UNIVERSITY of HAWAI'I®

BOARD OF REGENTS REFERENCE GUIDE

June 2012

Prepared for the Board of Regents by the
Office of the Executive Vice President for Academic Affairs/Provost
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I. THE UNIVERSITY OF HAWAI'I SYSTEM

A. Founding and System Mission

The University of Hawai'i (UH) was founded in 1907 as a land-grant institution. The Hawai'i State Constitution (article X) established the university as a public corporation under the direction of the Board of Regents. Hawai'i Revised Statutes §304A-102 states:

> *The purposes of the university are to give thorough instruction and conduct research in, and disseminate knowledge of, agriculture, mechanic arts, mathematical, physical, natural, economic, political and social sciences, languages, literature, history, philosophy, and such other branches of advanced learning as the board of regents may from time to time prescribe and to give such military instruction as the board of regents may prescribe and that the federal government require. The standard of instruction shall be equal to that given and required in similar universities on the mainland United States. Upon the successful completion of the prescribed courses, the board of regents may confer a corresponding degree upon every student who becomes entitled thereto.*

In carrying out this mandate, Board of Regents policy, chapter 4-1, establishes the university system's common mission (www.hawaii.edu/offices/bor/policy/borpch4.pdf).

> *The primary mission of the University is to provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.*
>
> *In carrying out that mission, it is the basic purpose of the University to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.*
>
> *As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture.*

Elaboration of this basic mission as it applies to different parts of the system is found in board policy, the system strategic plan, and strategic plans for the major parts of the system (UH Mānoa, UH Hilo, UH West O'ahu, and the UH Community Colleges). These strategic plans are approved in principle by the board.*

*Approval in principle refers to board action to adopt a complex strategic plan with the understanding that specific program, organization, resource, and other requirements referenced in the plan are subject to the board's usual program, budget, organization, and related approval processes.

B. Special Distinction and Vision

The University of Hawai'i system's special distinction is its Hawaiian, Asian, and Pacific orientation and its position as one of the world's foremost multicultural centers for global and indigenous studies. The educational experience is enriched by the diversity of the student body; no one ethnic group constitutes a majority. The university espouses a vision grounded in the Hawaiian concept of ahupua'a, which includes reverence for the land and sharing of diverse but finite resources for the benefit of all.

C. Role of the UH System Offices

The UH System Offices provide coordinated support for the ten campuses of the University of Hawai'i. The mission statement of the UH System Offices, crafted in November 2006, reads as follows:

> *On behalf of the Board of Regents, the University of Hawai'i System ensures that higher education in the state of Hawai'i affords improvement in the quality of life and the social, economic, and environmental well-being of its citizens, particularly those who in the past have been less well served, including Native Hawaiians. To accomplish this mission, the UH System Offices is committed to providing the vision, leadership, and stewardship needed to enable the ten University campuses to advance missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while contributing to a coherent response to the needs of a technologically advanced, globally competitive, and culturally diverse island state.*

The following objectives guide the priorities of the UH System Offices:

- To establish and promote the public higher education agenda for the state of Hawai'i and to measure our progress in meeting the agenda;
- To secure, allocate, and responsibly manage the resources needed to implement and sustain the agenda;
- To ensure that the policies and procedures guiding operational support are coherent, cost effective, service-oriented, and best practice.

D. President's Initiatives

President Greenwood announced three strategic initiatives during her "State of the University of Hawai'i" address to the state legislature in February 2010. They are the Hawai'i Innovation Initiative (HI^2), the Hawai'i Graduation Initiative (HGI), and Renovate to Innovate (R2I). These systemwide initiatives focus on the development of human and physical capital to meet the needs of the state. These state needs, referred to as the University's higher education agenda, are to: 1) increase the educational capital of the state; 2) address underserved populations/regions; 3) expand workforce development; 4) diversify the economy; and, 5) renew and expand infrastructure. The strategic initiatives are also intimately linked to the University's strategic outcomes and ten performance measures which set clear, measurable goals for the University through 2015 (www.hawaii.edu/ovppp/uhplan/).

1. Hawai'i Innovation Initiative (HI^2). The goal of HI^2 is to contribute positively to the workforce and the economy by creating a 21st century capability for innovation, research, and technology transfer.

   In January 2011, in collaboration with the National Academy of Sciences' Board on Science, Technology, and Economic Policy (STEP), President Greenwood convened a two-day conference on Hawai'i's innovation economy, entitled E Kamakani Noi'i: The Wind That Seeks Knowledge. The goal of the conference was to engage Hawai'i business and political leaders with high level U.S. government officials and others positioned to help drive innovation, business formation, and growth in Hawai'i. The conference also provided an opportunity to discuss a series of proposed initiatives to strengthen Hawai'i's innovation and technology infrastructure and identify areas where federal, state, and private contributions could generate positive synergies. Feedback on the proposed initiatives were solicited by the Advisory Council on Hawai'i Innovation and Technology Advancement. The council, formed by President Greenwood in April 2010, was tasked to conceptualize and design the elements of a successful innovation program in Hawai'i. The council issued its final recommendations in the following report: www.hawaii.edu/offices/op/innovation/council-final-recommendations.pdf.

Since then, the initiative is taking root in a biennium budget proposal to fund the hiring of top scholars to double the University's extramural funding from $0.5 billion to more than $1 billion over the next five to eight years. The President has appointed an Executive Director of HI^2. A white paper on strategic guidance and implementation is under review. A systemwide group is working on identifying "star" hires, realigning research clusters, and creating a new design for technology transfer and commercialization. Concurrently, a communications and outreach plan to generate community support for this important economic development initiative is being developed.

2. Hawai'i Graduation Initiative (HGI). HGI's focus is on increasing the number of educated citizens within the state. Its strategies are intimately tied to six of ten strategic outcomes/performance measures which represent UH's commitment to support increased student participation and completion, particularly those from underserved populations and regions. HGI's overall goal is to increase the number of UH graduates by 25 percent by the year 2015. This HGI goal was derived from a larger Hawai'i P-20 statewide goal set in 2007 where 55 percent of working age adults in Hawai'i will possess a college degree.

   A four-point completion plan addresses different phases of the educational pipeline from input to throughput to output. They include: 1) encouraging students to continue on to postsecondary education; 2) preparing them for success in college; 3) helping them persist and graduate; and, 4) preparing them with the necessary skills to succeed in the workplace. These efforts reside at the campus level, requiring direct involvement with students. The UH System Office adds a fifth dimension to HGI, providing broader, systemic efforts around goal setting, data infrastructure, policy review and revisions, and coordinated communication strategies.

   HGI's efforts are led by the Office of the Vice President for Academic Affairs/Provost and the Office of the Vice President for Student Affairs and University/Community Relations. Efforts underway include:

   - a "15 to Finish" media campaign encouraging students to take 15 credits a semester to finish in two years for an associate's degree and in four years for a baccalaureate degree (www.15toFinish.com or www.fifteentofinish.com). The campaign targets current and prospective students and their parents. HGI has teamed with UH Mānoa's "Do-It-In-Four" campaign which promotes a similar message (www.star.hawaii.edu/);

   - an annual four-year campus scorecard which highlights key metrics for campuses and promotes data driven decision making;

   - an analysis of financial aid policy and current business practices to identify effective reform strategies that align with "15 to Finish";

   - an extension of UH's strategic outcomes/performance indicator goals through 2020. The UH goals currently expire in 2015. Data work is underway to recalibrate the Hawai'i P-20 statewide goal and UH's share of that goal in order to define the trajectory from 2016–2020.

   Plans are also underway to host a HGI Summit II in October 2012 at the state capitol. The two-day summit is intended for UH campuses to consider new strategies and create plans in support of the overall HGI goal. Complete College America, a national non-profit organization committed to increasing graduates, particularly from low income and underserved populations, is assisting UH in sponsoring and organizing the event. The first HGI summit, E Kamakani Hou: Mobilizing for Hawai'i's Future was held in September 2010 to a wide public audience. National experts and community leaders discussed how higher education could improve the state's ability to compete in the 21st century global economy.

3. Project Renovate to Innovate (R2I). R2I focuses on updating the University's physical infrastructure, particularly our research and training facilities.

   In FY 2011, the University received $489 million in research and training awards. It is the third consecutive year the University's extramural funding exceeded $400 million. The University's ability to attract and grow its research enterprise, which is a large part of HI^2's efforts, is intimately tied to the University's ability to offer research opportunities in a world class environment. Investment renewal enables the University to increase its competitiveness for new grants and leverage existing grants more effectively. It helps the University sustain its education and research mission and provides a strong economic engine for the state. R2I remains a top priority for the University, however capital funding renewal continues to be a challenge, with the University's deferred maintenance and renewal growing rather than diminishing.

E. Land-Grant, Sea-Grant, and Space-Grant

The University of Hawai'i is a land-grant, sea-grant, and space-grant institution.

A *land-grant* college or university is a public institution that has been designated to receive the benefits of the Morrill Acts and amendments thereto, usually federal lands and annual appropriations. The original mission was to teach agriculture, military tactics, the mechanical arts, and classical studies so that members of the working class could obtain a liberal, practical education. The agricultural experiment station and cooperative extension service programs are associated with land-grant institutions. 2012 marks the 150th anniversary of the signing of the 1862 Morrill Act. The Smithsonian Folklife Festival in Washington D.C. will commemorate this event by featuring 20 public land-grant universities, one of whom is the University of Hawai'i.

The National *Sea Grant* College Program is a network of over 300 universities and marine organizations that combine research, education, and technology transfer to meet changing environmental and economic needs of people, industry, and government in coastal, ocean, and Great Lakes states.

The NASA *Space Grant* College and Fellowship Program is modeled after land-grant and sea-grant university programs and operates across the spectrum of teaching, research, and public service. Consortia operate in all states; they award undergraduate and graduate fellowships, conduct K-12 educational initiatives, provide research incentives for faculty and students, and communicate the benefits of science and technology to the public.

F. Carnegie Classification

The Carnegie classification of institutions of higher education is the leading typology or taxonomy of American colleges and universities. It is the framework used to describe the diversity of U.S. higher education. It is not a ranking of institutions, nor do its categories imply quality differences. Its purpose is to assist researchers in higher education by classifying institutions based on descriptive data about that institution.

Developed in 1970, the single classification system was revised in 2005. Classifications are now organized around three questions: a) what is taught (undergraduate and graduate institutional programs); b) who are the students (enrollment and undergraduate profiles); and c) what is the setting. In addition, elective classifications were introduced, and rely on voluntary participation by institutions.

Classifications are time-specific snapshots of institutions categorized by the following characteristics:
- Undergraduate instructional program
- Graduate instructional program
- Enrollment profile
- Undergraduate profile
- Size and setting
- Basic classification

The Carnegie Basic Classification for the University of Hawai'i campuses are:
- University of Hawai'i at Mānoa: Research University / Very High Research Activity
- University of Hawai'i at Hilo: Baccalaureate Colleges—Arts & Sciences
- University of Hawai'i–West O'ahu: Baccalaureate Colleges—Diverse Fields
- University of Hawai'i Community Colleges: Associate's Colleges

G. Campus Type and Mission

The University of Hawai'i is Hawai'i's sole public higher education system. It is governed by a single Board of Regents and is composed of ten campuses. Throughout this manual, reference is made to units of the university. The four units, differentiated by type and mission are:

- University of Hawai'i at Mānoa (UHM), a doctoral/research university with selective admissions, offering baccalaureate, master's, and PhD degrees in an array of liberal arts and professional fields and advanced degrees in law, medicine, and architecture, and carrying out organized research activities.

- University of Hawai'i at Hilo (UHH), a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business and selected graduate and professional degrees, including pharmacy.

- University of Hawai'i–West O'ahu (UHWO), a comprehensive baccalaureate institution serving professional, career-related, and applied fields, based on state and regional needs, and through its partnerships with the UH community colleges and its delivery of distance education programs.

- University of Hawai'i Community Colleges (UHCC), seven open-door, low-tuition institutions spread across the islands, offering associate degrees and certificate programs in academic, technical, and occupational fields. State law includes 2- and 4-year career and technical education programs as a purpose of the community colleges (HRS 304A-1101). Board policy (section 4-7, c) provides that, upon board approval and where the community colleges are uniquely suited, they may offer programs in affiliation with other institutions.

H. Campus Sites and Basic Information

(reflects fall 2011 headcount and faculty/staff counts; FY 2011–12 operating budget—state appropriations, all methods of funding)

University of Hawai'i at Mānoa

Address: 2500 Campus Road, Honolulu, HI 96822
Founded: 1907 Area of the main campus: 259 acres
Last reaffirmation of accreditation: 2011
Headcount enrollment: 20,429 Faculty and staff: 6,152
Annual operating budget: $536.5 million
Chancellor: Virginia Hinshaw (term ends June 30, 2012) / Thomas Apple (term begins June 18, 2012)
Information: 808-956-8111 URL: www.uhm.hawaii.edu

University of Hawai'i at Hilo

Address: 200 West Kawili Street, Hilo, HI 96720-4091
Founded: 1970 Area: 115 acres
Last reaffirmation of accreditation: 2004
Headcount enrollment: 4,139 Faculty and staff: 621
Annual operating budget: $70.5 million
Chancellor: Donald O. Straney
Information: 808-974-7311 URL: www.uhh.hawaii.edu

University of Hawai'i–West O'ahu

Address: 96-129 Ala 'Ike Street, Pearl City, HI 96782
Founded: 1976 Area: 5 acres on the Leeward CC campus (additional classes are held at Island Pacific Academy in Kapolei)
Last reaffirmation of accreditation: 2005
Headcount enrollment: 1,662 Faculty and staff: 137
Annual operating budget: $12.9 million
Chancellor: Gene Awakuni
Information: 808-454-4700 URL: www.uhwo.hawaii.edu

Hawai'i Community College

Address: 200 West Kawili Street, Hilo, HI 96720-4091
Founded: 1969 Area: 21 acres (also shares the UH Hilo campus)
Last reaffirmation of accreditation: 2006
Headcount enrollment: 3,917 Faculty and staff: 332
Annual operating budget: $22.6 million
Chancellor: Noreen Yamane
Information: 808-974-7611 URL: www.hawaii.hawaii.edu

Honolulu Community College

Address: 874 Dillingham Boulevard, Honolulu, HI 96817
Founded: 1965 Area: 30 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 4,600 Faculty and staff: 390
Annual operating budget: $31.5 million
Chancellor: Michael Rota (term ends July 1, 2012) / Erika Lacro (term begins July 2, 2012)
Information: 808-845-9211 URL: www.honolulu.hawaii.edu

Kapi‘olani Community College

Address: 4303 Diamond Head Road, Honolulu, HI 96816
Founded: 1965 Area: 52 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 9,023 Faculty and staff: 583
Annual operating budget: $47.7 million
Chancellor: Leon Richards
Information: 808-734-9000 URL: www.kcc.hawaii.edu

Kaua‘i Community College

Address: 3-1901 Kaumuali‘i Highway, Līhu‘e, HI 96766
Founded: 1965 Area: 200 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 1,433 Faculty and staff: 188
Annual operating budget: $13.5 million
Chancellor: Helen Cox
Information: 808-245-8311 URL: www.kauaicc.hawaii.edu

Leeward Community College

Address: 96-045 Ala ‘Ike Street, Pearl City, HI 96782-3393
Founded: 1968 Area: 49 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 7,895 Faculty and staff: 438
Annual operating budget: $33.6 million
Chancellor: Manuel Cabral
Information: 808-455-0011 URL: www.lcc.hawaii.edu

Maui College

Address: 310 West Ka‘ahumanu Avenue, Kahului, HI 96732
Founded: 1965 Area: 78 acres
Last reaffirmation of accreditation: 2007
Headcount enrollment: 4,527 Faculty and staff: 401
Annual operating budget: $28.1 million
Chancellor: Clyde Sakamoto
Information: 808-984-3500 URL: www.maui.hawaii.edu

Windward Community College

Address: 45-720 Kea‘ahala Road, Kāne‘ohe, HI 96744
Founded: 1972 Area: 64 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 2,705 Faculty and staff: 203
Annual operating budget: $16.0 million
Chancellor: Douglas Dykstra
Information: 808-235-7400 URL: www.wcc.hawaii.edu

I. Other Sites

The University of Hawai‘i operates University Centers on Maui, Kaua‘i, and in West Hawai‘i, education centers in Hāna, Honoka‘a, Lahaina, Lāna‘i, Moloka‘i, and Wai‘anae, and extension, research, and service programs at more than 70 sites in the state of Hawai‘i. The university is also engaged in instruction, research, and service activities at hundreds of Hawai‘i schools, hospitals, and community sites, and carries out these activities across the Pacific islands and in foreign countries. A detailed listing of sites is provided as Appendix A.

J. Affiliated Organizations

1. State Office of Career and Technical Education. The University of Hawai‘i Board of Regents serves as the State Board for Career and Technical Education to carry out the purposes of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 and other requirements mandated by federal legislation, including state planning for career and technical education, disbursal of funds, program evaluation, and required reporting. The president of the university serves as the administrative officer of the board. The Office of the State Director for Career and Technical Education is assigned administratively to UH; its director reports to the UH president. Meetings of the State Board for Career and Technical Education are required by federal legislation to be held at least four times per year.

2. State of Hawai‘i Postsecondary Education Commission (SPEC). The University of Hawai‘i Board of Regents, augmented by four members representing the general public, public and private nonprofit, and proprietary institutions of postsecondary education in the state, serves as the State Postsecondary Education Commission. The president of the University of Hawai‘i serves as the chief administrative officer for the commission, which is placed administratively within UH and under the Office of the Board of Regents.

   This commission is responsible for receiving and disbursing federal funds. The State Approving Agency (SAA) for Veterans Education is administratively assigned to the SPEC, but managed and run by the UH System Office of Student Affairs. The SAA carries out inspection and approval of schools and training programs so that eligible recipients (veterans and dependents, in-service personnel, and reservists) can receive student financial assistance. In addition, the SPEC receives funds under the Leveraging Educational Assistance Partnership (LEAP), which is also managed by the UH System Office of Student Affairs. The LEAP is authorized under Title IV, part A, subpart 4 of the Higher Education Act of 1965 as amended to assist states in providing aid to students with substantial financial need to help them pay for their postsecondary education costs through matching formula grants to states. The UH budget program titled “Statewide Planning and Coordination for Postsecondary Education” currently covers programs that are administratively attached to the State Postsecondary Education Commission.

3. Research Corporation of the University of Hawai‘i (RCUH). RCUH was created by state law in 1965 to support the research and training at the University of Hawai‘i and to enhance research, development, and training in Hawai‘i. It is attached to the University of Hawai‘i for administrative purposes and governed by a ten-person board of directors; five are appointed by the governor and five are regents selected by the Board of Regents. The UH president serves as president of RCUH, with its executive director responsible for its day-to-day affairs. Because of its exemption from several state statutes in the areas of accounting, human resources, and procurement, RCUH is able to process transactions expeditiously, allowing researchers to focus more of their efforts on research rather than administrative activities. RCUH receives no state funds and operates entirely on fees charged to the UH and to other agencies and organizations that may from time to time use its services.

4. University of Hawai'i Foundation (UHF). (See also section VI.) Founded in 1955 as a private, nonprofit corporation legally separate from the university, the UH Foundation is the central fundraising agency for the UH system. The fundraising efforts of the foundation are aligned with the priorities of the university. UHF conducts campaigns for university priorities and provides central services to raise funds, manage assets, administer gift accounts, and oversee university alumni relations. The foundation provides a range of fundraising services to all ten UH campuses.

   The UH president and the Board of Regents chair sit on the Board of Trustees of the UH Foundation as ex-officio members. At the invitation of the UH president, the president of the UH Foundation attends UH executive staff meetings. The UH Foundation president also sits on the board of directors for 'Ahahui Koa Ānuenue (AKA), the UH Mānoa intercollegiate athletics booster club, and serves as an ex-officio member of the UH Alumni Association Board of Directors.

5. University of Hawai'i Alumni Association (UHAA). UHAA was formed in 1988 as a systemwide umbrella organization for all UH-recognized alumni groups. As a private, nonprofit organization, it continues the relationship between the university and its graduates that the original alumni association began informally in 1922, with the added benefit of an enhanced alumni relations program through the UH Foundation Office of Alumni Relations (UHFOAR).

   UHAA is governed by a board of directors and includes a nationwide and Pacific Basin network of 39 affiliated alumni groups. The UH president or a designee serves as an ex-officio member of the alumni association board.

   The UHFOAR team works closely with alumni volunteers and staff, UH academic departments, and other campus stakeholders with the goal of moving alumni relations in a systemwide direction to achieve greater alumni engagement and resources for the university. The UHFOAR and UHAA partner to sponsor showcase events, expand benefits to members, and provide information about the university and access to events. Online alumni services facilitate these activities and support the alumni community.

6. University of Hawai'i Press. The University of Hawai'i Press publishes and distributes books and journals of high merit that reflect the regional or special interests and responsibilities of the university and other scholarly research organizations. All titles carry the imprint "University of Hawai'i Press." Editorial control is vested in a board made up of University of Hawai'i faculty members.

7. Waikīkī Aquarium. Founded in 1904 and a part of the University of Hawai'i since 1919, the Waikīkī Aquarium is the third oldest public aquarium in the United States. Focusing on research, conservation, and education, the Aquarium's award-winning exhibits house approximately 3,400 specimens representing over 500 species of aquatic organisms. World renowned as a pioneer and leader in coral propagation and for its many firsts in aquarium exhibitory and captive breeding successes, ongoing research activities at the Aquarium also include giant clam propagation, monk seal biology, and other conservation-oriented projects. Each year the Aquarium offers a marine education program with classes, workshops, and school tours attended by over 27,000 adults and children, its school support program schedules visits for over 7,000 elementary school students, and plays host to roughly 320,000 visitors.

8. Mauna Kea Science Reserve. The University of Hawai'i manages the Mauna Kea Science Reserve. This reserve is the site of a number of major telescope facilities, and most are funded and operated by foreign nations and/or U.S. agencies. The university has bilateral scientific cooperation agreements with each observatory organization. In return for providing the site and managing the physical and operational

infrastructure of the observatory complex, UH receives a guaranteed share of the observing time. Also, a number of these sponsoring agencies/institutions have their base facilities within the UH Hilo Science and Technology Park. The ʻImiloa Astronomy Center is also located within the Science and Technology Park. Funded primarily by NASA, it provides an experience for visitors to explore the connections between Hawaiian cultural traditions and the science of astronomy. In July 2009, Mauna Kea was selected as the preferred site of the Thirty Meter Telescope (TMT) Project. In June 2010, the BOR voted to approve the TMT Project with the recommended conditions of the Mauna Kea Management Board. TMT is expected to be the world's most advanced and capable astronomical observatory.

K. Cooperating Institutions

1. East-West Center (EWC). Formerly part of the University of Hawai‘i and still located on the UH Mānoa campus, the East-West Center is an internationally recognized education and research organization established by the U.S. Congress in 1960 to strengthen understanding and relations between the United States and the countries of Asia and the Pacific. It became an independent institution in 1975 with an international board of governors and funding from the U.S. government, a number of Asian and Pacific governments, and other private agencies, individuals, and corporations. The EWC provides grants for students to study at the University of Hawai‘i and offers the opportunity to UH faculty to join with specialists from throughout the region in research and training programs.

