STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR

FUNCTIONAL STATEMENT

Summary of Overall Responsibilities

Coordinate academic direction of the University, Administer major academic units and programs of the Mānoa campus.

Major Functions for Which Responsible

I. COORDINATE ACADEMIC DIRECTION OF THE UNIVERSITY AND OVERSEE BACCALAUREATE AND RELATED PROGRAMS THROUGHOUT THE SYSTEM

A. Develop and execute academic policies facilitating systemwide integration of baccalaureate and related programs

B. Design and carry out mechanisms to deliver educational services and programs to meet statewide needs and demands

C. In concert with the Senior Executives, implement the Board of Regents Master Plan for the University

II. ADMINISTER ACADEMIC AND INSTRUCTIONAL PROGRAMS AND SCHOLARLY ACTIVITIES OF THE MĀNOA CAMPUS

A. Administer degree granting units
   1. School of Architecture
   2. College of Arts and Humanities
   3. College of Business Administration
   4. College of Education
   5. College of Engineering
   6. School of Hawaiian, Asian and Pacific Studies
   7. College of Languages, Linguistics and Literature
   8. School of Law
   9. College of Natural Sciences
   10. School of Nursing and Dental Hygiene
   11. School of Public Health
   12. College of Social Sciences
   13. School of Social Work
   14. School of Travel Industry Management

B. Administer other academic units
   1. Aerospace Studies
   2. Center on Aging
   3. Military Science
   4. Outreach College

C. Administer units supporting academic functions
   1. Office of Faculty Development and Academic Support
   2. Faculty Senate
   3. Library Services
   4. University of Hawai‘i Press

D. Develop and implement academic policies

E. Establish overall objectives for instructional programs and scholarly activities of the Mānoa campus
F. Set unit goals in support of Academic Affairs objectives and overall direction of the President

G. Resolve operational issues which cannot be handled at Level V in the organization

III. EXECUTE THE BOR APPROVED UHM ACADEMIC DEVELOPMENT PLAN, PROMOTE PROGRAM QUALITY, AND INSURE RESPONSIVENESS TO STUDENT AND STATE NEEDS

A. Lead preparation of the Mānoa Academic Development Plan and coordinate biennial updates in conjunction with budget preparation

B. Serve as accreditation liaison with the Western Association of Schools and Colleges for the Mānoa campus

C. Maintain oversight of reviews by specialized accrediting agencies

D. Conduct internal review of existing programs

E. Oversee development and implementation of new programs

F. Coordinate plans for termination of existing academic programs, degrees, and certificates

G. Promote systemwide articulation of courses and degrees

H. Arrange for student academic support services which assist each student to identify and accomplish educational goals and which facilitate systemwide integration of University programs from the perspective of students

I. Coordinate campuswide implementation of the policy on educational assessment

J. Develop and implement programs which make full use of appropriate instructional technologies and methods of delivery of educational services

IV. DETERMINE FINANCIAL, PERSONNEL, SPACE, AND MATERIAL RESOURCE NEEDS FOR EXISTING PROGRAMS AND IN SUPPORT OF NEW PROGRAMS

A. Oversee the preparation and execution of the UH-Mānoa budget

B. Determine functions and organizational structure for Level V programs

C. Implement policies and procedures to redistribute funds and positions

D. Allocate and manage discretionary funds or special appropriations

E. Determine resource needs of proposed new programs and plan for securing resources through internal reallocation or through a program change request

F. Carry out the Mānoa Long Range Development Plan, in conjunction with the Office of Facilities Planning and Management

G. Participate in determining campus priorities for CIP projects (new construction and major renovations)

H. Implement the Mānoa space policy, in conjunction with the Office of Facilities Planning and Management
I. Ascert ain space needs of proposed new programs and plan for reassignment of existing space or construction of new space

