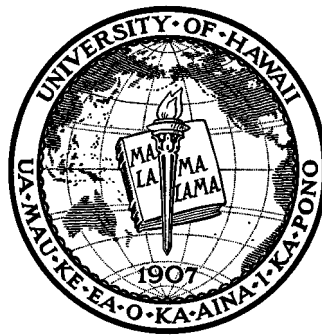


Ke Kula Nui Hou: A New University

The University of Hawai‘i at Mānoa

Self-Study Report

for Reaffirmation of Accreditation by
the Western Association of Schools and Colleges



Office of the Senior Vice President
and Executive Vice Chancellor

January 1999

Table of Contents

Preface: The Self-Study Process	1
Members of the WASC Self-Study Steering Committee	3
Members of the Nine WASC Self-Study Task Forces	4
Introduction: The University of Hawai‘i at Mānoa	8
I. Mission of the System	17
I.A. The University of Hawai‘i System Strategic Plan	18
I.B. The University of Hawai‘i at Mānoa Strategic Plan	18
I.C. Ethnic, Social and Economic Diversity	19
II. Educational Programs	21
II.A. Graduate Programs	22
II.A.1 Admissions and Recruitment	22
II.A.2 Graduate and Professional Programs	23
II.A.3 Master’s Programs	24
II.A.4 Doctoral Programs	24
II.B. Research	26
II.B.1 Research Administration	27
II.B.2 Research Faculty	28
II.B.3 Research Funding	29
II.B.4 Problems Limiting Research	31
II.B.5 Research Policies	32
II.B.6 Organized Research Units	32
II.B.7 Research Activities Outside of the Organized Research Units	33
II.B.8 Cooperative Activities	35
II.B.9 Publishing Activities	35
II.C. Undergraduate Programs	36
II.C.1 The Undergraduate Experience	36
II.C.2 Undergraduate Core	37
II.C.3 Educational Effectiveness: Criteria/Evaluation	38
II.C.4 Program Quality	40
II.C.5 Special Student Groups	41
II.C.6 Special Programs: Outreach College	41
II.C.7 Study Abroad	42
II.C.8 Distance Learning, Off-Campus Programs	42
II.D. Academic Advisement	45
II.E. Student Services	48
II.E.1 Review of Student Affairs Programs	48
II.E.2 The Co-Curricular Environment	49
II.E.3 Career Development, Counseling and Placement Services	50
II.E.4 Financial Aid	50
II.E.5 Student Development	51
II.E.6 Health Care Services	51

II.E.7 Intramural Sports and Leisure Programs	52
II.E.8 Campus Security	52
II.E.9 Food Services	53
II.E.10 Student Housing	53
II.E.11 Mānoa Campus Bookstore	54
Section II. Self-Study: Enhancing UH Mānoa’s Strengths	55
III. Governance and Administration	59
III.A. Integrated, Long-Range Planning	59
III.A.1 Resource Allocation	59
III.A.2 Management and Planning Support Information	60
III.A.3 Academic Planning	60
III.A.4 Faculty’s Role in Policy-Making, Planning, Budgeting	61
III.B. Institutional Integrity	63
III.B.1 Review and Assessment	63
III.B.2 Accurate Representation of the Institution	64
III.B.3 Confidentiality and Security	65
III.B.4 Nondiscrimination, Equal Opportunity and Affirmative Action	65
III.B.5 Conflicts of Interest	67
III.B.6 Admissions Criteria: Student Diversity	67
III.B.7 Intercollegiate Athletics	69
III.B.8 Student Rights and Responsibilities	70
III.B.9 Academic Freedom	70
III.C. Organization and Autonomy	72
III.C.1 Board of Regents	72
III.C.2 Academic and Administrative Organization	72
III.C.3 Policies Covering Employees	73
III.C.4 Autonomy	74
III.C.5 Role of Students in Institutional Governance	75
III.D. Faculty	77
III.D.1 Faculty Policies and Procedures	77
III.D.2 Salaries and Benefits	78
III.D.3 Faculty Evaluation	79
III.D.4 Diversity of Faculty	80
III.D.5 Service	80
III.E. Staff	83
III.E.1 Staff Procedures and Criteria	83
III.E.2 Staff Salaries and Benefits	84
III.E.3 Early Retirement Incentive Program and Workload Issues	85
Section III. Self-Study: Decentralization of Authority and Strengthening a UH Mānoa Identity	87
IV. Educational Resources	92
IV.A. Physical Plant	92
IV.A.1 Offices and Equipment	93

IV.A.2 Parking	94
IV.A.3 Access Arrangements	94
IV.A.4 Repair and Maintenance	95
IV.A.5 New Facilities and Improvements	96
IV.A.6 Recent Renovation Projects	96
IV.A.7 Other Projects	97
IV.B. Libraries, Computers and Learning Resources	98
IV.B.1 Information and Learning Resources	98
IV.B.2 Library Collections	99
IV.B.3 Hours and Use	100
IV.B.4 Facilities	100
IV.B.5 Computer Resources	101
IV.B.6 Information Technology	101
IV.C. Financial Resources	104
IV.C.1 Institutional Income	104
IV.C.2 Fiscal Integrity	105
IV.C.3 Academic Planning and Budgeting Process	106
IV.C.4 Restructuring the University’s Revenue Base	106
IV.C.5 Fund Raising	107

Section IV. Self-Study: Creating a New University Within the Framework of Fiscal Realities 108

Preface: The Self-Study Process

Guided by the Western Association of Schools and Colleges (WASC) *Handbook of Accreditation*, the current self-study process began in July 1997 with the appointment of a 22-member Steering Committee by then Senior Vice President and Executive Vice Chancellor Carol Eastman, made up of faculty, staff, students, deans, directors, senior administrators, and representatives of the Mānoa Faculty Senate and of the major union organizations. Additionally, the self-study involved more than 100 persons who served on one of nine task forces assigned to address the issues presented in the nine WASC Standards. Many more gave their suggestions over the course of this project. Each task force prepared a report and compiled data relevant to their standard.

The findings of the nine task forces were first edited and compiled into a 180-page “compliance report,” which, along with the substantial body of supplemental and support materials appended to it, provided a point-by-point assessment of the University of Hawai‘i at Mānoa’s compliance with WASC’s nine accreditation standards. The compliance report was distributed to steering committee members and individual task force chairs for their review and comments. Finally, the edited compliance report was posted on the University’s web site for public feedback in April 1998.

The nine task force reports provided a collage representing the University of Hawai‘i at Mānoa (UH Mānoa) in early 1998. Each of the nine standards frames a component of that collage. The full assemblage is in turn an important component of the UH Mānoa community’s WASC-guided self assessment effort. For the UH Mānoa community, however, the collection of these materials may have been less important than the processes which led to its creation—the months of data gathering, discussions and analyses conducted by the scores of UH Mānoa citizens who participated in the self-assessment process. In another sense, the collective portrait served as a jumping-off point for the discussions and analyses during the community-input phase, when UH Mānoa citizens asked not only, “Does each component of the portrait present an accurate picture?” but also, “What do the different components collectively reveal about the state of the University?” Most particularly, citizens asked, “What issues are revealed by the composite of the whole that may not be as obvious from analyses of the individual parts?”

The following report builds on the compliance report by focusing on issues which affect all parts of UH Mānoa. It encompasses points made by the nine task forces and extends them. Many of them have ramifications to specific WASC standard areas. Addressing these areas effectively, however, will require as much attention to the full campus community as it does to individual units and parts.

The overarching areas of campus concern identified through this self-study were three:

- 1) Enhancing UH Mānoa's strengths particularly on educational and research programs;**
- 2) Decentralization of authority and strengthening a UH Mānoa identity within the context of governance and administration; and**
- 3) Reshaping UH Mānoa within the framework of fiscal realities and their effects on educational resources.**

These concerns guide this self-study report, as they apply to the four major purposes of accreditation described by WASC, which seeks to assess this institution's:

- 1) Clearly defined objectives [mission and strategic plans];**
- 2) Use of standards to assess and enhance educational quality and institutional performance [educational programs];**
- 3) Institutional development and improvement through self-study and evaluation [governance, administration, and educational resources]; and**
- 4) Interchange of ideas among public and independent institutions through peer review [self-study].**

Members of the WASC Self-Study Steering Committee

Fall 1997

Allan Ah San
Associate Vice President for Administration

Thomas T. Bopp
Assistant Vice President for Academic Affairs
and Chair

Ronald E. Cambra, Associate Dean
Colleges of Arts and Sciences

Peter Garrod, Associate Dean
Graduate Division

John Haak, University Librarian
University Libraries

Thomas Hilgers, Director
Mānoa Writing Program

Judith R. Hughes, Dean
College of Arts and Humanities

Klaus Keil, Director
Hawai'i Institute of Geophysics and
Planetology

C. Mamo Kim, President
Associated Students of the University of
Hawai'i

Victor Kobayashi, Dean
Summer Session

Charles W. Laughlin, Dean
College of Tropical Agriculture and Human
Resources

Alexander Malahoff, President
University of Hawai'i Professional Assembly

James Manke, Interim Director
Office of University Relations

John Pincince, President
Graduate Student Organization

L. Thomas Ramsey, Professor
Department of Mathematics

Rodney Sakaguchi, Director
Budget Office

Georgette Sakumoto, Administrative,
Professional and Technical Representative
Office of Research Services

Colleen O. Sathre
Vice President for Planning and Policy

Ethel Shintaku, Clerical Association
Representative
Department of Information and Computer
Sciences

Dean O. Smith
Senior Vice President for Research and
Dean of the Graduate Division

Mie Watanabe, Director
Equal Employment Opportunity/Affirmative
Action

Alan I. Yang
Dean of Students

Members of the Nine WASC Self-Study Task Forces

Task Force 1 - Institutional Integrity

Dr. Dean O. Smith, Chair
 Dr. Byron Bender, Linguistics
 Dr. Thomas T. Bopp, Assistant Vice President
 Ms. Lynn Inoshita, Graduate Student Organization Representative
 Dr. David Karl, Oceanography
 Dr. Klaus Keil, Hawai'i Institute of Geophysics and Planetology Director
 Ms. Leinaala Mahi, Associated Students of the University of Hawai'i Representative
 Ms. Mie Watanabe, EEO/AA Director

Task Force 2 - Institutional Purposes, Planning, and Effectiveness

Dr. Colleen O. Sathre, Chair
 Dr. William Chismar, Decision Sciences
 Dr. Judith R. Hughes, Arts and Humanities Dean
 Dr. Linda Johnsrud, Education
 Dr. Charles W. Laughlin, College of Tropical Agriculture and Human Resources Dean
 Ms. Vicki Rosser, Graduate Student Organization Representative, Planning and Policy
 Mr. Rodney T. Sakaguchi, Budget Director
 Ms. Linnea Sherrard, Associated Students of the University of Hawai'i Representative
 Ms. Healani Sonoda, Graduate Student Organization Representative
 Mr. Dennis Taga, Planning and Policy
 Dr. Alan Teramura, Natural Sciences Dean

Task Force 3 - Governance and Administration

Dr. L. Thomas Ramsey, Chair
 Mr. Joshua Cooper, Graduate Student Organization Representative
 Dr. Richard Day, English as a Second Language
 Ms. Ruth Horie, Hamilton Library
 Dr. Judith R. Hughes, Arts and Humanities Dean
 Dr. E. Alison Kay, Zoology
 Mr. Wayne Panoke, Associated Students of the University of Hawai'i Representative
 Dr. James Roumasset, Economics
 Dr. Alan I. Yang, Dean of Students
 Dr. David Yount, Physics and Astronomy

Task Force 4 - Educational Programs

Dr. Ronald Cambra and Dr. Peter Garrod, Co-Chairs
 Dr. Jerry Bentley, History
 Dr. James Caron, Honors Director
 Ms. Charlene Domingo, Associated Students of the University of Hawai'i Representative
 Dr. James Gaines, Physics and Astronomy

Mr. Joseph V. Gartlan III, Associated Students of the University of Hawai'i Representative
 Dr. Robert Gibson, College of Continuing Education and Community Service Interim Dean
 Mr. Patrick Greene, Graduate Student Organization Representative
 Ms. Nena Horn, Summer Session
 Ms. M. Casey Jarman, Law
 Dr. Ray Jarman, Graduate Division Assistant Dean
 Dr. Klaus Keil, Hawai'i Institute of Geophysics and Planetology Director
 Ms. C. Mamo Kim, Associated Students of the University of Hawai'i President
 Dr. Victor N. Kobayashi, Summer Session Dean
 Mr. David Lassner, Office of Information Technology Director
 Dr. Charles W. Laughlin, College of Tropical Agriculture and Human Resources Dean
 Dr. Julia Leung, Cancer Research Center of Hawai'i
 Dr. Nancy Lewis, Social Sciences Associate Dean
 Dr. Sarita MacLeod, Study Abroad Center
 Mr. Mike Manu, Associated Students of the University of Hawai'i Representative
 Ms. Avis Morigawara, Clerical Association Representative
 Ms. Sheryl Nojima, Engineering Assistant Dean
 Ms. Jeanne Oka, Arts and Sciences
 Mr. John Pincince, Graduate Student Organization Representative
 Dr. Edgar Porter, School of Hawaiian, Asian and Pacific Studies Associate Dean
 Dr. L. Thomas Ramsey, Mathematics
 Dr. David Robb, Admissions and Records Director
 Dr. Dean O. Smith, Senior VP for Research and Dean of the Graduate Division
 Dr. Eldon Wegner, Sociology, Faculty Senate Representative
 Dr. Kathryn Wolfe-Quintero, English as a Second Language

Task Force 5 - Faculty and Staff

Dr. Thomas T. Bopp, Chair
 Dr. Juli Burk, Theatre and Dance
 Mr. Ron Ching, Associated Students of the University of Hawai'i Representative
 Dr. Christine Des Jarlais, Office of the Senior VP and Executive Vice Chancellor
 Mr. Jim Donovan, Associate Athletics Director
 Dr. Judith R. Hughes, Arts and Humanities Dean
 Dr. Kiyoshi Ikeda, Sociology
 Ms. Jo-Anne Lau-Smith, Graduate Student Organization Representative
 Dr. Alexander Malahoff, Oceanography
 Dr. Glenn Man, English
 Dr. Neal Milner, Political Science
 Ms. Georgette Sakumoto, Office of Research Services, APT Representative
 Ms. Ethel Shintaku, Information and Computer Sciences
 Mr. Jeff Shitaoka, Associated Students of the University of Hawai'i Representative
 Ms. Mie Watanabe, EEO/AA Director

Task Force 6 - Library, Computing, and Other Information and Learning Resources

Mr. John Haak, University Librarian
Dr. Leonard Andaya, History
Dr. Martha Crosby, Information and Computer Sciences
Dr. Curtis Ho, Office of Faculty Development and Academic Support
Mr. David Lassner, Office of Information Technology Director
Mr. Derrick Kong, Graduate Student Organization Representative
Mr. James Manke, Interim Office of University Relations Director
Mr. Kalani Matsuura, Associated Students of the University of Hawai'i Representative
Dr. Diane Nahl, Information and Computer Sciences
Dr. Robert Paull, Plant Molecular Physiology
Dr. Panos Prevedouros, Civil Engineering

Task Force 7 - Student Services and the Co-Curricular Learning Environment

Dr. Alan I. Yang, Dean
Dr. Dana Alden, Marketing
Dr. Amy Agbayani, Student Equity, Excellence and Diversity Director
Mr. Clement Bautista, Operation Manong
Dr. Ronald E. Cambra, Arts and Sciences Associate Dean
Dr. Joan Harms, Office of the VP for Student Affairs
Ms. Kaia Hedlund, Assistant Athletics Director
Dr. Lori Ideta, Dean of Students Office
Dr. Jan Javinar, Co-Curricular Activities, Programs and Services Director
Ms. Nora Kanemura, Associated Students of the University of Hawai'i Representative
Dr. Deane Kihara, Mechanical Engineering
Dr. Victor N. Kobayashi, Summer Session Dean
Dr. Michael Kirk-Kuwaye, Arts and Sciences
Dr. Daviana MacGregor, Ethnic Studies
Mr. James Manke, Office of University Relations Interim Director
Ms. June Naughton, International Student Services Director
Dr. Peter Nicholson, English
Mr. John Pincince, Graduate Student Organization Representative
Mr. Randy Roach, Associated Students of the University of Hawai'i Representative
Ms. Georgette Sakumoto, Office of Research Services, APT Representative

Task Force 8 - Physical Resources

Mr. Allan Ah San, Chair
Ms. Catherine Adams, Graduate Student Organization Representative
Dr. Barry Baker, Architecture
Mr. Kalvin Kashimoto, Facilities, Grounds and Safety Director
Dr. Alexander Malahoff, Oceanography
Ms. Colleen Parry, Associated Students of the University of Hawai'i Representative
Dr. Lee Putnam, Student Equity, Excellence and Diversity
Ms. Ethel Shintaku, Information and Computer Sciences
Dr. John Wilson, Political Science

Task Force 9 - Financial Resources

Mr. Rodney T. Sakaguchi, Chair

Mr. Lawrence Foster, Law School Dean

Dr. Richard Guillory, Biochemistry and Biophysics, Faculty Senate Representative

Dr. Michael Hamnett, Social Science Research Institute Interim Director

Ms. Carol Karimoto, Natural Sciences

Mr. Derrick Kong, Graduate Student Organization Representative

Ms. Tracie Matsuo, Associated Students of the University of Hawai'i Representative

Mr. Gene Nishihira, Associated Students of the University of Hawai'i Representative

Dr. Sumner LaCroix, Economics

Dr. Thomas Schroeder, Meteorology

Introduction: The University of Hawai‘i at Mānoa

The University of Hawai‘i (UH) is the only public institution of higher education in the State of Hawai‘i. A system of nine campuses (and ten branches), UH is a research intensive land, space, and sea grant institution offering a wide range of graduate and undergraduate educational opportunities and degree programs.

The University of Hawai‘i at Mānoa (UH Mānoa) is an urban, largely commuter campus, situated on 320 acres in Mānoa valley in Honolulu, a city of approximately one million residents. Lush Mānoa Valley is arguably one of the most picturesque settings in all of Hawai‘i, as our athletic teams nickname, the “Rainbows,” might suggest.

UH Mānoa serves one of the most ethnically diverse student bodies in the nation. In the fall of 1997,¹ UH Mānoa enrolled 17,353 students: 24.4% were Japanese; 20.3% Caucasian; 11.5% Chinese; 9.5% Filipino; 8.7% Hawaiian or part Hawaiian; 8.9% of mixed ancestry; 4.0% Korean; 4.2% mixed Asian and Pacific Islander; 2.4% of other Asian backgrounds; 1.7% Pacific Islanders; 1.2% Hispanics; several groups constituted less than 1% each (African Americans, Native Americans, and Alaska natives). Over 50% were women.

In fall 1997, UH Mānoa offered bachelor’s degrees in 88 fields of study, master’s degrees in 87, doctorates in 53, professional degrees in seven other fields including law and medicine, and numerous certificates at the undergraduate and graduate level.

UH Mānoa prides itself on the international academic reputation of its curriculum and its research program, with particular strengths in tropical agriculture, oceanography and marine sciences, astronomy, psychology, international business, electrical engineering, theater, geology and geophysics, social work, evolutionary biology, anthropology, linguistics, English as a second language, political science, history, Hawaiian studies, Asian (particularly, Southeast Asian) studies, and Pacific Islands studies.