2. Western Interstate Commission for Higher Education (WICHE). WICHE was created to administer the Western Regional Education Compact, adopted in the 1950s by legislative action in western states. WICHE facilitates resource sharing among higher education systems in the West. Fifteen states are members: Alaska, Arizona, California, Colorado, Hawai‘i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The WICHE commission is composed of three gubernatorally appointed commissioners from each state. Under terms of the compact, each state commits to support WICHE's basic operations through annual dues established by the full commission. Member states participate in several student exchange programs. WICHE sponsors educational conferences, symposia, and related projects, conducts research, and publishes studies on higher education issues in the western region, including an annual tuition report. Hawai‘i's commission is assigned for administrative purposes to the University of Hawai‘i Office of the Board of Regents, but managed and run by the UH System Office of the Vice President for Student Affairs and University/Community Relations.

3. Other cooperating institutions. In addition to cooperative relations with the East-West Center, the university extends its research capacity and service to the state through agreements and relationships with various institutions, including the Bernice P. Bishop Museum, Hawaiian Agricultural Research Center, Honolulu Academy of Arts, various agencies within the National Oceanic and Atmospheric Administration (e.g., the National Marine Fisheries Service), the National Park Service, Nature Conservancy of Hawai‘i, Pacific International Center for High Technology Research, Tropical Fruit and Vegetable Research Laboratory, U.S. Fish and Wildlife Service, various agencies within the U.S. Geological Survey (such as the Hawaiian Volcano Observatory and the Pacific Island Ecosystems Research Center), several local hospitals, and numerous state agencies.

L. Membership of Boards

Appendix B lists the membership of the Board of Regents, the UH Foundation Board, the UH Alumni Association Board, the RCUH Board, the Council of the Hawai‘i P-20 Partnerships for Education, the Career and Technical Education Coordinating Advisory Council, and the Mauna Kea Management Board.

II. GOVERNANCE

A. The Board of Regents (BOR)

1. Board membership, terms of appointment, and officers. Governance of the university is vested in a Board of Regents. Prior to the passage of Act 56 in 2007, the board consisted of 12 regents serving 4-year terms. Pursuant to Act 56, the board consists of 15 members, and each regent serves a 5-year term, except the student member, whose term is two years, and except for those regents whose initial terms were staggered to allow a transition under Act 56. Regents may not serve more than two consecutive 5-year terms. The board must include regents representing each of the four state counties, and three "at large" members, including a student regent.

   As vacancies on the board occur, a Regents Candidate Advisory Council, established by Act 56 in 2007, submits names of potential regents to the governor. The governor selects nominees from the lists supplied by the Regents Candidate Advisory Council and submits the regent nominees to the State Senate for its consent and confirmation of the appointment.

   Typically, appointments are effective July 1 and expire on June 30. The governor has the authority to appoint regents on an interim basis to fill unexpected vacancies that occur when the Legislature is not in session. These interim appointments expire unless the appointment is confirmed by the senate at the next legislative session.

   The board operates under the leadership of a chair and vice chair elected to a 1-year term by the membership, usually at the July meeting. The board chair appoints committee chairs as described below.

   Board members are not employees of the university and serve on a voluntary basis. Travel expenses for board meetings and other board-related business are covered by the university.

   The regents must comply with the State Code of Ethics, and with the board's own policies and practices regarding conflicts of interest. See Article X of the Bylaws of the Board of Regents.

2. Constitutional Authority and Autonomy. Article X, Section 5 of the Constitution of the State of Hawai'i, establishes the University of Hawai'i "as the state university and constituted a body corporate." Article X, Section 6 of the Constitution of the State of Hawai'i, grants the Board of Regents the power to formulate policy and exercise control over the university. By a constitutional amendment ratified in November 2000, the board obtained greater autonomy, and its exclusive jurisdiction over the internal structure, management, and operation of the university was recognized. The legislature, however, reserved the right to enact laws of statewide concern.

3. Hawai'i Revised Statutes (HRS). The following statutory provisions apply specifically to the university:

   - Chapter 26, section 11 (relating to the size, membership, and powers of the BOR)

   - Chapter 304A (this is a lengthy chapter devoted entirely to the university which results from a 2006 recodification of various chapters that had previously covered university matters, including Chapter 304; Chapter 305 (establishing the community colleges and their purpose, State Board for Career and Technical Education, and the State Postsecondary Education Commission; Chapter 306 (financing, construction, maintenance, etc., of university projects such as housing, parking, dining, athletic, and other units); Chapter 307 (laws dealing with RCUH); Chapter 308 (laws dealing with university parking)

The university is also subject to various laws that apply to other state agencies including, for example, laws governing the issuance of public rules and the conduct of contested cases, "sunshine" and "open records" requirements and the state ethics code (referenced below).

4. Board bylaws and policies. In carrying out its governance responsibility, the board authorizes, amends, and publishes policies that provide the governance framework for the administration of the university. These policies are codified in a volume titled "Board of Regents Bylaws and Policies." In addition to policies establishing the relationship between the BOR and the university administration, other board policies are grouped as follows:

   - Administration
   - Organization
   - Planning
   - Academic affairs
   - Tuition, scholarships, and fees
   - Student affairs
   - Business and finance
   - Personnel
   - Land and physical facilities
   - Other

   The Board Policies (often denoted as "BORP") are implemented and further defined through various Systemwide Executive Policies ("EPs"), and Systemwide Administrative Procedures ("APs"). From time to time, the board promulgates public rules, pursuant to a formal procedure set forth in Chapter 91 of the Hawai'i Revised Statutes.

5. Board duties and responsibilities. The Board of Regents as a whole is responsible for the internal governance and management of the university. Implementation of BOR policies is the responsibility of the president and the executive and managerial team. Specific BOR responsibilities as specified in University of Hawai'i board bylaws and policies include:

   - Establishing the general mission and goals of the system and approving any changes to them
   - Adopting academic and facilities planning documents for the system and the campuses
   - Appointing and evaluating the president
   - Establishing the administrative structure and approving major executive appointments
   - Approving all major contractual obligations of the university
   - Approving new academic and other programs and major organizational changes
   - Reviewing all fiscal audits of university operations
   - Approving the university budget, long-range financial plans, and budget requests for state funding

6. Board staff and committees. The BOR is supported by a staff that consists of two professional staff members (the executive administrator and secretary to the board, and the executive assistant) and one secretary. System administrative staff also provide support to the BOR as needed. For legislative purposes, the Board's budget is a sub-account within the System Program Account.

   The BOR bylaws provide for standing committees. The chair of the board appoints regents to serve as the chair and vice chair of each committee, and may participate on each committee as an ex-officio member. The administration assigns senior members of the university administration as liaison officers to each BOR standing committee.

As needed, the board appoints special task groups and/or ad hoc committees of its membership to handle issues or matters that fall outside the scope of the standing committees.

7. Responsibilities of individual regents. The following guidelines directing the responsibility of individual regents are prescribed by the Association of Governing Boards of Universities and Colleges (AGB) in its publication, *Trustee Responsibilities: A Guide for Governing Boards of Public Institutions*. The following excerpt is found on pages 17–18:

   Only the governing board has legal standing; individual trustees and regents possess no authority or special prerogatives. Boards find it useful to adopt formal statements of responsibility to clarify some basic expectations their members should have for one another.

   Trustees are judged by their peers and others largely on their willingness to be team players and knowing when to lead and when to follow. Trustees are held to high standards of conduct. Here are some guidelines:

   - *Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.*
   - *Seek opportunities to inform the public about the institution.*
   - *Prepare for and attend meetings.*
   - *Learn about the institution or system and ask good questions.*
   - *Avoid conflicts of interest, real or perceived, because of affiliations or the temptation to request personal favors for oneself, family, or friends. Individual trustees must protect the integrity of the board and institution at all times through disclosure and by deciding whether their trusteeship may be of lesser or greater value than an opportunity to gain financially.*
   - *Avoid the appearance of using their trusteeship for personal or political gain.*
   - *Guard against being the subject of an 'ambush interview' especially during times of controversy. Speaking for the board or institution ordinarily is reserved for the chief executive or board chair.*
   - *Abstain from making judgments based on information from disgruntled faculty, staff, or state officials.*

8. Mutual expectations of board members and presidents. The AGB publication, *Trustee Responsibilities* (pp. 18–19), provides the following guidelines for board members and presidents:

   Trustees ask their chief executives to do the following:

   - *provide data and information that is comprehensive, accurate, and useful;*
   - *respect the board's fiduciary and other responsibilities to hold the institution or system accountable to the general public;*
   - *be an academic leader, adept politician, and effective fund-raiser by consulting as much as practical and appropriate with constituents;*
   - *accept with patience, grace, and style differences of opinion and the occasional disagreements with the board's posture on important issues;*
   - *avoid surprises—trustees want and need to be the first to know;*
   - *use the board's time efficiently, especially in meetings; and*
   - *work closely with the board chair to educate and lead the board.*

The chief executive asks board members to do the following:

- *think and act on behalf of the best interests of the institution or system, first and foremost;*
- *be open and forthright, fair and evenhanded;*
- *respect the important principle that the chief executive works only for the board as a whole;*
- *avoid surprises, especially by avoiding public utterances;*
- *avoid using open meetings or press interviews to gain personal media attention;*
- *aspire to be board chair, but don't push too hard;*
- *maintain confidentiality;*
- *set an example in personal philanthropy; and*
- *have a sense of humor.*

9. Board meetings. The BOR must meet at least ten times each year, and generally schedules a meeting each month (except for June and December). The meeting location rotates among the various campuses. These meetings are typically scheduled on the third or fourth Thursday of the month. Special board meetings are occasionally scheduled. At the beginning of the academic year (August/September), the board office provides regents with the schedule of board meetings for the coming year.

   At least one week prior to a board meeting, materials are mailed or delivered to regents for their consideration. The materials should be brought to the upcoming board meeting. They include:

   - Meeting notices
   - The board agenda
   - Minutes of previous meeting(s) that will be considered for approval
   - Action items being presented to the board
   - Informational items
   - Other meeting information

10. "Sunshine" and "Open Records" requirements. State law requires that the business of government be conducted openly—in the sunshine, except for narrowly defined exceptions. Formal Board of Regents meetings are subject to the Sunshine Law (Hawai'i Revised Statutes, chapter 92) and the meetings, for the most part, are conducted in public view. This means that members of the public can observe the regents' deliberations and discussions and can testify on any agenda item. Television cameras can record events, and statements made by regents may appear in print.

    The Sunshine Law also has certain procedural requirements. For example, the law requires that a notice of board meetings must be published six days before the meeting, the board may not discuss matters that were not "noticed," and minutes of board meetings must be taken. Board meeting agendas and minutes are publicly available at the BOR website www.hawaii.edu/offices/bor/.

    Under the Sunshine Law, when more than two regents meet and discuss university business, that encounter is considered a "meeting" for purposes of triggering all sunshine procedural requirements, unless that "interaction" between or among the regents falls within a specific exception. The practical advice is that regents should not discuss university business or commit to decisions except at a properly noticed meeting.

    The Sunshine Law allows the regents to meet and discuss university matters in an "executive session" closed to the public. These executive session most often involve discussions of personnel matters (such as tenure, hiring, dismissal, etc.) affecting privacy rights of individuals. Executive sessions are also held where the board needs to consult with its attorneys regarding lawsuits, settlements, legal negotiations, or on matters requiring legal advice and counsel.

A companion law to the Sunshine Law is commonly referred to as the "Open Records" Law (Hawai'i Revised Statutes, chapter 92F). This state law (which has as its federal counterpart the Freedom of Information Act) requires that government records must be made available for inspection and copying upon request. Again, there are some narrow exceptions whereby the university may keep certain kinds of information confidential.

11. Legal advice and counsel. In 1998, the legislature authorized the Board of Regents to appoint and hire attorneys or contract with private attorneys to provide legal services for the university (HRS, chapter 304-4.3). Prior to this authorization, the university was advised by the state's Department of the Attorney General. Currently, the Office of the Vice President for Legal Affairs, headed by the university general counsel, reports directly to the board and to the president. Attorneys from that office attend all board meetings and advise the board and its staff on legal matters. On a day-to-day basis, attorneys in the general counsel's office provide legal advice and representation to all units in the university system. Outside attorneys are retained by contract when particular expertise is required (such as public bond financing or intellectual property rights) or when additional resources are required (such as extensive litigation).

12. Ethics Code. The *Hawai'i State Ethics Code* applies to members of the board. The state's *Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions* summarizes the provisions of the State Ethics Code (Hawai'i Revised Statutes, chapter 84). It includes sections relating to gifts, confidential information, fair treatment, conflicts of interest, prohibited acquisition, assistance before state and county agencies, and public contracts. It provides guidance on how to file a disclosure, how to request an advisory opinion, and other useful information.

    a. *Gift Disclosure Statements* must be filed with the Hawai'i State Ethics Commission by June 30 of each year by regents who receive gifts from the university in excess of $200. As noted above, complimentary athletic tickets are gifts for the purpose of this requirement. Gifts from other sources and gifts to family members may also require disclosure. Failure to file this form constitutes a violation of state law. Copies of forms and instructions are available from the board office and are also available on the ethics commission site at www.hawaii.gov/ethics/.

    b. Regents must file *Financial Interests Disclosure Forms* with the Hawai'i State Ethics Commission. Initial forms must be filed within 30 days of being appointed to the board and annually thereafter between January 1 and May 31. Failure to file this form constitutes a violation of the State Ethics Code. Copies of forms and instructions are available from the board office and are also available on the ethics commission website at www.hawaii.gov/ethics/.

13. Board resources.

    a. The Association of Governing Boards of Colleges and Universities (AGB), provides a variety of services for trustees, including an annual conference usually held in the spring. Information about this conference is available at www.agb.org or from the board office. AGB publishes documents, including the *Board Basics* pamphlet series, devoted to strengthening the effectiveness of governing boards and trustees, and a magazine titled *Trusteeship*. Examples of various AGB publications are listed in Appendix C. The board office assists regents with obtaining copies of AGB and other publications.

    b. *The Chronicle of Higher Education* is the academic world's primary source of news and information. Subscribers receive free access to *The Chronicle* website and regular email news updates. Board members who would like subscriptions should contact the board office.

B. Administration

1. Office of the president. The University of Hawai'i System Office of the President is located in Bachman Hall on the UH Mānoa campus.

   Address: 2444 Dole Street, Honolulu, HI 96822
   President: M.R.C. Greenwood
   Telephone: 808-956-8207
   Fax: 808-956-5286
   Email: mrcgreen@hawaii.edu

   The president of the university is appointed by the Board of Regents and also serves as the chief executive officer of the university. The president is responsible for the educational leadership and administration of the entire ten campus UH system, with all other administrators (see Appendix E) responsible to the president directly or through designated channels.

   In addition to the vice presidents and chancellors reporting directly to the president, the president has: formal lines of communication with the senior advisor to the president for Native Hawaiian affairs; informal, consultative lines of communication with the executive administrator and secretary of the Board of Regents, the All Campus Council of Faculty Senate Chairs (a representative body of faculty senate chairs), the Student Caucus (a representative body of student leaders), and the Pūko'a Council (a body of Native Hawaiian faculty and staff); and informal lines of communication with the UH Foundation.

   The president is also president of the Research Corporation of the University of Hawai'i and serves as an ex-officio member of the UH Foundation Board of Trustees.

2. System organization and administrative bodies. In mid 2001, the university undertook a reorganization of its administrative structure that separated the president's role from that of the UH Mānoa chancellor. Refer to Appendix D for the current Board of Regent approved system organization.

   The major system decision making or consultative bodies are described below.

   a. Council of Chancellors. The council consists of the chancellor for each UH campus. The council meets once a month with the president. The purpose of the council is to provide a monthly exchange of views and information between all chief executive officers of the university.

   b. Council of Chief Academic Officers (CCAO). This body consists of the senior academic affairs staff officer for each UH campus. These individuals are typically vice chancellors or academic deans. They meet monthly with the system executive vice president for academic affairs/provost. Emphasis is on creating coordination across the academic programs of the university.

   c. All Campus Council of Faculty Senate Chairs (ACCFSC). This body of approximately 20 members is comprised of the campus faculty senate chairs and the chairs of the senates for the separate colleges/schools and student affairs divisions within the campuses. The council elects its own chair from among its members, meets monthly during the academic year, and invites the president and other senior administrators to join it in discussing systemwide academic matters. The ACCFSC serves as a communication forum. The executive vice president for academic affairs/provost serves as liaison to the group.

d. University of Hawai‘i Student Caucus (UHSC). This body is composed of representatives from the student government organizations of each UH campus. The caucus meets monthly. Its purpose is to support collaborative problem solving among student leaders and to serve as a consultative body to the administration on matters involving the educational experience of students. The associate vice president for student affairs serves as liaison to the group.

e. Pūko‘a Council. A systemwide council that provides consultation to the president on programs and services for Native Hawaiians. The council meets monthly, typically in conjunction with Board of Regents meetings.

3. Campus administration. The leadership and administrative structure of the UH campuses is briefly described here. Organizational charts for each campus are available upon request.

   a. UH Mānoa, UH Hilo, and UH West O‘ahu. The chief executive officer of each of these campuses is the chancellor. The specific organizational structure for these campuses will vary, but in general, campus-wide administration is carried out by vice chancellors, directors, and in some cases deans who report to the chancellor and have administrative responsibility for areas such as: academic affairs, research, graduate education, student affairs, technology and distance learning, university relations, libraries, facilities, administration, finance, and operations.

      The UH Mānoa campus consists of more than 24 academic and professional schools or colleges and organized research units headed by deans and directors who report either to the vice chancellor of academic affairs or the vice chancellor of research. Most of these entities are further subdivided into departments or divisions (approximately 120 for the entire campus).

      The UH Hilo academic structure includes a research and graduate council, the university library, five colleges, one of which is divided into three divisions, and departments and programs.

      The UH West O‘ahu faculty is organized into three academic divisions that award five degrees and offer 15 concentrations.

   b. UH Community Colleges. Each of the seven community colleges is led by a chancellor as the chief executive officer. Vice chancellors/deans of instruction, deans of student services, and directors of administrative services and continuing education and training are responsible for administering various programs and services within each campus. The instructional programs of these campuses are typically grouped into divisions headed by faculty chairs.

      System coordination of the community colleges is handled by designated associate vice presidents assigned to the system vice president for community colleges, and through a council of community college chancellors.

4. Administrative policies and procedures. Administrative policies and procedures establish the framework for carrying out university operations. UH Systemwide Executive Policies are companion documents designed to facilitate implementation of BOR policies by providing specific policy guidelines and procedures. UH Systemwide Administrative Procedures provide detailed procedural guidance, especially for business and finance and for personnel operations. Some administrative policies may be campus specific, such as the Emergency Operations Plan for UH Mānoa. Other administrative policies originate with state government, including State of Hawai‘i Civil Service Policies and Procedures and State of Hawai‘i Administrative Directives.

C. Faculty Participation in Shared Governance

1. Shared governance. The academic world differs from the corporate world in several respects. Most notably, important policy decisions are the result of consultation among the BOR, the chief executive, and the faculty, among others. This decision making process is referred to under the rubric of shared governance. There are different views about the meaning of shared governance, depending on the emphasis placed on fully collaborative/joint decision making, consultative decision making, or a separation of decision making jurisdictions.

   The standard institutional reference for desirable academic governance is the "Statement on Government of Colleges and Universities" jointly formulated in 1966 by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards (AGB). This statement calls for governance based on a community of interdependent parties—the governing board, administration, faculty, students, and others. The statement recognizes that the governing board has final institutional authority, and recommends sharing authority with the understanding that some areas of decision making require joint endeavor and that others are essentially separate jurisdictions in which one constituency has primary, but not exclusive, responsibility.

2. Faculty senates. BOR policy, section 1-10 (www.hawaii.edu/offices/bor/policy/borpch1.pdf) provides for organized faculty involvement in the development and maintenance of institutional academic policy. Executive policy E1.201 (www.hawaii.edu/apis/ep/e1/e1201.pdf) establishes procedures for the implementation of that policy. Through these policies the BOR has authorized the development of formal faculty organizations on each campus and charged these organizations with the responsibility for making recommendations or providing advice on academic policy for the particular campus.

3. Senate executive committee (SEC). The term SEC refers to the executive committee of UH campus/school faculty senates. As permitted in senate bylaws, an SEC can act on behalf of its senate. Typically, an SEC handles overall coordination of senate business.

4. Other forums for faculty involvement in governance. Faculty involvement in systemwide academic policy determination is also encouraged through normal administrative channels and through the All Campus Council of Faculty Senate Chairs (ACCFSC). As a system council of faculty leaders, the ACCFSC has organized itself as an advisory and communication body. Faculty representatives, usually selected by their college or campus faculty senates, serve on numerous committees, task forces, and other system and campus consultative and/or decision making bodies.

D. Collective Bargaining

1. University of Hawai'i Professional Assembly (UHPA). The University of Hawai'i Professional Assembly, an affiliate of the National Education Association (NEA), has been the exclusive bargaining representative for all faculty within the University of Hawai'i system since 1974. University of Hawai'i faculty, including instructional faculty, lecturers, researchers, specialists, librarians, and extension agents, belong to bargaining unit 07 as provided for in Chapter 89, Hawai'i Revised Statutes. They are represented by UHPA during negotiations and in the processing of grievances. Active membership in UHPA is by choice and requires application. The mandatory monthly membership fee is assessed to both members and fee payers (nonmembers) through payroll deduction. As of October 2011, UHPA provides representation for 3,907 faculty members systemwide.

UHPA is governed by a board of directors consisting of 24 elected leaders from the various UH campuses. Board members may serve a maximum of two 3-year terms. The board meets once a month. An executive committee, elected from the membership of the board, carries on UHPA business between regular board meetings. The board of directors is responsible for selecting an executive director who is an ex-officio member of the board and oversees the staff and programs of UHPA.

As the exclusive representative of the faculty, one of the most important functions of UHPA is the negotiation of the collective bargaining agreement. Preparation for negotiations involves all members of the bargaining unit, but the collective bargaining committee and the negotiating team are most actively involved. The final negotiated settlement is subject to ratification vote by the UHPA membership. Under Chapter 89, HRS, bargaining unit 07 retains the right to strike.

2. Hawai'i Government Employees Association (HGEA). The Hawai'i Government Employees Association was founded in 1934 and is the largest union in Hawai'i, with more than 42,000 active and associate members statewide. HGEA is a member of the American Federation of State, County, and Municipal Employees (AFSCME), the largest affiliate of the AFL-CIO.

   HGEA represents a total of seven bargaining units in all jurisdictions. They represent 2,967 university employees in the following five bargaining units:
   - Unit 2, supervisory employees in blue-collar positions
   - Unit 3, nonsupervisory employees in white-collar positions
   - Unit 4, supervisory employees in white-collar positions
   - Unit 8, UH administrative, professional, and technical employees (commonly referred to as APTs)
   - Unit 9, registered professional nurses

   HGEA has offices in Honolulu, Hilo, Wailuku, and Līhu'e and is headed by an executive director. The highest policy-making body is the General Assembly, which meets every two years and consists of HGEA members elected as delegates from all islands and representing all of the union's bargaining units.