V. PROVIDE ADMINISTRATIVE COORDINATION OF ACADEMIC PERSONNEL FUNCTIONS FOR THE MĀNOA CAMPUS
A. Conduct the tenure and promotion review process
B. Conduct review of tenured faculty
C. Develop and implement programs to attract and retain a faculty of high quality
D. Administer contract provisions, Executive directions, and Board policies related to personnel actions based on academic decisions
E. Participate in formulation of contract proposals and negotiating strategy for the University in relation to the UHPA-UH Agreement
F. Collect data and perform analyses needed to support decision making or respond to Board inquiries

VI. REPRESENT ACADEMIC AFFAIRS TO INTERNAL AND EXTERNAL CONSTITUENCIES
A. Participate in systemwide decision making
B. Promote coordination of campuswide decision making
C. Coordinate Legislative relations, in conjunction with the Office of University and Community Relations
D. Maintain communication with a wide variety of publics and constituencies

VII. OTHER DUTIES AS ASSIGNED
A. Represent the President and/or serve as Acting President
B. Provide decision support for the President and the Board of Regents on strategic, policy, and operational issues
C. Manage the Office of the Senior Vice President and Executive Vice Chancellor
D. Decide on requests for waivers, undelegated expenditures, etc.
E. Decide on requests for Dean/Director travel, leaves, etc.
Provides leadership, direction and advice in the preparation and execution of the UH Mānoa operating budget.

Serves as budget staff to those Vice Presidents assigned UH-Mānoa operational responsibilities, assisting in such matters as evaluation of budget requests, development of expenditure plans, and preparation of variance reports.

Develops and recommends UH-Mānoa biennial and supplemental budget preparation policies and instructions in accordance with University policies and guidelines.

Evaluates campus operating budgets.

Prepares legislative testimony.

Works with UH-Mānoa fiscal personnel in preparing and updating budgetary details in support of the budget request.

Develops and recommends policies and instructions for the allocation and expenditure of UH-Mānoa appropriated funds.

Develops and recommends for approval by the Senior Vice President and Executive Vice Chancellor expenditure allocations for UH-Mānoa operating units.

Monitors UH-Mānoa expenditures at the school, college, and institute levels on a quarterly basis for compliance with statutory requirements, legislative intent, and executive, and University policies.

Prepares quarterly allotment requests for UH-Mānoa programs.
STATE OF HAWAI’I
UNIVERSITY OF HAWAI’I
UNIVERSITY OF HAWAI’I AT MĀNOA
OFFICE OF THE SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
FACULTY SENATE

FUNCTIONAL STATEMENT

Faculty Congress. The University of Hawai’i at Mānoa Faculty Congress, composed of all Mānoa faculty members and its Senate, represents the faculty with respect to academic decision-making and policy development at the University of Hawai’i at Mānoa.

Faculty Senate. The Faculty Senate represents the faculty with respect to academic decision-making and policy development at the University of Hawai’i at Mānoa, and the UHM Faculty Senate is the policy-recommending agent of the UHM Congress, composed of all Mānoa faculty members, with respect to the academic goals, policies and programs of Mānoa consistent with Board of Regents’ policy on “Academic Decision-Making and Academic Policy Development,” including the establishment and maintenance of standards for scholarship, instruction, research, and public service.

All recommendations on behalf of the faculty on academic goals, policies, programs for the University of Hawai’i at Mānoa or that affect the University of Hawai’i at Mānoa and require action by the President or the Board of Regents shall be made by the Senate as provided in the Charter of the Faculty Congress and Senate of the University of Hawai’i at Mānoa.

The Senate may initiate recommendations to the President for action or for consideration and referral to the Board of Regents. The faculty has a professional concern for and primary responsibility for the curriculum, methods, and standards of scholarship, instruction, research, and public service performed by the faculty, as well as those aspects of student life which relate directly to the educational process.

The Senate includes faculty members elected by and from the Congress and has under its jurisdiction various committees which function on behalf of the Congress through the organization of the Senate.