These strengths are the unique reflection of Hawai‘i’s island environment and its historic involvement with the many cultures of the Pacific Rim. The international focus of the campus is reflected in the scope of its language offerings. Forty languages are taught regularly in addition to

¹ *Time series data presented in this report do vary somewhat in terms of the most recent year. In the Introduction, the current fiscal year (FY1998-1999) or the previous year (FY1997-1998) was used to present summary information on the University’s budget, staffing, student body, and semester hours. Elsewhere in the report (Sections II, III, and IV) the most recent data reported on selected characteristics are often FY1996-1997. This reflects the data available at the time the task forces were preparing compliance reports for the standards.*

English, Hawaiian, and English as a second language. These include Thai, Vietnamese, Samoan, Korean, Tagalog, Ilokano, Tahitian, Sanskrit, Indonesian, and, of course, Japanese, Chinese, and the major European languages. Another 40 languages are taught less frequently. More students enroll in Japanese language classes at Mānoa than at any other American university. Our offerings of Hawaiian language, culture, history and society are the most comprehensive in the world.

The instructional program at Mānoa is offered by a nationally and internationally recruited faculty making original contributions to human knowledge. In 1997-1998, UH Mānoa had 272 FTE research faculty and 1,218 FTE instructional faculty.

As is appropriate for a Carnegie I Research University, UH Mānoa's offerings span the range from introductory general education courses to Ph.D. and professional degrees. In fiscal year 1997-1998, it received \$91.7 million in research awards, and \$68.1 million in non-research awards, for a total of \$159.8 million. In 1996-1997, the latest academic year for which data are available, it awarded 2,659 baccalaureate degrees, 1,168 master's degrees, 175 doctoral degrees, 129 first professional (MD and JD) degrees, and 97 graduate and undergraduate certificates.

UH Mānoa's NCAA Division I athletic program is the pride of the islands, with broad, statewide interest fueled by live television broadcasts of many University games. The football team plays against nationally-ranked competition, as does its men's and women's basketball teams, men's baseball, and women's softball and water polo. The women's and men's volleyball teams are perennially ranked in the top ten nationally by the NCAA. Of particular pride is the fact that UH Mānoa student athletes boast some of the highest graduation rates of American colleges and universities.

Over the past five years, UH Mānoa has undergone and continues to undergo something of a transformation. Very likely this period of change in hindsight will be viewed as a watershed event in the institution's history. For the transformation is affecting the way in which the University assesses its resources and distributes them internally, manages its staffing and thinks about students, views the relationship between research and instruction, evaluates programs and units, and organizes itself to achieve its goals. A new university is emerging out of this process.

While the state's worsening economic situation was the proximate factor affecting the rate at which UH Mānoa has changed, it alone cannot explain the nature of the changes which have come to pass and which are likely to occur in the future. For this, we also must look to structural and political changes in state-supported higher education throughout the United States wherein proportionately less funding has been made available to state universities, and students and their parents are expected to fund a greater part of their college educational costs. In Hawai'i, the maturation of the UH System and

a concomitant need to differentiate parts of the system from one another (to lessen duplication) have combined to focus change on the appropriate role that the UH Mānoa campus should play as the primary research university within the UH System. These shifts could have been anticipated for some time prior to 1995, but subsequent events have reduced the reaction time available to UH Mānoa to respond. In what follows, an overview is provided of several significant indicators of Mānoa's adaptation to a period of rapid change. Although it might be possible to debate the wisdom of the course taken during the past five years, this overview sets the stage for the three sections which follow and which identify issues that rapid institutional change have brought to the fore.

An Overview of Resource Trends: An Update as of January 1999

In his state-of-the-state address in January 1995, newly-elected Governor Benjamin J. Cayetano announced that the State of Hawai'i operating budget was projected to show massive deficits unless major steps were taken to reduce expenditures. The economy of the state was in recession, the problems were in many cases structural, and recovery in the short term was unlikely to occur. Similar events had occurred earlier in a number of states on the U.S. mainland.

Although greeted with skepticism by some at the time, this scenario has in fact come to pass and the economy of Hawai'i remains stagnant at the close of 1998. UH, including the Mānoa campus, depends on state general appropriations to fund approximately 80% of the operating cost of its programs. Beginning in FY1994-1995 the UH Mānoa operating budget has decreased, and by FY1998-1999 the decline totaled 11%, presenting an unprecedented challenge. A significant decline in enrollment has also occurred, and the number of faculty and staff has been reduced. At the same time, these changes have offered UH Mānoa the opportunity to remake itself and to adapt to a new environment.

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
Total Operating Budget*	\$218.78M	\$219.61M	\$203.01M (-7.6%)	\$201.03M (-1.0%)	\$194.85M (-3.1%)	\$197.45M (+1.3%)
Fall Headcount, Regular Students	20,037	19,983	19,757 (-1.1%)	18,232 (-7.7%)	17,353 (-4.8%)	16,996 (-2.1%)
FTE Faculty, October 31	1990.21	1981.95	1913.03 (-3.5%)	1847.55 (-3.4%)	1840.10 (-0.4%)	1809.64 (-1.7%)

*Operating budget is the sum of state allocation and tuition and fees revenue.

It is the purpose of this overview to discuss these changes in budget, enrollment, and personnel.

Budget*

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
General Fund Allocation	\$198.01M	\$198.68M	\$174.80M	\$168.04M	\$158.08M	\$158.30M
Tuition Revenue	\$20.79M	\$20.93M	\$28.21M	\$33.00M	\$36.77M	\$39.15M
Total Operating Budget	\$218.78M	\$219.61M	\$203.01M	\$201.03M	\$194.85M	\$197.45M
Capital Improvements: State	\$9.13M	\$1.02M	\$8.77M	\$11.87M	\$45.75M	\$32.41M
Capital Improvements: All	\$22.00M	\$7.22M	\$31.84M	\$12.27M	\$49.73M	\$32.41M
Extramural Research	\$77.8M	\$70.2M	\$76.7M	\$89.1M	\$91.7M	
Extramural Training	\$64.8M	\$68.9M	\$57.7M	\$71.2M	\$68.1M	

*The general fund allocation has been adjusted to show executive restrictions in FY1993-1994 to FY1997-1998 and excludes collective bargaining adjustments in FY1993-1994 to FY1998-1999. Additionally, tuition and fee revenues were not officially returned to UH Mānoa until FY1995-1996. However, to make the figures consistent across these intervals, we have estimated the portion of tuition and fees in the first two years which were returned via the general fund allocation. Allocations do not include state contributions to fringe, estimated to be 30 to 35% of the payroll.

What Has Happened: The basic operations of the Mānoa campus are funded by the sum of regular tuition revenue and the general fund allocation from the state. Although the legislature may appropriate additional funds, the governor reviews the annual appropriation and may restrict the amount of funding available. This has occurred in all but the current fiscal year. Fiscal year 1995-1996 was the first year of operation under Act 161, which among other changes, allowed the University to retain its tuition and fees, where previously this revenue had been added to the state's revenues. The funds available to operate the campus were reduced by \$16.6 million in one year. Again in FY1997-1998 the operating budget was reduced by another \$6.18 million. The decline in operating funds would have been closer to 20% had it not been for increased tuition revenues (to be discussed below).

What Has Been Done: Several general measures have been used to address this operating shortfall over this period. Since July 1995, there has been a moratorium on hiring, although in FY1998-1999 this is beginning to ease. In the first year of the decline, library acquisitions, special equipment, and campus repair and maintenance were substantially reduced, and virtually all units were cut by amounts ranging from three to eight percent. This was implemented at the program level primarily through a combination of attrition and large reductions in supplies and other non-salary expenses.

Programs supported partially through other revenue sources, such as the University of Hawai'i Press, University Health Services, the College of Continuing Education and Community Service (CCECS), and the Department of Athletics, were placed on two or three year schedules to reduce their fraction of general fund support. CCECS was later merged with the Summer Session to form Outreach College, a unit which is largely self-supported by tuition and fees.

The Present Situation: Current efforts are directed at improving the predictability and stability of budgetary allocations to programs, while at the same time reallocating increased support to fund the library, to repairs and maintenance, and to the priorities of the UH Mānoa Strategic Plan. In July 1998, three-year planning budgets were sent to each Mānoa dean or director. These budgets are based on a methodology, new to this campus, of calculating unit allocations involving tuition revenues separately from general funds (FY1999-2000 through FY2001-2002). A portion (68%) of the net tuition revenues will be distributed to instructional units based on their share of student semester hours taught; the remainder will be allocated on a pro rata basis to programs providing support services to instruction. Additionally, an increased portion (67%) of the Research and Training Revolving Fund is allocated back to the units which generated the extramural research overhead on which it is based. Finally, a portion of the tuition revenue from Outreach College is also being returned to the units which generated it.

The general fund portion of each program's allocation will be reduced by four percent per year over the next three years (FY2000-2002). These funds (approximately \$4 million in each year) will be reallocated internally to the library, repair and maintenance, and strategic priorities.

Enrollment

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
Fall Headcount, Regular Students	20,037	19,983	19,757 (-1.1%)	18,232 (-7.7%)	17,353 (-4.8%)	16,996 (-2.1%)
1 Year Resident Undergraduate Tuition & Fees	\$1,497	\$1,557	\$1,631	\$2,421 (+48.8%)	\$2,950 (+21.9%)	\$3,050 (+3.4%)
Headcount, First Time Freshmen	1,574	1,638	1,701	1,436 (-15.6%)	1,527 (+6.3%)	1,503 (-1.6%)
Going Rate from Hawai'i Public High Schools	10.9%	10.9%	11.3%	8.7%	9.8%	8.9%
Fall Semester Transfers from CC's to UHM	853	724	792	649	720	
Fall Semester Transfers from UHM to CC's	446	514	486	622	520	
Number of Classes, Fall	3,454	3,579	3,383 (-5.5%)	3,241 (-4.2%)	3,192 (-1.5%)	3,139 (-1.7%)
Number of SSH taught, Fall	222,309	223,005	222,268 (-0.3%)	204,654 (-7.9%)	197,732 (-3.4%)	192,858 (-2.5%)
Number of Baccalaureate Degrees Granted	2,537	2,603	2,782	2,659		
Number of Masters Degrees Granted	1,018	1,070	1,053	1,168		
Number of Doctoral Degrees Granted	166	155	186	185		

What Has Happened: In January of 1995, major cuts in the state budget for the following year were announced. In June of 1995, Act 161, which permitted the University to retain its tuition and fees, became law. In the fall of 1995, public hearings were conducted as part of the tuition-setting process that resulted in sharply-increased tuition (+50% for 1996-1997 and +20% for 1997-1998).

Enrollment at Mānoa peaked in 1993-1994. In retrospect, a slight declining trend began in 1994-1995 and continued into 1995-1996. Major enrollment losses began in 1996-1997; the three-year drop in headcount enrollment between fall of 1995 and fall of 1998 is 14.0%.

It can be seen in the accompanying table that in 1995-1996, an unusually large number of baccalaureate degrees was awarded. In 1996-1997, the usual pattern of transfers between Mānoa and the community colleges was altered. Where previously substantially more students transferred into Mānoa from the community colleges than transferred from Mānoa out, the numbers were nearly the same, resulting in a net gain of only 20 transfer students at Manoa. Most disturbing, however, was the one-year decline in 1996-1997 by over 15% in the number of first-time freshmen. There was no corresponding decline in the number of high school seniors the previous year. This can be seen in the drop in the "going rate," the percentage of high school seniors who attend Mānoa within a year.

While the tuition increase undoubtedly played a role in the enrollment decline, it cannot be the only reason. The enrollment decline actually began two years earlier in 1994-1995. Mānoa tuition is still low on an absolute scale; high school seniors are clearly going elsewhere and paying more. An increasing number of students who in the past would have enrolled directly at Mānoa may now be choosing to begin at the community colleges, where tuition is substantially lower. There is preliminary evidence that students are on average registering for slightly larger credit hour loads. Students who do attend Mānoa continue to cite low tuition as an important reason for selecting it. The most serious possibility, however, is that the highly-publicized budget cuts at UH have fueled the perception that the quality of the education available at the Mānoa campus has been compromised.

What Has Been Done: The Office of Student Affairs has conducted a series of studies and surveys to improve our knowledge of our prospective student clientele. Many new recruiting efforts are underway, and new brochures and materials intended for prospective students have been prepared and distributed. The New Student Orientation program has been expanded.

In 1997 the Faculty Senate initiated a Faculty Ambassadors program involving over 60 research and instructional faculty members. Working with the Office of Student Affairs, this program arranged faculty visits to O'ahu and neighbor island high schools. In the spring of 1998, a special Faculty Senate Task Force on the Undergraduate Experience produced its analysis and recommendations specifically for improving the experience of first-time freshmen at Mānoa. The principle recommendation was to expand the learning communities initiative to include all freshmen.

The Present Situation: The linked courses required for the learning communities initiative are being scheduled for offering in the fall of 1999. The Faculty Senate has appointed a task force to reexamine

Mānoa's general education core and graduation requirements, last reviewed in 1987. The goals of these and other efforts are to improve both the quality and the perceived quality of the student experience at Mānoa.

Personnel

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	Change since 1994-95
Personnel on October 31, all funds (FTE)							
Faculty, Instructional	1340.82	1337.15	1298.04	1257.32	1239.71	1217.97	-8.9%
Faculty, Research	291.51	288.10	266.43	260.01	275.47	271.63	-5.7%
Faculty, Specialist	238.13	237.45	243.06	234.22	224.52	223.14	-6.0%
Faculty, Librarian	70.50	71.75	60.00	52.50	57.90	55.90	-22.1%
Faculty, Extension Agent	49.25	47.50	45.50	43.50	42.50	41.00	-13.7%
Subtotal, Faculty	1990.21	1981.95	1913.03	1847.55	1840.10	1809.64	-8.7%
Admin, Prof & Tech	789.97	788.60	762.76	733.06	751.11	772.65	-2.0%
Executive/Managerial	103.00	98.50	93.00	88.65	94.40	86.70	-12.0%
Civil Service	1051.89	1108.14	1017.93	976.18	979.96	977.98	-11.7%
Lecturers (Headcount)	325	309	294	283	299	263	-13.9%
Graduate Assistants (Headcount)	954	954	887	816	866	857	-10.2%

What Has Happened: In June 1995, the first and largest of the cuts in the state budget allocations was announced. President Kenneth P. Mortimer implemented an immediate moratorium throughout the University System on all new hiring, both permanent and temporary, of faculty and staff. Only the appointment of graduate assistants was unaffected. In the first year, exceptions were made only for rare and compelling reasons.

An unusually large number of civil service and administrative, professional and technical (APT) employees retired in June 1996, taking advantage of the additional credit of two years of service provided under Act 212, a statewide Early Retirement Incentive Program. This program differentially impacted units at Mānoa, e.g., Social Sciences and Medicine.

No formal reductions in force or program closures have occurred. The reductions in personnel in all categories shown in the table above have resulted from non-replacement of employees leaving the

Mānoa payroll through attrition. It should be noted that the above table includes all sources of funding and includes employees paid through non-general revenues.

Compared to 1994, the Instructional faculty in 1998 is smaller by 119 FTE, a decline of 8.9%. However, other categories of staff have been more dramatically reduced, including faculty equivalent librarians and extension agents, executive and managerial positions, part-time lecturers and civil service employees.

What Has Been Done: Since the implementation of the hiring moratorium, each dean or director has been required to produce a single prioritized list for their entire unit of all faculty and staff vacancies which are proposed for filling within budgetary allocations. The resulting staffing plans are then combined in the Office of the Senior Vice President and Executive Vice Chancellor into a single staffing plan for Mānoa. After review, specific approval by position number is then issued. Since faculty or staff recruiting often requires significant lead time, deans may advertise and interview in advance of final approval.

This procedure is inordinately cumbersome. Since many hiring decisions have fiscal implications only in the following year, the annual uncertainties which have characterized the budget have complicated the staffing process.

The Present Situation: As described above, three-year budgetary planning allocations have now been given to each dean or director. Once each dean or director demonstrates that the unit's projected expenditures match the allocation, the list of staffing requirements is subsumed into a Mānoa staffing plan. The President has recently delegated permanent hiring to the respective vice presidents, including for Mānoa, the Executive Vice Chancellor. The Mānoa plan is now in place and is scheduled to be updated and approved quarterly. Loss of staff remains an issue in certain departments such as chemistry, biochemistry, sociology, linguistics, nursing, and others. These are among the departments which experienced higher than average rates of attrition; some of these programs are high on the list of priorities for new hiring. However, these problems can be addressed only at the rate at which salary money becomes available in the school or college, either through attrition or reallocation.

I. Mission of the System ^[Standard 2.A]

Mission statements for the UH system and for UH Mānoa were adopted by the Board of Regents in November 1996. The system mission statement articulates the vision for the University of Hawai‘i, and the University’s broad mission of teaching, research and public service, focused within a Hawaiian, Asian and Pacific context. It also sets forth institutional purposes, common values, and statements on governance, access and quality, and special distinctions of the system.

*The mission of the University of Hawai‘i system is to provide quality college and university education and training; create knowledge through research and scholarship; provide service through extension, technical assistance, and training; contribute to the cultural heritage of the community; and respond to state needs. The campuses, organized under one board, differentially emphasize instruction, research, and service. The system’s special distinction is found in its Hawaiian, Asian, and Pacific orientation and international leadership role. Common values bind the system together: aloha; academic freedom and intellectual vigor; institutional integrity and service; quality and opportunity; diversity, fairness, and equity; collaboration and respect; and accountability and fiscal integrity.*²

The UH Mānoa mission statement emphasizes its role as a research university of international standing:

*The University of Hawai‘i at Mānoa is a research university—the only one of its kind in the state. It is the premier institution of higher learning in the Pacific Basin and belongs to an international community of research universities. It serves society by creating, refining, disseminating, and storing human knowledge, wisdom, and values through exemplary teaching, research, and community service programs.*³

Discussions about updating the UH Mānoa mission statement began as early as 1992. The matter was deferred pending a change in administration. In fall 1995, senior officers crafted a draft mission statement that drew on comments received from earlier rounds of consultation with the Mānoa community. This draft was distributed internally and externally and on the Internet. Comments and input were again sought from the Board of Regents, students, faculty, unions, administrators, staff, government officials, business leaders, chambers of commerce, ethnic organizations, and educational and private organizations. Two public forums were held.

The revised UH Mānoa mission statement is part of a special publication that has been broadly distributed throughout the Mānoa campus and the University system, as well as to external constituencies.

² From “Synopsis of: Mission Statement and Focus and Quality: UH Strategic Plan, 1997-2007,” November 1996.

³ From “UH Mission,” the UH mission statement, November 1996.

I.A. The University of Hawai‘i System Strategic Plan

The University of Hawai‘i Strategic Plan, 1997-2007 was adopted by the Board of Regents in November 1996.⁴ The process for developing the UH Strategic Plan was open, inclusive, and lengthy. Over a period of several years, all campuses were engaged in numerous rounds of priority setting and planning. The plan is centered on five major goals, 11 strategic planning principles, and specific action strategies, some of which apply to all parts of the system and others that are specific to Mānoa:

The goals of the plan are:

- Access to quality and service to the state;
- Differentiated campus missions;
- Diversity and respect for differences;
- Advancing the University’s Hawaiian/Asian/Pacific and international role,
- Resource acquisition and accountability.

The detail of the plan is contained in the action strategies. Examples include:

- Improving student learning and especially general education;
- Developing performance indicators and reporting results;
- Working to improve retention and graduation rates; and
- Integrating the use of technology.

The following illustrate action strategies specific to UH Mānoa:

- Set high standards for education and graduation;
- Give priority to core colleges;
- Focus graduate offerings;
- Involve students in research;
- Give priority to the library.

