

UNIVERSITY *of* HAWAI'I®



BOARD OF REGENTS REFERENCE GUIDE

August 2009

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I. THE UNIVERSITY OF HAWAI‘I SYSTEM

A. Founding and System Mission

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

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

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

The primary mission of the University 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.
- 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 provides that, upon board approval and where the community colleges are uniquely suited, they may offer programs in affiliation with other institutions (section 4-7, c).

F. Campus Sites and Basic Information

(reflects fall 2008 headcount and faculty/staff counts; FY 2007–08 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: 20,169 Faculty and staff: 6,484
Annual operating budget: \$519.17 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: 3,773 Faculty and staff: 631
Annual operating budget: \$52.39 million
Chancellor: Rose Tseng
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: 1,140 Faculty and staff: 116
Annual operating budget: \$8.93 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: 2,884 Faculty and staff: 297
Annual operating budget: \$18.54 million
Chancellor: Rockne Freitas
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: 4,218 Faculty and staff: 393
Annual operating budget: \$29.65 million
Chancellor: Michael Rota
Information: 808-845-9211 URL: www.honolulu.hawaii.edu

Kapi'olani Community College

Address: 4303 Diamond Head Road, Honolulu, HI 96816
Founded: 1965 Area: 52 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 8,221 Faculty and staff: 544
Annual operating budget: \$38.21 million
Chancellor: Leon Richards
Information: 808-734-9000 URL: www.kcc.hawaii.edu

Kaua'i Community College

Address: 3-1901 Kaumuali'i Highway, Līhu'e, HI 96766
Founded: 1965 Area: 200 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 1,104 Faculty and staff: 179
Annual operating budget: \$11.95 million
Chancellor: Helen Cox
Information: 808-245-8311 URL: www.kauaicc.hawaii.edu

Leeward Community College

Address: 96-045 Ala 'Ike Street, Pearl City, HI 96782-3393
Founded: 1968 Area: 49 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 6,771 Faculty and staff: 418
Annual operating budget: \$28.23 million
Chancellor: Manuel Cabral
Information: 808-455-0011 URL: www.lcc.hawaii.edu

Maui Community College

Address: 310 West Ka'ahumanu Avenue, Kahului, HI 96732
Founded: 1965 Area: 78 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 3,287 Faculty and staff: 326
Annual operating budget: \$22.75 million
Chancellor: Clyde Sakamoto
Information: 808-984-3500 URL: www.maui.hawaii.edu

Windward Community College

Address: 45-720 Kea'ahala Road, Kāne'ohe, HI 96744
Founded: 1972 Area: 64 acres
Last reaffirmation of accreditation: 2006
Headcount enrollment: 1,959 Faculty and staff: 197 (includes ETC)
Annual operating budget: \$13.45 million
Chancellor: Douglas Dykstra
Information: 808-235-7400 URL: www.wcc.hawaii.edu

G. Other Sites

The University of Hawai'i operates an Employment Training Center, 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, disbursement 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. 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). 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 overseen by 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 Ānuehue (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 'Imiloa Astronomy Center is also located within the Science and Technology Park. Funded primarily by NASA, it provides an experience for visitors to explore the connections between Hawaiian cultural traditions and the science of astronomy.

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.
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, as of 8/1/09, 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 111 (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), and, as of January 2005, the state procurement code.

4. **Board bylaws and policies.** In carrying out its governance responsibility, the board authorizes, amends, and publishes policies that provide the governance framework for the administration of the university. These policies are codified in a volume titled “Board of Regents Bylaws and Policies.” In addition to policies establishing the relationship between the BOR and 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 scheduled for two days, usually a Thursday and Friday of the third or fourth week of the month. Business is often concluded within a single day. 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 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 vice president for academic planning and policy. 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 vice president for academic planning and policy 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 I-10 (www.hawaii.edu/offices/bor/policy/borpchl.pdf) provides for organized faculty involvement in the development and maintenance of institutional academic policy. Executive policy EI.201 (www.hawaii.edu/apis/ep/ei/ei201.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 2008, UHPA provides representation for 3,940 faculty members systemwide.

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

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

2. **Hawai'i Government Employees Association (HGEA).** The Hawai'i Government Employees Association was founded in 1934 and is the largest union in Hawai'i, with more than 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 3,042 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 Līhū'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 2008, 530 university employees were covered by UPW's two bargaining units. Unit I 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

- I. **Regional accreditation.** All ten campuses of the university system are separately and regionally accredited by the Western Association of Schools and Colleges (WASC).
 - a. The UH Community Colleges are accredited by the WASC Accrediting Commission for Community and Junior Colleges (ACCJC).
 - b. UH Mānoa, UH Hilo, and UH West O‘ahu are accredited by the WASC Accrediting Commission for Senior Colleges and Universities.

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.** More than 50 UH academic programs hold separate professional accreditation. These include 25 professional programs at UH Mānoa, 25 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

- I. **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 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 Action 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.

More than 1,000 UH Community College students transfer to a UH 4-year campus each fall semester. 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
- Institute for Astronomy
- Laboratory Animal Services
- Lyon Arboretum
- Pacific Biomedical Research Center
- 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 2002, the total UH extramural funds (research and training) averaged \$350 million per year and exceeded \$400 million in 2006.

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 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.
12. **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. Universities 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 UH Mānoa. It is relatively unique at UH and among higher education in functioning simultaneously at both the system and campus levels. This provides for 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, but is still at or near the very bottom of peer and benchmark institutions in IT financing and staffing levels for even 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 Vice President for Budget & Finance/chief financial officer, implementation of KFS at UH is currently scheduled for July 2011. UH runs a single instance of the PeopleSoft human resource management system and utilizes the state payroll system, provided at no 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 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 modules and KFS. Individual enterprise datamarts provide access to financial, HR and student information but without an integrated data warehouse. The UH Foundation and RCUH manage individual independent management information systems. The CIO chairs the systemwide Business Process Council and Banner Advisory Council.
3. **Technologies for teaching and learning.** ITS manages the statewide interactive video network (HITS) used for distance learning on six islands and operates the HITS classrooms on the UH Mānoa campus. 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.

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 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. 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.
6. **Telecommunications and Technology Infrastructure.** ITS designs, develops and manages the UH 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 UH Mānoa campus, dorms, and UH system offices located on the UH Mānoa campus. 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 were appropriated by the 2009 legislature.
7. **Current (2009) opportunities and challenges in information technology.**
 - Constructing a new IT Bldg on the Manoa campus to properly house systemwide IT resources with an appropriation of only 3/4 of the requested budget;
 - Ensuring “capture” of the current \$20 million per year in extramural funding for the Maui High Performance Computing Center and Pacific Disaster Center;
 - Upgrading campus, intrastate and external connectivity along with associated services through ARRA broadband opportunities;
 - 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 Kualii Financial System with UH Financial Management Offices and implementation of the Kualii Coeus software with the Office of Research Services, including interfaces with RCUH.