Senate Executive Committee. The Executive Committee serves as an agent of the Congress and of the Senate. Principal officers of the Executive Committee are automatically officers of the Senate and Congress. The Executive Committee prepares the agenda, including those agenda items that are requested by the President and approved for inclusion on the agenda by the Executive Committee, and announces the agenda in an issue or issues of the University Bulletin preceding each meeting of the Senate. The Executive Committee meets at least once a week. The Executive Committee, acting on behalf of the Senate and Congress, identifies and arranges for consideration and study all goals, policies, and programs relating to the physical and academic development of the University of Hawai’i at Mānoa, including allocation of financial resources, student enrollment, distribution of enrollment among programs and between upper-division and lower-division programs, direction of emphasis in existing programs, the academic effect of administrative organization, quality of scholarship, quality of teaching, quality of research, quality of service, and the relationships between University of Hawai’i at Mānoa and other units of the University system. In addition, the Executive Committee’s duties include:

1. Make recommendations to the President;
2. Provide that the Congress is informed of its substantive activities;
3. Certify the results of elections;
4. Coordinate the work of its Committees;
5. Prepare the agenda of the Senate and of the Congress;
6. Submit to the Congress resolutions referred by the Senate;
7. Transmit germane Senate resolutions, with a record of the vote, to the President and to the Board of Regents;
8. Prepare and disseminate reports on the work of the Senate and of the Congress;
9. Receive communications from the University administration and the Board of Regents to the Senate and the Congress; and
10. Perform such other duties as are specified in the provisions of the Congress and Senate Bylaws.

The Executive Committee designates one of its members to serve as liaison to each of the standing committees and to ad hoc committees and task forces as considered appropriate. The Executive Committee may adopt rules and regulations, consistent with University and Regent policy, as it deems necessary.

STANDING COMMITTEES

Committee on Academic Policy and Planning. The Committee consists of 24 senators. The Committee, acting upon recommendations and findings made by its subcommittees, examines academic goals, policies, and programs with respect to standards of professional ethics; establishment and ways of supporting and encouraging improvements in faculty performance; and planning for changes in academic goals and in academic programs. In addition, the Committee can provide advice, as requested by or through the President, on matters of concern to the Committee.

Committee on Administration. The Committee consists of 15 senators. Its duties include: examine physical conditions and facilities on campus; student affairs, including but not limited to, registration, advising, dismissal, withdrawal from courses, student government, and student publications; make up of the Congress and Senate; and ongoing need for changes in the Charter of the Faculty Congress and Senate, Regent Policy on "Academic Decision-Making and Academic Policy Development," and like University policy. In addition, the Committee may provide advice, as requested by or through the President, on matters of concern to the Committee.

Committee on Selection. The Committee consists of 15 senators and is responsible for implementing the provisions in the Bylaws of the Congress and Senate for approving the conduct of all nominating elections, conducting all final elections for members of the Senate, conducting elections for elected members of standing committees, selecting members for subcommittees, ad hoc committees, and task forces, conducting the balloting on resolutions submitted to the Congress, seeking out candidates for committee seats to which faculty are appointed and nominating persons for those seats, and seeking out candidates for faculty positions on committees appointed by or responsible to the President.

Ad Hoc Committees and Task Forces. The ad hoc committees and task forces are established by the Senate Executive Committee to explore issues and to make written recommendations to the Executive Committee.

Secretary II, SR-14, Position #13599. The primary duties are to assist the Chairperson and members of the Senate Executive Committee in rendering administrative and secretarial services; attend all meetings of the Senate Executive Committee (seven members - weekly), the Faculty Senate (66 - monthly) and the Faculty Congress (1800+ - once each semester) as a resource person and recorder as necessary; and assist the standing committees, ad hoc committees, subcommittees and task forces in their clerical needs. In addition, the Secretary performs her regular duties in the Senate office, i.e., using the computer/word processor to get out minutes, agenda, memoranda, flyers, reports, letters, resolutions, file, prepare purchase orders, requisitions, travel forms, student time sheets, quarterly budgets; sort mail; independently respond to routine correspondence and requests, referring other materials to the Senate Executive Committee chairperson.
STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
OFFICE OF THE DIRECTOR OF FACULTY DEVELOPMENT
AND ACADEMIC SUPPORT

FUNCTIONAL STATEMENT

- Provides supervision, support, counsel, and infrastructure to the directors and coordinators of the Center for Teaching Excellence, the Center for the Study of Multicultural Higher Education, and the Center for Instructional Support as components of the Mānoa Faculty Development program.