I.B. The University of Hawai‘i at Mānoa Strategic Plan

Mānoa at 100: The University of Hawai‘i at Mānoa Strategic Plan, 1998–2007,⁵ was accepted and approved by the Board of Regents in May 1998. Among the highlights of the Mānoa Plan are a vision for UH Mānoa in the year 2007 and a series of eight strategic objectives. The vision statement is ambitious and identifies nine features to which Mānoa will aspire. The strategic objectives represent the goals that will guide UH Mānoa’s development and operations over the next decade. They include:

- Creating a distinctive and high-quality undergraduate educational experience is a significant component of the Mānoa Plan, including the opportunity to fuse teaching and research with new technologies to create a learning environment unlike anything else available in the state.
- Targeting graduate and professional programs that will be strengthened in areas where Mānoa can achieve higher national and international stature.

⁴ See “UH Strategic Plan” for full text.

⁵ See “UH Mānoa Strategic Plan” for full text.

- Making research the hallmark of Mānoa academic life and resources will be focused on preserving internationally recognized areas of excellence.
- Providing leadership in efforts which benefit the state by improving public education and social services, and strengthening industries in which Hawai‘i can effectively compete.
- Developing distance education and information technologies to make it possible to provide Mānoa’s programs throughout the state and region.
- Highlighting the geographic location of Hawai‘i and the preeminence of Mānoa in contributing to leadership in Asian and Pacific affairs.
- Building on Mānoa’s strengths as one of the most diverse research universities in terms of faculty, staff, and students and promoting courses which include multi-cultural themes and perspectives.
- Improving resource management, including identifying new revenue sources, improved financial planning, recruitment and retention of faculty and staff, and assessment will be key to achieving the goals of this plan.

I.C. Ethnic, Social and Economic Diversity ^[Standard 1.B.3]

The University believes that the understanding and experience of diversity are compelling institutional and societal interests. As such, they are central themes in the University’s mission statement:

In addition to mastering the traditional disciplines, graduates receive an education that has a special international dimension with emphasis on Hawaiian/Asian/Pacific affairs . . . Their educational experience is enriched by the diversity of their classmates, and they are taught by faculty who bring together an unparalleled array of expertise in Hawaiian, Asian, and Pacific Studies.

“Diversity, fairness, and equity” are amongst the institutional values listed in the mission statement:

Society is best served by ensuring that all populations are represented equitably throughout the University of Hawai‘i system. The presence and articulation of diverse perspectives contribute to the institution’s efforts to root out prejudice and eliminate injustice from its actions and its policies.

Finally, both the UH and Mānoa strategic plans include diversity as one of their stated goals or strategic objectives:

The University will continue to improve the diversity of its students, faculty, and staff. Diversity enriches the academic experience and is essential to the quality of higher education. Reflecting the multicultural society of the state and the nation is a compelling societal and University interest.

This programmatic emphasis on diversity is matched by institutional resources. The President has designated the Vice President for Student Affairs to lead the institution’s diversity mission. In 1994, the Vice President presented a special report on *Diversity and Equity at the University of Hawai‘i-Mānoa* to the Board of Regents. This Vice President also oversees the President’s Diversity and Equity Initiative which in 1996 and 1997 dedicated \$100,000 for seed grants to stimulate research, curriculum

innovations, improvements in the campus climate, literary and artistic endeavors, and educational programs involving diversity issues. In both years, the monies were allocated despite a continued climate of fiscal austerity. In the spring of 1997, the review committee funded 36 projects focusing on: African Americans, Filipino Americans, Latino Americans, Native Hawaiians, Pacific Islanders, Southeast Asians, persons with disabilities, the socioeconomically disadvantaged, gays and lesbians, international faculty, and women.

Additionally, the President relies on several advisory groups and commissions to keep him appraised of diversity issues and concerns, including the: UH Commission on the Status of Women; UHM Commission on Diversity; Mānoa Task Force on Sexual Orientation; African American Advisory Committee; and UH Commission on Disability Access.

The Senior Vice President and Executive Vice Chancellor has assigned one of the Academic Affairs Assistant Vice Presidents the task of monitoring and assessing Mānoa's performance in complying with the strategic objective of enhancing diversity in faculty and staff employment recruitment and retention. The UHM Commission on Diversity has been asked to develop a listing of all the courses offered at Mānoa which include a significant multi-cultural component.

II. Educational Programs

UH Mānoa is built around its educational programs which exist to serve the needs of the people of Hawai'i and the Pacific and fulfill the mission of UH Mānoa. This section will examine the University's graduate, research, and, finally, undergraduate programs (including student services). As a comprehensive research university, UH Mānoa offers the largest number of undergraduate and graduate degree programs in the state and region. This reflects the distance of the state from the U.S. mainland and the commitment the University has made to its residents of a higher education at all levels. Historically, Mānoa has been accessible to most resident students at the undergraduate level, many of whom were among the first generation to attend college and who entered the University directly from high school. Our island location provides, at the same time, an advantage to instructional and research programs which benefit from access to cultural and ethnic diversity, to a range of physical and biological environments, and to natural resources. These comparative advantages and attention to recruiting quality faculty have been the means by which it has been possible at UH Mānoa to excel in certain areas.

The development of a multi-campus system at UH with differentiated roles and missions for the individual components of the system and the recent downturn in the state's economy have provided an opportunity for Mānoa to shape its educational programs to more effectively serve the state. In particular, the mix of students at both the undergraduate and graduate levels has changed and the University's community colleges now play an important articulation role as a primary entry point for resident students transferring into UH Mānoa. More students transfer each year to UH Mānoa than enter in its freshman class. This has offered UH Mānoa the opportunity to be more selective in recruiting at the freshmen level, to emphasize its distinctive features (i.e., fusing research and instruction), and to focus on its degree programs at both the baccalaureate and graduate levels.

UH now retains its revenues raised through tuition and fees and these revenues are returned to the campuses which generate them. Substantial increases in tuition and fees at UH Mānoa over the past three years have helped to support instructional programs during a period when there has been decreased state support for the University. This also differentiates UH Mānoa from the other campuses in terms of cost, access is somewhat diminished, and more of the financial responsibility for supporting the main research university in the state is placed directly on students who attend UH Mānoa and their families. At the same time, tuition waivers at Mānoa have been increasingly directed to supporting low-income students. Differential tuition and new fees will increasingly distinguish the professional schools and colleges from the rest of the campus, reflecting their less central position at Mānoa, the greater costs

of delivering education in these programs, and the increased earnings which often accompany graduates of these programs.

With the cost of attending UH Mānoa increasing, greater attention has been focused on the kind of students we hope to attract and on the quality of the undergraduate education they receive at this campus. Several issues have emerged about the undergraduate experience at Mānoa during the self-study process including: 1) the absence of an administrative structure with undergraduate oversight responsibility, 2) the nature of the general core educational requirements, 3) the limited effort devoted to providing research experiences for undergraduates, 4) the co-curricular environment of the campus, and 5) the facilities available to students. At the graduate level similar concerns have been raised about: 1) the number of programs offered of uneven quality as measured by national reputational rankings, 2) the limited amount of support available for graduate students, and 3) the lack of assessment from or follow-up with graduates of Mānoa's programs. For research programs, the longstanding distinction at UH Mānoa between instructional and research faculty and the extent to which the University will emphasize (and reward) extramurally-funded research have also been at issue.

II.A. Graduate Programs

II.A.1 Admissions and Recruitment [Standard 4.C.4]

Admission to the master's and doctoral programs involves an initial screening at the Graduate Division and a more comprehensive review at the appropriate graduate field of study.⁶ The graduate field then makes a recommendation to the Graduate Division to either admit or deny the applicant. The final decision on admission rests with the Dean of the Graduate Division.

The Graduate Division is striving to better coordinate recruitment activities and provide support for various graduate fields of study in recruiting outstanding graduate students but is hampered by limited institutional support for graduate students in the form of fellowships. Additionally, the variable quality of our graduate programs affects the quality of students who can be recruited to Mānoa. Currently, UH Mānoa has but a single fellowship program which supports incoming students for one year and requires a departmental match for an additional two years. Over the past five years the East-West Center graduate fellowship program has contracted in size and now supports approximately 100 students at any given time. One of the objectives of the UH Mānoa Strategic Plan is to increase the number of fellowships and graduate assistantships on campus and this ties in with one of the goals of

⁶ See "Graduate Division Manual," August 1998, for details. This manual is also available on the Graduate Division's web site, <http://www.hawaii.edu/graduate/gdmanual>.

the UH fund raising campaign to increase support for students. The Graduate Division has developed and implemented a number of strategies to facilitate student inquiries and applications to the departments. For example, the UH web page allows students access to the entire graduate catalog and allows students to download admissions applications. Currently, the Graduate Division is developing a CD-ROM version of their web page which will also describe the various graduate programs offered at Mānoa. The Graduate Division also participates in Mānoa's International Student Advisory and Recruitment Committee.

Several graduate programs, e.g., anthropology and linguistics, have an Asian or Pacific focus in their curricula that draws many outstanding U.S. and foreign applicants. New programs since the 1990 WASC self-study include Ph.D. programs in International Management and in Nursing and seven graduate certificate programs in Southeast Asian Studies, South Asian Studies, Philippine Studies, Korean Studies, Japanese Studies, Chinese Studies, and Maritime Archaeology and History. Some graduate programs are closely allied with highly-regarded research units, as for instance is astronomy with the Institute for Astronomy, marine biology with the Hawai'i Institute for Marine Biology, and geology and geophysics with the Hawai'i Institute for Geophysics and Planetology. Other linkages between graduate programs and state (Bishop Museum) or federal institutions (National Marine Fisheries) in Hawai'i support graduate students and provide them with research opportunities.

The John A. Burns School of Medicine and the William S. Richardson School of Law actively recruit and support students from disadvantaged backgrounds through their Imi Ho'ola Post-Baccalaureate Program and the Pre-Admission Program, respectively.

II.A.2 Graduate and Professional Programs [Standards 4.C; 4.C.5; 4.C.6; 4.C.7; 4.C.8]

Graduate and professional programs are reviewed and approved by several faculty bodies, including the Graduate Council and the Mānoa Faculty Senate. The review process includes established procedures for the proposal of new courses, with specific attention to the objectives of the programs; how the course fits in the present graduate program, what the student is expected to learn in the class and/or be able to do after completing the class; how the student is expected to learn; how the student will be evaluated; and a description of resources needed to provide programs of high quality.⁷

Departmental and administrative processes have been established for the purpose of reviewing new program proposals and for periodic review of existing programs. These processes help ensure that graduate programs are not offered unless adequate resources are available and include consideration

⁷ See "Graduate Division Manual," August 1998.

of the number and qualifications of faculty within a graduate program. In these reviews, the impact of new graduate programs on undergraduate programs is also taken into consideration.

The review of existing graduate programs has fallen behind schedule but the Office of the Senior Vice President and Executive Vice Chancellor has recently added staff to move forward on program review. In the past, reviews have not been very effective because no resources have been made available to implement recommendations. One persistent issue which remains is the uneven quality of the graduate and professional programs offered at Mānoa. While one committee has suggested a reduction in the number or size of graduate programs, especially those of low quality, no consensus has yet emerged on campus. External review of programs, only rarely attempted at Mānoa, are under consideration as one means to improve program review effectiveness and to identify strategies for improving the quality of graduate education.

II.A.3 Master's Programs [Standards 4.C; 4.C.1]

There are three Master's level programs: Master's Plan A (Thesis), Plan B (Non-thesis) and Plan C (Examinations). Each of these programs require either a research program that results in a thesis or paper, a culminating experience, completion of graduate level courses, and/or an examination. Since 1990, over 7,200 master's degrees have been awarded. For students pursuing a master's degree, both unit requirements and a three-person thesis committee guarantee that each student is expected to achieve a high level of competence in the discipline.

II.A.4 Doctoral Programs [Standards 4.C.2; 4.C.3; 4.C.9; 4.C.10;4.C.11; 4.C.12]

Many doctoral programs carry no course credit requirements, although candidates may be advised or required to enroll in courses if, in the opinion of their advisers or faculty, these courses are essential to preparation for examinations. Some programs such as Nursing have course requirements. The student must have a doctoral committee made up of five members, including one from outside the field. The majority of the committee, including the chair, should be from the graduate field in which the degree program is offered. The chair and the outside member must be full members of the regular graduate faculty, and the outside member serves to ensure the integrity of the process. This committee prescribes for the candidate a course of study in preparation for the comprehensive examination. The committee conducts the comprehensive and oral examinations, approves the dissertation research problem, conducts the final defense of the dissertation, and approves the final copy of the dissertation.

All students must complete a doctoral dissertation that represents "a significant original contribution to knowledge in the candidate's chosen field." The required comprehensive examination

at the doctoral level ensures that students are prepared to continue doctoral study.⁸ The final examination, which is primarily an oral defense of the dissertation, is also required. Candidates who pass the examination, all other requirements having been met, are awarded the doctoral degree.⁹

⁸ *Minimum requirements for all master's and doctoral degrees are explained in the "General and Graduate Information Catalog."*

⁹ *Details of procedures and requirements are contained in the "Graduate Division Manual," August 1998.*

II.B. Research [Standard 4.D]

UH Mānoa carries the designation “Research University I” as defined by the Carnegie Foundation for the Advancement of Teaching. All faculty are expected to make original contributions to human knowledge. Scholarship, research productivity, creative endeavors and service to the academic and professional communities are major criteria used in evaluating faculty for appointment, promotion, and tenure.

Throughout the campus, the research mission blends with teaching and programs to enrich the student experience. The University exploits its many strengths to achieve international recognition for research that reflects the University’s island environment and comparative locational advantage, its historic involvement with the many cultures of the Pacific Rim, and the multi-ethnic composition of Hawai‘i’s population.

One example is in astronomy and space research. Hawai‘i’s mountain peaks are recognized as the finest vantage points on earth for astronomical observation. Cooperating with scientific agencies from the U.S. and nine foreign countries, the University’s Institute for Astronomy is recognized worldwide for its studies of solar astronomy, star formation, the interstellar medium, the far galaxies, and the formative stages of the universe. These resources and the astronomy faculty combine to attract some of the best graduate students in the country to Mānoa.

Another example is in ocean and earth science research. Three organized research units within the School of Ocean and Earth Science and Technology (SOEST) coordinate the investigation of climatic variation, ocean minerals and resources, alternative energy sources, the biological adaptability of the ocean, and marine volcanology. They are active in two national cooperative programs: the Hawai‘i Undersea Research Laboratory and the Joint Institute for Marine and Atmospheric Research. More recently, a center, jointly sponsored with the Japanese government, called the International Pacific Research Center, has been developed within SOEST to investigate the interplay between global climatic changes and the oceans. This center builds on the emerging strength of meteorology at Mānoa and the established quality of the Oceanography Department. The Departments of Oceanography and of Geology and Geophysics in SOEST are among the best graduate programs at UH Mānoa.

A further example is research into ethnic and migration patterns of disease. Studies at the Cancer Research Center of Hawai‘i and the John A. Burns School of Medicine (JABSOM) have shown remarkable ethnic associations of cancer and other diseases that change with migration. This information implicates the causal role of lifestyle factors, suggesting that some of these diseases may be largely preventable. National and international cooperative relationships such as the Japan-Hawai‘i

cancer study have been formed to further understanding in this area. Students preparing for medical school or admitted to the biomedical graduate programs at Mānoa have opportunities to contribute to this research focus.

Research also takes place throughout the Mānoa campus. All faculty at Mānoa are expected to conduct research or engage in creative activities as part of their responsibilities. Research productivity plays an important role in decisions about faculty promotion and tenure. A wide variety of research is undertaken by the instructional faculty at Mānoa, including research that is extramurally funded. Examples include the Cambodian Archaeology Project, evolutionary studies of bird and insect populations in Hawai‘i, and historical and contemporary studies of Hawaiian and other languages of the Indo-Pacific region.

II.B.1 Research Administration [Standard 4.D.2]

Mānoa’s organizational structure, policies, and mechanisms endeavor to support the research enterprise and are aimed at enhancing the quality and productivity of all research and creative activity.

Graduate education and research are brought together administratively in the Office of the Senior Vice President for Research and Dean of the Graduate Division. The senior vice president (SVPRDGD) has line responsibility for the organized research units on the Mānoa campus, as well as three schools and colleges (SOEST, JABSOM, and the College of Tropical Agriculture and Human Resources [CTAHR]), and represents in the President’s Office both graduate education and all forms of research.¹⁰ Moreover, the Offices of Research Services and of Technology Transfer and Economic Development report to this senior vice president. As Dean of the Graduate Division, the Senior Vice President for Research is responsible for the planning, development, coordination and general administration of research and graduate academic programs. In that capacity, the Senior Vice President for Research and Dean of the Graduate Division reports to the UH Mānoa Executive Vice Chancellor. The Senior Vice President for Research also coordinates University entrepreneurial relationships with the external community. In that context, he reports directly to the President.

The Office of Research Services (ORS) is responsible for assuring effective financial management of all extramural research and training contracts and grants that are entered into by the University. It represents a reorganization of the former Offices of Research Administration and of Contracts and Grants Management. In collaboration with the Research Corporation of the University of Hawai‘i

¹⁰*This organizational structure is under review and a proposal has been developed to move line authority for the three units with instructional programs to the Office of the SVPEVC.*

(RCUH), this office is administratively responsible for the review and approval of proposals and offers to extramural sponsors; acceptance of grants, contracts, subcontracts, cooperative agreements and all other extramural agreements on behalf of the University; negotiation of the award terms and conditions; resolution of disputes and other issues with sponsors; development of system wide administrative policies and procedures relating to extramurally financed programs, including compliance and fiscal responsibilities; and other provisions of training and coordinating services in these matters.

Several funding mechanisms are administered through ORS. The state return on grant and contract overhead is facilitated by the Research and Training Revolving Fund. Federally-funded research and other training programs also are available. ORS fiscal centers assist Mānoa faculty and staff who do not have access to departmental, college, or other administrative fiscal services.

The University Research Council, co-chaired by the Associate Dean of the Graduate Division and the Director of Research Relations, advises the SVPRDGD on research policy, awards intramurally-financed research grants, allocates funds provided by external agencies, allocates funds for travel to professional meetings, establishes policies governing the use of various institutional grant funds, and is concerned with the enhancement of the University's research effort in general.

II.B.2 Research Faculty [Standards 4.D.1; 4.D; 5.B.6; 5.C.3]

In 1998-1999 Mānoa had 271 FTE (non-instructional) research faculty, down about 20 faculty (5.7%) from 1993-1994. All procedures for research faculty are governed by the same contract agreement as for instructional faculty between the UH Professional Assembly and the Board of Regents. Research productivity is given considerable weight in all faculty personnel decisions, but especially for those hired as research faculty.¹¹ Units use a variety of means to evaluate the level and effectiveness of research productivity:

- Annual reports on faculty productivity and vitae review by department chair, dean or director
- Comparison to other unit, college and university norms
- Comparison to external top-ranked departments or institutions
- Practitioner response to research (as measured in impact statements, by external advisory councils, state agencies and other users of the research)
- External scientific reviews
- Self-studies for professional accreditation
- Ratio of general-fund dollars to extramural dollars
- Surveys on workload, management procedures and comparisons to national standards

¹¹ *Institutional expectations of faculty research are conveyed at the time of hire in the Criteria and Guidelines for Faculty Tenure/Promotion Application and in each department's personnel policies and guidelines.*

The distinction between instructional and non-instructional or research faculty has a long history at Mānoa and developed when there was relatively little extramurally-funded research activity in the academic programs on campus. Today, all regular faculty at UH Mānoa are expected to conduct research and to contribute to the instructional needs of their programs. The research and instructional faculty distinction may have outlived its usefulness and the Office of the Senior Vice President and Executive Vice Chancellor in conjunction with the Office of the Senior Vice President for Research and Dean of the Graduate Division are considering alternatives, including the phasing out of this category of faculty appointment and using the instructional category for all regular faculty appointments at UH Mānoa.

