UNIVERSITY of HAWAI'I®

BOARD OF REGENTS REFERENCE GUIDE

May 2011

Prepared for the Board of Regents by the
Office of the Executive Vice President for Academic Affairs/Provost
University of Hawai‘i
May 2011

Table of Contents

	Page
I. The University of Hawai‘i System	**1**
A. Founding and System Mission	1
B. Special Distinction and Vision	1
C. Land-Grant, Sea-Grant, and Space-Grant	2
D. Carnegie Classification	2
E. Campus Type and Mission	3
F. Campus Sites and Basic Information	4
G. Other Sites	6
H. Affiliated Organizations	6
1. State Office of Career and Technical Education	
2. State of Hawai‘i Postsecondary Education Commission (SPEC)	
3. Research Corporation of the University of Hawai‘i (RCUH)	
4. University of Hawai‘i Foundation (UHF)	
5. University of Hawai‘i Alumni Association (UHAA)	
6. University of Hawai‘i Press	
7. Waikīkī Aquarium	
8. Mauna Kea Science Reserve	
I. Cooperating Institutions	8
1. East-West Center (EWC)	
2. Western Interstate Commission for Higher Education (WICHE)	
3. Other Cooperating Institutions	
J. Membership of Boards	8
II. Governance	**9**
A. The Board of Regents (BOR)	9
1. Board Membership, Terms of Appointment, and Officers	
2. Constitutional Authority and Autonomy	
3. Hawai‘i Revised Statutes (HRS)	
4. Board Bylaws and Policies	
5. Board Duties and Responsibilities	
6. Board Staff and Committees	
7. Responsibilities of Individual Regents	
8. Mutual Expectations of Board Members and Presidents	
9. Board Meetings	
10. “Sunshine” and “Open Records” Requirements	
11. Legal Advice and Counsel	
12. Ethics Code	
a. Gift Disclosure Statements	
b. Financial Interests Disclosure Forms	
13. Board Resources	
a. Association of Governing Boards of Colleges and Universities (AGB)	
b. The Chronicle of Higher Education	
B. Administration	14
1. Office of the President	
2. System Organization and Administrative Bodies	
a. Council of Chancellors	
b. Council of Chief Academic Officers (CCAO)	

Table of Contents

c. All Campus Council of Faculty Senate Chairs (ACCFSC)
d University of Hawai‘i Student Caucus (UHSC)
e. Pūko‘a Council
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 16
1. Shared Governance
2. Faculty Senates
3. Senate Executive Committee (SEC)
4. Other Forums for Faculty Involvement in Governance
D. Collective Bargaining 17
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 18

III. Academic Programs and Support 19
A. Accreditation 19
1. Regional Accreditation
2. Professional Accreditation
B. Board of Regents Honors and Awards 19
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. Volume of Extramural Funds
6. Research Policies
7. Research and Training Revolving Fund (RTRF)
8. The Experimental Program to Stimulate Competitive Research (EPSCoR)
9. Maui Supercomputer
10. The Pacific Disaster Center
11. The National Disaster Preparedness Training Center (NDPTC) at the UH
12. Applied Research Laboratory at UH (ARL at UH)
13. The Department of Homeland Security Center for Maritime Domain Awareness

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 (2010–11) Opportunities and Challenges
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 28
J. Hawai'i P-20 Partnerships for Education 28

IV. Students 29
A. Admissions 29
B. Enrollment 29
1. Total Enrollment
2. Headcount and FTE Enrollment Terms
3. Non-Credit Enrollments
C. Residency 29
D. Student Demographics 30
E. Retention and Graduation Rates 30
F. Financial Assistance 30
1. Types and Sources of Financial Assistance
G. Co-Curricular Activities 31
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) 32

V. Administrative Support 33
A. Systemwide Planning Activities 33
B. Strategic Planning 33
1. Strategic Plan Development
a. System Strategic Plan
b. Unit and Campus Strategic Plans
2. Strategic Plan Update
a. Second Decade Project
b. System Strategic Update

Table of Contents

3. Monitoring Strategic Plan Implementation
    a. Measuring Our Progress
    b. Strategic Outcomes and Performance Measures

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 and UH Planning Initiatives

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 Appointments
8. Faculty Tenure and Promotion
9. Teaching Workload
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)
    d. Financial Management Improvements
10. Revenue Bond Rating

Table of Contents

11. Audits
    a. UH Audit Plan
    b. Hawai‘i State Auditor
12. Risk Management

H. External Affairs 46
1. External Affairs and University Relations Office
2. Legislative Affairs

VI. Development/Fundraising: The University of Hawai‘i Foundation (UHF) 47

VII. Select Professional Associations 48

A. American Association of Community Colleges (AACC)
B. American Association of State Colleges and Universities (AASCU)
C. American Association of University Professors (AAUP)
D. Association of American Colleges and Universities (AAC&U)
E. Association of American Universities (AAU)
F. American Council on Education (ACE)
G. American Federation of Teachers (AFT)
H. Association of Governing Boards of Universities and Colleges (AGB)
I. Association of Public and Land-Grant Universities (APLU)
J. The College Board (College Entrance Examination Board [CEEB])
K. Council for Higher Education Accreditation (CHEA)
L. Education Commission of the States (ECS)
M. National Association of System Heads (NASH)
N. National Center for Education Statistics (NCES)
O. National Center for Higher Education Management Systems (NCHEMS)
P. National Education Association (NEA)
Q. 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:	Board/Council Membership Reported as of May 2011	A-2
Appendix C:	Association of Governing Boards of Universities and Colleges (AGB) Publications	A-4
Appendix D:	University of Hawai'i Systemwide Organization Charts as of May 2011	A-6
Appendix E:	President and Senior Administration as of May 2011	A-7
Appendix F:	Status of WASC Regional Accreditation and Specialized Program Accreditation as of May 2011	A-8
Appendix G:	University of Hawai'i Academic Program Offerings, Fall 2010	
	Table 1: Type of Credentials Offered	A-10
	Table 2: Curricula/Degrees Offered	A-11
Appendix H:	Ten-Year Summary of UH Headcount Enrollment by Campus	A-12
Appendix I:	Average UH Graduation and Persistence Rates	A-13
Appendix J:	University of Hawai'i Integrated Planning Framework	A-14
Appendix K:	Status of University of Hawai'i Plans as of May 2011	
	Table 1: Status of Strategic/Academic Development Plans	A-15
	Table 2: Status of Long-Range Physical Development Plans	A-15
Appendix L:	University of Hawai'i Staff	
	Table 1: Distribution of Personnel by Campus and Classification (All Funds)	A-16
	Table 2: Personnel by Ethnicity and Gender	A-17
Appendix M:	University of Hawai'i Revenues and Expenditures, FY 2005–06 to 2009–10	
	Table 1: Distribution of Revenues by Source	A-18
	Table 2: Distribution of Operating Expenditures by Function	A-19
Appendix N:	University of Hawai'i Tuition Schedule, 2006–07 through 2011–12	
	Undergraduate and Graduate	A-20
	Select Advanced Professional Programs	A-21
	Professional Fees	A-22

I. THE UNIVERSITY OF HAWAI'I SYSTEM

A. Founding and System Mission

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

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

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

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

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

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

B. Special Distinction and Vision

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

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

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

A *land-grant* college or university is a public institution that has been designated to receive the benefits of the Morrill Acts and amendments thereto, usually federal lands and annual appropriations. The original mission was to teach agriculture, military tactics, the mechanical arts, and classical studies so that members of the working class could obtain a liberal, practical education. The agricultural experiment station and cooperative extension service programs are associated with land-grant institutions.

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.

D. Carnegie Classification

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

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

Classifications are time-specific snapshots of institutions categorized by the following characteristics:

- Undergraduate instructional program
- Graduate instructional program
- Enrollment profile
- Undergraduate profile
- Size and setting
- Basic classification

The Carnegie Basic Classification for the University of Hawai‘i campuses are:

- University of Hawai‘i at Mānoa: Research University / Very High Research Activity
- University of Hawai‘i at Hilo: Baccalaureate College
- University of Hawai‘i–West O‘ahu: Baccalaureate College
- University of Hawai‘i Community Colleges: Associate’s Colleges

E. Campus Type and Mission

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

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

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

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

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

F. Campus Sites and Basic Information

(reflects fall 2010 headcount and faculty/staff counts; FY 2010–11 operating budget—state appropriations, all methods of funding)

University of Hawai'i at Mānoa

Address: 2500 Campus Road, Honolulu, HI 96822
Founded: 1907 Area of the main campus: 259 acres
Last reaffirmation of accreditation: 2003
Headcount enrollment: 20,337 Faculty and staff: 6,048
Annual operating budget: $524.6 million
Chancellor: Virginia Hinshaw
Information: 808-956-8111 URL: www.uhm.hawaii.edu

University of Hawai'i at Hilo

Address: 200 West Kawili Street, Hilo, HI 96720-4091
Founded: 1970 Area: 115 acres
Last reaffirmation of accreditation: 2004
Headcount enrollment: 4,079 Faculty and staff: 656
Annual operating budget: $69.7 million
Chancellor: Donald O. Straney
Information: 808-974-7311 URL: www.uhh.hawaii.edu

University of Hawai'i–West O'ahu

Address: 96-129 Ala 'Ike Street, Pearl City, HI 96782
Founded: 1976 Area: 5 acres on the Leeward CC campus (additional classes are held at Island Pacific Academy in Kapolei)
Last reaffirmation of accreditation: 2005
Headcount enrollment: 1,471 Faculty and staff: 120
Annual operating budget: $12.5 million
Chancellor: Gene Awakuni
Information: 808-454-4700 URL: www.uhwo.hawaii.edu

Hawai'i Community College

Address: 200 West Kawili Street, Hilo, HI 96720-4091
Founded: 1969 Area: 21 acres (also shares the UH Hilo campus)
Last reaffirmation of accreditation: 2006
Headcount enrollment: 3,815 Faculty and staff: 326
Annual operating budget: $20.2 million
Chancellor: Noreen Yamane
Information: 808-974-7611 URL: www.hawaii.hawaii.edu

Honolulu Community College

Address: 874 Dillingham Boulevard, Honolulu, HI 96817
Founded: 1965 Area: 30 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 4,725 Faculty and staff: 388
Annual operating budget: $30.0 million
Chancellor: Michael Rota
Information: 808-845-9211 URL: www.honolulu.hawaii.edu

Kapiʻolani Community College
Address: 4303 Diamond Head Road, Honolulu, HI 96816
Founded: 1965 Area: 52 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 9,301 Faculty and staff: 575
Annual operating budget: $42.4 million
Chancellor: Leon Richards
Information: 808-734-9000 URL: www.kcc.hawaii.edu

Kauaʻi Community College
Address: 3-1901 Kaumualiʻi Highway, Līhuʻe, HI 96766
Founded: 1965 Area: 200 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 1,428 Faculty and staff: 180
Annual operating budget: $12.5 million
Chancellor: Helen Cox
Information: 808-245-8311 URL: www.kauaicc.hawaii.edu

Leeward Community College
Address: 96-045 Ala ʻIke Street, Pearl City, HI 96782-3393
Founded: 1968 Area: 49 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 7,942 Faculty and staff: 436
Annual operating budget: $30.3 million
Chancellor: Manuel Cabral
Information: 808-455-0011 URL: www.lcc.hawaii.edu

Maui College
Address: 310 West Kaʻahumanu Avenue, Kahului, HI 96732
Founded: 1965 Area: 78 acres
Last reaffirmation of accreditation: 2007
Headcount enrollment: 4,367 Faculty and staff: 386
Annual operating budget: $24.6 million
Chancellor: Clyde Sakamoto
Information: 808-984-3500 URL: www.maui.hawaii.edu

Windward Community College
Address: 45-720 Keaʻahala Road, Kāneʻohe, HI 96744
Founded: 1972 Area: 64 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 2,625 Faculty and staff: 211 (includes ETC)
Annual operating budget: $14.1 million
Chancellor: Douglas Dykstra
Information: 808-235-7400 URL: www.wcc.hawaii.edu

G. Other Sites

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

H. Affiliated Organizations

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Cooperating Institutions

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

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

J. Membership of Boards

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

II. GOVERNANCE

A. The Board of Regents (BOR)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   Trustees ask their chief executives to do the following:

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

The chief executive asks board members to do the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Board resources.