   The board of directors is responsible for policy decisions and consists of active members who are elected representatives of all bargaining units and all islands, plus a representative of the retirees unit.

   Each bargaining unit is organized as a representational form of government. Unit issues, programs, and activities are acted on by unit boards of directors, island divisions representing bargaining units on each island, and agency councils made up of bargaining unit stewards within a state or county department.

   During the 1968 constitutional convention, HGEA led the fight to change the Hawai'i State Constitution to give collective bargaining rights to public employees. In 1970, the state legislature passed the Hawai'i Public Employment Collective Bargaining Law.

3. United Public Workers (UPW). The United Public Workers is Hawai'i's second largest public employee union and Hawai'i's largest blue-collar union, representing more than 13,000 state, county, and private sector employees. As of October 2011, 484 university employees were covered by UPW's two bargaining units. Unit 1 includes nonsupervisory employees in blue collar positions, while unit 10 consists of institutional, health, and correctional workers.

E. The Student Role in Governance

The purpose of UH student governments is to ensure and regularize the advice and participation by student organizations in matters relating to student life. By policy, campus heads are encouraged to be open to student recommendations and advice.

Board policy (www.hawaii.edu/offices/bor/policy/borpch7.pdf) establishes that student governments exist on each UH campus; they represent student concerns and manage student fees for the benefit of students. Some campuses separate and assign to a different organization oversight of student activities. At other campuses this function is part of the student government organization. At UH Mānoa, graduate students have their own student government organization.

The Board of Regents also charters a University of Hawai'i Student Caucus (UHSC) (previously referenced on p. 17). This is a systemwide association with representation from campus student governments. Its purpose is to advocate collectively for the interests of students throughout the university system. The caucus is responsible for representing students to the central administration and meets regularly to share information and resources among campuses. The caucus is also active in lobbying the state legislature on issues of particular concern to students.

Students also serve on various systemwide, campus, and college committees; campus administrators occasionally consult with student governance organizations about issues of particular concern to students; and the governor appoints one student as a voting member of the Board of Regents.

III. ACADEMIC PROGRAMS AND SUPPORT

A. Accreditation

1. Regional accreditation. All ten campuses of the university system are separately and regionally accredited by the Western Association of Schools and Colleges (WASC). UH Mānoa, UH Hilo, UH West O'ahu, and UH Maui College are accredited by the WASC Accrediting Commission for Senior Colleges and Universities. The remaining six UH Community Colleges are accredited by the WASC Accrediting Commission for Community and Junior Colleges (ACCJC).

   Regional accreditation means that, as the result of an external review process, the university is judged to be fulfilling its stated purposes and can be expected to continue to do so. Students and the public can be assured that University of Hawai'i campuses have met standards of quality across the entire range of institutional activities. Regional accreditation is a basic criterion whereby U.S. higher education institutions accept transfer credit. Appendix F provides a summary of timing and results of the most recent WASC visits.

   In addition to its four-year campus visits, the WASC Accrediting Commission for Senior Colleges and Universities schedules a periodic UH System Office review. The purpose is to gain an understanding of the system context which, in turn, provides a foundation for campus accreditation.

2. Professional accreditation. About 100 UH academic programs hold separate professional accreditation. These include 54 professional programs at UH Mānoa, 40 at the UH Community Colleges, and seven programs at UH Hilo. These programs are subjected to rigorous external reviews that ensure high standards of professional practice. As a result, the UH credentials conferred convey a special merit of quality in these specialized fields of study. Professionally accredited programs are listed in Appendix F.

B. Board of Regents Honors and Awards

1. Honorary degrees and regents medals. From time to time the board may confer honorary degrees in accordance with criteria established in board policy (chapter 5, section 5-9). Separately the board may also confer the Regents' Medal of Distinction and/or the Regents' Medal. It is usual for the administration to assist the board with the selection processes associated with these awards.

2. Awards for excellence in teaching and research. Annual awards may be made to faculty for excellence in teaching and research. Campuses handle the selection processes for these awards. Board policy authorizes six awards for excellence in teaching at UH Mānoa and one at each of the other campuses. Three awards for excellence in research are made on a systemwide basis. These awards consist of a cash sum and an engraved Board of Regents' Medal. The president is authorized to present these awards at a convocation, which usually takes place at the beginning of the fall semester. Various other campus-based teaching and service awards and board service awards are often presented at this same convocation.

C. Instructional Programs

1. Credentials offered. Encompassing all of higher education from community college vocational certificate programs through doctoral and first professional degrees, the University of Hawai'i is one of the most comprehensive systems of public higher education in the country. Credentials are offered in over 600 programs.

   The Board of Regents approves all undergraduate, graduate, and first professional degree programs and various certificate offerings. Authority to offer some certificates within established guidelines is delegated to the campuses.

   Appendix G lists Board of Regents-approved credentials offered by the University of Hawai'i; it also provides a table summarizing the number of credentials offered by UH campuses. A detailed breakdown by campus and subject major is available in the Master List of Curricula Offered report (www.hawaii.edu/iro/report_grid.php).

2. General education. Board of Regents policy, section 5-2e, requires that each campus with lower division programs offer a core of general education requirements based on a clearly articulated philosophy. Such plans are developed cooperatively by faculty and administration and include, at a minimum, the content and methodologies of the major fields of knowledge: social and natural sciences, humanities and fine arts, as well as communication and quantitative skills, critical analysis skills, and appreciation of cultural diversity.

   Each unit's overall plan for general education is approved by the Board of Regents. In recent years, all units of the university have reviewed their general education plans and internally made modifications to the previous plans.

3. Program approval.

   a. New program proposals. Executive policy E5.201 (www.hawaii.edu/apis/ep/e5/e5201.pdf) provides procedures for approval of new academic programs. New programs are developed at the campus level, usually by program faculty, and reviewed by the college administration, campus faculty senate, and chancellor. Prior to being recommended to the president, the council of chief academic officers reviews proposals for possible impacts elsewhere in the system. The Board of Regents approves new programs upon the recommendation of the president.

      Prior to planning a new program, an authorization to plan (ATP) must be approved by the chancellor and reviewed by the Council of Chief Academic Officers. This allows for advance notice of resources and facilities that may be needed for the program. The program proposal itself addresses need for the program; curriculum objectives; admission and graduation requirements; program support needs, including library, technical support, equipment, facilities, and student services; projections of numbers of majors and program activity level; methods of evaluating program outcomes, including student learning outcomes; and resource requirements and methods of funding, including reallocation.

      Upon BOR approval, the new program enters its first cycle of offering as a provisional program. After 150% of the time to degree, a review is conducted in the following year and, as appropriate, a request is made to the board to grant the program established status.

b. Review of established academic programs. By BOR policy, all established academic programs in the system receive an in-depth review every fifth or seventh year. Under the Carl Perkins Act of 1990, vocational-technical programs are reviewed annually. Procedures for the reviews are contained in executive policy E5.202 (www.hawaii.edu/apis/ep/e5/e5202.pdf). The review documents are prepared by program faculty using the prescribed program evaluation format. The campus review is carried out in accordance with procedures established within each unit, ensuring appropriate faculty and student input and providing feedback to the programs under review.

   As a result of the program review process, major or minor curriculum revisions occur, resources may be reallocated, and programs may be expanded, consolidated, or discontinued. Campuses annually submit a list of the programs they have reviewed and the results of that review to the president. A summary of program review activity is provided to the BOR as part of the annual *Academic Program Actions Status Report* (www.hawaii.edu/offices/app/acadprog).

c. New courses and course modifications. Introduction of new courses or modification of existing ones in a board-approved program is the responsibility of faculty. Each college develops procedures for review and approval of courses, normally including review by department and college curriculum committees and sometimes by the campus faculty senate, prior to final approval by the college head.

4. Articulation. Articulation is the term used for the process of accepting or rejecting transfer credits as equivalent to a course or requirement at a receiving institution.

   Board of Regents policy (sections 5-14) establishes the principle that student transfer among campuses of the University of Hawai‘i be simple and predictable. Executive policy E5.209 (www.hawaii.edu/apis/ep/e5/e5209.pdf) establishes the principles and procedures for articulation and transfer among UH campuses.

   University policy guarantees that community college students may transfer at any time to any 4-year UH campus after earning 24 transferable credits with a GPR of at least 2.0. However, students are not guaranteed admission to the major of their choice on the receiving campus, since some majors have additional admission requirements for both continuing and transfer students. In addition, students who complete general education core requirements at one UH campus will have met the general education core requirements when they transfer to another UH campus. Students who complete an associate in arts (AA) degree at any UH community college campus is admitted to any 4-year UH campus and is considered to have met their general education core requirement.

   In fall 2011, more than 1,400 UH Community College students transferred to a UH 4-year campus and that number is expected to grow. Students also transfer between the 4-year campuses and from 4-year to 2-year campuses.

   Special studies of transfer students within the UH system have found that those students who transfer from a UH community college after receiving an associate of arts (AA) degree earn roughly the same grade point ratio (GPR) at the end of their first semester at UH Mānoa as do native UH Mānoa students at the end of the first semester of their junior year. Students transferring prior to completion of the AA degree have roughly the same GPR one year after transfer as do native UH Mānoa students one year after admission.

   Faculty discipline groups meet regularly to discuss equivalent courses across the UH system. Technology is used to provide accurate information about transfer. These include STAR, UH Course Transfer Database, Transfer to UH webpages, etc.

D. Research Programs

1. Research expectation. The faculty research expectation varies with the mission of the campus. Faculty at UH Mānoa are expected to be actively involved in research and creative scholarly activity, and that activity is expected to be integrated into the education of undergraduate and graduate students. UH Mānoa has an ongoing effort to stimulate grantsmanship and scholarly activity and thus broaden the base of research activity across the campus.

   Faculty at UH Hilo and UH West O'ahu are expected to engage in scholarship in theoretical and applied areas. Special attention is given to student-faculty collaboration on research projects. UH Community College faculty are expected to engage in scholarship that focuses on the continual improvement of the instructional enterprise.

2. Research standing. UH Mānoa is the only public research university in Hawai'i. In spring 2007, the UH administration was informed by the National Science Board that UH was increasing its National Science Foundation funding (all peer reviewed) faster than any other of the top 100 research universities in the nation.

3. Organized research units (ORUs). ORUs are extra-departmental administrative structures that provide a locus for faculty, staff, and students to engage in focused, collaborative research and training activities. They are established by the board, headed by a director, and expected to generate significant grant and contract funding. UH Mānoa houses the following organized research institutes:

   - Cancer Research Center
   - Hawai'i Institute of Geophysics and Planetology
   - Hawai'i Institute of Marine Biology
   - Hawai'i Natural Energy Institute
   - Industrial Relations Center
   - Institute for Astronomy
   - Laboratory Animal Services
   - Lyon Arboretum
   - Pacific Biomedical Research Center (under review)
   - Sea Grant College Program
   - Waikīkī Aquarium
   - Water Resources Research Center

4. Extramural funds. This term refers to grants and contracts from federal, state, private, and foreign sources. The two major types of extramural funds are research funds and training funds.

5. Volume of extramural funds. Since fiscal year 2003, the total UH extramural funds (research and training) averaged $379 million per year and has exceeded $400 million four times in recent years.

   Approximately 80 percent of total research and training awards go to UH Mānoa, four percent to UH Hilo, seven percent to the UH Community Colleges, and nine percent to the UH system (for the programs and centers listed in items 8 through 13 below). The community colleges are annual recipients of contract training funds in excess of $20 million.

6. Research policies. Major policies relating to the research enterprise include those for:

   - Ethical standards in research and scholarly activities
   - Establishment and review of organized research units
   - Biosafety protocols, use of human or animals in trials
   - Conflicts of interest
   - Administration of the patent and copyright policy

   These policies, along with delegations of authority and other executive policies relevant to the research and training enterprise, can be found at www.hawaii.edu/apis/ep/ep.php.

7. Research and Training Revolving Fund (RTRF). The RTRF is an accounting entity established by the legislature. One hundred percent of funds generated by the university from returned indirect costs are deposited into the RTRF. These returned funds are for those portions of sponsored research and training grants identified as indirect or overhead costs.

   By statute the BOR is authorized to expend 100 percent of the revenues deposited in this fund for:

   - Research and training purposes that may result in additional research and training grants and contracts
   - Facilitating research and training at the university
   - Deposits into the discoveries and inventions revolving fund and the UH housing assistance revolving fund (detailed information on the housing assistance program for board-appointed employees is available in executive policy E2.209 and at www.hawaii.edu/apis/ep/e2/e2209.pdf)

   Executive policy provides guidelines for allocations from the RTRF. The vice president for research is responsible for implementing this policy, including periodic consultation with an advisory group that includes representatives of faculty researchers. Allocations by campus heads and heads of research units are made in a similarly consultative and collaborative fashion.

   The university is required to submit an annual report on the status of the research and training revolving fund to the legislature. A copy of this report is concurrently submitted to the Board of Regents.

8. The Experimental Program to Stimulate Competitive Research (EPSCoR). EPSCoR is a joint program of the National Science Foundation (NSF) and several U.S. states and territories. The program promotes the development of the states' science and technology (S&T) resources through partnerships involving state universities, industry, government, and the federal research and development (R&D) enterprise. EPSCoR operates on the principle that aiding researchers and institutions in securing federal R&D funding will develop a state's research infrastructure and advance economic growth. EPSCoR's goal is to maximize the potential inherent in a state's S&T resources and use those resources as a foundation for economic growth. UH is a recipient of EPSCoR funding, and the UH Hilo chancellor is the EPSCoR statewide committee chair.

9. Maui supercomputer. In 2001, UH was competitively awarded the contract to operate and manage the Maui High Performance Computing Center (MHPCC) for the U.S. Air Force Research Laboratory. Currently, it is the single largest contract ever awarded to UH, with a term now approaching 11 years and total value approaching $250 million. The acquisition and execution of this contract were unique and offered a model for future expansion into defense-related work, widely recognized as an area where UH could better leverage its opportunities. The decision to pursue this contract was made by the UH system

administration and RCUH as an institutional initiative rather than as a typical individual faculty/investigator research opportunity. A recompetition is currently underway for this contract and UH is now competing against national defense contractors, with the outcome expected to be announced at any time. The Vice President for Information Technology / Chief Information Officer serves as the lead for the project.

10. The Pacific Disaster Center. In December 2007, UH was competitively awarded the contract to operate and manage the Pacific Disaster Center (PDC), another major DoD activity based on Maui with an operating budget of about $6 million a year. The UH successfully won a follow-on five-year contract in 2009. Like the MHPCC, the decision to pursue this contract was made by the UH system administration and RCUH as an institutional initiative. The University of Hawai'i is the managing partner of the Pacific Disaster Center. The Vice President for Research and Vice President for Information Technology / Chief Information Officer are coprincipal investigators.

11. The National Disaster Preparedness Training Center (NDPTC) at the University of Hawai'i. In 2007, the center was authorized to become a member of the National Domestic Preparedness Consortium (NDPC) by Congress. Its mission is to develop and deliver disaster preparedness training to governmental, private, and non-profit entities, incorporating urban planning with an emphasis on community preparedness and at risk populations. The NDPTC's primary focus is on natural hazards, particularly for island and coastal communities. It is the only consortium member authorized to develop degree and certificate programs in homeland security and disaster management. The NDPTC is one of seven centers through which the NDPC and the Department of Homeland Security/FEMA National Preparedness Directorate develop and deliver training to state and local responders.

12. The Applied Research Laboratory at UH (ARL at UH). The UH was designated by the Department of the Navy as the fifth Navy University Affiliated Research Center (UARC). The other four are Johns Hopkins, Penn State, University of Texas at Austin, and the University of Washington. The ARL at UH is authorized to perform unclassified and classified research and development tasks in support of the federal agencies.

13. The Department of Homeland Security Center for Maritime Domain Awareness. In partnership with Stevens Institute for Technology, UH is exploring high technology solutions applicable to island and remote environments for maritime security. The work builds on UH expertise in "over the horizon radar systems" and underwater acoustic sensors to develop new tools useful to the Coast Guard. The Vice President for Research is the principal investigator.

E. Public/Community Service Programs

UH extension and community service programs and partnerships are carried out in keeping with the land-grant mission. Partnerships include public and private businesses, research centers, government agencies, and individuals. Numerous agriculture offices, research stations/centers/farms, and field sites are located across the state. Most UH campuses have a community service division. These offices, along with faculty and staff from the various schools/colleges/divisions, support programming in areas such as the performing arts and cultural outreach, occupational/technical services, business assistance, health care, tourism, and Hawaiian programs.

F. University Libraries

1. Library collections. The libraries on the ten UH campuses contain 4.2 million volumes and support UH students, faculty, and the community at large. Renowned collections and services include the following:

   Renowned unique collections:
   - Archives and Manuscripts
   - Archives of Hawai'i Artists and Architects
   - Donald Angus Botanical Prints
   - John Carollo/Edward Gorey collection
   - Hawai'i congressional papers
   - Hawai'i War Records
   - Hawai'i Sugar Planters Association archives
   - Hawaiian Collection
   - Japanese American Veterans collection
   - Jean Charlot collection
   - Mānoa Maps, Aerials and GIS
   - Northeast Asia Russian collection
   - Pacific Collection
   - Robert Baker Aitken Papers
   - Sakamaki/Hawley Ryuku collection
   - Social Movements collection
   - Wong Audiovisual collection

   Digital & Digitized collections:
   - Digital journal collections
   - Distance Learning Resources
   - Ebrary (eBooks & eFilms)
   - Streaming videos

   Services:
   - Electronic Journals & Books
   - External Service Program
   - Interlibrary Loan
   - Learning Information Literacy Online (LILO)
   - Library Instruction
   - Student Success /Learning Center
   - Microfilm collections
   - READ collection

2. Library access. The Hawai'i Voyager online library-management system provides access to the holding records of all UH campus libraries. Students on any UH campus can learn of holdings on other UH campuses and borrow them through online intra-system loan processes, receiving the books within three to five days. UH libraries have uniform circulation policies.

   In addition, through the web-based library system, students from all campuses are able to link to full-text electronic publications. Such systemwide consortial purchasing of expensive online databases provides access to over 6,000 periodical and journal titles, many containing full-text articles. The university is also collaborating with the Hawai'i public library system to purchase statewide licenses to important databases.

   The libraries of the UH system also serve the community and are open to the public. Borrowing by community users is facilitated through a community borrowers' card. Approximately three to four percent of the annual book circulation is by community users.

3. Library planning. The Hawai'i Voyager system provides for online acquisitions, cataloging, and circulation. The hardware and staff serving the system are housed at UH Mānoa, and the annual costs of operating the system are shared according to use and size of library collections. The librarians of the ten campuses collaborate to establish standards and practices and cooperate to the extent possible to realize efficiencies, prevent duplicative work, and share expertise. Decision making, from a system perspective, is facilitated through the University of Hawai'i Library Council. This council is comprised of library directors who meet monthly to discuss and resolve common issues and plan for future systemwide coordinated services. The group facilitates consortium purchase of expensive electronic resources.

G. Information Technology (IT)

1. Systemwide organization and responsibilities. Information Technology Services (ITS) provides enterprise administrative, academic and infrastructure IT services for the UH System and the UH Mānoa campus. It is relatively unique at UH, and in U.S. higher education, in that ITS functions simultaneously at both the UH system and Mānoa campus levels. This provides significant economies of scale. The university's vice president for information technology and chief information officer (CIO) is the head of ITS and reports to the president, but also works closely with the UH Mānoa executive leadership. ITS is the largest single operating unit at the UH system level. Nonetheless, it is significantly under-resourced relative to peers and benchmarks; ITS is second from the bottom of UH Mānoa peers and benchmarks in both staffing and funding, with less than half the average of the benchmark group—most of which serve only a single research university campus with no multicampus responsibilities.

2. Enterprise information systems. Faced with the need to replace an unsupported mainframe-based financial management information system (FMIS), UH became a founding partner of the national open source Kuali Financial System (KFS) project. Under the leadership of the VP for Budget & Finance / CFO, implementation of KFS at UH is currently scheduled for July 2012. The Kuali Coeus software for electronic research administration will provide integrated functionality through multiple research support modules and the KFS financial system.

   UH operates the PeopleSoft HR management system for employee management and utilizes the State of Hawai'i for payroll services, which are provided at no direct cost to UH.

   During 2002–04 UH implemented a new, integrated, systemwide student and financial aid information system based on the widely used commercial Banner software. This replaced ten independent campus-based systems based on four different software packages that had provided varying service levels.

   A systemwide Business Process Council and a Banner Advisory Council provide overall input and guidance for these enterprise information systems. In addition to ITS-managed systems, the Mānoa Libraries operate a Library Management System for all 10 UH campuses, and both the UH Foundation and RCUH manage independent management information systems for their organizations.

3. Technologies for teaching and learning. ITS manages the statewide interactive video network (HITS) used for distance learning on six islands and operates the HITS classrooms on the Mānoa campus. As of 2011, the third generation of HITS utilizes standard high definition Internet-based videoconferencing. ITS also coordinates statewide programming for statewide higher education cable television programming. A single instance of the Sakai open source course management system ("Laulima") supports online learning for campus-based and distance learning for all ten campuses and is fully integrated with the Banner student information system and portal. ITS offers a systemwide faculty development program for learning technologies and supports campus-based faculty development activities where present. ITS also operates a digital media center at UH Mānoa where faculty can prepare digital content for use in distance-delivered or campus-based courses. ITS co-leads the systemwide Distributed Learning Advisory Council which provides institutional guidance on policy and direction.

4. Cyberinfrastructure for research. Modern research is increasingly being transformed to utilize advanced "cyberinfrastructure" such as high performance computing, high speed networks, distributed sensor networks, complex databases, advanced visualization technologies and collaboration environments that support globally distributed interdisciplinary teams. The Vice President for Information Technology / Chief Information Officer oversees UH's management of the Maui High Performance Computing Center and the UH System Office of Information Technology Services manages Hawai'i's engagement with Internet2

and global research networks to support UH researchers. Under the leadership of the Vice President for Research, the EPSCoR initiative is providing statewide focus and resources to support this direction, and ITS is creating a new organizational subunit to provide advanced cyberinfrastructure support to UH researchers and improve research competitiveness.

5. General IT Support. ITS operates a systemwide IT Help Desk and dispatches on-site technical support on the UH Mānoa campus. The ITS site license program makes software available at discounted prices to the UH System whenever possible. ITS supports conventional H.323 videoconferencing including through a multipoint control unit for multi-site events, and also provides desktop-based online meeting services through the Adobe Connect commercial software ("Halawai"). Google Apps for Education provides enterprise email, calendaring, and collaboration services for over 70,000 UH students, faculty and staff with no charge to the institution.