II.B.3 Research Funding

In FY1997-1998 UH Mānoa allocated approximately \$62.7 million of state funds to support research and graduate education, a reduction of about 9% from 1993-1994. For the same year, the University attracted \$91.7 million in research grants, an increase of 18%. It was awarded an additional \$68.2 million in training and special project grants over the same period. In 1997-1998 some \$50.8 million in extramural funds were brought in by the organized research units; \$95.9 million were raised by other areas at Mānoa.¹²

Until recently, state legislation required that an amount equivalent to 50% of the total amount of indirect costs generated by the University from extramurally-supported research and training projects be deposited into the Research and Training Revolving Fund (RTRF). Through the efforts of the current University administration and with legislative support, 100% of the total amount is currently applied to RTRF. Twenty-five percent of this amount is allocated for University-wide research services, such as the RCUH management fee, consulting services, and the annual audit. The rest is used to support programs that may result in additional research and training grants and contracts and for the purposes of facilitating research and training at the University. Two percent of this portion is used to fund administration.

Previously, three programs—Seed Money, Faculty Travel, and Equipment Matching Funds—under the auspices of the University Research Council accounted for approximately 25% of the total distribution from the program support portion of the RTRF. With the return of 100% of the indirect overhead to the University and with the development of a multi-year financial plan for all the units at UH Mānoa, including an estimated proportional return of the RTRF, only the Faculty Travel Fund will

¹² From “1997-1998 Extramural Awards” report, Office of Research Services.

continue to administered by the University Research Council using the RTRF. The Faculty Travel Fund enables faculty to attend international, national and regional professional meetings to present research results, discuss their research with professionals from other institutions, gain exposure to the latest developments in their fields, and make contact with extramural-funding agencies. Seed money and equipment matching for faculty research are now the responsibility of each unit's dean or director to fund based on their overall financial plan, including state-funded appropriation, return on tuition and fees (including those from the summer sessions), and return on the RTRF.

Other intramural programs also receive some support from the RTRF allocation for research. The Facilitating Services Fund supports the indirect costs of extramurally-supported projects. The Project Development Fund supports unexpected research and training needs to take advantage of emerging opportunities and to foster research and scholarship in new directions. The Research Relations Fund provides support for faculty projects in the arts, humanities, and social sciences.

The University Research Council awards travel grants averaging \$1,400 to faculty presenting refereed papers at professional meetings; Research Relations grants, averaging \$2,700 for faculty projects; and UH-NEH Endowment grants averaging \$3,700 for a variety of projects and summer stipends.

The 1997-1998 approval rate for each award is as follows: 82% for travel grants, 66% for Research Relations grants, and 50% for UH-NEH Endowment grants.¹³ While the budget constraints of the past three years have had an impact on the number and kinds of intramural awards given out, instructional faculty, especially junior faculty, at UH Mānoa continue to be supported by intramural funds. For comparison purposes, approval rates for the three preceding years were:

- 1994-1995–72% for travel grants, 43% for Research Relations grants, and 93% for UH-NEH grants.
- 1995-1996–72% for travel grants, 51% for Research Relations grants, and 68% for UH-NEH grants.
- 1996-1997–83% for travel grants, 58% for Research Relations grants, and 67% for UH-NEH grants.

The figures from 1997-1998 are heartening as they represent a continued increase in the percentage of awardees, especially a high of 82% of all those who applied for a travel grant. A number of units at Mānoa also have programs which support faculty travel and research development.

¹³ *These figures were provided by the University Research Council.*

II.B.4 Problems Limiting Research

The University has classically faced two challenges to its research efforts. The first has been the need to adhere to restrictive state purchasing procedures, and the second has been the need to comply with both state- and union-based personnel hiring practices. Together, these bureaucratic hindrances limited the speed and ease of administering research programs. To address these difficulties, the state created RCUH in 1965. RCUH was granted exemptions from the state procurement and personnel guidelines. Thus, for many years, about one-half of all extramurally-funded research was administered by RCUH. Nonetheless, there has been an undercurrent of dissatisfaction among some faculty with the University and RCUH because of apparent and real roadblocks to efficient grant management. Indeed, some faculty have resorted to submitting and administering grants through non-profit organizations unrelated to the University.

The situation was exacerbated in 1991 when the University was audited by the federal government and was found to have numerous weaknesses. Many of these were attributed to RCUH and its relationship with the University. In response, the state legislature mandated the University to assume greater control over grants management in general and RCUH, in particular. This led to a reduction in RCUH's role in overall award administration, and a perceived loss of some of its procurement and personnel benefits to the research community.

With the increased autonomy granted to the University in 1998, the legislature provided the University exemption from state procurement regulations. This should help relieve some of the current dissatisfaction. A faculty committee is now preparing revised policies designed to facilitate procurement with the hope of removing this particular impediment to research administration.

However, the University must still abide by state and union personnel guidelines. These generally prolong the time needed to make new appointments on extramurally-funded awards. For example, due to classification procedures and posting times, it may take up to a month or longer to hire an individual—even if the project is administered ultimately by RCUH. Attempts to ease this procedure have been unsuccessful to date. However, the University continues to explore ways to facilitate the hiring process. Until a resolution is reached, this remains a major hurdle to effective research management.

Steady erosion of state support for the University has affected the research infrastructure quite adversely. This is manifest quantitatively as a pronounced drop in the University's indirect cost rate negotiated with the federal government. The rate, which is based on the magnitude of institutional contributions to research costs, has decreased from 44% in 1991 to 35% currently—the lowest rate in the

country. This not only indicates low state investment in its research enterprise but also causes a significant loss of revenue that has been used to fund new, innovative research activities. To arrest this downward spiral, Mānoa has assigned high priority to campus repairs and maintenance as well as to renewed equipment investments. Increased spending on this infrastructure will become evident in the next several fiscal years.

II.B.5 Research Policies [Standards 1.B.8; 4.D.3; 4.D.4; 4.D.5]

The University has well-defined policies guiding its research activities, including:

- **Committee on Human Studies**—relating to human subjects in compliance with U.S. Department of Health and Human Services regulations.
- **Classified Research Policy**—guaranteeing the freedom to inquire and affirming the right of all members to gain access to all available information in their fields.
- **Indirect Costs Policy** ensures that the University recovers indirect costs and these costs can reasonably be assigned to extramurally funded contracts and grants.
- **Biological and Chemical Hazardous Material Safety Policy** that complies with all federal and state policies relating to the handling of biological and chemical hazardous materials.
- **Institutional Animal Care and Use Committee** ensures compliance with federal mandates requiring an institutional animal-use oversight committee.
- **Ethics Policy.** This executive policy provide a consensual framework within which ethical conduct of research and scholarly activities can be maintained and assessed and assures compliance with federal requirements for the adoption of such a policy and set of procedures.
- **Extramural Research Review Policy** ensure that all extramurally funded programs are systematically reviewed and processed on a timely basis in accordance with state statutes, University policies, and sound managerial practices.
- **Policy on Conflict of Interest.** The Office of Research Services assures that every PHS or NSF investigator is in compliance with the university’s policy on conflicts of interest.
- **Outside Research Employment Policy.** Grants, contracts, or University-sponsored research funds may not be used to augment the salary of a faculty member except during summer months or authorized leave periods.
- **Patent and Copyright Committee** has developed and disseminated a written patent and copyright policy.
- **Environmental Health and Safety Office** provides for safe and healthful campus environments through the development and administration of the following health and safety programs: Radiation Safety Program, Diving Safety Program, Biological Safety Program, Hazardous Waste Management Program, Industrial Hygiene Program, Laboratory Safety Program, and Fire Safety Program.

II.B.6 Organized Research Units

Organized research units at UH Mānoa occupy separate dedicated facilities and report to the Senior Vice President and Executive Vice Chancellor through the Senior Vice President for Research and Dean of the Graduate Division.

- **Cancer Research Center of Hawai‘i** is a multidisciplinary research institute engaged in research on all aspects of cancer.
- **Curriculum Research and Development Group** creates, evaluates, publishes, disseminates and supports high-quality educational programs for students and teachers in elementary, middle, and secondary schools.
- Three units, **Hawai‘i Institute of Geophysics and Planetology**, **Hawai‘i Institute of Marine Biology** (HIMB), and **Hawai‘i Natural Energy Institute** (HNEI) are administratively placed with SOEST and report to the SVPRDGD via the Dean of SOEST. In 1994, the Hawai‘i Institute of Geophysics merged with the Planetary Geosciences Division, and is now called the Hawai‘i Institute of Geophysics and Planetology. The merger provides a focus for two organizations with common goals: Global remote sensing of Earth, planets, moons and asteroids to understand their origin and evolution and the geological processes that shaped them. HIMB has research programs in the marine biological sciences, with emphasis on the near-shore environment. Its research facility is located on Coconut Island, in Kāne‘ohe Bay, and the property was recently purchased for the University and a major marine research laboratory was completed. HNEI provides leadership and support in the research, development and utilization of technologies that will tap Hawai‘i’s land and ocean resources for energy, food, minerals and other needs.
- **Industrial Relations Center** is organized to facilitate university research and instruction in the disciplines and professions related to industrial relations.
- **Institute for Astronomy** conducts basic research and graduate training in astronomy and assists the Department of Physics and Astronomy in undergraduate instruction. On Mauna Kea, the Institute manages the world’s largest observatory complex, comprising nine optical/infrared telescopes and four radio telescopes.
- **Harold L. Lyon Arboretum** facilitates and conducts botanical research, instruction, and public service related to its unique facilities, which include three greenhouses, office-laboratory buildings, an herbarium with approximately 8,160 specimens, a reference collection, and approximately 9,300 accessions.
- **Pacific Biomedical Research Center** conducts multidisciplinary biomedical and biological research. The center currently fosters interdisciplinary research in neurobiology, cell and membrane biology, biotechnology, matrix pathobiology, molecular endocrinology, native Hawaiian health research, clinical and basic retrovirology and emerging pathogens, and conservation research and training.
- **Social Science Research Institute** facilitates and supports interdisciplinary, applied research that addresses the critical social, environmental and economic problems primarily in Hawai‘i and the Asia Pacific region.
- **Waik k Aquarium** offers over 75 marine exhibits containing more than 500 species and a museum focusing on the ancient Hawaiians’ relationship with the sea. The Aquarium offers a marine education program with classes, workshops, school tours, and a lecture series.
- **Water Resources Research Center** utilizes the faculty and resources of the University to establish a statewide research center to identify, characterize and quantify the water and environmental problems facing the State of Hawai‘i.

II.B.7 Research Activities Outside of the Organized Research Units

Research also takes place throughout the academic units and programs at UH Mānoa and is conducted by faculty, graduate students, and increasingly, undergraduates. Many of these programs

take advantage of the natural and social or cultural resources available in Hawai'i or the historical linkages of Hawai'i and the Asia/Pacific region. Other research serves state needs, especially in education, agriculture, and business. The School of Hawaiian, Asian and Pacific Studies (SHAPS) coordinates and promotes interdisciplinary instruction and research in Hawaiian, Asian and Pacific studies throughout the University. Faculty from the departments of theatre, history, anthropology, philosophy, linguistics, political science, and Indo-Pacific and Asian languages contribute to its research programs. Two of Mānoa's programs, the Centers for Pacific Islands Studies and for Southeast Asia Studies are supported as federal National Resource Centers. The College of Health Sciences and Social Welfare, comprised of four units: JABSOM, School of Public Health, School of Nursing, and School of Social Work, offer research and training relating to a broad range of health sciences and services, and all focus on Hawai'i, the Pacific and Asia in their research efforts. Both the College of Business Administration (CBA) and the School of Travel Industry Management have emphasized international business education and research. The Center for International Business Education and Research works with CBA's Pacific Asian Management Institute in providing research support to faculty. The four Colleges of Arts and Sciences—Arts and Humanities; Languages, Linguistics and Literature; Natural Sciences; and Social Sciences—comprise the largest collection of research and creative activity outside of SOEST. A number of basic and applied research and training programs are supported by extramural grants and contracts in the Arts and Sciences, including a national foreign language resource center, and a cooperative research program with the National Park Service. Several journals published by the UH Press are housed in the Colleges of Arts and Sciences. The College of Tropical Agriculture and Human Resources takes advantage of Hawai'i's location to support research on the development of agriculture in non-temperate environments. It has a successful applied research program, especially in the area of biotechnology. The College of Education places emphasis on research that serves to improve educational practice in the state and region. The College of Engineering and the School of Architecture have developed applied research programs which address technological issues related to information technology, the construction industry, and the Asia/Pacific region. Special research and training programs, often interdisciplinary, include the Sea Grant College Program, the Marine Option Program, the Space Grant College Program, Minority Access to Research Careers, National Science Foundation Young Scholars Programs, and the National Cancer Institute Multidisciplinary Cancer Research Training Program.

II.B.8 Cooperative Activities

The University extends its research capacity and service to the state through cooperative agreements with various other institutions, including the U.S. Department of Agriculture's Tropical Fruit and Vegetable Research Laboratory, the Hawai'i Sugar Planters' Association, the Hawaiian Volcano Observatory, the U.S. Geological Survey, the Honolulu Academy of Arts, the National Marine Fisheries Service, the National Park Service, National Aeronautics and Space Administration, National Oceanographic and Atmospheric Administration, and The Nature Conservancy. Two institutions in Honolulu have particularly close relations with UH Mānoa. The East-West Center is a public, nonprofit educational institution with an international board of governors, located on property adjacent to the campus. Some 2,000 research fellows, UH undergraduate and graduate students, and professionals in business and government work each year with the center's international staff in cooperative study, training, and research. The Bishop Museum is a private nonprofit educational and research institution with a local board of directors. It also serves as the state's museum of cultural and natural history. A number of its staff have adjunct or affiliate graduate appointments at the UH Mānoa and faculty from Mānoa have research appointments at the museum. Students and faculty from the University work at the museum or undertake joint research projects with staff from the museum. National and international agreements also support research including the Marine Biotechnology and Engineering Center, an NSF-funded project involving UH Mānoa, UC-Berkeley, and the private sector. Probio, a private firm, has an agreement to support the research laboratory of Dr. Ryuzo Yanagimachi, who successfully cloned several generations of mice in 1998.

II.B.9 Publishing Activities

The University of Hawai'i Press, currently in its 50th year, focuses on a book's contribution to the field, especially relating to information on Hawai'i's history, language, culture, and its people. To date, more than 1,400 books and several hundred issues of a dozen academic journals have been published. During the 1996-1997 academic year, the Press published more than 41 titles and 23 books, 12 journals, 15 book reviews and nine monographs. It has the most extensive list in Asian or Pacific Studies of any U.S. academic press. Most of its journals focus on Hawai'i, the Pacific, and/or Asia. In addition to the UH Press, a number of in-house research publications are prepared at UH Mānoa. The faculty and staff at Mānoa also disseminate their research through peer-reviewed publications in international and national journals, books and monographs, and chapters in a variety of media. A number of faculty at UH Mānoa also serve as editors and on the editorial boards of a number of international and national journals. Increasingly, research is also created and disseminated via electronic means.

II.C. Undergraduate Programs ^[Standards 4.B; 4.B.1]

UH Mānoa provides undergraduate education in seven baccalaureate degree programs in 90 majors through 15 schools and colleges.¹⁴ Each degree program includes the University's general education core requirements, courses in the major, and electives. The core and unrestricted electives total at least 60 credits or more for all students, amounting to approximately two years of study. Two features which distinguish the UH Mānoa undergraduate experience are the link to research opportunities as part of the curriculum and the variety of curricular and co-curricular programs and activities which can enhance and enrich one's education on this campus.

Approximately two-thirds of the UH Mānoa students are undergraduates; in fall 1998 their headcount was 17,353. This represents a reduction of approximately 2,660 students or more than ten percent since 1994. The colleges and schools vary significantly in their size and relationship to undergraduate education at the University. The School of Medicine, for example, enrolls fewer than 50 undergraduate majors (in medical technology and speech pathology and audiology), whereas the four Colleges of Arts and Sciences enroll nearly 4,200 undergraduates in specific baccalaureate programs and advise an additional 4,000 students who have yet to declare their majors. Approximately 1,400 of the latter are pursuing pre-professional programs with the expectation of entering the professional schools (e.g., nursing, engineering, business) in their sophomore-junior year. Aside from serving as feeder colleges for these students, the Colleges of Arts and Sciences have primary responsibility for offering the courses in the University core, and Arts and Sciences faculty provide leadership in the formulation and review of the core curriculum.

Departments with an approved baccalaureate degree may also offer corresponding minors. A minor consists of courses completed in or coordinated by a single academic department. A minor course of study requires a minimum of 15 credit hours of non-introductory course work. Because of the interdisciplinary nature of some of the undergraduate certificate programs, minors have not replaced Mānoa's certificate programs.

II.C.1 The Undergraduate Experience ^[Standards 1.A.4; 4.A.4 ; 4.A.5; 4.A.10; 4.B.14; 4.H.10; 4.I; 4.I.1]

UH Mānoa has a well-developed undergraduate core curriculum based on the conviction that the educated person has access to a shared body of knowledge; is aware of the major divisions of learning; and has an understanding of the commonality in our ways of thinking, of experiencing ourselves, and

¹⁴ See Mānoa section of "Master List of Curricula Offered, UH, Fall 1997," Institutional Research Office.

of acquiring new knowledge and skills. The general education requirement is designed to include specific courses and categories of courses with options to achieve these objectives.

One objective of the core is to help students develop an understanding of imagination and creativity through application of abstract and intuitive thinking; another is to develop a deeper appreciation of the complexities and potentialities of humankind through the study of the human experience.¹⁵ At the same time, the diversity of undergraduate majors and of graduate and professional degree programs affords Mānoa students a rich array of educational opportunities.

Criteria used for evaluating student performance and achievement are determined, along with other elements of the curriculum for any given program or course, by the faculty member teaching a particular course along with faculty curriculum committee in each department. Assurance that these criteria are appropriate is provided by the University-mandated course review and approval process. It is expected that criteria used for assigning grades are shared with students at the beginning of each course.

Degree objectives are analyzed by a series of the review bodies (program, college, academic affairs/graduate division, faculty senate) before a program receives initial approval; these objectives are re-evaluated during each periodic program review.¹⁶ Questions concerning program objectives and curricular changes are explicitly presented in the instructions to departments undergoing program review, although it remains unclear how effectively internal program reviews address the issue of disciplinary change.¹⁷

II.C.2 Undergraduate Core [Standards 4.B.2 – 4.B.6]

In April 1986, the Board of Regents adopted the core and general education plans for UH Mānoa. The Mānoa Core Committee oversees the composition of courses comprising the core.¹⁸ Since 1989, this committee has removed 18 courses and added 56.

Beginning in 1994, students who have received an articulated Associate in Arts degree from a UH community college are credited with having completed the General Education Core requirements for UH Mānoa. These students are required to complete all specialized lower division, major, college,

¹⁵ Full description of the objectives and contents of the Mānoa General Education Core and Graduation Requirements can be found in the “General and Graduate Information Catalog.”

¹⁶ General university requirements for baccalaureate degrees and special requirements of individual schools and colleges are published in the “General and Graduate Information Catalog.”

¹⁷ See “UH Mānoa Program Review Procedures,” December 1994.

¹⁸ All baccalaureate students (except Engineering majors) are required to complete these requirements, listed in the “General and Graduate Information Catalog.”

degree, and graduation requirements as well as show competency in a foreign or the Hawaiian language and complete five writing-intensive courses.¹⁹ These students number approximately 120 each year.

The core is divided into basic skills and area requirements. The basic skills section includes:

- 1) written communication,
- 2) mathematical or logical thinking,
- 3) world civilizations, and
- 4) foreign or Hawaiian language requirements.

