



# **UNIVERSITY OF HAWAI'I REFERENCE GUIDE**

June 2014



# Table of Contents

	Page
<b>I. The University of Hawai'i System</b>	<b>I</b>
A. Founding and System Mission	1
B. Special Distinction and Vision	2
C. Role of the UH System Offices	2
D. President's Initiatives	2
1. Hawai'i Graduation Initiative (HGI)	
2. Hawai'i Innovation Initiative (HI <sup>2</sup> )	
3. 21st Century Facilities (21CF)	
4. High Performance System of Higher Education	
E. Land-Grant, Sea-Grant, and Space-Grant	5
F. Carnegie Classification	5
G. Campus Type and Mission	6
H. Campus Sites and Basic Information	7
I. Other Sites	8
J. Affiliated Organizations	8
1. State Office of Career and Technical Education	
2. State of Hawai'i Postsecondary Education Commission (SPEC)	
3. Hawai'i State Approving Agency (SAA)	
4. Research Corporation of the University of Hawai'i (RCUH)	
5. University of Hawai'i Foundation (UHF)	
6. University of Hawai'i Alumni Association (UHAA)	
7. University of Hawai'i Press	
8. Waikiki Aquarium	
9. Mauna Kea Science Reserve	
K. Cooperating Institutions	10
1. East-West Center (EWC)	
2. Western Interstate Commission for Higher Education (WICHE)	
3. Other Cooperating Institutions	
<b>II. Governance</b>	<b>II</b>
A. The Board of Regents (BOR)	11
1. Board Membership, Terms of Appointment	
2. Constitutional Authority and Autonomy	
3. Hawai'i Revised Statutes (HRS)	
4. Board Bylaws and Policies	
5. Board Duties and Responsibilities	
6. Board Committees	
7. Board Meetings	
B. Administration	12
1. Office of the President	
2. System Organization and Administrative Bodies	
a. Council of Chancellors	
b. Council of Chief Academic Officers (CCAO)	
c. Council of Senior Student Affairs Officers (CSSAO)	
d. All Campus Council of Faculty Senate Chairs (ACCFSC)	
e. University of Hawai'i Student Caucus (UHSC)	
f. Pūko'a Council	

## Table of Contents

3. Campus Administration	
a. UH Mānoa, UH Hilo, and UH West O‘ahu	
b. UH Community Colleges	
4. Administrative Policies and Procedures	
C. Faculty Participation in Shared Governance	14
1. Shared Governance	
2. Faculty Senates	
3. Senate Executive Committee (SEC)	
4. Other Forums for Faculty Involvement in Governance	
D. Collective Bargaining	15
1. University of Hawai‘i Professional Assembly (UHPA)	
2. Hawai‘i Government Employees Association (HGEA)	
3. United Public Workers (UPW)	
E. The Student Role in Governance	17
<b>III. Academic Programs and Support</b>	<b>18</b>
A. Accreditation	18
1. Regional Accreditation	
2. Professional Accreditation	
B. Board of Regents Honors and Awards	18
1. Honorary Degrees and Regents Medals	
2. Awards for Excellence in Teaching and Research	
C. Instructional Programs	19
1. Credentials Offered	
2. General Education	
3. Program Approval	
a. New Program Proposals	
b. Review of Established Academic Programs	
c. New Courses and Course Modifications	
4. Articulation	
D. Research Programs	21
1. Research Expectation	
2. Research Standing	
3. Organized Research Units (ORUs)	
4. Extramural Funds	
5. Research Policies	
6. Research and Training Revolving Fund (RTRF)	
7. The Experimental Program to Stimulate Competitive Research (EPSCoR)	
8. The Department of Homeland Security Center for Maritime Domain Awareness	
9. The Pacific Disaster Center	
10. The National Disaster Preparedness Training Center (NDPTC) at the UH	
11. UH System Research Offices	
a. Office of the Vice President for Research and Innovation (OVPRI)	
b. Office of Research Services (ORS)	
c. Office of Technology Transfer and Economic Development (OTTED)	
d. Office of Export Controls (OEC)	
e. Applied Research Laboratory at UH (ARL)	
f. Academy of Creative Media (ACM)	
g. Science, Technology, Engineering, Math (STEM)	

## Table of Contents

E. Public/Community Service Programs	24
F. University Libraries	24
1. Library Collections	
2. Library Access	
3. Library Planning	
G. Information Technology (IT)	25
1. Systemwide Organization and Responsibilities	
2. Enterprise Information Systems	
3. Technologies for Teaching and Learning	
4. Cyberinfrastructure for Research	
5. General IT Support	
6. Telecommunications and Technology Infrastructure	
7. Current Opportunities and Challenges in Information Technology	
H. Distance Learning	27
1. Current Status	
2. Distance Learning Organization and Responsibilities	
3. Distance Learning Planning and Policy	
4. University Centers	
I. Other Centers and Institutes	29
J. Hawai'i P-20 Partnerships for Education	29
<b>IV. Students</b>	<b>30</b>
A. Admissions	30
B. Enrollment	30
1. Total Enrollment	
2. Headcount and FTE Enrollment Terms	
3. Non-Credit Enrollments	
C. Residency	30
D. Student Demographics	31
E. Retention and Graduation Rates	31
F. Financial Assistance	31
G. Co-Curricular Activities	32
1. Housing	
2. Student Athletics	
3. Student Organizations and Activities	
4. Student Conduct Code, Nondiscrimination Policies, and Grievance Procedures	
H. Family Educational Rights and Privacy Act (FERPA)	33
<b>V. Administrative Support</b>	<b>34</b>
A. Systemwide Planning Activities	34
B. Strategic Planning	34
1. Strategic Directions and Systemwide Initiatives	
2. Productivity and Efficiency Measures	
3. Unit and Campus Strategic Plan Updates	

## Table of Contents

C. Physical Facility Long-Range Planning	34
1. Long-Range Development Plans (LRDPs)	
2. Capital Improvement Program (CIP) Management	
D. Status of Plans	35
1. Summary Information	
2. Planning Projects	
3. Design Projects	
4. Construction Projects Underway	
5. Construction Projects Recently Completed	
E. Student Data and Reporting	36
1. Student and Other Management Information Reports	
2. Data Sources	
3. Compliance Reporting	
4. National Planning Initiatives	
a. Complete College America (CCA)	
b. Access to Success (A2S)	
c. Achieving the Dream (AtD)	
F. Personnel and Human Resources	38
1. Size of the UH Workforce	
2. Personnel Classifications	
3. Diversity of Employees	
4. Benefits	
5. Evaluation of Employees	
6. College and University Professional Association for Human Resources (CUPA-HR)	
7. Executive and Managerial Appointments	
8. Faculty Tenure and Promotion	
9. Teaching Assignments for Instructional Faculty	
10. Sabbaticals and Professional Development	
11. High Demand Disciplines	
12. Broadband APT Classification System	
13. Affirmative Action and Nondiscrimination Policies and Grievance Procedures	
G. Finance and Business	41
1. Administrative Procedures and Policies	
2. Annual Financial Report	
3. Quarterly Financial Status Reports	
4. Revenues	
5. Expenditures	
6. Historical Budget Perspective	
7. Budget Process	
8. Tuition Setting Process	
9. Business and Financial Management	
a. Business Processes	
b. Financial Management Information System (FMIS)	
c. Kuali Financial System (KFS)	
10. Revenue Bond Rating	

## Table of Contents

11. Audits	
a. UH Audit Plan	
b. Hawai'i State Auditor	
12. Risk Management	
H. Institutional Data Governance	45
I. External Affairs	45
1. External Affairs and University Relations Office	
2. Legislative Affairs	
<b>VI. Development/Fundraising: The University of Hawai'i Foundation (UHF)</b>	<b>47</b>
<b>VII. Select Professional Associations</b>	<b>48</b>
A. American Association of Community Colleges (AACCC)	
B. American Association of State Colleges and Universities (AASCU)	
C. American Association of University Professors (AAUP)	
D. American Council on Education (ACE)	
E. American Federation of Teachers (AFT)	
F. Asia-Pacific Association for International Education (APAIE)	
G. Association of American Colleges and Universities (AAC&U)	
H. Association of American Universities (AAU)	
I. Association of Governing Boards of Universities and Colleges (AGB)	
J. Association of Public and Land-Grant Universities (APLU)	
K. The College Board (College Entrance Examination Board [CEEBS])	
L. Council for Higher Education Accreditation (CHEA)	
M. Education Commission of the States (ECS)	
N. NAFSA: Association of International Educators (NAFSA)	
O. National Association of System Heads (NASH)	
P. National Center for Education Statistics (NCES)	
Q. National Center for Higher Education Management Systems (NCHEMS)	
R. National Education Association (NEA)	
S. State Higher Education Executive Officers (SHEEO)	

## Table of Contents

### LIST OF APPENDICES

Appendix A: University of Hawai'i Learning, Extension, and/or Research Sites, State of Hawai'i	A-1
Appendix B: University of Hawai'i Systemwide Organization Chart	A-2
Appendix C: President and Senior Administration	A-3
Appendix D: Status of WASC Regional Accreditation and Specialized Program Accreditation	A-4
Appendix E: University of Hawai'i Academic Program Offerings, Fall 2013	
Table 1: Type of Credentials Offered	A-6
Table 2: Curricula/Degrees Offered	A-7
Appendix F: Ten-Year Summary of UH Headcount Enrollment by Campus	A-8
Appendix G: UH Graduation and Persistence Rates	A-9
Appendix H: University of Hawai'i Integrated Planning Framework	A-10
Appendix I: Status of University of Hawai'i Plans	
Table 1: Status of Strategic/Academic Development Plans	A-11
Table 2: Status of Long-Range Physical Development Plans	A-11
Appendix J: University of Hawai'i Staff	
Table 1: Distribution of Personnel by Campus and Classification (All Funds)	A-12
Table 2: Personnel by Ethnicity and Gender	A-13
Appendix K: University of Hawai'i Revenues and Expenditures, FY 2008–09 to 2012–13	
Table 1: Distribution of Revenues by Source	A-14
Table 2: Distribution of Operating Expenditures by Function	A-15
Appendix L: University of Hawai'i Tuition Schedule, 2012–13 through 2016–17	
Undergraduate and Graduate	A-16
Select Advanced Professional Programs	A-17
Professional Fees	A-18



# 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 (BOR). Hawai‘i Revised Statutes (HRS) §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, BOR policy, chapter 4-1, establishes UH system’s common mission ([www.hawaii.edu/offices/bor/policy/borpch4.pdf](http://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.*

*Within its unique geographical location, the University will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The University will be a global leader and model the integration of sustainability throughout its teaching, research, operations, and public service. The University recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai‘i and all those for whom Hawai‘i is home. The University commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.*

Elaboration of this basic mission as it applies to different parts of the system is found in BOR policy, UH’s strategic directions, and unit strategic plans (UH Mānoa, UH Hilo, UH West O‘ahu, and the UH Community Colleges). These unit strategic plans were 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. UH 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 UH campuses. 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 promote the University of Hawai'i's overall mission in service to the state of Hawai'i and to measure our progress in meeting that commitment;
- To secure, allocate, and responsibly manage the resources needed to implement and sustain that mission;
- To ensure that the policies and procedures guiding operational support are coherent, cost effective, service-oriented, and best practice.

## D. President's Initiatives

The UH administration is in the process of updating its strategic directions which will guide the UH System's priorities for the next three biennia, 2015–2021. UH's strategic directions are articulated through four systemwide initiatives that focus on the development of human and physical capital to meet the needs of the state: the Hawai'i Graduation Initiative (HGI), the Hawai'i Innovation Initiative (HI<sup>2</sup>), 21st Century Facilities (21CF), and the High Performance System of Higher Education. The four initiatives are in various stages of development and maturity with HGI being the most mature and the High Performance System of Higher Education being newly established. Assigned to each strategic initiative are clear, quantifiable goals in the form of productivity and efficiency measures that demonstrate UH's accountability and transparency. These measures, currently in development, will enable UH to effectively assess its progress toward established goals. For more information on UH's productivity and efficiency measures, refer to the Strategic Planning section on page 34.

1. **Hawai'i Graduation Initiative (HGI).** A national study by Georgetown University estimates that 65 percent of the jobs in the Hawai'i will require some kind of postsecondary education and training in the next several years. As of 2012, 43 percent of the state's working age population held a postsecondary degree, highlighting an urgent need to increase the educational attainment of Hawai'i's 25- to 64-year old working age adults. At the state's current rate of degree production, the percentage of degree holders by the year 2025 is estimated at 47 percent, a figure that translates into a shortage of 57,000 degree holders.

As the sole public higher education system within the state, UH is committed to closing the projected educational attainment gap. HGI focuses on increased student participation and completion, particularly for individuals from underserved populations and regions. HGI's completion goals align with Hawai'i P-20 Partnerships for Education statewide "55 by 25" Campaign to increase the share of working age adults with a two- or four-year degree to 55 percent by 2025 ([www.55by25.org](http://www.55by25.org)).