6. Telecommunications and Technology Infrastructure. ITS designs, develops and manages the Mānoa campus network as well as a dynamic statewide and global network that interconnects all campuses, research facilities and distance learning sites on six islands, which is being upgraded with federal funds to support 10 gigabit per second connections among UH sites on all islands and to mainland colleges and universities. This network supports access to all the institutional information systems, the library information system, interactive video for distance learning, videoconferencing to save travel time and costs, and general Internet and Internet2 access for all students, faculty, and staff on all campuses. ITS provides standard telephone services on a recharge basis for the Mānoa campus, dorms, and UH system offices at Mānoa and is coordinating statewide Voice over IP (VoIP) services for the system. ITS operates the university's only major data center, which houses large servers for the UH enterprise information systems, institutional email for all faculty, students, and staff, institutional web servers, the course management system, and the many critical network services on which the university increasingly relies 24 hours a day, 7 days a week. The data center has been identified as completely inadequate in institutional plans and by the State Auditor, and construction is now underway for a new IT Center that will provide a modern resilient and energy-efficient data center, emergency situation room, and will house ITS staff in one location.

7. Current opportunities and challenges in information technology.
   - Completing construction of the new IT Center on the Mānoa campus to properly house systemwide IT resources;
   - Ensuring "capture" of the follow-on Maui High Performance Computing Center contract;
   - Leading the statewide education network development bring fiber optic cabling and gigabit capacity to all public schools and public libraries on all islands using ARRA funding;
   - Improving institutional efficiency and sustainability through centralized data center services and virtualization;
   - Providing the UH research community with access to high performance computing and advanced cyberinfrastructure for research;
   - Implementation of the Kuali Financial System with UH Financial Management Offices and integration with the Kuali Coeus software with the Office of Research Services, including interfaces with RCUH;
   - Bringing all employees, including casual and overload, into the institutional human resources management system;
   - Applying technology to address the challenges facing higher education in the 21st century, including continuing to increase statewide access to higher education opportunities, advancing student success, and improving efficient use of resources;
   - Continuing to improve business process efficiency and effectiveness through online systems & services and access to information;
   - Supporting compliance with a plethora of new unfunded mandates in information privacy, security, and protection of intellectual property;
   - Continuing to cope with budget challenges in the face of exponential growth in demand for IT services.

H. Distance Learning

1. Current status. Distance learning is instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor. UH has been a national leader in using distance education throughout Hawai'i to improve access to higher education, particularly in high priority areas. Neighbor island students graduate every semester with credentials from campuses on other islands that would not be accessible without distance learning. In recent years, distance learning classes have been delivered to students in-state and out-of-state in disciplines spanning approximately 50 programs (graduate, bachelor's, associate, and certificate).

   Major technology delivery systems include use of the Internet, two-way interactive videoconferencing, and cable television. Increasingly, faculty are using multiple technologies to meet their instructional goals.

   Technology is used to deliver approximately three out of four (76 percent) of the university's distance learning classes. In addition, off-site instruction, such as classes on military installations or faculty traveling to another island, continue to be other methods of off-campus delivery.

2. Distance learning organization and responsibilities. The University of Hawai'i recognized the convergence between distance learning and campus-based e-learning long before the term "mainstreaming" was being widely applied to the organization of distance learning around the country. Collectively, the use of networks and instructional technologies to enhance student learning is referred to as "distributed learning." Rather than establishing a separate e-college or virtual campus, UH was an early adopter of the now-appreciated philosophy of "mainstreaming" distance learning to ensure that modern electronic resources and practices are leveraged for both distant and campus-based learners. This applies to educational delivery, faculty development, financing, and the provision of student and academic support services.

3. Distance learning planning and policy. The university adopted a new action plan for distance and distributed learning in 2003, and the vice president for information technology/chief information officer appointed a systemwide distributed learning advisory council (DLAC), as recommended in the plan, to oversee and coordinate the mainstreamed execution of the action plan. This council is convened by the UH vice president for information technology/chief information officer.

   The university has a mature distance learning policy base that has been developed and revised over many years. This is captured in BOR policy 5.10 (www.hawaii.edu/offices/bor/policy/borpch5.pdf), which establishes the policy context, and executive policy E5.204 (www.hawaii.edu/apis/ep/e5/e5204.pdf), which lays out operational plans, policies, and procedures for distance learning.

   Under current UH policy, campuses and their faculties are fully responsible for the delivery of instruction at a distance (or on campus) as part of their accredited programs of study, including responsibility for ensuring the same quality as for campus-based programs. The university system facilitates, supports, and coordinates campus-based programs of instruction.

   A systemwide distance learning group, with statewide membership and facilitation by the system academic planning and policy office, is responsible for prioritizing program offerings that require scarce resources (e.g., "prime time" interactive television time slots) and assisting programs to plan for distance learning. Other committees operate at the campus level.

4. University centers. UH pioneered the now widely used approach of university centers to extend outreach and services to locations where there is no accredited campus or the local campus cannot offer the full range of credentials needed in its community. These centers facilitate the commitment of the entire university system to serve its constituencies on all islands.

   More than 50 degrees and credentials, in whole or in part, are offered to Hawai'i residents via distance delivery. The centers may offer different degrees and credentials depending on a community's higher education priorities and the center's ability to receive and support courses and services. The degree programs focus on state workforce and professional development needs and includes access to associate, baccalaureate, and graduate degrees and certificates. The centers serve as "brokers" with UH campuses, and degrees or certificates are awarded by the university or community college offering the program of study. Thus, qualified students on these neighbor islands may remain on their home island and earn degrees or certificates from UH Mānoa, UH Hilo, UH West O'ahu, or a UH Community College.

   There are three current BOR-established university centers:

   - University of Hawai'i Center, Kaua'i (administratively assigned to Kaua'i Community College)
   - University of Hawai'i Center, Maui (administratively assigned to Maui College)
   - University of Hawai'i Center, West Hawai'i (administratively assigned to Hawai'i Community College)

   Six other education centers are also affiliated with a UH campus, and bring credit and non-credit courses to their communities. The names of these education centers are reflective of the communities they serve: Wai'anae, Hāna, Lāna'i, Moloka'i, Lahaina, and North Hawai'i. The education centers generally assist with selected associate degrees or certificates.

I. Other Centers and Institutes

In addition to the organized research institutes and neighbor island university centers discussed above, the university operates numerous entities (centers, institutes, offices) that are often multidisciplinary in nature and carry out instruction, research, public service, or administrative functions. These entities operate at a level below that of a college or school and typically serve as focal points to emphasize a strategic thrust of a college, school, or department. Board policy specifies the criteria for board approval of these entities (funding commitments, mission change, liability, agreements with external bodies, and/or honorific designations). Authority to establish entities that do not meet these criteria has been delegated to the president.

J. Hawai'i P-20 Partnerships for Education

Hawai'i P-20 Partnerships for Education (Hawai'i P-20) is a statewide partnership led by Early Learning Council, the Hawai'i State Department of Education, and the University of Hawai'i System with the goal of improving educational outcomes for Hawai'i. Hawai'i P-20 works to strengthen the education pipeline from early childhood through higher education so that all students achieve college and career success. The goal of Hawai'i P-20 is for 55 percent of Hawai'i's working age adults to have a 2- or 4-year college degree by the year 2025.

Hawai'i P-20 advocates for early childhood education, rigorous K-12 education, college, and lifelong learning to promote higher levels of academic and career success. Current projects include the P-3 Initiative in five communities across the state, Hawai'i Early Learning and Development Standards development, STEP UP college and career readiness campaign, GEAR UP Hawai'i, Common Core State Standards and Assessments introduction to higher education, and longitudinal data analysis and reporting.

The American Recovery and Reinvestment Act (ARRA) State Fiscal Stabilization Fund requires assurance that states will establish a longitudinal data system that includes 12 elements described in the America COMPETES Act. Meeting the America COMPETES requirement depends on developing a statewide, inter-agency longitudinal data system which tracks individual participants from early childhood education through K-12, higher education and into the workforce. Hawai'i P-20, together with the DOE, UH, and DLIR, has agreed to share data and has developed a master plan for a "P-20 to Workforce Longitudinal Data System (P20W LDS)." Hawai'i has secured funding to build the P20W LDS in 2012 and 2013, and was awarded a federal Statewide Longitudinal Data System grant in April 2012 to build capacity for data use and reporting. Hawai'i P-20 has also successfully piloted a data matching project with KCAA preschools to eventually bring early learning data into the P20W LDS.

Hawai'i P-20 leadership consists of the president of the University of Hawai'i System, the superintendent of the Department of Education, and the chair of the Early Learning Council. The P-20 Council is comprised of business and community leaders who are key stakeholders in Hawai'i's educational systems and who advise on educational matters. The chair of the UH Board of Regents is a member of the P-20 Council. The council is staffed by the executive director of Hawai'i P-20.

Hawai'i P-20 staff are part of the university's system Office of the Executive Vice President for Academic Affairs/Provost. Staff and project activities are primarily funded by federal, state, and private grants at this time. As of 2012, the annual budget is about $6.5 million.

IV. STUDENTS

A. Admissions

In accordance with BOR policy, all citizens of Hawai'i who are 18 years of age or older or are high school graduates, and who can benefit from postsecondary education, are eligible to attend a campus of the University of Hawai'i. The community colleges provide open admission to students meeting the above criteria, while UH Mānoa, UH Hilo, and UH West O'ahu have selective admission requirements that include consideration of SAT or ACT scores, high school course work and grades, and letters of recommendation. Foreign students applying to any campus must submit TOEFL test scores. Each campus publishes its admission criteria and procedures for application by in- and out-of-state students, foreign students, and transfer students in its catalog. UH Mānoa and UH Hilo also publish basic admission requirements and procedures for graduate students.

Approximately 41 percent of Hawai'i public and 30 percent of Hawai'i private June high school graduates enroll at a UH campus the following fall. The 4-year campuses accept from 71 to 82 percent and enroll from 51 to 58 percent of their first-time freshmen applicants. The UH Community Colleges accept an average of 94 percent of applicants and enroll 58 percent of them.

B. Enrollment

1. Total enrollment. In fall 2011, the University of Hawai'i enrolled an all-time high of 60,330 students in credit programs. UH enrollments have remained above 49,000 from 2003. Prior to that, enrollments ranged from 44,000 to 48,000. Appendix H provides a 10-year summary of UH headcount enrollments by campus.

2. Headcount and FTE enrollment terms. Enrollments in higher education are typically reported as *headcounts*, meaning that each student enrolling is counted once without regard to the number of credits the individual is taking. For various analytical purposes, enrollments are also reported as *full-time-equivalent (FTE)* enrollment. Typically, FTE enrollment is standardized on the basis of 15 credits equaling one undergraduate FTE and 12 credits equaling one graduate FTE.

3. Non-credit enrollments. In a typical semester, university campuses process about 20,000 registrations in non-credit offerings/events. These registrations include non-credit courses offered through continuing education and outreach offices and the Employment Training Center. They also include some community service offerings and public events. The official counts exclude public performances and film screenings, which typically total several thousand additional registrations.

   Quality and timely non-credit offerings require periods of study that are more flexible than those for credit offerings. Students can register for single-session courses/events, courses that last several months, and multiple courses. For these and other reasons, it is important to note that the university's non-credit enrollment numbers are registration counts, not unduplicated headcounts as reported for credit enrollments.

C. Residency

Policy in regard to campus ceilings for nonresident undergraduate enrollment is delegated to the President in consultation with the BOR. Current ceilings for nonresident undergraduate enrollments are 35 percent at the baccalaureate campuses and 15 percent at the community colleges. The base for determining ceilings is projected campus undergraduate headcount enrollment and excludes active duty military personnel (and their dependents) stationed in Hawai'i. Undergraduate nonresident enrollment in fall 2011 was 27% at UH Mānoa, 28% at UH Hilo, 10% at UH West O'ahu, and 9% at the UH community colleges.

D. Student Demographics

Detailed system and campus demographic information prepared by the UH Office of Institutional Research and Analysis (IRAO) can be found online in the Data Access Portal (www.hawaii.edu/institutionalresearch). Keeping in mind that this data will vary considerably by campus, a few system highlights from fall 2011 are:

- 89 percent are undergraduate and 11 percent graduate students
- 57 percent are female and 43 percent male
- 85 percent report Hawai'i as their permanent home address
- 82 percent have resident tuition status
- The average age of UH students is 25.5 years
- 52 percent attend full time, 48 percent part time
- On average, full-time students take 13.6 credit hours per semester; part-time students take 5.7
- First-time students comprise 19 percent of the total enrollment and transfer students represent about 15 percent
- 64 percent of the UH student body report Asian/Pacific Islander ethnicity; the Hawaiian/Part-Hawaiian share is 23 percent

E. Retention and Graduation Rates

UH, like other higher educational institutions, reports retention and graduation rates in accordance with federal requirements. Four-year institutions report 6-year graduation rates and community colleges report 3-year graduation rates. Retention rates typically measure the number of first-time, full-time, degree-seeking freshmen who continue to enroll the following year.

Over the past 11 years, UH Mānoa's 6-year graduation rate is 52 percent, and an average of 77 percent of first-year UH Mānoa students return for their second year. UH Hilo's 6-year graduation rate is 33 percent, and on average 66 percent return for their second year. Graduation rates at community colleges are lower, averaging 14 percent, with 21 percent of students continuing beyond their third year. At 2-year institutions, graduation rates must be understood in the context of students who enter with the intent to transfer before completing a credential or enroll for specialized training without intending to obtain a degree. See Appendix I for more detail.

F. Financial Assistance

The university provides student financial aid services at each campus. Across UH campuses, more than a third of entering full-time freshmen receive financial aid. For AY 2010–11, more than $44 million in institutional, UH Foundation, and state financial assistance was awarded to UH students.

There are two main types of financial assistance received by university students—need-based and non-need-based. Financial need is determined by a financial formula derived from information on the Free Application for Federal Student Aid (FAFSA). Financial assistance may come in various forms, including scholarships, grants, loans, employment opportunities, limited UH tuition waivers, and waivers of the nonresident tuition differential. The major sources of financial assistance are:

- The federal government (e.g., Pell grants, Stafford loans, federal work-study allocations)
- Institutional aid from the university in the form of opportunity grants, achievement scholarships, international student scholarships, and Pacific Islander scholarships (see www.hawaii.edu/offices/bor/policy/borpch6.pdf)
- Institutional assistance from the university in the form of waivers of the nonresident tuition differential for special categories of students, including active-duty military and dependents, Native Hawaiians, East-West

Center grantees, members of the Hawai'i National Guard and military reserves, and university employees and dependents
- The State of Hawai'i B Plus Scholarship, the only state-funded financial assistance program
- Scholarships provided through the University of Hawai'i Foundation from endowments and annual gifts
- Scholarships from private sources, including Kamehameha Schools and the Hawai'i Community Foundation

The tuition waiver program was largely dismantled in 2006 in favor of a comprehensive financial assistance policy derived from tuition. However, certain groups (including Native Hawaiians, faculty and staff, and graduate assistants) continue to receive waivers or exemptions. See www.hawaii.edu/offices/bor/policy/borpch6.pdf.

G. Co-Curricular Activities

1. Housing. The University of Hawai'i provides student housing on two campuses: UH Mānoa and UH Hilo. UH Maui College also provides student housing based on an agreement with a private developer. Housing is also available to students at Hawai'i Community College as part of the shared services agreement between UH Hilo and Hawai'i Community College. Student housing is administered under guidelines provided by HRS, sections 304a and 521; Board of Regents policy, Chapter 7 (www.hawaii.edu/offices/bor/policy/borpch7.pdf); and executive policy E7.102 (www.hawaii.edu/svpa/ep/e7/e7102.pdf).

2. Student athletics. Intercollegiate athletics exist only on the UH Mānoa and UH Hilo campuses. UH Mānoa fields Division I teams in seven men's and 11 women's sports, in addition to co-ed sailing and cheerleading. UH Hilo fields Division II teams in six men's and seven women's sports. Both campuses have extensive intramural sports programs and athletic facilities for students. Other UH campuses have limited athletic facilities on campus and run intramural programs sporadically.

3. Student organizations and activities. Board of Regents policy (www.hawaii.edu/offices/bor/policy/borpch7.pdf) provides for student organizations at the campuses. Organizations are either chartered student organizations (CSO) or registered independent organizations. These include honor societies and professional, religious, political, ethnic, academic, service, and recreational groups. Special events, such as dances and other social events, speakers and forums, fairs and celebrations, and community service activities, are sponsored through the student government or student activities board, as well as by other student organizations. Each campus also has a student activities office to assist in coordinating student organizations and events.

   Students publish a newspaper on each campus with the exception of UH West O'ahu, where the student services office produces a newsletter. The 4-year campuses and several 2-year campuses have a campus board of student publications (BOSP). Membership on the BOSP varies from campus to campus but usually includes faculty, students, and members of the professional journalism community.

4. Student conduct code, nondiscrimination policies, and grievance procedures. The university publishes a systemwide student conduct code defining the purposes of the University, behaviors that warrant disciplinary action, and the rights and responsibilities of students. It is found in UH Executive Policy, E7.208. The procedures for disciplinary action, if the code is violated, are published by each campus.

   Students are guaranteed freedom from discrimination, sexual harassment, and arbitrary or unprofessional actions by faculty. Procedures for filing grievances, both internal to the university and with appropriate state and federal agencies, are available to students upon first registration on a campus and summarized in college catalogs.

H. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. Specifically, it allows students to:

- inspect and review their education records
- request the amendment of inaccurate or misleading records
- consent to disclosure of personally identifiable information contained in their education records
- file a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law

It also requires the university to protect the privacy of student records from unauthorized persons (including parents and employers, unless authorized by the student) and judiciously evaluate requests for release of information from these records.

V. ADMINISTRATIVE SUPPORT

A. Systemwide Planning Activities

Board of Regents policy, chapter 4 (www.hawaii.edu/offices/bor/policy/borpch4.pdf) and executive policy E4.201 (www.hawaii.edu/svpa/ep/e4/e4201.pdf) establish an integrated framework for long-range planning. A systemwide strategic plan is approved in principle by the BOR, as are major unit (UH Mānoa, UH Hilo, UH West O'ahu, and UH Community Colleges) academic/strategic plans. In turn, community colleges develop academic/strategic plans that are approved by the BOR. At each level, plans serve as vehicles to implement the system plan in addition to addressing specific campus issues. A diagram of the university's integrated planning framework is provided as Appendix J.

B. Strategic Planning

1. System strategic plan update.

   a. Second Decade Project. In 2005, the Office of the Executive Vice President for Academic Affairs/ Provost conducted a two-year analytical study entitled the Second Decade Project to develop a set of priorities for the next decade (i.e., through 2020). The study looked at state demographic data and assessed the need for postsecondary education and training by ten geographic regions across the state.

      Currently, an update of the Second Decade Project is underway to reassess its original findings based on demographic changes and other environmental factors within the past five years.

   b. The University's higher education agenda for the state. A major outcome of the Second Decade Project was the identification of a higher education agenda focused on meeting state needs.

      The University's higher education agenda looks to: 1) increase the educational capital of the state; 2) expand workforce development opportunities; 3) diversify the economy; 4) address the underserved populations and regions of the state; and, 5) renew the university's infrastructure in order to support the other four agenda items. A 2007 brochure on state needs informed state legislators and stakeholders of the university's goals and priorities to meet the larger mission of serving Hawai'i's people. The brochure is available at www.hawaii.edu/offices/app/msn/.

   c. Extension of the system strategic plan and establishment of system strategic outcomes and performance indicators, 2008–2015. The Second Decade Project set the context for the next strategic planning phase, a system plan update. During the 2007–08 academic year, members of the University community and the general public participated in discussions that reaffirmed The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010 (www.hawaii.edu/ovppp/stratplansys.html). Participants broadly affirmed the goals and the values underlying those goals, recommended better differentiation of system and campus roles, and validated the need for clear and measurable outcomes to assess performance and progress. They agreed that articulating the university's strategic plan in terms of the higher education needs of the state added a valued dimension and reaffirmed the university's commitment to serving the state. Based on those recommendations, a companion piece to the original plan was developed. This companion piece, in the form of a brochure, assigned strategic outcomes and performance measures and extended the system plan to 2015 (www.hawaii.edu/ovppp/uhplan/SOPM.pdf).

      Data work is ongoing to further extend the strategic outcomes and performance measures to 2020.

2. Unit and campus strategic plan updates. Unit and campus plans have been crafted or are being crafted with the system strategic outcomes and performance measures in mind. These plans align with system outcomes and measures and form the basis for future budget planning. UH Mānoa and UH Hilo have recently updated their strategic plans.

3. Monitoring of strategic outcomes and performance measures. The Office of the Executive Vice President for Academic Affairs/Provost prepares an annual dashboards brochure on the University's ten performance measures (www.hawaii.edu/ovppp/uhplan/). The current year's data are reflected against the annual goals, providing a snapshot view of the University's performance. The brochure is disseminated annually at the state legislature in January. The University understands the need to establish and communicate clear and measurable outcomes with which to assess its performance and progress.

   The submission of the brochure to the legislature also fulfills a specific mandate requiring the University to prepare a document each biennium that demonstrates its accountability to the state.

C. Physical Facility Long-Range Planning

1. Long-range development plans (LRDPs). UH campus physical facility master plans are called Long Range Development Plans (LRDPs). These plans are required by BOR policy and are based on the unit academic/strategic plans; they are typically prepared by planning consultants who work with campus constituents. LRDPs are periodically updated to provide a comprehensive and cohesive approach to changes in the campus design that reflect adjustments in academic development and strategic plans.

2. Capital improvements program (CIP) management. In 2002, the Board of Regents established the System Office of Capital Improvements (OCI) to manage major UH CIP projects (see www.hawaii.edu/oci/). This office reports to the Vice President for Budget and Finance/Chief Financial Officer. OCI was established to manage and administer major new construction and renovation projects at the University that have historically been administered by the State Department of Accounting and General Services.

   In addition to the management and administration of major new construction and renovation projects, the Office of Capital Improvements is responsible for preparing the University's CIP budget, which includes coordination within the university system, as well as external coordination with the executive branch and legislature.

   After appropriations are finalized, allotment funding requests are prepared by OCI and submitted to the governor for approval. While OCI prepares allotment requests for all projects, individual campus facilities offices (i.e., UH Mānoa, UH Hilo, and the UH Community Colleges) implement smaller-scale CIP and repairs and maintenance projects.

   OCI coordinates quarterly systemwide CIP meetings to ensure that appropriated projects are being implemented on a timely basis. In some instances, OCI assists the campuses in the implementation of smaller-scale projects, as needed.

D. Status of Plans

1. Summary information. Appendix K summarizes the status of strategic/academic plans and long range development plans. Major CIP projects are listed below according to their phase of development (i.e., planning, design, and construction).

