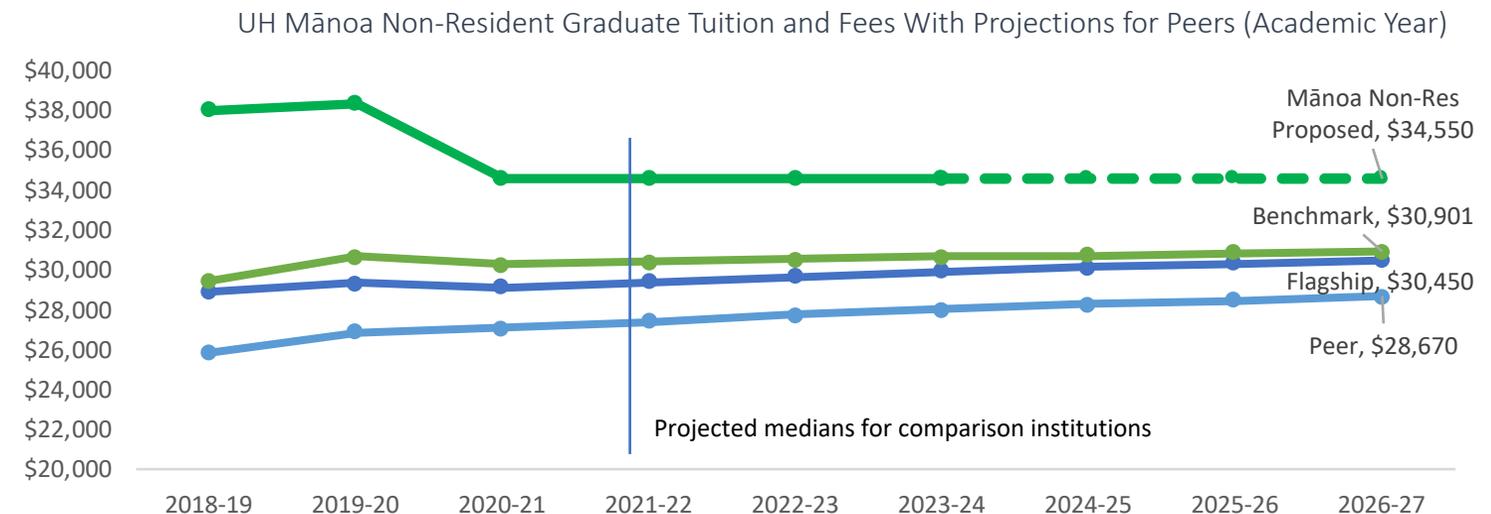
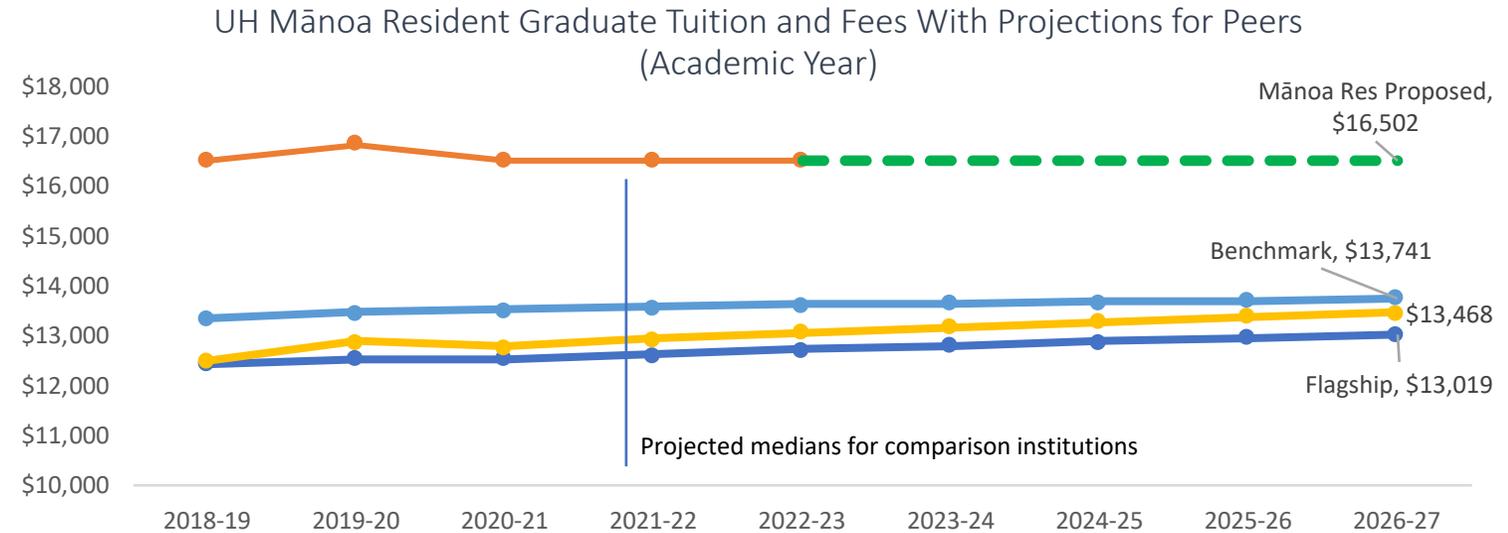
Recommendation 1. No change to graduate or professional school, except for the WSRSL, tuition at UHM or UHH for AY 2023-24 through AY 2026-27.

Rationale: Our comparative institutions have generally maintained level rates for graduate tuition, and UH tuition remains relatively higher than its peers.

UH Mānoa resident and non-resident graduate rates proposal

Graduate resident and non-resident tuition and fees will remain higher than the comparison institutions, despite a decrease in 2020-21.