Ongoing HGI activities include:

- Conducting year three of a "15 to Finish" promotional campaign that encourages students to take 15 credits a semester (or 30 credits a year) for on-time graduation in two and four years ([www.15toFinish.com](http://www.15toFinish.com) or [www.fifteentofinish.com](http://www.fifteentofinish.com)). Key messages through TV, radio, and campus newspaper ads produced compelling results, including a substantial increase in the share of classified undergraduates taking 15 or more credits across the UH system (+14.7% in fall 2012; +5.2% in fall 2013).
- Sharing the "15 to Finish" development process with other states. Complete College America (CCA), an organization dedicated to increasing student success, has promoted UH's "15 to Finish" model nationally, highlighting Hawai'i as one of the "game changer" states that implemented systemic reforms and achieved significant results ([completecollege.org/the-game-changers/#clickBoxGreen](http://completecollege.org/the-game-changers/#clickBoxGreen)). UH has held CCA sponsored workshops and webinars. To date, 14 states have adopted Hawai'i's 15 to Finish campaign.
- Implementing a Bill & Melinda Gates Foundation grant to assist with transforming the role of advisors and developing an electronic tool in STAR (UH's degree audit system) that provides real-time data on students' progress to completion and using a measure of program efficiency to identify issues that may be reducing progress to degree.
- Coordinating a systemwide UH Bookstore promotion that encourages freshmen to complete 30 credits in their first academic year. Freshmen who complete 30 credits in their first year and remain in good academic standing have an opportunity to win a semester's worth of textbooks in fall 2014.
- Completing a fall 2013 survey of students enrolling in 12–14 credits aimed at understanding why full-time students did not enroll in 15 or more credits. The top four reasons were: personal schedule did not allow (26%); 15 credits was too heavy a load (22%); courses were not offered during the day/time to fit their schedule (11%); courses were closed/filled (10%).
- Updating campus scorecards annually featuring key indicators on student progress and success for strategic and tactical use ([www.hawaii.edu/hawaiigradinitiative/campus-scorecards/](http://www.hawaii.edu/hawaiigradinitiative/campus-scorecards/)).
- Updating executive policy to reflect on-time graduation expectations (e.g., revising the numbers of credits that define class standing and tying scholarship/institutional aid to completion of 30 credits per year).

Additionally, campuses are implementing structural changes and time to degree and transfer strategies that support student success. Examples are four-year degree pathways, cohort and block scheduling, mandatory advising, automatic transfer of credits, reverse credit transfer, and automatic admission.

More information on HGI is available at [www.hawaii.edu/hawaiigradinitiative/](http://www.hawaii.edu/hawaiigradinitiative/).

2. **Hawai'i Innovation Initiative (HI<sup>2</sup>)**. UH has partnered with the Hawai'i Business Roundtable to help diversify the state's economy by leveraging UH research to create and attract new companies, cultivate talent for a knowledge-based economy, and encourage the development of future technologies. The common goal is to build a research enterprise that will be driven by the growth of new industries in Hawai'i and fueled by UH plans to employ and develop top researchers in several focus areas over the next decade.

According to the UH Economic Research Organization: "In addition to the large positive expected return on investment—as high as 96 percent in the best-case scenario, other benefits include thousands of new jobs in the state, new discoveries, new support businesses and opportunities. The win-win outcome for UH and the state stems from the fact that the research industry amplifies investment into multiple benefits. Research activity requires support staff, equipment, and materials, which in turn boost local businesses. At the same time, new businesses are nurtured by the Hawai'i research economy."

3. **21st Century Facilities (2ICF)**. This initiative replaces the former Renovate to Innovate Initiative which primarily emphasized UH's research infrastructure. 2ICF encompasses UH's entire physical plant with the goal of supporting 21st century learning, teaching, and research through the elimination of UH's substantial deferred maintenance backlog and the modernization of existing facilities. The definition of 2ICF includes facilities and campus environments that are safe, sustainable, and supportive of modern higher education practices. Facilities must be digitally enabled, flexible in use, maintainable at low cost, energy, water, and waste efficient, and inviting of collaboration in person, across the state, nationally, and globally. In addition, labs and teaching facilities must support interdisciplinary practices.

The deferred maintenance backlog is a systemwide problem on all but the newest UH West O'ahu campus, and is particularly acute at the UH Mānoa campus. As of FY 2012–13, the University's deferred maintenance backlog was \$487 million. The estimated ongoing annual capital renewal required to avoid increasing the current deferred maintenance backlog ranges from approximately \$50 to \$80 million per year based on UH's \$4.6 billion capital plant. 2ICF remains a top priority in UH's commitment to meet the state's 21st century needs around learning, innovation, and scholarship.

4. **High Performance System of Higher Education**. The objectives of this new initiative are to increase UH's accountability and transparency and manage its revenues and expenditures effectively by leveraging the full potential and efficiencies uniquely available to a unified statewide system of public higher education. Strategies that leverage our unique ability to achieve significant operating efficiencies and higher performance include: providing our diverse student body with multiple entry and exit points across our island state for lifelong learning opportunities; coordinating academic pathways and articulated program offerings; streamlining administrative and support processes; maximizing the efficient utilization of our facilities; exploring and implementing new instructional approaches; and tracking UH's progress on productivity and efficiency gains.

Achieving excellence also means fulfilling UH's institutional mission as a foremost indigenous serving university. Promoting, preserving, and perpetuating the Hawaiian language and culture are ways UH demonstrates its deep commitment to Hawai'i's indigenous people.

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

UH 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. UH participated in the Smithsonian Folklife Festival in Washington D.C. in 2012 to commemorate the 150th anniversary of the signing of the 1862 Morrill Act.

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.

The Carnegie Basic Classification for the UH 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

UH 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 UH. 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 offering professional, career-related, and applied degrees based on state and regional needs; partnerships with the UH community colleges and delivery of distance education programs provide access across the state.
- 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). BOR policy ([www.hawaii.edu/offices/bor/policy/borpch4.pdf](http://www.hawaii.edu/offices/bor/policy/borpch4.pdf), Section 4-7d) 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 2013 headcount and faculty/staff counts; FY 2013–14 operating budget—state appropriations, all methods of funding)

### University of Hawai'i at Mānoa

2500 Campus Rd, Honolulu, HI 96822  
Founded: 1907  
Last reaffirmation of accreditation: 2011  
Headcount enrollment: 20,006 Faculty & staff: 6,477  
Annual operating budget: \$569.3 million  
Chancellor: Thomas Apple  
808-956-8111 / [www.manoa.hawaii.edu](http://www.manoa.hawaii.edu)

### University of Hawai'i at Hilo

200 West Kawili St, Hilo, HI 96720-4091  
Founded: 1970  
Last reaffirmation of accreditation: 2004  
Headcount enrollment: 4,043 Faculty & staff: 664  
Annual operating budget: \$78.9 million  
Chancellor: Donald O. Straney  
808-932-7446 / [www.hilo.hawaii.edu](http://www.hilo.hawaii.edu)

### University of Hawai'i—West O'ahu

91-1001 Farrington Hwy, Kapolei, HI 96707  
Founded: 1976  
Last reaffirmation of accreditation: 2005  
Headcount enrollment: 2,361 Faculty & staff: 219  
Annual operating budget: \$45.8 million  
Chancellor: Rockne Freitas  
808-689-2800 / [www.uhwo.hawaii.edu](http://www.uhwo.hawaii.edu)

### Hawai'i Community College

200 West Kawili St, Hilo, HI 96720  
Founded: 1969  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 3,406 Faculty & staff: 355  
Annual operating budget: \$23.2 million  
Chancellor: Noreen Yamane  
808-934-2500 / [www.hawaii.hawaii.edu](http://www.hawaii.hawaii.edu)

### Honolulu Community College

874 Dillingham Blvd, Honolulu, HI 96817  
Founded: 1965  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 4,368 Faculty & staff: 405  
Annual operating budget: \$32.3 million  
Chancellor: Erika Lacro  
808-845-9211 / [www.honolulu.hawaii.edu](http://www.honolulu.hawaii.edu)

### Kapi'olani Community College

4303 Diamond Head Rd, Honolulu, HI 96816  
Founded: 1965  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 8,376 Faculty & staff: 588  
Annual operating budget: \$49.6 million  
Chancellor: Leon Richards  
808-734-9000 / [www.kapiolani.hawaii.edu](http://www.kapiolani.hawaii.edu)

### Kaua'i Community College

3-1901 Kaumuali'i Hwy, Līhu'e, HI 96766  
Founded: 1965  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 1,530 Faculty & staff: 198  
Annual operating budget: \$13.7 million  
Chancellor: Helen Cox  
808-245-8225 / [www.kauai.hawaii.edu](http://www.kauai.hawaii.edu)

### Leeward Community College

96-045 Ala 'Ike St, Pearl City, HI 96782  
Founded: 1968  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 7,976 Faculty & staff: 475  
Annual operating budget: \$36.5 million  
Chancellor: Manuel Cabral  
808-455-0011 / [www.leeward.hawaii.edu](http://www.leeward.hawaii.edu)

### Maui College

310 West Ka'ahumanu Ave, Kahului, HI 96732-1617  
Founded: 1965  
Last reaffirmation of accreditation: 2007  
Headcount enrollment: 4,076 Faculty & staff: 394  
Annual operating budget: \$29.6 million  
Chancellor: Clyde Sakamoto  
808-984-3500 / [www.maui.hawaii.edu](http://www.maui.hawaii.edu)

### Windward Community College

45-720 Kea'ahala Rd, Kāne'ohe, HI 96744  
Founded: 1972  
Last reaffirmation of accreditation: 2006  
Headcount enrollment: 2,799 Faculty & staff: 204  
Annual operating budget: \$15.6 million  
Chancellor: Douglas Dykstra  
808-235-7400 / [www.windward.hawaii.edu](http://www.windward.hawaii.edu)

## I. Other Sites

UH 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. UH 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 UH BOR 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, disbursement of funds, program evaluation, and required reporting. The UH president 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 UH Board of Regents, augmented by four members representing the general public, public and private nonprofit, and proprietary institutions of postsecondary education in the state, serve as the State Postsecondary Education Commission (SPEC). The UH president serves as the chief administrative officer for the commission, which is placed administratively within UH under the Office of the Board of Regents, and administratively managed and operated by the UH System Office of Student Affairs.

SPEC was established in 1974 by the State Legislature to provide a statewide framework that preserves Hawai'i's continued eligibility to receive and disburse student aid funding under Title IV of the federal Higher Education Act of 1965. The UH budget program titled "Statewide Planning and Coordination for Postsecondary Education" currently covers programs that are administratively attached to the SPEC. These include the State Approving Agency (SAA) for Veterans Training and student programs administered by the Western Interstate Commission for Higher Education (WICHE).

3. **Hawai'i State Approving Agency (SAA).** Federal regulations require the governor of each state to designate an agency of the state to perform inspections and approvals of schools and training programs so that veterans, dependents of veterans, service personnel, reservists, and other persons can apply education benefits from the various "G.I. bills." For Hawai'i, that agency is the State Approving Agency (SAA) for Veterans Training.

The director of Hawai'i SAA determines the qualifications of and grant approval to schools and job training establishments to offer instruction eligible for VA benefits under federal law. In addition, the Hawai'i SAA Director performs periodic visits and inspections of approved schools and job training establishments to ensure compliance with federal law and regulations. The director may withdraw approval if programs and schools fail to maintain standards and conditions under which approval was granted.

4. **Research Corporation of the University of Hawai'i (RCUH).** RCUH was created by state law in 1965 to support the research and training at UH and to enhance research, development, and training in Hawai'i. It is attached to UH for administrative purposes and governed by an eight-person board of directors; three are appointed by the governor, one is appointed by the Senate President, one is appointed by the House



Speaker, two are regents selected by the BOR, and the UH Vice President for Research and Innovation is a non-voting, ex-officio member. The executive director is responsible for its day-to-day affairs. RCUH's exemption from several state statutes in the areas of accounting, human resources, and procurement allows expeditious transactions, allowing researchers to focus more on research rather than administrative activities. RCUH receives no state funds and operates entirely on fees charged to UH and other agencies and organizations that may occasionally use its services.

5. **University of Hawai'i Foundation (UHF)**. (See also [section VI](#).) Founded in 1955 as a private, nonprofit, institutionally related corporation designated as a 501(c)(3) organization and 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 UHF attends UH executive staff meetings. The UHF 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.

6. **University of Hawai'i Alumni Association (UHAA)**. UHAA was formally organized in 1988 as the UH system's alumni organization representing all 10 campuses. UHAA supports UH by keeping alumni connected, strengthening stakeholder relationships, and inspiring pride among its alumni.

UHAA is governed by a board of directors and includes 39 chapters throughout Hawai'i, the U.S., and internationally. The chapters provide a vehicle to engage alumni with similar interests or backgrounds and to keep them connected to UH.

UHAA is a member-based organization. Although every alumni is automatically a member, alumni can choose to pay for annual, multi-year, or lifetime status to receive additional benefits. UHAA facilitates and organizes alumni events, awards student scholarships, bestows Distinguished Alumni Awards, supports student recruitment, and other activities to build awareness, pride, and value for its alumni.

7. **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 UH faculty members.
8. **Waikiki Aquarium**. Founded in 1904 and a part of UH since 1919, the Waikiki Aquarium is the second oldest public aquarium in the U.S. Focusing on research, conservation, and education, the Aquarium's award-winning exhibits house approximately 3,500 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, sea horse/sea dragon reproduction, green sea turtle growth rates, monk seal biology, and other conservation-oriented projects. Each year the Aquarium offers a comprehensive marine education program with classes, workshops, and school tours attended by over 25,000 adults and children, its school support program schedules visits for over 7,000 elementary school students, and plays host to roughly 300,000 visitors.