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 Community 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 Good Beginnings Alliance, 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 collection.

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 executive director of the Good Beginnings Alliance. 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 Vice President for Academic Planning and Policy. 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 39 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 56 to 80 percent and enroll from 39 to 49 percent of their first-time freshmen applicants. The UH Community Colleges accept an average of 98 percent of applicants and enroll 65 percent of them.

B. Enrollment

1. **Total enrollment.** In fall 2008, the University of Hawai'i enrolled an all-time high of 53,526 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

BOR policy ceilings for nonresident enrollments are 30 percent at the baccalaureate campuses and 15 percent at the community colleges. The base for determining ceilings is projected campus 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 2008 represented slightly more than 20 percent of total UH enrollment.

D. Student Demographics

The fall enrollment reports (www.hawaii.edu/iro/report_grid.php) 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 2008 are:

- 87 percent are undergraduate and 13 percent graduate students
- 58 percent are female and 42 percent male
- 82 percent report Hawai'i as their permanent home address
- 80 percent have resident tuition status
- The mean age of UH students is 25 years
- 54 percent attend full time, 46 percent part time
- On average, full-time students take 13.6 credit hours per semester; part-time students take 5.6
- First-time students comprise 21 percent of the total enrollment and transfer students represent about 15 percent
- 63 percent of the UH student body report Asian/Pacific Islander ethnicity; the Hawaiian/Part-Hawaiian share is 16.7 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 31 percent, and on average 63 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 2007–08, more than \$28 million in institutional, UH Foundation, and state financial assistance was awarded to UH students.

- I. **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. See www.hawaii.edu/offices/bor/policy/borpch6.pdf.

G. Co-Curricular Activities

- I. **Housing.** The University of Hawai'i provides student housing on two campuses: UH Mānoa and UH Hilo. Maui Community 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 306a 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 12 women's sports, in addition to co-ed sailing. UH Hilo fields Division II teams in five men's and seven women's sports and one men's team in a Division I sport (baseball), which will be moving to Division II in the 2008–09 school year. 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.** All campuses of the university publish a student conduct code defining the rights and responsibilities of students, as well as the procedures for disciplinary action if the code is violated. The code guarantees student academic freedom and defines academic dishonesty. The student conduct code is available to all students, and a summary is published in each college catalog.

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. The two previous system strategic plans were approved in 1996 and 1991. 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 2008 publication is the eighth in this series, and is available, along with previous updates, at www.hawaii.edu/ovppp/mop/.
- b. Strategic outcomes and performance measures. A companion brochure updating 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. This office reports directly to the vice president for administration. 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 facilities 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 Mānoa William S. Richardson School of Law – renovation and expansion of existing facilities
 - b. Hawai'i Community College, West Hawai'i Education Center – new campus on a site mauka of Keahole International Airport on the Big Island
 - c. UH Mānoa Plan Review Use – submitted to the City and County of Honolulu for approval of the latest LRDP
 - d. UH Mānoa Faculty Housing Feasibility Study – feasibility study for the development of faculty housing for the Mānoa campus
 - e. Kapi'olani Community College – updating existing LRDP
 - f. UH Hilo – updating existing LRDP
3. **Design projects.**
 - a. UH System Information Technology Center – new ITS building on the UH Mānoa campus
 - b. UH Mānoa New Classroom building – new instructional facility replacing Henke Hall
 - c. UH Mānoa Campus Center Renovation/Addition, Phase II – renovations and addition of a new student recreation center

- d. UH Mānoa Performing Arts Facility and Parking Structure – new building and parking structure behind Kennedy Theater (completed)
- e. UH Hilo Student Services Building Addition – new addition to the student services building
- f. UH Hilo Hawaiian Language Building, Phase I – new building to house the Hawaiian Language program
- g. Kapi'olani Community College Culinary Institute of the Pacific – new facility at the former Cannon Club on Diamond Head
- h. Leeward Community College Education and Innovation Instructional Facility – new building to house the teacher education and training program and social sciences division
- i. Maui Community College Science Building – replacement of the existing building
- j. Windward Community College Learning Resources Center – new library learning center
- k. UH Mānoa Gartley Hall – renovation of existing building
- l. 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; Johnson Hall General Repairs)

4. Construction projects recently completed or underway.

- a. UH Mānoa Frear Hall Development – new 800 bed dormitory to replace the former Frear Hall (completed)
- b. UH Mānoa Komohana Agricultural Complex, Phase I – renovation/addition to the existing complex in Hilo
- c. UH Hilo Student Life Center, Phase I – new recreational facility with fitness center and pool (completed)
- d. UH Hilo Sciences and Technology Building – new building to house sciences and technology programs
- e. Kaua'i Community College One Stop Center, Phase I (completed) and Phase II – consolidate student and academic support services
- f. UH Mānoa Student Housing Services – repairs, maintenance, and renovation projects in various housing facilities (Hale Aloha Phase I, Mokihana and 'Ilima Towers; Hale Kahawai and Hale Laulima General Repairs)

5. Public/private partnerships.

- a. UH Mānoa Cancer Research Center of Hawai'i – new facility located in Kaka'ako
- b. UH Hilo U.S.-China Center – student housing facilities and commercial space
- c. UH West O'ahu new campus development

E. Management Information

- l. **Routine reports.** Housed within the Office of the Vice President for Academic Planning and Policy, the Institutional Research Office (IRO) 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/.

Interactive, customizable versions of these reports are currently being developed by IRO through the use of an IBM/Cognos business intelligence software. The first report on enrollment, released in spring 2009, enables individuals to customize demographic data based on user-defined selections such as ethnicity, gender, and full-or part-time status and save them in PDF or Excel formats. The interactive portion is currently restricted to University of Hawai'i faculty and staff. The standard pre-formatted report continues to be publicly accessible.

2. **Operational Data Store (ODS)**. The 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.
3. **Student Data Warehouse**. IRO has developed a new student data warehouse which currently resides in the ODS and is 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.
4. **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. Institutions that receive federal student financial aid are required annually to supply a wide range of student, faculty, course, and financial data in required IPEDS formats. IRO has lead responsibility for IPEDS reporting.
5. **Other assessment activities**. By BOR and executive policy, UH is committed to accountability and educational assessment. 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

Scheduled for release in late 2009 is the UH System Strategic Outcomes & Performance Measures Dashboard. This application, developed utilizing the IBM/Cognos software, provides an "at a glance"

summary of the ten performance measures specified in the companion brochure to the system strategic plan (see page 34, 3b). The dashboard, together with drill through to detail graphs, provides a dynamic assessment of the university's progress toward its goals.

The *University of Hawai'i Measuring Our Progress Report* (Section V: Administrative Support, p. 34) has been called a sensible approach to the complex matter of accountability and performance reporting. It has served as a model for reports on policy indicators prepared by WICHE and other states.