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

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

B. Administration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Faculty Participation in Shared Governance

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

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

   A few examples illustrate the concept of shared governance. The BOR has the responsibility to appoint and assess the performance of the chief executive, husband the endowment, and obtain needed capital and operating funds. Long-range planning is usually considered an area for joint efforts. The faculty have primary responsibility for the curriculum, methods of instruction, research, and faculty status.

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

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

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

D. Collective Bargaining

1. University of Hawai'i Professional Assembly (UHPA). The University of Hawai'i Professional Assembly, an affiliate of the National Education Association (NEA), has been the exclusive bargaining representative for all faculty within the University of Hawai'i system since 1974. University of Hawai'i faculty, including instructional faculty, lecturers, researchers, specialists, librarians, and extension agents, belong to bargaining unit 07 as provided for in Chapter 89, Hawai'i Revised Statutes. They are represented by UHPA during negotiations and in the processing of grievances. Active membership in UHPA is by choice and requires application. The mandatory monthly membership fee is assessed to both members and fee payers (nonmembers) through payroll deduction. As of October 2010, UHPA provides representation for 3,850 faculty members systemwide.

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

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

2. Hawai'i Government Employees Association (HGEA). The Hawai'i Government Employees Association was founded in 1934 and is the largest union in Hawai'i, with more that 43,000 active and associate members statewide. HGEA is a member of the American Federation of State, County, and Municipal Employees (AFSCME), the largest affiliate of the AFL-CIO.

   HGEA represents a total of seven bargaining units in all jurisdictions. They represent 2,919 university employees in the following five bargaining units:
   - Unit 2, supervisory employees in blue-collar positions
   - Unit 3, nonsupervisory employees in white-collar positions
   - Unit 4, supervisory employees in white-collar positions
   - Unit 8, UH administrative, professional, and technical employees (commonly referred to as APTs)
   - Unit 9, registered professional nurses

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

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

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

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

3. United Public Workers (UPW). The United Public Workers is Hawai'i's second largest public employee union and Hawai'i's largest blue-collar union, representing more than 13,000 state, county, and private sector employees. As of October 2010, 506 university employees were covered by UPW's two bargaining units. Unit 1 includes nonsupervisory employees in blue collar positions, while unit 10 consists of institutional, health, and correctional workers.

E. The Student Role in Governance

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

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

The Board of Regents also charters a University of Hawai'i Student Caucus (UHSC) (previously referenced on p. 15). This is a systemwide association with representation from campus student governments. Its purpose is to advocate collectively for the interests of students throughout the university system. The caucus is responsible for representing students to the central administration and meets regularly to share information and resources among campuses. The caucus is also active in lobbying the state legislature on issues of particular concern to students.

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

III. ACADEMIC PROGRAMS AND SUPPORT

A. Accreditation

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

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

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

B. Board of Regents Honors and Awards

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

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

C. Instructional Programs

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

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

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

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

   Each unit's overall plan for general education is approved by the Board of Regents. In recent years, all units of the university have reviewed their general education plans and internally made modifications to the previous plans or, in the case of the UH Mānoa and UH Hilo campuses, changes that were approved by the Board of Regents.

3. Program approval.

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

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

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

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

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

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

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

   Board of Regents policy (sections 5-2.e and f) establishes the principle that student transfer among campuses of the University of Hawai'i be simple and predictable. Executive policy establishes the principles and procedures for articulating courses among UH campuses.

   University policy guarantees that community college students who were not originally admitted to a 4-year UH campus may transfer at any time if they follow regular application procedures and meet all admission requirements (including submitting high school transcripts and SAT/ACT scores). UH Community College students may be admitted automatically to UH Mānoa 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 fall 2010, more than 1,400 UH Community College students transferred to a UH 4-year campus and that number is expected to grow. Students also transfer between the 4-year campuses and from 4-year to 2-year campuses.

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

D. Research Programs

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

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

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

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

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

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

5. Volume of extramural funds. Since fiscal year 2003, the total UH extramural funds (research and training) averaged $379 million per year and exceeded $450 million in fiscal year 2010.

   Approximately 80 percent of total research and training awards go to UH Mānoa, four percent to UH Hilo, seven percent to the UH Community Colleges, and nine percent to the UH system (for the programs and centers listed in items 8 through 12 below). The community colleges are annual recipients of contract training funds in excess of $20 million.

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

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

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

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

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

   - Research and training purposes that may result in additional research and training grants and contracts
   - Facilitating research and training at the university
   - Deposits into the discoveries and inventions revolving fund and the UH housing assistance revolving

fund (detailed information on the housing assistance program for board-appointed employees is available in executive policy E2.209 and at www.hawaii.edu/apis/ep/e2/e2209.pdf)

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

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

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

9. Maui supercomputer. In 2001, UH was competitively awarded the contract to operate and manage the Maui High Performance Computing Center (MHPCC) for the U.S. Air Force Research Laboratory. Currently, it is the single largest contract ever awarded to UH, with an expected term of 10 years and value likely to exceed $200 million over its lifetime. The acquisition and execution of this contract were unique and may offer a model for future expansion into defense-related work, an area widely recognized where UH could better leverage its opportunities. The decision to pursue this contract was made by the UH system administration and RCUH as an institutional initiative rather than as a typical individual faculty/investigator research opportunity. The UH vice president for information technology/chief information officer serves as the MHPCC principal investigator.

10. The Pacific Disaster Center. In December 2007, UH was competitively awarded the contract to operate and manage the Pacific Disaster Center (PDC). Like the MHPCC, the decision to pursue this contract was made by the UH system administration and RCUH as an institutional initiative. The University of Hawai'i is the managing partner of the Pacific Disaster Center. The UH vice president for research and the vice president for information technology/chief information officer are co-principal investigators.

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

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

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

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 and faculty and the community at large. Renowned collections and services include the following:

   - Pacific collection
   - Hawaiian collection
   - Hawai'i Sugar Planters Association archives
   - Hawai'i congressional papers collection
   - Japanese American Veterans' Collection
   - Sakamaki/Hawley Ryuku Collection

2. Library access. The Hawai'i Voyager online library management system provides access to the holding records of all UH campus libraries. Students on any UH campus can learn of holdings on other UH campuses and borrow them through online intrasystem 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. Systemwide consortial purchasing of expensive online databases provides access to over 6,000 periodical and journal titles, many containing full-text articles. The university is also collaborating with the Hawai'i public library system to purchase statewide licenses to important databases.

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

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

G. Information Technology (IT)

1. Systemwide organization and responsibilities. Information Technology Services (ITS) provides enterprise administrative, academic and infrastructure IT services for the UH System and the UH Mānoa campus. It is relatively unique at UH, and in U.S. higher education, in that ITS functions simultaneously at both the UH system and Mānoa campus levels. This provides significant economies of scale. The university's vice president for information technology and chief information officer (CIO) is the head of ITS and reports to the president, but also works closely with the UH Mānoa executive leadership. ITS is the largest single operating unit at the UH system level. Nonetheless, it is significantly under-resourced relative to peers and benchmarks; ITS is at the very bottom of UH Mānoa benchmarks in both staffing and funding with less than half the mean of the benchmark group, most of which serve only a single research university campus.

2. Enterprise information systems. UH currently runs an unsupported mainframe-based financial management information system (FMIS). Faced with the need to replace FMIS, UH became a founding partner of the national open source Kuali Financial System (KFS) project. Under the leadership of the VP for Budget & Finance / CFO, implementation of KFS at UH is currently scheduled for 2011–12. UH uses the PeopleSoft HR management system for employee management and utilizes the State of Hawai'i for payroll services, which are provided at no direct cost to UH. During 2002–04 UH implemented a new, integrated, systemwide student and financial aid information system based on the widely used commercial Banner software and implemented a front-end portal to Banner used by all UH students and faculty. This replaced ten independent campus-based systems based on four different software packages that had provided varying service levels. UH has implemented one module of the InfoEd system for electronic research administration but will be migrating to the Kuali Coeus software for integrated functionality with multiple research support modules and the KFS financial system. Individual enterprise datamarts provide access to financial, HR and student information but without an integrated data warehouse or business intelligence program. ITS leads the systemwide Business Process Council and Banner Advisory Council, which provide overall input and guidance for enterprise information systems. In addition to ITS-managed systems, the Mānoa Libraries operate a Library Management System for all 10 UH campuses, and both the UH Foundation and RCUH manage independent management information systems for their organizations.

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

4. Cyberinfrastructure for research. Modern research is increasingly being transformed to utilize advanced "cyberinfrastructure" such as high performance computing, high speed networks, distributed sensor networks, complex databases, advanced visualization technologies and collaboration environments that support globally distributed interdisciplinary teams. The VP for IT / CIO oversees UH's management of the Maui High Performance Computing Center and ITS manages Hawai'i's engagement with Internet2 and global research networks to support UH researchers. Under the leadership of the VP for Research, the EPSCoR initiative is providing statewide focus and resources to support this direction, and ITS is creating a new organizational subunit to provide advanced cyberinfrastructure support to UH researchers and improve research competitiveness.

5. General IT Support. ITS operates a systemwide IT Help Desk and dispatches on-site technical support on the UH Mānoa campus. The ITS site license program makes software available at discounted prices to the UH System whenever possible. ITS supports conventional H.323 videoconferencing including through a multipoint control unit for multi-site events, and also provides desktop-based online meeting services through the Adobe Connect commercial software ("Halawai"). All UH students, faculty, and staff are eligible for institutional email and personal webpages, and ITS hosts most institutional and many campus web sites. ITS is proposing to outsource email to Google (Google Apps for Education) at no cost to improve email, calendaring, and collaboration services while addressing budget challenges.

6. Telecommunications and Technology Infrastructure. ITS designs, develops and manages the Mānoa campus network as well as a dynamic statewide and global network that interconnects all campuses, research facilities and distance learning sites on six islands. This network supports access to all the institutional information systems, the library information system, interactive video for distance learning, videoconferencing to save travel time and costs, and general Internet and Internet2 access for all students, faculty, and staff on all campuses. ITS provides standard telephone services on a recharge basis for the Mānoa campus, dorms, and UH system offices at Mānoa. ITS operates the university's only major data center, which houses large servers for the UH enterprise information systems, institutional email for all faculty, students, and staff, institutional web servers, the course management system, and the many critical network services on which the university increasingly relies 24 hours a day, 7 days a week. The data center has been identified as completely inadequate in institutional plans and by the State Auditor, and construction funds for a new ITS Building were appropriated by the 2009 Legislature.