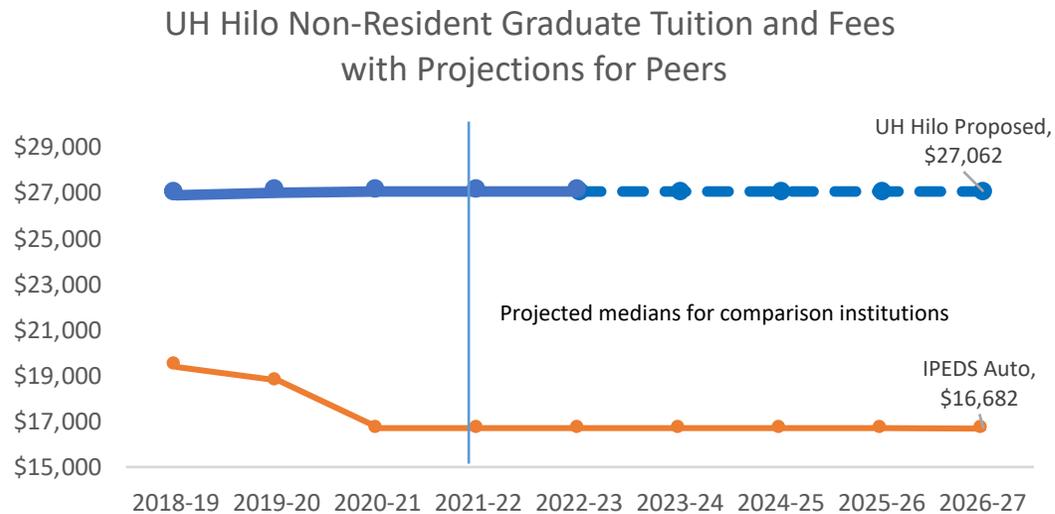
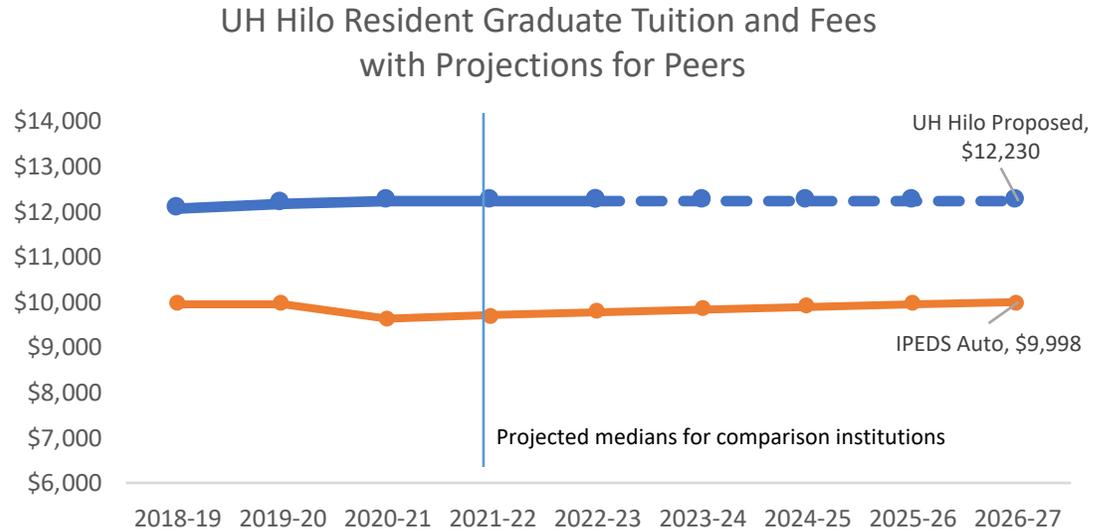
Resident and Non-Resident proposal: No change to current schedule.



UH Hilo graduate rate proposal

UH Hilo graduate programs are highly specialized and although rates are higher than peers, there is no evidence this is a negative impact on enrollment.

Proposal: No change in current schedule.



Recommendations (continued 2)

Recommendation 2. Increase tuition for the WSRSL: Alternative proposals for increase are presented in the following slide.

Rationale for Increase:

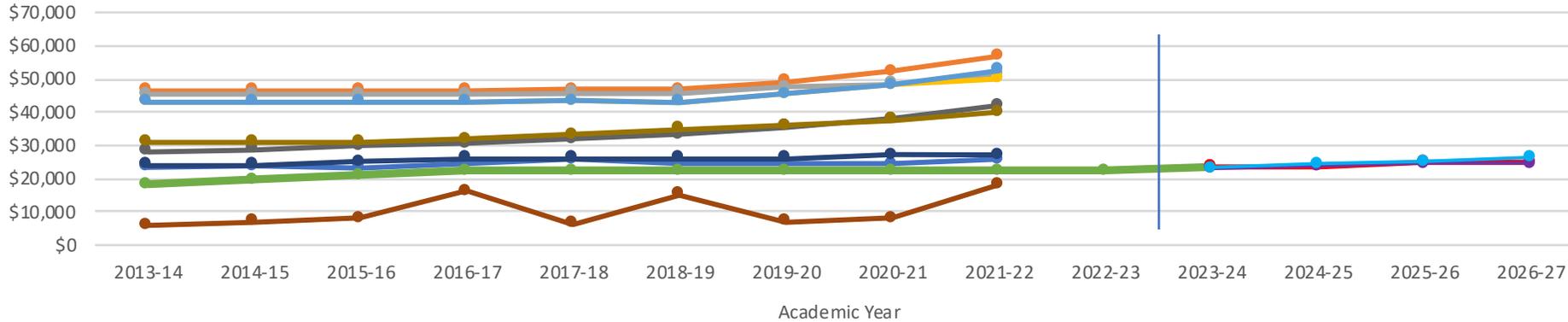
- WSRSL current tuition is modest in comparison to many accredited law schools. Their Strategic Plan conducted in 2021 recommended that WSRSL:

Increase tuition by modest percentages for both in-state and out-of-state students. Tuition currently charged by the law school is approximately 20% lower on average than other state institutions in the country...”

- The additional funds generated would be invested in WSRSL students, faculty, administrators and staff:
 - Student support for extracurricular programming, i.e. moot court teams;
 - Faculty library subscriptions and other research and scholarship support; and
 - Administrator and staff professional development further to national best practices in key areas such as career and professional development, enrollment management, alumni engagement, and fiscal integrity.

WSRSL AY2023-24 to AY2026-27 tuition change options

Resident Tuition

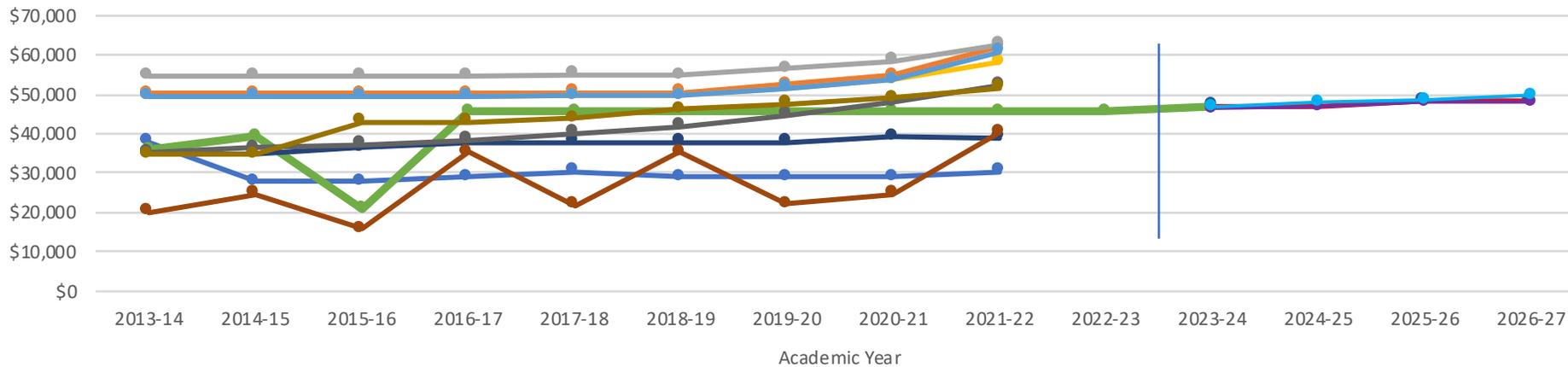


WSRSL Res 5%/0%/6%/0%, \$24,922
 Increase resident tuition rates for AY2023-24 by 5%, no change for AY2024-25, increase for AY2025-26 by 6% and AY2026-27 flat

WSRSL Res 3%/3%/4%/0%, \$24,706
 Increase resident tuition rates for AY2023-24 and AY2024-25 by 3%, increase for AY2025-26 by 4% and AY2026-27 flat

WSRSL Res \$500 per year, \$24,392

Non-Resident Tuition



WSRSL Non-res \$1,120/\$0/\$1,410/\$0, \$48,346
 Increase non-resident tuition rates for AY2023-24 by \$1,120, no change for AY2024-25, increase for AY2025-26 by \$1,410 and AY2026-27 flat

WSRSL Non-res \$672/\$692/\$950/\$0, \$48,130
 Increase resident tuition rates for AY2023-24 by \$672, increase for AY2024-25 by \$692, increase for AY2025-26 by \$950 and AY2026-27 flat

WSRSL Non-res \$500 per year, \$47,816

- University of Arizona
- University of California-Berkeley
- University of California-Irvine
- University of California-Los Angeles
- University of Nevada-Las Vegas
- University of Washington-Seattle Campus
- University of California-Davis
- University of Hawai'i at Mānoa
- University of Oregon
- University of New Mexico-Main Campus
- Proposal 1
- Proposal 2
- Proposal 3

Recommendations (continued 3)

Recommendation 3. No change to undergraduate tuition for AY2023-24.