Special studies are occasionally conducted or commissioned by the academic planning and policy office. See Appendix L for a list of selected studies.

F. Personnel and Human Resources

1. **Size of the UH workforce.** Fall 2008 data indicate that UH employs more than 10,000 people. Sixty-four 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 4,000 student assistants at any given time. Summary data for fall 2008 is provided in Appendix M. 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 17 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 12 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 M 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.** Chapter 9 of board policy also provides detailed guidelines for the classification and compensation, recruitment and appointment, and conditions of service of executive personnel. Only basic information is provided here.

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 15 credits per semester or 30 credits per year. The UHPA Agreement 2003–2009 references the granting of teaching assignment reduction of a minimum of three credits to faculty who teach 15 or more credits in one semester followed by a semester in which they undertake additional activities, such as curriculum development or institutional service. Faculty members on other campuses of the system are expected to teach 12 credits per semester or 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. See Appendix N.
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 EI.202, University Statement of Nondiscrimination and Affirmative Action: www.hawaii.edu/apis/ep/eI/eI202.pdf
 - Executive Policy EI.203, Policy on Sexual Harassment and Related Conduct: www.hawaii.edu/apis/ep/eI/eI203.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 2007–08 were in excess of \$1.3 billion. The capital improvements program (CIP) general obligation bond fund appropriation for the same period was approximately \$183 million, with an additional \$101 million appropriated for CIP in special funds. 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 increases in state appropriations are largely attributable to augmentations for collective bargaining contracts and increases in “pass through” appropriations for fringe benefit, debt service, and risk management costs that the university is required to transfer 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 8.1 percent in FY 2002–03, and was 8.7 percent in FY 2008–09.

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 O 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.”

Nonetheless, the 2004 legislature passed and the governor signed a bill that revokes the university’s 1998 exemption from the state’s procurement code and rules. Measures of this sort will, over time, slowly erode the degree of autonomy the university has over its internal operations. Since the revocation of the university’s exemption from the procurement code, the university has introduced legislation each year calling for its reinstatement. Thus far, efforts have been unsuccessful.

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 Vice President for Academic Planning and Policy 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 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. One exception was UH Mānoa’s law program which was below average. Should the administration wish to pursue an adjustment to the law school’s tuition, it will put forth a proposal to the BOR.

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. Kualī Financial System (KFS). The university is in the process of replacing FMIS with a financial system currently being jointly developed by the Kualī 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)

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.

UHF provides specialized fundraising services to the university, including estate and gift planning, foundation and corporate relations, and annual giving. Services include direct mail, telemarketing, donor relations, special events support, 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, 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 Ānuenuē.

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 contract with the foundation to obtain fundraising services, with a particular emphasis on raising funds for the centennial campaign which culminated in June 2009. \$282 million was raised, exceeding the campaign goal of \$250 million.

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, 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 from the foundation upon request

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. American Council on Education (ACE)

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

E. American Federation of Teachers (AFT)

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

F. 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.

G. 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.

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. 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.

J. 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.

K. National Association of State Universities and Land Grant Colleges (NASULGC)

NASULGC voices the priorities and positions of public higher education and its land-grant universities to federal and state legislative and administrative branches of government. NASULGC also promotes support for private sector members. In addition to its focus on legislative matters, NASULGC emphasizes academic structure and curricula, research, urban affairs, educating the disadvantaged, enhancing student access and opportunities, fostering societal relevance of colleges and universities, and promoting a global perspective among its members.

L. 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.

M. 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.

N. 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.

O. 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.

P. 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.

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 throughout the state.

Appendix B

Board/Council Membership Reported as of 8/1/09

Board of Regents, 2009–2010

Howard H. Karr, Chair	Ramoñ de la Peña	James H.Q. Lee
Dennis I. Hirota, Vice Chair	Mark Fukunaga	Eric Martinson
Artemio C. Baxa	Chuck Y. Gee	Teena M. Rasmussen
Carl A. Carlson, Jr.	James J. C. Haynes II	Harvey S. Tajiri
Michael A. Dahilig	John C. Holzman	Grant Teichman

UH Foundation Board of Trustees, 2009–2010

Officers	Trustees		Ex-Officio Trustees
Barry M. Weinman, Chairperson	J. Kuhio Asam	James P. Lally	M.R.C. Greenwood
Beadie K. Dawson, Vice Chair	Stanford S. Carr	Carol Ai May	Mitchell Ka'aialii
Robert P. Hiam, Vice Chair	Bruce A. Coppa	Duk Hee Murabayashi	Howard H. Karr
Mary E. Sellers, Treasurer	Brandt Farias	Judith Pyle	Donn Takaki
Jeffrey D. Lau, Secretary	Larry R. Fuller	Harry A. Saunders III	Donna Vuchinich
	Ronald N.S. Ho	Gerald A. Sumida	
	Stuart T.K. Ho	Mike Tresler	
	Louise K.Y. Ing	Lance Wilhelm	
	Joseph J. Kim	Artie L. Wilson	
	Faye W. Kurren	C. Scott Wo	

UH Alumni Association Board of Directors, 2009–2010

Officers	Directors		
Mitchell Ka'aialii,* President	Lori Abe	Audrey Higuchi	Cory Nakamura
Janet Bullard,* ** Executive Director	Jim Donovan* **	Randal Ikeda	Thelma Nip
Douglas Inouye,* 1 st Vice President	Eddie Flores, Jr.	Thomas Joaquin	Mikio Sato
Patrick Oki,* 2 nd Vice President	Karl Fujii*	Wesley Kimura	Eve Shere
Sharene Urakami,* Secretary	M.R.C. Greenwood**	Diane Kodama	Carl Takamura
Arnold Kishi,* Assistant Secretary	Bernadette Hamada- Baraquo	Evan Leong	Dana Takushi
Darrell Yamagata,* ** Treasurer	Jill Hasegawa	Kapena Lum	Wayne Tanna
Paul Kobayashi, Assistant Treasurer	Ken Hayashida	David Matlin	Donna Vuchinich* **
	Barbara Heckathorn	John McNamara* **	Vernon Wong
		Derek Mukai	

* Executive Committee

** Ex-officio

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

Joelle Kane, Chair
Donn Takaki, Vice Chair
Howard H. Karr *
Carl A. Carlson, Jr. *

Robert Dewitz
Dennis I. Hirota *
Eric Martinson *

Guy Ontai
Shanlyn Park
Harvey S. Tajiri *

* 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

Jordann Ares
Rod Chamberlain
Jerry Chang
Kyle Chock
Elisabeth Chun
Maggie Cox
Mitch D'Olier
M.R.C. Greenwood
Daniel Hamada

