

NURSING & DENTAL HYGIENE

UNIVERSITY OF HAWAII AT MĀNOA

UHM Post Pandemic Hawai'i Long Range Planning Supporting Documents

Summary Reports Submitted by:

Department of Nursing Faculty

School of Nursing and Dental Hygiene / Department of Nursing Staff

Department of Dental Hygiene Faculty & Staff

October 9, 2020

**UH Mānoa Planning for Post-Pandemic Hawai'i
School of Nursing and Dental Hygiene
Expanding Health Sciences: Schools of Nursing, Social Work, Public Health**

**DEPARTMENT OF NURSING
REPORT & SUMMARY OF INITIAL FACULTY DISCUSSIONS
SUBMITTED BY THE DEPARTMENT CHAIR TO DEAN MARY BOLAND**

October 6, 2020

SUMMARY

The Department of Nursing (DON) faculty at the School of Nursing and Dental Hygiene engaged in informal conversation regarding the concept of expanding the SONDH into a functioning College of Health Sciences (COHS), particularly with the Myron B. Thompson School of Social Work (SSW) and Office of Public Health Studies (OPHS). Additional ideas regarding the expansion of the DON were also provided. In this summary, the viewpoints representing the faculty perspective are shared to inform the process going forward and does not reflect official consultation from UHPA or other entities.

After the SONDH/departmental level meeting by Dean Boland on September 17, 2020 where she reviewed the campus suggestions and the SONDH response, faculty feedback was obtained from two meetings held between September 28, 2020-October 5, 2020. Of the DON faculty, a few had other commitments which precluded their attendance at DON meetings; make-up discussion sessions were offered to accommodate them. The Department Chair emailed messages to update those absent from the DON meetings. Overall, the DON faculty were highly engaged throughout the process.

The faculty noted many unknowns need resolution in order to inform their commitment to expanding the SONDH into a functioning COHS. Both potential advantages and disadvantages advantages were identified from their discussions.

Advantages were identified by the faculty for individuals (enhanced collaboration, collegiality, networking and more course options for students as well as opportunities for mentoring), for the SONDH (share resources, operations & recruitment; collaborative opportunities for research, scholarship and interprofessional education; increased options for students and increased student/faculty numbers), and for the profession (strengthen interprofessional scholarship, teaching and service; sharing of resources, faculty and facilities).

Disadvantages were noted for individuals (loss of faculty positions, needing to face teaching new courses and loss of SONDH faculty identity), for the SONDH (Nursing may not be recognized as a UHM school; the need to share resources; impact on structure and operations – that faculty's responsibilities will be increased; loss of control over the SONDH simulation center; and loss of SONDH faculty), and for the profession (loss of nursing identity and perspective).

General sentiments included missing JABSOM and other health-focused schools in the new COHS; a need to understand the economic and political drivers in this suggestion; and suggestions for no further exploration.

In anticipation of the proposed change, the DON faculty put forth several conditions needed to guide the expansion. For example, having a dean who is a nurse in light of the SONDH's accreditation requirements; retaining SONDH-dedicated faculty and staff; guaranteeing that current SONDH salaries do not decrease; requesting more information about fiscal, leadership & structure of the new COHS; wanting to include additional units, e.g., JABSOM, School of Psychology, among others. Deal breakers were identified as having a dean who is a nurse; maintaining SONDH faculty/staff personnel, resources, and physical space; maintaining dedicated nursing scholarships for nursing students; and securing a nursing identity.

The faculty also provided suggestions about expanding the SONDH. Numerous suggestions related to nursing workforce development (twice a year admissions; assuring clinical placement opportunities; development of accelerated programs for BS and VETS to RN students; offering programs in executive format; and creating joint faculty positions with hospital and educators and administrators).

Conversations with faculty indicate many more questions need to be answered as well as challenges that need to be addressed should UHM continue further exploration of the Provost's suggestions. Further dialog is needed to determine (1) whether the advantages outweigh the disadvantages, (2) the effectiveness and efficiency of the concept of expanding the SONDH into a functioning College of Health Sciences (COHS), particularly with the Myron B. Thompson School of Social Work and Office of Public Health Studies, (3) whether this will result in UHM streamlining, (4) the impacts on revenues and cost, and (5) the plans to operationalize such an expansion.

To obtain a sense of the overall faculty sentiment, faculty were asked to individually and confidentially determine whether they are willing to continue the conversation and provide input or not willing to continue the conversation.