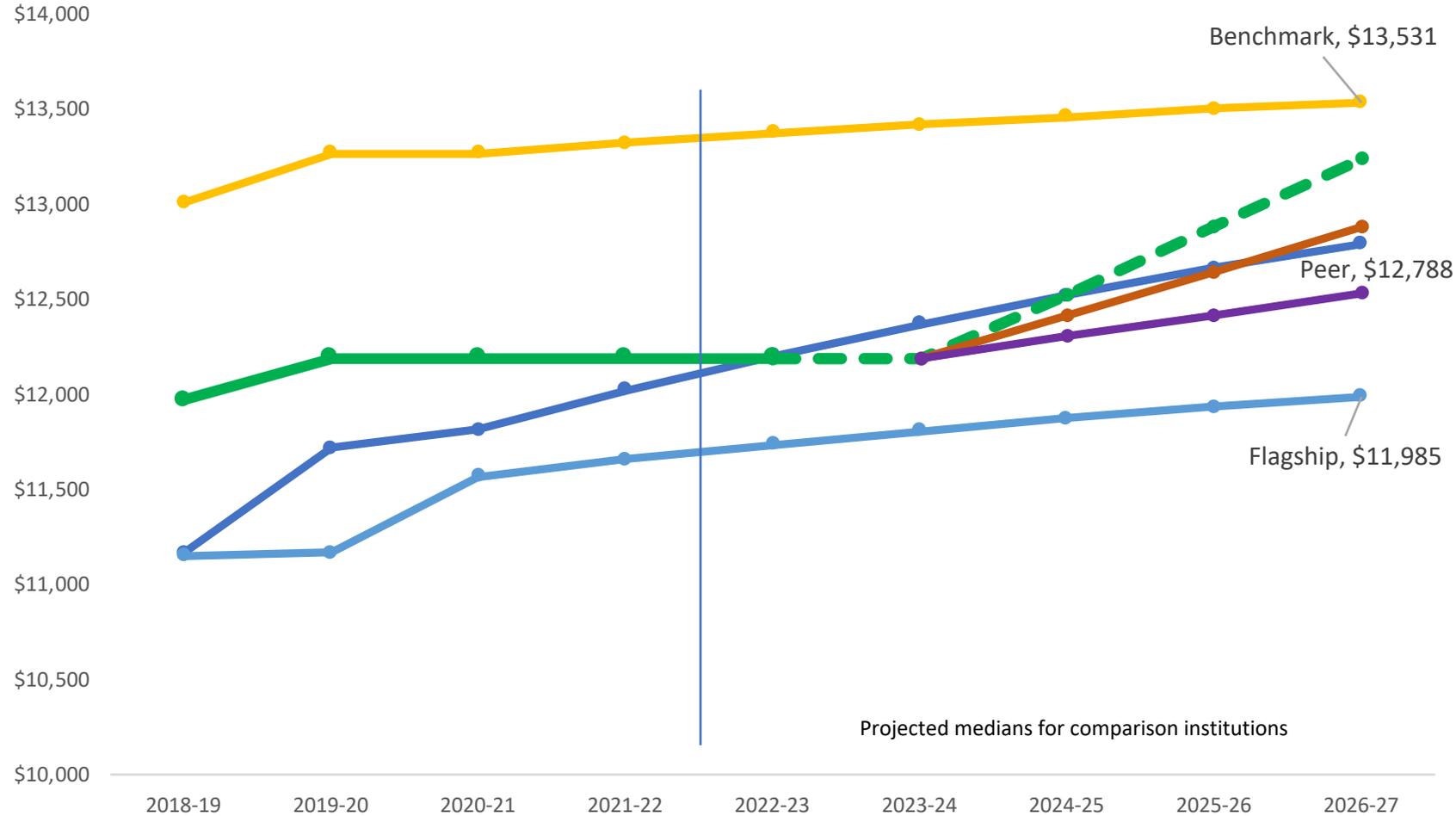
Rationale: Hawai'i's economy is still in recovery mode and increasing rates at this time would create hardship for our students and their families. Further, our comparative situation is generally favorable. Additionally, given the time needed to implement an increase, increasing at this late date would not give enough lead time for students and for the applications process.

Option 4. Alternative scenarios for undergraduate tuition for AY2024-25 to AY2026-27

1. Increase resident tuition rates for AY2024-25 to AY2026-27 by 1% each year and increase non-resident tuition rates by the equivalent dollar amount.
2. Increase resident tuition rates for AY2024-25 to AY2026-27 by 2% each year and increase non-resident tuition rates by the equivalent dollar amount.
3. Increase resident tuition rates for AY2024-25 to AY2026-27 by 3% each year and increase non-resident tuition rates by the equivalent dollar amount.
4. For Mānoa non-resident undergraduate, keep tuition rates flat for AY2024-25 to AY2026-27.

UH Mānoa resident undergraduate rate proposal

UH Mānoa Resident Undergraduate Tuition and Fees With Projections for Peers (Academic Year)