Patricia Hamamoto
Linda Johnsrud
Allan Landon
Sharon Mahoe
Kathy Matayoshi
John Morton
Gail Mukaihata-
Hannemann
Kathy Murphy

J.N. Musto
Tammi Oyadomari-
Chun
Chris Pating
Randy Perreira
Robert Peters
Bernard Ploeger
Jennifer Sabas
Norman Sakamoto

Jean Silvernail
Christine Sorensen
Sharon Taba
Roger Takabayashi
Roy Takumi
Jill Tokuda
Jim Tollefson
Robert Witt
Louise Wong

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

Career and Technical Education Coordinating Advisory Council

Allen Chung
Eileen Clarke
Mary Cochran
Michael A. Dahilig

Ramón de la Peña
Chuck Y. Gee
M.R.C. Greenwood
Daniel Hamada

Patricia Hamamoto
Kim Coco Iwamoto
John Morton
Marcia Taira

Interim State Director: Angela Meixell

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 Independent/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: External Influences on Colleges and Universities*
- *Institutional Ethics and Values*
- *A Guide to Updating the Board's Conflict of Interest Policy*
- *Illustrative Bylaws for Public Institutions*
- *The Board's Role in 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*
- *Comprehensive Fund-Raising Campaigns*

Foundation Relations

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

Appendix C

Association of Governing Boards of Universities and Colleges (AGB)

Publications (cont.)

Fund-Raising

- *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 Performance Reviews*
- *The Role of the Professional Board Secretary*

The Chair and the President

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

Strategic Decisions

- *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*

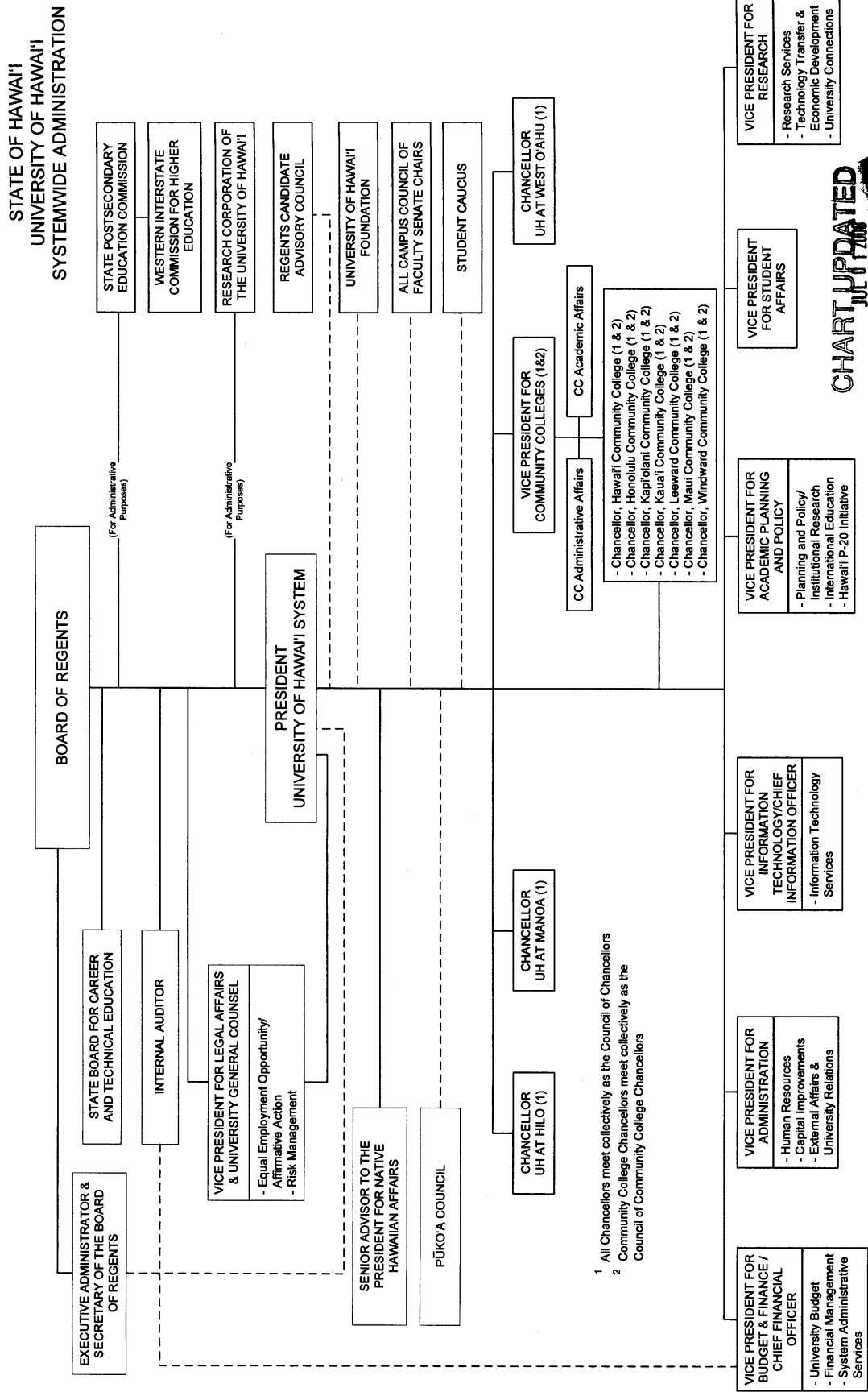
The following are also of interest:

Ten Public Policy Issues for Higher Education 2007–2008

*The Effective Board of Trustees; and
Improving the Performance of Governing Boards*
by Richard P. Chait, Thomas P. Holland, and Barbara E. Taylor

Appendix D University of Hawai'i Systemwide Organization Chart as of 8/1/09

www.hawaii.edu/budget/pdfs/08OrgChrt-Systemwide.pdf



¹ All Chancellors meet collectively as the Council of Chancellors
² Community College Chancellors meet collectively as the Council of Community College Chancellors

Appendix E President and Senior Administration as of 8/1/09

President	M.R.C. Greenwood	956-8207	mrcgreen@hawaii.edu
Vice President for Academic Planning and Policy	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 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 External and University Relations	Carolyn Tanaka	956-9803	carolyn@hawaii.edu
Associate Vice President for Student Affairs	Karen Lee	956-8753	karenlee@hawaii.edu
Associate Vice President for Capital Improvements	Brian Minaai	956-7935	bminai@hawaii.edu

Appendix F

Status of WASC Regional Accreditation and Specialized Program Accreditation as of 8/1/09

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, spring 2009. Educational effectiveness review, spring 2011.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed in 2004 for 10 years. Capacity and preparatory review, spring 2013. Educational effectiveness review, spring 2014.
UH West O'ahu	WASC-Senior Commission	Accreditation reaffirmed in 2005 for seven years. Capacity and preparatory review, fall 2011. Educational effectiveness review, spring 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	
Maui	WASC-ACCJC Commission	
Windward	WASC-ACCJC Commission	

Professional Accreditation

More than 50 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 25 professionally accredited programs which are reviewed every five to ten years. They include accounting; architecture; business administration; chemistry; clinical psychology; counseling and guidance; 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; social work; special education; speech pathology and audiology; 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, and education programs at UH Hilo are separately accredited. The pharmacy program achieved candidate status in June 2008, the second step in its accreditation process.