- Plans and coordinates development and training programs for instructional personnel engaging in non-instructional and administrative duties, and faculty in related areas: department chairs, specialists, researchers, graduate assistants, etc.

- Plans and supports campus-wide orientations and in-service training activities for new faculty, department chairs, etc.

- Coordinates the production of instructional publications, such as orientation and resource manuals, annual reports on faculty teaching, awards, and scholarship; teaching awards and initiatives, and educational improvement fund projects.

- Develops and directs faculty recognition and incentive programs (travel grants, conferences, exchange programs, etc.) and coordinates the selection of excellence in teaching award winners.

- Assists the Senior Vice President with policy development in the areas of faculty and staff development. Conducts instructional program planning and needs assessments, and establishes new directions and priorities to meet University goals and objectives in supporting teaching and instructional research.

In all of these cases, the Director has responsibility for initiating appropriate actions which reflect priorities established by the Senior Vice President and which enhance the University's Faculty Development programs and capabilities.

- Serves as chair of the University Educational Improvement Fund Committee to make instructional development and research funds available across the University and to advise the Senior Vice President on allocation of project development funds.

- Clarifies, supports, and articulates the relationship between the teaching and research efforts at the University of Hawai'i.

- Advises the Senior Vice President during the budgetary process on allocation of human and physical resources which can strengthen teaching and faculty development.
The establishment of the Center for Teaching Excellence is based on the institutional values expressed in the Strategic Plan and the academic priorities of the Office of the Senior Vice President and Executive Vice Chancellor. The following assumptions support the establishment of the unit:

1. The cost of instruction is the major budget item at the University of Hawai‘i, and it makes good sense to protect this investment. One means is to provide concrete support for individual teachers wanting to improve instruction.

2. The majority of university teaching faculty received scant pre-service training in teaching and learning as part of their graduate study. Thus it is appropriate to view the development of faculty excellence in teaching as an in-service developmental process, especially for less experienced teachers. This view further suggests that a university teacher is expected to grow in capability as a teacher throughout a career (just as he or she is expected to grow as a scholar, researcher, or artist).

3. Faculty are likely to devote the time and energy to improving their instructional abilities when they see that incentives are available to reward their efforts. An institution that requires quality teaching must simultaneously support its development and reward its achievement.

4. Values, expectations, and support services for teaching must be aligned throughout the University if teaching excellence is to be achieved and maintained. It becomes appropriate for the leaders of the University -- both administrators and faculty -- to honor teaching both by precept and example. Specifically, University policies and guidelines for hiring, retention, and promotion of teaching faculty need to articulate clear expectations of excellence in teaching and also of continued professional growth as a teacher. Evidence from studies of other large public universities shows that in an institutional context of positive valuing and high expectations for teaching a center for teaching can flourish and have a large impact. On the other hand, in a context of benign indifference or even hostility, a center for teaching can make no more than a cosmetic and marginal difference.

5. The teacher-learner equation must include attention to the role and abilities of the learner as well as the teacher. Influence of cultural backgrounds, styles of learning, and barriers to learning success are among the factors that both faculty and students need to understand. Providing support services for students to acquire study skills and effective learning strategies can greatly enhance the teaching-learning process.

6. The addition of higher expectations and standards for teaching to already strenuous criteria for retention and promotion must be balanced with appropriate support. National studies such as that reported in The Chronicle of Higher Education (February 4, 1987) conclude that stress and burnout are now increasingly common among university faculty because of the increased demands placed upon them. Achieving excellence in any endeavor requires time and energy, and this fact must be taken into account by chairs and deans. Additional emphasis on teaching should take place in an institutional context of human resource development.
FUNCTIONS

- Provides consultation for faculty and academic departments in the areas of course and teaching assessment by making available a variety of methods, both diagnostic and summative, of assessing instructional effectiveness.