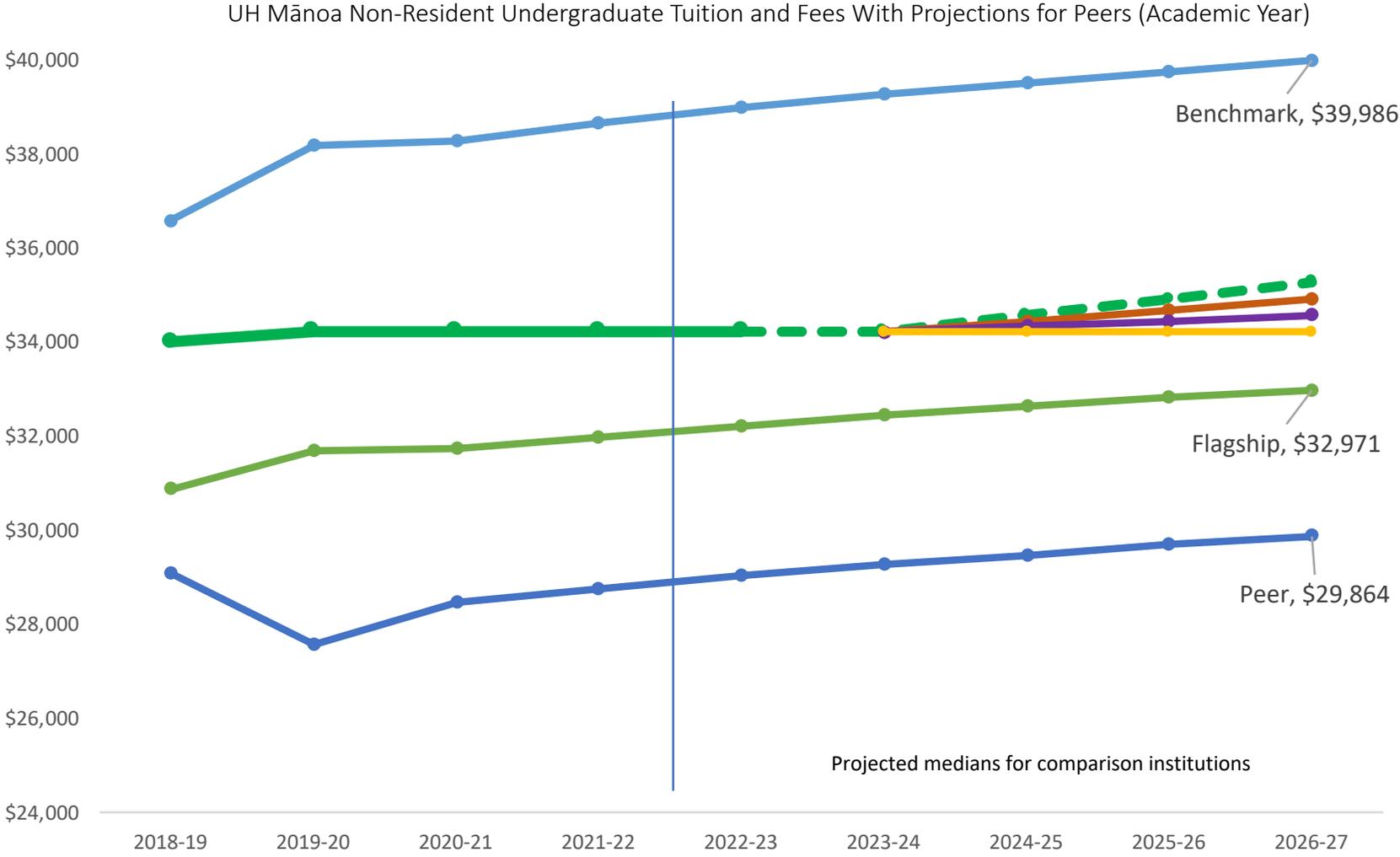
Recommendations

Mānoa Res 0%/3%/3%/3%, \$13,234
 Increase resident tuition rates for AY2024-25 to AY2026-27 by 3% each year

Mānoa Res 0%/2%/2%/2%, \$12,878
 Increase resident tuition rates for AY2024-25 to AY2026-27 by 2% each year

Mānoa Res 0%/1%/1%/1%, \$12,529
 Increase resident tuition rates for AY2024-25 to AY2026-27 by 1% each year

UH Mānoa non-resident undergraduate rate proposal

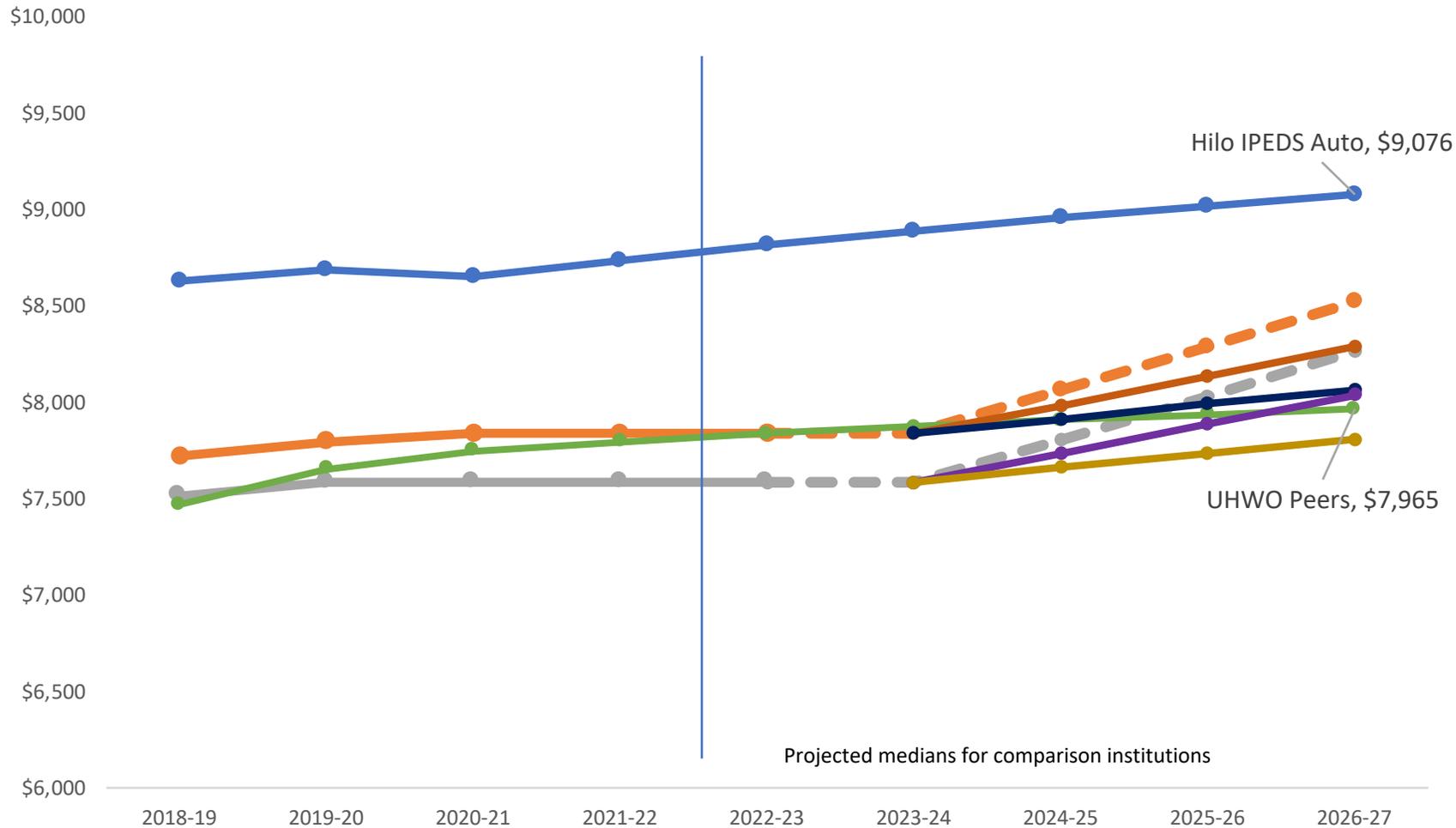


Recommendations

- Mānoa Non-Res, \$35,266**
Increase non-resident tuition rate by \$339 in AY 2024-25, \$349 in AY2025-26, and \$360 in AY2026-27
- Mānoa Non-Res, \$34,910**
Increase non-resident tuition rate by \$226 in AY 2024-25, \$231 in AY2025-26, and \$235 in AY2026-27
- Mānoa Non-Res, \$34,561**
Increase non-resident tuition rates by \$113 in AY 2024-25, \$114 in AY 2025-26, and \$115 in AY2026-27
- Mānoa Non-Res, \$34,218**
Keep non-resident tuition rate flat through AY2026-27