9. **Mauna Kea Science Reserve.** UH 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 'Imiloa 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. The project recently received the conservation district use permit for construction of the telescope. 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 UH 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 U.S. 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. Students may receive UH scholarships and EWC grants to study at UH. The EWC provides the UH faculty an opportunity 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. WICHE's members include 15 Western states and the Commonwealth of the Northern Mariana Islands. The 15 member states are: 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 member. Under terms of the compact, each member commits to support WICHE's basic operations through annual dues established by the full commission. Members participate in several student exchange programs, including the Western Undergraduate Exchange (WUE) Program, the Western Regional Graduate Program (WRGP), and the Professional Student Exchange Program (PSEP). 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 Office of the Board of Regents, but managed and run by the UH System Office of Student Affairs.
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.

## II. GOVERNANCE

### A. The Board of Regents (BOR)

1. **Board membership, terms of appointment.** Governance of UH 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. 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. The board operates under the leadership of a chair and one or more vice chairs elected to a 1-year term by the membership, usually at the July meeting. The board chair appoints committee chairs. Board members are not employees of UH and serve on a voluntary basis. Travel expenses for board meetings and other board-related business are covered by UH. Regents must comply with the State Code of Ethics, and with the board’s own policies and practices regarding conflicts of interest.
2. **Constitutional authority and autonomy.** Article X, Section 5 of the Constitution of the State of Hawai‘i, establishes UH “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 UH. 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)

UH 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.

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 UH administration, other board policies reflect different subject areas within UH (e.g., administration, planning, academic affairs, etc.). These BOR 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 HRS.

Implementation of BOR policies is the responsibility of the president and the executive and managerial team.

5. **Board duties and responsibilities.** The Board of Regents is responsible for the internal governance and management of the university. The UH System Office of the BOR provides staff support to members. System administrative staff also provide support to the BOR, as needed.
6. **Board committees.** 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. **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 (July), the board office provides regents and the UH administration with the schedule of board meetings for the coming year.

## **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: David Lassner

Telephone: 808-956-8207

Fax: 808-956-5286

Email: [david@hawaii.edu](mailto:david@hawaii.edu)

The president of the university is appointed by the BOR 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 C](#)) 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.
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 B](#) for the current Board of Regent approved system organization chart.

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 and meets quarterly with the president. The purpose of the council is to provide an 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 officer, the vice chancellor for academic affairs, from each UH campus. The group meets monthly with the system executive vice president for academic affairs. Emphasis is on coordination across the academic programs of the university.
- c. Council of Senior Student Affairs Officers (CSSAO). Composed of the senior student affairs officer from each UH campus, the council is convened by the Associate Vice President for Student Affairs. CSSAO discusses systemwide student affairs policies and practices to ensure consistency and coordination when serving students. This ensures that UH resources are leveraged to benefit student success and matriculation.
- d. All Campus Council of Faculty Senate Chairs (ACCFSC). This body of approximately 25 members is comprised of the campus faculty senate chairs and the senate chairs for the separate colleges/schools and student affairs divisions at UH Mānoa and UH Hilo. 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 in on discussions on systemwide academic matters. The ACCFSC serves as a communication forum. The executive vice president for academic affairs serves as liaison to the group.
- e. University of Hawai'i Student Caucus (UHSC). Organized since spring 1991, the UHSC is the systemwide association of all campus student governments, formally recognized by the University in spring 2003 through Board and executive policies ([www.hawaii.edu/offices/bor/policy/borpch7.pdf](http://www.hawaii.edu/offices/bor/policy/borpch7.pdf), Section 7-4; and [www.hawaii.edu/apis/ep/e7/e7207.pdf](http://www.hawaii.edu/apis/ep/e7/e7207.pdf)).

Composed of two voting delegates from the eleven campus student governments, UHSC serves to advocate collectively for the interests of students systemwide. The caucus affords student leaders the opportunity to communicate to university administration, state legislature, governor, and other offices, the needs and concerns of UH students on issues of particular concern.

Funded by an annual appropriation from the university administration, UHSC is provided organizational advising and program support by the associate vice president for student affairs. For more information, see [www.hawaii.edu/uahsc/index.html](http://www.hawaii.edu/uahsc/index.html).

- f. Pūko'a Council. This is a systemwide council that provides consultation to the president on programs and services for Native Hawaiians. The council meets monthly, typically in conjunction with BOR 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 vary, but in general, campus-wide administration is carried out by vice chancellors, directors, and in some cases, deans who 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, six colleges, one of which is divided into three divisions, and departments and programs.

The UH West O'ahu faculty is organized into five academic divisions that award six degrees and offer 28 concentrations.

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

System coordination of the community colleges is handled by associate vice presidents of academic affairs and administration 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 ([www.hawaii.edu/apis/](http://www.hawaii.edu/apis/)) 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. This decision-making process is referred to as shared governance. There are different views about the meaning of shared governance, ranging from 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.

([www.aaup.org/report/1966-statement-government-colleges-and-universities](http://www.aaup.org/report/1966-statement-government-colleges-and-universities))

2. **Faculty senates.** BOR policy, section I-10 ([www.hawaii.edu/offices/bor/policy/borpchl.pdf](http://www.hawaii.edu/offices/bor/policy/borpchl.pdf)) provides for organized faculty involvement in the development and maintenance of institutional academic policy. Executive policy EI.201 ([www.hawaii.edu/apis/ep/e1/e1201.pdf](http://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 of making recommendations or providing advice on academic policy for the particular campus.
3. **Senate executive committee (SEC).** 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**

Pursuant to Article XIII, Section 2 of the State Constitution, public employees have the right to organize for the purpose of collective bargaining and whose collective bargaining rights are provided under Chapter 89, Hawai'i Revised Statutes (HRS). Public employees are divided into fourteen (14) bargaining units throughout the State based on the category of work they perform as defined under Section 89-6 of Chapter 89, HRS.

Although union membership is voluntary and requires employees to file an application, regular dues otherwise known as statutory dues are assessed to both members and nonmembers through payroll deduction as provided for in Section 89-4 of Chapter 89, HRS.

1. **University of Hawai'i Professional Assembly (UHPA).** The University of Hawai'i Professional Assembly has been certified as the exclusive bargaining representative for all faculty within the UH system since November 1, 1974. UH faculty, including instructional faculty, lecturers, researchers, specialists, librarians, and extension agents, belong to bargaining unit 07 as provided for in Section 89-6(a) of Chapter 89, HRS. As of December 31, 2013, UHPA provides representation for 3,986 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. Under Section 89-11 of 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 local government employees 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. As of December 2013, HGEA represents 3,118 university employees in the following five bargaining units:

- Unit 2, supervisory employees in blue-collar positions (Certification 10/20/71)
- Unit 3, nonsupervisory employees in white-collar positions (Certification 4/3/72)
- Unit 4, supervisory employees in white-collar positions (Certification 5/3/72)
- Unit 8, UH administrative, professional, and technical employees (commonly referred to as APTs) (Certification 1/26/73)
- Unit 9, registered professional nurses (Certification 7/10/79)

HGEA has offices in Honolulu, Hilo, Wailuku, and Līhu'e and is headed by an executive director who is appointed by the board of directors. 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. Pursuant to section 89-11 of Chapter 89, HRS, bargaining units 2, 3, 4, and 8 do not have the right to strike and are all subject to interest arbitration.

During the 1968 constitutional convention, the 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 Collective Bargaining in Public Employment Law.

3. **United Public Workers (UPW).** The United Public Workers is Hawai'i's second largest employee union and represents more than 13,000 state, county, and private sector employees. As of December 2013, 522 university employees were covered by UPW's two bargaining units as follows:

- Unit 1, nonsupervisory employees in blue collar positions (Certification 10/20/71)
- Unit 10, institutional, health, and correctional workers (Certification 2/11/72)

UPW is also a member of the American Federation of State, County, and Municipal Employees (AFSCME).

The highest policy-making body is the UPW Convention, which meets every three years and consists of UPW members elected as delegates from all islands and representing all of the union's bargaining units and private sector units. UPW has offices in Honolulu, Hilo, Wailuku, and Līhu'e and is headed by a State Director who is elected by the delegates to the UPW convention to serve a term of three years.

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 representatives of their private sector bargaining units.

Each bargaining unit is organized as a representational form of government. Unit issues, programs, and activities are acted on by unit boards of directors and island divisions representing bargaining units on each island. Pursuant to section 89-11 of Chapter 89, HRS, bargaining unit 1 retains the right to strike while bargaining unit 10 is subject to interest arbitration.



## 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.

BOR policy ([www.hawaii.edu/offices/bor/policy/borpch7.pdf](http://www.hawaii.edu/offices/bor/policy/borpch7.pdf), Section 7-2) 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 oversight of campus activities to a different organization. At other campuses this function is part of the student government organization. At UH Mānoa, undergraduate and graduate students have their own student government organization.

The BOR also charters a systemwide student association known as the University of Hawai'i Student Caucus (UHSC) (previously referenced on p. 13). UHSC is responsible for representing students to the central administration and meets regularly to share information and resources among campuses. UHSC 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 a student as one of the regular voting members of the BOR.

### III. ACADEMIC PROGRAMS AND SUPPORT

#### A. Accreditation

1. **Regional accreditation.** All ten campuses of the UH system are separately 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 UH 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 D](#) 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.** Many UH academic programs hold separate professional accreditation. These include 56 professional programs at UH Mānoa, 66 at the UH Community Colleges, seven programs at UH Hilo, and one at UH West O‘ahu. 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 D](#).

#### 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 ([www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf), Section 5-9). Separately, the board may also confer the Regents’ Medal of Distinction and/or the Regents’ Medal. It is customary 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, UH is one of the most comprehensive systems of public higher education in the country. Credentials are offered in over 670 programs.

The BOR 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 E](#) lists BOR-approved credentials offered by UH; it also provides a table summarizing the number of credentials offered. A detailed breakdown by campus and subject major is available in the Master List of Curricula Offered report ([www.hawaii.edu/iro/maps.php?title=Master+List+of+Curricula+Offered](http://www.hawaii.edu/iro/maps.php?title=Master+List+of+Curricula+Offered)).

2. **General education.** BOR policy ([www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf), Section 5-13) requires that all campuses define and require a core of general education requirements based on a philosophy and rationale that are clearly stated and appropriate for each credential or cluster of credentials offered. General education core requirements introduce the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences—as well as demonstrate competency in oral and written communication, information literacy, quantitative skill and critical analysis of data and argument. The intent of general education is for students to become lifelong learners, effective workers, and ethical citizens, with the ability to work with others, understanding diversity and civic responsibility.

Each campus's overall plan for general education is approved by the BOR. In recent years, all campuses have reviewed their general education plans and made internal modifications.

3. **Program approval.**

- a. New program proposals. Executive policy E5.201 ([www.hawaii.edu/apis/ep/e5/e5201.pdf](http://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 (CCAO) reviews proposals for possible impacts elsewhere in the system. The BOR 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 CCAO. This allows for advance notice of resources and facilities that may be needed for the program. The program proposal 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 BOR to grant the program established status.

- b. Review of established academic programs. By BOR policy ([www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf), Section 5-1e), 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](http://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/](http://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 campus 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 fulfilling a requirement at a receiving institution.

Board of Regents policy ([www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf), Section 5-14) establishes the principle that student transfer among UH campuses be simple and predictable. Executive policy E5.209 establishes the principles and procedures for articulation and transfer among UH campuses ([www.hawaii.edu/apis/ep/e5/e5209.pdf](http://www.hawaii.edu/apis/ep/e5/e5209.pdf)).

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 2013, 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.

A study of transfer students within the UH system have found that those students who transfer from a UH community college after receiving an AA degree earn roughly the same 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 applied sciences. Special attention is given to student-faculty collaboration on research projects. UH community college faculty are expected to engage in workforce development that focuses on critical community needs.

2. **Research standing.** UH Mānoa is the only public research intensive university in Hawai'i. The 2012 Academic Ranking of World Universities, popularly known as the Shanghai Jiao Tong rankings after the university in China that developed them, lists UH Mānoa in the second of six tiers, or between 101-150 in its ranking of 500 international universities. UH Mānoa's American peers in the ranking include the University of Virginia, while its Asian peers include the top university in Korea, Seoul National; the top university in Singapore, National University in Singapore; the top university in Taiwan, National Taiwan University; and the top university in all of Latin America, the University of Sao Paolo.
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:
  - Hawai'i Institute of Geophysics and Planetology
  - Hawai'i Institute of Marine Biology
  - Hawai'i Natural Energy Institute
  - Industrial Relations Center
  - Institute for Astronomy
  - Lyon Arboretum
  - Pacific Biomedical Research Center
  - Sea Grant College Program
  - UH Cancer Center
  - 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. Since fiscal year 2011, the total UH extramural funds (research and training) exceeds \$400 million per year.
5. **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](http://www.hawaii.edu/apis/ep/ep.php).

6. **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

Executive policy provides guidelines for allocations from the RTRF. The Vice President for Research and Innovation 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 BOR.