The results of the DON faculty's advisory vote indicate that:

- 62% are willing to continue the conversation and provide input
- 38% are not willing to continue the conversation

DEPARTMENT NURSING PROCESS AND ACTIVITIES*

Date	Event or Meeting	Activity or Results
Sept. 17, 2020	Department Chair (DC) asked to establish a process for the DON faculty to provide consultation and a recommendation to Dean by Oct. 6	DC consulted with members of the SONDH Associate Deans and 2 Directors to plan a process for the Sept. 28 DON meeting
Sept. 24, 2020	In preparation for the Sept. 28 DON meeting, DC polled DON faculty for any class or other conflict that would preclude their attendance	9 faculty who indicated attendance conflicts were notified by the DC they would have an opportunity to give feedback later during next week
Sept. 25, 2020	To set up the Zoom breakout rooms for the DON meeting, DC pre-selected faculty facilitator and scribe/reporter pairs	6 faculty facilitators and scribes/reporter pairs selected and oriented to the small breakout discussion groups activity
Sept. 28, 2020	DON faculty meeting to obtain faculty feedback, consultation and discussion of plans for coding/categorizing the information from the faculty's breakout group discussions.	DON faculty with Instructional, Researcher or Specialist appointments \geq 5 FTE were assigned into 6 breakout groups (5-6 members per group) according to area of teaching/focus. For each group, the designated scribe recorded conversation on a Google Form, and submitted the Form at the end of the session. Two teams (DC and Chair of DON Faculty Senate) established to independently code/categorize the discussion results.
Sept. 29, 2020	Google Form was developed to solicit additional ideas from the faculty about "expansion of the SONDH"	URL emailed to the DON faculty listserv
Sept. 30, 2020	Two facilitated breakout groups for faculty with teaching or other conflicts during the DON meeting completed	8 of the 9 DON faculty participated in the "make up" breakout discussions. Upon completion of the discussions, access to the Google Sheet containing the raw data was given the 2 data coding teams
Oct. 1, 2020	Two data coding teams worked independently	Results from both teams were submitted to the DC on Oct. 3
Oct. 4, 2020	DC synthesized the coding results from the two teams into similarities and differences between the teams; and categorized the faculty's additional ideas for expanding the SONDH	
Oct. 5, 2020	DON Faculty meeting for DON faculty to review and provide comment on the small group discussion results. Additional ideas for expansion of the SONDH were	Results of the 2 coding teams were posted on a Shared Google drive for faculty review. An advisory poll was established for the individuals eligible to vote at DON

	presented. Individuals eligible to vote at DON meetings were allotted 2 days to review data coding results.**	meetings to indicate whether they are: (1) <i>willing to continue the conversation and provide input</i> ; or (2) <i>not willing to continue the conversation</i> .
Oct. 6, 2020	DC updated the faculty who were not in attendance at the Oct. 5 DON meeting via email	Faculty were reminded about the advisory poll's closing at 5:00 PM.

* Notes from these activities are on file and available upon request

** Details of the faculty feedback are provided below.

DETAILS OF THE FACULTY FEEDBACK

The DON faculty provided feedback on the suggestion for SONDH from Provost's Office (RE: expansion into a functioning College of Health Sciences, specifically the SONDH, SSW and OPHS)

1. Advantages of expansion into a functioning College of Health Sciences

For individuals

- Collaborate, collegiality and networking for
 - Grants,
 - Research
 - Teaching
 - Education and interprofessional education (IPE)
- More class options & mentors

For the School

- Share resources and facilities, e.g., faculty, courses, administrative operations such as marketing and recruitment
- Grants, research & scholarship support – collaborative IPE
- More options for students (more specialty tracks)
- Increase pool of students & faculty

For the profession

- Strengthen interprofessional research, scholarship, teaching and service
- Share resources, faculty, facilities

2. Disadvantages expansion into a functioning College of Health Sciences

For individuals

- Loss of positions for faculty or staff
- Loss of courses currently teaching, must teach new courses, teach courses not in their area
- Loss of identity

For the School

- Nursing may not be recognized as a school in the university
- Faculty will have to do more and share resources, impact on structure & operations
- Loss of autonomy & identity
- Loss of staff & faculty

- Loss of control over the nursing simulation center

For the profession

- Loss of identity & perspective of nursing
- Downgrade profession (JABSOM and other schools not included)