- Provides consultation to individuals and academic departments in managing, and delivering instruction. Assists in the design of courses and instructional programs.

- Provides consultation and skill development programs to enhance instructional performance, including workshops, seminars, and courses (in conjunction with appropriate academic departments).

- Develops and implements, with the Graduate Division and academic departments, programs for graduate teaching assistants to enhance their instructional performance.

- Encourages professional renewal of teaching faculty by providing avenues for regeneration in the arts of teaching. Examples of this function will include grants for developing innovations in teaching, funding for travel to attend institutes and conferences on teaching and seminars, workshops, and consultation for enhancing teaching methods and provides intensive career counseling for faculty who are contemplating major professional changes.

- Provides a focus for upgrading to a level of excellence in the "instructional ecosystem." The physical environment has great impact on the success of instruction, and it must be shaped to support the instructional mission. The staff of the Center for Teaching Excellence will act as a liaison between teaching faculty and campus facilities management to ensure a supportive environment for teaching.

- Evaluates and recommends media services which might support the teaching mission. This function includes selecting films and audio-tapes, and guiding instructors in the state-of-the-art use of media. In order to realize an effective media support system for instructors, classrooms and auditoriums must be appropriately designed to accommodate the media, and equipment must be made easily accessible to faculty. Center staff advise on how this can be implemented by the Center for Instructional Support.

- Coordinates instructional support services needed for applied educational research projects in conjunction with the Center for the Study of Multicultural Higher Education.

- Collaborate with campus-wide and college-level student services units to provide programming to enhance faculty and student interaction in and out of the classroom.
STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
UNIVERSITY OF HAWAI‘I AT MĀNOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for the Study of Multicultural Higher Education

FUNCTIONAL STATEMENT

The concept of a Center for the Study of Multicultural Higher Education was born from a growing determination among the faculty and administration that achieving excellence must be reflected in all aspects of the University, including its teaching. The Center was born of two parents: the quest for excellence and the valuing of teaching.

As part of the University's Strategic Plan, the proposed Center is one instrument for achieving its goals, particularly in establishing an international — especially Pacific/Asian — focus; to serve as a bridge between the cultures of East and West and to become a leader in international and cross-cultural education; and to become the research, training, and cultural center of the Pacific Basin. There is additional relevance in the emphasis on "the fundamental importance of students and their success from entry through graduation." The Center can contribute to the realization of these values by providing collegiality, information, and research — by assembling, generating, and disseminating knowledge that will assist faculty and students to achieve excellence in teaching and learning.

The concept of "teaching and learning" refers to those aspects of education that bear directly on the transmission and acquisition of knowledge, skills, and abilities. Undoubtedly all aspects of the University influence this transmission and acquisition — its physical environment, its administrative structures, its fiscal base and the full range of its policies. The differentiating part of the concept of teaching and learning is that of "bearing directly." The "directness" of any aspect is a matter of degree that degree is often a matter of opinion and is itself subject to research.

The Center will encourage more faculty to engage in research that will assist colleagues to improve teaching and learning. One means of encouragement is through the concept of "classroom researcher" — a faculty member who uses his or her own classroom as a laboratory, collecting data and using a variety of research methodologies appropriate to the study of teaching and learning in his or her particular discipline.

Much research relevant to teaching and learning in higher education is already conducted by independent researchers and well-funded research centers around the world; the Center should make available to our faculty those findings that will assist our faculty in achieving our own excellence. However, there are questions of critical importance to our faculty that are nowhere being addressed. The primary role of the Center should be to fill that open niche, to foster problem-driven research, to select problems that require answers not likely to be answered elsewhere.