2. Planning projects.

   a. UH Hilo – update existing LRDP
   b. Hawai‘i Community College – update existing LRDP

3. Design projects.

   a. UH Mānoa Kuykendall Hall Renovation – renovation of existing facility
   b. UH Mānoa Snyder Hall – renovation of existing facility
   c. UH Mānoa Pacific Health Research Center – new facility at Kalaeloa
   d. UH Mānoa Athletics Complex – renovation of existing facilities
   e. UH Hilo College of Pharmacy – new permanent facilities for the College of Pharmacy
   f. UH Hilo University Village Student House – new housing complex
   g. UH Hilo Learning Living Community – renovation of student housing facilities
   h. Hawai‘i Community College UH Center at West Hawai‘i, Phase I – new Culinary Arts and Student Health buildings on the new campus at Keahole, Kona
   i. Honolulu Community College Advanced Technology Training Center – new facilities for various science and technology related programs and training
   j. Kapi‘olani Community College Culinary Institute of the Pacific – new facility at the former Cannon Club on Diamond Head
   k. Leeward Community College Theater – renovation of existing facility

4. Construction projects underway.

   a. UH Mānoa Cancer Research Center of Hawai‘i – new facility located in Kaka‘ako
   b. UH Mānoa Campus Center Renovation/Addition, Phase III – addition of a new student recreation center
   c. UH Mānoa Student Housing Services – repairs, maintenance, and renovation of Gateway House
   d. UH Mānoa Edmondson Hall Renovation – renovation of existing facility
   e. UH Mānoa Gartley Hall Renovation – renovation of existing facility
   f. UH Mānoa Ching Complex – new complex at Ching Field
   g. UH Mānoa Komohana Research and Extension Center in Hilo – renovation of Wings A and D
   h. UH Hilo Student Services Building Addition – new addition to the student services building
   i. UH Hilo Hawaiian Language Building, Phase I – new building to house the College of Hawaiian Language
   j. UH West O‘ahu Campus Development – new campus at Kapolei
   k. Hawai‘i Community College Renovation of Hale Aloha – renovate the existing Hale Aloha building on the Manono Campus
   l. Maui College Science Building – new science building
   m. Leeward Community College Education and Innovation Instructional Facility – new building to house the teacher education and training program and social sciences division
   n. Windward Community College Learning Resources Center – new library learning center
   o. UH System Information Technology Center – new ITS building on the UH Mānoa campus

5. Construction projects recently completed.

   a. UH Mānoa Student Housing Services – repairs, maintenance, and renovation projects in housing facilities (Johnson Hall)
   b. UH Mānoa Webster Hall – 3rd floor renovation

E. Student Data and Reporting

By BOR and executive policy, UH is committed to accountability and educational assessment through the reporting of its student data. The intent is to gather evidence about institutional effectiveness in meeting missions, goals, and objectives, and use this information to improve programs and services and to demonstrate public accountability.

The university's overall assessment strategy focuses on program and institutional performance rather than individual evaluation, is decentralized, and encourages activities that are incorporated into existing program review, evaluation, accreditation, institutional planning, budgeting, and tuition-setting processes.

In general, assessment outcomes are directed at the following purposes:

- Influence curriculum/program changes
- Inform improvement efforts
- Provide insights and suggest areas for further research
- Justify policy, procedural, and organizational changes
- Influence the delivery of student services
- Inform planning and budgeting activities
- Establish the information base needed to respond to accountability concerns

1. Student and other management information reports. Housed within the Office of the Executive Vice President for Academic Affairs/Provost (OEVPAA/P), the Institutional Research and Analysis Office (IRAO) produces a series of on-line reports used by university administrators and managers for executive decision-making. The reporting system has improved accesses and timeliness, while maintaining rigorous standards for data collection and reporting that has existed for nearly 30 years. Among the regular reports are those on enrollment, student characteristics, course registration, degrees granted, faculty characteristics, grades and course completion rates, departmental activity and instructional workload, enrollment projections, cost of attendance, and current fund expenditures and revenues. Additional reports, including those on tuition, graduation and persistence rates, and program completion, are completed using national standards to enable comparisons between UH campuses and peer institutions. All reports provide information by campus, and many provide detailed breakdowns by college and department.

   Data from the reports are routinely used in academic program review, budgeting processes, evaluation of strategic plan implementation, the Measuring Our Progress report, reports to the state legislature and other external bodies, and in other planning and evaluation processes. The reports are available at www.hawaii.edu/irao/.

2. Data sources. The Operational Data Store (ODS) is a reporting database that is populated from tables in the Banner student registration system. ODS tables are refreshed nightly with data from Banner. IRAO assists with customization of ODS and manages its security and user access. Within ODS, IRAO maintains a student data warehouse comprised of tables and views that can be used for analytical reporting on students, courses, registrations, degrees, and applications. The student data warehouse contains data that have been defined according to University of Hawai'i business rules. The data in these tables are "slice-in-time" data, i.e., data that are frozen regularly twice each semester (fifth week of instruction and end of semester). Great care is taken to work with UH campuses to edit and correct data before freezing to ensure accuracy.

   IRAO has built an interactive web-based tool to access its student data. IRAO is currently moving to add faculty and staff information as well as financial aid information to its data portal.

3. Compliance reporting. Institutions that receive federal student financial aid are annually required to supply a wide range of student, faculty, course, and financial data to the Integrated Postsecondary Education Data System (IPEDS). IPEDS is maintained by the National Center for Education Statistics, a subunit of the U.S. Department of Education. IRAO coordinates a series of IPEDS survey collections for the UH system three times per year. IRAO also coordinates/facilitate other compliance reports including Student Right to Know and Gainful Employment.

4. National planning initiatives.

   a. Complete College America (CCA). Hawai'i joined the Alliance of States in the CCA initiative in March 2010. CCA is a national nonprofit organization working to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. CCA reflects the evolution and convergence of efforts nationally to set common metrics to inform states' planning around increasing the overall educational attainment of Americans. The Office of the Executive Vice President for Academic Affairs/Provost heads this project with IRAO as the data provider.

   b. Access to Success (A2S). The A2S initiative, a project of the National Association of System Heads (NASH) and the Education Trust, involves 24 public higher education systems that have pledged to cut the college-going and graduation gaps for low-income and minority students in half by 2015. Data is provided annually by IRAO.

   c. Achieving the Dream (AtD). AtD is a multiyear national initiative focused on community college student achievement with an emphasis on closing achievement gaps for low-income students and students of color. UH's particular focus is on the low success rate of Native Hawaiian students pursuing higher education degrees. The Office of the Vice President for Community Colleges spearheads this effort. IRAO has assisted in producing an online report.

   Each of these national initiatives seeks to improve access for and completion by students, particularly those from underrepresented ethnic groups. The University is committed to providing access to education for the citizens of this state. Implementing strategies and practices that encourage students to pursue a postsecondary education and help them attain their educational objectives are ways the University can make a positive contribution to the state and meet it's Hawai'i Graduation Initiative goal of increasing its graduates 25 percent by the year 2015.

F. Personnel and Human Resources

1. Size of the UH workforce. Fall 2011 data indicate that UH employs more than 9,900 people. Sixty-two percent of this workforce is employed by UH Mānoa. Most employees (except lecturers and graduate assistants) occupy full-time positions. UH also hires more than 5,000 student assistants at any given time. Summary data for fall 2011 is provided in Appendix L. These counts will exceed those reported earlier under the collective bargaining section (Section II: Governance, p. 18). The criteria for inclusion in collective bargaining units require half-time employment or more, employment for more than three months, and certain credit loads for lecturers.

   Over the past ten years, faculty numbers have varied in response to changes in enrollment. The largest staffing increase has been in the APT classification, as increased use of technology, emphasis on accountability, and numbers of research awards have resulted in growth in the number of specialists in nonacademic, professional fields.

2. Personnel classifications.

   - Faculty engage in teaching, research, and service. Faculty categories include instructional faculty, researchers, specialists (counselors, media specialists, student service personnel, and others), librarians, county extension agents, clinical medical personnel, legal instruction, and lecturers. All faculty types account for about 47 percent of UH employees.

   - Administrative, professional, and technical (APT) employees make up about 23 percent of the total workforce and include professional-level, non-faculty support positions that normally require a bachelor's degree or higher. Types of APT jobs include fiscal officers, research associates, information technology specialists, laboratory managers and assistants, and similar professional support positions.

   - Civil service employees include: white collar nonprofessional staff such as security officers, secretaries, and other clerical personnel; blue collar personnel such as janitors, groundskeepers, and plumbers; and white collar and blue collar supervisory personnel. Employees in these occupations do not require a bachelor's degree. Civil service employees are subject to the state civil service laws and rules and they represent approximately 14 percent of UH employees.

   - Executive/managerial personnel include some mid-level managers, directors, deans, chancellors, vice chancellors, vice presidents, the president, and various other senior officers. This category accounts for about two percent of UH employees. BOR policy provides for conditions of employment for executive/managerial employees that are comparable to many of those included in faculty and staff collective bargaining agreements, including paid professional leave, provision for notice of termination, and complaint procedures.

   - Full-time classified graduate students admitted to or registered in a master's or doctoral program are eligible for available graduate student assistantships. The BOR establishes the compensation schedules for graduate assistants, and appointment authority is delegated to the administration. Eligibility criteria include good academic standing, adequate background for the duties of the assistantship, and other criteria stipulated by the field of study. Teaching assistants who are nonnative speakers of English must demonstrate proficiency in English. Graduate assistants represent approximately 14 percent of UH's workforce.

3. Diversity of employees. In accordance with BOR policy, UH is committed to nondiscrimination and affirmative action in all university hiring. As is the case with recruitment of faculty, the university makes an effort to hire a staff that is diverse, especially in the ethnic groups represented in the islands, and balanced by gender. Appendix L shows the breakdown of employees by category of employment and, within each category, by ethnicity and gender.

4. Benefits. Employee retirement benefits, including disability retirement, are covered by state law and are standard for most state employees. There are also plans available for pre-tax retirement savings. The state provides health benefits that include medical, dental, prescription drug, and vision plans for employees and dependents, as well as vacation and sick leave benefits. Benefits for executive/managerial employees are addressed in BOR policy.

   The university offers housing assistance including rental units and general housing information in the private sector. The rental units are intended primarily for new faculty but have become available to other university employees as well.

5. Evaluation of employees. BOR policy calls for the regular evaluation of BOR appointees, including faculty. APT staff are evaluated annually. Faculty are evaluated every year prior to tenure, and thereafter "post-tenure review" occurs every five years. Executive/managerial staff are evaluated annually. Evaluation procedures for unionized employees, including faculty, have been developed in consultation with the unions.

6. College and University Professional Association for Human Resources (CUPA-HR). CUPA-HR is an organization which serves more than 1,600 institutions of higher education by providing a number of professional services, including annual salary and compensation surveys and special studies. Chapter 9 of BOR policy (www.hawaii.edu/offices/bor/policy/borpch9.pdf) provides that the results of the annual CUPA-HR Administrative Compensation Survey shall serve as the basis for development of the annual executive/managerial salary schedule applicable to the University's classified executive/managerial positions. The CUPA-HR survey results are also often cited as appropriate benchmarks when making salary determinations for unclassified executive positions.

7. Executive/managerial appointments. The board is the final approving authority for actions relating to the executive positions of Executive Administrator and Secretary of the Board, President, Vice President, Chancellor, Internal Auditor and other executive/managerial positions reporting to the President. Within board guidelines, the president is delegated authority to approve other executive/managerial personnel actions, except for those actions specifically retained by the board as indicated in E9.112 (www.hawaii.edu/apis/ep/e9/e912.pdf). The vice presidents and chancellors are further delegated authority to approve certain executive/managerial personnel actions, including appointments and salary adjustments up to and including the control point of the appropriate classification salary range. The control point for a given classification is based on the median of the relevant CUPA-HR survey. Higher salaries, up to and in excess of the maximum of the salary range, may be authorized by the president for positions reporting to the vice presidents or chancellors.

8. Faculty tenure and promotion. The board grants tenure and promotion (to associate and full professorial status) upon the recommendation of the president. These actions usually take place in the spring to ensure compliance with the contractual requirement to notify faculty of tenure and promotion decisions by June 30. Authority to deny tenure and to promote up to the assistant faculty rank is delegated to the administration.

   The probationary period for tenure begins with the date of hire and is usually five years. With administrative approval it can be lengthened or shortened. Faculty are evaluated for their performance in teaching, research, and service within criteria that differ by type of faculty and campus mission. The hallmark of the tenure and promotion process is peer review involving both internal and external review of scholarship, service, and performance. Student and peer evaluations of teaching are also part of the process.

   Faculty prepares dossiers and the process (at the research campus) can involve five levels of review (department committee, department chair, dean or director, campus review committee, and the chancellor). Approximately two-thirds of the faculty at UH are tenured or on tenure track. The share of a beginning cohort actually applying for tenure five years later is typically reduced by half due to nonrenewal of contracts, resignations, changes in the probationary period, or decisions not to apply.

   BOR policy provides for the granting of tenure upon initial appointment to members of the faculty and classified executives who have previously held tenure at a comparable institution.

9. Teaching workload. BOR policy sets the credit load for faculty teaching at the community colleges at 27 credits per year. Faculty members on other campuses of the system are expected to teach 24 credits per

year. The policy for faculty at all campuses allows for calculation of equivalent teaching loads for faculty whose load is not adequately measured by credits taught, as well as development of equivalencies for special duties and responsibilities. In practice, almost all faculty members at the 4-year campuses teach a lighter load to allow time for research. At the community colleges, many faculty members have lighter teaching loads due to non-classroom assignments. In general, UH regular faculty members teach from two to four courses a semester. The time UH faculty spends on teaching, research, and other activity is roughly comparable to their mainland counterparts.

10. Sabbaticals and professional development. Under the terms of the faculty union contract, tenured faculty may apply for sabbatical after six years of full-time service. Sabbaticals may be taken at half pay for a full year or at full pay for a half year.

    The University of Hawai'i provides various opportunities for faculty to improve teaching skills and learn about and share innovations in teaching, including funding made available for this purpose, short courses and training materials, systemwide electronic meetings that allow faculty to exchange ideas on teaching, seminars for beginning and experienced faculty, assessment of individual teaching effectiveness through consultation with students, end of the semester student assessments, and professional classroom evaluation.

    As funding permits, the university sends staff to professional meetings, and provides workshops and supports attendance at seminars and other professional development activities. There is also contractual provision for sabbaticals for APT employees, which is exercised much less frequently than for faculty.

11. High demand disciplines. Section 9-2f of board policy (www.hawaii.edu/offices/bor/policy/borpch9.pdf) provides the guidelines to be used by the administration in seeking board identification of high demand disciplines. It is delegated to the president or a designee to recruit faculty in the recognized high demand disciplines at salaries that exceed the maximum of the appropriate salary schedule.

12. Broadband APT classification system. In 2002 the university implemented a broadband classification system for APT positions. This system provides for a less rigid classification framework and a mechanism to compensate employees based on their credentials, excellent performance, increased skill levels, and growth in the job. Position descriptions, performance expectations, and evaluations are implemented electronically.

13. Affirmative action and nondiscrimination policies and grievance procedures. The university maintains the following affirmative action and nondiscrimination policies and complaint procedures:

    - Executive Policy E1.202, University Statement of Nondiscrimination and Affirmative Action: www.hawaii.edu/apis/ep/e1/e1202.pdf

    - Executive Policy E1.203, Policy on Sexual Harassment and Related Conduct: www.hawaii.edu/apis/ep/e1/e1203.pdf

    - UH Systemwide Administrative Procedure A9.920, Discrimination Complaint Procedures for Employees, Students, and Applicants for Employment or Admission: www.hawaii.edu/apis/apm/pers/a9920.pdf

    - UH Systemwide Administrative Procedure A9.900, Policy and Complaint Procedure for Members of the Public Who Have Discrimination Complaints Regarding Public Accommodations or ADA Complaints Regarding Disability Access to University Services, Programs, and Activities: www.hawaii.edu/apis/apm/pers/a9900.pdf

G. Finance and Business

1. Administrative procedures and policies. The major references for administrative procedures are available on line (www.hawaii.edu/apis/) and include the following:

   - Board of Regents Policies, chapter 8, Business and Finance
   - University of Hawai'i Administrative Rules
   - Systemwide Administrative Procedures, volume II (A.8000), Business and Finance
   - Executive Policies, section E.8000, Business and Finance

2. Annual financial report. The audited consolidated annual financial reports of the University of Hawai'i include the activities of the University of Hawai'i at Mānoa, University of Hawai'i at Hilo, University of Hawai'i at West O'ahu, University of Hawai'i Community Colleges, and its component units (the Research Corporation of the University of Hawai'i and the University of Hawai'i Foundation). The report is available upon request. Supplemental financial statements for the community college system have been incorporated in the consolidated report.

3. Quarterly Financial Status Reports. Quarterly reports on the financial status of the University System are presented to the Board of Regents at board meetings. These reports include selected balance sheet items and liquidity metrics, income statement metrics, analytical comments, and a consolidated funding report on budget status.

4. Revenues. The University of Hawai'i's revenues from all sources for FY 2010–11 were in excess of $1.4 billion. The capital improvements program (CIP) state general obligation bond fund appropriation for the same period was $205 million. Revenue sources include:

   - State and federal government appropriations
   - Tuition and fees
   - State, federal, and local gifts, grants, and contracts
   - Private gifts, grants, and contracts
   - Endowment income
   - Sales, service, and other

   Decreases in state general fund appropriations beginning in FY 2008–09 are largely attributable to the 2008 recession and sluggish economic recovery at both the state and national levels. Appropriations for fringe benefit, debt service, and risk management costs are no longer reflected in the University System's budget and are now being appropriated directly to the Department of Budget and Finance and the Department of Accounting and General Services. When only those appropriations that are directly under the control of the university system are considered, the University System's share of total state general fund appropriations declined from 8.3 percent in FY 2007–08 to 7.1 percent in FY 2011–12.

5. Expenditures. Operating expenditures by function are also reflected in the university's financial system. Within the higher education operations budget framework, the typical expenditure categories are:

   - Instruction
   - Research
   - Public service
   - Academic support
   - Student services
   - Institutional support
   - Operation/maintenance of the physical plant
   - Scholarships/fellowships
   - Auxiliary enterprises
   - Independent operations

   Refer to Appendix M for a five-year summary of revenues by source and operating expenditures by function.

6. Historical budget perspective. Historically, regular tuition revenues were retained by the state and the University System was primarily dependent on state general fund appropriations to cover operating costs. However, since 1995 the legislature authorized the University System to retain and expend tuition and fees via a special fund established to support the operations of the University System. In addition, the legislature established a formula for determining a minimum amount of state general fund support based on the fiscal year 1994–95 level of appropriations received by the University System.

   Much of the impetus for the change in the state's funding policy for the University System came from the continuous lack of economic growth in the state during the 1990s. As a result of the negative impact on state revenues, the legislature has never been able to provide the minimum level of general fund support proposed in 1995. Instead, the University System is expected to generate sufficient revenues to finance a greater share of its operational expenses.

   Since 1995, the legislature has authorized the establishment of a number of special and revolving funds and provided an exemption for the University System from state administrative overhead assessments on certain funds. New laws have exempted the University System from the administrative bureaucracy imposed on other state agencies, and on November 7, 2000, the electorate overwhelmingly ratified a state constitutional amendment to grant the Board of Regents "exclusive jurisdiction over the internal structure, management, and operation of the university."

   In 2004, the legislature passed and the governor signed a bill that revoked the University System's 1998 exemption from the state's procurement code and rules, removing some degree of autonomy the University System had over its internal operations. Since the revocation of the University System's exemption from the procurement code, the University System introduced legislation each year calling for its reinstatement.

   During the 2010 legislative session, the legislature passed and the governor signed into law Act 82, Sessions Laws of Hawai'i 2010, provided the University System with a limited two-year exemption (effective July 1, 2010) from certain requirements of the state procurement code (Chapter 103D, HRS). Unfortunately, the two-year exemption was not extended by the Legislature; thus, the University System will once again be required to follow the provisions of Chapter 103D, HRS, the State Procurement Code, for all its procurements.

7. Budget process. In accordance with state law, the University System submits a biennial budget request to the governor and legislature for their consideration during the regular legislative session convened every odd-numbered year. A supplemental budget request to amend any appropriation in the second year of the fiscal biennium may also be submitted to the governor and legislature for their consideration during the regular legislative session convened in even-numbered years.

   Operating and capital funds for the University System are appropriated by major organizational units (UH Mānoa, UH Mānoa John A. Burns School of Medicine, UH Hilo, UH West O'ahu, UH Community Colleges, UH systemwide support). Operating funds are generally organized in three categories:

   - Current service funding to support and maintain the current level of services
   - Workload adjustments and program change requests (PCRs) to address increases in workload and implementation of new program initiatives
   - Capital improvement projects (CIP) are identified by individual project and major cost elements (plans, design, construction)

Upon approval by the BOR, the UH operating and CIP budget requests are submitted simultaneously to the governor (for review and incorporation into the state executive budget) and to the legislature (for informational purposes). The state executive budget is submitted to the legislature in December for consideration in the January regular legislative session.

Appropriations by the legislature are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed by the governor on legislative appropriations.

Lump sum allocations are made to each campus in the UH system and are generally equal to legislative appropriations less restrictions imposed by the governor. Due to declining state funding, campuses are assessed for pro rata shares of unfunded costs that are administered on a systemwide basis. These include but are not limited to legal settlements, risk management program costs, private fundraising costs, and information technology costs.

8. Tuition setting process. The authority to establish tuition schedules for UH campuses resides with the board. Board policy, chapter 6 (www.hawaii.edu/offices/bor/policy/borpch6.pdf) provides guidelines for setting tuition. Every effort is made to provide students with timely notice, distribution, and explanation of tuition proposals.

   The Office of the Executive Vice President for Academic Affairs/Provost typically conducts research, consults, prepares a tuition proposal, briefs the board and seeks its input, holds public meetings/briefings and receives testimony on all islands, revises proposals, provides the board with summaries of comments received, and presents a final proposal to the board for action.

   The board acts on tuition at an open public meeting, at which time testimony is also received. By law, tuition schedules must be adopted no later than the semester preceding the semester to which tuition applies. The administration promulgates approved schedules. Multi-year tuition schedules are subject to modification as deemed appropriate.

   In October 2011, the board approved a new five-year tuition schedule effective 2012–13 through 2016–17. The administration intends to review the schedule in spring 2014. Adjustments may be proposed based on the university's financial situation, the impact on access for students, and the relative standing compared to national and regional tuition averages.

9. Business and financial management. The vice president for budget and finance and chief financial officer provides executive leadership for planning, coordinating, and directing the offices responsible for the business and financial management functions of the university system.