UH Hilo and UH West O'ahu resident undergraduate rate proposal

Hilo and West O'ahu Resident Undergraduate Tuition and Fees With Projections for Peers
(Academic Year)



Recommendations

Hilo Res 0%/3%/3%/3%, \$8,519
Increase resident tuition rates for AY2024-25 through AY2026-27 by 3% each year

Hilo Res 0%/2%/2%/2%, \$8,288
Increase resident tuition rates for AY2024-25 through AY2026-27 by 2% each year

Hilo Res 0%/1%/1%/1%, \$8,061
Increase resident tuition rates for AY2024-25 through AY2026-27 by 1% each year

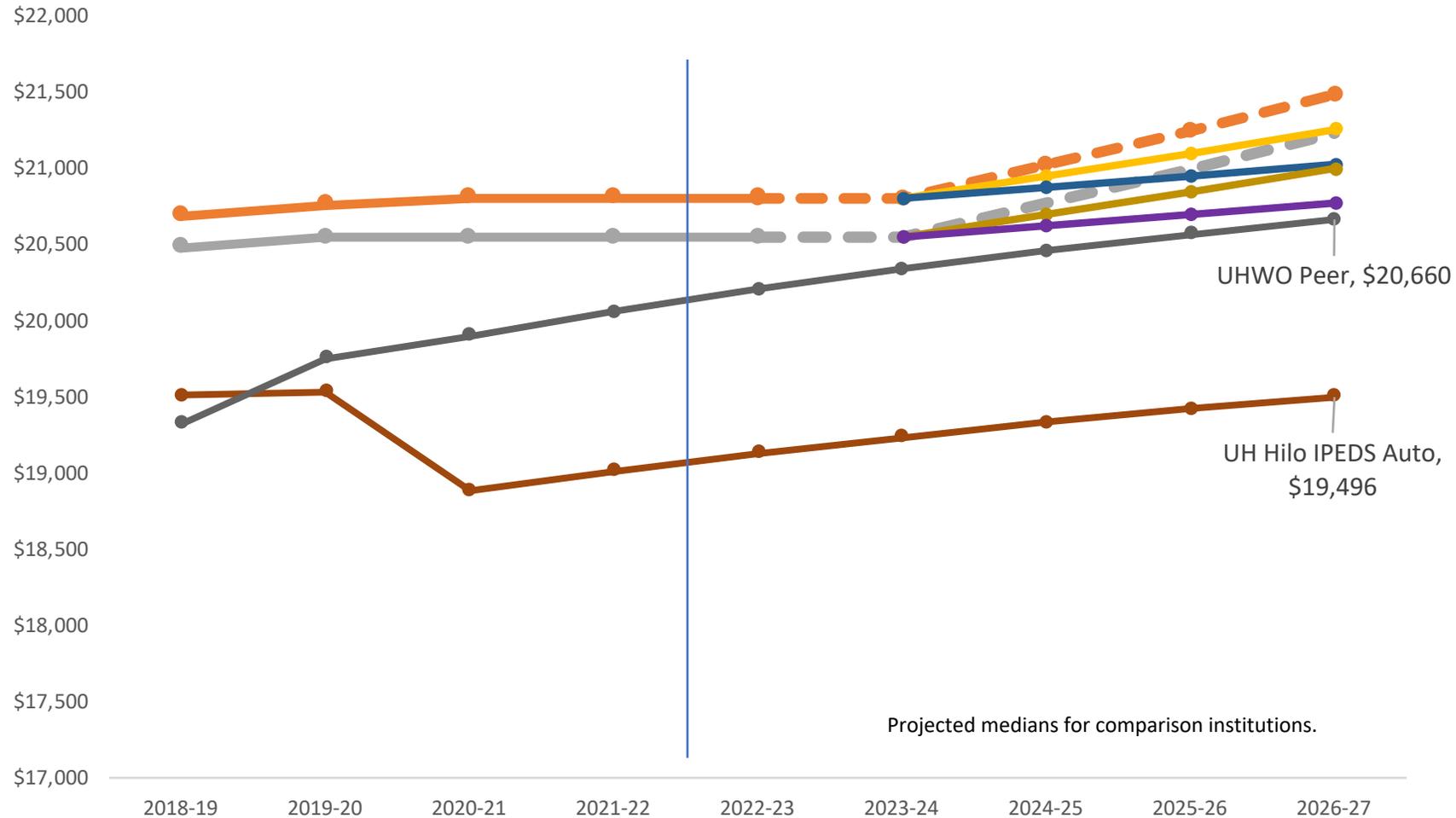
UHWO Res 0%/3%/3%/3%, \$8,265
Increase resident tuition rates for AY2024-25 through AY2026-27 by 3% each year

UHWO Res 0%/2%/2%/2%, \$8,034
Increase resident tuition rates for AY2024-25 through AY2026-27 by 2% each year

UHWO Res 0%/1%/1%/1%, \$7,807
Increase resident tuition rates for AY2024-25 through AY2026-27 by 1% each year

UH Hilo and UH West O'ahu non-resident undergraduate rate proposal

Hilo and West O'ahu Non-Resident Undergraduate Tuition and Fees With Projections for Peers
(Academic Year)