7. Current (2010–11) opportunities and challenges in information technology.
   - Constructing a new ITS building on the Mānoa campus to properly house systemwide IT resources with an appropriation of only 3/4 of the requested budget;
   - Ensuring "capture" of the current $20m/year in extramural funding for the Maui High Performance Computing Center;
   - Upgrading campus, intrastate, and external connectivity along with associated services through ARRA broadband opportunities;
   - Improving institutional efficiency and sustainability through centralized data center services and virtualization;
   - Providing the UH research community with access to high performance computing and advanced cyberinfrastructure for research;
   - Migrating the statewide interactive video network to its next technology;
   - Implementation of the Kuali Financial System with UH Financial Management Offices and implementation of the Kuali Coeus software with the Office of Research Services, including interfaces with RCUH;
   - Bringing all employees, including casual and overload, into the institutional human resources management system;
   - Continuing to improve business process efficiency and effectiveness through online systems and services;
   - Supporting compliance with a plethora of new unfunded mandates in information privacy, security, and protection of intellectual property;
   - Coping with the challenges of a dramatically shrinking budget in the face of exponential growth in demand for IT services

H. Distance Learning

1. Current status. UH currently defines "distance learning" as all instruction delivered to students at a location other than the campus offering the course. UH has been a national leader in using distance education throughout Hawai'i to improve access to higher education 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 two-way interactive video, cable television, the Internet, and mixed modes. Strategically, UH continues to make active use of high-quality interactive television and cable TV supported by Internet components, while aggressively offering more Internet-based courses to make learning more accessible throughout the state and beyond.

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

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

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

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

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

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

4. University centers. UH pioneered the now widely used approach of university centers to extend outreach and services to locations where there is no accredited campus or the local campus cannot offer the full range of credentials needed in its community. These centers facilitate the commitment of the entire university system to serve its constituencies on all islands. The university centers work with the campuses to provide an appropriate physical "face" and support services for UH distance learning programs from anywhere else in the UH system. The current BOR-established university centers are:

   - 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)

I. Other Centers and Institutes

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

J. Hawai'i P-20 Partnerships for Education

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

Hawai'i P-20 advocates early childhood education, rigorous K-12 education, college, and lifelong learning to promote higher levels of academic and career success. Current projects include the P-3 Initiative, the American Diploma Project, STEP UP college and career readiness campaign, GEAR UP, and longitudinal data analysis and reporting.

The American Recovery and Reinvestment Act (ARRA) State Fiscal Stabilization Fund requires assurance that states will establish a longitudinal data system that includes 12 elements described in the America COMPETES Act. Meeting the America COMPETES requirement depends on developing a statewide, inter-agency longitudinal data system which tracks individual participants from early childhood education through K-12, higher education and into the workforce. DOE, UH, and DLIR have agreed, via MOA, to data sharing, and via Hawai'i P-20, developed a plan for a "P-20 Longitudinal Data System (P-20 LDS)." Hawai'i was not awarded a federal Statewide Longitudinal Data System grant to build out the planned P-20 LDS and is looking at alternative measures to meet its P-20 LDS requirement.

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

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

IV. STUDENTS

A. Admissions

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

Approximately 40 percent of Hawai'i public and 33 percent of Hawai'i private June high school graduates enroll at a UH campus the following fall. The 4-year campuses accept from 52 to 81 percent and enroll from 40 to 55 percent of their first-time freshmen applicants. The UH Community Colleges accept an average of 98 percent of applicants and enroll 63 percent of them.

B. Enrollment

1. Total enrollment. In fall 2010, the University of Hawai'i enrolled an all-time high of 60,090 students in credit programs. UH enrollments have remained above 49,000 from 2003. Prior to that, enrollments ranged from 44,000 to 48,000. Appendix H provides a 10-year summary of UH headcount enrollments by campus.

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

3. Non-credit enrollments. In a typical semester, university campuses process about 27,000 registrations in non-credit offerings/events. These registrations include non-credit courses offered through continuing education and outreach offices and the Employment Training Center. They also include some community service offerings and public events. The official counts exclude public performances and film screenings, which typically total several thousand additional registrations.

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

C. Residency

Policy in regard to campus ceilings for nonresident enrollment is delegated to the President in consultation with the BOR. Current ceilings for nonresident 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. Nonresident enrollment has increased significantly in recent years and in fall 2010 represented about 19 percent of total UH enrollment.

D. Student Demographics

The fall enrollment reports (www.hawaii.edu/iro/maps.php?title=Fall+Enrollment+Report) prepared by the UH Office of Institutional Research provide detailed system and campus demographic information. Keeping in mind that this data will vary considerably by campus, a few system highlights from fall 2010 are:

- 88 percent are undergraduate and 12 percent graduate students
- 57 percent are female and 43 percent male
- 85 percent report Hawai'i as their permanent home address
- 82 percent have resident tuition status
- The mean age of UH students is 25 years
- 53 percent attend full time, 47 percent part time
- On average, full-time students take 13.5 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
- 64 percent of the UH student body report Asian/Pacific Islander ethnicity; the Hawaiian/Part-Hawaiian share is 22 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.

For detailed graduation rate reports, including comparisons with peer and benchmark institutions, see www.hawaii.edu/iro/. Appendix I provides highlights.

UH Mānoa's 6-year graduation rate is 53 percent, and an average of 79 percent of first-year UH Mānoa students return for their second year. UH Hilo's 6-year graduation rate is 32 percent, and on average 64 percent return for their second year. Graduation rates at community colleges are lower, averaging 14 percent, with 21 percent of students continuing beyond their third year. At 2-year institutions, graduation rates must be understood in the context of students who enter with the intent to transfer before completing a credential or enroll for specialized training without intending to obtain a degree.

F. Financial Assistance

The university provides student financial aid services at each campus. Across UH campuses, more than a third of entering full-time freshmen receive financial aid. For AY 2009–10, more than $36 million in institutional, UH Foundation, and state financial assistance was awarded to UH students.

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

- The federal government (e.g., Pell grants, Stafford loans, federal work-study allocations)
- Institutional aid from the university in the form of opportunity grants, achievement scholarships, international student scholarships, and Pacific Islander scholarships (see www.hawaii.edu/offices/bor/policy/borpch6.pdf)
- Institutional assistance from the university in the form of waivers of the nonresident tuition differential for special categories of students, including active-duty military and dependents, Native Hawaiians, East-West Center grantees, members of the Hawai'i National Guard and military reserves, and university employees and dependents
- The State of Hawai'i B Plus Scholarship, the only state-funded financial assistance program
- Scholarships provided through the University of Hawai'i Foundation from endowments and annual gifts
- Scholarships from private sources, including Kamehameha Schools and the Hawai'i Community Foundation

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

G. Co-Curricular Activities

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

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

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

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

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

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

H. Family Educational Rights and Privacy Act (FERPA)

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

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

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

V. ADMINISTRATIVE SUPPORT

A. Systemwide Planning Activities

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

B. Strategic Planning

1. Strategic plan development.

   a. System strategic plan. The university's most recent system strategic plan was approved by the Board of Regents in June 2002 and reviewed and updated in 2008. Strategic plans for UH Mānoa, UH Hilo, UH West O'ahu, and UH Community Colleges were approved in principle by the Board of Regents in November 2002.

      The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010 (www.hawaii.edu/ovppp/stratplansys.html) was developed with the wide participation of constituencies throughout the university. The strategic planning process began with discussions among several systemwide, community, and alumni groups asked to identify major issues facing the university. Campuses and other system groups were asked to examine the implementation of the previous plan, as well as relevant internal and external scanning data to identify trends and issues.

      Two systemwide retreats involving hundreds of people developed goals and objectives addressing these issues. The president's advisory council on plans and priorities (PAC), charged with overseeing the development and implementation of the plan, held two retreats to finalize the plan, posted drafts on the web, and accepted additional input.

      The process of developing a systemwide plan was informed and augmented by the simultaneous development of unit and campus plans, each of which actively engaged its faculty, staff, students, and community in varying combinations to develop or revise their academic plans.

   b. Unit and campus strategic plans. These plans are intended to guide implementation of the University of Hawai'i system strategic plan. The intent is that each plan include financing strategies and serve as the basis for budget requests to the state legislature for the life of the plan. Each campus is responsible for monitoring implementation of its own and the system strategic plan, utilizing system data as well as locally generated assessments of educational effectiveness. Chancellors report periodically to the president on their activities.

2. Strategic plan update.

   a. Second Decade Project. In 2005, the Office of the Vice President for Academic Planning and Policy conducted a 2-year analytical study to identify the state's higher education needs and to develop a set of priorities to enable the university to plan for the next decade (i.e., through 2020). The outcome of the university's Second Decade Project is an explicit agenda of four broad state needs. They are

to: 1) increase the educational capital of the state; 2) expand workforce development opportunities; 3) diversify the economy; and, 4) address the underserved populations and regions of the state. In order for the university to meet these needs, it is also necessary to renew and maintain the campus's infrastructure. A brochure on state needs informed state legislators and other stakeholders of the university's goals and priorities to meet the larger mission of serving Hawai'i's people. The brochure is available at www.hawaii.edu/offices/app/msn/.

b. System strategic update. The Second Decade Project set the context for the next strategic planning phase, a system plan update. In 2007–08, the university revisited the 2002 strategic plan in preparation of its 2010 expiration. As with the development process, extensive dialogue took place as the university community and the public evaluated the relevancy of the plan five years into its inception. The participants broadly affirmed the goals and the values underlying those goals, recommended better differentiation of system and campus roles, and validated the need for clear and measurable outcomes to assess performance and progress. They agreed that articulating the university's strategic plan in terms of the higher education needs of the state adds a valued dimension and reaffirms the university's commitment to serving the state. Based on these recommendations, a companion piece to the original plan was developed. This companion piece, in the form of a second brochure, assigns strategic outcomes and performance measures to be accomplished by 2015. The brochure was disseminated broadly among the university community. Campuses are developing their own strategic outcomes and performance measures that align with these system outcomes and measures and form the basis for future budget planning.

3. Monitoring strategic plan implementation.

a. Measuring Our Progress. The Office of the Vice President for Academic Planning and Policy prepares a biennial report on institutional performance linked to strategic goals. This report is required by state law and receives wide dissemination. Currently referred to as *Measuring Our Progress*, the report was previously titled under different names (*Benchmarks and Performance Indicators Report* and *Institutional Effectiveness Report*). The most recent 2010 publication is the ninth in this series, and is available, along with previous updates, at www.hawaii.edu/ovppp/mop/.

b. Strategic outcomes and performance measures. An annually updated companion brochure to the system strategic plan includes five strategic outcomes and ten performance measures. These quantitative measures establish clear and measurable outcomes with which to assess performance and progress toward strategic plan goals. Historical data is provided along with stretch goals to 2015. It should be noted that the previously mentioned *Measuring Our Progress* report is designed to meet a specific legislative mandate. It reports past performance only, and covers a broad range of topics about the university's operations. The five strategic outcomes and ten performance measures seek to strategically position the university to meet the needs of the state and inform its budget planning process for the next three biennia. The brochure is available at www.hawaii.edu/ovppp/uhplan/.