3. General sentiments about further exploration

- Missing JABSOM and Psychology
- Is economically & politically motivated
- No further exploration
- Need more information
- Who benefits, what is purpose and why being suggested

4. Conditions for supporting expansion into a functioning College of Health Sciences), including and “deal breakers”

- Dean who is a nurse
- Dedicated faculty and staff for the SON
- Current salaries should not decrease and remain competitive with private sector
- Have joint positions with hospital and educators and administrators
- Need more information about fiscal, leadership, structure
- Why no JABSOM?
- Need to know the structure to discuss , need models to compare to
- Need to know why this is being done: save money. Bring schools together to increase capacity?
- Concern if we do not come up with something the University will

5. Additional ideas related to expanding the SONDH

- Nursing Workforce Development
 - Increase # of nurses
 - Twice a year admissions for undergraduate BS and GEPN
 - Accelerated (18 month) BS program for students with a previous degree in another field
 - Extend GEPN Program to 15 or 18 months to allow exposure and immersion
 - Ensure students have clinical placements
 - Consider accelerated BS in nursing program
 - Expand VETS to RN program thru collaboration with the military
 - Reactivate the Exec RN to BS program
 - Pair programs across schools
 - Dual degree in disaster nursing or management, MS with MPH, MS with PSY/SW
 - APHN program with MPH at OPHS
 - Combine nursing PhD with School of Social Work and OPHS
- Establish an identity by assigning a new name to COHS
 - College of Nursing and Health Professions (or Sciences)
 - School of Nursing & Health Studies
- Configurations of the new COHS
 - Include not only Nursing, Public Health and Social Work but also departments such as Speech Pathology, Sociology, Urban and Regional Planning and Psychology
 - Include other departments – Psychology, Speech Pathology, Urban and Regional Planning and Sociology
 - Keep current CHSSW configuration
 - Why is JABSOM not included

DEPARTMENT NURSING RECOMMENDATION

From October 5 - 6, 2020, individuals eligible to vote at the DON meetings were given the opportunity to respond individually and confidentially if they are: 1) willing to continue the conversation and provide input or; 2) are not willing to continue the conversation.

Based on the feedback from the 43 eligible to vote, 26 submitted their advisory vote (response rate 60%).

Response Option	N (%)
<i>I am willing to continue the conversation and provide input</i>	16 (62%)
<i>I am not willing to continue the conversation</i>	10 (38%)

The general sentiment is the DON faculty are willing to continue the conversation and provide input at this time.

Submitted by Alice Tse, Department Chair

UH Mānoa Planning for Post-Pandemic Hawai'i
School of Nursing and Dental Hygiene
Expanding Health Sciences: Schools of Nursing, Social Work, Public Health

REPORT & SUMMARY OF INITIAL STAFF DISCUSSION

SUBMITTED ON BEHALF OF SONDH STAFF TO DEAN MARY BOLAND

October 5, 2020

SUMMARY

The School of Nursing and Dental Hygiene (SONDH) Staff appreciate the opportunity to engage in the UH Mānoa and School planning processes for post-pandemic Hawai'i. The staff provides this feedback noting that it is the beginning of an informal discussion of a broader conversation related to the health sciences that could include the School of Social Work with the Office of Public Health Studies. In this summary, the viewpoints from the staff perspective are shared to inform the process going forward and does not reflect official consultation with the staff bargaining units.

After the SONDH/departmental level meeting by Dean Boland on September 17, 2020 where she reviewed the campus suggestions and the SONDH response, staff input was obtained from meetings held on September 30, 2020. Staff were highly engaged in the process with 29 of 34 participants attending the sessions representing all units from SONDH, with the exception of the Hawaii State Center for Nursing.

Currently, approximately 45% of SONDH Staff are collaborating with the School of Social Work and Office of Public Health Studies in areas such as supporting interdisciplinary education (IPE), research/scholarship, student services, student recruitment, marketing, and administrative/fiscal duties. Generally, staff collaboration occurs at the individual level within SONDH units as needed to achieve a project or task, with the exception of IPE which is coordinated through the Council of Health Sciences partnership implemented by the IPE Committee.

The staff note that there could be potential advantages with increasing collaboration beyond our current arrangements. For example, at the staff level there are potential benefits for professional development, knowledge sharing and specialty support from peer staff to address areas of need. At the school level, staff brainstormed that there is the potential to increase clinical or community sites, partner for a dual degree or shared courses across programs, expand research and grant opportunities, and offer enhanced student experiences.