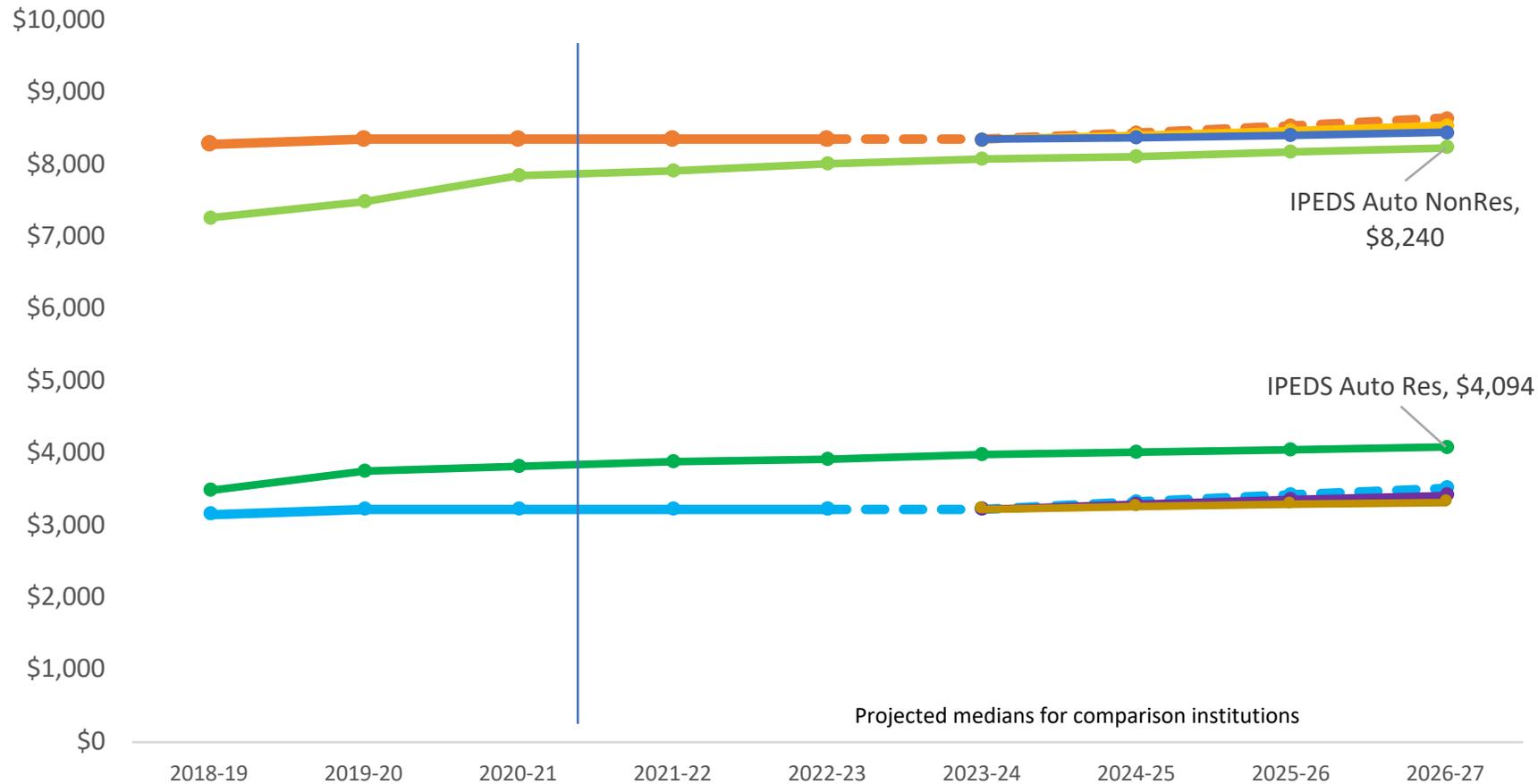


Recommendations

- Hilo Non-Res, \$21,479**
Increase non-resident tuition rates by \$220 in AY 2024-25, \$227 in AY 2025-26, and \$234 in AY 2026-27
- Hilo Non-Res, \$21,248**
Increase non-resident tuition rates by \$147 in AY 2024-25, \$150 in AY 2025-26, and \$153 in AY 2026-27
- Hilo Non-Res, \$21,021**
Increase non-resident tuition rates by \$73 in AY 2024-25, \$74 in AY 2025-26, and \$75 in AY 2026-27
- UHWO Non-Res, \$21,225**
Increase non-resident tuition rates by \$220 in AY 2024-25, \$227 in AY 2025-26, and \$234 in AY 2026-27
- UHWO Non-Res, \$20,994**
Increase non-resident tuition rates by \$147 in AY 2024-25, \$150 in AY 2025-26, and \$153 in AY 2026-27
- UHWO Non-Res, \$20,767**
Increase non-resident tuition rates by \$73 in AY 2024-25, \$74 in AY 2025-26, and \$75 in AY 2026-27

UHCC tuition and fees rate proposal

UHCC Tuition and Fees with Projections for Peers



Recommendations

UHCC Non-Res, \$8,656
 Increase non-resident tuition rate by \$94 in AY 2024-25, \$97 in AY 2025-26, and \$100 in AY 2026-27

UHCC Non-Res, \$8,556
 Increase non-resident tuition rate by \$63 in AY 2024-25, \$64 in AY 2025-26, and \$65 in AY 2026-27

UHCC Non-Res, \$8,459
 Increase non-resident tuition rates by \$31 in AY 2024-25, and \$32 in AY 2025-26 and AY 2026-27

UHCC Res 0%/3%/3%/3%, \$3,520
 Increase resident tuition rates for AY 2024-25 through AY 2026-27 by 3% each year

UHCC Res 0%/2%/2%/2%, \$3,420
 Increase resident tuition rates for AY 2024-25 through AY 2026-27 by 2% each year

UHCC Res 0%/1%/1%/1%, \$3,323
 Increase resident tuition rates for AY 2024-25 through AY 2026-27 by 1% each year

Cleanup: Proposed updates to Executive Policy EP 6.201 (Tuition and Fees)

Current exceptions to the policy are now listed on the tuition tables only and will be moved into the policy

- Classes cross-listed across campuses will be charged at the rate of the home campus of the student taking the class, except upper division classes taken by UHCC students will be charged at the regular rate
- Full-time tuition applies to students enrolling for 12 or more credits at Mānoa, Hilo, West O‘ahu, and Maui College’s four-year degree programs. At UHCC (except for 300-level and above classes at Maui College), tuition is charged on a per-credit basis for all enrolled credits.
- Higher tuition applies to upper division courses at Maui College’s four-year degree programs and select Advanced Professional Certificate courses at the UHCC’s as approved by the Board.
- At the UHCC’s, credit by institutional exam is 50% of course tuition.

Item VII.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**



**UNIVERSITY
of HAWAI'I**

UNIVERSITY OF HAWAII
BOARD OF REGENTS

David Lassner
President

DTS 22298

'22 MAR 11 P3:38

MEMORANDUM

March 11, 2022

TO: Randolph Moore
Chair, Board of Regents

FROM: David Lassner
President

A handwritten signature in black ink that reads "David Lassner".

SUBJECT: APPOINTMENT OF DEBORA HALBERT, ASSOCIATE VICE PRESIDENT FOR ACADEMIC PROGRAMS AND POLICY, UNIVERSITY OF HAWAI'I SYSTEM, AS VICE PRESIDENT FOR ACADEMIC STRATEGY, UNIVERSITY OF HAWAI'I SYSTEM

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the appointment of Dr. Debora Halbert as Vice President for Academic Strategy (VPAS), University of Hawai'i System for the limited term of April 1, 2022 until June 30, 2024. The requested annual salary is \$247,500 (\$20,625 per month), subject to any EM salary adjustments as appropriate, which is the midpoint of the range for University of Hawai'i Vice Presidents.

RECOMMENDED EFFECTIVE DATE:

April 1, 2022 through June 30, 2024

ADDITIONAL COST:

The position has been vacant since the retirement of the last Vice President for Academic Planning and Policy, Dr. Donald O. Straney, effective November 1, 2020. The requested salary is lower than the prior incumbent so there will be no additional costs.

PURPOSE:

Filling this position expediently has become necessary to provide essential stable leadership in a critical role for the University of Hawai'i during a specific period of both extraordinary need and transition, as described below.

2444 Dole Street, Bachman Hall
Honolulu, Hawai'i 96822
Telephone: (808) 956-8207
Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution

BACKGROUND:

Board of Regents (BOR) approval is required for this appointment for two reasons. First, pursuant to Executive Policy, EP 9.212 Executive/Managerial Classification and Compensation, this is a position that reports directly to the President and the BOR approves the appointment of all individuals in these positions. Second, the appointment is requested for a term of over one year for reasons described below.

As context, much of the work of the Office of the VPAS is executed by the four executives who report directly to the VPAS. These are the Associate Vice President for Academic Programs and Policy (AVPAPP), the Associate Vice President for Student Affairs (AVPSA), the Director of Institutional Research and Analysis (IRAO), and the Executive Director of Hawai'i P20 / State Director of Career and Technical Education.