C. Physical Facility Long-Range Planning

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

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

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

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

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

D. Status of Plans

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

2. Planning projects.

   a. UH Hilo – update existing LRDP

3. Design projects.

   a. UH Mānoa New Classroom building – new instructional facility replacing Henke Hall
   b. UH Mānoa Performing Arts Facility and Parking Structure – new building and parking structure behind Kennedy Theater
   c. UH Mānoa Student Housing Services – repairs, maintenance, and renovation projects at Gateway House
   d. UH Mānoa Komohana Agricultural Complex, Phase II – renovation of the existing complex in Hilo
   e. UH Hilo College of Pharmacy – new permanent facilities for the College of Pharmacy
   f. UH Hilo University Village Student House – new housing complex
   g. 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
   h. Honolulu Community College Advanced Technology Training Center – new facilities for various science and technology related programs and training.
   i. Kapi'olani Community College Culinary Institute of the Pacific – new facility at the former Cannon Club on Diamond Head
   j. Leeward Community College Education and Innovation Instructional Facility – new building to house the teacher education and training program and social sciences division

4. Construction projects underway.

   a. UH Mānoa Cancer Research Center of Hawai'i – new facility located in Kaka'ako
   b. UH Mānoa Campus Center Renovation/Addition, Phase III – addition of a new student recreation center
   c. UH Mānoa Student Housing Services – repairs, maintenance, and renovation of Johnson Hall
   d. UH Hilo Student Services Building Addition – new addition to the student services building
   e. UH Hilo Hawaiian Language Building, Phase I – new building to house the College of Hawaiian Language
   f. Hawai'i Community College Renovation of Hale Aloha – renovate the existing Hale Aloha building on the Manono Campus
   g. Maui College Science Building – new science building
   h. Windward Community College Learning Resources Center – new library learning center
   i. UH System Information Technology Center – new ITS building on the UH Mānoa campus

5. Construction projects recently completed.

   a. UH Mānoa Student Housing Services – repairs, maintenance, and renovation projects in various housing facilities (Hale Aloha Phase II, Lehua and Lokelani Towers; New Electronic Card Access System; Hale Wainani Elevator Modernization)
   b. UH Mānoa Campus Center Renovation, Phase II – renovations to the Campus Center Complex
   c. UH Hilo Sciences and Technology Building – new building to house sciences and technology programs
   d. Kaua'i Community College One Stop Center, Phases I and II – consolidate student and academic support services

E. Student Data and Reporting

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

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

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

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

1. Student and other management information reports. Housed within the Office of the Executive Vice President for Academic Affairs/Provost (OEVPAA/P), the Institutional Research and Analysis Office (IRAO) produces a series of Management and Planning System Reports (MAPS) used by university administrators and managers for executive decision-making. The MAPS reporting system, which has existed for nearly 30 years, has developed rigorous standards for data collection and reporting to ensure accuracy of the data and comparability of data elements from year to year. Among the regular reports are those on

enrollment, student characteristics, course registration, degrees granted, faculty characteristics, grades and course completion rates, departmental activity and instructional workload, enrollment projections, cost of attendance, and current fund expenditures and revenues. Additional reports, including those on tuition, graduation and persistence rates, and program completion, provide comparisons between UH campuses and peer institutions. All reports provide information by campus, and many provide detailed breakdowns by college and department.

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

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

   IRAO is currently looking at providing an interactive web-based tool to access its student data. Much of the challenge lies with creating the underlying data structures to take advantage of this type of online analytical processing.

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. OEVPAA/P coordinates a series of IPEDS survey collections for the UH system three times per year.

4. National and UH planning initiatives.

   Complete College America (CCA). Hawai'i joined the Alliance of States in the CCA initiative. CCA is a national nonprofit organization working to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. CCA reflects the evolution and convergence of efforts nationally to set common metrics to inform states' planning around increasing the overall educational attainment of Americans.

   Hawai'i Graduation Initiative (HGI). The HGI is one of the President Greenwood's three key initiatives along with Innovation and Technology Transfer and Renovate to Innovate. HGI's overarching goal focuses on one of the University's strategic outcomes—to increase the number of college graduates 25 percent by 2015. The HGI's vision closely parallels that of the CCA, therefore the administration has "adopted" the CCA Common Metrics as its HGI metrics. OVPAPP heads this project with IRO as the data provider.

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

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.

F. Personnel and Human Resources

1. Size of the UH workforce. Fall 2010 data indicate that UH employs more than 9,800 people. Sixty-two percent of this workforce is employed by UH Mānoa. Most employees (except lecturers and graduate assistants) occupy full-time positions. UH also hires more than 5,000 student assistants at any given time. Summary data for fall 2010 is provided in Appendix L. These counts will exceed those reported earlier under the collective bargaining section (Section II: Governance, p. 17). The criteria for inclusion in collective bargaining units require half-time employment or more, employment for more than three months, and certain credit loads for lecturers.

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

2. Personnel classifications.

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

   - Administrative, professional, and technical (APT) employees make up about 22 percent of the total workforce and include professional-level, nonfaculty support positions that normally require a bachelor's degree or higher. Types of APT jobs include fiscal officers, research associates, information technology specialists, laboratory managers and assistants, and similar professional support positions.

   - Civil service employees include: white collar nonprofessional staff such as security officers, secretaries, and other clerical personnel; blue collar personnel such as janitors, groundskeepers, and plumbers; and white collar and blue collar supervisory personnel. Employees in these occupations are not normally required to have a bachelor's degree. Civil service employees are subject to the state civil service laws and rules and they represent approximately 15 percent of UH employees.

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

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

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

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

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

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

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

7. Executive appointments. The board is the final approving authority for actions relating to executive employees. Within board guidelines, the president is delegated authority to approve executive personnel actions, except for those actions specifically retained by the board as indicated in E9.112 (www.hawaii.edu/apis/ep/e9/e9112.pdf). The vice presidents and chancellors are further delegated authority to approve certain executive personnel actions, including appointments and salary adjustments up to and including the control point of the appropriate classification salary range. The control point for a given classification is based on the median of the relevant CUPA-HR survey. Higher salaries, up to and in excess of the maximum of the salary range, may be authorized by the president for positions reporting to the vice presidents or chancellors.

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

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

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

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

9. Teaching workload. BOR policy sets the credit load for faculty teaching at the community colleges at 27 credits per year. Faculty members on other campuses of the system are expected to teach 24 credits per year. The policy for faculty at all campuses allows for calculation of equivalent teaching loads for faculty whose load is not adequately measured by credits taught, as well as development of equivalencies for special duties and responsibilities. In practice, almost all faculty members at the 4-year campuses teach a lighter load to allow time for research. At the community colleges, many faculty members have lighter teaching loads due to nonclassroom assignments. In general, UH regular faculty members teach from two to four courses a semester. The time UH faculty spends on teaching, research, and other activity is roughly comparable to their mainland counterparts.

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

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

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

11. High demand disciplines. Section 9-2c of board policy (www.hawaii.edu/offices/bor/policy/borpch9.pdf) provides the guidelines to be used by the administration in seeking board identification of high demand disciplines. It is delegated to the president or a designee to recruit faculty in the recognized high demand disciplines within specified salary ranges.

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

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

    - Executive Policy E1.202, University Statement of Nondiscrimination and Affirmative Action: www.hawaii.edu/apis/ep/e1/e1202.pdf
    - Executive Policy E1.203, Policy on Sexual Harassment and Related Conduct: www.hawaii.edu/apis/ep/e1/e1203.pdf
    - UH Systemwide Administrative Procedure A9.920, Discrimination Complaint Procedures for Employees, Students, and Applicants for Employment or Admission: www.hawaii.edu/apis/apm/pers/a9920.pdf
    - UH Systemwide Administrative Procedure A9.900, Discrimination Complaint Procedure for Members of the Public Who Have Complaints Regarding Disability Access to University Services, Programs, and Activities: www.hawaii.edu/apis/apm/pers/a9900.pdf

G. Finance and Business

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

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

2. Annual financial report. The audited annual financial reports of the University of Hawai'i system are available upon request. Supplemental financial statements for the community college system have been incorporated into the reports.

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

4. Revenues. The University of Hawai'i's revenues from all sources for FY 2009–10 were in excess of $1.2 billion. The capital improvements program (CIP) state general obligation bond fund appropriation for the same period was $165 million. Revenue sources include:

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

Recent dollar decreases in state appropriations are largely attributable to the deteriorating economic environment in the state and the nation. Appropriations for fringe benefit, debt service, and risk management costs are no longer reflected in the university's budget and are now being appropriated to the Department of Budget and Finance and the Department of Accounting and General Services. When only those appropriations that are directly under the control of the university are considered, the university's share of total state appropriations declined from 11.5 percent in FY 1994–95 to 7.3 percent in FY 2010–11.

5. Expenditures. Operating expenditures by function are also reflected in the university's financial system. In higher education the typical expenditure categories are:

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

   Refer to Appendix M for a 5-year summary of revenues by source and operating expenditures by function.

6. Historical budget perspective. Historically, regular tuition revenues were retained by the state and the university was almost entirely dependent on state appropriations to cover operating costs. In 1995 the legislature changed this policy and authorized UH to retain and expend revenues from tuition and fees. In addition, the legislature established a formula for determining a minimum amount of state general fund support based on the fiscal year 1994–95 level of appropriations received by the university.

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

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

   In 2004, the legislature passed and the governor signed a bill that revoked the university's 1998 exemption from the state's procurement code and rules, removing some degree of autonomy the university had over its internal operations. Since the revocation of the university's exemption from the procurement code, the university introduced legislation each year calling for its reinstatement. In the 2010 legislative session, the legislature passed and the governor signed Act 82 which, effective July 1, 2010, provides the university with

a limited two year exemption from certain requirements of the state procurement code (HRS Chapter 103D). The university has implemented interim procedures until the President's Interim Procurement Task Group reviews and recommends final procurement procedures.

7. Budget process. In accordance with state law, the university submits a biennial budget request, program and financial plan, and program performance reports to the governor and legislature for consideration when the legislature convenes in regular session every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the legislature for approval when it convenes in regular session in even-numbered years.

   Operating and capital funds for the university are appropriated by major organizational units (UH Mānoa, UH Hilo, UH West O'ahu, UH Community Colleges, systemwide support). Operating funds are generally organized in three categories:

   - Current service requirements that are necessary to support and maintain the current level of services
   - Workload and program change requests to meet increases in workload, implementation of new program initiatives, and the university's share of various overhead type costs that are administered on a statewide basis (debt service, fringe benefits, risk management, etc.)
   - Capital improvement projects (CIP) are identified by individual project and major cost elements (plans, design, construction, etc.)

   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 legislative session.

   Appropriations by the legislature (general and supplemental) are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed 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 workers compensation/unemployment insurance premiums.

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

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

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

The current 2006–07 through 2011–12 tuition schedule (see Appendix N) was adopted in March 2005. A midpoint evaluation in spring 2009 found the university's tuition and fees to be generally on par with national and regional averages. The administration will be proposing a new tuition schedule effective 2012–13 during the fall semester of 2011.