UH Community Colleges. Twenty-five community college programs hold separate accreditation, including a variety of culinary and nursing programs at multiple campuses; aeronautics maintenance; architectural engineering and CAD technology; auto body repair and painting; automotive maintenance; children's center programs; commercial aviation; computers, electronics, and networking technology; cosmetology; dental assistant; 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 2008

Table I
University of Hawai'i
Type of Credentials Offered

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

Source: "Master List of Curricula Offered" MAPS report, Fall 2008, University of Hawai'i OVPAPP, June 2009.

Appendix G (cont.)

University of Hawai'i Academic Program Offerings, Fall 2008

Table 2
University of Hawai'i
Curricula/Degrees Offered

	Total	Certificate ¹	Associate	Bachelor's ²	Master's	Doctorate	First Prof	Other ³
Total UH	644	248	114	130	90	52	4	6
UH Mānoa	290	61		87	84	51	3	4
UH Hilo	64	18		36	6	1	1	2
UH West O'ahu	11	5		6				
UHCC	279	164	114	1				

¹ Includes Certificates of Achievement and Completion at the UHCC, Advanced Professional Certificate at Honolulu CC, and undergraduate and graduate certificates at UH Mānoa and UH Hilo.

² Includes Bachelor of Applied Science at Maui CC.

³ Includes post-baccalaureate (teaching) credentials.

Source: "Master List of Curricula Offered" MAPS report, Fall 2008, University of Hawai'i OVPAPP, June 2009.

Appendix H

Ten-Year Summary of UH Headcount Enrollment by Campus

University of Hawai'i
Headcount Enrollment of Credit Students, By Campus
 Fall 1998 to Fall 2008

FALL SEM.	TOTAL		UH1		UHH		UHWO		UHCC										WIN					
	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	SUBTOTAL		HAW		HON		KAP		KAU		LEE		MAU			
									No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg
1998	45,337	-0.5	17,013	-2.0	2,730	3.4	685	5.7	24,909	0.0	2,308	3.9	4,124	3.9	7,236	0.7	1,136	-11.5	5,765	-2.9	2,849	2.2	1,491	-1.5
1999 ¹	46,479	NA	17,612	NA	2,790	NA	687	0.3	25,390	NA	2,279	-1.3	4,769	-1.3	7,254	0.2	1,142	0.5	5,570	-3.4	2,862	0.5	1,514	1.5
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 ²	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 ³	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

¹ Includes continuing education credit students at UH Mānoa, UH Hilo, and Honolulu CC beginning fall 1999. Fall 1999 percentage change calculations for these campuses and for both the UH and UHCC systems are incomparable to prior years and are not shown.

² Migration to new registration system at the UH Community Colleges

³ Migration to new registration system at UH Mānoa, UH Hilo, and UH West O'ahu

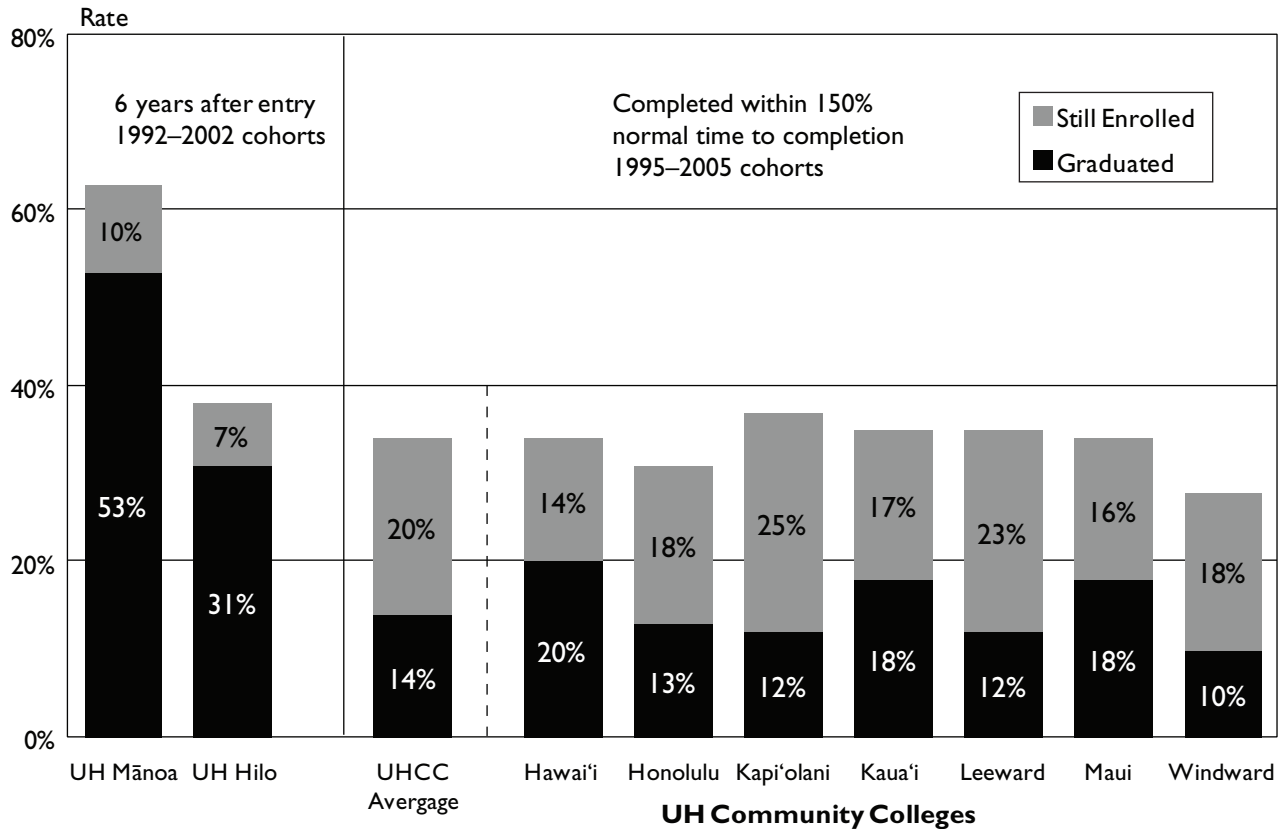
Note: Data include special students (concurrents, early admits and auditors) for all years shown