   The System Budget Office oversees the preparation and execution of the UH operating budget and required state reports. The Financial Management Office plans, directs, and controls systemwide accounting and loan collection activities, disbursing and payroll, treasury, property and fixed asset inventory, surplus property, tax management, and procurement and real property management.

   a. Business processes. Campus level business processes vary. UH Hilo, UH West O'ahu, and UH Community Colleges generally utilize a centralized campus business office model. UH Mānoa administers fiscal matters primarily at the department or school/college level through administrative and fiscal officers. Most units require fiscal control at the college/school level.

b. Financial management information system (FMIS). FMIS is the University of Hawai'i's legacy financial accounting system providing real-time entry and batch posting of transactions centrally and/or at the source/end user work site. Information is available online and through printed and online reports. FMIS interfaces with other systems/technologies, allowing accounting data to be downloaded and uploaded to and from other financial systems. FMIS is not as user friendly as desired and its reports have shortcomings. Support and maintenance of the 25+ year old mainframe system continues to be challenging in the current marketplace with diminishing and limited support resources for dated technology.

c. Kuali Financial System (KFS). The University System is in the process of replacing FMIS in FY 2013 with a financial system currently being jointly developed by the Kuali Foundation. KFS is a higher education community-source initiative to create a comprehensive suite of financial software for higher education intended to meet the needs of all Carnegie Class institutions. Its partner institutions are colleges, universities (including the University of Hawai'i), and interested organizations that share a common vision of open, modular, and distributed systems for their software requirements. The goal of KFS is to bring the proven functionality of legacy applications to the ease and universality of web-based online services. KFS' modular architecture will allow institutions to implement only those functional elements they need. The University System plans to implement the following KFS core modules with base functionality in FY 2013: chart of accounts, general ledger, purchasing, accounts payable, accounts receivable, contracts and grants, capital asset management, and labor ledger and effort reporting. Detailed project information and implementation status reports can be found at www.hawaii.edu/kualifinancial.

d. Financial management improvements. UH has implemented user friendly, cost reduction, data access, and functional improvements such as:

- ePurchasing or electronic purchasing
- eTravel for faster submittal and processing of employee travel requests
- eDeposits, electronic deposit transactions
- Web BLS (Budget Level Summary), a web-based budget input, monitoring, and reporting system that provides management with a means of monitoring the financial status of appropriated funds
- Financial data mart that facilitates data access and reporting capability for users of financial information 24/7
- Laser-printed checks to reduce printing and hardware maintenance costs
- Automated clearing house/electronic fund transfers to improve the timeliness and convenience of receiving payments from the University System
- Electronic distribution of reports via the web to reduce the volume of hard copy printed reports

10. Revenue bond rating. In February 2012, the University System issued $8.6 million of Series 2012A (R) revenue bonds to refund outstanding Series 2001B revenue bonds. The underlying ratings assigned to these bonds were "Aa2," "AA-," and "A+," by Moody's Investors Service, FitchRatings, and Standard & Poor's, respectively.

11. Audits.

    a. UH audit plan. An annual audit plan is reviewed and approved by the Board of Regents. The audit plan includes mandatory and discretionary external audits and internal audits performed by the University System's Office of the Internal Auditor.

       Annual comprehensive audits of the University System's accounts are conducted by external auditors in accordance with requirements of OMB circular A-133 and the Government Accounting Standard Board (GASB). Intercollegiate athletics/booster organizations at UH Mānoa are also audited by external auditors annually. Since fiscal year 1998, the University System's Office of the Internal Auditor has conducted numerous additional program audits, including audits at UH Mānoa for the School of Medicine, School of Ocean and Earth Sciences and Technology, Shidler College of Business, and Outreach College, and audits of the Waikīkī Aquarium and the University of Hawai'i Press. Audit findings are reported to the Board of Regents, and program managers are responsible for developing corrective action plans and implementing audit recommendations.

    b. Hawai'i State Auditor. Through post-audits of the accounts, programs, and performance of state departments, offices, and agencies, the state auditor's office seeks to assure the accountability of government agencies for their implementation of policies, management of programs, and expenditure of public funds.

       The Hawai'i state auditor occasionally conducts an audit of some aspect of University System operations. The University System is given an opportunity to comment on audit reports prior to their final transmittal. The state auditor reports findings and recommendations to the University System, the governor, and the legislature.

12. Risk management. The risk management office, attached to the Office of University General Counsel, administers and manages the University System's insurance and self-insurance programs. The office directs, plans, and controls risk management functions on a systemwide basis to reduce or minimize the University System's exposure to potential loss or damage to physical assets, fidelity losses, liability claims, and workers' compensation.

H. External Affairs

1. External Affairs and University Relations Office. This office serves as the communication arm of the UH system and primary liaison with government and media. The office is responsible for public relations and special events, government relations, media production, and collegiate licensing.

   In addition, a number of communication services are provided for UH campuses and departments, including advice and assistance with news media relations, publicity and promotions, video production, still photography, and website consultation.

2. Legislative Affairs. The government relations staff housed within external affairs and university relations monitors legislation that has a potential impact upon the university, responds to constituent inquiries, and collaborates with other UH campuses and the community to build support for the university.

The government relations staff works with legislative coordinators across the university system to track bills and resolutions, refers measures to appropriate administrative offices for preparation of testimony, and coordinates the compilation and delivery of testimony to the legislature. The government relations staff is also responsible for updating legislative guidelines for the UH system and assembling and submitting all government reports required from various areas of university operation.

Typically the administration presents the university's budget to legislative committees at hearings held prior to or shortly after the January opening of the legislative session. The legislative session typically runs through the end of April until early May.

Regents may be invited to attend legislative functions such as opening day events. For legislative proposals that directly affect the board and for other critical/strategic university issues, regents and/or board staff may join with the administration in presenting testimony to legislative committees. The administration and board staff assist with the preparation of materials for such occasions.

VI. DEVELOPMENT/FUNDRAISING: THE UNIVERSITY OF HAWAI'I FOUNDATION (UHF)

The University of Hawai'i Foundation (UHF) is a private, independent 501c(3) tax-exempt institutionally related foundation whose purpose is to raise funds in support of priorities determined by the University of Hawai'i's academic leadership and approved by the UH president and Board of Regents. Its mission is to unite donors' passions with the University of Hawai'i's aspirations by raising philanthropic support and managing private investments to benefit UH, the people of Hawai'i and future generations.

UHF provides specialized fundraising services to support the ten university campuses, including major gift stewardship and solicitation, estate and gift planning, foundation and corporate relations, and annual giving. Services include direct mail, telemarketing, donor relations, special events support, donor stewardship events, development research, information technology services, communications, marketing, gift processing, and fiscal management and investment services for donor funds. The foundation establishes new accounts and maintains more than 5,000 separate donor accounts for UH. It processes gifts via check, credit card, cash, real estate, stocks, bonds and more, and records, receipts and manages more than 42,000 gifts annually.

The foundation is also responsible for the management and maintenance of the UH system alumni database.

The UHF Office of Alumni Relations delivers and coordinates alumni programming to all campuses and affiliated chapters worldwide, and works to build alumni membership, marketing, and benefit programs in support of the UH Alumni Association and the university.

The foundation's central service fundraising, alumni relations, fiscal support, gift processing and information technology staff are located in Bachman Hall and Bachman Annexes on the UH Mānoa campus. The foundation's campus/unit gift officers are dispersed throughout the UH system and are responsible, in close cooperation with chancellors, college deans, and program directors, for the fundraising efforts of their assigned units. The foundation's president and staff report to a 20-35-member UHF Board of Trustees composed of community volunteers. Ex-officio members of the UHF board include the UH BOR chair, the UH president, and the president of UHAA and the chair of 'Ahahui Koa Ānuenue.

The UHF board has fiduciary responsibility for the foundation and provides external oversight of its operations. The UHF board's investment committee works with nationally recognized fund managers to ensure prudent investment of the foundation's $200+ million endowment to benefit the university in perpetuity. The investment committee annually reviews and approves the distribution percentage from the endowment. Distributions from the endowment are deposited quarterly into individual donor accounts. These distributions are made available to the programs for which the donors established them. These funds primarily support student scholarships, faculty positions, and a variety of programs throughout the university system.

State law specifically allows the university to use up to $3,000,000 annually in revenues from tuition and special fees to generate private donations to the foundation for purposes of the university HRS, section 304-16.5). The university has a renewable contract with the foundation to obtain fundraising and alumni services.

The contract implements the general principles and relationship established in a memorandum of understanding between the university and the foundation. The university provides office space in Bachman Hall to the foundation at a nominal charge as part of the contractual agreement.

Available UHF policies and publications include the following:

- General information, the annual report, annual endowment report, IRO Form 990, and public information policy are available at www.uhfoundation.org
- Board of Regents Policies, section 8-9, Fundraising, can be found at www.hawaii.edu/offices/bor/policy/borpch8.pdf
- Annual audited financial statements are available online at www.uhfoundation.org/about/reports.aspx

VII. SELECT PROFESSIONAL ASSOCIATIONS

A. American Association of Community Colleges (AACC)

The AACC is the national advocate for 2-year degree-granting accredited institutions of higher education. AACC provides services to members in the areas of policy initiatives, research and information, professional development, coordination, and lobbying.

B. American Association of State Colleges and Universities (AASCU)

The AASCU is an association of state-supported colleges and universities that offer the baccalaureate and higher degrees. It assists with governmental relations germane to public policy issues. AASCU provides academic leadership development programs, public policy analysis, and advocacy.

C. American Association of University Professors (AAUP)

AAUP is the professional association for faculty in American colleges and universities. It establishes standards for academic due process and faculty participation in academic decision making; processes inquiries on academic freedom and tenure; becomes involved in state and federal legislative affairs as an advocate for higher education; and publishes an annual report on faculty salaries in higher education.

D. Association of American Colleges and Universities (AAC&U)

AAC&U is an association of accredited colleges and universities whose purpose is to advance and strengthen undergraduate liberal education. Toward this purpose, AAC&U provides consultative services, offers professional development institutes and workshops, and provides publications.

E. Association of American Universities (AAU)

AAU is an association of public and private research and doctoral degree-granting universities that emphasizes excellence in undergraduate, graduate, and professional programs, with much consideration given to academic research. Membership is by invitation; AAU provides a forum for presidents and chancellors to exchange information and develop policies that promote strong programs of research and scholarship.

F. American Council on Education (ACE)

ACE is the principle umbrella organization representing all accredited postsecondary education institutions in America. ACE services include representing higher education before the U.S. Congress, Supreme Court, and federal courts; conducting research and analyzing data; assisting colleges and universities in areas such as management and leadership, accreditation, and self-regulation; helping shape international education policy; reviewing and assigning credit equivalencies that assist the off-campus student; sponsoring an annual conference; and issuing publications.

G. American Federation of Teachers (AFT)

AFT is a trade union representing workers in education, health care, and public service. AFT has more than one million members nationwide and is known for its democratic ideals and work on behalf of members; it exerts a strong influence on standards and professional practices in members' workplaces.

H. Association of Governing Boards of Colleges and Universities (AGB)

The purpose of AGB is to strengthen the governing boards of public and private colleges and universities and their affiliated foundation boards by serving as a resource to trustees and chief executives. AGB conducts a national conference on trusteeship, operates leadership forums for foundation boards, and provides information services for trustees and foundation boards. A list of AGB publications is provided as Appendix C.

I. Association of Public and Land-Grant Universities (APLU)

APLU (formerly NASULGC, the National Association of State Universities and Land Grant Colleges), is a non-profit association of public research universities, land grant institutions, and state public higher education systems, with members in all 50 states, US territories, and the District of Columbia. The oldest higher education association in the nation, APLU's mission is to support high-quality public higher education in learning, discovery, and engagement. APLU provides a forum for the discussion and development of policies and programs affecting higher education and the public interest, focusing on areas such as: planning; college costs; voluntary systems of accountability; science and math teaching; federal investment; online learning and study abroad; education and economic growth; access, inclusiveness, and student success.

J. The College Board (College Entrance Examination Board [CEEB])

An association of schools, colleges, universities, and other educational organizations dedicated to serving college-bound students with programs and services in college admissions, guidance, assessment, financial aid, and enrollment. Services include standardized tests such as the SAT, PSAT/NMSQT, the Advanced Placement Program, and Pacesetter.

K. Council for Higher Education Accreditation (CHEA)

CHEA is a national organization that recognizes organizations that accredit institutions of higher education. CHEA serves as the primary national voice for and works to achieve quality assurance through voluntary accreditation; facilitates coordination among accrediting bodies; assists with improving the accreditation process; conducts research and disseminates information; provides mediation and dispute-resolution services; and serves as a national leader in support of higher education quality assurance and good practices.

L. Education Commission of the States (ECS)

ECS is a national organization whose purpose is to help states improve student learning and achievement. ECS tracks trends and provides data, research, analysis, and leadership to help states develop effective policy and practice. It brings together legislators, governors, business people, higher education officials, and others to exchange ideas among states and long-range strategic thinking. Each state is represented by seven voting commissioners consisting of the governor, two members of the state legislature, and four individuals appointed by the governor.

M. National Association of System Heads (NASH)

NASH is a membership organization of chief executive officers of the 52 higher education systems in 38 states and Puerto Rico. Its goal is to improve the governance of public higher education. NASH is committed to working with K-12 systems and civic leaders to build a statewide K-16 pipeline and carry out a coordinated standards-based education reform strategy. Its member systems enroll about 70 percent of all 4-year college undergraduates nationwide.

N. National Center for Education Statistics (NCES)

NCES is the principal federal government agency responsible for collecting and reporting data on the condition of education in the U.S. NCES organizes and disseminates (via the Internet and printed publications) statistical data on all levels of education in the U.S.

O. National Center for Higher Education Management Systems (NCHEMS)

A nonprofit corporation that helps colleges and universities improve their management capabilities. NCHEMS bridges the gap between research and practice by placing the latest management strategies and tools in the hands of working collegiate administrators. Services include research, consulting, development projects, a higher education management database and information service, training seminars, and publications.

P. National Education Association (NEA)
NEA is a national organization committed to advancing and restoring public confidence in public education. It was founded in 1857 "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States." NEA has 2.7 million members who work at every level of education, from preschool to university graduate programs. NEA has affiliates in every state, as well as in more than 13,000 local communities across the United States. The University of Hawai'i Professional Assembly has a direct affiliation with NEA.

Q. State Higher Education Executive Officers (SHEEO)

SHEEO is the national professional organization for chief executive officers who serve statewide coordinating boards and governing boards of postsecondary education. SHEEO works to develop the interest of states in supporting quality higher education; promotes the importance of state planning and coordination; provides services for the professional development of statewide staff; and serves as the collective voice of higher education executive officers at the state and federal levels. SHEEO serves as a clearinghouse for information on higher education, facilitates the rapid exchange of information among members, and conducts forums and studies.

Appendix A
University of Hawai‘i Learning, Extension, and/or Research Sites, State of Hawai‘i

(The following list of University of Hawai‘i sites was updated in June 2012. It should be considered illustrative because locations and names change over time.)

Airport Training Center, Honolulu
Beaumont Research Center, Hilo
CTAHR extension county offices in:
- Hilo
- Kamuela
- Kona
- Kahului
- Moloka‘i
- Kāne‘ohe
- Pearl City
- Wahiawā
- Līhu‘e

CTAHR experiment stations in:
- Waimānalo
- Poamoho
- Waiale‘e
- Kula
- Moloka‘i
- Kapa‘a
- Waiākea
- Mealani
- Volcano
- Hāmākua
- Lālāmilo

College of Education and education programs conduct instruction and research programs throughout the state in over 100 public and private K-12 schools.
Hale Kuamo‘o Language Center, Hilo
Hāna Education Center
Hawai‘i Fuel Cell Test Facility, O‘ahu
Hawai‘i Institute of Marine Biology, Coconut Island
Hawai‘i Underwater Research Laboratory, Waimānalo
Institute for Astronomy
- Advanced Technology Research Center
- Haleakalā Observatory
- Mauna Kea Observatory

Kalākaua Marine Education Center, Hawai‘i
Kewalo Marine Lab
Kīlauea Field Lab
Lahaina Education Center
Lāna‘i Education Center
Lyon Arboretum
Magoon Agricultural Facility, O‘ahu
Mānoa Innovation Center
Mariculture Research and Training Center
Marine Center, Snug Harbor
Marine Education and Training Center at Sand Island
Maui High Performance Computing Center
Maui Research and Technology Center
Medical School facilities in 20 affiliated hospitals and community agencies providing education, training, and research to medical students and residents
Moloka‘i Education Center
Moloka‘i Farm
North Hawai‘i Education and Research Center
Nursing school and nursing programs carry out instruction/research/service activities at hospitals, community health centers, and other community agencies.
Pacific and Asian Affairs Council
Pacific Basin Rehabilitation Research Training Center
Pacific Biosciences Research Center facilities at Lēahi Hospital
Pana‘ewa Agricultural Farm Laboratory, Hawai‘i
Research Corporation of the University of Hawai‘i
Technology Transfer and Economic Development Office
University Center, Kaua‘i
University Center, Maui
University Center, West Hawai‘i
University of Hawai‘i Cancer Center
University of Hawai‘i Press
Wai‘anae Education Center
Waikīkī Aquarium
Waikīkī Lifelong Learning Center
Water Resources Research Center conducts research at sites throughout the state.

The University of Hawai‘i system extends educational services to Hawai‘i military bases and via cable TV and the Internet to schools, homes, and workplaces.

The University of Hawai‘i system provides services at small business centers; conducts service learning at more than 100 community and K-12 sites; and offers non-credit training at hotel, business, school, and state office locations thoughout the state.

Appendix B
Board/Council Membership

Board of Regents, 2012–2013

Eric Martinson, Chair
Carl A. Carlson, Jr., Vice Chair
James H.Q. Lee, Vice Chair
Jeffrey T. Acido
Artemio C. Baxa
Michael A. Dahilig
John C. Dean
Chuck Y. Gee
John C. Holzman
Benjamin A. Kudo
Coralie Chun Matayoshi
Barry T. Mizuno
Saedene Ota
Tom H. Shigemoto
Jan Naoe Sullivan

UH Foundation Board of Trustees, Reported as of June 2012

Officers
- J. Kuhio Asam, Chairperson
- Beadie K. Dawson, Vice Chair
- Robert P. Hiam, Vice Chair
- Mary E. Sellers, Treasurer
- Jeffrey D. Lau, Secretary

Trustees
- Alan K. Arakawa
- Stanford S. Carr
- Bruce A. Coppa
- Marivic Dar
- Brandt Farias
- Ronald N.S. Ho
- Stuart T.K. Ho
- Elizabeth Hokada
- Joseph J. Kim
- James P. Lally
- Carol Ai May
- T. Mike May
- Duk Hee Murabayashi
- Judith Pyle
- Gerald A. Sumida
- Lawrence J. Taff
- Mike Tresler
- Art Ushijima
- Richard F. Wacker
- Lance Wilhelm
- Artie L. Wilson
- C. Scott Wo

Ex-Officio Trustees
- M.R.C. Greenwood
- Douglas Inouye
- Eric K. Martinson
- Mark Polivka
- Donna Vuchinich

UH Alumni Association Board of Directors, Reported as of June 2012

Officers
- Douglas Inouye,* President
- Patrick Oki,* 1st Vice President
- Ken K. Hayashida,* 2nd Vice President
- Mitchell Ka'aiali'i,* Immediate Past President
- Randal Ikeda,* Secretary
- Arnold Kishi,* ** Assistant Secretary
- Darrell Yamagata,* Treasurer
- Jill Hasegawa, Assistant Treasurer
- Alvin Katahara,* ** Executive Director

Directors
- Bernadette Baraquio-Hamada
- Jim Donovan* **
- Karl Fujii
- M.R.C. Greenwood**
- Barbara Heckathorn
- Amy Hennessey
- Michael Kahikina
- Wesley Kimura
- Diane Kodama
- Jerry Linville
- Randy Lu
- David Matlin
- John McNamara* **
- Derek Mukai
- Cory Nakamura
- Thelma Nip
- Calvin Nomiyama
- Mary Ann Sacharski
- Michele Saito
- Mikio Sato
- Dana Takushi
- Sharene Urakami
- Carol VanCamp
- Donna Vuchinich* **
- Tetsuji Yamazaki
- Janet Yoshida Bullard * **
- Paul Yokota

* Executive Committee
** Ex-officio

Research Corporation of the University of Hawai'i (RCUH)

Robert Dewitz, Chair
James H.Q. Lee *, Vice Chair
Carl A. Carlson, Jr. *
James Karins
Eric Martinson *
Guy Ontai
Jan Naoe Sullivan *
Donn Takaki
Mark Yamada

* Subject to change as five BOR members to the RCUH Board are designated annually, any time between July-September. A fifth BOR member to be designated.

Council of the Hawai'i P-20 Partnerships for Education

Rod Chamberlain
Elisabeth Chun
Mitch D'Olier
M.R.C. Greenwood
Lynn Hammonds
Linda Johnsrud
Gary Kai
Karen Lee
Terry Lock
Cheryl Lupenui
Eric Martinson
Kathy Matayoshi
John Morton
Gail Mukaihata-Hannemann
Kathy Murphy
J.N. Musto
Al Nagasako
Scott Nishimoto
Tammi Oyadomari-Chun
Chris Pating
Randy Perreira
Robert Peters
Bernard Ploeger
Michael Rockers
Jennifer Sabas
Jean Silvernail
Christine Sorensen
Dwight Takamine
Kelvin Taketa
Roy Takumi
Jill Tokuda
Jim Tollefson
John White
Robert Witt

* Council members are identified by virtue of their position (e.g., chair of a committee or organization or chair's designee). Executive Director: Karen Lee.

Career and Technical Education Coordinating Advisory Council

Joyce Bellino
Allen Chung
Charlene Cuaresma
Michael A. Dahilig
Chuck Y. Gee
Kimberly Gennaula
Don Horner
John Morton
Jeff Piontek
James Wataru

State Director: Bernadette Howard
* A third BOR member to be designated.

Mauna Kea Management Board

Barry Taniguchi, Chair
Patricia Cockett Bergin, First Vice Chair
Ron Terry, Second Vice Chair
John Cross
Lisa Hadway
Herring Kalua
Christian Veillet
Eric Martinson **

**Ex-officio; a second BOR member to be designated.

Appendix C
Association of Governing Boards of Universities and Colleges (AGB) Publications

Examples of publications from the Association of Governing Boards of Universities and Colleges (AGB) are listed below. Additional information about these and other AGB publications can be obtained from the AGB Web site at www.agb.org or by contacting the UH BOR office.

Board Basics. A series of quick-read booklets devoted to strengthening the effectiveness of governing boards and trustees. The series is comprised of the following topic clusters, each of which contains several short publications.