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

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

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

   b. Financial management information system (FMIS). FMIS provides real-time entry and posting of transactions centrally and/or at the source/end user work site. Information is available online and through printed reports. FMIS interfaces with other systems/technologies, allowing accounting data to be downloaded and uploaded to and from other systems. FMIS is not as user friendly as desired and its reports have shortcomings. Working with limited resources, UH continues to improve FMIS.

   c. Kuali Financial System (KFS). The university is in the process of replacing FMIS with a financial system currently being jointly developed by the Kuali Foundation. KFS is a community source initiative to create a comprehensive suite of financial software for higher education intended to meet the needs of all Carnegie Class institutions. Its partner institutions are colleges, universities (including the University of Hawai'i), and interested organizations that share a common vision of open, modular, and distributed systems for their software requirements. KFS was awarded a $2.5 million grant from the Andrew W. Mellon Foundation, and the "founding/investing partners" have contributed staff and services valued at more than $4.5 million. The goal of KFS is to bring the proven functionality of legacy applications to the ease and universality of web-based online services. KFS' modular architecture will allow institutions to implement only those functional elements they need.

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

      - ePurchasing or electronic purchasing
      - eTravel for faster submittal and processing of employee travel requests
      - eDeposits, electronic deposit transactions
      - Web BLS (Budget Level Summary), a web-based budget input, monitoring, and reporting system that provides management with a means of monitoring the financial status of appropriated funds

- Financial data mart that facilitates data access and reporting capability for users of financial information 24/7
- Laser-printed checks to reduce printing and hardware maintenance costs
- Automated clearing house/electronic fund transfers to improve the timeliness and convenience of receiving payments from the university
- Electronic distribution of reports via the web to reduce the volume of hard copy printed reports

10. Revenue bond rating. In April 2009, the university issued $100 million of Series 2009A revenue bonds to finance and refinance the costs of certain University projects. The underlying ratings assigned to these bonds were "Aa3," "AA-," and "A+," by Moody's Investors Service, FitchRatings, and Standard & Poor's.

11. Audits.

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

       Annual comprehensive audits of the university's accounts are conducted by external auditors in accordance with requirements of OMB circular A-133 and the Government Accounting Standard Board (GASB). Intercollegiate athletics/booster organizations at UH Mānoa and the university bond system are also audited by external auditors annually. Since fiscal year 1998, the university's Office of the Internal Auditor has conducted numerous additional program audits, including audits at UH Mānoa for the School of Medicine, School of Ocean and Earth Sciences and Technology, Shidler College of Business, and Outreach College, and audits of the Waikīkī Aquarium and the University of Hawai'i Press. Audit findings are reported to the 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 university operations. The university is given an opportunity to comment on audit reports prior to their final transmittal. The state auditor reports findings and recommendations to the university, the governor, and the legislature.

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

H. External Affairs

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

   In addition, a number of communication services are provided for UH campuses and departments, including publicity help, graphic design services, stationary/business cards, photographic services, and website consultation.

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

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

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

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

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

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

UHF provides specialized fundraising services to support the ten university campuses, including 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 is also responsible for the management and maintenance of the UH system alumni database.

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

The foundation's central service fundraising, alumni relations, fiscal support, gift processing and information technology staff are located in Bachman Hall and Bachman Annexes on the UH Mānoa campus. The foundation's campus/unit gift officers are dispersed throughout the UH system and are responsible, in close cooperation with chancellors, college deans, and program directors, for the fundraising efforts of their assigned units. The foundation's president and staff report to a 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 endowment for perpetuity. The UHF board approves quarterly distributions from the individual donor funds that comprise the endowment. These distributions are made available to the programs for which the donors established them. These funds primarily support student scholarships, faculty positions, and a variety of programs throughout the university system.

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

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

Available UHF policies and publications include the following:

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

VII. SELECT PROFESSIONAL ASSOCIATIONS

A. American Association of Community Colleges (AACC)

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

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

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

C. American Association of University Professors (AAUP)

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

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

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

E. Association of American Universities (AAU)

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

F. American Council on Education (ACE)

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

G. American Federation of Teachers (AFT)

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

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

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

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

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

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

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

K. Council for Higher Education Accreditation (CHEA)

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

L. Education Commission of the States (ECS)

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

M. National Association of System Heads (NASH)

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

N. National Center for Education Statistics (NCES)

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

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

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

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

Q. State Higher Education Executive Officers (SHEEO)

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

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

(The following list of University of Hawai‘i sites was updated in 2007. It should be considered illustrative because locations and names change over time.)

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

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

Cancer Research Center of Hawai‘i
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
- Haleakalā Observatory
- Mauna Kea Observatory

Kalākaua Marine Education Center, Hawai‘i
Kewalo Basin Marine Mammal Lab
Kewalo Marine Lab
Kīlauea Field lab
Lāna‘i Education Center
Look Laboratory
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 Biomedical Research Center facilities in:
- Kapi‘olani Women’s and Children’s Hospital
- 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 Press
Wai‘anae Education Center
Waikīkī Aquarium
Waikīkī Lifelong Learning Center
Water Resources Research Center conducts research at sites throughout the state.
West Maui Education Center

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

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

Appendix B
Board/Council Membership Reported as of May 2011

Board of Regents, 2010–2011

Howard H. Karr, Chair
Dennis I. Hirota, Vice Chair
Artemio C. Baxa
Carl A. Carlson, Jr.
Michael A. Dahilig
Ramón de la Peña
Clifford C. Dias
Mark Fukunaga
Chuck Y. Gee
James J.C. Haynes
John C. Holzman
James H.Q. Lee
Eric Martinson
Teena M. Rasmussen
Matthew Williams

UH Foundation Board of Trustees, 2010–2011

Officers
- Barry M. Weinman, Chairperson
- Beadie K. Dawson, Vice Chair
- Robert P. Hiam, Vice Chair
- Mary E. Sellers, Treasurer
- Jeffrey D. Lau, Secretary

Trustees
- J. Kuhio Asam
- Stanford S. Carr
- Bruce A. Coppa
- Brandt Farias
- Ronald N.S. Ho
- Stuart T.K. Ho
- Elizabeth Hokada
- Louise K.Y. Ing
- Joseph J. Kim
- Faye W. Kurren
- James P. Lally
- Carol Ai May
- Duk Hee Murabayashi
- Judith Pyle
- Harry A. Saunders III
- Gerald A. Sumida
- Mike Tresler
- Art Ushijima
- Lance Wilhelm
- Artie L. Wilson
- C. Scott Wo

Ex-Officio Trustees
- M.R.C. Greenwood
- Mitchell Ka'aiali'i
- Howard H. Karr
- Don Takaki
- Donna Vuchinich

UH Alumni Association Board of Directors, 2010–2011

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

Directors
- Bernadette Baraquio-Hamada
- Jim Donovan* **
- Karl Fujii
- M.R.C. Greenwood**
- Barbara Heckathorn
- Amy Hennessey
- Michael Kahikina
- Wesley Kimura
- Arnold Kishi* **
- Diane Kodama
- Jerry Linville
- David Matlin
- John McNamara* **
- Derek Mukai
- Cory Nakamura
- Thelma Nip
- Calvin Nomiyama
- Michele Saito
- Mikio Sato
- Dana Takushi
- Craig Togami
- Sharene Urakami
- Carol VanCamp
- Donna Vuchinich* **
- Vernon Wong
- Paul Yokota
- Kyle Yukumoto

* Executive Committee
** Ex-officio

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

Donn Takaki, Chair
Howard H. Karr *
Carl A. Carlson, Jr. *
Robert Dewitz
Joelle Kane
Dennis I. Hirota *
James H.Q. Lee *
Eric Martinson *
Guy Ontai
Mark Yamada

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

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

Rod Chamberlain
Elisabeth Chun
Mitch D'Olier
M.R.C. Greenwood
Lynn Hammonds
Carmen Himenes
Jean Johnson
Linda Johnsrud
Gary Kai
Howard Karr
Karen Lee
Kathy Matayoshi
John Morton
Gail Mukaihata-Hannemann
Kathy Murphy
J.N. Musto
Al Nagasako
Chris Pating
Randy Perreira
Robert Peters
Bernard Ploeger
Jennifer Sabas
Jean Silvernail
Christine Sorensen
Roy Takumi
Jill Tokuda
Jim Tollefson
Robert Witt

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

Career and Technical Education Coordinating Advisory Council

Allen Chung
Michael A. Dahilig
Ramón de la Peña
Chuck Y. Gee
M.R.C. Greenwood
Kathryn Matayoshi
John Morton
Jeff Piontek
James Wataru

Interim State Director: Angela Meixell

* Three members from the Board of Education are to be determined.

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

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

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

The Fundamentals
- *Trustee Responsibilities: A Basic Guide for Governing Boards of Public Institutions*
- *Financial Responsibilities*
- *Policy Making and Administrative Oversight*
- *The Board's Role in Fund-Raising*
- *AGB Statement on Institutional Governance and Governing in the Public Trust*
- *Institutional Ethics and Values*
- *A Guide to Updating the Board's Conflict of Interest Policy*
- *Illustrative Bylaws for Public Institutions*
- *The Board's Responsibilities for Academic Affairs*

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

Financial Matters
- *Setting Tuition*
- *Understanding Financial Statements*
- *Endowment Management*
- *Financial Responsibilities*
- *Strategic Budgeting*

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

Fund-Raising

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

- *Building a Fund-Raising Team*
- *Comprehensive Fund-Raising Campaigns*
- *Development Committee*
- *Inside Campus Fund-Raising*
- *The Board's Role in Fund-Raising*

Board Leadership

- *New Trustee Orientation Public Version*
- *Essentials of Presidential Search*
- *Assessing Individual Trustee Performance*
- *Annual Presidential Reviews*
- *The Role of the Board Professional*

The Chair and the President

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

Strategic Decisions

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

New-Trustee Survival Kit PUBLIC. This kit includes:

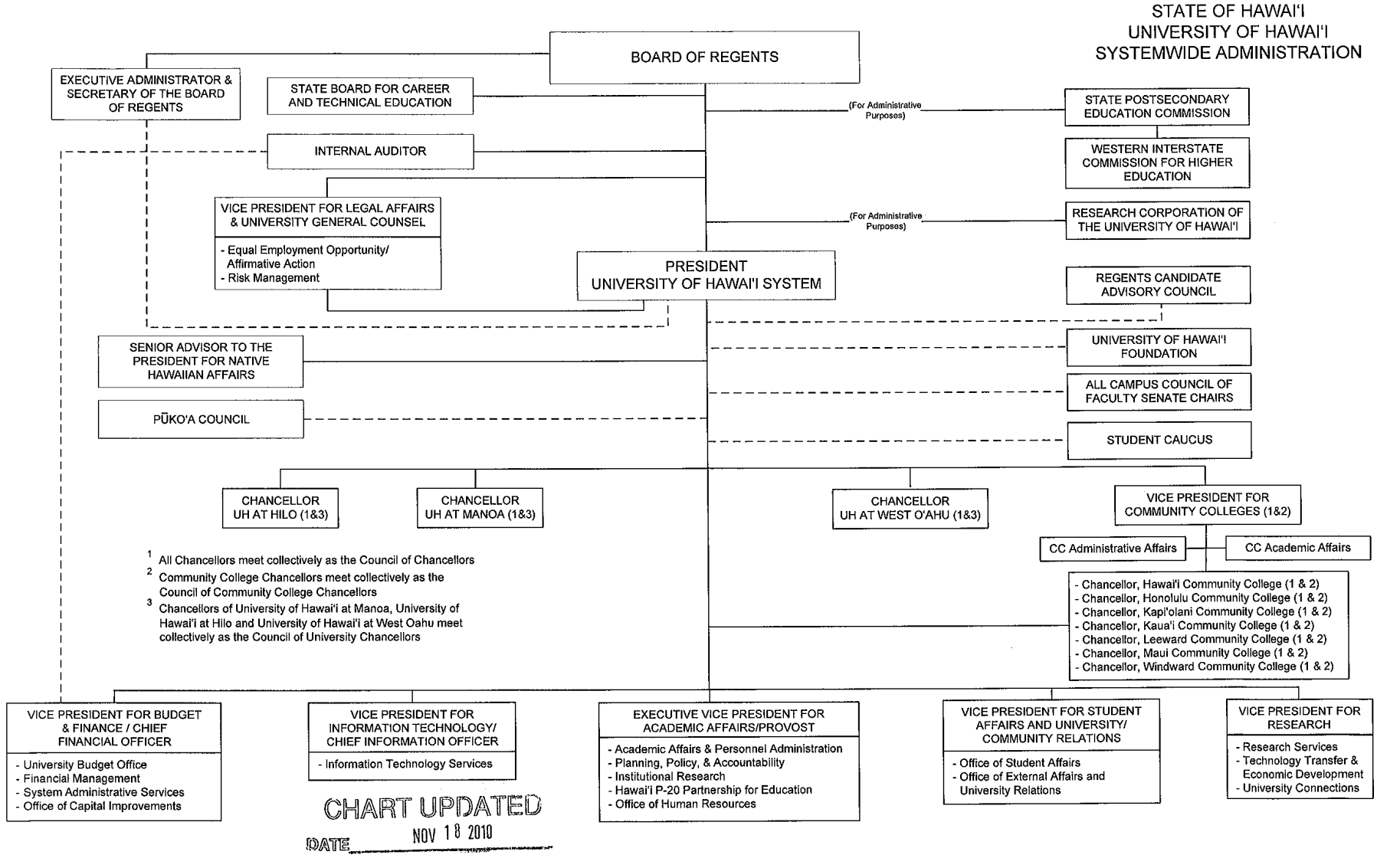
- *The Board's Responsibilities for Academic Affairs* by Richard L. Morrill
- *Trustee Responsibilities: A Basic Guide for Governing Boards of Public Institutions* by Richard Ingram
- *Policy Making and Administrative Oversight* by Terrence J. MacTaggart
- *Strategic Responses to Financial Challenges* by Arthur M. Hauptman
- *Governing Board and Foundation Board Relations* by Richard E. Legon
- *Institutional Ethics and Values* by Thomas E. Corts
- *Trusteeship Portfolio: Campus Governance of Public Institutions*
- *A 45-minute CD-ROM on trustee responsibilities*

The following is also of interest:

Ten Public Policy Issues for Higher Education 2009–2010

Appendix D
University of Hawai'i Systemwide Organization Chart as of May 2011

www.hawaii.edu/budget/pdfs/System Admin.pdf



Appendix E
President and Senior Administration as of May 2011

President	M.R.C. Greenwood	956-8207	mrcgreen@hawaii.edu
Executive Vice President for Academic Affairs/Provost	Linda Johnsrud	956-7075	johnsrud@hawaii.edu
Vice President for Budget and Finance/Chief Financial Officer	Howard Todo	956-8903	htodo@hawaii.edu
Vice President for Community Colleges	John Morton	956-7038	jmorton@hawaii.edu
Vice President for Student Affairs and University/Community Relations	Rockne Freitas	956-8753	rfreitas@hawaii.edu
Vice President for Information Technology/Chief Information Officer	David Lassner	956-3501	david@hawaii.edu
Vice President for Legal Affairs and University General Counsel	Darolyn Lendio	956-9901	lendio@hawaii.edu
Vice President for Research	James Gaines	956-7490	gaines@hawaii.edu
Associate Vice President for Capital Improvements	Brian Minaai	956-7935	bminaai@hawaii.edu
Associate Vice President for External Affairs and University Relations	Lynne Waters	956-9803	lynnew@hawaii.edu
Associate Vice President for Student Affairs	Lui Hokoana	956-8753	lhokoana@hawaii.edu

Appendix F
Status of WASC Regional Accreditation and Specialized Program Accreditation as of May 2011

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 2003 for seven years. Capacity and preparatory review, fall 2009. Educational effectiveness review, spring 2011.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed in 2004 for 10 years. Capacity and preparatory review, fall 2013. Educational effectiveness review, spring 2015.
UH West O'ahu	WASC-Senior Commission	Accreditation reaffirmed in 2005 for seven years. Capacity and preparatory review, spring 2012. Educational effectiveness review, fall 2013.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each college is separately accredited. Accreditation reaffirmed for all colleges, fall 2006 for six years—the maximum allowed by ACCJC policy. Reaccreditation process, fall 2012.
Honolulu	WASC-ACCJC Commission	
Kapi'olani	WASC-ACCJC Commission	
Kaua'i	WASC-ACCJC Commission	
Leeward	WASC-ACCJC Commission	
Windward	WASC-ACCJC Commission	
Maui	WASC-Senior Commission	Accreditation reaffirmed in 2007 for six years. Capacity and preparatory review, spring 2013. Educational effectiveness review, fall 2014.

Professional Accreditation

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

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

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

UH Hilo. The nursing, business, education, and counseling psychology programs at UH Hilo are separately accredited. The pharmacy program achieved candidate status in June 2008 and is expected to receive full accreditation when its first class graduates in spring 2011.

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

Appendix G
University of Hawai'i Academic Program Offerings, Fall 2010

Table 1
University of Hawai'i
Type of Credentials Offered

IN ALPHA ORDER

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

IN PROGRAM LEVEL ORDER

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

Source: "Master List of Curricula Offered" MAPS report, Fall 2010, University of Hawai'i OEVPAA/P, January 2011.

Appendix G *(cont.)*
University of Hawai'i Academic Program Offerings, Fall 2010

Table 2
University of Hawai'i
Curricula/Degrees Offered

	Total	Certificate[1]	Associate	Bachelor's[2]	Master's	Doctorate	First Prof	Post-Bach
Total UH	626	225	116	136	90	52	4	3
UH Mānoa	292	59		92	84	51	3	3
UH Hilo	64	20		36	6	1	1	
UH West O'ahu	11	5		6				
UHCC[3]	256	141	116	2				

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

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

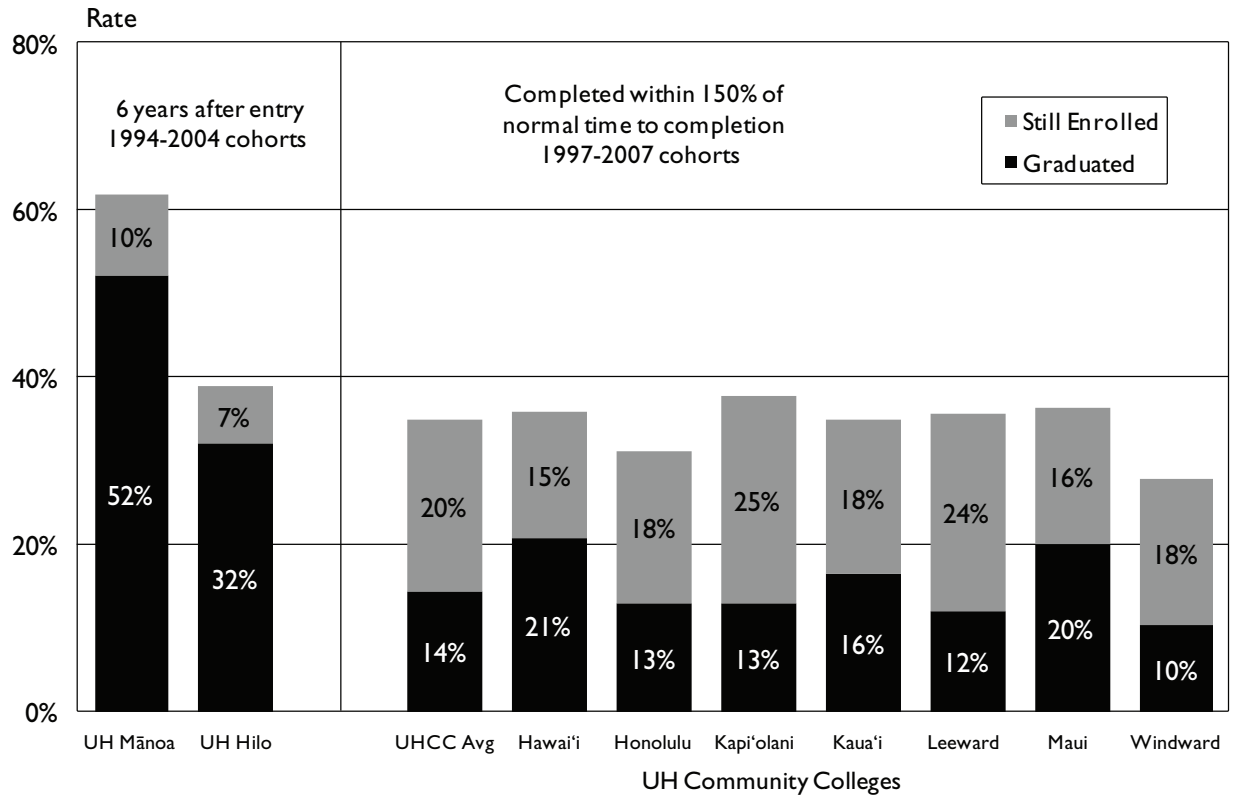
University of Hawai'i
Headcount Enrollment of Credit Students, By Campus
Fall 2000 to Fall 2010

FALL SEM	TOTAL		UHM		UHH		UHWO		UHCC													
									SUBTOTAL		HAW		HON		KAP		KAU		LEE		MAU		WIN	
	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg
2000	44,579	-4.1	17,263	-2.0	2,874	3.0	665	-3.2	23,777	-6.4	2,090	-8.3	4,487	-5.9	6,760	-6.8	1,052	-7.9	5,259	-5.6	2,678	-6.4	1,451	-4.2
2001	45,994	3.2	17,532	1.6	2,913	1.4	740	11.3	24,809	4.3	2,075	-0.7	4,653	3.7	7,081	4.7	1,185	12.6	5,562	5.8	2,699	0.8	1,554	7.1
2002[1]	48,173	4.7	18,706	6.7	3,040	4.4	834	12.7	25,593	3.2	2,182	5.2	4,478	-3.8	7,041	-0.6	1,224	3.3	5,918	6.4	2,989	10.7	1,761	13.3
2003[2]	50,317	4.5	19,863	6.2	3,300	8.6	810	-2.9	26,344	2.9	2,346	7.5	4,238	-5.4	7,491	6.4	1,210	-1.1	6,201	4.8	2,985	-0.1	1,873	6.4
2004	50,569	0.5	20,549	3.5	3,288	-0.4	834	3.0	25,898	-1.7	2,440	4.0	4,336	2.3	7,174	-4.2	1,117	-7.7	6,060	-2.3	2,996	0.4	1,775	-5.2
2005	50,157	-0.8	20,644	0.5	3,422	4.1	858	2.9	25,233	-2.6	2,377	-2.6	4,183	-3.5	7,289	1.6	1,059	-5.2	5,709	-5.8	2,903	-3.1	1,713	-3.5
2006	49,990	-0.3	20,357	-1.4	3,507	2.5	866	0.9	25,260	0.1	2,358	-0.8	4,143	-1.0	7,272	-0.2	1,119	5.7	5,746	0.6	2,841	-2.1	1,781	4.0
2007	50,454	0.9	20,051	-1.5	3,573	1.9	940	8.5	25,890	2.5	2,603	10.4	4,027	-2.8	7,517	3.4	1,051	-6.1	5,887	2.5	2,981	4.9	1,824	2.4
2008	53,526	6.1	20,169	0.6	3,773	5.6	1,140	21.3	28,444	9.9	2,884	10.8	4,218	4.7	8,221	9.4	1,104	5.0	6,771	15.0	3,287	10.3	1,959	7.4
2009	57,945	8.3	20,435	1.3	3,974	5.3	1,333	16.9	32,203	13.2	3,275	13.6	4,567	8.3	9,102	10.7	1,345	21.8	7,484	10.5	4,114	25.2	2,316	18.2
2010	60,090	3.7	20,337	-0.5	4,079	2.6	1,471	10.4	34,203	6.2	3,815	16.5	4,725	3.5	9,301	2.2	1,428	6.2	7,942	6.1	4,367	6.1	2,625	13.3