For example, Hawai‘i is uniquely multicultural, both in its study body and its faculty. Not only are we extraordinarily diverse in cultural heritages, but our cultures are largely of Asian/Pacific origin. Little research now being conducted can assist our faculty in understanding the implications of those cultural differences for achieving excellence in higher education. Virtually no research known to us will guide faculty in identifying instructional practices and settings to allow students of each cultural group to achieve their full potential of learning.

FUNCTIONS

* Collaborate with the Center for Teaching Excellence in identifying teaching and learning problems and conducting studies which will enhance student learning, especially for minority groups.
• Provide UH faculty in appropriate disciplines the opportunity and support to conduct instructional research.

• Foster communication and joint inquiry with like centers nationally and internationally by forming and maintaining exchange and liaison relationship with universities in Asia and the Pacific region.

• Facilitate interchange of information among researchers within the University of Hawai‘i system who are concerned with higher education and:
  • discipline-centered organizations that foster higher education research, e.g., MLA, APA, College Science Improvement Program, etc.
  • by electronic bulletin boards, on-line information systems, coordinating committees, publications, and conferences.

• Contribute to campus bulletins to inform faculty of the Center’s activities, findings, and conclusions in higher education research which will well be integrated with publications by the Center for Teaching Excellence and the Office of Faculty Development and Academic Support.

• Sponsor and facilitate national and local conferences, seminars, work-shops on research projects which enhance teaching and learning.
STATE OF HAWA’I
UNIVERSITY OF HAWA’I AT MĀNOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for Instructional Support

FUNCTIONAL STATEMENT

The primary mission of the Center for Instructional Support (CIS) is to provide the university community with support for instruction through the use of technology and technology-related services. The Center's major functions include the following:

- Consults with Mānoa academic units and individual faculty and students to help them plan and provide the richest possible learning experiences for students, and to assist them in using instructional technology effectively within that context.

- Conducts workshops and seminars in designing and implementing technology-based instruction.

- Ensures that appropriate and desired instructional equipment are easily accessible to faculty and students, through classroom installations and a system of equipment pools; schedules use of dedicated multimedia classrooms; issues equipment security keys for general-use classrooms; loans out equipment through central and satellite equipment pools; and systematically upgrades general-use classrooms with instructional technology.

- Ensures that requirements for appropriate learning technologies are included in all university academic planning and budgeting documents.

- Monitors Mānoa classrooms and laboratories to ensure the best possible environment for teaching and learning; serves as advocate for the faculty in the design of all new construction and renovations of classroom facilities; and serves as ombudsman to resolve faculty and student concerns about classrooms.

- Schedules and operates four 30-seat dedicated multimedia classrooms and one 196-seat auditorium for courses requiring occasional high-level video and interactive multimedia.

- Develops high quality, effective instructional materials including computer generated graphics, video, interactive multimedia, and slide-tape programs.

- Duplicates videotapes in 3/4" U-Matic, Hi-8, VHS and Beta formats and high-speed duplication of audio cassette tapes.

- Provides self-service in 35mm slide copying, video digitizing, scanner digitizing, Polaroid slide digitizing, and book binding.

- Operates service bureau for slide imaging and color printing.

- Provides campus repair for instructional equipment owned by Mānoa departments and programs.

- Houses digital media lab for faculty and staff to develop multimedia, computer graphics and digital video.

- Houses video/computer networked classroom for online instruction and distance education.

- Provides current instructional technology resources over the Internet using the World Wide Web.
STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
UNIVERSITY OF HAWAI‘I AT MANOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
CENTER ON AGING

FUNCTIONAL STATEMENT

The Center on Aging’s purpose is to increase the University’s capacity to carry out the highest quality research, instructional and community service programs in the area of aging, and to make its gerontological resources available to the community, the state, and the Asia/Pacific region. The Center will accomplish this by stimulating and coordinating gerontological activities on the Mānoa campus, and by promoting collaboration between the University and other organizations concerned with aging.

FUNCTIONS

- Administering two certificate programs, i.e., an undergraduate Certificate in Aging and an advanced Certificate in Gerontology. The former is available to undergraduate students in all fields of study. The latter is available to classified graduate students in all fields of study, as well as to post-baccalaureate community professionals working in the field of aging. Such professionals enroll as Special Non-Degree Classified graduate students.