The VPAS position has been vacant since the retirement in December 2020 of Dr. Don Straney. UH opened a local and national search for a replacement in August 2021 and with evolving issues and changes affecting our institution and state, the search advisory committee subsequently recommended the university secure the services of a professional search advisory firm.

During this period the president was also informed that three of the four senior executives in the Office of the VPAS had plans to retire or depart the office. This confluence of separations of key personnel with decades of experience and institutional knowledge would pose challenges to critical work ahead, including the development of a new Strategic Plan for UH, the system-wide general education redesign project, and addressing the BOR directive to follow through on the recommendations of the SCR 201 (tenure) task force.

With these highly unusual circumstances, the president asked AVPAPP, Dr. Halbert, if she would be willing to defer her return to faculty to assume a limited-term appointment as VPAS and continue to lead the university for two years through these immediate, ongoing priorities that are underway and cannot be delayed.

Dr. Halbert is uniquely qualified to lead OVPAS at this time. She is the executive lead on the general education redesign project. Halbert participated in the SCR 201 task force, where she did substantial writing and research. She staffed the BOR tenure permitted interaction group and is familiar with its work. And Halbert has been part of the initial planning for developing the new Strategic Plan in collaboration with other OVPAS executives.

She graciously agreed to accept a limited-term appointment as VPAS through June 2024 should it be approved by the BOR. At that time, she will return to her faculty position in the Political Science Department at UH Mānoa.

The VPAS search advisory committee was consulted prior to making the recommendation to the BOR and the President committed to an open search to fill the position on a permanent basis. With this recommendation of Halbert, the 2021 VPAS search has closed and a new search is scheduled for fall 2023.

Dr. Halbert obtained her baccalaureate degree and master's degree in Political Science from Western Washington University. At the University of Hawai'i, she obtained her doctorate degree in Political Science and is expected to complete her juris doctorate degree from the William S. Richardson School of Law in Spring 2022. Dr. Halbert began her employment at the University of Hawai'i in August 2008 as an Assistant Professor of Political Science, was promoted to Associate Professor in 2009 and full Professor in 2015. In August 2015, she served as Associate Vice Chancellor for Academic Affairs, then moved to her current position as Associate Vice President for Academic Programs and Policy in January 2019.

During the period from April 2022 through June 2024 Dr. Halbert has agreed to lead the work as VPAS on the priority projects noted above and collaborate with the President on recruiting executives to fill the positions being vacated, including her current AVPAPP position. It is expected that while interim appointments may be required, that all will be filled on a non-interim basis through open searches.

The recommended salary of \$247,500 is at the midpoint for positions assigned to band SM-4 on the University's Executive/Managerial Salary Schedule, which has a minimum of \$195,000 and a maximum of \$300,000.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the appointment of Dr. Debora Halbert as Vice President for Academic Strategy (VPAS), University of Hawai'i System for the limited term of April 1, 2022 until June 30, 2024. The requested annual salary is \$247,500 (\$20,625 per month), subject to any EM salary adjustments as appropriate, which is the midpoint of the range for University of Hawai'i Vice Presidents.

Attachments: CV

Curriculum Vita

Debora J. Halbert

halbert@hawaii.edu



EDUCATION

B.A. Western Washington University, 1989, Political Science
M.A. Western Washington University, 1992, Political Science
Ph.D. University of Hawai‘i at Mānoa, 1996, Political Science
J.D. University of Hawai‘i at Mānoa, Expected Spring 2022

EMPLOYMENT

January 2019 – Present: Associate Vice President for Academic Programs and Policy, University of Hawai‘i System

Aug. 2015 – Dec. 2019: Associate Vice Chancellor for Academic Affairs
University of Hawai‘i at Mānoa

Aug. 2008- Aug. 2015: University of Hawai‘i at Mānoa
Department Chair, Department of Political Science
(1/2012 – 8/2015), University of Hawai‘i at Mānoa
Graduate Chair, Department of Political Science
(2010-2012)
Promoted to Full Professor (8/2015)
Promoted to Associate Professor of Political Science
(8/2009)
Assistant Professor of Political Science (8/2008-8/2009)

Aug. 1996 – June 2008: Otterbein University
Chair, Department of History and Political Science
(2004-2008)
Pre-Law Advisor, Director of Legal Studies Minor
Promoted to Full Professor May 2008

ADMINISTRATIVE ROLES AND RESPONSIBILITIES AS ASSOCIATE VICE CHANCELLOR FOR ACADEMIC AFFAIRS, UH MĀNOA

Responsibilities:

- Oversaw the General Education Office (GEO), the Mānoa Assessment Office (MAO) and the Office of Faculty Development and Academic Support (OFDAS).
- Liaison with facilities on space needs, facilities upgrades and design, including chairing the Classroom Committee and the Teaching Lab Committee, responsible for upgrading educational facilities for the 21st century.
- Strategic planning, co-chair of the Student Engagement, Retention and Graduation subcommittee (SERG). Ongoing work on strategic planning as it relates to student success.
- Member of both the Strategic Enrollment Management Committee (SEMC) and the Graduate Enrollment Management Committee (GEMC).
- Liaison with University of Hawai'i System including: Serving as Mānoa's representative to the system level Council of Chief Academic Advisors (CCAO); Member of the steering committee for the President's Emerging Leaders Program (PELP); Mānoa representative for the Early College Task Force.
- Coordinate the Department Chair's Leadership Matters (Chair's School) program, a monthly topic-driven leadership program for Department Chairs.
- Member Campus Climate group.
- Pilot member of Mānoa's AAC&U Truth and Racial Healing program coordinated out of the Chancellor's office.
- OVCAA reviewer of positive tenure and promotion files.
- Periodic fact finder, decision maker, or appellate office in Title IX and/or workplace non-violence cases.

Select Accomplishments:

- Led the redesign committee and developed the proposal for the reorganization of the Colleges of Languages, Literatures and Linguistics, Arts & Humanities, and the School of Pacific and Asian Studies into a single unit.
- Designed and implemented the Hānai mentor program for incoming first year students (now under the auspices of the alumni office) to serve as a retention tool and develop meaningful connections between incoming students and their mentors.
- Oversaw the General Education external review process culminating in recommendations for revisions now being considered system-wide.

ADMINISTRATIVE ROLES AND RESPONSIBILITIES AS ASSOCIATE VICE PRESIDENT FOR ACADEMIC PROGRAMS AND POLICY, OFFICE OF ACADEMIC STRATEGY, UH SYSTEM

Responsibilities:

- Agenda development and meeting facilitation for the Council of Chief Academic Officers (CCAO).
- Coordinate system-wide disciplinary convenings around health, IT, agriculture, and education.
- Develop and oversee initiatives to facilitate transfer, including articulation, pinning, and associated transfer projects.
- Coordinate academic planning for the UH System; including annual reporting to the Board of Regents on Academic Program Actions and the Academic Master Plan.
- Facilitate changes to academic policies to improve student success, and current processes.
- Review and update system academic policy, including consultation with relevant stakeholders.
- Manage Academic Calendar updates.
- Facilitate and coordinate systemwide groups for the Academic Advising and Transfer Network (AATN), University Centers, Assessment Coordinators, General Education HAP and Foundations Boards.
- Co-facilitate the President's Emerging Leader's Program (PELP) advisory board.
- Liaison with the All-Campus Council of Faculty Senate Chairs (ACCFSC).
- Academic Support for Strategic Planning initiatives and the Third Decade research.
- Write testimony and testify as needed during the legislative session.
- Collaborate on workload related issues with campuses and the UHPA.
- Assumed responsibilities as assigned in the absence of the VPAS.