[1] Migration to new registration system at the UH Community Colleges
[2] Migration to new registration system at UH Mānoa, UH Hilo, and UH West O'ahu
Note: Data include special students (concurrents, early admits and auditors) for all years shown
Source: University of Hawai'i, Institutional Research and Analysis Office, September 2010

Appendix I
Average UH Graduation and Persistence Rates

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



Graduation rates for the most recent cohort are 50% at UH Mānoa and 33% at UH Hilo for the **Fall 2004** cohort six years after entry, and at the UH community colleges for the **Fall 2007** cohort completing within 150% of normal time to completion: 16% overall, 21% at Hawai'i CC, 11% at Honolulu CC, 17% at Kapi'olani CC, 21% at Kaua'i CC, 12% at Leeward CC, 26% at Maui College, and 9% at Windward CC.

Retention rates for the most recent cohort are 7% at UH Mānoa and 9% at UH Hilo for the **Fall 2004** cohort six years after entry, and at the UH community colleges for the **Fall 2007** cohort still enrolled after 150% of normal time to completion: 20% overall, 17% at Hawai'i CC, 16% at Honolulu CC, 24% at Kapi'olani CC, 27% at Kaua'i CC, 21% at Leeward CC, 18% at Maui College, and 21% at Windward CC.

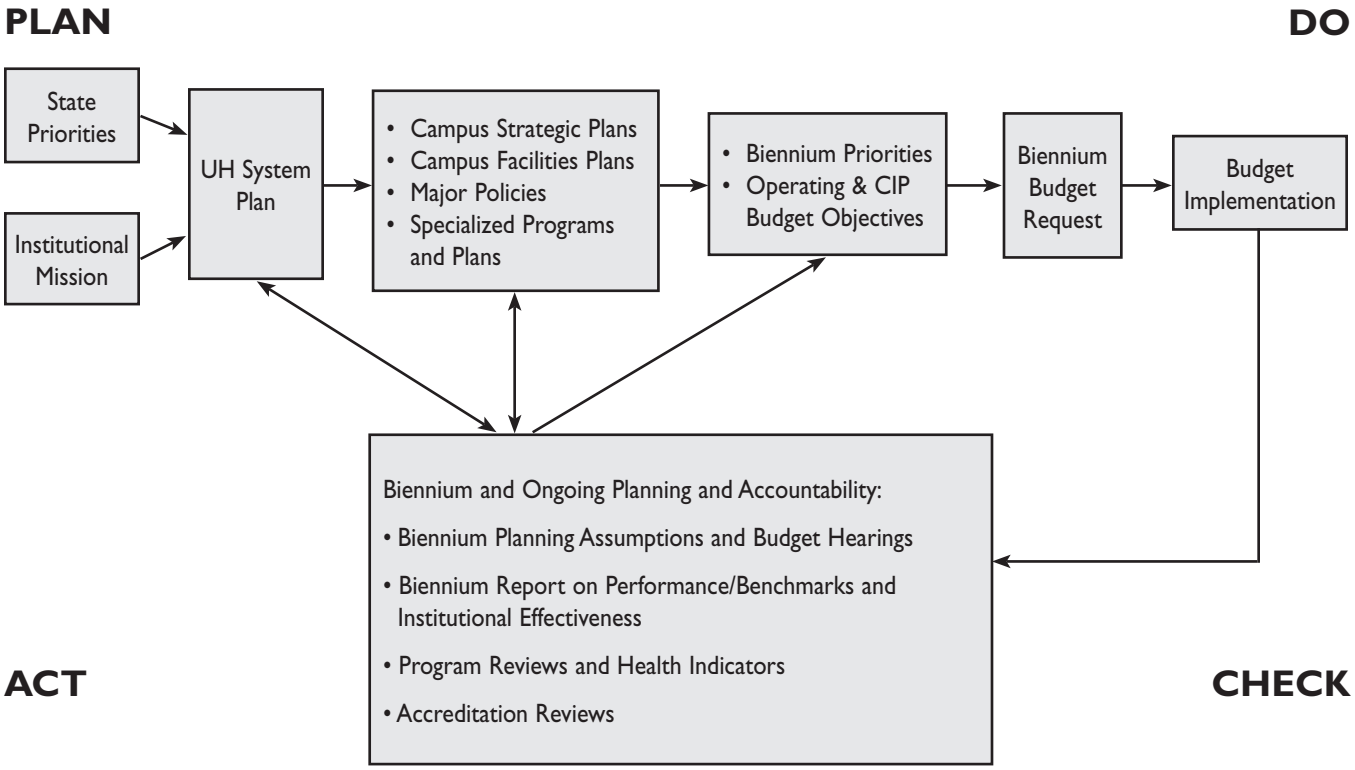
UH West O'ahu began admitting first-time students effective fall 2007, and is not included here since graduation and persistence data are not yet required or available.

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

Institutional Research and Analysis Office, University of Hawai'i, January 2011

Appendix J
University of Hawai'i Integrated Planning Framework

University of Hawai'i System Planning



Appendix K
Status of University of Hawai'i Plans as of May 2011

Table 1
Status of Strategic/Academic Development Plans

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

Table 2
Status of Long-Range Physical Development Plans

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

Appendix L
University of Hawai'i Staff

Table 1
Distribution of Personnel by Campus and Classification (All Funds)
Fall 2000 & Fall 2010

CLASSIFICATION	FALL 2000			FALL 2010		
	Hdct	V%	FTE[1]	Hdct	V%	FTE[1]
TOTAL	8,032	100.0	6,497.41	9,812	100.0	7,824.37
Faculty	3,880	48.3	2,876.92	4,637	47.3	3,393.45
Faculty	3,139	39.1	2,876.92	3,616	36.9	3,393.45
Lecturers	741	9.2		1,021	10.4	
Admin, Prof, Tech (APT)	1,304	16.2	1,264.69	2,138	21.8	2,101.81
Executives	204	2.5	203.40	208	2.1	208.00
Graduate Assistants	907	11.3	440.45	1,351	13.8	669.58
Civil Service	1,737	21.6	1,711.95	1,478	15.1	1,451.53
UNIVERSITY OF HAWAI'I AT MĀNOA	5,106	63.6	4,089.07	6,048	61.6	4,891.21
Faculty	2,290	28.5	1,798.78	2,511	25.6	2,083.35
Faculty	2,026	25.2	1,798.78	2,291	23.3	2,083.35
Lecturers	264	3.3	0.00	220	2.2	0.00
Admin, Prof, Tech (APT)	818	10.2	793.93	1,267	12.9	1,237.23
Executives	82	1.0	82.00	89	0.9	89.00
Graduate Assistants	894	11.1	434.20	1,345	13.7	666.58
Civil Service	1,022	12.7	1,009.47	836	8.5	815.05
UNIVERSITY OF HAWAI'I AT HILO	452	5.6	364.77	656	6.7	560.87
Faculty	229	2.9	177.40	363	3.7	269.19
Faculty	183	2.3	177.40	272	2.8	269.19
Lecturers	46	0.6	0.00	91	0.9	0.00
Admin, Prof, Tech (APT)	93	1.2	84.88	136	1.4	135.18
Executives	10	0.1	10.00	21	0.2	21.00
Civil Service	120	1.5	117.00	136	1.4	135.50
UNIVERSITY OF HAWAI'I–WEST OAHU	66	0.7	45.00	120	1.0	100.00
Faculty	48	0.6	27.50	70	0.7	50.00
Faculty	29	0.4	27.50	51	0.5	50.00
Lecturers	19	0.2	0.00	19	0.2	0.00
Admin, Prof, Tech (APT)	3	0.0	3.00	35	0.4	35.00
Executives	2	<0.1	2.00	4	<0.1	4.00
Civil Service	13	0.2	13.00	11	0.1	11.00
UH COMMUNITY COLLEGES[2]	2,034	24.6	1,580.00	2,543	23.3	1,833.29
Faculty	1,291	16.1	851.39	1,692	17.2	989.91
Faculty	879	10.9	851.39	1,001	10.2	989.91
Lecturers	412	5.1	0.00	691	7.0	0.00
Admin, Prof, Tech (APT)	210	2.6	204.73	359	3.7	356.40
Executives	69	0.9	68.40	62	0.6	62.00
Civil Service	464	5.8	455.48	430	4.4	424.98
SYSTEM UH	363	4.5	400.70	436	4.1	396.06
Faculty	22	0.3	21.85	1	<0.1	1.00
Admin, Prof, Tech (APT)	173	2.2	171.15	334	3.4	331.00
Executives	40	0.5	40.00	31	0.3	31.00
Graduate Assistants	13	0.2	6.25	6	<0.1	3.00
Civil Service	115	1.4	114.00	64	0.7	64.00
SYSTEM OTHER[3]	11	0.2	11.00	9	0.1	10.00
Admin, Prof, Tech (APT)	7	0.1	7.00	7	0.1	7.00
Executives	1	<0.1	1.00	1	<0.1	1.00
Civil Service	3	<0.1	3.00	1	<0.1	1.00

[1] Excludes lecturers; includes all sources of funds.
[2] Includes faculty and staff within the Office of the Vice President for Community Colleges.
[3] Includes Offices of State Director for Career and Technical Education and State Postsecondary Education Commission
Source: Data Warehouse which extracts data from PeopleSoft, the human resources information system; Office of Human Resources, Oct 2000 & 2010