At the same time, staff have identified disadvantages partly because these are early discussions and there is limited information currently available. As the university plans for budget reductions, this adds to the unease as to how an expansion would be operationalized. However, staff also understand the

importance and timeliness for this planning process to occur simultaneously across the campus during this critical time. Thus, the perceived disadvantages are framed within this perspective. A primary concern is the impact on staff workload, responsibilities and capacity to support a larger multi-school unit. Also, adapting to a new potential structure will require significant energy and focus to ensure that units can continue to thrive at current levels or even greater.

If UHM should continue further discussion of this concept, the staff urge that the following be considered as conditions: no loss in current staff or staff positions, equity and job security, maintaining a dean position, and keeping the current support structures within SONDH intact. Ultimately, we want to continue with our university and school mission by having the autonomy to retain the high quality of our academic programs.

At this time, staff recognize that there are many unknowns with both potential advantages and disadvantages. SONDH is a collaborative partner, and there could be benefits to increase collaboration and coordination in certain areas. However, the means for achieving this could vary and require a more informed process and next steps to determine: (1) whether the advantages outweigh the disadvantages, (2) whether there would be increases or decreases in revenue, cost and resources, and (3) if so, how those could be achieved.

In summary, conversations with staff have identified advantages and disadvantages to expanding into a College of Health Sciences (specifically the Schools of Nursing, Social Work, and Public Health). We recognize there are questions to be answered as well as challenges that will need to be addressed. Based on the feedback from 23 of the 34 staff that responded to the inquiry, 87% are willing to continue the conversation and provide input and 13% are not willing to continue the conversation. Thus, at this time, the general sentiment is that the SONDH Staff are willing to continue the conversation and provide input.

REPORT

MEETING PROCESS

On September 30, 2020, staff were invited to attend one of two meetings, each 1-1/2 hours. The meetings were facilitated by staff, and only staff were in attendance. A total of 29 staff participated who had a personnel appointment as an APT, Civil Service, casual hire, or graduate assistant employee. Units from within the school that were represented included the: Office of the Dean, Administrative Services, Information & Instructional Design, Office of Student Services (OSS), Translational Health Science & Simulation Center (THSSC), Research, Department of Nursing (DON), and Department of Dental Hygiene.

In preparation for the meeting, staff were asked to review the recording of the September 17, 2020 special meeting of Department of Nursing faculty and staff (if they had not attended) as well as the accompanying PowerPoint presentation. The staff meetings consisted of a brief recap of the materials presented by Dean Boland, followed by small group discussions (7 members per group) to facilitate conversations and feedback, and concluded with reporting back to the larger group. Notes from each of the four groups were submitted, and a draft summary of the discussion and feedback was prepared. On October 1, 2020, the draft summary was disseminated to all staff to review and provide opportunity to correct inaccuracies.

DISCUSSION

In the group discussion, staff were asked to:

- 1) share if they were currently working with Social Work or Public Health
- 2) identify potential advantages for staff (individual) and the overall school
- 3) identify potential disadvantages for staff (individual) and the overall school
- 4) provide general sentiments about further exploration of this idea
- 5) note conditions needed to be met in order to support the expansion
- 6) list potential “deal breakers”

The feedback generated from each of these areas is provided below. The notes from the four groups are on file and available upon request. The staff have not had an opportunity to conduct general consensus on each of the noted responses, although they were briefly discussed. Staff welcomed the input from each group as it was presented and remarked that they valued each member’s contributions to the discussion.

Collaboration Among the Schools of Nursing, Social Work and Public Health

About 45% of the staff reported collaborating with colleagues in Social Work and Public Health, while the remainder of staff has not had the occasion to do so. Of those that worked collaboratively with Social Work and Public Health, all expressed that the relationships were collegial and found to be beneficial. Staff collaboration seems to occur at an individual level within SONDH units as needed to achieve a project or task, with the exception of IPE which is coordinated through the Council of Health Sciences partnership implemented by the IPE Workgroup. Staff shared that students provide positive feedback about the collaboration among the units. The current areas of collaboration are summarized in the table below.