Area requirements include three 3-credit semester courses in each of these areas: Arts and Humanities, Natural Sciences, and Social Sciences.

In the last few years, an organized effort has been underway to reconsider the general education requirements across the UH ten-campus system. During the 1993-1994 academic year, the General Education Project was begun as a joint faculty-initiated and administration-supported program. Starting with separate surveys of faculty and of graduating and leaving students at all campuses, more than a dozen system-wide and local campus meetings were held to discuss faculty and student responses to general education. As a result of these meetings, several new academic skill standards were proposed for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication in general education courses. Each standard identifies the minimum skills each student should have, and each course fulfilling a general education basic or area core requirement must address at least one of the skill standards. The skills standards reflect the collective thinking of a cross-section of faculty and administrators with experience in a wide range of disciplines.

The Mānoa Faculty Senate, as well as the faculty senates of the other nine campuses, endorsed in principle these standards, although the Arts and Sciences Faculty Senate at Mānoa has not. A number of issues remain to be resolved and dialogue continues over ways to improve the undergraduate general education at Mānoa. These are discussed further at the end of this chapter.

II.C.3 Educational Effectiveness: Criteria/Evaluation [Standards 4.A.6; 4.I.2; 4.1.3]

All courses—including those involving independent study, fieldwork, community service practicums, and internships—undergo the same review process coordinated from the Office of the SVPEVC. As part of the course review process, attention is paid to whether the prerequisites for the course and the means and standards of student evaluation are appropriate to the proposed course level. As part of the

¹⁹ *Curricular requirements for each major are published in the “General and Graduate Information Catalog.”*

departmental review process, assessments are made about how well standards of student evaluation appropriate to course level are being met.

Program review procedures and system-wide policy, coupled with a significantly improved and enlarged Alumni Association, makes it now possible to track students more easily after graduation. Data can be gathered as one measure of educational effectiveness of university programs. Other measures of educational effectiveness, such as rate of placement of students into graduate or subsequent professional programs, have been used by some units.

As part of this accreditation self-study, an “assessment” of UH Mānoa assessment activity was undertaken in Fall 1997.²⁰ All Mānoa units were asked to identify and describe assessment activities specific to their units, especially those that provide evidence of unit effectiveness, and report on what difference the assessment activity made by describing impacts on: student learning, curriculum/program change, delivery of student services, research, service, policy, procedural and organizational change, planning and budgeting, accountability, information exchange, resource acquisition, and others.

It is evident from the survey data that both academic and administrative units at UH Mānoa are engaged in a wide range of assessment activities designed to gather evidence to document and improve their effectiveness. Thirty units responded to the survey and reported more than 550 different activities. These assessment activities can be categorized as follows:

- Student learning and development (54%)
- Research (12%)
- Service (11%)
- Administrative/managerial support (13%)
- UH/Department of Education collaboration (5%)
- Other (5%)

Units engage in efforts unique to their goals and objectives. Most academic units recognize student evaluations of course content and instruction as a primary means of measuring the effectiveness of teaching and learning in their programs. A variety of other means are used to assess student learning outcomes:

- Surveys of current students and alumni
- Surveys of employers or potential employers
- Self-studies required for professional accreditation
- Programmatic comparisons with comparable institutions
- Tracking graduate job placement and performance on licensing exams
- Portfolios, interviews and performance reviews

²⁰ See report, “UH Mānoa Initial Compilation of Educational Assessment Activities, November 20, 1997,” Task Force 2, for further details.

- Evaluation and monitoring of field placements, internships and practica
- Longitudinal tracking of undergraduate enrollments, course-taking and performance

II.C.4 Program Quality [Standards 4.A; 4.A.1; 4.A.8; 4.A.9; 4.B.10]

UH Mānoa has a deep commitment to high standards in teaching and scholarship. Evidence of this commitment is found throughout established University policies and procedures, including the criteria to hire, retain, promote, and tenure faculty; the criteria used in the ongoing review of tenured faculty (i.e., post-tenure review); and the procedures and criteria used when approving, modifying, and evaluating programs and courses.

Established programs are subject to review at least once every seven years through the SVPEVC's office. The review begins with a self-study by the individual unit, which is sent to the SVPEVC, who in turn presents it to the Council on Program Reviews. The Council then makes recommendations to the SVPEVC, who in turn recommends to the President.²¹

Teaching faculty are regularly evaluated. Evaluation methods range from peer evaluation, portfolios, to a student feedback system. While evaluations are generally optional, all instructional faculty must include proof of teaching effectiveness for promotion, tenure and post-tenure evaluations. While some evaluation tools are specific to the department or college, the Arts and Sciences Academic Services office has developed a computerized course and faculty evaluation system called CAFE that faculty at UH Mānoa may tailor and use for their course evaluations. CAFE is a campus-wide system that allows faculty to tailor course evaluations to suit their particular course and need. Both the forms and the questionnaire are confidential and are returned to the instructor. Flexibility is a key feature of this evaluation system based on a cafeteria, or menu-type, of faculty/course evaluation. The CAFE system is available on the Internet to all UH Mānoa faculty at: <http://www.hawaii.edu/cafe>.

Evidence of the quality of a faculty member's scholarship is a required component of ongoing faculty evaluation and program assessment. Evidence typically includes evaluations of publications, particularly those published in refereed professional journals or as scholarly books, creative activities, extramural grants or contracts, and active participation in national and international meetings of professional associations. The promotion and tenure review of UH Mānoa instructional and research faculty includes external reviews by scholars in the faculty members' fields, as well as by peers within the program, the University and by the SVPEVC, SVPRDGD, or Vice President for Student Affairs.

²¹ See "Executive Policy E5.202, Review of Established Programs," June 1987.

A five-year schedule of the post-tenure review of faculty at UH Mānoa was designed to provide additional information on quality and effectiveness and identify means for remediating deficiencies.

Resources to evaluate and improve the quality of instruction exist to some extent in each instructional unit, but particular responsibility for improvement lies with the Office of Faculty Development and Academic Support.

II.C.5 Special Student Groups [Standards 4.A.7; 7.A.8]

UH Mānoa has a number of units providing special services to recognized groups of students including:

- International Student Services
- The English Language Institute, which provides training in English to non-native speakers
- KOKUA, which offers campus-wide service to disabled students
- The College Opportunities Program, the Health Careers Opportunities Program, Operation Manong, and Operation Kua'ana all address the special needs of disadvantaged students and students from under-represented ethnic groups
- Veterans Affairs Office
- The Women's Center
- Senior Citizens Tuition Exemption Program
- The Honors Program
- Office for Non-Traditional Students

II.C.6 Special Programs: Outreach College [4.B.12; 4.G.2; 4.E; 4.E.1; 4.E.2; 4.G; 4.G.1]

All outreach and summer session courses and programs offered for credit are administered by the Outreach College, a newly-organized unit at UH Mānoa consisting of the College of Continuing Education and Community Service (CCECS) and the Summer Session. This college now handles logistical arrangements, registration, grade reports, duplication and dissemination of course materials, contracts, travel documents, and provides fiscal reports to the academic units for the former Summer Session and CCECS. Credit courses and programs offered through the Outreach College include on-campus accelerated evening program, two summer sessions, a state teachers program, other specialized programs targeting specific student populations, and neighbor island outreach programs.

Non-credit programs offer opportunities to upgrade professional skills, discover new talents, keep pace with technology, improve one's health and well-being, and explore the rich cultural traditions of both East and West. In 1996-1997, 13,256 students participated in CCECS' non-credit programs. Summer sessions are another primary provider of non-credit courses at the University. Summer Session non-credit offerings generally are short courses covering selected college-level material, normally administered through programs or institutes. Most of the non-credit programs are offered through cooperative sponsorship arrangements with University academic departments or other organizations.

A variety of non-credit institutes and workshops are delivered during two six-week summer session terms. Other non-credit programs such as international programs, Pacific New Media, and Elderhostel are offered on-campus year around.

Outreach College also provides conference and symposium support and a variety of community service events and initiatives. The Community Service Division is involved with cultural programming on a statewide basis, bringing in national and international groups. Artists normally present lecture-demonstrations and master classes for students at UH Mānoa, community colleges, and public and private schools.

The Statewide Cultural Extension Program (SCEP) works directly with communities to send local dancers, storytellers, musicians and other artists into libraries and schools in isolated communities throughout the state. SCEP also serves as an important source of exposure and income to many local performers and artists. Every year, between 30,000 and 40,000 students and adults attend performances, lecture-demonstrations, and master classes by the touring artists.

The new Outreach College will continue to be the coordinating body for all credit programs offered off campus, as well as those offered in the evening and in both summer session terms. The College will also continue to work closely with the receive sites at the newly-organized University Centers at Kaua‘i, Maui, and at the West Hawai‘i University Center.

II.C.7 Study Abroad ^[4.E.6; 4.I.7]

The Study Abroad Center (SAC) provides educational opportunities for UH Mānoa undergraduate students to study overseas by developing, implementing, evaluating, and administering overseas academic programs. Students receive full UH Mānoa resident credits. SAC is guided by an advisory body called the Council on Study Abroad, which advises the director. Quality control is assured via: 1) internal program reviews; 2) faculty program site evaluation reports; 3) student program evaluations; 4) external auditors from Financial Aid Services. Other off-campus opportunities for undergraduates include UH Mānoa’s participation in the National Student Exchange program and the recently-developed “A Semester *Almost* Abroad” program in the College of Arts and Humanities which brings students to UH Mānoa to take advantage of the Asian, Pacific, and international programs offered here.

II.C.8 Distance Learning, Off-Campus Programs ^[4.E.2]

The number of credit courses utilizing interactive video, cable television, the Internet, and off-site teaching has increased dramatically over the past ten years. The technology of choice among most Mānoa faculty is the Hawai‘i Interactive Television System (HITS). HITS is a two-way audio and video

communication system which most closely simulates an actual classroom where instructor and students are physically together. All HITS courses have an Internet component to improve student access to information and interactivity. Since 1990 neighbor island students have been able to select from almost two dozen different Bachelor's degrees, Master's degrees, and certificates offered by the Colleges of Business Administration, Education, Natural Sciences, Social Sciences, and Schools of Nursing and Public Health.

The newly-established Mānoa Outreach College is the administrative point of contact for all distance learning programs originating at UH Mānoa. In the fall of 1997, 24 Mānoa courses were offered through CCECS, now a part of the Outreach College. The College works with Mānoa faculty and the staff at University of Hawai'i Centers to broker Mānoa courses and to guide students to the appropriate support services. A number of individual professors are experimenting with other special delivery systems such as web site based learning. Outreach College has developed Mānoa Advanced Interactive Learning Environment (MAILE), a 24 hour a day web-based communication system which all UH Mānoa faculty may access free of charge for their course and instructional needs. While designed to supplement face-to-face instruction, MAILE may well be the prototype system Mānoa will use in the future for distance learning. MAILE contains modules which will include course syllabi, resources (Internet addresses, library catalog listings), assignments, user lists, message centers, discussion groups, and a chat room. There is no doubt that interest will increase in these approaches in the near future. The challenge for the University will be to gather these "grass roots" initiatives together and coordinate them in order to assure the kind of academic rigor that is found in traditional classrooms on campus. Outreach College has been designated the lead unit in coordinating Mānoa's distance education program. The Board of Regents established the University of Hawai'i Centers on Maui, Kaua'i, and at West Hawai'i in 1996 to facilitate the management of intercampus cooperation to deliver demand-driven educational options to under-served populations throughout the state.

Each neighbor island receive site is on an established UH community college or four-year institution campus, or at an education center, such as on Moloka'i and Lāna'i. Therefore, distance students can utilize the resources of the campus as well as those at Mānoa, such as electronic mail, computer facilities, and libraries. Intercampus coordination of student and faculty support services is continually assessed in order to streamline services. As an example, since the last WASC review distance learning librarians have been designated on each of the major islands to help students identify and obtain research materials. The librarians collaborate to standardize policies and procedures to provide comparable and equitable access to resources and services available to the Mānoa on-site student.

Similarly, information technology coordinators meet semi-annually to brief state-wide IT support staff on the specific needs of distance learning students, and an economical statewide flat rate price for distance learning students on any island provides equitable Internet dialup access.

The Office of the Vice President for Planning and Policy provides overall coordination of the system-wide distance learning effort. The office is responsible for facilitating the work of the Master Scheduling Group (MSG), which coordinates the scheduling of programs requiring system-wide resources for distance learning. The Dean and the Director of Extended Programs in the Mānoa Outreach College are members of this system-wide group. They represent Mānoa's programs as MSG also addresses issues related to distance learning, such as needs assessments, the expansion of technical and physical facilities, faculty and curriculum development, funding opportunities, the quality of teaching, and student outcomes as compared to the on campus program. MSG, with Mānoa input, has already identified the need for a universal student information and scheduling system; on-going and periodic funding for technology and physical plant upgrades; resources to provide the full range of student services (including special needs); library materials and services; standardized student enrollment and outcomes assessment; and resources for faculty training and the development of curriculum to meet the distance learning higher education priorities.

All of these services and needs are currently being addressed to some degree, and both the Mānoa campus and the system recognize the importance of adding additional distance learning infrastructure support.

In general, our judgment is that the current distance learning offerings from UH Mānoa are of high quality. All of our distance learning programs are designed, taught, and assessed by the same faculty who are responsible for our on-campus programs. The UH distance learning program has no external degrees. In almost every class there is a mix of on-campus and distance learning students enrolled together, and subject to the same assignments, requirements, and assessment.

Support services are judged adequate or better and are continuously being reviewed. A very solid policy and planning base is in place. Procedures for nearly all aspects of distance learning have been established. Students are enrolling, graduating, and expressing satisfaction. Comparisons with other institutions are difficult to make, but based on interactions with colleagues, it appears that a good deal of the UH distance learning policy and operations are being modeled elsewhere.

II.D. Academic Advisement [1.C.2; 1.C.4 ; 4.B.9; 7.A.5; 7.A.6]

Rather than a single system of academic advisement, UH Mānoa provides several advising “systems.” Some students need minimal contact with offices, using information that is published by each college, school, and program. Other students need comprehensive advising services.

Academic advising provided by programs for their own majors is considered to be generally satisfactory. Faculty or staff are assigned responsibilities for meeting with majors and monitoring or evaluating their progress. The larger undergraduate schools and colleges maintain formal student services offices staffed by assistant or associate deans and curricular advisors. The Admissions and Records Office and the Integrated Student Information System verify students’ progress toward graduation. Student Academic Advising Services perform a graduation check prior to the granting of degrees.

In the 1990 self-study, University administrators acknowledged that the availability of advising services was a major concern. This resulted in the addition of positions for the Colleges of Arts and Sciences Student Academic Services, the office that was identified as having the largest deficit in advising resources. In January 1995, a *Fourth Year Report to WASC* was submitted citing evidence that progress was being made in offering students effective academic advising. Unfortunately, since 1995 the Colleges of Arts and Sciences advising staff has been reduced and budget constraints have prevented replacement of all of the vacant positions. Consequently, the student-to-adviser ratio in Arts and Sciences has increased from 720:1 in 1995 to 840:1.

In order to improve the academic advising, the delivery of advising services to students has been targeted through the “First Year at Mānoa” program. Students are provided quality small-class education, individualized attention and support by academic services, including the newly-opened Freshman Advising Center. Several other colleges and schools, including College of Business Administration, College of Engineering, and School of Architecture, have initiated mandatory advising services.

Additionally, the advising component of the New Student Orientation (NSO) Program has been expanded to a total of ten sessions offered throughout the summer. In 1998, funding was provided so that every new freshman and transfer student at Mānoa was eligible to enter the NSO program. Included in every two-day NSO program is a full morning of academic advising. A new feature to NSO is the “Taste of the College Classroom” session, which exposes new students to college-level academic expectations. University faculty present a controversial topic through role-playing and discussion and invite students to think through the issues and advance arguments to support their positions. All

participants are assigned accounts on the University's computer system and complete a workshop to learn to access their e-mail and the Internet. A demonstration of registration by touch tone telephone is presented and NSO students are eligible to register at this time.

Information about orientation is sent to all incoming students as well as to high school counselors and community college personnel involved in the transfer process. Information is also available on the Internet which is maintained by the NSO staff.

Informational meetings on Mānoa resources and programs, conducted by Admissions and Records (A&R), School and College Relations Services, and academic colleges and schools, are held at high schools. In addition, high school students, their parents, and counselors visit the Mānoa campus. Mānoa core course equivalencies are listed on the A&R web page (<http://www.hawaii.edu/admrec/>) which can be used as reference by school advisors and their students. Students can meet with A&R specialists to further discuss credit and course evaluation of their transfer work. In addition, Mānoa college/school advisors visit community college campuses to conduct transfer workshops.

Other smaller orientation programs are conducted at other times by units with more selective target audiences, including the College Opportunities Program, International Student Services, National Student Exchange, and the Graduate Student Organization.

One result of multiple advising systems and services is that not everyone knows fully how each unit assists students in making academic decisions. This was seen as unavoidable given the University's diverse set of programs, some of which provide specialized services and advisement to students. Some suggestions have called for a comprehensive manual of services, while others have said that there is enough written material and what is needed is more face-to-face meetings and inter-office visits to gain a real understanding of how students are advised especially prior to declaring a major or entering a professional degree program. Arts and Sciences Academic Advising is at work on a computerized system for identifying general education core course equivalencies and for transfer student equivalences, and for auditing completion of requirements for baccalaureate degrees. Thus, there are efforts to provide comprehensive services at levels needed by students.

Because of increasing pressure on students to complete their degrees in shorter time, proportionately more students now seek information and advice. This requires new solutions when staffing in advising and student services is limited. These offices have, to various degrees, indicated the need to explore other ways to serve students besides the time-intensive individual sessions. Group meetings, outreach workshops, web-based advising, and fairs have been and will be tried, but the value of individual appointments, often several over a period of time, was said to be essential to assisting students in

making appropriate academic decisions. Ideally, students should learn early on what the general degree requirements are, complete these courses, and then follow college or school level advising with more intensive advising by faculty and staff in the program in which they intend to major.

II.E. Student Services

The student body at UH Mānoa is comprised largely of a commuter-based population, with a relatively small proportion of the students living on campus. Many students, including undergraduates, also work part-time on and off campus and hence they may be at Mānoa for only a small portion of the day. A number of Mānoa's undergraduates also take courses at other UH campuses, including the community colleges on O'ahu. Additionally, the Mānoa student body is quite diverse in ethnicity, approximately 20% are nonresident, and the number of non-traditional students is increasing. The Office of Student Affairs, headed by a Vice President who reports to the Senior Vice President and Executive Vice Chancellor, provides a variety of services to students at UH Mānoa. The Office of Student Affairs adopted the following mission statement in May 1997:

The Office of Student Affairs provides quality service and leadership in fostering a campus community that supports the intellectual growth, personal development, and civic responsibility of students as they enter, engage and exit the college experience.

In keeping with its mission, the Office of Student Affairs offers the following:

- The 21 units which comprise the Office of Student Affairs provide comprehensive developmental and support services to the University community.
- Programs exist to provide support services that target populations and ease their transition into and through the college experience. These programs help to ensure access for and retention of a diverse student body.
- Services exist to provide support for students with day-to-day tasks of college life (academic advising, financial aid services, food services, career development and counseling, health care, housing, bookstore).
- Opportunities and programs exist to provide students with a co-curricular learning environment (student publications, student governance).
- Policies and procedures exist for students to pursue their due process rights.
- Co-curricular activities exist for students seeking opportunities in sports and recreation (intercollegiate athletics, recreational sports).
- To ensure the quality of these programs and services, the Office of Student Affairs conducts ongoing self-evaluations (program review, strategic planning and assessment, program assessment activities, institutional surveys).