Select Accomplishments:

- Developed an on-line academic program process in Quali Build to facilitate and streamline the proposal of new programs; revised the relevant templates for clarity.
- Received and executed the Lumina Equity Leadership Acceleration Grant. \$50,000. Six-month grant to support work towards improving equity gaps for Pacific Islander Students at the University of Hawai'i.
- Developed programming for faculty development including a summer book club, and system-wide faculty development opportunities to address equity in the classroom.
- Facilitated the policy revisions necessary to implement the innovative pinning process, which can increase ease of transfer across the UH System.
- Developed a set of onboarding orientation videos for new VCAAs to provide context for the UH System.

- Reinstated Small Class Size policy and practices which have encouraged increased vigilance at the campus level to manage class scheduling.
- Revised other policies to increase systemwide collaboration and alignment, including policies and practices regarding registration times for transfer students, restructuring of academic program action procedures, and alignment of parts of term.

CURRENT UH SYSTEM NATIONAL ORGANIZATION REPRESENTATION AND LEADERSHIP

2020-Present:	National Association of System Heads (NASH), Senior Academic Officer
2020-Present:	American Public Land Grant Universities (APLU), Powered by the Publics
2020-Present:	Western Interstate Commission for Higher Education (WICHE) Passport Advisory Committee
2020-Present:	WICHE Western Academic Leadership Forum Executive Committee
2020-Present:	Complete College America (CCA), Policy Lead

GRANTS

Summer 2021. APLU Faculty Learning Community on Equity in the Classroom.

Fall 2019. P.I. Lumina Equity Leadership Acceleration Grant. \$50,000. Six-month grant to support work towards improving equity gaps for Pacific Islander Students at the University of Hawai‘i.

CURRENT VOLUNTEER/COMMUNITY WORK

Commission to Promote and Advance Civic Education (PACE), 2021-Present
Member, 2021-Present

O‘ahu Search and Rescue, 2015-Present
Director of Training, Board Member 2015-2019
Member 2015-Present

Hawai‘i Climbing Coalition, 2014-Present
President, 2020-Present
Treasurer, 2014-2020

SELECT PUBLICATIONS

Books and Edited Volumes:

Owning the World of Ideas: Intellectual Property and Global Network Capitalism. With Matthew David. SAGE Publications, 2015.

The State of Copyright: Cultural Creation, State Practices and Intellectual Property. Routledge/RIPE Studies in Global Political Economy, 2014.

Handbook of Intellectual Property. Debora Halbert and Matthew David, (eds). SAGE Publications, 2014.

Resisting Intellectual Property Law. Routledge/RIPE Studies in Global Political Economy, 2005.

Intellectual Property in the Information Age: The Politics of Expanding Property Rights. Quorum Press, 1999.

Recent Law Reviews:

“Letting Anarchy Loose on the World: *The Anarchist Cookbook* and How Copyright Fails the Author,” *Akron Law Review*, Forthcoming 2022.

“Expanding the Public Domain After *Georgia v. Public.Resource.Org, Inc.*,” *IDEA*, 61(2): 328-381, 2021.

“Intellectual Property in the Year 2055,” *IDEA* 59(1): 117-133, 2018.

“Intellectual Property in the Neurocentric Age: Towards a Neuropolitics of IP,” with Jake Dunagan. *Queen Mary Journal of Intellectual Property*, 5(3): 302-326, 2015.

Recent Peer Reviewed Articles:

“The Neuropolitics of Brain Science and its Implication for Human Enhancement and Intellectual Property Law.” With Jake Dunegan and Jairus Grove. *Philosophies* 5(4) 33, 2020. <https://doi.org/10.3390/philosophies5040033>

“The Curious Case of Monopoly Rights as Free Trade: The TPP and Intellectual Property and Why It Still Matters.” *Journal of Information Policy* 7: 204-227, 2017.

“Intellectual Property and Global Policy.” With Matthew David. *Global Policy* 8 (2): October 2016. DOI: 10.1111/1758-5899.12381.

“Intellectual Property Theft and National Security: Agendas and Assumptions.” *The Information Society: An International Journal* 32 (4): 256–68, 2016.

Recent Book Chapters:

“IP and Social Justice Futures,” In *Handbook of Intellectual Property and Social Justice: Access, Inclusion, and Empowerment*. With Billy Meinke. Lateef Mtima and Steven Jamar (eds.) Cambridge University Press. Forthcoming.

“Assessing the Progress of WIPO’s Development Agenda.” In *Intellectual Property in Context: Law & Society Perspectives on IP*. Debora Halbert and William T. Gallagher, (eds). Cambridge University Press. Forthcoming.

“Intellectual Property Law and Sociological Studies.” In *Handbook of Intellectual Property Research: Lenses, Methods, and Perspectives*. With William T. Gallagher, Irene Calboli and Maria Lilla Montagnani (eds). Oxford University Press, 2021, p. 547-557.

“Weaponizing Copyright: Cultural Governance and Regulating Speech in the Knowledge Economy,” In *Information, Knowledge, and Technology in a Changing World: Understanding Power Structures in the Twenty-First Century*. Blayne Haggart, Kathryn Henne, and Natasha Tusikov, (eds). Palgrave-Macmillan, 2019, p. 165-185.

“Rethinking the World Intellectual Property Organization.” In *A Critical Guide to Intellectual Property* ©. Mat Callahan and Jim Rogers (eds). London: Zed Books. 2017.

“Samizdat, Copyright and the State: Copyright as censorship and the differences between East and West.” In *The Expansion of Intellectual Property Rights in Europe and Beyond. Copyrights and Patents in the 20th century*. Hannes Siegrist and Augusta Dimou (eds). Budapest/New York: CEU Press (Leipzig Studies on the History and Culture of East Central Europe, vol. 2). 2017.

“Reshaping Higher Education for a Globalized Future.” In *Technology and Workplace Skills for the Twenty-First Century: Asia Pacific Universities in the Globalized Economy*. Deane E. Neubauer & Kamila Ghazali (eds). Palgrave Macmillan. 2015.

RECENT PAPERS PRESENTED

“Letting Anarchy Loose on the World: *The Anarchist Cookbook* and How Copyright Fails the Author.” Paper presented at the virtual University of Akron IP Scholars Forum, December 9-10, 2021.

“Copyright as Private Censorship: Regulating Speech in the Knowledge Economy,” Paper presented at the Knowledge and Power in the Global Political Economy Workshop, University of Waterloo, May 17-18, 2018. An earlier version was presented at the Western Political Science Association annual conference, San Francisco, CA, March 29-31, 2018.

“Intellectual Property in the Year 2055,” Paper presented at the IP Redux Conference, University of New Hampshire School of Law, April 6-7, 2018.

“Patenting the Posthuman,” Paper Presented at the “Intellectual Property in All the New Places” Symposium, Texas A&M Law School, Center for Law and Intellectual Property, April 15-16, 2016.

“The Futures of a Neuropolitics of IP,” co-authored with Jake Dunegan and Jairus Grove. Paper Presented at the Law and Society annual Conference, Seattle, WA, May 28-31, 2015.