Area/Activity	SONDH Staff/Unit	Social Work (SW) and/or Public Health (PH) Colleagues
Administrative Services Fiscal, human resources Administration	Admin & Fiscal Staff Office of the Dean Staff	SW & PH admin & fiscal staff SW Office of Dean & PH Dept Chair
Interprofessional Education, Simulation	THSSC Staff	SW & PH students and faculty
Marketing Website collaboration	Marketing Manager	SW faculty
Research/Scholarship Publishing research, presenting at conferences Dissertation Committee Telehealth modules research/writing GA opportunities for nursing graduate students	Grad Research Asst (GRA) Grad Research Asst (GRA) Science Writer Dept of Nursing Students	PH faculty PH faculty SW and PH faculty PH faculty & students
Student Recruitment Shared events for student recruitment	Outreach/Recruitment Coordinator	SW & PH faculty

Area/Activity	SONDH Staff/Unit	Social Work (SW) and/or Public Health (PH) Colleagues
Student Services Collaboration with student services (units structured differently)	OSS Staff	PH students and advisors SW via Mānoa peer advisors

Potential Advantages

Staff reflected on their roles and experiences where increased collaboration beyond what we are currently doing could be useful.

- Staff reported that the potential advantages for staff or staffing could include:
 - Expansion of networks professionally and personally
 - Opportunities to receive mentorship/mentor; learn from other staff
 - Different perspectives bring richer working environments
 - Increase knowledge beyond school information and practices (other policies, procedures, resources)
 - Cross-train/collaborate to provide support to peer staff in a specific content area to address an area of need (e.g., staff on extended leave, if cannot re-hire positions)
- Staff brainstormed the potential advantages for the overall school that includes staff, students, faculty, university, community:
 - *Academic Programs/Instructional*
 - Freshman year HS DEN students could be exposed to broader options if nursing is not a good fit
 - Increase interprofessional collaboration to better prepare students for role in healthcare
 - Access to more sites for clinical and fieldwork; SW and PH may have connections to other community sites
 - Opportunity for dual degrees
 - Master's Nursing Program: potential to share resources across Master's programs including shared courses (providing greater selection) and community sites across the disciplines
 - *Research/Scholarship*
 - Grant applications may be perceived as more attractive with interdisciplinary teams
 - Exposure to other opportunities (e.g., subject-matter grants)
 - *Operational*
 - Revised organizational processes could potentially create more efficiency
 - Potential for sharing physical space such as designated areas (e.g., conference rooms). (Currently, SW/PH and Nursing share the same office suite at Biomed C105 but do not share resources.)

Potential Disadvantages

Staff recognize that we are still in an early discussion regarding the concept of expanding into a College of Health Sciences, particularly with the Schools of Nursing, Social Work and Public Health. Thus, with the information that we have available at this time including no set organizational/operational model structure, staff identified several potential disadvantages.

- Staff identified potential disadvantages that could affect staff at an individual level or staffing:
 - Increase in the amount of work and/or job responsibilities for current staff without additional support/resources
 - Potential adjustments to current job roles including a shift to more generalized knowledge and less specialty work individualized to one program
 - Reorganization process and transition can be a stressor and cause temporary disruption to normal operations
 - May inadvertently create inequities in pay and scope of roles across units when bringing multiple systems and cultures together
- Staff reported potential disadvantages for the overall school that includes staff, students, faculty, university, community:
 - *Academic Programs/Instructional*
 - Larger class sizes (could be a disadvantage or advantage)
 - *Operational*
 - Concerns regarding existing capacity
 - to take on additional requests from a larger unit seeking services of staff (if staff services are provided across the board for all units to access)
 - change may impact focus currently directed to achieve the high quality of SONDH programs
 - A new structure could create confusion with reporting lines, unclear expectations, impact the distinct work cultures of each program, create a higher likelihood for loss of autonomy, and add increased complexity
 - A potential reorganization could create inefficiencies during the transition and early years of formation
 - Organizational processes would need to be reviewed and revised where appropriate

Conditions for Further Consideration (including “deal breakers”)

If the University should continue further discussion of expanding into a College of Health Sciences (specifically the Schools of Nursing, Social Work and Public Health), staff urge that the following be considered as conditions:

- *Staff & Personnel*
 - No loss in current staff or staff positions; job security; no layoffs as a result of the expansion
 - Ensure equity in compensation for similar positions and scope of responsibilities

- *Operational*
 - Dean positions for each school
 - Current support structures to the SONDH remain intact. This includes prioritizing existing level of support services to current nursing programs; THSSC/simulation resides within the nursing structure.
- *Overall*
 - High quality of nursing programs remains unchanged

Additional Ideas

Staff were invited to submit additional ideas for consideration. There were a few suggestions which are noted below:

- Provide COVID Related Training & Services to the Community
 - Partner with big brands, such as Hilton, SPG, Four Seasons, Hawaiian Airlines etc. to offer COVID certification and trainings to employees. (Could create online COVID training modules that conclude with an exam and result in a certificate.)
 - Provide COVID screeners at hotels
 - Partner with HRA (Hawaii Restaurant Association) to offer COVID trainings on safety standards, practices, PPE, cleaning, etc.
 - Partner with Department of Transportation for trainings/certifications to help with airport.
- Consider a model that has us merging and consolidating for a short time period to solve budget issues and then go back to separate entities afterward. This might be beneficial to nursing to protect quality of programs, potentially student performance metrics, student and faculty support etc. over the long haul.
- Offer continuing education via remote access utilizing expertise of faculty, staff and THSSC. The COVID-19 modules and Contact Tracing were successful - perhaps we can build on that experience to market something of interest nationally and internationally.

GENERAL SENTIMENT

At this time, staff recognize that there are many unknowns with both potential advantages and disadvantages. SONDH is a collaborative partner and it could be beneficial to increase collaboration and coordination in certain areas. However, the means for achieving this could vary and require a more informed process and next steps to determine if the advantages outweigh the disadvantages and if there would be increases or decreases in revenue, cost and resources, and if so how those could be achieved.

From October 1 – 4, 2020, staff were queried to respond individually and confidentially if they are :1) willing to continue the conversation and provide input or; 2) are not willing to continue the conversation. Based on the feedback from the 23 of the 34 staff that responded to the inquiry, 87% are willing to continue the conversation and provide input and 13% are not willing to continue the conversation. Thus, at this time, the general sentiment is that the SONDH Staff are willing to continue the conversation and provide input.

**UH Mānoa Planning for Post-Pandemic Hawai'i
School of Nursing and Dental Hygiene
Consideration of Moving the Dental Hygiene Program to Kapi'olani Community College**

**DEPARTMENT OF DENTAL HYGIENE
REPORT & SUMMARY OF INITIAL FACULTY DISCUSSIONS
SUBMITTED BY THE PROGRAM ADMINISTRATOR VIA THE DEPARTMENT CHAIR
TO DEAN MARY BOLAND**

October 6, 2020

SUMMARY

The Department of Dental Hygiene (DDH) faculty and staff at the School of Nursing and Dental Hygiene engaged in informal conversation regarding the concept of moving the Dental Hygiene Program to Kapi'olani Community College (KCC). Additional ideas regarding maintaining the DDH as a baccalaureate program were also provided. In this summary, the viewpoints representing the faculty perspective are shared to inform the process going forward and does not reflect official consultation from UHPA or other entities.

After the SONDH/departmental level meeting and presentation by Dean Boland, faculty and staff feedback was obtained from a series of departmental meetings held from September 15-29, 2020. All DDH meeting participants were highly engaged throughout the process.

In addition to the DDH faculty, DDH staff were invited and participated in the departmental meetings. Several options were suggested in relationship to the future of the DDH. To obtain a sense of the overall faculty sentiment, faculty individually selected their top three options from the list. The top choices selected were to: remain at UHM, use affiliation sites for meeting the clinical requirement, charge a nominal increase in clinic fees to clients, and explore a fee-for-service model. The primary concern was the impact of not having a baccalaureate program on the impact on the quality of dental hygiene services for Hawai'i and inability to fill the need for future dental hygiene faculty.

Of interest was an idea for a "1+2+1" program involving a seamless transition of students between UHM DDH and KCC. This type of program would enable students to receive their clinical skills at KCC's facilities, graduate with an Associate's degree and transition to UHM to complete their 4th (baccalaureate) year.

In the meeting with Provost Bruno, the Department presented a cost estimate for relocating and starting up a dental clinic at KCC, requested a feasibility study to illustrate the cost of moving the program, as well as further exploration of the DDH situation. If UHM should pursue the post-pandemic planning as described for the DDH, the faculty and staff urge the Provost to consider maintenance of the baccalaureate degree in dental hygiene at UHM.