Source: University of Hawai'i, Institutional Research Office, April 2008

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



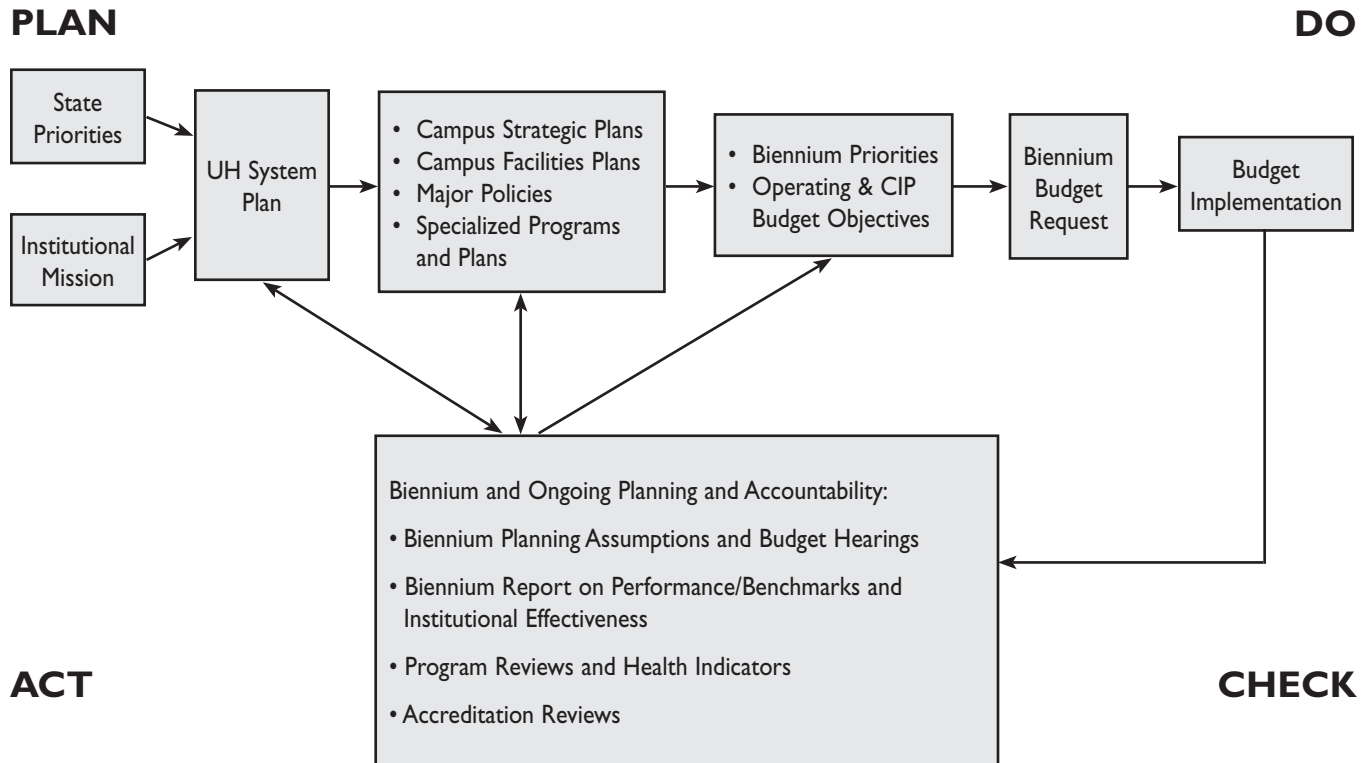
Graduation rates for the most recent cohort are 51% at UH Mānoa and 33% at UH Hilo for the **Fall 2002** cohort six years after entry, and at the UH community colleges for the **Fall 2005** cohort completing within 150% of normal time to completion: 15% overall, 19% at Hawai'i CC, 13% at Honolulu CC, 17% at Kapi'olani CC, 25% at Kaua'i CC, 11% at Leeward CC, 23% at Maui CC, and 9% 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 Office, University of Hawai'i, January 2009

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 8/1/09

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
Mauna Kea	06/16/00
Coconut Island	06/19/98
UH Hilo	03/22/96
UH West O'ahu	07/20/06
UH Community Colleges	
Hawai'i CC	04/16/04
Honolulu CC	05/24/96
Kapi'olani CC	03/19/82
Kaua'i CC	09/10/99
Leeward CC	01/19/96
Maui CC	11/16/06
Windward CC	04/22/89
University of Hawai'i Center, West Hawai'i	10/13/98

Appendix L

University of Hawai‘i Special Studies

The following list provides examples of special studies:

- Instructional workload studies (e.g., student/faculty ratio, average semester hour per faculty)
- UH comparisons with peer and benchmark institutions
- UH quality of faculty worklife survey
- UH economic impact study
- Undergraduate small class size report
- Systemwide performance indicators
- Identification of state needs
- Initial impact on access, UH tuition schedule 2006–2012
- Participation by UH Mānoa, UH Hilo, UH West O‘ahu, and UH Community Colleges in the national survey of student engagement
- Campus participation in the National Student Clearinghouse for purposes of financial aid and student tracking

Nearly all of these studies and survey reports are available at www.hawaii.edu/offices/app/.

Appendix M

University of Hawai'i Staff

Table I
Distribution of Personnel by Campus and Classification (All Funds)
Fall 1998 & Fall 2008