II.E.1 Review of Student Affairs Programs ^[Standard 7.B.4]

A program review system was established in student affairs in 1991. Since then, all student affairs programs have been evaluated at least once. The assessment includes a review of strengths and weaknesses, student satisfaction with services, and other indicators of program effectiveness. The three-part process consists of a thorough self-study by the program, a review by educators external to the program, and a one year follow-up review.

An assessment model was introduced to assist program directors to evaluate strategic plans and to identify and/or develop performance indicators representing demand/need, effectiveness, and efficiency. The model was applied to the College Opportunities Program and to Co-Curricular Activities, Programs and Services.

Responsibility for acquiring or assembling, interpreting, and using information about program effectiveness rests with program directors. A report on “Educational Assessment Activities in Student Affairs” documents key assessment activities conducted by student affairs from 1990 to 1997 and notes how these activities are used to improve services and learning.

II.E.2 The Co-Curricular Environment [Standards 7.A; 7.B.5]

In conjunction with UH’s and UH Mānoa’s strategic plans, a student affairs strategic planning and assessment process was initiated in 1995. Three retreats/conferences held between spring 1996 and fall 1997 set priorities and collaborative goals for student affairs for 1997-2002. Future retreats to refine the planning and assessment process are scheduled.

The Office of Co-Curricular Activities, Programs and Services has broadened its role from assisting the Student Activities and Social Activities Office to include the functions of advising student organizations; furthering the personal intellectual and social development of students; and studying, evaluating, promoting, and administering the co-curricular program on the Mānoa campus. The Office of Co-Curricular Activities, Programs and Services serves as the umbrella organization to the six chartered and approximately 200 registered student organizations.

Student support services provided by Student Affairs are intended to support student psycho-social development, occupational preparation and skills, and attainment of student personal and educational goals.

- All student affairs programs undergo a six-year program review to assess strengths and weaknesses and student satisfaction with services.
- Current students and graduates are surveyed to measure student involvement, performance gains and satisfaction with college life.
- Student evaluations are used to evaluate efforts to increase leadership skills, improve the management of student organizations, involve students in co-curricular activities, provide career and placement information, ease the transition from college to work, orient students to campus, provide housing, financial aid, child care, health education and services.
- Needs assessment and climate surveys are used to ascertain the quality of the educational experience for special groups of students, including under-represented ethnic and racial minorities, women, adults returning to education, and students with disabilities.
- External reviews are conducted to assess the effectiveness of career services, student employment, and counseling services.

II.E.3 Career Development, Counseling and Placement Services [Standards 7.A.1; 7.A.9]

The Office of Student Employment and Cooperative Education (SECE) has continued to meet expanding student needs for employment in the wake of tuition increases. Their mission statement, Learn While You Earn, is implemented through: 1) University employment, 2) cooperative education, 3) internships, 4) non-University employment, and 5) federal work study.

In FY1996-1997 a total of 4,947 students earned nearly \$11,000,000. Significant program changes include a computerized referral system; a web site listing positions and information about SECE programs and resources; and expansion of the co-operative program and national internship opportunities.

The Career Services Office assists UH Mānoa students and alumni in their pursuit of career and life goals. In FY1996-1997, there were 6,079 users of the Career Library, an increase of 153% from 1992-1993. The office maintains a credential file of 1,353 persons and processed 2,309 individuals for interviews and resumes. The office changed its emphasis from group workshops to launch new large-scale special career programs such as Spring Into Careers and Minority Graduate Career Fair to maximize its outreach. Satellite offices are also maintained at the Colleges of Business Administration and Engineering. Most academic programs which maintain web pages now provide information or links to other sites on positions and career development.

II.E.4 Financial Aid [Standard 7.A.12]

With the economic and political changes in Hawai'i requiring students and their families to shoulder a greater proportion of the financial cost of their education, financial aid has taken on new significance at UH Mānoa. The steep tuition increases at the University, beginning in FY1996-1997 have amplified the need for financial aid especially for students with limited resources. Financial aid services have been increased to meet this expanded need. In fall 1997, Financial Aid Services awarded 4,394 undergraduate, graduate and professional school students with financial aid packages totaling \$34 million. The number of tuition waivers awarded has increased from 550 in 1994 to 1,200 in 1997 and a change in University policy now requires that a substantial portion of these are based on financial need. Annual surveys of new and continuing students provides data on the impact of these changes in financing higher education at UH Mānoa. Thus far, there has been no discernable affect on the diversity of our student body.

The financial aid program is audited annually by the UH internal auditor and federal auditors. In December 1996, the U.S. Department of Education informed UH President Mortimer that its fiscal year

1994 Official Cohort Default Rate was 5.1%, which is lower than the default rate of 5.2% reported in the 1990 WASC assessment report.

II.E.5 Student Development

The Counseling and Student Development Center (CSDC) provides career counseling through individual and group sessions; courses and outreach workshops; and a career library and resource area. CSDC focuses on assisting students in exploration, information gathering and decision-making aspects of career and major choice, which complements the internship and job placement functions of other offices. CSDC also oversees the Counselor In Residence Program, which places trained interns majoring in psychology, social work, and educational counseling to live in the residence halls to provide emergency response for crisis situations.

Despite understaffed conditions caused by a combination of employee turnover, the university's hiring freeze, and declining financial resources, CSDC maintains a high service level. CSDC is the only unit within the Office of Student Affairs that is nationally accredited by two professional bodies: the International Association of Counseling Services, Inc. (IACS) and the American Psychological Association (APA). CSDC recently participated in a rigorous review of its operations, policies and procedures and has received re-accreditation from IACS. In 1994, APA awarded the center full accreditation status for its pre-doctoral psychology training program.

II.E.6 Health Care Services ^[Standard 7.A.10]

University Health Services (UHS) provides clinical services and essential public health functions to UH Mānoa students, faculty and staff. These services and functions are provided through a medical clinic; a Women's Health Clinic; specialty clinics in sports medicine, orthopedics, dermatology and nutrition; a health education center; and the Student Educators Against AIDS program. A clinical laboratory and pharmacy support UHS clinics and programs. UHS also serves as a training site for a large number of health profession students.

Recent equipment and staffing additions in the laboratory and pharmacy have allowed an increase of UHS's services with decreased costs to students over the past two years. The clinical laboratory has added an EKG machine and a CHEM-14 Analyzer, and the pharmacy has expanded its scope of services. Emergency care is provided to the university community during normal hours of operation. Campus Security assists in transporting emergency cases to local hospitals when UHS is closed.

One of the responses to the dramatic reduction in state funding for UH Mānoa was to shift more of the costs for student health care services onto users—the students. Due to changes in fee structure,

UHS experienced a 21% decline in annual visitors between 1995 and 1996. Increased promotion of services to the larger university community, especially staff and faculty, should help to mitigate the impact of increased reliance on the Student Health Fee and fees-for-service/insurance billing.

II.E.7 Intramural Sports and Leisure Programs [Standard 7.A.11]

Some 10,000 students, faculty, and staff participate in the intramural sports and leisure programs. Primary users are undergraduate students, but graduate students, faculty, and staff are also eligible for a number of the programs. No user fees are collected for any programs. Among the programs offered are the following:

- Organized competitive programs;
- Open facility use, informal recreation program;
- Campus Center Leisure Programs;
- Outdoor recreation courses;
- Arts and crafts courses;
- Health and wellness courses;
- Dance courses;
- Excursions;
- Rental program equipment.

II.E.8 Campus Security [Standard 7.A.16]

Over the past several years ten new positions have been added to campus security. The unit remains understaffed, the result of budgetary constraints. Recently, a number of positions have been released and increased funding for campus operations, including security, should improve service in this area.

Other efforts to enhance security on campus include the installation of seventeen additional emergency call boxes with each new facility or major renovation project, bringing the current total to 73. Communication has also been enhanced with the acquisition of “top of the line” portable radios for each officer and a recording system which monitors both radio and telephone communication at the central office. To efficiently track crime statistics and ensure compliance with the federal right-to-know law, the unit also acquired new computers and special crime statistics tracking software. A Campus Security web page has also been developed which provides information on campus crime statistics.

The unit has increased its efforts to raise security awareness on campus. An “Emergency Procedures” flip chart was developed and distributed to every campus department. An informational campaign using campus media was also initiated utilizing the student newspaper, radio station, and student-produced TV show. Security awareness presentations are also provided as requested, including the New Student Orientation program. The program is also increasing training activities for all security personnel.

II.E.9 Food Services [Standard 7.A.15]

Now entering the 10th year of a 15-year contract with UH Mānoa, Marriott Corporations' Education Services Division continues to provide campus food services through five major food service facilities, including the newly-opened facility adjacent to the Hamilton Library.

The issues of cost and quality are continuously discussed by the Mānoa Food Service Advisory Committee. This committee, comprised of students, faculty, and staff, serves as an advisory and advocacy body. Endeavoring to secure a balance between profit effectiveness and service quality, the Committee within the last two academic years (1995-1996 and 1996-1997), has actively pursued ways through which the Marriott food service could streamline its operations and improve customer service and food quality. The Committee successfully recommended an independent audit of both financial transactions and contract compliance. A partial contract compliance study was completed in 1996, and a more comprehensive contract compliance audit is forthcoming, pending approval by the Board of Regents.

II.E.10 Student Housing [Standard 7.A.13]

Student housing is designed and operated to enhance the learning environment. Residence halls have policies and regulations that support this enhancement, including such regulations as quiet hours and visitation policies. Staff members coordinate educational, recreational, community service, and social programs to promote a community environment. Graduate interns from the Center for Student Development are available as counselors in residence to discuss educational and personal matters with resident students. Residents periodically evaluate student housing services, using an evaluation form distributed at the close of the academic year.

UHMānoa residential life staff are responsible for five residential complexes, totaling approximately 3,000 beds. Expansion of student housing capacity was recommended at the last accreditation review. Since then, ten study rooms in four of the housing facilities were converted to 40 bed spaces in 1994. Lounges in Hale Laulima, Hale Kahawai and Gateway Hall were converted into an additional 88 beds. However, the demand for residential housing has diminished at UH Mānoa as commercial rental rates have stabilized and as the student population has decreased over the past few years. A surplus of beds now exists and students from Kapi'olani Community College may request housing on the Mānoa campus. Hale Lehua has been converted into a transient dormitory for conference attendees with space available if needed for regular student housing.

A proposal to reorganize Student Housing will be addressed by the Board of Regents. The proposal addresses the need to update and upgrade positions, re-align personnel and resources to provide for

better efficiency, fill approved (and yet unfunded) positions, and increase professional staffing. Efforts are also underway to explore ways to upgrade student housing, including adding access to the University's electronic network and possibly developing residentially-based learning/career communities.

II.E.11 Mānoa Campus Bookstore ^[Standard 7.A.14]

The Mānoa Campus Bookstore (MCB) maintains an inventory of approximately 5,000 textbooks and 26,000 trade book titles, a wide selection of computer software and related technical manuals, computer hardware, and a variety of supplies, memorabilia and other items needed for university life. In addition to the main bookstore, MCB also operates: 1) the bookstore at the UH School of Medicine; 2) The Rain.bow.tique at the Special Events Arena; and 3) the UH Mānoa post office.

MCB is self-supporting and receives no general fund revenues for its operations. Annual revenues total \$12 to \$13 million, of which approximately \$7 million comes from textbooks, \$1.1 million from trade books and the balance from computer software and hardware and general merchandise. Computer software titles comprise the fastest growing source of sales.

A study completed at the request of the UH Mānoa student government in 1992-1993 found that text book prices were as low or lower than at comparable west coast university bookstores. To keep pace with changes in customer needs, MCB is developing: 1) a toll-free book order service for distance education students on neighbor islands that have no access to a campus bookstore; 2) a web page; and 3) a direct mail catalogue sales program that allow alumni and others access to the latest Pacific Rim titles and University merchandise. A new computerized point-of-purchase system now allows MCB to maintain inventory breadth and depth at optimal levels and thereby maintain relatively low prices.

The bookstore's interior lay-out remains a concern. To address this problem, non-structural renovations totaling \$850,000 to \$1 million are being planned to improve the merchandising look and feel of MCB. As soon as fiscally possible, however, it is important to revisit the issue of larger, structural renovations.

Section II. Self-Study: Enhancing UH Mānoa's Strengths

At the time of the last UH Mānoa self-study, the University was in the midst of efforts to build the institution's academic and research capacity. New programs were proposed and established through the middle part of this decade, funded in large part through new state allocations to the Mānoa budget. Since 1995 and the reduction in the state's contribution to UH Mānoa's budget, the emphasis has shifted. Expansion has been more carefully thought out with respect to available resources and other criteria, particularly those identified in the University's and Mānoa's Strategic Plans. Relatively few new academic programs have been approved and those which have been more closely linked to the University's priorities, have been accomplished at relatively low cost, and/or meet a state need. Ironically, in this time of lessened state support for UH Mānoa, we have learned that we need to focus efforts on ways to build on the institution's strengths. Additionally, one effect of tight funding availability has been to highlight the advantages that a campus the size of Mānoa can achieve in terms of efficiency and effectiveness. Several issues can be identified here: 1) selective excellence in targeted areas, especially those graduate and professional degree programs which build upon the areas of strength at Mānoa; 2) improving research productivity and support; and 3) enhancing the over-all effectiveness of and satisfaction with the educational experience, especially at the undergraduate level.

UH Mānoa developed historically like many other state institutions to serve a wide variety of needs and interests yet because of the state's distance from the U.S. mainland, the comprehensive nature of the programs offered here has been exacerbated. Also, like most other state universities, not all programs are of comparable quality. Only in the past few years and with the development of the UH and UH Mānoa Strategic Plans has it been grudgingly recognized that not all graduate programs have had or would have equivalent opportunities to achieve excellence. The campus has not yet fully assimilated this fact, nor is there necessarily agreement among the faculty as to which programs are of higher quality or deserving of proportionately more support in the future. The link between the size of extramurally-funded research and the development of high-quality graduate programs, especially in the sciences, is a model that has wide application in the United States and is likely to be applied at UH Mānoa. Additionally, some of the graduate science programs are likely to be enhanced because of the comparative advantages that we enjoy at UH Mānoa because of the state's location and its natural environment. Other graduate programs at Mānoa likely to grow are those which have a tradition of excellence, take advantage of opportunities for extramural or private support, and enjoy comparative advantages because of areal specialization or Hawai'i's cultural and social diversity.

While this shift towards selected excellence may be underway at UH Mānoa, it is by no means complete and its successful resolution will continue to challenge both the administration and faculty. There is a tradition of support for all graduate fields at Mānoa and resource decisions regarding selective excellence need to be made judiciously so that programs which have excelled, for whatever reasons, are not adversely impacted.

Perhaps even more so than UH Mānoa's graduate programs, the research enterprise on campus has taken advantage of the University's strengths and over the past decade has increased dramatically in terms of extramural support. This has been accomplished, in part, by the reorganization of the earth and ocean sciences into a separate unit, the School of Ocean and Earth Science and Technology (SOEST), along with allied research units in marine science, geology, and natural resources. SOEST is now arguably the strongest research-focused unit on campus with two highly-ranked graduate programs and a program in meteorology which is likely to improve in the future. Other research units, particularly the Institute for Astronomy, the Cancer Research Center of Hawai'i, and the Pacific Biomedical Research Center have also grown in size and renown, taking advantage of the state's location and/or environmental and cultural diversity to highlight the research potential here. Other parts of UH Mānoa have made significant strides in their research programs, particularly, agriculture and biotechnology in the College of Tropical Agriculture and Human Resources, several biomedical programs in the School of Medicine, most of the natural sciences, engineering, psychology in the College of Social Sciences, Pacific and Asian studies in the School of Hawaiian, Asian and Pacific Studies, language research and instruction in the College of Languages, Linguistics and Literature, and education. The success of UH Mānoa's research program is also highlighted by the national and international awards its faculty have received and the quality and significance of the publications they have authored.

While research productivity and the quality of both the research and instructional faculty have improved, this has not been without its challenges, including the continuing division between research and instructional budgets and personnel, the administration of research and training awards and contracts, and the impact of budget cuts over the past few years. Research has not yet been fully fused into the educational experience at UH Mānoa, especially for undergraduates, although this is clearly identified in the UH Mānoa Strategic Plan as an area of emphasis over the next decade. Innovative programs in the sciences, the further development of the honors program, and field and laboratory research experiences for undergraduates need to be maintained and strengthened.

Research administration has been streamlined considerably in the past few years through reorganization. However, researchers observe that structural problems remain, especially in hiring on

extramurally-funded projects. Laboratories also remain in short supply on campus, as well as other space for an expanding research base.

The budget reductions at UH Mānoa have been relatively equally apportioned over the instructional and research portions of the state-funded allocation that the campus receives. Yet, changes in the allocation of those funds internally to their respective programs has varied somewhat. Differential cuts have been more apparent in research with units of lower productivity receiving proportionately greater cuts than those of higher productivity. Also programs such as the aquarium have been moved off of state support and external revenues have been substituted. One consequence of differential cuts in research has been to maintain the strength of UH Mānoa's premier research units and to send a clear message to other units (including those with a primarily instructional emphasis) that support for extramurally-funded research will be one strategy that the University will employ to maintain and eventually increase its overall budget. It has not been possible to either agree on or achieve comparable differential cuts to the bulk of the academic programs. Here, a few units were hit differentially by attrition. Others, such as UH Press and CCECS were moved off general funds and onto their own revenues. Still others (Library Services, Office of Faculty Development and Academic Support) were reduced in order to achieve the necessary savings in expenditures to meet budget targets. It will be necessary to revisit some of these reductions as the University finances stabilize and funds are identified for internal reallocation.

During the period when budgets at UH Mānoa were increasing, baccalaureate-degree requirements were strengthened through the addition of writing-intensive courses and a four semester second language requirement. The writing-intensive requirement added a new category of courses (but no new credit requirement) and institutionalized a new approach to writing-based instruction. The second language proficiency requirement, added up to 16 credits to the general education "load," and provided a new dimension to the core experience, requiring Hawaiian or foreign language courses. A fairly large number of courses are included in the general educational core, giving students substantial choice among programs while ensuring that basic skills and areas were covered. At this time, the College of Arts and Sciences is divided into four separate colleges. One goal of the reorganization was to improve accountability for undergraduate education. The actual graduation rate at UH Mānoa has increased, perhaps suggesting a growing level of satisfaction with the undergraduate educational experience. Persistence rates have also increased over this same interval.

It has also become obvious to students and faculty that the expansion of the core educational requirements did not automatically result in an enriched educational experience for all students. While

many found the choices among opportunities provided by UH Mānoa liberating, others found the very number of choices intimidating. Students (and alumni) describe several areas of concern, including: 1) the number of courses required in the core, 2) the quality of teaching in the core, especially the large lecture format of some of the classes, and 3) lack of systematic access to professors whose research makes Mānoa unique. Faculty have questioned: 1) the effectiveness of the core, 2) lack of overall coherence, 3) emphasis on disciplines, and 4) teaching effectiveness.