7. **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 President/Lieutenant Governor are co-chairs of the EPSCoR statewide committee.
8. **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.
9. **The Pacific Disaster Center**. The University of Hawai'i is the managing partner of the Pacific Disaster Center (PDC). In December 2006, UH was competitively awarded a 3-year cooperative agreement to operate and manage the PDC, a major Department of Defense-funded activity based on Maui focused on fostering disaster resilient communities. PDC has an operating budget of about \$6 million a year. UH successfully won a five-year follow-on cooperative agreement in 2009.
10. **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.

## II. UH system research offices.

- a. Office of the Vice President for Research and Innovation (OVPRI). OVPRI enhances and supports the University's ability to excel in research and training by providing faculty, researchers, students and staff with a first-class physical and administrative research infrastructure; and the strategic hiring of new research faculty in areas of academic excellence. The office continually strives to improve research support services to strengthen UH's competitiveness and collaboration to achieve excellence in research.
- b. Office of Research Services (ORS). ORS provides effective and efficient services to facilitate the stewardship of extramural funded activities. The office works to advance UH's research mission by:
  - Providing services and resources to enhance research, training and other sponsored programs and activities;
  - Developing infrastructure, policies and procedures to ensure that the university is in compliance with federal, state and sponsor requirements; and
  - Promoting an innovative, creative, and entrepreneurial culture to enhance collaborations within the UH research community, as well as collaborations with the government, industry, and other research enterprises.
- c. Office of Technology Transfer and Economic Development (OTTED). OTTED is a service-oriented research support center organized for the purpose of helping UH faculty, staff, and students identify, manage, protect, and commercialize UH's intellectual property assets so that they can benefit society and spur economic growth for our state and national economies. In addition, OTTED is committed to developing and fostering long-term university-industry relationships.

OTTED markets and licenses technologies developed at UH, seeks to encourage broad utilization of the results of UH research, and supports the transfer of new technology and ideas from UH to the community-at-large. In addition to patentable inventions, which represent the majority of OTTED's licensing activities, OTTED also handles copyright, trademark licensing, Tangible Research Property (TRP), and outgoing Material Transfer Agreements (MTA) for biological materials.

- d. Office of Export Controls (OEC). Export controls are federal laws and regulations that have been created to control international commerce and safeguard national security. UH has the same obligations as any other entity or party to comply with export control laws. Academic research normally is conducted openly and most research activities are not subject to export control regulations. However, there are certain conditions under which the export of tangible items, such as equipment or materials developed in the course of research, or intangible research results, such as technology or know-how (information or technical and scientific data about controlled equipment) developed in the course of research, either is prohibited or requires a license. Items and services with military applications and commercial items that have potential military applications (dual-use) are called controlled items and may be subject to export controls.
- e. Applied Research Laboratory (ARL). The Applied Research Laboratory at the University of Hawai'i (ARL at UH) serves as a research center of excellence for critical Navy and national defense science, technology and engineering with a focus in naval missions and related areas. As a designated Navy-sponsored research laboratory, ARL at UH conducts research for the Navy, the Department of Defense and other government agencies. It is one of five centers that also include Johns Hopkins University, Penn State University, University of Texas at Austin, and the University of Washington.

- f. Academy of Creative Media (ACM). UH Mānoa’s ACM emphasizes narrative, or storytelling, theories, skills, and application across multiple platforms of digital media and within a context of cultural and aesthetic values. ACM seeks to empower students to tell their own stories of Hawai’i, the Pacific, and Asia rather than have those stories told for them through a different cultural lens that is distant and often distorted. ACM offers a core curriculum in three tracks: Digital Cinema, Computer Animation, and Critical Studies.
- g. Science, Technology, Engineering, Math (STEM). The OVPRI is working to coordinate the numerous STEM initiatives across the UH system. A STEM Education Coordinator focuses on systemwide coordination of STEM education programs.

## 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 Services Program
- Interlibrary Loan
- Library Instruction
- Student Success /Learning Center
- Microform collections

- 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 13,000 periodical and journal titles, many containing full-text articles. UH 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. ITS is relatively unique at UH, and in U.S. higher education, in that it functions simultaneously at both the UH system and Mānoa campus levels. This provides significant economies of scale. UH'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—most of which serve only a single research university campus with no multicampus responsibilities.
2. **Enterprise information systems.** UH is a founding partner of the national open source Kuali Financial System (KFS) project. Under the leadership of the VP for Budget & Finance / CFO, KFS went live at UH in July 2012. The Kuali Coeus software for electronic research administration was implemented at UH under the leadership of the Office of Research Services. KFS is being adopted by a number of universities across the nation and the Kuali suite of applications is expanding into all areas of enterprise applications in higher education.

UH operates its own implementation of the PeopleSoft HR management system for personnel record management and utilizes the State of Hawai'i 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 which used four different software packages with varying service levels. Utilization of a single student information system has enabled substantial improvements in the student experience across the UH system, enabling students to easily enroll at multiple campuses and easing the transfer process.

The STAR system, managed by UH Mānoa, serves the entire system and uses information from Banner and curricular requirements to provide degree audit and other academic support services to advance advising, student retention, and student completion.

A systemwide Business Process Council, a KFS Executive Committee, a Banner Advisory Council and a STAR Board provide overall input and guidance for these enterprise information systems. In addition to these systems, the UH 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 UH Mānoa campus. In 2011, the third generation of HITS technology was installed, using standard high definition Internet-based videoconferencing. ITS also coordinates statewide programming for the higher education cable television channels, including a video on-demand channel. Lulima is a single instance of the Sakai open source course management system that supports online learning for campus-based and distance learning for all ten campuses. It is fully integrated with the Banner student information system and the student portal, MyUHPortal. ITS offers a systemwide faculty development program for learning technologies and supports campus-based faculty development activities. 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, “big data” and research data repositories, advanced visualization, high speed networks, distributed sensor networks, and collaboration environments that support globally distributed interdisciplinary teams. ITS manages Hawai'i's engagement with Internet2 and global research networks and their capabilities to support UH researchers. In 2013, ITS hired UH's first Director of Cyberinfrastructure and 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. Most UH web sites are hosted on ITS servers. The ITS site license program makes software available at discounted prices throughout the UH System. ITS supports conventional H.323 videoconferencing including 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 robust enterprise email, calendaring, and collaboration services for over 70,000 UH students, faculty and staff at no charge to the institution. ITS provides contract services to assist units and projects that do not have their own professional IT staff or to supplement decentralized capabilities.
6. **Telecommunications and technology infrastructure.** ITS designs, develops, and manages the UH Mānoa campus network as well as a dynamic statewide network that interconnects campuses, research facilities and distance learning sites on six islands. The statewide network has been upgraded with federal stimulus funds to support 10 gigabit per second connections for UH sites across the state and to mainland and international colleges and universities via Internet2. The UH network supports access from all islands to UH enterprise information systems, the library information system, interactive video for distance learning, videoconferencing, and general Internet and Internet2 access for all UH students, faculty, and staff. In early 2014, ITS completed the statewide education network project which brings fiber optic cabling and gigabit capacity to public schools and public libraries on all islands using federal stimulus funding. ITS provides standard telephone services on a recharge basis for the UH Mānoa campus, student residences, and UH system offices at Mānoa and coordinates statewide Voice over IP (VoIP) services for the UH system.

ITS operates UH's only major data center, which houses large servers for the UH enterprise information systems, institutional web servers, the learning management system, and the many critical information and communication services on which the university increasingly relies 24 hours a day, 7 days a week. In early 2014, ITS staff moved into a new IT Center on the UH Mānoa campus. This state of the art building includes a modern resilient and energy efficient 8,000 square foot data center and executive situation room for coordinating emergency and disaster response, a computer training lab, advanced video conferencing capabilities, and a digital media center. Virtual server hosting and co-location services are available to all UH campuses.

7. **Current opportunities and challenges in information technology.**

- Improving institutional efficiency and sustainability through centralized data center services and virtualization in the new IT Center.
- Providing the UH research community with access to high performance computing and advanced cyberinfrastructure for research.
- Harnessing the power of information technology and online learning to improve access to high-quality instruction and improved educational outcomes while containing resource requirements.
- 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 and escalating requirements 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 learning 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 courses delivered at locations other than the home campus. Other methods of off-campus delivery include faculty traveling to another island or to classes on military bases and other community locations.

2. **Distance learning organization and responsibilities.** UH 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.** UH has a mature distance learning policy base that has been developed and revised over many years. This is captured in BOR policy ([www.hawaii.edu/offices/bor/policy/borpch5.pdf](http://www.hawaii.edu/offices/bor/policy/borpch5.pdf), Section 5-10), which establishes the policy context, and executive policy E5.204 ([www.hawaii.edu/apis/ep/e5/e5204.pdf](http://www.hawaii.edu/apis/ep/e5/e5204.pdf)), which lays out operational plans, policies, and procedures for distance learning.

UH adopted a new action plan for distance and distributed learning in 2003. As recommended in the plan, the Vice President for Academic Affairs and the Chief Information Officer appointed a systemwide Distributed Learning Advisory Council (DLAC), 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.

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 campus-based programs. The UH system, through various groups, facilitates, supports, and coordinates campus-based programs of instruction.

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 UH 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. BOR 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 the Executive Office on Early Learning, the Hawai'i State Department of Education (DOE), 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 statewide goal set by the Hawai'i P-20 Council 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 management of the Hawai'i P-3 Initiative in five communities across the state, development of the Hawai'i Early Learning and Development Standards (HELDS), implementation of a kindergarten readiness assessment, creation of the "55 by 25" community campaign, management of the federal program GEAR UP Hawai'i (which focuses on preparing low-income students for college), creation of a statewide College, Career, and Community Readiness definition, introduction of the Common Core State Standards and Assessments to higher education, expansion of accelerated learning/dual credit programs, creation and maintenance of My Future Hawai'i (a statewide college & career access portal), and management of the Hawai'i Data Exchange Partnership, a statewide longitudinal data analysis and reporting system.

Hawai'i P-20 leadership consists of the UH president, the DOE superintendent, and the director of the Executive Office on Early Learning. The P-20 Council is comprised of business, non-profit, union, and community leaders who are key stakeholders in Hawai'i's educational systems and who advise on educational matters. The BOR chair 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 Office of the Executive Vice President for Academic Affairs. Staff and project activities are primarily funded by federal, state, and private grants. As of 2014, Hawai'i P-20's annual budget is about \$8.5 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 UH campus. 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.

Forty percent of Hawai'i public and approximately 33 percent of Hawai'i private high school graduates who graduate in June enroll at a UH campus the following fall. The 4-year campuses accept from 75 to 80 percent and enroll from 34 to 43 percent of their first-time freshmen applicants. The UH community colleges accept an average of 90 percent of applicants and enroll 55 percent of them.

### B. Enrollment

1. **Total enrollment.** In fall 2013, UH enrolled 58,941 students in credit programs. Enrollments have remained above 58,000 since 2010 and above 49,000 since 2003. Prior to that, enrollments ranged from 44,000 to 48,000. [Appendix F](#) provides an 11-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, UH campuses process about 15,300 registrations in non-credit offerings/events. These registrations include non-credit courses offered through continuing education and outreach offices. 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 UH 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 2013 was 29% at UH Mānoa, 30% at UH Hilo, 9% at UH West O'ahu, and 11% at the UH community colleges.

## D. Student Demographics

Detailed system and campus demographic information prepared by the UH Institutional Research and Analysis Office (IRAO) can be found online in the Data Access Portal ([www.hawaii.edu/institutionalresearch](http://www.hawaii.edu/institutionalresearch)). Keeping in mind that this data will vary considerably by campus, a few system highlights from fall 2013 are:

- 90 percent are undergraduate and 10 percent are graduate students
- 57 percent are female and 43 percent are male
- 85 percent report Hawai'i as their permanent home address
- 81 percent have resident tuition status
- The average age of UH students is 25.5 years
- 54 percent attend full time, 46 percent part time
- On average, full-time students take 13.8 credit hours per semester; part-time students take 5.7
- First-time students comprise 20 percent of the total enrollment and transfer students represent about 15 percent
- 63 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.

UH Mānoa's most recent 6-year graduation rate is 56 percent, and 78 percent of the fall 2012 first-year UH Mānoa students returned for their second year. UH Hilo's most recent 6-year graduation rate is 36 percent, and 70 percent of the fall 2012 first-year students returned for their second year. Graduation rates at community colleges are lower, averaging 14 percent for the fall 2010 cohort, with 20 percent of students still enrolled after 150 percent of normal time to completion. 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 G](#) for more detail.

## F. Financial Assistance

UH provides student financial aid services at each campus. Across UH campuses, more than half of entering full-time freshmen receive financial assistance. For AY 2012–13, more than \$65 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—1) assistance based on need; and 2) assistance based on merit or achievement. 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 UH in the form of opportunity grants, achievement scholarships, international student scholarships, and Pacific Islander scholarships ([www.hawaii.edu/offices/bor/policy/borpch6.pdf](http://www.hawaii.edu/offices/bor/policy/borpch6.pdf), Section 6-4);

- Institutional assistance from UH 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 UH employees and dependents ([www.hawaii.edu/offices/bor/policy/borpch6.pdf](http://www.hawaii.edu/offices/bor/policy/borpch6.pdf), Section 6-8);
- The State of Hawai'i B Plus Scholarship, the only state-funded financial assistance program ([www.hawaii.edu/offices/bor/policy/borpch6.pdf](http://www.hawaii.edu/offices/bor/policy/borpch6.pdf), Section 6-5);
- Scholarships provided through the UH Foundation from endowments and annual gifts; and
- 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](http://www.hawaii.edu/offices/bor/policy/borpch6.pdf), Section 6-7.