- Assisting UHM faculty members develop new courses in the field of aging by providing gerontology resource materials and information about comparable courses elsewhere; by providing lectureship funds to hire instructors to teach such new courses; and by making funds available to faculty wishing to do curriculum research in their areas of interest.

- Helping UHM faculty coordinate and improve existing courses in the field of aging by helping schedule courses so as to avoid class conflicts; by providing opportunities for instructors to compare course content and reduce unnecessary duplication, and by providing gerontology resource materials for course improvement.

- Developing mechanisms to assist students interested in obtaining a degree in aging by pursuing a Liberal Studies degree with a major in gerontology. The Center will suggest appropriate curricula to such students, and help arrange faculty advising appropriate to the student’s interests.

- Publicizing the availability of gerontology courses, certificates, and degree programs to prospective students.

- Developing interdisciplinary research projects on aging through its own staff or in collaboration with faculty from other academic units and non-University research organizations. Such projects would include both basic and applied research of special relevance to Hawai‘i and the Asia/Pacific region.

- Offering research support services to UH faculty and students interested in doing their own aging studies. Such services include faculty research grants; consultation on development of proposals; creation of a seminar series for discussion of research activities; creation of a publication series for initial publication of faculty and student research findings; and grants management services for faculty who wish to submit research proposals through the Center.

- Linking community agencies and organizations with qualified faculty, staff and students who could assist agencies in carrying out research, evaluation, and training activities.
• Working with community agencies to develop appropriate mechanisms to relate academic training in gerontology to opportunities for employment and promotion in the field of aging.

• Providing public and professional education on aging by giving talks; preparation of media materials; and participation in conferences and other educational events.

• Assisting members of the University community (current and retired faculty, staff and students) by answering questions about aging or community programs for older people; by providing volunteer opportunities for retired faculty and UH senior citizen students and the Center; by helping the University conduct pre-retirement education programs for its faculty and staff; and by helping the University administration conduct research or demonstration projects dealing with faculty or staff retirement.

• Developing clear organizational connections and effective working relationships with all gerontology/geriatrics programs and units on the UHM campus.

• Establishing working relations with other academic units at UHM and with the East-West Center leading toward collaborative international research and training projects, with an emphasis on Asia and the Pacific.
STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
SENIOR VICE PRESIDENT AND EXECUTIVE VICE CHANCELLOR
UNIVERSITY OF HAWAI'I PRESS

FUNCTIONAL STATEMENT

Administration. Responsible both for charting the long-range development of the University of Hawai‘i Press (UHP) and for supervising the day-to-day operations. The director is responsible for general editorial policies, budgeting, staffing, and allied administrative requirements of the program. The director operates with the advice of the UHP Editorial Board, which is appointed by the Senior Vice President and Executive Vice Chancellor. No book can bear the imprint of the UHP without the Board’s approval.

Editorial. Responsible for and concerned with the content of a book. The editors screen incoming manuscripts for suitability to the Press’ program. They revise manuscripts and develop books from raw sources. They read original manuscripts for illogical organization, grammar, diction, rhetoric, and accuracy. They work with the author on ways of correcting deficiencies. Once the book is in production, the editors supervise the proofing and continue to work with the authors concerning printing matters. In addition, this unit handles copyrights.

Design and Production. Concerned with the physical form of the book. The production personnel organize and supervise the processes by which the designer’s plan and the edited manuscript are converted into the actual book. They operate a computerized typesetting facility. They oversee the manuscript through the various manufacturing stages until a finished product is produced. They also are responsible for coordinating the manufacture of the book with promotional programs and distributional requirements. All manufacturing is contracted with commercial firms.

Marketing. The sales activity of this unit is involved in the distribution of books throughout the world by means of wholesalers, retailers, and other distribution outlets. The sales effort is concerned with coordinating the work of commission sales agents, and supervising the discounts schedule, the standing orders, and returns policy. The promotion activity utilizes direct mail, space advertisement, review media, and exhibits.