Several initiatives, most with impacts during the student's first and second years, have been undertaken. There is an expanded New Student Orientation Program and enhanced attention to academic advising. New programs, including Access to College Excellence (ACE) and Rainbow Advantage, encourage a sense of community by providing students with access to clustered and linked core courses. Several endeavors in Arts and Sciences have involved reform of aspects of the undergraduate experience. The Dean of the College of Social Sciences has obtained a FIPSE grant to experiment with learning communities at the introductory level. Arts and Sciences Special Programs participates in a grant program from the Center for Educational Inquiry which is assessing general education at Mānoa as well as 33 other institutions. The Rainbow Advantage and ACE Programs, where students take courses together linked into interdisciplinary learning communities, are enjoying some success. The Mānoa Faculty Senate's 1997-1998 Ad Hoc Task Force on the Undergraduate Experience proposed restructuring the academic experience in the freshman year in ways that have implications for the core courses. The restructuring plan was approved by the Faculty Senate in March 1998 and the President has provided funding to implement some of its most important features. Residential halls are experimenting with learning communities as well. Finally, the UH Mānoa Strategic Plan emphasizes several objectives for improving the undergraduate educational experience, including linking research with instruction, developing a strong co-curricular environment, and enhancing the opportunities for students to learn in ways that strengthen the skills they will need to succeed.

In the fall of 1998, a Faculty Senate task force began its work on examining the Mānoa core and the second language requirement. Some reform of the core seems to be required but as yet we do not have a proposal that would meet with the approval of the Arts and Sciences faculty. A number of issues will need to be addressed if this is to succeed, including the role of enrollments in core courses in determining future budget allocations; the different vested interests in determining what comprises a general education today, and the isolation among many of the programs within the Arts and Sciences.

III. Governance and Administration [Standards 2.B; 3.B.3; 4.F.2; 4.F.4]

III.A. Integrated, Long-Range Planning

All University planning takes place within the purposes of the University as set forth in Hawai'i State law (HRS 3045). Within these purposes, the University is committed to a planning process that addresses the current and long-range needs and challenges of the University, state, and Pacific/Asian region. The planning system ensures a shared direction and purpose among all units of the UH System in line with the State Higher Education Functional Plan and the UH and UH Mānoa Strategic Plans. The vision and priorities articulated in the Strategic Plan are further elaborated in subunit (e.g., college, school) and program (e.g., zoology, linguistics) strategic plans which provide specific priorities and action strategies. Each plan—from the University's down to the Program Plans—contains “benchmarks” or “performance indicators” to help assess whether the goals of the plans are being met.

III.A.1 Resource Allocation

A major focus of the University's planning process has been the linking of academic planning and budgeting. Resource allocation at the University follows an Integrated Planning System. This system is participative and involves several rounds of consultation and review at various University levels.²²

Until this year, resource allocation was determined through annual budget hearings chaired by the President and attended by the Mānoa Vice Presidents and representatives from the Faculty Senate. During this process, the dean or director from each subunit outlined priorities for the coming year in relation to the Strategic Plan and mission of the University and requested an allocation to meet those priorities. The President, in consultation with the Vice Presidents and budget officers, then determined the budget for each subunit. In FY1998-1999, a different process was developed given that most unit budgets had begun to stabilize. Yet the University had not corrected inequities which had been created in the funding for the library, special equipment, and repairs and maintenance and there was no system in place to achieve strategic objectives. A three-year budget planning process was developed in which a portion of the tuition revenues from both the regular semesters and the summer sessions are allocated back to units generating them, as well as a return from the Research and Training Revolving Fund. Eventually, the budget planning process will include estimates of annual funding from gifts, extramural grants and contract, and other forms of revenue (e.g., sales of books and tickets). Two features of this

²² “Executive Policy E4.201, Integrated Long-Range Planning Framework,” March 1997, summarizes relevant policy, describes the planning components, major assessment and evaluation activities, responsibilities, planning calendar, and critical relationships among planning components.

planning process are significant. It is designed to provide predictability to unit deans and directors so that they can plan their staffing and other resource needs accordingly. The plan also includes a four percent reallocation each year from each unit's general (i.e., state) funded allocation that will be used to reinvest in the library, repairs and maintenance, special equipment, and strategic priorities.

Physical resources are allocated on the basis of need and relevance to the University's strategic plan. Determination of new construction is made by the President, who in turn requests approval from the Board of Regents. The Board then lists the proposed new construction in a prioritized list.

III.A.2 Management and Planning Support Information

Management and planning support information is prepared centrally for the Mānoa campus and shared with the deans and directors on a regular basis. Enrollment reports are prepared for fall, spring, and summer sessions; other reports are prepared on an annual basis. Reports include:

- High School Background of Students;
- Transfer Patterns;
- Degrees and Certificates Earned;
- Distribution of Grades, Credits Earned, and Course Completion Ratios;
- Enrollment Reports;
- Master List of Curricula Offered;
- Academic Crossover Studies;
- Course Registration Reports;
- Department Activity and Workload Measures;
- Faculty and Staff Reports;
- Professional-Clerical Ratios;
- Current Fund Revenues and Expenditures;
- Enrollment Projections;
- Cost of Attendance;
- Tuition and Fees;
- Applications Processed;
- SAT Scores;
- Instructional Unit Cost Study;
- Revenues and Expenditures;
- Peer and Benchmark Comparisons;
- National Comparisons on Selected Indicators;
- Resident Migration;
- Graduation and Persistence Rates; and
- Summary Planning Information.

III.A.3 Academic Planning [Standards 4.A.3; 4.F; 4.F.1; 4.F.3]

UHMānoa participates in a system-wide collaborative planning process that is coordinated through the Office of the President. The Senior Vice President and Executive Vice Chancellor (SVPEVC) oversees the preparation of Mānoa's Unit Academic Plan and Subunit Academic Plans, also called

Academic Development Plans. All academic planning at Mānoa must take into consideration the UH System Mission Statement, UH Mānoa Mission Statement, and the UH Strategic Plan.

Academic planning at the University includes procedures for creation of new programs, continuing program/course evaluations and reviews, as well as procedures for the addition, deletion and modification of courses and programs.²³

Executive policy calls for systematic monitoring of academic program planning intentions, authorization of new academic program proposals, and the evaluation of provisional programs. A “planning calendar” exists to guide the timing of plan reviews, although it has not always been possible to follow that timetable.

The Mānoa Faculty Senate plays a major role in the campus-wide review of new degree programs and certificates in the curriculum. The Committee on Academic Policy and Planning, a standing committee of the Faculty Senate, is responsible for reviewing all new programs, major program modifications, and reorganization of academic units and making recommendations to the Senate Executive Committee.²⁴

In 1992, the document, “Towards a Working Policy and Procedures for the Committee on Academic Policy and Planning,”²⁵ reiterated the broad responsibility of this senate committee to take initiative and monitor all aspects of the University pertaining to academic policy and performance. This document currently serves as the operational framework for the responsibilities of the committee.

III.A.4 Faculty’s Role in Policy-Making, Planning, Budgeting [Standards 3.C; 3.C.1; 3.C.2]

As stated in Board of Regents Bylaws and Policies (Section 1-10[3]), faculty has primary responsibility for such academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters, final power of review lodged in the Board of Regents or delegated to administrative officers is exercised adversely only in exceptional circumstances, as described in the “Joint Statement on Governance of Colleges and Universities” issued by the American Association of University Professors/American Council on Education/Association of Governing Boards of Universities and Colleges.

²³ “Executive Policy E5.201, Approval of New Academic Programs and Review of Provisional Academic Programs,” April 1989, describes the process of review and approval for all new academic programs and review of provisional programs.

²⁴ Responsibilities of the Committee on Academic Policy and Planning are stated in Article IV of the “Charter of the Faculty Congress and Senate.”

²⁵ “Towards a Working Policy and Procedures for the Committee on Academic Policy and Planning,” March 30, 1992, Mānoa Faculty Senate ad hoc committee.

Mānoa faculty have two major vehicles by which they influence policy, planning, budgeting, and other activities of the University: the Mānoa Faculty Congress and the Mānoa Faculty Senate. The Faculty Senate addresses issues related to the educational programs and resources of the Mānoa campus via six standing committees and the Senate Executive Committee, which meets regularly with the University President. The five standing committees are:

- Committee on Academic Policy and Planning
- Committee on Student Affairs
- Committee on Professional Matters
- Committee on Administration and Budget
- Committee on Faculty Service
- Committee on Athletics

The Mānoa Faculty Senate possesses an advisory or consultative role to the University's administration in academic affairs involving policy, planning, budgeting, and organization. In addition to the Mānoa Faculty Congress and the Mānoa Faculty Senate, there are 13 chartered college or school senates at Mānoa. These senates have evolved over the years to address issues directly related to the units' respective missions. There is also the All Campus Council of Faculty Senate Chairs, with representation from UH Mānoa and the other campuses or branches of the UH system.

The Graduate Senate consists of the chairs of the 67 graduate fields of study. At present this voting body concerns itself with major policy issues in the graduate fields of study. The Graduate Council is composed of 22 graduate faculty members appointed by the Senior Vice President for Research and Dean of the Graduate Division. The council functions principally through three subcommittees: the Course Committee, which is responsible for overseeing course changes and the implementation of new courses; the Program Committee, which is responsible for new degree programs; and the Administrative Committee, which is an advisory committee responsible for policy issues affecting graduate studies.

The role of the faculty in matters of tenure, promotion, and contract renewal is largely defined by the collective bargaining agreement and the University of Hawai'i Professional Assembly. Contract renewal is handled by each department's personnel committee and chair, with final approval by the dean.

In summary, UH Mānoa has an active system of faculty senates and an active faculty union. There is a long tradition of faculty involvement in institutional governance and policy formulation. Rapid change over the past five years has highlighted the role of the faculty in university governance. This has raised questions about the nature of consultation between the faculty and the administration and how Mānoa should adapt to new circumstances.

III.B. Institutional Integrity [Standards 1.C.3; 2.C; 4.F.5]

III.B.1 Review and Assessment

The University is committed to an educational assessment process that provides for the regular assessment of programs, campuses and the university system as a whole.²⁶ The intent is to establish a culture of evidence about the institution's effectiveness in meeting its mission, goals and objectives and to use this information to improve programs and services.

The Hawai'i State Legislature has cast accountability at the University in the context of benchmarks linked to the goals of the University. Act 161 passed by the 1995 Legislature, required the adoption and use of benchmarks in the development of budget and tuition schedules, periodic review of programs, and submission of biennium reports to the legislature. As required by Act 161, the Board of Regents adopted benchmarks and performance indicators in September 1996. These indicators served as background information for the development of the UH Strategic Plan.

The requirements of Act 161 were effective with the 1997-1998 fiscal year. However, the importance the University placed on assessment and accountability was evidenced by the preparation of the initial *University of Hawai'i Benchmarks/Performance Indicator Report* in November 1995.²⁷ This document was followed by the *University of Hawai'i Benchmarks/Performance Indicator Report, Fall 1996 Update*.²⁸ These documents have been well received within the University, locally and nationally.

UH Mānoa's approach to educational assessment has both centralized and decentralized components. It is guided by assessment principles:

- Assessment activities gather information about goal achievement and may vary among programs depending on specific goals and objectives.
- Multiple sources of information and the involvement of faculty and staff are important to successful assessment activities.
- Assessment information should be incorporated into program reviews, accreditation self-studies, planning studies, and budget requests.

Units use a variety of means to assess administrative and managerial support:

- Annual performance evaluations of administrators, clerical and professional staff
- Annual audits of staff activity
- Self-evaluations
- Self-studies required for professional accreditation
- External reviews

²⁶ See "Executive Policy E5.210, Educational Assessment," July 1989.

²⁷ See "UH Benchmarks/Performance Indicator Report," November 1995 for details.

²⁸ See "UH Benchmarks/Performance Indicators Report, Fall 1996 Update," for more information.

- Systematic collection of data, such as enrollment trends, productivity, faculty workload, and resources
- Quality improvement working groups and retreats
- Surveys on work environment
- Exit surveys/interviews

The following activities are conducted and/or coordinated centrally, and results are disseminated for use by individual units as appropriate:

- UH Mānoa Student Tracking Questionnaire
- UH Mānoa Survey of Graduating Seniors, Three-Year Cycle
- UH Mānoa Alumni Outcomes Surveys, Three-Year Cycle
- Academic Program Review, Seven-Year Cycle
- Deans and Directors Review, Five-Year Cycle
- Faculty Contract Renewal, Tenure and Promotion Procedures
- Faculty Post-Tenure Evaluation, Five-Year Cycle
- CAFE (Course and Faculty Evaluation)

UH Mānoa continues to lack an integrated assessment system. This is hampered in part by the dispersion of data throughout the University and the absence of dedicated institutional research within Mānoa. Budget restrictions over the past several years, however, reveal the value of assessment in making decisions about resource allocations.

III.B.2 Accurate Representation of the Institution [Standards 1.B; 1.B.2; 1.C; 1.C.1]

The Mānoa campus publishes many catalogs, bulletins, brochures and handbooks containing information about programs, policies, and requirements. In addition, an estimated 150 colleges, schools, institutes, divisions, departments, centers, programs, groups and corporations that are part of or affiliated with Mānoa now have their own web sites. An alphabetized listing of links to these sites can be found at http://www.hawaii.net/cgi-bin/search_display-hhp.tcl?cat=education. The UH Mānoa catalog remains the most authoritative document pertaining to Mānoa's programs and units.

Statements on academic honesty and plagiarism, and on University processes, sanctions and disciplinary procedures for violations are given in the *General and Graduate Information Catalog*.²⁹ There is a formal statement about rights to data and plans for publication of master's theses and doctoral dissertations, which is provided to all graduate students by the Graduate Division.³⁰

²⁹ See Appendix, "General and Graduate Information Catalog," for text.

³⁰ See "Rights to Data and Plans for Publication of Master's Theses or Doctoral Dissertations," Graduate Division.

III.B.3 Confidentiality and Security [Standards 1.B.7; 4.I.8; 4.I.9; 5.B.9; 5.D.5]

Administrative Procedure A9.075 provides information and instruction on the maintenance, security, and control of personnel files. Collective bargaining agreements for faculty and staff also contain provisions for confidentiality and access to personnel files.

The Uniform Information Practices Act³¹ provides that all government records are subject to disclosure with certain exemptions, including disclosure of personal record information that would constitute an unwarranted invasion of privacy. Interpretation of the statute is handled by the State Office of Information Practices.

The University protects the privacy of student records in conformance with the federal Family Educational Rights and Privacy Act of 1974. Administrative Procedure A7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students gives detailed guidance on the policy and procedures for maintaining student records.³² The University makes every effort to ensure that student academic records are created and maintained in conformance with standards of accuracy, completeness, permanence, and confidentiality that have been established by the American Association of Collegiate Registrars and Admissions Officers.

III.B.4 Nondiscrimination, Equal Opportunity and Affirmative Action [Standards 1.B.6; 5.D.4]

The University is committed to a policy of equal opportunity and affirmative action, as contained in its Affirmative Action Plan.³³ The Board of Regents and Executive policies on equal opportunity include sexual orientation as a nondiscrimination basis. In 1997, the President appointed a system-wide committee to review the Executive Policy on Sexual Harassment. The committee has completed its work, and its findings are being circulated for comment and union consultation.

UH Mānoa is a federal contractor and maintains an equal opportunity/affirmative action program per federal Executive Order 11246. Policies on hiring goals, advertising requirements, affirmative action recruitment, and under-represented groups are widely disseminated through the University newsletter, mailings to departments, brochures, catalogs, and periodic workshops on recruitment and selection procedures conducted by the Office of Human Resources and the EEO/AA Office.

Starting in 1991, the Office of Federal Contract Compliance required the University to set hiring goals based on national ethnic groups (Black, Asian and Pacific Islander, etc.), rather than Hawai'i

³¹ *Chapter 92F, Hawai'i Revised Statutes, as amended by Act 191.*

³² *A summary of the policy is published in the "General and Graduate Information Catalog."*

³³ *See "UH Mānoa Affirmative Action Plan, April 1997 - March 1998" for details.*

ethnic groups (Filipino, Native Hawaiian, etc.). Accordingly, the University's hiring goals and under-represented groups have changed since the last WASC report. An analysis of the sex and ethnic diversity of APT and civil service employees is contained in the UH Mānoa Affirmative Action Plan.

In 1991, the University initiated a Gender/Minority Pay Equity Study, which revealed a significant discrepancy between male and female faculty salaries. The research led to the development of a review procedure for analyzing salary equity on a case-by-case basis. After extensive planning and campus-wide consultation, a procedure was finalized. A panel of 36 faculty was trained and charged with reviewing approximately 600 female and minority faculty cases. By the end of 1995, all cases had been reviewed, including appeals, and some \$2.3 million had been expended on salary adjustments. An update on the pay equity study was completed in January 1999. The study examined the salary and hiring patterns of nearly 200 faculty since the original study. After appropriate controls, there were no substantive differences in salary due to gender or race/ethnicity.

Other affirmative action research includes:

- The *1991 Barriers to Tenure* study, which confirmed EEO data that female probationary faculty were more likely to resign than their male peers. The research encouraged institutional support for the Women Faculty Mentoring Program started in Fall 1990. It also prompted a department chairs conference on academic climate, retention of junior faculty, and the female and minority faculty experience.
- In 1993, a study was commissioned on *Ethnic and Racial Minority Faculty: Their Experiences at the University of Hawai'i at Mānoa*, which further confirmed the importance of the chair's leadership and colleague relations in creating a workplace conducive to diversity.
- The Office of Faculty Development and Academic Support in conjunction with the SVPEVC office continues to provide leadership training for department chairs.
- The UH Pamantasan Council has also conducted research on ethnic minorities at the University.
- In 1994, the Council issued a status report on Filipino faculty, students, and curriculum concerns.

Promoting a campus climate that is receptive to diversity is accomplished through workshops presented by the Sex Equity Specialist, a position established in 1992, and the newly-established position of the Civil Rights Counselor. The EEO/AA Office also conducts workshops on equal opportunity and diversity issue and supports the training efforts of the National Coalition Building Institute campus affiliate. Some 200 blue collar workers received full-day workshops on "Building Bridges through the Acceptance of Diversity," and similar programs have been offered to faculty, students, and staff.

III.B.5 Conflicts of Interest [Standards 1.D.3; 3.A.12]

Regents and all members of the University faculty, administration and staff are subject to the code of ethics covering all state employees and members of public boards.³⁴ As applied to the University of Hawai'i, members of the Board of Regents, the President, Vice Presidents, Assistant Vice Presidents, Chancellors, and Provosts are required to file for public review an annual disclosure of financial interest with the State Ethics Commission. Documents that cover University policies on ethics and conflicts of interest include Executive Policies E5.211, Ethical Standards in Research and Scholarly Activities, October 1998; and E5.214, Conflicts of Interests, February 1995.

III.B.6 Admissions Criteria: Student Diversity [Standards 4.B.8 4.H.1; 4.H.2 4.H.3; 4.H.4; 4.H.9]

The University's undergraduate admissions criteria are comparable to those found at similar campuses. In addition, these criteria are intended to support the University's goals for quality, accessibility, and diversity.³⁵

In the fall of 1997 UH Mānoa enrolled 17,353 students, 54% of whom were women. By ethnicity, more than 24% were Japanese, 20% Caucasian, 11% Chinese, 9% Filipino, 8% Hawaiian or part Hawaiian, 8% mixed, 4% Korean, 4% mixed Asian and Pacific Islander, 2% other Asian, 1% Pacific Islanders, 1% Hispanics, and several groups constituted less than 1% each (African Americans, American Indians, and Alaska natives). Although diverse by comparison to our peer institutions, students of Caucasian, Filipino, Hawaiian, and African American descent are under-represented while students of Japanese, Chinese, and Korean backgrounds are over-represented in comparison to the state population.

Efforts are being made to attract and retain more students from under-represented ethnic groups and to provide more services for non-traditional students. A variety of programs provide assistance to special student populations through the Student Equity, Excellence and Diversity Office in the Office of Student Affairs. These include:

- College Opportunities Program, a recruitment and retention program for economically disadvantages applicants
- Kua'ana Student Services, an academic and cultural support program for Hawaiian students
- Na Pua No'eau an early intervention outreach program for Hawaiian students
- Hawai'i Upward Bound program, an outreach program for disadvantaged high school students
- Kahi O Ka Ulu Ana, an academic and personal support program for disabled students

³⁴ Chapter 84, Hawai'i Revised Statutes.