## G. Co-Curricular Activities

1. **Housing.** UH 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 Hawai'i Community College students as part of the shared services agreement with UH Hilo. Student housing is administered under guidelines provided by HRS Chapter 304A, Section 304A-2671 and Chapter 521; BOR policy, Chapter 7 ([www.hawaii.edu/offices/bor/policy/borpch7.pdf](http://www.hawaii.edu/offices/bor/policy/borpch7.pdf), Section 7-5); and executive policy E7.102 ([www.hawaii.edu/svpa/ep/e7/e7102.pdf](http://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 12 women's sports, in addition to co-ed sailing and cheerleading. UH Hilo fields Division II teams in five 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 intermittently based on expressed student interests and availability of appropriate facilities.
3. **Student organizations and activities.** BOR policy ([www.hawaii.edu/offices/bor/policy/borpch7.pdf](http://www.hawaii.edu/offices/bor/policy/borpch7.pdf)) provides for a student life program at each of the campuses. Student organizations, which comprise a major portion of the student life program, are either chartered student organizations (CSOs) or registered independent organizations (RIOs).

The three basic CSOs found on a campus include:

- a student activities board/council that plans, implements, and evaluates events, such as dances and other social events, speakers and forums, fairs and celebrations, and community service activities;
- a student government that affords student voice in institutional decision-making on campus; and
- a board of student publications (BOSP) which oversees appointed student volunteers who publish a newspaper on each campus.

Membership on the BOSP varies from campus to campus but usually includes faculty, students, and members of the professional journalism community. Other CSOs have been established on the campuses depending upon the requests of the student bodies at those campuses. CSOs receive support from mandatory student fees approved by the BOR ([www.hawaii.edu/offices/bor/policy/borpch6.pdf](http://www.hawaii.edu/offices/bor/policy/borpch6.pdf), Section 6-3 Fees).



RIOs are organizations, associations, or clubs formed to meet special interests of certain groups of students on the campus. Typically, the RIOs consent to abide by UH policies in exchange for operating on the campus. Student activities or student life personnel are assigned to review and approve the constitution or charter of the RIO. RIOs are not directly supported financially through mandatory student activity fees. However, they may request financial assistance from a CSO that may have a funding assistance program.

4. **Student conduct code, nondiscrimination policies, and grievance procedures.** UH publishes a systemwide student conduct code defining the purposes of UH, behaviors that warrant disciplinary action, and the rights and responsibilities of students. It is found in UH Executive Policy, E7.208 ([www.hawaii.edu/apis/ep/e7/e7208.pdf](http://www.hawaii.edu/apis/ep/e7/e7208.pdf)). 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 UH and with appropriate state and federal agencies, are available to students upon first registration on a campus and summarized on the system and campus websites.

## **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; and
- file a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law

It also requires UH 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.

Administrative procedure A7.022 ([www.hawaii.edu/svpa/apm/a700/a7022a.pdf](http://www.hawaii.edu/svpa/apm/a700/a7022a.pdf)) is UH's policy implementing FERPA. The federal law gives institutions considerable latitude in implementation, and requires institutions to clearly inform students of their rights and how they can exercise their rights regarding education records. In 2010, the federal government made major changes to FERPA. In particular, the revised FERPA allows the use of education records for research. A7.022 is currently being updated.

## V. ADMINISTRATIVE SUPPORT

### A. Systemwide Planning Activities

BOR policy, chapter 4 ([www.hawaii.edu/offices/bor/policy/borpch4.pdf](http://www.hawaii.edu/offices/bor/policy/borpch4.pdf)) and executive policy E4.201 ([www.hawaii.edu/svpa/ep/e4/e4201.pdf](http://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. Each community college also develops 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 UH’s integrated planning framework is provided as [Appendix H](#).

### B. Strategic Planning

1. **Strategic directions and systemwide initiatives.** UH is in the process of updating its strategic directions for 2015–2021. This report will serve as the primary strategic and tactical planning document for the next three biennia and will guide UH’s budget and resource priorities. The strategic directions are articulated through four systemwide initiatives: the Hawai‘i Graduation Initiative (HGI), the Hawai‘i Innovation Initiative (HI<sup>2</sup>), 21st Century Facilities (21CF), and the High Performance System of Higher Education. For more information on these initiatives, refer to page 2, section D on the President’s Initiatives.
2. **Productivity and efficiency measures.** UH understands the need to establish and communicate clear and measurable outcomes with which to assess its performance and progress. Associated with each systemwide initiative are productivity and efficiency measures that demonstrate UH’s accountability and commitment to its many stakeholders. A primary set of productivity and efficiency measures are expected to be finalized in summer 2014; a secondary set of measures are to follow.

UH’s current performance measures, established in 2007, expire in 2015 ([www.hawaii.edu/ovppp/uhplan/](http://www.hawaii.edu/ovppp/uhplan/)). A brochure providing a snapshot view of UH’s performance against annual goals is disseminated annually at the state legislature in January and fulfills a legislative mandate requiring UH to prepare a document each biennium to demonstrate its accountability to the state. UH will transition from the current performance measures to the newly established productivity and efficiency measures at the appropriate time.

3. **Unit and campus strategic plan updates.** Unit and campus strategic plans also expire in 2015 and are being updated to align with UH’s strategic directions and systemwide initiatives.

### 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 BOR established the System Office of Capital Improvements (OCI) to manage major UH CIP projects ([www.hawaii.edu/oci/](http://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 UH 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, OCI is responsible for preparing UH's CIP budget, which includes coordination within the UH 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 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 I](#) 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 (design completed; pending construction funding)
  - c. UH Mānoa Daniel K. Inouye Library – new facility
  - d. UH Mānoa Athletic Facilities – renovation of softball stadium and new football video platform
  - e. UH Mānoa Hemenway Hall – general repairs
  - f. UH Mānoa Student Housing Services – on-campus student housing study
  - g. UH Mānoa Law School – renovation and addition
  - h. UH Hilo College of Pharmacy – new permanent facilities for the College of Pharmacy
  - i. UH West O'ahu Allied Health Building – new facility
  - j. UH West O'ahu Science, Technology, and Creative Media – new facility
  - k. UH West O'ahu Infrastructure – photovoltaic panel array, civil defense sirens, and roadway
  - l. Honolulu Community College Advanced Technology Training Center – new facility for various science and technology related programs and training
  - m. Kapi'olani Community College Culinary Institute of the Pacific – new facility at the former Cannon Club on Diamond Head
  - n. Leeward Community College Theater – renovation of existing facility (design completed; pending construction funding)
  - o. Leeward Community College Wai'anae Coast Campus – renovation to existing facility

#### 4. Construction projects underway.

- a. UH Mānoa Athletics Complex – renovation of existing facilities
- b. UH Mānoa Gartley Hall Renovation – renovation of existing facility
- c. UH Mānoa Ching Complex – new complex at Ching Field
- d. UH Mānoa Komohana Research and Extension Center in Hilo – renovation of Wings A and D
- e. UH Mānoa Snyder-Edmondson Halls – connector/elevator project
- f. UH Hilo Learning Living Community – renovation of student housing facilities
- g. Hawai'i Community College Renovation of Hale Aloha – renovate the existing Hale Aloha building on the Manono Campus
- 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 Keāhole, Kona
- i. Leeward Community College Education and Innovation Instructional Facility – new building to house the teacher education and training program and social sciences division

#### 5. Construction projects recently completed.

- 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 – window and general repairs
- d. UH Mānoa Edmondson Hall Renovation – renovation of existing facility
- e. UH Mānoa Sakamaki Hall (1st and 2nd floors) – renovation of existing classrooms
- f. UH Mānoa Biomedical Sciences Building - Cagewash Facility – renovation/replacement of the existing facility
- g. UH Hilo Student Services Building Addition – new addition to the student services building
- h. UH Hilo Hawaiian Language Building, Phase I – new building to house the College of Hawaiian Language
- i. UH Hilo University Village Student Housing – new housing complex
- j. UH West O'ahu Campus Development – new campus at Kapolei
- k. UH System Information Technology Center – new ITS building on the UH Mānoa campus

### 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.

UH'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 (OEVPA), the Institutional Research and Analysis Office (IRAO) produces a series of online reports used by university administrators and managers for executive decision-making. The accessibility and timeliness of the reporting system has improved, 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 and certificates granted, faculty and staff characteristics, departmental activity and instructional workload, enrollment projections, price 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, 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/](http://www.hawaii.edu/irao/).

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.

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 UH 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.
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 dedicated to significantly increasing the number of Americans with a two- or four-year degree and to close attainment gaps for traditionally underrepresented populations. CCA promotes the use of common metrics at the campus, system, and state levels to inform states' planning around educational attainment. IRAO submits data to CCA on an annual basis.
  - b. **Access to Success (A2S).** The A2S initiative is a project of the National Association of System Heads (NASH) and the Education Trust. It involves 22 public higher education systems that have pledged to reduce 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 assists in producing an annual online report.

Each of these national initiatives seeks to improve access for and completion by students, particularly those from underrepresented ethnic groups and aligns with UH's HGI goals.

## **F. Personnel and Human Resources**

1. **Size of the UH workforce.** Fall 2013 data indicate that UH employs more than 10,000 faculty and staff. Sixty-one percent of this workforce is employed by UH Mānoa. Most employees (with the exception of lecturers and graduate assistants) occupy full-time positions. Summary data for fall 2013 is provided in [Appendix J](#). These counts will exceed those reported earlier under the collective bargaining section ([Section II-D](#)). The criteria for inclusion in collective bargaining units include but are not limited to half-time employment or more, employment for more than three months, and certain credit loads for lecturers. UH also hires more than 5,000 student assistants at any given time.

Over the past ten years, faculty employee numbers have varied in response to changes in student enrollment. The largest staffing increase has been in the APT classification, as increased use of technology, emphasis on accountability, and numbers of research grants awarded have increased the demand for specialists in nonacademic, professional fields.

### **2. Personnel classifications.**

- Faculty engage in teaching, research, and service. Faculty categories include instructional faculty, researchers, specialists (counselors, student service personnel, and others), librarians, county extension agents, clinical medical personnel, legal instruction, and lecturers. As of December 2013, all faculty types account for about 48 percent of UH employees.
- Administrative, professional, and technical (APT) employees make up about 24 percent of the total workforce as of December 2013 and include professional-level, non-faculty support positions that normally require a bachelor's degree or higher. Types of APT jobs include instructional support specialists, research associates, student services specialists, fiscal and administrative professionals, 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 as of December 2013, civil service employees represent approximately 14 percent of UH employees.
- Executive and managerial personnel include some mid-level managers, directors, deans, chancellors, vice chancellors, vice presidents, the president, and various other senior officers. As of December 2013, this category accounts for about two percent of UH employees. BOR policy provides for conditions of employment for executive and managerial employees that are comparable to many of those included in faculty and staff collective bargaining agreements, including paid professional leave and provision for notice of termination.

- 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 the 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. As of December 2013, graduate assistants represent approximately 13 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, UH makes an effort to hire a staff that is diverse, especially in the ethnic groups represented in the islands, and balanced by gender. [Appendix J](#) 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 Article XVI of the State Constitution and by state law (i.e., Chapter 88, HRS) and are considered to be a contractual relationship between the Employer and the employee. 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 under the State Employer/Union Trust Fund (EUTF). Benefits for executive and managerial employees are also addressed in BOR policy.

UH offers transitional 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 appropriate and upon vacancy and availability.

5. **Evaluation of employees.** BOR policy and Section 76-41 of the Hawai'i Revised Statutes call for the regular evaluation of BOR and civil service appointees, respectively. APT and civil service staff are evaluated annually. Faculty are evaluated every year prior to tenure, and thereafter a "post-tenure review" occurs every five years. Executive and managerial staff are evaluated annually.
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](http://www.hawaii.edu/offices/bor/policy/borpch9.pdf)) provides that the results of the annual CUPA-HR Administrators in Higher Education Salary Survey serve as the basis for development of the annual University executive and managerial salary schedule applicable to UH's executive and managerial positions and a reference for salary determination along with other relevant survey data (e.g., local markets). Over 55,000 administrators from over 1,200 institutions participated in the 2012–13 survey. Public institutions accounted for nearly 50% of the respondents.
7. **Executive and managerial appointments.** The board is the final approving authority for actions relating to positions of Executive Administrator and Secretary of the Board, President, Vice President, Chancellor, Internal Auditor, and other executive/managerial positions reporting to the President. In August 2013, the Board approved an interim approval process for the appointments, reappointments, and changes in compensation of executive and managerial personnel whose salaries exceed \$150,000. Within board guidelines, the president is delegated authority to approve other executive and managerial personnel actions, except for those actions specifically retained by the board as indicated in BOR policy, E9.112 ([www.hawaii.edu/apis/ep/e9/e9112.pdf](http://www.hawaii.edu/apis/ep/e9/e9112.pdf)) and the interim guideline. The vice presidents and chancellors are further delegated authority to approve certain executive and 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 not requiring Board approval.

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, at the research campus, the process may 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 academic executive and managerial personnel who have previously held tenure at a comparable institution.

9. **Teaching assignments for instructional faculty.** The Board sets the standards for teaching assignments and equivalencies and have set the teaching assignments 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 counterparts in the United States.
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.