CLASSIFICATION	FALL 1998			FALL 2008		
	Hdct	V%	FTE ¹	Hdct	V%	FTE ¹
TOTAL	7,830	99.8	6,394.68	10,090	100.0	8,186.40
Faculty	4,007	48.4	2,860.46	4,732	46.9	3,556.78
Faculty	3,080	39.3	2,860.46	3,811	37.8	3,556.78
Lecturers	927	9.1		921	9.1	
Admin, Prof, Tech (APT)	1,116	16.7	1,267.80	2,178	21.6	2,140.60
Executives	310	2.4	199.70	213	2.1	210.06
Graduate Assistants	976	10.9	415.40	1,292	12.8	632.94
Civil Service	1,421	21.4	1,651.32	1,675	16.6	1,646.13
UNIVERSITY OF HAWAI'I AT MĀNOA	5,004	63.9	4,061.11	6,484	64.3	5,215.12
Faculty	2,285	29.2	1,821.04	2,812	27.9	2,247.78
Faculty	2,019	25.8	1,821.04	2,484	24.6	2,247.78
Lecturers	266	3.4		328	3.3	
Admin, Prof, Tech (APT)	796	10.2	772.65	1,328	13.2	1,301.50
Executives	88	1.1	86.70	91	0.9	90.40
Graduate Assistants	857	10.9	415.40	1,287	12.8	630.44
Civil Service	978	12.5	965.32	966	9.6	945.00
UNIVERSITY OF HAWAI'I AT HILO	413	5.3	352.75	631	6.3	546.15
Faculty	218	2.8	163.00	342	3.4	261.05
Faculty	165	2.1	163.00	265	2.6	261.05
Lecturers	53	0.7		77	0.8	
Admin, Prof, Tech (APT)	76	1.0	71.25	123	1.2	121.10
Executives	10	0.1	10.00	18	0.2	18.00
Civil Service	109	1.4	108.50	148	1.5	147.00
UNIVERSITY OF HAWAI'I—WEST O'AHU	62	0.8	41.67	116	1.1	101.50
Faculty	45	0.6	24.67	68	0.7	54.00
Faculty	26	0.3	24.67	56	0.6	54.00
Lecturers	19	0.2		12	0.1	
Admin, Prof, Tech (APT)	4	0.1	4.00	30	0.3	29.50
Executives	3		3.00	4	0.0	54.00
Civil Service	10	0.1	10.00	14	0.1	14.00
UH COMMUNITY COLLEGES ²	1,952	24.9	1,541.25	2,393	23.7	1,862.57
Faculty	1,249	16.0	851.75	1,509	15.0	992.95
Faculty	870	11.1	851.75	1,005	10.0	992.95
Lecturers	379	4.8		504	5.0	
Admin, Prof, Tech (APT)	207	2.6	203.00	352	3.5	345.10
Executives	66	0.8	66.00	63	0.6	62.40
Graduate Assistants						
Civil Service	430	5.5	420.50	469	4.6	462.13
SYSTEM UH	386	4.9	384.90	456	4.5	450.06
Faculty				1	0.0	1.00
Admin, Prof, Tech (APT)	210	2.7	208.90	337	3.3	335.30
Executives	33	0.4	33.00	36	0.4	34.26
Graduate Assistants				5	0.0	2.50
Civil Service	143	1.8	143.00	77	0.8	77.00
SYSTEM OTHER ³	13	0.2	13.00	10	0.1	10.00
Admin, Prof, Tech (APT)	8	0.1	8.00	8	0.1	8.00
Executives	1		1.00	1	0.0	1.00
Civil Service	4	0.1	4.00	1	0.0	1.00

¹ Excludes lecturers; includes all sources of funds.

² Includes faculty and staff within the Office of the Vice President for Community Colleges.

³ Includes Offices of State Director for Career and Technical Education and State Postsecondary Education Commission

Source: Data Warehouse which extracts data from PeopleSoft, the human resources information system; Office of Human Resources, May 2009

Appendix M (cont.) University of Hawai'i Staff

Table 2
Personnel by Ethnicity and Gender
Fall 2008

	TOTAL	EXEC	ADMIN, PROF, & TECH	CIVIL SERVICE	INSTRUC FACULTY	LECTURER	CC FACULTY	OTHER FACULTY ¹	GRADUATE ASSISTANT
	10,090	213	2,178	1,675	1,876	921	1,004	931	1,292
PERCENT DISTRIBUTION									
ETHNICITY	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ASIAN/PACIFIC ISLANDER	56.6	53.1	73.8	85.2	36.5	44.3	51.6	43.1	42.7
ASIAN	44.3	46.5	61.4	64.2	29.7	30.3	38.8	33.0	32.7
JAPANESE	26.1	35.7	42.4	42.6	12.6	16.1	23.8	17.5	10.1
CHINESE	9.0	5.6	11.0	7.0	9.8	6.4	6.5	8.6	12.0
FILIPINO	5.6	3.3	6.2	13.7	2.0	4.2	5.8	3.1	2.5
KOREAN	2.1	1.9	1.4	0.9	3.0	2.6	1.9	1.5	3.8
INDIAN SUBCONTIN	1.4	0.0	0.3	0.0	2.3	1.0	0.9	2.3	4.3
HAWAIIAN & PACIFIC ISLE	9.2	5.6	9.5	16.8	4.9	11.0	11.1	6.9	5.0
HAWAIIAN/PT HAWN	8.8	5.6	9.2	15.9	4.5	10.3	10.8	6.2	4.9
SAMOAN	0.4	0.0	0.3	0.8	0.3	0.7	0.3	0.6	0.2
OTHER A/PI	3.1	0.9	2.9	4.2	1.9	3.0	1.7	3.2	5.0
WHITE, NON HISPANIC	37.7	43.2	22.3	7.6	59.2	48.6	45.3	51.3	46.8
BLACK, NON-HISPANIC	0.8	1.9	0.5	0.6	0.9	1.0	0.6	1.2	1.0
AMER INDIAN /ALASKAN	0.4	0.9	0.3	0.0	0.4	0.5	1.0	0.4	0.5
HISPANIC ²	1.6	1.0	0.9	1.1	2.2	2.1	1.0	2.0	2.6
OTHER ETHNIC ³	2.9	0.0	2.2	5.6	0.8	3.5	0.5	1.9	6.3
GENDER	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FEMALE	51.6	43.7	54.2	63.3	40.6	55.4	53.2	48.9	47.1
MALE	48.4	56.3	45.8	36.7	59.4	44.6	46.8	51.1	52.9