The Fundamentals
- *Financial Responsibilities*
- *Policy Making and Administrative Oversight*
- *The Board's Role in Fund-Raising*
- *AGB Statement on Institutional Governance*
- *Institutional Ethics and Values*
- *A Guide to Updating the Board's Conflict of Interest Policy*
- *The Board's Responsibilities for Academic Affairs*

Effective Committees
- *Academic Affairs Committee*
- *Audit Committee*
- *Building and Grounds Committee*
- *Committee on Trustees*
- *Development Committee*
- *Executive Committee*
- *Finance Committee*
- *Investment Committee*
- *Student Affairs Committee*
- *Compensation Committee*

Financial Matters
- *Understanding Financial Statements*
- *Endowment Management*
- *Financial Responsibilities*
- *Strategic Budgeting*
- *A Glossary of Financial Terms*

Foundation Relations
- *Asset Management for Public Institution Foundations*
- *Creating a Successful Affiliated Foundation*
- *Governing Board and Foundation Board Relationships*
- *The Role of the Foundation Board*
- *Committee on Directors*

Appendix C
Association of Governing Boards of Universities and Colleges (AGB) Publications *(cont.)*

Fund-Raising
- *Development Committee*
- *The Board's Role in Fund-Raising*

Board Leadership
- *New Trustee Orientation: A Guide for Public Colleges and Universities*
- *Essentials of Presidential Search*
- *Assessing Individual Trustee Performance*
- *Annual Presidential Performance Reviews*
- *The Role of the Board Professional*

The Chair and the President
- *The Role of the President in Board Development*
- *The Board Chair's Responsibilities: A Basic Guide for Board Chairs in Public Higher Education*
- *Institutional Ethics and Values*
- *Assessing Individual Trustee Performance*
- *Annual Presidential Performance Reviews*

Strategic Decisions
- *Essentials of Risk Management*
- *The Board's Role in Strategic Planning*
- *A Guide to Board Information Systems*
- *The Board's Role in Accreditation*

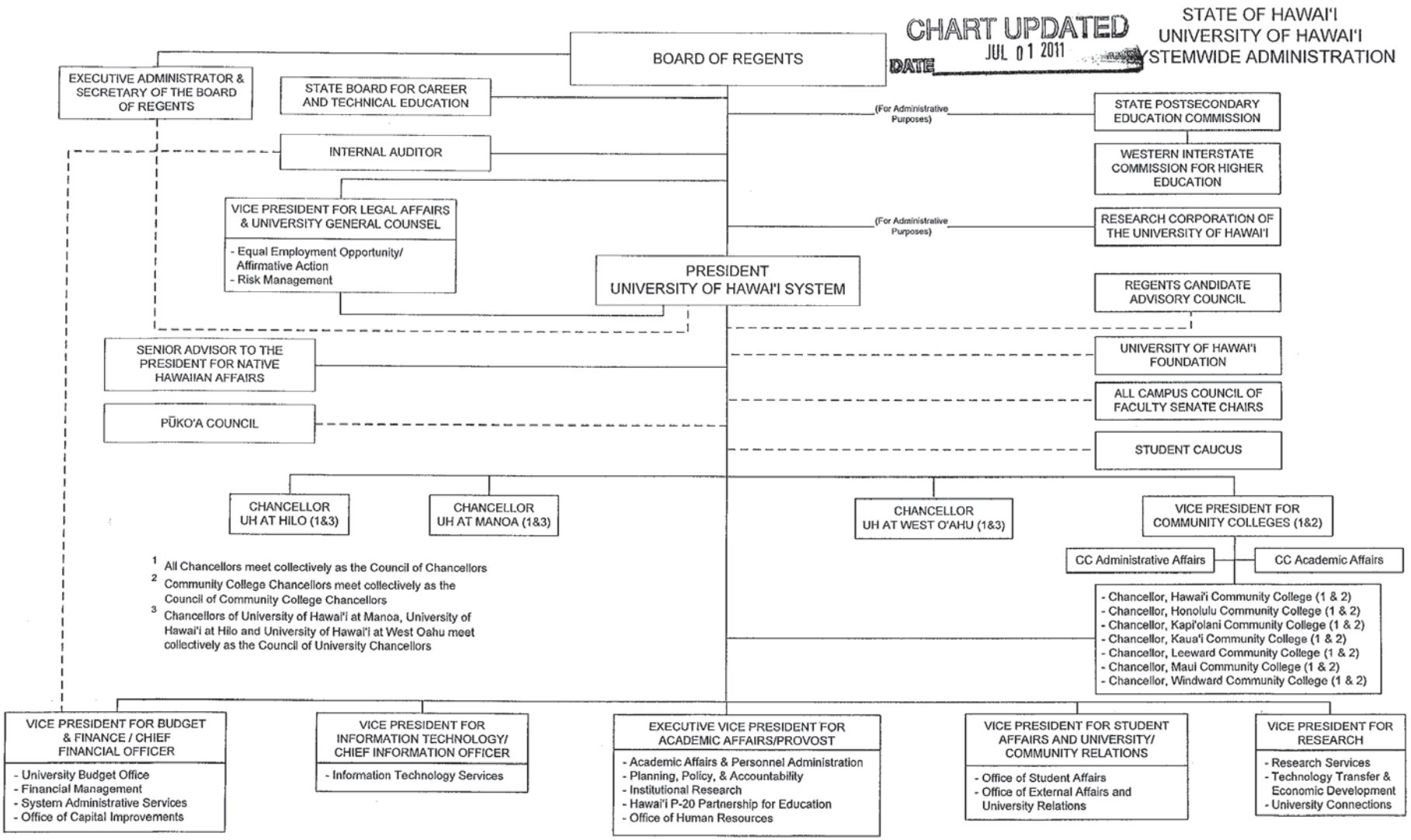
New-Trustee Survival Kit PUBLIC. This kit includes:
- *The Board's Responsibilities for Academic Affairs* by Richard L. Morrill
- *Trustee Responsibilities: A Basic Guide for Governing Boards of Public Institutions* by Richard Ingram
- *Policy Making and Administrative Oversight* by Terrence J. MacTaggart
- *Governing Board and Foundation Board Relations* by Richard E. Legon
- *Institutional Ethics and Values* by Thomas E. Corts
- *Trusteeship Portfolio: Campus Governance of Public Institutions*
- *A 45-minute CD-ROM on trustee responsibilities*

The following is also of interest:

Ten Public Policy Issues for Higher Education 2009–2010

Appendix D
University of Hawai'i Systemwide Organization Chart as of June 2012

www.hawaii.edu/budget/pdfs/2011UH%20Systemwide%20Admin%20Org%20Chart.pdf



Appendix E
President and Senior Administration as of June 2012

President	M.R.C. Greenwood	956-8207	mrcgreen@hawaii.edu
Executive Vice President for Academic Affairs/Provost	Linda Johnsrud	956-7075	johnsrud@hawaii.edu
Vice President for Budget and Finance/Chief Financial Officer	Howard Todo	956-8903	htodo@hawaii.edu
Vice President for Community Colleges	John Morton	956-7038	jmorton@hawaii.edu
Vice President for Student Affairs and University/Community Relations	Rockne Freitas	956-8753	rfreitas@hawaii.edu
Vice President for Information Technology/Chief Information Officer	David Lassner	956-3501	david@hawaii.edu
Vice President for Legal Affairs and University General Counsel	Darolyn Lendio	956-9901	lendio@hawaii.edu
Vice President for Research	James Gaines	956-7490	gaines@hawaii.edu

Appendix F
Status of WASC Regional Accreditation and Specialized Program Accreditation as of June 2012

All ten campuses of the University of Hawai'i are separately and regionally accredited by the Western Association of Schools and Colleges (WASC). Regional accreditation means that, as the result of an external review process, the university is judged to be fulfilling its stated purposes and can be expected to continue to do so. Students and the public can be assured that University of Hawai'i campuses have met standards of quality across the entire range of institutional activities.

University of Hawai'i Status of Accreditation		
Campus	Accrediting Body	Status
UH Mānoa	WASC-Senior Commission	Accreditation reaffirmed in 2011 for 10 years. Comprehensive review, spring 2021.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed in 2004 for 10 years. Virtual site review, fall 2013. Site visit, spring 2014.
UH West O'ahu	WASC-Senior Commission	Accreditation reaffirmed in 2005 for seven years. Capacity and preparatory review, spring 2012. Educational effectiveness review, fall 2013.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each college is separately accredited. Accreditation reaffirmed for all colleges, fall 2006 for six years—the maximum allowed by ACCJC policy. Reaccreditation process, fall 2012.
Honolulu	WASC-ACCJC Commission	
Kapi'olani	WASC-ACCJC Commission	
Kaua'i	WASC-ACCJC Commission	
Leeward	WASC-ACCJC Commission	
Windward	WASC-ACCJC Commission	
Maui	WASC-Senior Commission	Accreditation reaffirmed in 2007 for six years. Capacity and preparatory review, spring 2013. Educational effectiveness review, fall 2014.

Professional Accreditation

Nearly 100 University of Hawai'i academic programs hold separate professional accreditation. These programs have been subjected to rigorous external reviews that ensure high standards of professional practice. As a result, the UH credentials conferred convey a special merit of quality within these specialized fields of study.

UH Mānoa. UH Mānoa has 54 professionally accredited degree programs which are reviewed every five to ten years. They include accounting; architecture; athletic training, business administration; chemistry; clinical psychology; communication science & disorders; dental hygiene; dietetics; education; engineering; human resource management; international management; law; library and information science; medical technology; medicine; music; nursing; ocean and resources engineering; public health; rehabilitation counseling; social work;

special education; travel industry management; and urban and regional planning. In addition, the UH Mānoa Children's Center; Counseling and Student Development Center; and University Health Services are professionally accredited.

UH Hilo. The pharmacy, nursing, business administration, teacher education, and counseling psychology programs at UH Hilo are separately and fully accredited. Ka Haka ʻUla O Keʻelikōlani College of Hawaiian Language is accredited by the World Indigenous Nations Higher Education Consortium.

UH Community Colleges. Sixty-five community college programs hold separate accreditation, including a variety of culinary and nursing programs at multiple campuses; aeronautics maintenance; architectural engineering and CAD technology; auto body repair and painting; automotive maintenance; children's center programs; commercial aviation; computers, electronics, and networking technology; cosmetology; dental assistant; dental hygiene; hospitality; human services/substance abuse counseling; information computer science; intensive English; medical assistant; medical lab technician; motorcycle safety; occupational therapy; paralegal; phlebotomy; physical therapy; radiologic technology; respiratory care; surgical technology.

Appendix G
University of Hawai'i Academic Program Offerings, Fall 2011

Table 1
University of Hawai'i
Type of Credentials Offered

IN ALPHA ORDER

AA	ASSOCIATE IN ARTS
AAS	ASSOCIATE IN APPLIED SCIENCE
APC	ADVANCED PROFESSIONAL CERTIFICATE
AS	ASSOCIATE IN SCIENCE
ATS	ASSOCIATE IN TECHNICAL STUDIES
BA	BACHELOR OF ARTS
BAS	BACHELOR OF APPLIED SCIENCE
BBA	BACHELOR OF BUSINESS ADMINISTRATION
BED	BACHELOR OF EDUCATION
BFA	BACHELOR OF FINE ARTS
BMUS	BACHELOR OF MUSIC
BS	BACHELOR OF SCIENCE
BSW	BACHELOR OF SOCIAL WORK
CA	CERTIFICATE OF ACHIEVEMENT
CC	CERTIFICATE OF COMPLETION
DARCH	DOCTOR OF ARCHITECTURE
DNP	DOCTOR OF NURSING PRACTICE
DRPH	DOCTOR OF PUBLIC HEALTH
EDD	DOCTOR OF EDUCATION
GCERT	GRADUATE CERTIFICATE
JD	JURIS DOCTOR
LLM	MASTER OF LAWS
MA	MASTER OF ARTS
MACC	MASTER OF ACCOUNTING
MBA	MASTER OF BUSINESS ADMINISTRATION
MD	DOCTOR OF MEDICINE
MED	MASTER OF EDUCATION
MEDT	MASTER OF EDUCATION IN TEACHING
MFA	MASTER OF FINE ARTS
MHRM	MASTER OF HUMAN RESOURCE MANAGEMENT
MLISC	MASTER OF LIBRARY AND INFORMATION SCIENCE
MMUS	MASTER OF MUSIC
MPA	MASTER OF PUBLIC ADMINISTRATION
MPH	MASTER OF PUBLIC HEALTH
MS	MASTER OF SCIENCE
MSW	MASTER OF SOCIAL WORK
MURP	MASTER OF URBAN AND REGIONAL PLANNING
PB	POST BACCALAUREATE CERTIFICATE
PDE	PROFESSIONAL DIPLOMA IN EDUCATION
PHARMD	DOCTOR OF PHARMACY
PHD	DOCTOR OF PHILOSOPHY
SC	SUBJECT CERTIFICATE
UCERT	UNDERGRADUATE CERTIFICATE

IN PROGRAM LEVEL ORDER

APC	ADVANCED PROFESSIONAL CERTIFICATE
CA	CERTIFICATE OF ACHIEVEMENT
CC	CERTIFICATE OF COMPLETION
SC	SUBJECT CERTIFICATE
UCERT	UNDERGRADUATE CERTIFICATE
AA	ASSOCIATE IN ARTS
AAS	ASSOCIATE IN APPLIED SCIENCE
AS	ASSOCIATE IN SCIENCE
ATS	ASSOCIATE IN TECHNICAL STUDIES
BAS	BACHELOR OF APPLIED SCIENCE
BA	BACHELOR OF ARTS
BBA	BACHELOR OF BUSINESS ADMINISTRATION
BED	BACHELOR OF EDUCATION
BFA	BACHELOR OF FINE ARTS
BMUS	BACHELOR OF MUSIC
BS	BACHELOR OF SCIENCE
BSW	BACHELOR OF SOCIAL WORK
GCERT	GRADUATE CERTIFICATE
PB	POST BACCALAUREATE CERTIFICATE
PDE	PROFESSIONAL DIPLOMA IN EDUCATION
LLM	MASTER OF LAWS
MA	MASTER OF ARTS
MACC	MASTER OF ACCOUNTING
MBA	MASTER OF BUSINESS ADMINISTRATION
MED	MASTER OF EDUCATION
MEDT	MASTER OF EDUCATION IN TEACHING
MFA	MASTER OF FINE ARTS
MHRM	MASTER OF HUMAN RESOURCE MANAGEMENT
MLISC	MASTER OF LIBRARY AND INFORMATION SCIENCE
MMUS	MASTER OF MUSIC
MPA	MASTER OF PUBLIC ADMINISTRATION
MPH	MASTER OF PUBLIC HEALTH
MS	MASTER OF SCIENCE
MSW	MASTER OF SOCIAL WORK
MURP	MASTER OF URBAN AND REGIONAL PLANNING
DRPH	DOCTOR OF PUBLIC HEALTH
DARCH	DOCTOR OF ARCHITECTURE
DNP	DOCTOR OF NURSING PRACTICE
EDD	DOCTOR OF EDUCATION
JD	JURIS DOCTOR
MD	DOCTOR OF MEDICINE
PHARMD	DOCTOR OF PHARMACY
PHD	DOCTOR OF PHILOSOPHY

Source: "Master List of Curricula Offered" MAPS report, Fall 2011
University of Hawai'i IRAO, March 2012.

Appendix G *(cont.)*
University of Hawai'i Academic Program Offerings, Fall 2011

Table 2
University of Hawai'i
Curricula/Degrees Offered

	Total	Certificate[1]	Associate	Bachelor's[2]	Master's	Doctorate	First Prof/ Prof Prac	Post-Bach
Total UH	634	225	116	139	91	53	7	3
UH Mānoa	292	56		93	84	51	5	3
UH Hilo	70	22		37	7	2	2	
UH West O'ahu	12	6		6				
UHCC[3]	260	141	116	3				

[1] Includes Certificates of Achievement and Completion at the UHCC, Advanced Professional Certificate at Honolulu CC, and Kapi'olani CC, undergraduate and graduate certificates at UH Mānoa and UH Hilo, and Subject Certificates at UH West O'ahu.
[2] Includes Bachelor of Applied Science at Maui CC.
[3] Beginning fall 2010, CC totals were changed to show principle only; concentrations, specializations, or program options are no longer shown.
Source: "Master List of Curricula Offered" MAPS report, Fall 2011, University of Hawai'i IRAO, March 2012.

Appendix H
Ten-Year Summary of UH Headcount Enrollment by Campus

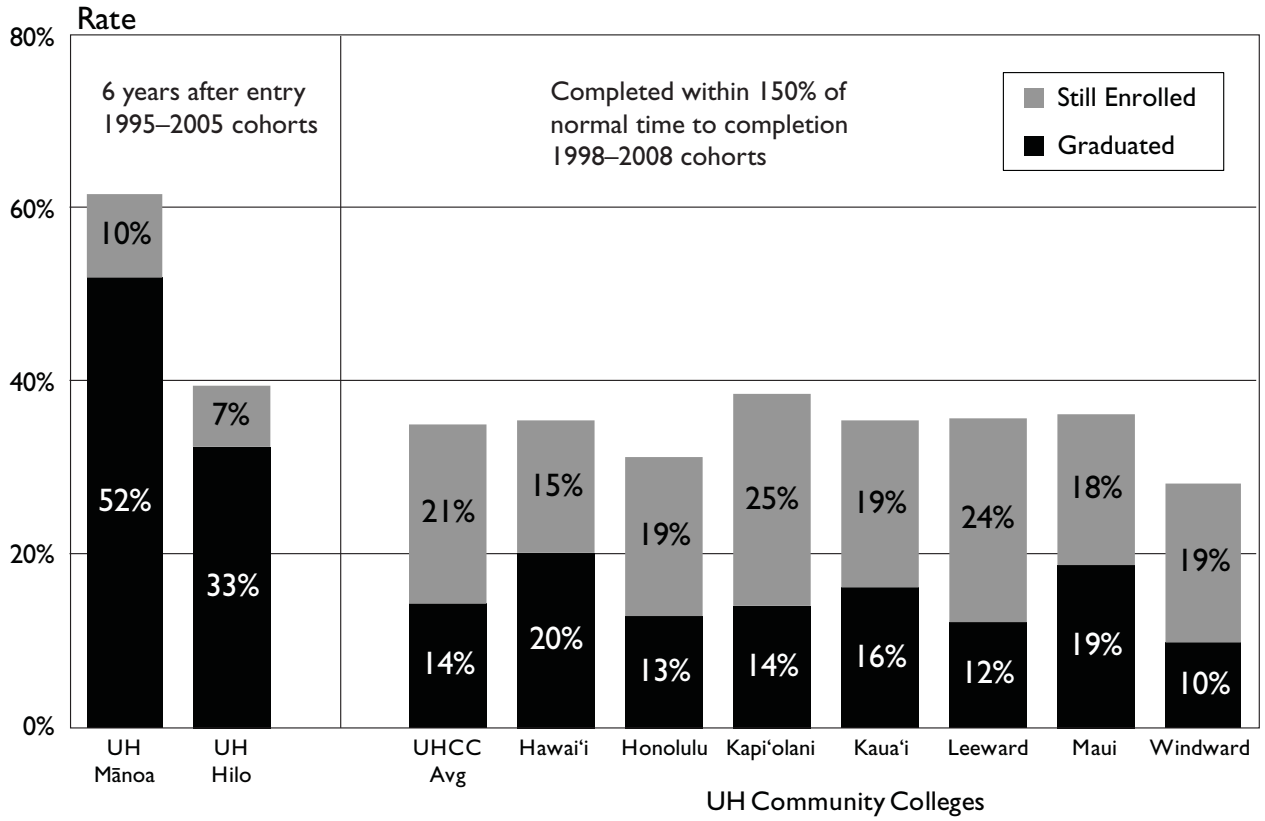
University of Hawai'i
Headcount Enrollment of Credit Students, By Campus
Fall 2001 to Fall 2011

FALL SEM	TOTAL		UHM		UHH		UHWO		UHCC													
									SUBTOTAL		HAW		HON		KAP		KAU		LEE		MAU		WIN	
	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg
2001	45,994	3.2	17,532	1.6	2,913	1.4	740	11.3	24,809	4.3	2,075	-0.7	4,653	3.7	7,081	4.7	1,185	12.6	5,562	5.8	2,699	0.8	1,554	7.1
2002[1]	48,173	4.7	18,706	6.7	3,040	4.4	834	12.7	25,593	3.2	2,182	5.2	4,478	-3.8	7,041	-0.6	1,224	3.3	5,918	6.4	2,989	10.7	1,761	13.3
2003[2]	50,317	4.5	19,863	6.2	3,300	8.6	810	-2.9	26,344	2.9	2,346	7.5	4,238	-5.4	7,491	6.4	1,210	-1.1	6,201	4.8	2,985	-0.1	1,873	6.4
2004	50,569	0.5	20,549	3.5	3,288	-0.4	834	3.0	25,898	-1.7	2,440	4.0	4,336	2.3	7,174	-4.2	1,117	-7.7	6,060	-2.3	2,996	0.4	1,775	-5.2
2005	50,157	-0.8	20,644	0.5	3,422	4.1	858	2.9	25,233	-2.6	2,377	-2.6	4,183	-3.5	7,289	1.6	1,059	-5.2	5,709	-5.8	2,903	-3.1	1,713	-3.5
2006	49,990	-0.3	20,357	-1.4	3,507	2.5	866	0.9	25,260	0.1	2,358	-0.8	4,143	-1.0	7,272	-0.2	1,119	5.7	5,746	0.6	2,841	-2.1	1,781	4.0
2007	50,454	0.9	20,051	-1.5	3,573	1.9	940	8.5	25,890	2.5	2,603	10.4	4,027	-2.8	7,517	3.4	1,051	-6.1	5,887	2.5	2,981	4.9	1,824	2.4
2008	53,526	6.1	20,169	0.6	3,773	5.6	1,140	21.3	28,444	9.9	2,884	10.8	4,218	4.7	8,221	9.4	1,104	5.0	6,771	15.0	3,287	10.3	1,959	7.4
2009	57,945	8.3	20,435	1.3	3,974	5.3	1,333	16.9	32,203	13.2	3,275	13.6	4,567	8.3	9,102	10.7	1,345	21.8	7,484	10.5	4,114	25.2	2,316	18.2
2010	60,090	3.7	20,337	-0.5	4,079	2.6	1,471	10.4	34,203	6.2	3,815	16.5	4,725	3.5	9,301	2.2	1,428	6.2	7,942	6.1	4,367	6.1	2,625	13.3
2011	60,330	0.4	20,429	0.5	4,139	1.5	1,662	13.0	34,100	-0.3	3,917	2.7	4,600	-2.6	9,023	-3.0	1,433	0.4	7,895	-0.6	4,527	3.7	2,705	3.0

[1] Migration to new registration system at the UH Community Colleges
[2] Migration to new registration system at UH Mānoa, UH Hilo, and UH West O'ahu
Note: Data include special students (concurrents, early admits and auditors) for all years shown
Source: University of Hawai'i, Institutional Research and Analysis Office, September 2011

Appendix I
Average UH Graduation and Persistence Rates

University of Hawai‘i
Average Graduation and Persistence Rates, Fall Cohorts
First-time, Full-time, Degree-seeking Undergraduates



Graduation rates for the most recent cohort are 55% at UH Mānoa and 36% at UH Hilo for the **Fall 2005** cohort six years after entry, and at the UH community colleges for the **Fall 2008** cohort completing within 150% of normal time to completion: 15% overall, 19% at Hawai‘i CC, 13% at Honolulu CC, 20% at Kapi‘olani CC, 16% at Kaua‘i CC, 14% at Leeward CC, 11% at Maui College, and 10% at Windward CC.

Retention rates for the most recent cohort are 8% at UH Mānoa and 7% at UH Hilo for the **Fall 2005** cohort six years after entry, and at the UH community colleges for the **Fall 2008** cohort still enrolled after 150% of normal time to completion: 22% overall, 17% at Hawai‘i CC, 19% at Honolulu CC, 23% at Kapi‘olani CC, 25% at Kaua‘i CC, 23% at Leeward CC, 25% at Maui College, and 23% at Windward CC.