UH 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, UH sends staff to professional meetings, and provides workshops and supports attendance at seminars and other professional development activities. There are also contractual provisions and/or board policy which allow for paid professional improvement leave for APT, civil service, and executive and managerial employees, which are exercised much less frequently than for faculty.



11. **High demand disciplines.** Section 9-2f of BOR policy ([www.hawaii.edu/offices/bor/policy/borpch9.pdf](http://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 designated thresholds.
12. **Broadband APT classification system.** In 2002, UH 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, salary placement, performance expectations, and evaluations are managed electronically.
13. **Affirmative action and nondiscrimination policies and grievance procedures.** UH maintains the following affirmative action and nondiscrimination policies and complaint procedures:
  - Executive Policy EI.202, University Statement of Nondiscrimination and Affirmative Action: [www.hawaii.edu/apis/ep/e1/e1202.pdf](http://www.hawaii.edu/apis/ep/e1/e1202.pdf)
  - Executive Policy EI.203, Policy on Sexual Harassment and Related Conduct: [www.hawaii.edu/apis/ep/e1/e1203.pdf](http://www.hawaii.edu/apis/ep/e1/e1203.pdf)
  - UH Systemwide Administrative Procedure A9.920, Discrimination Complaint Procedures for Students, Employees, and Applicants for Admission or Employment: [www.hawaii.edu/apis/apm/pers/a9920.pdf](http://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](http://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 online ([www.hawaii.edu/apis/](http://www.hawaii.edu/apis/)) and include the following:
  - BOR Policies, chapter 8, Business and Finance ([www.hawaii.edu/offices/bor/policy/borpch8.pdf](http://www.hawaii.edu/offices/bor/policy/borpch8.pdf))
  - UH Administrative Rules ([www.hawaii.edu/offices/bor/adminrules/index.html](http://www.hawaii.edu/offices/bor/adminrules/index.html))
  - Systemwide Administrative Procedures, volume II (A.8000), Business and Finance ([www.hawaii.edu/apis/apm/sysap.php](http://www.hawaii.edu/apis/apm/sysap.php))
  - Executive Policies, section E.8000, Business and Finance ([www.hawaii.edu/apis/ep/e8/bus.php](http://www.hawaii.edu/apis/ep/e8/bus.php))
2. **Annual financial report.** The audited consolidated annual financial reports of UH include the activities of UH Mānoa, UH Hilo, UH West O‘ahu, UH Maui College, UH Community Colleges, and its component units (RCUH and UHF). The report is available online at [www.hawaii.edu/offices/?office=cfo](http://www.hawaii.edu/offices/?office=cfo). 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 UH system are presented to the BOR 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.** UH's revenues from all sources for FY 2013–14 were in excess of \$1.5 billion. The capital improvements program (CIP) state general obligation bond fund appropriation for the same period was \$174 million. Revenue sources include:
- State and federal government appropriations
  - Tuition and fee revenues
  - 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, general obligation bond debt service, and risk management costs are no longer reflected in the UH 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 UH system are considered, UH's share of total state general fund appropriations declined from 8.7 percent in FY 2008–09 to 6.4 percent in FY 2013–14.

5. **Expenditures.** Operating expenditures by function are also reflected in UH'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 K](#) for a five-year summary of revenues by source and operating expenditures by function.

6. **Historical budget perspective.** Historically, regular tuition revenues were deposited to the state's general fund and the UH was financed on state general fund appropriations to cover operating costs. However, since 1995 the legislature authorized UH to retain and expend tuition and fees via a special fund established to support the operations of UH. 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 UH.

Much of the impetus for the change in the state's funding policy for UH 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, UH 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 UH from state administrative overhead assessments on certain funds. As a result of the November 7, 2000 election, a state constitutional amendment was ratified to grant the BOR "exclusive jurisdiction over the internal structure, management, and operation of the university." However, this same constitutional provision allows the legislature to create laws affecting the operations of UH when the legislature identifies issues of "statewide concern." Thus, UH's policies and processes can be

limited by the legislature should they identify an issue of “statewide concern,” such as the inclusion of UH under the state’s procurement laws and processes. UH’s authority to expend general funds is also limited by state laws that are applicable to all entities receiving general funds, with some exceptions. Similarly, the expenditure of special and revolving fund revenues are limited by the enabling statute creating such funds, which designates their use for a restricted purpose.

7. **Budget process.** In accordance with state law, UH submits a biennium 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 improvement project funds for UH 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 requested to align with systemwide initiatives as communicated in the Biennium Budget Policy Paper.

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, 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. BOR policy, chapter 6 ([www.hawaii.edu/offices/bor/policy/borpch6.pdf](http://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 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 ([Appendix L](#)). The administration is currently conducting a review of the first two years of

the schedule with guidance from a BOR task group. The UH administration will be putting forth a recommendation to the BOR in summer 2014 on potential tuition rate adjustments for the remaining two years of the schedule.

9. **Business and financial management.** The Vice President for Budget and Finance/Chief Financial Officer provides executive leadership for planning, coordinating, and directing the offices responsible for the business and financial management functions of UH.

The System Budget Office oversees the preparation and execution of the 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 fiscal administrators. Most units require fiscal control at the college/school level.
- b. Financial management information system (FMIS). FMIS was UH’s 25+ year legacy financial accounting system supported on a mainframe system platform. Beginning in FY 2013, FMIS was replaced by the Kualī Financial System.
- c. Kualī Financial System (KFS). Beginning in FY 2013, UH implemented a new financial system jointly developed by the Kualī 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 UH), 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 university legacy applications to the ease of web-based online services. KFS’s modular architecture allows institutions to implement only those functional elements they need.

On July 2, 2012, UH implemented the following KFS core modules with base functionality in FY 2013: chart of accounts, general ledger, purchasing, financial processing, accounts payable, accounts receivable, contracts and grants, capital asset management, and labor ledger and effort reporting. Detailed project and system information can be found at [www.hawaii.edu/kualifinancial/](http://www.hawaii.edu/kualifinancial/).

10. **Revenue bond rating.** In February 2012, UH 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, Fitch Ratings, 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 UH’s Office of the Internal Auditor.

Annual comprehensive audits of UH’s accounts are conducted by external auditors (Accuity LLP) 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, UH'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, UH Mānoa Athletic Department, and Outreach College, and audits of the Waikīkī Aquarium and the University of Hawai'i Press. Audit findings are reported to the BOR, 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 UH operations. UH is given an opportunity to comment on audit reports prior to their final transmittal. The state auditor reports findings and recommendations to UH, the governor, and the legislature.

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

## H. Institutional Data Governance

In 2011, UH began a data governance program to improve its data management practices. The program's primary goals are to protect the security and privacy of the data under UH's stewardship and to produce higher quality data for better decision making. Executive Policy E2.215, UH Institutional Data Governance ([www.hawaii.edu/apis/ep/e2/e2215.pdf](http://www.hawaii.edu/apis/ep/e2/e2215.pdf)), establishes UH's vision, goals, and principles on data governance. The program focuses on the resolution of issues and improvement of processes in such areas as data quality, data sharing, security and access, and records management.

### I. 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 communication and news media relations, government relations, media production and social media, outreach to key stakeholders and constituencies to promote UH's strategic initiatives, and collegiate licensing.

In addition, a number of communication consulting 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.

External Affairs and University Relations fields and responds to all Freedom of Information Requests from members of the media and the general public in compliance with state Sunshine Laws and the Office of Information Practices.

It also serves as the official emergency communications coordinator for the UH system so as to be compliant with federal laws including the Clery Act regarding safety on campus during an emergency situation.

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

The government relations staff works with legislative coordinators across the UH 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 UH'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 UH’s academic leadership and approved by the UH president and Board of Regents. Its mission is to unite donors’ passions with UH’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 6,000 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 52,000 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 UH.

UHF’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 \$250+ million endowment to benefit UH 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 UH system.

State law specifically allows UH 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). UH 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 UH and UHF. UH provides office space in Bachman Hall to UHF 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](http://www.uhfoundation.org)
- BOR Policies, section 8-9, Fundraising, can be found at [www.hawaii.edu/offices/bor/policy/borpch8.pdf](http://www.hawaii.edu/offices/bor/policy/borpch8.pdf)
- Annual audited financial statements are available online at [www.uhfoundation.org/about/reports.aspx](http://www.uhfoundation.org/about/reports.aspx)

## VII. SELECT PROFESSIONAL ASSOCIATIONS

- A. American Association of Community Colleges (AACC)  
The AACC is the primary advocacy organization for the nation's community colleges. AACC represents nearly 1,200 two-year, associate degree-granting institutions and promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education.
- 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. Its mission is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education's contribution to the common good.
- D. 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.
- E. 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.
- F. Asia-Pacific Association for International Education (APAIE)  
APAIE is an international organization for senior administrators in academic institutions with responsibilities for international education. Its mission is to achieve greater cooperation among Asia Pacific institutions, promote the quality of international programs, activities, and exchanges, and facilitate exchange and mobility of students, staff and scholars and interregional academic collaboration. APAIE was started to promote cooperation, development of expertise, and institutional networking in the Asia-Pacific region as associations such as NAFSA and EAIE have done in the USA and Europe. UH Mānoa is one of the 13 founding members of APAIE.
- G. 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.



- H. 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.
- I. Association of Governing Boards of Colleges and Universities (AGB)  
AGB advances the practice of citizen trusteeship and helps ensure the quality and success of our nation's colleges and universities by serving the interests and needs of academic governing boards, their affiliated foundation boards 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.
- j. Association of Public and Land-Grant Universities (APLU)  
APLU is a non-profit association of public research universities, land grant institutions, and state public higher education systems, with members in all 50 states, U.S. 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.
- K. 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.
- L. 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.
- M. 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.

- N. **NAFSA: Association of International Educators (NAFSA)**  
Founded in 1948 as the National Association of Foreign Student Advisers to promote the professional development of U.S. college and university officials who advise foreign students, NAFSA's scope and size have grown with increasing international education and exchange. NAFSA's mission is to serve international educators and their institutions and organizations by establishing principles of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.
- O. **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.
- P. **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.
- Q. **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.
- R. **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.
- S. **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 reviewed in April 2014. 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  
 Lāilānilo  
 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.

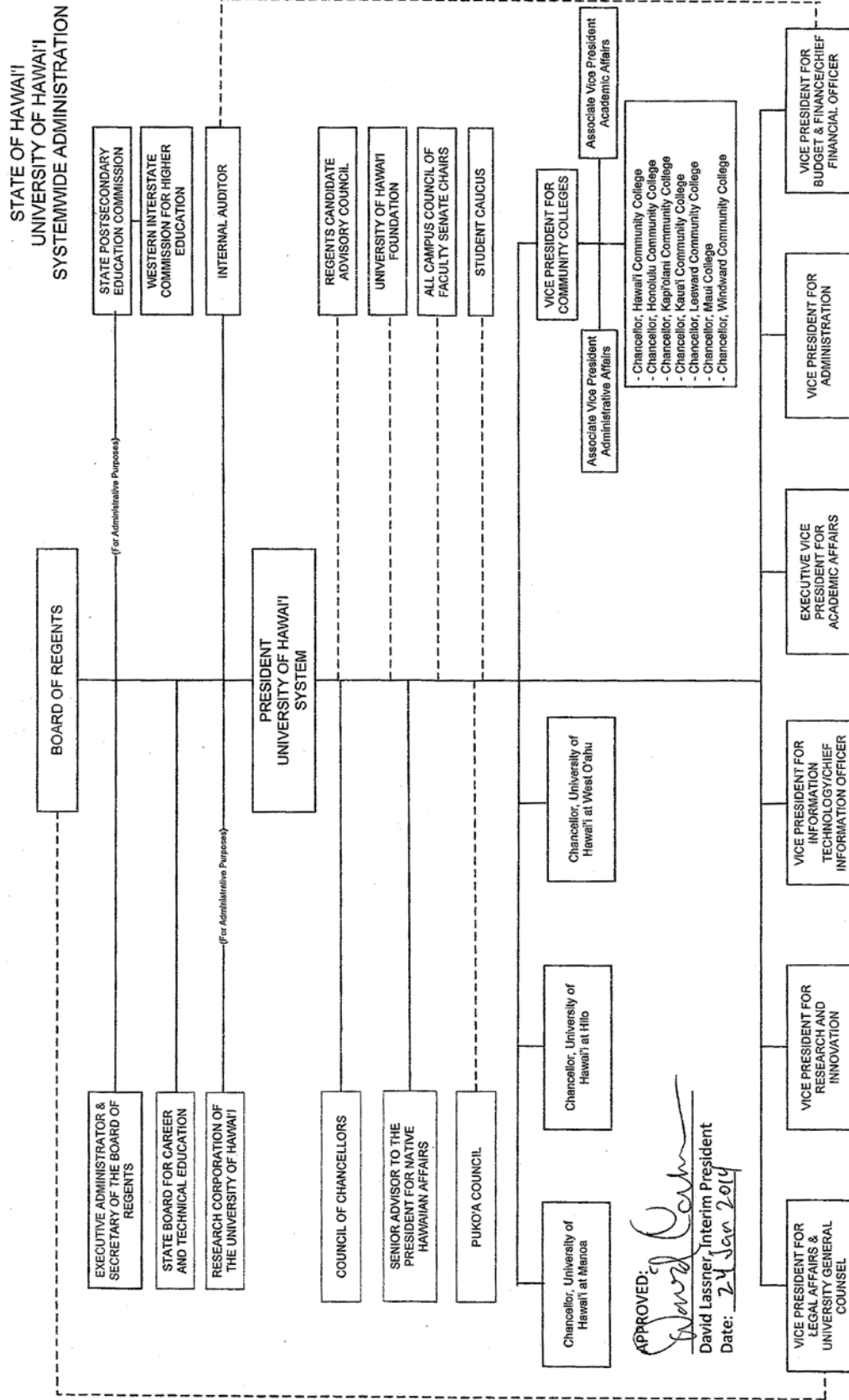
The University of Hawai'i system extends educational services to Hawai'i military bases and via cable TV and the Internet to schools, homes, and workplaces.