¹ Other Faculty includes researcher, specialist, librarian, and extension agent

² Hispanic includes Mexican/Cuban/Puerto Rican

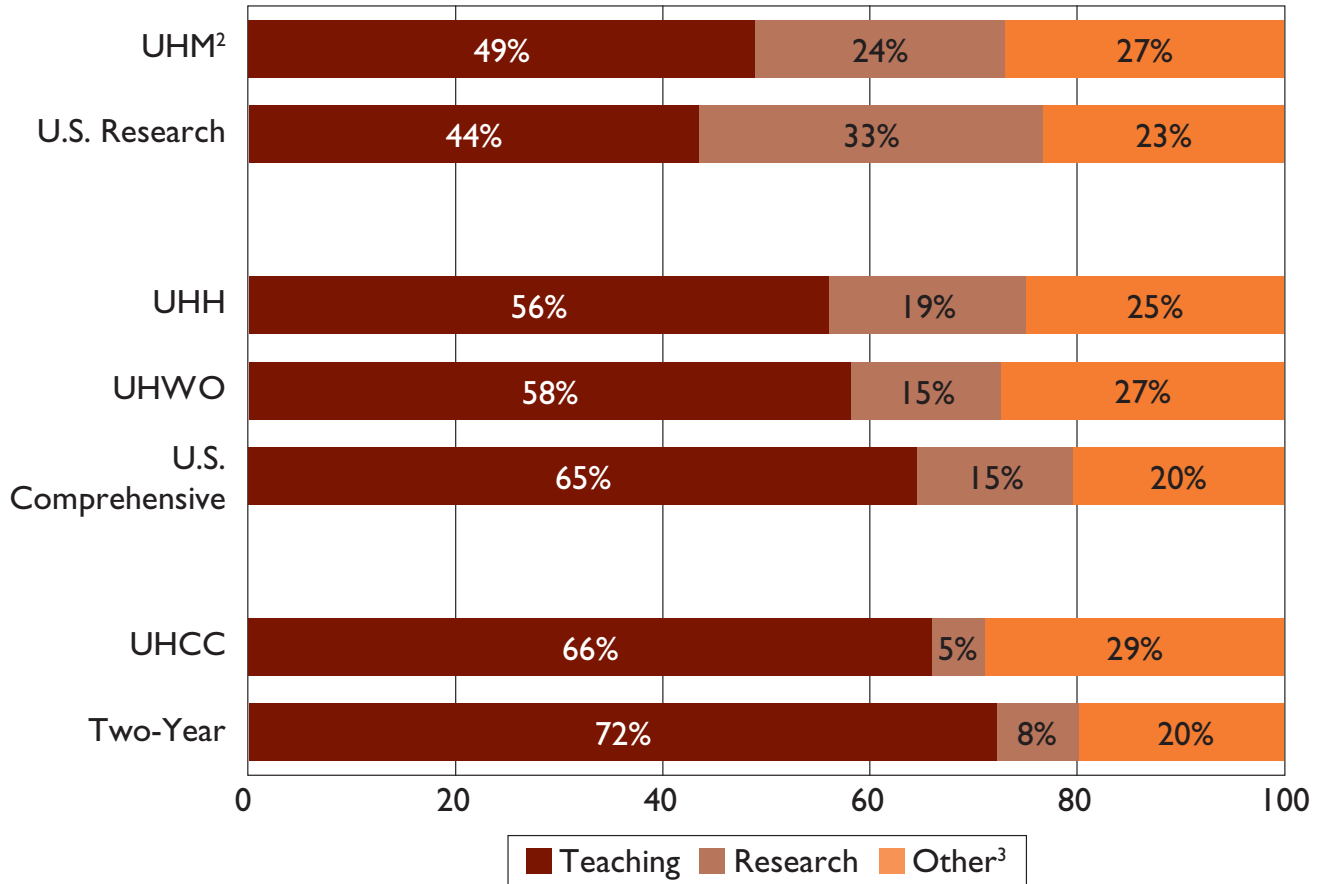
³ Other Ethnic includes other; unknown, and no data

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, May 2009

Appendix N University of Hawai'i Faculty Workload

Percentage of Time Instructional Faculty
Spent on Various Activities, by Institutional Type¹



¹ Based on 684 responses by UH faculty classified as instructional (excluding lecturers), spring 2006. U.S. data includes full-time faculty and instructional staff members with instructional responsibilities, fall 2003.

² Adding UHM faculty classified as “research” to the UHM profile would result in a percentage closer to the national average.

³ “Other” includes administration, professional growth, service, and other non-teaching activities.

Source: UH Quality of Faculty Worklife Survey, Spring 2006

National Center for Education Statistics, 2004 National Study of Postsecondary Faculty

Appendix O

University of Hawai'i Revenues and Expenditures

Table I
Distribution of Revenues by Source
FY 2003–04 to 2007–08

Category of Revenue	FY 2003–04		FY 2004–05		FY 2005–06		FY 2006–07		FY 2007–08 ¹	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	978,546	100.0%	1,062,507	100.0%	1,149,338	100.0%	1,255,048	100.0%	1,368,302	100.0%
Tuition & Fees	123,176	12.6%	129,530	12.2%	136,326	11.9%	153,348	12.2%	200,171	14.6%
Government Appropriations	462,880	47.3%	513,367	48.3%	578,738	50.4%	631,623	50.3%	703,229	51.4%
Federal	3,231	0.3%	3,174	0.3%	3,911	0.3%	4,200	0.3%	4,931	0.4%
State	459,649	47.0%	510,193	48.0%	574,827	50.0%	627,423	50.0%	698,298	51.0%
Government Gifts, Grants, & Contracts	289,254	29.6%	311,811	29.3%	321,792	28.0%	346,980	27.6%	344,065	25.1%
Federal	272,616	27.9%	292,330	27.5%	299,590	26.1%	322,938	25.7%	314,288	23.0%
State	15,236	1.6%	18,200	1.7%	20,470	1.8%	22,080	1.8%	26,788	2.0%
Local	1,402	0.1%	1,281	0.1%	1,732	0.2%	1,962	0.2%	2,989	0.2%
Private Gifts, Grants, & Contracts	26,071	2.7%	27,617	2.6%	28,677	2.5%	31,828	2.5%	35,039	2.6%
Endowment Income	1,222	0.1%	1,420	0.1%	1,521	0.1%	1,771	0.1%	1,705	0.1%
Sales & Services	70,069	7.2%	71,677	6.7%	75,509	6.6%	79,968	6.4%	77,099	5.6%
Educational Activities	12,343	1.3%	11,676	1.1%	14,271	1.2%	13,776	1.1%	14,603	1.1%
Auxiliary Services	57,726	5.9%	60,001	5.6%	61,238	5.3%	66,192	5.3%	62,496	4.6%
Other Sources	5,874	0.6%	7,085	0.7%	6,775	0.6%	9,530	0.8%	6,994	0.5%

¹ Unaudited figures

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

Table 2
Distribution of Operating Expenditures by Function
FY 2003–04 to 2007–08

Category of Expenditure	FY 2003–04		FY 2004–05		FY 2005–06		FY 2006–07		FY 2007–08 ¹	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
Total (in thousands)	910,289	100.0%	983,974	100.0%	1,024,259	100.0%	1,102,096	100.0%	1,219,835	100.0%
Instruction	294,283	32.3%	307,838	31.3%	323,834	31.6%	350,107	31.8%	383,689	31.5%
Research	245,414	27.0%	272,114	27.7%	281,971	27.5%	305,044	27.7%	306,757	25.1%
Public Service	47,213	5.2%	50,468	5.1%	52,869	5.2%	56,798	5.2%	60,847	5.0%
Academic Support	80,771	8.9%	86,362	8.8%	95,928	9.4%	98,656	9.0%	114,228	9.4%
Student Services	44,179	4.9%	48,177	4.9%	54,213	5.3%	56,984	5.2%	63,510	5.2%
Institutional Support	63,023	6.9%	60,196	6.1%	60,953	6.0%	68,374	6.2%	81,926	6.7%
Operation/ Maintenance of Physical Plant	49,937	5.5%	54,215	5.5%	65,653	6.4%	66,029	6.0%	78,601	6.4%
Scholarships/ Fellowships	28,708	3.2%	28,714	2.9%	26,290	2.6%	25,751	2.3%	50,557	4.1%
Auxiliary Enterprise	51,639	5.7%	69,250	7.0%	55,878	5.5%	65,249	6.1%	71,102	5.8%
Independent Operations	5,122	0.6%	6,640	0.7%	6,670	0.7%	7,104	0.6%	8,615	0.7%
Other									3	0.0%

¹ Unaudited figures