DEPARTMENT OF DENTAL HYGIENE PROCESS AND ACTIVITIES*

Date	Event or Meeting	Activity or Results
Sept. 15, 2020	DDH faculty and staff meeting with Dean Boland to discuss possible ideas to keep the DDH program at UHM and explored the possible move to KCC	Brainstormed ideas about keeping program at UHM and manage DDH budget situation. Additional faculty ideas due Sept. 21
Sept. 21, 2020.	DDH faculty meeting to review additional ideas reviewed and codify previous ideas into actions **	Each faculty to select top 3 ideas. Final idea list compiled. Faculty request to meet with Dean Boland and review DDH budget and expenditures
Sept. 25 -29, 2020	DDH faculty and staff reviewed DDH budget and expenditures	
Sept. 29, 2020	DDH faculty and staff meeting with Dean Boland to discuss top three ideas selected by the DDH Faculty	DDH faculty's top three ideas all related to the faculty's preference to keep the program at UHM. Faculty request to meet with Provost Bruno
Oct. 1, 2020	DDH faculty and staff meeting with Provost Bruno to present cost estimate for relocating and starting up a dental clinic at KCC and importance of preserving the baccalaureate program	DDH faculty presented rationale for need for BS program and need for a state-of-the-art dental clinic Program Administrator requested further exploration of the DDH situation and a feasibility study to understand the cost of moving the program

* Notes from these activities are on file and available upon request

** Details of the faculty feedback are provided below.

Faculty feedback: Ideas generated:

- Remain at UHM campus to preserve baccalaureate degree
 - Only Baccalaureate Dental Hygiene Program in the State of Hawaii
 - Graduation rate is 90% or above
 - CRDTS Exam rate for 2019 is 100%
 - NBDHE Exam rate for 2019 is 100%
 - Students find jobs immediately after graduation
 - Application numbers ??(in process of getting numbers from Michael)
 - Workforce data-asking HDHA if they have any numbers
 - UH Manoa graduates every year whereas Maui College graduates every other year
 - Allows students to gain a broader understanding of the field and to improve their skills in both clinical practice and in-patient education such as training in various types of periodontal conditions

- Job opportunities in education, representatives of companies, public health, research fields etc.
 - EFDH program HRSA grant 1.5 million
 - Friends of Dental Hygiene received a \$121,000.00 grant from HDS Foundation to donate to the Dental Hygiene Department for anesthesia and radiography manikins
- Use of outside dental offices for clinics
 - Explore possibility of utilizing private dental offices for clinical experience
- Use of affiliation sites for clinics
 - Explore ways to allow students to gain clinical practice experience at affiliation sites that will count towards clinical requirements
- Increase clinic fee from \$25 to \$30
 - Explore process of requesting increase from BOR
- Increase DEDH enrollment
- Increase student professional fee from \$500 to \$1000
 - Explore process of requesting increase from BOR
- Fee for service
 - Explore ways to charge for different services
- Curriculum Changes
 - Decrease credit hours
 - Consolidate courses
 - Remove courses
- Collaborate with KCC and implement a 1 +2 + 1 program (AS degree from KCC with seamless transition to UHM for BS completion)
 - The GenED/prerequisite courses may be taken at any UH system college; with students applying to KCC for the AS degree
 - Clinical practica will be completed during YR 02-03 at KCC
 - The AS degree is conferred after completion of YR03; graduates take licensure exam
 - Upon licensure, AS graduates may work as a registered dental hygienist (RDH)
 - Seamless transition to UHM for 4th year courses to develop critical thinking, leadership skills, evidence-based practice, and professional role enhancement
- Move to KCC
 - Estimated cost to build Maui College was about \$5 million over 10 years ago. Maui College has 15 chairs, accepts 15 students every other year, Associates Program, and bachelor's degree is through West Oahu
 - Explore cost of building a new clinic (square footage of area)
 - Propose KCC become a hybrid college like UH Maui College to preserve baccalaureate degree

DEPARTMENT OF DENTAL HYGIENE RECOMMENDATIONS

The 3 top ideas identified by the DDH faculty are to: remain at the UHM Campus, use affiliation sites to assist meeting the clinical requirement, and increase clinic fees from \$25 to \$30.

In light of these ideas, the DDH faculty and staff urge the Provost to consider maintenance of the baccalaureate degree in dental hygiene at UHM. They request the UHM planning team to review their cost estimate about relocating and starting up a dental clinic at KCC, which was presented to the Provost¹. A feasibility study to illustrate the cost of moving the program was requested by the Department.

Submitted by Kristine Osada (Program Administrator) with edits from Alice Tse (Department Chair)

¹ Cost Analysis document on file at the SONDH Dean's Office, contact Marla Acosta (acosta@hawaii.edu)