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 throughout the state.

APPENDICES

Appendix B University of Hawai'i Systemwide Organization Chart as of January 2014

[www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/New\\_UH\\_System\\_Chart.pdf](http://www.hawaii.edu/budget/sites/www.hawaii.edu.budget/files/New_UH_System_Chart.pdf)



## Appendix C President and Senior Administration as of June 2014

President	David Lassner	956-8207	david@hawaii.edu
Executive Vice President for Academic Affairs (Interim)	Joanne Itano	956-7075	itano@hawaii.edu
Vice President for Administration	[vacant]		
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 Information Technology/Chief Information Officer (Interim)	Steven Smith	956-2808	ssmith28@hawaii.edu
Vice President for Legal Affairs and University General Counsel	Darolyn Lendio	956-9901	lendio@hawaii.edu
Vice President for Research and Innovation	Vassilis Syrmos	956-5006	syrmos@hawaii.edu

## Appendix D

### Status of WASC Regional Accreditation and Specialized Program Accreditation as of May 2014

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. Educational effectiveness review, fall 2014.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each college is separately accredited. Accreditation reaffirmed for all colleges, fall 2012, 2013. Follow-up report due fall 2014.
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	Initial WASC Senior accreditation granted in 2007 for six years. Accreditation review/site visit, spring 2014.

#### Professional Accreditation

Many 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 56 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 business and economics, English language, Hawaiian language, nursing, pharmacy, counseling psychology, and teacher education programs at UH Hilo are separately and fully accredited.

**UH West O‘ahu.** The Division of Education has been granted accreditation by the National Council of Accreditation for Teacher Education (NCATE).

**UH Community Colleges.** Sixty-six 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. Additionally, the colleges are working on external accreditation in business and health information technology.

## Appendix E

### University of Hawai'i Academic Program Offerings, Fall 2013

**Table I**  
**University of Hawai'i**  
**Type of Credentials Offered**

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

Source: "Master List of Curricula Offered" MAPS report, Fall 2013  
 University of Hawai'i IRAO, March 2014.



## Appendix E (cont.)

### University of Hawai'i Academic Program Offerings, Fall 2013

**Table 2**  
**University of Hawai'i**  
**Curricula/Degrees Offered**

	Total	Certificate <sup>1</sup>	Associate	Bachelor's <sup>2</sup>	Master's	Doctorate	First Prof/ Prof Prac	Post-Bach
Total UH	676	247	129	143	93	54	7	3
UH Mānoa	301	59		97	85	52	5	3
UH Hilo	77	28		37	8	2	2	
UHWest O'ahu	13	7		6				
UHCC <sup>3</sup>	285	153	129	3				

<sup>1</sup> 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 undergraduate certificates at UH West O'ahu.

<sup>2</sup> Includes Bachelor of Applied Science at Maui CC.

<sup>3</sup> 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 2013, University of Hawai'i IRAO, March 2014.

# Appendix F

## Ten-Year Summary of UH Headcount Enrollment by Campus

### University of Hawai'i Headcount Enrollment of Credit Students, By Campus Fall 2003 to Fall 2013

FALL SEM	TOTAL		UH1		UHH		UHWO		UHCC															
	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	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
2003 <sup>1</sup>	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
2012	60,295	-0.1	20,426	0.0	4,157	0.4	1,997	20.2	33,715	-1.1	3,663	-6.5	4,582	-0.4	8,892	-1.5	1,495	4.3	7,960	0.8	4,382	-3.2	2,741	1.3
2013	58,941	-2.2	20,006	-2.1	4,043	-2.7	2,361	18.2	32,531	-3.5	3,406	-7.0	4,368	-4.7	8,376	-5.8	1,530	2.3	7,976	0.2	4,076	-7.0	2,799	2.1

<sup>1</sup> 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 2013

# Appendix G UH Graduation and Persistence Rates

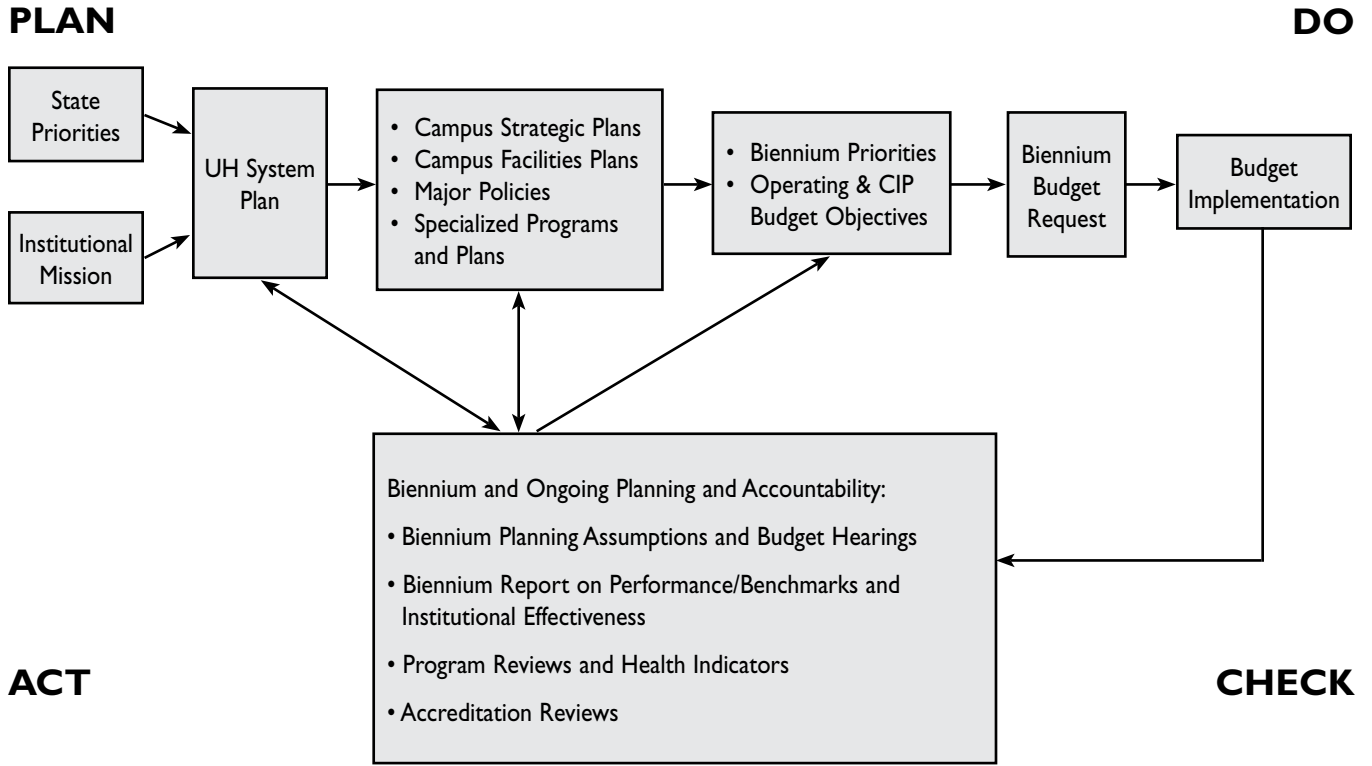
## University of Hawai'i Graduation and Persistence Rates, Fall Cohorts First-time, Full-time, Degree or Certificate-Seeking Undergraduates

	Fall 2007 Cohort				Fall 2010 Cohort							
	MAN	HIL	WO	UHCC Avg	HAW	HON	KAP	KAU	LEE	MAU	WIN	
<b>GRADUATION RATE (150% of normal time to completion)</b>	<b>57%</b>	<b>36%</b>	<b>25%</b>	<b>14%</b>	<b>19%</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>	<b>12%</b>	<b>14%</b>	<b>12%</b>	
Gender												
Men	54%	31%	#	12%	21%	10%	10%	9%	10%	11%	10%	
Women	59%	40%	36%	16%	18%	17%	20%	21%	14%	16%	13%	
IPEDS Race/Ethnicity												
Nonresident Alien	71%	30%	#	29%	18%	#	34%	#	#	#	#	
Hispanic/Latino	40%	33%	#	15%	24%	12%	8%	21%	11%	8%	17%	
American Indian or Alaska Native	#	#	#	#	#	#	#	#	#	#	#	
Asian	69%	38%	#	16%	30%	13%	14%	14%	16%	19%	12%	
Black or African American	44%	#	#	5%	#	#	#	#	6%	#	#	
Native Hawaiian or Other Pacific Islander	53%	37%	#	9%	10%	15%	13%	18%	7%	8%	5%	
White	39%	34%	#	13%	27%	7%	10%	16%	9%	13%	12%	
Two or more races	52%	44%	#	13%	16%	13%	8%	16%	11%	16%	13%	
Race/ethnicity unknown	41%	#	#	10%	#	#	#	#	11%	#	#	
Federal Grant/Loan Recipient												
Recipient of a Federal Pell Grant	57%	34%	#	14%	18%	17%	20%	15%	8%	14%	7%	
Recipient of a subsidized Stafford Loan who did not receive a Pell Grant	38%	33%	#	21%	13%	#	#	#	#	20%	27%	
Student who did not receive either a Pell Grant or a subsidized Stafford Loan	58%	38%	17%	14%	22%	10%	13%	16%	15%	13%	16%	
<b>PERSISTENCE RATE (Still enrolled after 150% of normal time to completion)</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>20%</b>	<b>15%</b>	<b>16%</b>	<b>18%</b>	<b>23%</b>	<b>24%</b>	<b>21%</b>	<b>19%</b>	
<b>TRANSFER OUT RATE</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>22%</b>	<b>14%</b>	<b>25%</b>	<b>29%</b>	<b>19%</b>	<b>23%</b>	<b>16%</b>	<b>24%</b>	

A pound sign (#) denotes any cohort/subcohort with fewer than ten students. 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. It should not be used to infer or predict individual behavior. Source: University of Hawai'i, Institutional Research and Analysis Office, February 2014

# Appendix H University of Hawai'i Integrated Planning Framework

## University of Hawai'i System Planning



## Appendix I

### Status of University of Hawai'i Plans as of May 2013

**Table I**  
**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 <sup>1</sup> ; 11/22/02; (update/extension) 03/13/08
<sup>1</sup> 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
Pālanui	11/19/09
Honolulu CC	03/17/11
Kapi'olani CC	09/16/10
Kaua'i CC	09/10/99, currently being updated
Leeward CC	01/19/96, currently being updated
Maui College	11/16/06
Windward CC	04/22/89, currently being updated

## Appendix J University of Hawai'i Staff

**Table I  
Distribution of Personnel by Campus and Classification (All Funds)  
Fall 2003 & Fall 2013**

CLASSIFICATION	FALL 2003			FALL 2013		
	Hdct	V%	FTE <sup>1</sup>	Hdct	V%	FTE <sup>1</sup>
TOTAL	8,927	100.0	7,164.27	10,508	100.0	8,826.42
Faculty	4,216	47.2	3,114.80	5,009	47.7	4,096.50
Faculty	3,369	37.7	3,114.30	3,719	35.4	3,482.58
Lecturers	847	9.5	0.50	1,290	12.3	613.92
Admin, Prof, Tech (APT)	1,612	18.1	1,570.85	2,456	23.4	2,415.33
Executives	194	2.2	193.95	210	2.0	210.00
Graduate Assistants	1,164	13.0	563.75	1,390	13.2	694.19
Civil Service	1,741	19.5	1,720.92	1,443	13.7	1,410.40
UNIVERSITY OF HAWAI'I AT MĀNOA	5,796	64.9	4,631.37	6,477	61.6	5,264.93
Faculty	2,528	28.3	2,008.32	2,775	26.4	2,306.84
Faculty	2,237	25.1	2,008.32	2,384	22.7	2,156.23
Lecturers	291	3.3	0.00	391	3.7	150.60
Admin, Prof, Tech (APT)	1,016	11.4	984.88	1,436	13.7	1,406.76
Executives	76	0.9	76.00	83	0.8	83.00
Graduate Assistants	1,161	13.0	562.25	1,376	13.1	687.19
Civil Service	1,015	11.4	999.92	807	7.7	781.15
UNIVERSITY OF HAWAI'I AT HILO	506	5.7	415.86	664	6.3	612.21
Faculty	272	3.0	187.66	356	3.4	311.48
Faculty	191	2.1	187.66	269	2.6	269.07
Lecturers	81	0.9	0.00	87	0.8	42.41
Admin, Prof, Tech (APT)	93	1.0	89.75	150	1.4	145.23
Executives	15	0.2	14.95	22	0.2	22.00
Graduate Assistants				4	0.0	2.00
Civil Service	126	1.4	123.50	132	1.3	131.50
UNIVERSITY OF HAWAI'I-WEST O'AHU	71	0.8	51.20	219	2.1	184.69
Faculty	48	0.5	28.70	126	1.2	94.69
Faculty	29	0.3	28.70	69	0.7	68.43
Lecturers	19	0.2	0.00	57	0.5	26.27
Admin, Prof, Tech (APT)	7	0.1	7.00	61	0.6	61.00
Executives	3	0.0	3.00	6	0.1	6.00
Graduate Assistants	1	0.0	0.50	1	0.0	0.50
Civil Service	12	0.1	12.00	25	0.2	22.50
UH COMMUNITY COLLEGES <sup>2</sup>	2,144	24.0	1,657.00	2,662	25.3	2,285.49
Faculty	1,368	15.3	890.12	1,750	16.7	1,381.99
Faculty	912	10.2	889.62	995	9.5	987.35
Lecturers	456	5.1	0.50	755	7.2	394.64
Admin, Prof, Tech (APT)	253	2.8	249.38	423	4.0	418.25
Executives	61	0.7	61.00	62	0.6	62.00
Graduate Assistants	2	0.0	1.00		0.0	
Civil Service	460	5.2	455.50	427	4.1	423.25
SYSTEM UH	410	4.6	408.85	486	4.6	479.10
Faculty				2	0.0	1.50
Admin, Prof, Tech (APT)	243	2.7	239.85	386	3.7	384.10
Executives	39	0.4	39.00	37	0.4	37.00
Graduate Assistants				9	0.1	4.50
Civil Service	128	1.4	130.00	52	0.5	52.00

<sup>1</sup> Includes all sources of funds.