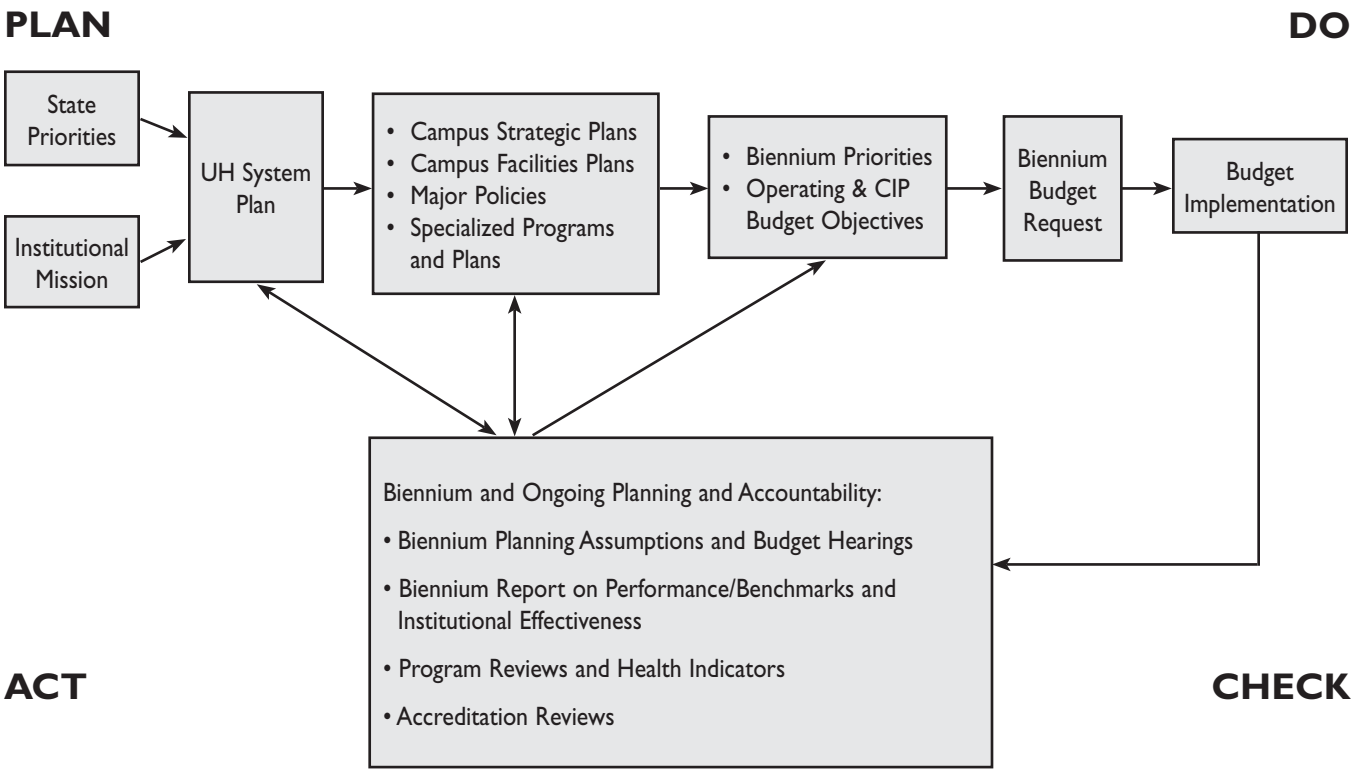
UH West O‘ahu began admitting first-time students effective fall 2007, and is not included here since graduation and persistence data are not yet required or available.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students and describes averages for groups of students. It should not be used to infer or predict individual behavior.

Institutional Research and Analysis Office, University of Hawai‘i, February 2012

Appendix J
University of Hawai'i Integrated Planning Framework

University of Hawai'i System Planning



Appendix K
Status of University of Hawai'i Plans as of June 2012

Table 1
Status of Strategic/Academic Development Plans

Unit	Date Approved by the Board of Regents
UH System	07/27/84; 01/18/91; 11/15/96; 06/21/02; (update/extension) 03/13/08
UH Mānoa	04/16/69; 05/20/83; 04/19/91; 05/22/98; 11/22/02; 7/7/11
UH Hilo	09/07/79; 12/12/86; 10/10/97; 11/22/02; 1/19/12
UH West O'ahu	04/14/77; 03/20/92; 10/10/97; 11/22/02; (update/extension) 03/13/08
UH Community College System	11/14/97[1]; 11/22/02; (update/extension) 03/13/08
[1]Prior to this date the Board approved several cycles of academic plans for each UH Community College.	

Table 2
Status of Long-Range Physical Development Plans

Campus	Date of Most Recent Board of Regents Approval
UH Mānoa	11/15/07
Coconut Island	06/19/98
UH Hilo	03/22/96, currently being updated
Mauna Kea	06/16/00
UH West O'ahu	07/20/06
UH Community Colleges	
Hawai'i CC	04/16/04, currently being updated
Pālamanui	11/19/09
Honolulu CC	03/17/11
Kapi'olani CC	09/16/10
Kaua'i CC	09/10/99
Leeward CC	01/19/96, currently being updated
Maui College	11/16/06
Windward CC	04/22/89

Appendix L
University of Hawai'i Staff

Table 1
Distribution of Personnel by Campus and Classification (All Funds)
Fall 2001 & Fall 2011

CLASSIFICATION	FALL 2001			FALL 2011		
	Hdct	V%	FTE[1]	Hdct	V%	FTE[1]
TOTAL	8,353	100.0	6,754.87	9,945	100.0	8,411.11
Faculty	3,977	47.6	2,934.49	4,710	47.4	3,935.36
Faculty	3,174	38.0	2,933.99	3,635	36.6	3,412.16
Lecturers	803	9.6	0.50	1,075	10.8	523.19
Admin, Prof, Tech (APT)	1,435	17.2	1,410.96	2,246	22.6	2,204.61
Executives	212	2.5	210.95	217	2.2	217.00
Graduate Assistants	989	11.8	481.50	1,378	13.9	685.83
Civil Service	1,740	20.8	1,716.97	1,394	14.0	1,368.33
UNIVERSITY OF HAWAI'I AT MĀNOA	5,326	63.8	4,297.90	6,152	61.9	5,036.18
Faculty	2,337	28.0	1,843.06	2,585	26.0	2,210.14
Faculty	2,060	24.7	1,843.06	2,308	23.2	2,099.33
Lecturers	277	3.3	0.00	277	2.8	110.81
Admin, Prof, Tech (APT)	883	10.6	867.10	1,319	13.3	1,286.64
Executives	86	1.0	86.00	91	0.9	91.00
Graduate Assistants	987	11.8	480.50	1,372	13.8	682.83
Civil Service	1,033	12.4	1,021.24	785	7.9	765.58
UNIVERSITY OF HAWAI'I AT HILO	470	5.6	393.93	621	6.2	583.43
Faculty	249	3.0	179.50	329	3.3	295.00
Faculty	182	2.2	179.50	269	2.7	268.32
Lecturers	67	0.8	0.00	60	0.6	26.68
Admin, Prof, Tech (APT)	87	1.0	83.13	140	1.4	137.43
Executives	13	0.2	12.55	22	0.2	22.00
Civil Service	121	1.4	118.75	130	1.3	129.00
UNIVERSITY OF HAWAI'I–WEST OAHU	69	0.8	51.25	137	1.4	120.79
Faculty	49	0.6	31.25	78	0.8	62.29
Faculty	32	0.4	31.25	56	0.6	54.50
Lecturers	17	0.2	0.00	22	0.2	7.79
Admin, Prof, Tech (APT)	4	0.0	4.00	45	0.5	44.50
Executives	2	0.0	2.00	4	0.0	4.00
Civil Service	14	0.2	14.00	10	0.1	10.00
UH COMMUNITY COLLEGES[2]	2,105	25.2	1,631.78	2,575	25.9	2,216.62
Faculty	1,341	16.1	879.68	1,715	17.2	1,365.43
Faculty	899	10.8	879.18	999	10.0	987.52
Lecturers	442	5.3	0.50	716	7.2	377.92
Admin, Prof, Tech (APT)	235	2.8	232.23	395	4.0	391.44
Executives	70	0.8	69.40	61	0.6	61.00
Civil Service	459	5.5	450.48	404	4.1	398.75
SYSTEM UH	371	4.4	368.00	451	4.5	445.10
Faculty	1	0.0	1.00	3	0.0	2.50
Admin, Prof, Tech (APT)	218	2.6	216.50	340	3.4	337.60
Executives	40	0.5	40.00	38	0.4	38.00
Graduate Assistants	2	0.0	1.00	6	0.1	3.00
Civil Service	110	1.3	109.50	64	0.6	64.00
SYSTEM OTHER[3]	12	0.1	12.00	9	0.1	9.00
Admin, Prof, Tech (APT)	8	0.1	8.00	7	0.1	7.00
Executives	1	0.0	1.00	1	0.0	1.00
Civil Service	3	0.0	3.00	1	0.0	1.00

[1] Excludes lecturers; includes all sources of funds.
[2] Includes faculty and staff within the Office of the Vice President for Community Colleges.
[3] Includes Offices of State Director for Career and Technical Education and State Postsecondary Education Commission
Source: Data Warehouse which extracts data from PeopleSoft, the human resources information system; Office of Human Resources, Oct 2001 & 2011

Appendix L *(cont.)*
University of Hawai'i Staff

Table 2
Personnel by Ethnicity and Gender
Fall 2011

	TOTAL	EXEC	ADMIN, PROF, & TECH	CIVIL SERVICE	INSTRUC FACULTY	LECTURER	CC FACULTY	OTHER FACULTY[1]	GRADUATE ASSISTANT
	9,945	217	2,246	1,394	1,768	1,075	998	869	1,378
Percent Distribution									
ETHNICITY[2]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asian/Pacific Islander	56.7	51.2	75.1	87.8	38.3	42.9	53.0	42.8	42.0
Asian	46.3	42.9	63.9	68.9	32.5	32.6	40.0	36.1	34.8
Japanese	25.5	34.1	42.4	42.0	13.4	15.8	22.6	18.3	9.7
Chinese	8.9	5.1	10.9	7.5	9.8	6.2	6.8	10.0	9.7
Filipino	6.6	2.3	7.5	17.6	2.0	5.3	6.7	3.1	3.9
Korean	2.2	1.4	1.3	0.9	3.5	2.9	2.0	1.8	3.7
Thai	0.2	0.0	0.0	0.1	0.2	0.1	0.1	0.0	0.7
Vietnamese	0.4	0.0	0.4	0.2	0.3	0.2	0.1	0.2	0.9
Laotian	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.0
Asian Indian[3]	1.5	0.0	0.3	0.2	3.1	1.2	1.1	1.5	3.8
Mixed Asian	0.5	0.0	0.9	0.3	0.1	0.5	0.4	0.2	0.9
Other Asian[4]	0.4	0.0	0.2	0.1	0.1	0.3	0.1	0.7	1.5
Hawaiian & Pacific Islander	10.4	8.3	11.1	18.9	5.8	10.3	13.0	6.7	7.3
Hawaiian/Pt Hawn	9.6	8.3	10.6	17.6	4.8	9.6	12.4	6.1	6.6
Guamanian/Chamorro	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.0	0.1
Micronesian	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.2
Samoan	0.4	0.0	0.3	0.8	0.6	0.5	0.4	0.5	0.1
Tongan	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Other Pacific Islander[4]	0.2	0.0	0.1	0.2	0.2	0.1	0.1	0.1	0.1
White, Non-Hispanic	38.3	45.6	21.6	8.2	57.2	49.8	43.1	51.4	49.6
Black, Non-Hispanic	1.1	1.4	0.7	0.7	1.1	1.0	1.0	1.4	1.7
American Indian/Alaskan	0.5	0.0	0.1	0.1	0.5	1.5	0.7	0.5	0.9
Hispanic[5]	2.2	0.9	1.4	2.3	2.2	2.8	1.6	2.6	3.0
Mixed Race	1.0	0.9	0.8	0.7	0.7	1.2	0.5	1.0	2.3
Other[6]	0.3	0.0	0.3	0.1	0.0	0.8	0.1	0.2	0.4
GENDER	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female	52.3	41.0	55.6	61.3	42.8	55.2	52.9	51.0	50.1
Male	47.7	59.0	44.4	38.7	57.2	44.8	47.1	49.0	49.9

[1] Other Faculty includes researcher, specialist, librarian, and extension agent
[2] Effective January 2010, additional ethnic categories were added (Thai, Vietnamese, Laotian, Guamanian, Micronesian, Tongan, and Mixed Race)
[3] Asian Indian was formerly known as Indian Subcontinent
[4] Other Asian/Pacific Islander was split into two new categories (Other Asian and Other Pacific Islander)
[5] Hispanic includes Mexican/Cuban/Puerto Rican
[6] Other includes other, unknown, and no data
Note: Totals may not tie due to rounding.

Source: Data warehouse which extracts data from PeopleSoft, the human resources information system, Office of Human Resources, October 2011

Appendix M
University of Hawai'i Revenues and Expenditures

Table 1
Distribution of Revenues by Source
FY 2006–07 to 2010–11

Category of Revenue	FY 2006–07		FY 2007–08		FY 2008–09		FY 2009–10		FY 2010–11	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,255,048	100.0%	1,368,302	100.0%	1,443,523	100.0%	1,171,885	100.0%	1,225,766	100.0%
Tuition & Fees	153,348	12.2%	200,171	14.6%	231,946	16.1%	279,416	23.8%	316,092	25.8%
Government Appropriations	631,623	50.3%	703,229	51.4%	735,954	51.0%	398,020	34.0%	394,058	32.1%
Federal	4,200	0.3%	4,931	0.4%	3,444	0.2%	27,390	2.3%	33,697	2.7%
State	627,423	50.0%	698,298	51.0%	732,510	50.7%	370,630	31.6%	360,361	29.4%
Government Gifts, Grants, & Contracts	346,980	27.6%	344,065	25.1%	358,632	24.8%	407,340	34.8%	432,156	35.3%
Federal	322,938	25.7%	314,288	23.0%	327,404	22.7%	379,711	32.4%	415,078	33.9%
State	22,080	1.8%	26,788	2.0%	28,297	2.0%	24,961	2.1%	14,660	1.2%
Local	1,962	0.2%	2,989	0.2%	2,931	0.2%	2,668	0.2%	2,418	0.2%
Private Gifts, Grants, & Contracts	31,828	2.5%	35,039	2.6%	36,907	2.6%	43,836	3.7%	44,550	3.6%
Endowment Income	1,771	0.1%	1,705	0.1%	169	0.0%	1,333	0.1%	1,270	0.1%
Sales & Services	79,968	6.4%	77,099	5.6%	69,952	4.8%	32,445	2.8%	28,180	2.3%
Educational Activities	13,776	1.1%	14,603	1.1%	14,616	1.0%	14,839	1.3%	14,304	1.2%
Auxiliary Services	66,192	5.3%	62,496	4.6%	55,336	3.8%	17,606	1.5%	13,877	1.1%
Other Sources	9,530	0.8%	6,994	0.5%	9,963	0.7%	9,495	0.8%	9,460	0.8%

Appendix M *(cont.)*
University of Hawai'i Revenues and Expenditures

Table 2
Distribution of Operating Expenditures by Function
FY 2006–07 to 2010–11

Category of Expenditure	FY 2006–07		FY 2007–08		FY 2008–09		FY 2009–10		FY 2010–11	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,102,096	100.0%	1,219,835	100.0%	1,327,214	100.0%	1,278,701	100.0%	1,296,331	100.0%
Instruction	350,107	31.8%	383,689	31.5%	420,363	31.7%	407,685	31.9%	407,467	31.4%
Research	305,044	27.7%	306,757	25.1%	334,086	25.2%	360,598	28.2%	342,214	26.4%
Public Service	56,798	5.2%	60,847	5.0%	65,000	4.9%	63,726	5.0%	59,440	4.6%
Academic Support	98,656	9.0%	114,228	9.4%	133,162	10.0%	116,235	9.1%	126,203	9.7%
Student Services	56,984	5.2%	63,510	5.2%	72,560	5.5%	71,869	5.6%	80,264	6.2%
Institutional Support	68,374	6.2%	81,926	6.7%	86,490	6.5%	78,604	6.1%	86,360	6.7%
Operation/ Maintenance of Physical Plant	66,029	6.0%	78,601	6.4%	83,350	6.3%	77,533	6.1%	78,570	6.1%
Scholarships/ Fellowships	25,751	2.3%	50,557	4.1%	56,547	4.3%	86,130	6.7%	104,748	8.1%
Auxiliary Enterprise	65,249	6.1%	71,102	5.8%	68,244	5.1%	10,741	0.8%	4,126	0.3%
Independent Operations	7,104	0.6%	8,615	0.7%	7,404	0.6%	5,578	0.4%	6,910	0.5%
Other			3	0.0%	8	0.0%	2	0.0%	30	0.0%

Appendix N
University of Hawai'i Tuition Schedule, 2012–13 through 2016–17

University of Hawai'i Tuition[1]
UNDERGRADUATE AND GRADUATE
PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE, ALL CAMPUSES

	Academic Years																			
	2012–2013				2013–2014				2014–2015				2015–2016				2016–2017			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
UH MĀNOA[2]	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
Undergraduate	361	4332	1038	12456	381	4572	1113	13356	410	4920	1193	14316	441	5292	1279	15348	474	5688	1371	16452
Graduate	483	5796	1173	14076	514	6168	1245	14940	552	6624	1334	16008	593	7116	1430	17160	637	7644	1532	18384
UH HILO[2]																				
Undergraduate	245	2940	728	8736	258	3096	748	8976	277	3324	777	9324	297	3564	807	9684	319	3828	840	10080
Graduate	366	4392	841	10092	389	4668	892	10704	417	5004	956	11472	447	5364	1024	12288	479	5748	1097	13164
UH WEST O'AHU[2]	233	2796	694	8328	254	3048	734	8808	277	3324	777	9324	297	3564	807	9684	319	3828	840	10080
UH COMMUNITY COLLEGES[2]																				
High[3]	101	NA	488	NA	106	NA	496	NA	114	NA	508	NA	122	NA	520	NA	130	NA	532	NA
Low[3]	101	NA	296	NA	106	NA	304	NA	114	NA	316	NA	122	NA	328	NA	130	NA	340	NA
300 Level and Above[4] (UH Maui College only)	245	NA	728	NA	258	NA	748	NA	277	NA	777	NA	297	NA	807	NA	319	NA	840	NA

[1] All students are subject to campus-based student fees not shown here.

[2] Full-time (FT) tuition applies to students enrolling for 12 or more credits at UHM, UHH, and UHWO. At the Community Colleges, tuition is charged on a per-credit basis for all enrolled credits effective 2001–02. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized. Undergraduate resident and nonresident students enrolled in nursing, dental hygiene, business, and other UHCC health programs also pay a professional fee (separate fee schedule). Undergraduate/Graduate resident and nonresident students enrolled in the architecture program at UHM also pay a professional fee (separate fee schedule).

[3] With appropriate notification, individual UH Community Colleges may elect to charge up to the UHCC High, but not below the UHCC Low.

[4] UH Maui College offers four-year degrees. Students enrolled in upper division courses numbered 300 and above within these programs pay this differential rate.

Approved by the Board of Regents: October 26, 2011

Appendix N *(cont.)*
University of Hawai'i Tuition Schedule, 2012–13 through 2016–17

University of Hawai'i Tuition[1]
SELECT ADVANCED PROFESSIONAL PROGRAMS
PER-CREDIT-HOUR AND FULL-TIME SEMESTER TUITION SCHEDULE

	Academic Years																			
	2012–2013				2013–2014				2014–2015				2015–2016				2016–2017			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
UH MĀNOA[2]	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
Graduate Business[3]	733	8796	1239	14868	764	9168	1311	15732	802	9624	1400	16800	843	10116	1496	17952	887	10644	1598	19176
Graduate Education (EdD)	532	6384	1222	14664	566	6792	1297	15564	608	7296	1390	16680	653	7836	1489	17868	701	8412	1595	19140
Graduate Nursing	763	9156	1453	17436	811	9732	1542	18504	870	10440	1652	19824	933	11196	1770	21240	1001	12012	1896	22752
Law																				
JD	726	8712	1409	16908	764	9168	1510	18120	811	9732	1633	19596	870	10440	1766	21192	933	11196	1909	22908
LLM	1455	17460	1455	17460	1529	18348	1529	18348	1622	19464	1622	19464	1737	20844	1737	20844	1860	22320	1860	22320
Medicine	1253	15036	2638	31656	1317	15804	2718	32616	1384	16608	2800	33600	1454	17448	2885	34620	1528	18336	2972	35664
UH HILO[2]																				
Graduate Nursing	598	7176	1196	14352	635	7620	1269	15228	680	8160	1359	16308	729	8748	1455	17460	781	9372	1558	18696
Pharmacy	768	9216	1491	17892	815	9780	1536	18432	865	10380	1583	18996	918	11016	1631	19572	974	11688	1680	20160

[1] All students are subject to campus-based student fees not shown here.

[2] Full-time (FT) tuition applies to students enrolling for 12 or more credits. In accordance with University concurrent enrollment policy, students enrolling at multiple institutions/campuses during the same term pay the applicable tuition at each campus. Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized.

[3] The CBA master's degrees offered in executive format charge the resident tuition established here plus additional fees delegated to and approved by the President.

Approved by the Board of Regents: October 26, 2011

Appendix N *(cont.)*
University of Hawai'i Tuition Schedule, 2012–13 through 2016–17

University of Hawai'i Tuition
PROFESSIONAL FEES[1], PER STUDENT, PER SEMESTER

	Academic Years				
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
UH MĀNOA					
Undergraduate Business	$500	$500	$500	$500	$500
Undergraduate Nursing[2]	$1,000	$1,000	$1,000	$1,000	$1,000
Undergraduate Dental Hygiene[2]	$500	$500	$500	$500	$500
Undergraduate/Graduate Architecture[3]	$500	$500	$500	$500	$500
Undergraduate Engineering[4]	$500	$500	$500	$500	$500
UH HILO					
Undergraduate Nursing	$500	$500	$500	$500	$500
UH COMMUNITY COLLEGES					
Undergraduate Veterinary Program[5]	$100 / $300	$100 / $300	$100 / $300	$100 / $300	$100 / $300
Undergraduate Nursing	up to $500	up to $500	up to $500	up to $500	up to $500
Other Health Programs	up to $500	up to $500	up to $500	up to $500	up to $500

[1] The professional fees are charged in addition to applicable regular undergraduate tuition and student fees and are the same for residents and nonresidents.

[2] Nursing and dental hygiene students are charged for no more than six semesters after admission to the program.

[3] The architecture professional fee is charged throughout the 7-year program in addition to applicable tuition.

[4] The undergraduate engineering fee is charged to students of sophomore, junior, or senior standing only.

[5] The professional fees schedule for Windward CC's veterinary program was approved by the Board of Regents in February 2012. Certificate of Achievement in Veterinary Assisting (1st year) students are charged $100/semester (effective spring 2013). Associate of Science in Veterinary Technology (2nd year) students are charged $300/semester (effective fall 2012).

Requirements for Changes to Professional Fee Schedule

- Approval of the UH President must be obtained at least one semester in advance.
- Increases are capped at the rate of resident undergraduate tuition increases for a particular academic year. For example, if the rate of increase for resident undergraduate tuition at a campus is three percent, professional fees can be increased up to a maximum of three percent for that same academic year.
- All fees are to be re-evaluated annually by the campus.

Approved by the Board of Regents: October 26, 2011 and February 23, 2012