East-West Export Program. The Press operates the East-West Export Books (EWEB) program on behalf of 41 American scholarly publishers for direct selling in Asia and the Pacific.

Journals. Responsible for editing, production, subscription, and reprint fulfillment for 12 journals — three quarterly, seven semiannual, and two annual. Also handles fulfillment for one additional journal.

Business. Accounting, order fulfillment, and warehousing. Warehouses are located in Hawai‘i and in York, Pennsylvania. This activity also prepares budgets, projections, analyses, and compiles operating ratio and break-even reports.
FUNCTIONAL STATEMENT

The functions of the Military Science Program (Army ROTC) are to attract, motivate, and prepare selected students with potential to serve as commissioned officers in the regular Army or the U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science; to develop leadership and managerial potential; a basic understanding of associated professional knowledge, a strong sense of personal integrity, honor, and individual responsibility, and an appreciation of the requirements for national security.

There are four areas of instructional support, required for continued operation of a ROTC program for the Army: Recruiting, General Administration, Supply, and Personnel.

- Recruitment. The Director, the Associate Director, and the Military Science Instructors all assist in recruiting part-time, especially at key times shortly before college registrations. This involves traveling all over the State of Hawai‘i to all secondary schools, and to all colleges and universities as well. In addition, this support function of recruiting also requires publication of recruiting materials and computer-assisted direct mailings. A publications and recruiting officer perform the preceding functions full time with the part-time help mentioned previously.

- General Administration. This involves handling all incoming and outgoing correspondence including filing and typing an average of 500 items per month. Also, instructional materials are typed by this section.

- Supply. Operations of this branch involve a complex supply system falling partly under State of Hawai‘i procedures and partially under Army regulations. The Supply Sergeant coordinates logistical support with University officials and Army personnel outside the ROTC to buy, store, issue and obtain return of uniforms and equipment to include all items for overnight and week-long leadership training workshops which include provisions of living facilities. Also, the Supply Sergeant recruits, trains, and supervises student workers.

- Personnel. Individual records must be maintained and complicated Army forms prepared for each cadet so that they are given their commissions and initial assignments in the Army.
Aerospace Studies is directed by a single-manager who performs as the Professor of Aerospace Studies (PAS) and as the Commander of the U.S. Air Force Reserve Officers' Training Corps (AFROTC) Detachment 175. On academic matters, the PAS reports to the Office of the Senior Vice President and Executive Vice Chancellor, and for military matters, the Detachment Commander reports to the Commandant of the AFROTC Southwestern Region located at Randolph Air Force Base, Texas.

The PAS manages the AFROTC program for the State of Hawai‘i. The program provides aerospace studies covering air force leadership, history, technology, management, and military law. It administers the AFROTC College Scholarship Program in Hawai‘i and includes USAF Officer Career Counseling services to high school and college students, scholarship funding and student expense reimbursement, and insures compliance with federal and USAF regulations. It maintains the joint University of Hawai‘i and the U.S. Air Force ROTC Memorandum of Understanding and assists in the administration of the Uniform Commutation Fund. The program maintains liaison with and provides instruction in aerospace studies for the following:

1. Non-host crosstown institutions (degree granting)
   a. Chaminade University of Honolulu
   b. Hawai‘i Pacific University (Downtown and Hawai‘i Loa campuses)
   c. Brigham Young University of Honolulu
   d. UH-West O‘ahu

2. Non-host institutions
   a. Honolulu Community College
   b. Kapi‘olani Community College
   c. Leeward Community College
   d. Windward Community College

The PAS administers the Air Force Officer Qualifying Test to all USAF officer candidates and AFROTC scholarship applicants, budgets and manages the local AFROTC national advertising account, provides information on the Junior Air Force ROTC program, and maintains liaison with the USAF Academy, Hawai‘i Air National Guard, Department of Education, military bases, and the community to provide information on aerospace studies student opportunities.