<sup>2</sup> Includes faculty and staff within the Office of the Vice President for Community Colleges.

Source: Data Warehouse which extracts data from PeopleSoft, the human resources information system; Office of Human Resources, Oct 2003 & 2013

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

**Table 2**  
**Personnel by Ethnicity and Gender**  
**Fall 2013**

	TOTAL	EXEC	ADMIN, PROF, & TECH	CIVIL SERVICE	LECTURER	INSTRUC FACULTY	CC FACULTY	OTHER FACULTY <sup>1</sup>	GRADUATE ASSISTANT
	10,508	210	2,456	1,443	1,290	1,825	994	900	1,390
Percent Distribution									
ETHNICITY <sup>2</sup>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asian/Pacific Islander	56.6	50.5	73.7	85.9	43.5	39.2	55.1	43.3	41.2
Asian	45.4	43.3	61.7	65.4	32.2	32.5	40.9	36.6	33.8
Japanese	24.0	30.0	39.5	38.0	14.4	12.9	23.2	18.1	8.9
Chinese	8.7	5.2	10.2	6.9	5.7	9.8	6.5	10.2	10.6
Filipino	7.2	3.3	8.0	18.7	6.3	2.2	6.8	3.8	4.0
Korean	2.3	2.4	1.5	0.9	3.1	3.4	1.9	1.9	3.5
Thai	0.1	0.0	0.1	0.1	0.1	0.2	0.2	0.0	0.4
Vietnamese	0.4	0.5	0.4	0.3	0.4	0.3	0.3	0.2	1.2
Laotian	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Asian Indian <sup>3</sup>	1.4	1.4	0.4	0.2	0.9	3.1	1.2	1.4	2.6
Mixed Asian	0.8	0.5	1.2	0.3	0.9	0.4	0.6	0.2	1.9
Other Asian <sup>4</sup>	0.4	0.0	0.4	0.1	0.5	0.3	0.1	0.6	0.8
Hawaiian & Pacific Islander	11.2	7.1	12.0	20.5	11.2	6.6	14.2	6.8	7.4
Hawaiian/Pt Hawn	10.2	7.1	11.1	18.4	10.6	5.4	13.5	6.2	6.5
Guamanian/Chamorro	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.0	0.3
Micronesian	0.1	0.0	0.1	0.4	0.0	0.1	0.0	0.0	0.1
Samoan	0.5	0.0	0.6	0.9	0.4	0.8	0.4	0.4	0.2
Tongan	0.1	0.0	0.0	0.2	0.1	0.0	0.0	0.0	0.1
Other Pacific Islander <sup>4</sup>	0.2	0.0	0.1	0.5	0.1	0.3	0.1	0.1	0.1
White, Non-Hispanic	37.4	46.7	21.6	8.7	48.8	55.7	40.7	50.7	47.7
Black, Non-Hispanic	1.2	1.9	1.2	0.8	1.2	1.4	1.1	1.1	1.4
American Indian/Alaskan	0.7	0.0	0.3	0.4	1.1	0.5	1.0	0.9	1.1
Hispanic/Latino <sup>5</sup>	2.3	0.5	1.7	2.5	2.2	2.4	1.3	2.4	3.6
Mixed Race	1.5	0.5	1.3	1.2	1.9	0.7	0.7	1.4	3.7
Other <sup>6</sup>	0.4	0.0	0.1	0.4	1.3	0.1	0.0	0.1	1.4
GENDER	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female	53.3	44.3	56.3	60.0	56.9	44.9	54.3	50.8	50.8
Male	46.7	55.7	43.7	40.0	43.1	55.1	45.7	49.2	49.2

<sup>1</sup> Other Faculty includes researcher, specialist, librarian, and extension agent

<sup>2</sup> Effective January 2010, additional ethnic categories were added (Thai, Vietnamese, Laotian, Guamanian, Micronesian, Tongan, and Mixed Race)

<sup>3</sup> Asian Indian was formerly known as Indian Subcontinent

<sup>4</sup> Other Asian/Pacific Islander was split into two new categories (Other Asian and Other Pacific Islander)

<sup>5</sup> Hispanic includes Mexican/Cuban/Puerto Rican

<sup>6</sup> 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 2013

## Appendix K University of Hawai'i Revenues and Expenditures

**Table I  
Distribution of Revenues by Source  
FY 2008–09 to 2012–13**

Category of Revenue	FY 2008–09		FY 2009–10		FY 2010–11		FY 2011–12		FY 2012–13	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,443,523	100.0%	1,171,885	100.0%	1,225,766	100.0%	1,239,307	100.0%	1,446,915	100.0
Tuition & Fees	231,946	16.1%	279,416	23.8%	316,090	25.8%	338,513	27.3%	350,261	24.2
Government Appropriations	735,954	51.0%	398,020	34.0%	394,123	32.1%	383,863	31.0%	505,235	34.9
Federal	3,444	0.2%	27,390	2.3%	33,763	2.7%	6,943	0.6%	5,138	0.4
State	732,510	50.7%	370,630	31.6%	360,360	29.4%	376,920	30.4%	500,098	34.6
Government Gifts, Grants, & Contracts	358,632	24.8%	407,340	34.8%	432,091	35.3%	448,030	36.2%	513,396	35.5
Federal	327,404	22.7%	379,711	32.4%	415,013	33.9%	427,237	34.5%	484,391	33.5
State	28,297	2.0%	24,961	2.1%	14,660	1.2%	18,531	1.5%	26,881	1.9
Local	2,931	0.2%	2,668	0.2%	2,418	0.2%	2,262	0.2%	2,124	0.1
Private Gifts, Grants, & Contracts	36,907	2.6%	43,836	3.7%	44,550	3.6%	39,486	3.2%	41,877	2.9
Endowment Income	169	0.0%	1,333	0.1%	1,270	0.1%	2,209	0.2%	6,842	0.5
Sales & Services	69,952	4.8%	32,445	2.8%	28,180	2.3%	12,931	1.0%	11,640	0.8
Educational Activities	14,616	1.0%	14,839	1.3%	14,304	1.2%	14,205	1.1%	16,495	1.1
Auxiliary Services	55,336	3.8%	17,606	1.5%	13,876	1.1%	-1,274	-0.1%	-4,856	-0.3
Other Sources	9,963	0.7%	9,495	0.8%	9,460	0.8%	14,274	1.2%	17,664	1.2



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

**Table 2**  
**Distribution of Operating Expenditures by Function**  
**FY 2008–09 to 2012–13**

Category of Expenditure	FY 2008–09		FY 2009–10		FY 2010–11		FY 2011–12		FY 2012–13	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,327,214	100.0%	1,278,701	100.0%	1,296,331	100.0%	1,575,512	100.0%	1,640,487	100.0%
Instruction	420,363	31.7%	407,685	31.9%	407,466	31.4%	458,154	29.1%	496,245	30.2%
Research	334,086	25.2%	360,598	28.2%	342,215	26.4%	377,257	23.9%	393,415	24.0%
Public Service	65,000	4.9%	63,726	5.0%	59,440	4.6%	62,386	4.0%	49,052	3.0%
Academic Support	133,162	10.0%	116,235	9.1%	126,203	9.7%	152,124	9.7%	147,668	9.0%
Student Services	72,560	5.5%	71,869	5.6%	80,265	6.2%	93,203	5.9%	96,617	5.9%
Institutional Support	86,490	6.5%	78,604	6.1%	86,359	6.7%	107,057	6.8%	123,811	7.5%
Operation/ Maintenance of Physical Plant	83,350	6.3%	77,533	6.1%	78,570	6.1%	87,405	5.5%	102,750	6.3%
Scholarships/ Fellowships	56,547	4.3%	86,130	6.7%	104,746	8.1%	119,439	7.6%	135,682	8.3%
Auxiliary Enterprise	68,244	5.1%	10,741	0.8%	4,125	0.3%	109,975	7.0%	88,616	5.4%
Independent Operations	7,404	0.6%	5,578	0.4%	6,909	0.5%	8,513	0.5%	6,632	0.4%
Other	8	0.0%	2	0.0%	30	0.0%	0	0.0%	0	0.0%

**University of Hawai'i Tuition<sup>1</sup>  
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		
Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	
<b>UH MĀNOA<sup>2</sup></b>																
Undergraduate	361	4332	1038	12456	381	4572	1113	13356	410	4920	1193	14316	441	5292	1279	15348
Graduate	483	5796	1173	14076	514	6168	1245	14940	552	6624	1334	16008	593	7116	1430	17160
<b>UH HILO<sup>2</sup></b>																
Undergraduate	245	2940	728	8736	258	3096	748	8976	277	3324	777	9324	297	3564	807	9684
Graduate	366	4392	841	10092	389	4668	892	10704	417	5004	956	11472	447	5364	1024	12288
<b>UH WEST O'AHU<sup>2</sup></b>	233	2796	694	8328	254	3048	734	8808	277	3324	777	9324	297	3564	807	9684
<b>UH COMMUNITY COLLEGES<sup>2</sup></b>																
High <sup>3</sup>	101	NA	488	NA	106	NA	496	NA	114	NA	508	NA	122	NA	520	NA
Low <sup>3</sup>	101	NA	296	NA	106	NA	304	NA	114	NA	316	NA	122	NA	328	NA
300 Level and Above <sup>4</sup> (UH Maui College only)	245	NA	728	NA	258	NA	748	NA	277	NA	777	NA	297	NA	807	NA

<sup>1</sup> All students are subject to campus-based student fees not shown here.

<sup>2</sup> 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).

<sup>3</sup> With appropriate notification, individual UH Community Colleges may elect to charge up to the UHCC High, but not below the UHCC Low.

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

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

**University of Hawai'i Tuition<sup>1</sup>**  
**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					
	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT				
<b>UH MĀNOA<sup>2</sup></b>																				
Graduate Business <sup>3</sup>	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
<b>UH HILO<sup>2</sup></b>																				
Graduate Nursing	598	7176	1196	14352	635	7620	1269	15228	660	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

<sup>1</sup> All students are subject to campus-based student fees not shown here.

<sup>2</sup> 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.

<sup>3</sup> 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

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

University of Hawai'i Tuition  
PROFESSIONAL FEES<sup>1</sup>, PER STUDENT, PER SEMESTER

	Academic Years				
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
<b>UH MĀNOA</b>					
Undergraduate Business	\$500	\$500	\$500	\$500	\$500
Undergraduate Nursing <sup>2</sup>	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Undergraduate Dental Hygiene <sup>2</sup>	\$500	\$500	\$500	\$500	\$500
Undergraduate/Graduate Architecture <sup>3</sup>	\$500	\$500	\$500	\$500	\$500
Undergraduate Engineering <sup>4</sup>	\$500	\$500	\$500	\$500	\$500
<b>UH HILO</b>					
Undergraduate Nursing	\$500	\$500	\$500	\$500	\$500
<b>UH COMMUNITY COLLEGES</b>					
Undergraduate Culinary Programs <sup>5</sup>	up to \$250	up to \$250	up to \$250	up to \$250	up to \$250
Undergraduate Veterinary Program <sup>6</sup>	\$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

<sup>1</sup> The professional fees are charged in addition to applicable regular undergraduate tuition and student fees and are the same for residents and nonresidents.

<sup>2</sup> Nursing and dental hygiene students are charged for no more than six semesters after admission to the program.

<sup>3</sup> The architecture professional fee is charged throughout the 7-year program in addition to applicable tuition.

<sup>4</sup> The undergraduate engineering fee is charged to students of sophomore, junior, or senior standing only.

<sup>5</sup> The UHCC culinary program professional fee was approved by the Board of Regents in July 2012. The fee will be prorated for part-time students.

<sup>6</sup> 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, February 23, 2012, and July 19, 2012.