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

Table 2
Personnel by Ethnicity and Gender
Fall 2010

	TOTAL	EXEC	ADMIN, PROF, & TECH	CIVIL SERVICE	INSTRUC FACULTY	LECTURER	CC FACULTY	OTHER FACULTY[1]	GRADUATE ASSISTANT
	9,812	208	2,138	1,478	1,740	1,021	1,000	876	1,351
Percent Distribution									
ETHNICITY[2]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asian/Pacific Islander	56.9	49.5	75.5	86.7	37.2	43.3	52.2	43.9	43.4
Asian	46.6	42.8	65.5	67.8	31.8	30.7	40.3	36.4	36.6
Japanese	26.2	33.7	44.3	42.5	13.3	15.5	23.8	18.6	9.9
Chinese	9.1	5.3	11.1	7.4	10.1	5.5	6.3	9.4	11.3
Filipino	6.1	2.4	6.8	16.0	1.8	4.6	6.3	2.7	3.1
Korean	2.3	1.4	1.3	0.8	3.1	3.1	1.9	1.9	4.2
Thai	0.2	0.0	0.0	0.1	0.2	0.2	0.1	0.0	0.7
Vietnamese	0.3	0.0	0.3	0.2	0.2	0.2	0.2	0.5	1.0
Laotian	0.1	0.0	0.0	0.1	0.0	0.1	0.0	0.3	0.0
Asian Indian[3]	1.6	0.0	0.3	0.2	2.6	1.0	1.0	2.1	4.7
Mixed Asian	0.6	0.0	1.0	0.4	0.2	0.4	0.6	0.5	0.9
Other Asian[4]	0.3	0.0	0.2	0.1	0.2	0.1	0.1	0.5	0.9
Hawaiian & Pacific Islander	10.3	6.7	10.0	18.9	5.4	12.6	11.9	7.5	6.8
Hawaiian/Pt Hawn	9.4	6.7	9.3	17.5	4.7	11.8	11.6	6.7	5.6
Guamanian/Chamorro	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.2
Micronesian	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.2
Samoan	0.4	0.0	0.4	0.8	0.4	0.5	0.2	0.6	0.1
Tongan	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1
Other Pacific Islander[4]	0.2	0.0	0.1	0.2	0.2	0.2	0.0	0.1	0.6
White, Non-Hispanic	38.3	47.6	21.5	9.1	58.3	50.8	44.4	50.3	47.9
Black, Non-Hispanic	0.9	1.9	0.5	0.8	1.1	0.8	0.9	1.0	1.5
American Indian/Alaskan	0.3	0.0	0.1	0.1	0.3	1.1	0.6	0.3	0.2
Hispanic[5]	1.8	0.5	1.0	1.8	2.1	1.5	1.0	2.5	3.0
Mixed Race	1.2	0.5	0.9	1.4	0.6	1.4	0.6	0.9	2.5
Other[6]	0.6	0.0	0.6	0.1	0.2	1.2	0.3	0.9	1.4
GENDER	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female	52.1	45.7	54.3	62.4	40.9	56.2	53.1	49.6	50.1
Male	47.9	54.3	45.7	37.6	59.1	43.8	46.9	50.4	49.9

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

Source: Data warehouse which extracts data from PeopleSoft, the human resources information system, Office of Human Resources, October 2010

Appendix M
University of Hawai'i Revenues and Expenditures

Table 1
Distribution of Revenues by Source
FY 2005–06 to 2009–10

Category of Revenue	FY 2005–06		FY 2006–07		FY 2007–08		FY 2008–09		FY 2009–10[1]	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,149,338	100.0%	1,255,048	100.0%	1,368,302	100.0%	1,443,523	100.0%	1,239,439	100.0%
Tuition & Fees	136,326	11.9%	153,348	12.2%	200,171	14.6%	231,946	16.1%	277,065	22.4%
Government Appropriations	578,738	50.4%	631,623	50.3%	703,229	51.4%	735,954	51.0%	398,020	32.1%
Federal	3,911	0.3%	4,200	0.3%	4,931	0.4%	3,444	0.2%	27,390	2.2%
State	574,827	50.0%	627,423	50.0%	698,298	51.0%	732,510	50.7%	370,630	29.9%
Government Gifts, Grants, & Contracts	321,792	28.0%	346,980	27.6%	344,065	25.1%	358,632	24.8%	407,286	32.9%
Federal	299,590	26.1%	322,938	25.7%	314,288	23.0%	327,404	22.7%	379,656	30.6%
State	20,470	1.8%	22,080	1.8%	26,788	2.0%	28,297	2.0%	24,962	2.0%
Local	1,732	0.2%	1,962	0.2%	2,989	0.2%	2,931	0.2%	2,668	0.2%
Private Gifts, Grants, & Contracts	28,677	2.5%	31,828	2.5%	35,039	2.6%	36,907	2.6%	43,836	3.5%
Endowment Income	1,521	0.1%	1,771	0.1%	1,705	0.1%	169	0.0%	1,333	0.1%
Sales & Services	75,509	6.6%	79,968	6.4%	77,099	5.6%	69,952	4.8%	101,553	8.2%
Educational Activities	14,271	1.2%	13,776	1.1%	14,603	1.1%	14,616	1.0%	14,839	1.2%
Auxiliary Services	61,238	5.3%	66,192	5.3%	62,496	4.6%	55,336	3.8%	86,714	7.0%
Other Sources	6,775	0.6%	9,530	0.8%	6,994	0.5%	9,963	0.7%	10,347	0.8%

[1] Unaudited figures

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

Table 2
Distribution of Operating Expenditures by Function
FY 2005–06 to 2009–10

Category of Expenditure	FY 2005–06		FY 2006–07		FY 2007–08		FY 2008–09		FY 2009–10	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	1,024,259	100.0%	1,102,096	100.0%	1,219,835	100.0%	1,327,214	100.0%	1,346,877	100.0%
Instruction	323,834	31.6%	350,107	31.8%	383,689	31.5%	420,363	31.7%	407,686	30.3%
Research	281,971	27.5%	305,044	27.7%	306,757	25.1%	334,086	25.2%	357,848	26.6%
Public Service	52,869	5.2%	56,798	5.2%	60,847	5.0%	65,000	4.9%	63,726	4.7%
Academic Support	95,928	9.4%	98,656	9.0%	114,228	9.4%	133,162	10.0%	115,164	8.6%
Student Services	54,213	5.3%	56,984	5.2%	63,510	5.2%	72,560	5.5%	71,869	5.3%
Institutional Support	60,953	6.0%	68,374	6.2%	81,926	6.7%	86,490	6.5%	78,604	5.8%
Operation/ Maintenance of Physical Plant	65,653	6.4%	66,029	6.0%	78,601	6.4%	83,350	6.3%	77,533	5.8%
Scholarships/ Fellowships	26,290	2.6%	25,751	2.3%	50,557	4.1%	56,547	4.3%	89,162	6.6%
Auxiliary Enterprise	55,878	5.5%	65,249	6.1%	71,102	5.8%	68,244	5.1%	79,705	5.9%
Independent Operations	6,670	0.7%	7,104	0.6%	8,615	0.7%	7,404	0.6%	5,572	0.4%
Other					3	0.0%	8	0.0%	8	0.0%

Appendix N
University of Hawai'i Tuition Schedule, 2006–07 through 2011–12

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

	Academic Years																							
	2006–2007				2007–2008				2008–2009				2009–2010				2010–2011				2011–2012			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
UH MĀNOA[1]	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
Undergraduate	180	2160	508	6096	214	2568	600	7200	248	2976	692	8304	282	3384	784	9408	316	3792	876	10512	350	4200	968	11616
Graduate	243	2916	571	6852	286	3432	680	8160	329	3948	789	9468	372	4464	898	10776	415	4980	1007	12084	458	5496	1116	13392
UH HILO[1]																								
Undergraduate	125	1500	398	4776	147	1764	461	5532	169	2028	524	6288	191	2292	587	7044	213	2556	650	7800	235	2820	713	8556
Graduate	208	2496	480	5760	236	2832	544	6528	264	3168	608	7296	292	3504	672	8064	320	3840	736	8832	348	4176	800	9600
UH WEST O'AHU[1]	114	1368	366	4392	134	1608	424	5088	154	1848	482	5784	174	2088	540	6480	194	2328	598	7176	214	2568	656	7872
UH COMMUNITY COLLEGES[1]																								
High[2]	56	NA	281	NA	63	NA	320	NA	71	NA	360	NA	79	NA	400	NA	88	NA	441	NA	97	NA	482	NA
Low[2]	56	NA	249	NA	63	NA	256	NA	71	NA	264	NA	79	NA	272	NA	88	NA	281	NA	97	NA	290	NA

[1] 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 (see separate fee schedule). Undergraduate/Graduate resident and nonresident students enrolled in the architecture program at UHM also pay a professional fee (see separate fee schedule).

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

Approved by the Board of Regents: May 19, 2005

Appendix N *(cont.)*
University of Hawai'i Tuition Schedule, 2006–07 through 2011–12

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

	Academic Years																							
	2006–2007				2007–2008				2008–2009				2009–2010				2010–2011				2011–2012			
	Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident		Resident		Nonresident	
UH MĀNOA[1]	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT	Per SH	FT
Graduate - Nursing	385	4620	707	8484	453	5436	842	10104	521	6252	977	11724	589	7068	1112	13344	657	7884	1247	14964	725	8700	1382	16584
Graduate CBA																								
Master's[2]	454	5448	678	8136	454	5448	688	8256	538	6456	826	9912	622	7464	964	11568	665	7980	1073	12876	708	8496	1182	14184
MAcc[3]	412	4944	647	7764																				
Law																								
JD	537	6444	943	11316	569	6828	1020	12240	601	7212	1097	13164	633	7596	1174	14088	665	7980	1251	15012	697	8364	1328	15936
LLM	993	11916	993	11916	1074	12888	1074	12888	1155	13860	1155	13860	1236	14832	1236	14832	1317	15804	1317	15804	1398	16776	1398	16776
Medicine	761	9132	1461	17532	852	10224	1681	20172	943	11316	1901	22812	1034	12408	2121	25452	1125	13500	2341	28092	1216	14592	2561	30732
UH HILO[1]																								
Pharmacy[4]					NA	7500	NA	15000	NA	7875	NA	15750	NA	8269	NA	16538	NA	8682	NA	17365	NA	8682	NA	17365

[1] 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.

[2] 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. Revised tuition rates from 2010–11 through 2011–12 were approved by the BOR in January 2010.

[3] Beginning in academic year 2007–08, Master's of Accounting students are charged the same tuition rate as CBA Master's students.

[4] The entry date for the first class of students at the UH Hilo College of Pharmacy is fall 2007. Revised tuition rates from 2007–08 through 2010–11 were approved by the BOR July 2006 as part of UH Hilo's College of Pharmacy business plan. Tuition for 2011–12 was added April 2010. There was no increase from the prior year, therefore, according to Board policy, no official Board action was required.

Approved by the Board of Regents: May 19, 2005, July 20, 2006, and January 28, 2010

Appendix N *(cont.)*
University of Hawai'i Tuition Schedule, 2006–07 through 2011–12

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

	Academic Years					
	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
UH MĀNOA						
Undergraduate Business	$200	$300	$400	$500	$500	$500
Undergraduate Nursing[2]	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
Undergraduate Dental Hygiene[2]	$500	$500	$500	$500	$500	$500
Undergraduate/Graduate Architecture[3]	$200	$300	$400	$500	$500	$500
Undergraduate Engineering[4]				$400	$400	$400
EdD in Professional Educational Practice[5]						$1,000
UH HILO						
Undergraduate Nursing	$500	$500	$500	$500	$500	$500
UH COMMUNITY COLLEGES						
Undergraduate Nursing	up to $500	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	up to $500

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

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

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

[4] The professional fees schedule was revised by the Board of Regents in November 2008 to include an undergraduate engineering fee effective fall 2009. This fee is charged to students of sophomore, junior, or senior standing only.

[5] A professional clinical fee for the Doctor of Education program was approved by the BOR in January 2011 for AY 2011–12 only.

Approved by the Board of Regents: May 19, 2005, November 21, 2008, and January 20, 2011.