³⁵ Specific requirements for undergraduate admission are published in the "General and Graduate Information Catalog," on the Admission and Records Office web site, and in other University publications.

- Center for Adults Returning to Education, a support program for non-traditional students, senior citizens and veterans
- The Women's Center support program for female students, and
- Operation Manong, a recruitment and retention program for under-represented ethnic minority students

Other programs which recruit or support special student populations are International Student Services (foreign students) and Special Support Services (low-income or first-generation students). Nonresident tuition differential waivers have been made available to qualified Pacific Basin students. A federally-funded grant to the College of Business Administration supports the Native Hawaiian Leadership project which funds native Hawaiians at the undergraduate and graduate levels at Mānoa.

Since the last accreditation review, outreach programs have expanded. The High School Relations Office was renamed School and College Services (SCS). SCS designs, implements, and coordinates various programs which deliver information about the University and its programs to public and private high schools and community colleges in Hawai'i. SCS organizes an annual High School Counselors Workshop and two biennial conferences: a Community College Counselors Workshop and a High School Principals Forum. SCS has increased the scope of its responsibilities to include:

- Rainbow Nights, introduced in 1992, are held during evening hours for prospective students and their parents.
- The National Student Exchange program, one of the largest in the nation, was returned to SCS to administer.
- The Mānoa Recruitment Forum was organized in 1991 to coordinate and discuss recruitment activities of academic and student services programs.
- Prospective students from O'ahu were invited to the campus in smaller groups on a more frequent basis.
- Special on-campus visit programs (Rainbow Connection) were organized for the neighbor island students.
- Hoa Kako'o, an individualized shadowing program, was introduced.
- Academic fact sheets profiling 78 discipline areas are updated annually and distributed to all high schools, community colleges, and university departments and programs.
- A recruitment video and recruitment poster were produced and distributed to all high schools in the state.
- A Seminars in Science program (1994-1998) was implemented at Roosevelt High School.
- Personalized campus visits have been arranged for neighbor island, mainland, and international students and their parents.

A health mentorship program was initiated in 1997 to pair students from various high schools with university faculty for four to six weeks.

The Regents' Scholarship and Presidential Scholarship programs have been instituted to recognize and attract the top scholars in the state. Scholars receive tuition waivers, stipends, and travel awards.

A number of native Hawaiian graduate students at UH Mānoa have been supported by Ford Foundation and National Science Foundation Pre-doctoral Fellowships.

III.B.7 Intercollegiate Athletics [Standards 1.D.2; 7.A.7]

In 1996, the Board of Regents, on the recommendation of the Mānoa Faculty Senate, adopted as official University policy the Statement of Principles of the Knight Foundation Commission on Intercollegiate Athletics. The first two principles are as follows:

- 1) The educational values, practices and mission of this institution determine the standards by which we conduct our intercollegiate athletics program.
- 2) The responsibility and authority for the administration of the athletics department, including all basic policies, personnel and finances, are vested in the president.

Consistent with this policy, the Athletics Director reports directly to the President, who holds final authority on all major athletic matters. There are two bodies advising the President: the Athletics Advisory Board through the Athletics Director and the Mānoa Faculty Senate Committee on Athletics.

The Committee on Athletics provides oversight and makes recommendations to the Senate Executive Committee on: standards for admission, retention, and graduation; the reporting of graduation rates; academic counseling; ethical standards; and ways of supporting and encouraging the academic performances of the student-athletes. It is the purview of the committee to recommend to the President, through the Senate Executive Committee, changes in the NCAA policies and guidelines.

Degree requirements for athletes are the same as those for other students, and the Athletics Department is proud of the graduation rate of its athletes, which for the last three years have generally been within one percent of the graduation rates for all undergraduates.

Because the Athletics Department maintains its own Academic Advising Office and maintains its own tutoring services, concerns were raised that all academic advising, counseling, and tutoring be under appropriate academic control. This situation is being addressed. Beginning last year, all student-athletes are required to see an upper-campus academic advisor in addition to the Athletics Department advisor. The Academic Affairs office of the Colleges of Arts and Sciences has assigned one of their full-time advisors to work with student-athletes. She reports that cooperation with the Athletics Department has been excellent and that the athletes themselves have been very receptive to her efforts.

In 1995-1996 the Athletics Department conducted a comprehensive self-study for NCAA certification. Four separate committees, composed of faculty, students, administrators, and Athletic Department staff, prepared extensive reports on the Department's Governance and Commitment to

Rules Compliance, Academic Integrity, Fiscal Integrity, and Commitment to Equity. When problems were discovered, the Department and the University prepared a plan of correction.

One result was the Department's ambitious six-year Gender Equity Plan, which lists specific goals in all areas of women's athletics. When fulfilled, the effort will place UH Mānoa in the forefront of gender equity among Division I institutions in the United States. Currently, the Department's goal of meeting the provisions of the Gender Equity Plan are under review given budgetary constraints, the result not only of the loss of state funds but also of declining football ticket sales.

Other issues addressed at length in the 1996 UH Mānoa *NCAA Certification Self Study*³⁶ encompass such key principles as accountability and administrative awareness, academic and fiscal integrity, and commitment to equity.

III.B.8 Student Rights and Responsibilities [Standards 7.A.2; 7.A.3]

The University has policies and procedures dealing with student rights and responsibilities, due process, and redress of grievances. These policies and procedures include the Academic Grievance Procedure; the Student Conduct Code; policies on sexual harassment, sexual assault, and discrimination; residency status; and parking; academic registration; on-campus student housing; alcohol; University-registered organizations; use of campus facilities; and student employment on campus. Further, the Athletics Department has a conduct code and handbook for student athletes.

Informational workshops are held to orient students, faculty, and staff to these policies. Policies are also included in the *General and Graduate Information Catalog, Rainbow at Your Fingertips*,³⁷ and other documents. Several chartered student organizations also publish and distribute materials to publicize their programs and services, both in printed form as well as on the Internet.

III.B.9 Academic Freedom [Standards 1.A; 1.A.1; 1.A.2; 1.A.3; 1.A..5; 1.B]

The long-standing commitment of UH Mānoa to academic freedom is expressed in a variety of documents, including the *Mānoa Faculty Handbook*,³⁸ *Agreement between the University of Hawai'i Professional Assembly and the Board of Regents*³⁹; and Board of Regents policies.

³⁶ See "UH Mānoa NCAA Certification Self Study," February 1996.

³⁷ See "Rainbow at Your Fingertips," Fall 1998.

³⁸ Appendix K, "Statement on Rights and Responsibilities of the UH Community," *Mānoa Faculty Handbook*, 1977.

³⁹ Refer to Article VIII of "1995-1999 Agreement between the UHPA and the Board of Regents."

The faculty's collective bargaining agent, the University of Hawai'i Professional Assembly, is affiliated with the National Education Association, which has well-articulated statements on academic freedom. The Charter of the Faculty Congress and Senate⁴⁰ was revised in spring of 1989 to add (inter alia) a standing committee, the Committee on Professional Matters. The duties of the committee are to protect the academic freedom of all scholars, and review and evaluate such topics as classified research, sexual harassment, gift giving, etc.

Academic freedom carries over to students, as stated in the Appendix to the *1997-1999 General and Graduate Information Catalog*. UH Mānoa, like all state universities, embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable.

⁴⁰ See "Charter of the Faculty Congress and Senate, UH Mānoa," July 1994, for details.

III.C. Organization and Autonomy

Previous WASC accrediting teams have raised concerns and issued recommendations regarding governance and administration at UH. These concerns focus on two areas, university organization and administration, and institutional autonomy.

III.C.1 Board of Regents ^[Standards 3.A; 3.A.1; 3.A.2; 3.A.3; 3.A.4; 3.A.5; 3.A.6]

The Board of Regents is constitutionally mandated to have “exclusive jurisdiction over the internal organization and management of the University” and the “power to formulate policy and to exercise control over the University through its executive officer, the President of the University.”⁴¹

In 1997 the state legislature added a 12th Regent who is to be a student at one of the University of Hawai‘i campuses. The student representative, who serves a two-year term, is a voting member with all the responsibilities of a regent. Aside from the student regent, regents serve four-year terms and may succeed themselves for a second term.

The duties and responsibilities of the governing board are defined in the Board of Regents’ Bylaws and Policies.⁴² This document specifies the number of the members, length of service, notation of policies, organization and committee structure, and frequency of meeting. The board currently operates with eight standing committees: Academic Affairs, Finance, Personnel Relations, Student Affairs, University Relations, Community Colleges, Physical Facilities and Planning, and Budget and Long-Range Planning. Among its key functions, the Board:

- evaluates the President on an ongoing basis. A formal evaluation is undertaken every three years.
- secures financial resources to support the goals of the institution and approves both long-range financial plans and annual budgets.
- has legal authority over all personnel actions, but delegates much of the responsibility for appointments to the administration.⁴³ In the matter of civil service employees, the board must work through the State Department of Human Resource Development.
- approves all significant reorganizations.

III.C.2 Academic and Administrative Organization ^[Standards 3.A.7; 3.A.8-10; 3.B; 3.B.1; 3.B.2]

The Board reviews and approves all new degree programs, but not new courses. Changes within approved degree plans are delegated to the faculty. Through its standing committees, the Board of

⁴¹ Per Article X, Section 6, of the Hawai‘i State Constitution and Chapters 26-11 and 304-4, Hawai‘i Revised Statutes.

⁴² See “Board of Regents Bylaws and Policies, Bylaws of the Board of Regents, UH.”

⁴³ Contracts with the various unions specify such matters as procedures for termination, reviews for promotions and tenure, and adjudication of grievances.

Regents reviews, monitors and approves academic, capital improvement and financial plans proposed to it by the University administration. Tenure and promotion and a variety of personnel decisions are conferred by the Board upon positive recommendation of the President. The Biennial and Supplemental Budgets, which are submitted to the state for funding, require Board approval. The Unit Academic Plan for the campus, the physical plan, and the administrative structure all require Board review and approval.⁴⁴ Currently, the Board is considering the delegation of a number of routine personnel decisions to the President.

UH Mānoa is part of a ten-campus UH system. The President of the UH System is also Chancellor of UH Mānoa. Four Vice Presidents (Senior Vice President and Executive Vice Chancellor, Senior Vice President for Administration, Senior Vice President for Research and Dean of the Graduate Division, and Vice President for Student Affairs) have administrative responsibilities at UH Mānoa. The two baccalaureate campuses are governed by Chancellors, as are the seven campuses of the community colleges.⁴⁵ A Vice President for Planning and Policy, a Director of University Relations, a Director of Budget, and the President of the UH Foundation round out the senior executives at the system level.

The SVPEVC is nominally in charge of the Mānoa campus on a day-to-day basis. The SVPEVC is responsible for coordinating and overseeing budget, planning, academic affairs, and resource allocation at UH Mānoa, including oversight for 15 schools and colleges, the Library, UH Press, and a number of special programs. The SVPRDGD has direct authority over three colleges/schools, the organized research units, Graduate Division, Office of Technology Transfer and Economic Development, and the Office of Research Services. The Senior Vice President for Administration is responsible for campus operations including the office of Facilities, Grounds, and Safety and several offices which have a substantial Mānoa focus: Auxiliary Enterprises, Budget, and Information Technology Services. The Vice President for Student Affairs is responsible for student services, University Health Services, Student Housing, and Co-Curricular Activities and Programs.

III.C.3 Policies Covering Employees [Standard 1.B.4; 1.B.5]

Faculty and staff at UH are fully unionized. Collective bargaining agreements cover contract renewal, probationary period, tenure (faculty) and employment security (staff), grievance procedures, and other terms and conditions of employment. The University provides clear statements of

⁴⁴ See the organizational chart for the UH Administration for details.

⁴⁵ Details of these functions can be found in the "Board of Regents' Bylaws and Policies," Chapters 4 - Planning and 5 - Academic Affairs.

employment policies, practices, and expectations in Board of Regents policies, executive policies, and administrative procedures, all of which are readily accessible on the University's web site: the Administrative Procedures Information System (<http://www.svpa.hawaii.edu/svpa/>) and the Office of Human Resources Electronic Document Distribution service (<http://www.hawaii.edu/dhmr/ohr/welcome.html>).

III. C.4 Autonomy [Standards 3.A.11; 3.A.15]

The current foundation of the University's autonomy rests in Article X, Section 5 of the Hawai'i State Constitution, which confers special powers to the University, a "body corporate," and recognizes the Board of Regents as that body which has the responsibility and authority to manage the internal operations of the University. In 1986, Act 320 and Act 321 granted the University considerable flexibility over its budget and fiscal operations. More recently, the governor signed into law Act 161, which authorized the University to:

- 1) retain funds generated from tuition and fees
- 2) provided a base general fund budget
- 3) prohibited the reduction of general funds as an offset to tuition and fees generated
- 4) required full funding of any legislatively mandated programs and
- 5) required the establishment and reporting of benchmarks

The legislature retains the power to expand existing programs or create new ones without "the specific prior concurrence" of the University by changing or adding a line-item in the University's budget. While Act 161 requires the legislature to fully fund any new program imposed on the University, there has been some confusion as to the definition or applicability of the term "new program."

As a result of the state's worsening economy, the governor and community leaders formed the Economic Revitalization Task Force (ERTF) in 1997. ERTF recognized the importance of the University as a vital engine in the economy of the state and recommended it be given increased autonomy to more effectively take advantage of the opportunities which would stimulate the economy. While most of the ERTF bills failed, the provisions related to the University were gathered together into a single bill, Act 115, and this bill was passed by the legislature and signed into law by the governor in 1998. The bill which was passed includes provisions which would allow the University to replace attorneys of the Attorney General's Office and to hire its own attorneys, exempt the University from the Procurement and Concessions laws, allow the University to manage its special and revolving funds, consolidate funds, and participate in educational consortia such as the Western Governor's University.

III.C.5 Role of Students in Institutional Governance ^[Standards 3.D; 3.D.1; 3.D.2; 3.D.3; 7.B.2]

Student governance activities have increased steadily over the years. There are approximately 200 registered special interest student organizations. Although many have taken on student governance as a part of their role, this function is not chartered by the University. A second category of organizations has been chartered by the Board of Regents as official governance bodies responsible for collecting and managing a mandatory student fee for each respective constituency. These are the main channels for student governance.

- **Associated Students of the University of Hawai‘i at Mānoa** serves as the undergraduate student government organization. It participates in University policymaking and advising committees; provides funding for special-interest groups and registered independent organizations; and provides a variety of other services.
- **Board of Publications** serves as the governing board of all Mānoa student publications, including the newspaper *Ka Leo O Hawai‘i*, the literary journal *Hawai‘i Review*, the student directory, and the student handbook.
- **Broadcast Communication Authority** is the governing board for student broadcast programs and facilities. It presents musical, cultural, educational, informational, and other programs.
- **Campus Center Board** serves as the governing board for all operations, programs, and services of the Campus Center Complex (Student Union).
- **Graduate Student Organization** participates in policy-making opportunities, provides academic and student services support programs for graduate students, lobbies for legislation affecting graduate students, and sponsors social activities.
- **Student Activity Program and Fee Board** provides governance for the student activity fees collected from all graduate and undergraduate students by reviewing applications for funding from athletics, intramurals, drama and theatre, registered independent organizations, and other eligible university programs and student groups.

Chartered organizations are housed in two adjacent buildings—Hemenway Hall and the Campus Center, known collectively as the Campus Center Complex. Space available for student governance is perceived to be less than the need. The Campus Center Board and the Office of Co-Curricular Activities, Programs and Services are currently taking the initiative to reallocate existing space within the Campus Center Complex and pursue additional space.

In addition to the bodies such as the Faculty Senate, the Graduate Student Senate, and the Associated Students of the University of Hawai‘i Senate, which participate in all areas of university governance, there are a great many campus boards and committees concerned with particular aspects of the co-curricular learning environment on which both faculty and students serve, including the following:

<u>Committee</u>	<u>Students</u>	<u>Faculty</u>
Athletic Advisory Board	3	7
Board of Publications	9	3
Broadcast Communication Authority	6	2
Campus Center Board	11	2
Commencement Committee	2	2
Food Services Committee	4	1
Library Committee	3	12
Mānoa Budget Advisory Committee	2	2
Parking Board of Review	1	1
Student Activity and Program Fee Board	8	3
Student Health Insurance Advisory Cmte	3	--
UH Commission on the Status of Women	3	7
UH System Commission on Diversity	not specified	
Mānoa Commission on Diversity	not specified	
UH Task Force on Sexual Orientation	not specified	
Mānoa Task Force on Sexual Orientation	not specified	

III.D. Faculty ^[Standards 1.C.5; 4.B.5; 4.B.11]

Full-time faculty are employed in all basic areas of the curriculum.⁴⁶ A survey of the most current data (fall 1994–fall 1998) indicates that, despite pervasive budget restrictions that have reduced the number of undergraduate UH Mānoa analytical FTE positions by over 14% during the past five years, there has been a corresponding rise in the student/faculty ratio of only 11%. Student/faculty ratios (fall 1998) range from a low of 4 to 1 to a high of 26.1 to 1. The overall institutional average for undergraduate education is 16.3 to 1, a remarkably low ratio for an institution of this size and mission.

All units citing accrediting organization guidelines for their disciplines are well within the stated national standards. Some units cite shortages of sufficient full-time faculty to adequately support their programs. Several units indicate reliance on full- and part-time lecturers for parts of their programs (applied music, art, dance and journalism, for example) and supported these arrangements because of the unique nature of the offerings (hula, Korean dance, fiber art, etc.) or the high quality instruction provided by part-time professionals (journalism). The B.A. in Hawaiian language relies on a relatively large percentage of qualified lecturers because there are insufficient Ph.D.s to hire at the professorial level. Reductions in personnel (and resources) are affecting the re-accreditation efforts of some programs, and alternatives being explored include differential or higher tuition and fees (that would be used to add faculty) or reorganization by merging programs.

III.D.1 Faculty Policies and Procedures ^[Standards 5.B; 5.B.1; 5.B.2; 5.B.3; 5.B.6; 5.B.7; 5.C.6]

Many faculty personnel policies and procedures are accessible on the Internet:

- The Administrative Procedures Information System, Volume III, Personnel (A9.000) is available at <http://www.svpa.hawaii.edu/svpa/apm/sysap.html>.
- The Board of Regents Policies, Chapter 9 - Personnel is available at <http://www.svpa.hawaii.edu/svpa/borp.html>.
- The *1995-1999 UHPA/UH Agreement* is available at <http://www.uhpa.org/contract.html>.

Faculty appointments are made in accordance with clear administrative procedures.⁴⁷ The University is committed to insuring the application of federal, state and Board of Regents requirements

⁴⁶ Faculty are listed with their titles, ranks and degrees in the “General and Graduate Information Catalog.”

⁴⁷ See “Administrative Procedures A9.540, Recruitment and Selection of Faculty and APT Personnel,” September 1998, and “A9.570 Appointment Procedure for Board of Regents Personnel,” July 1982.

relating to nondiscrimination, equal employment opportunity and affirmative action.⁴⁸ Due process language permeates the faculty collective bargaining agreement.

All full-time and part-time faculty are recruited in accordance with federal and state Equal Employment Opportunity and Affirmative Action guidelines. Board of Regents Policy 9-2, sets down minimum qualifications and the duties and responsibilities for all classifications and ranks of faculty. Release of faculty positions to units occurs when satisfactory budget expenditure plans have been approved by the Office of the SVPEVC. Despite budget restrictions, new positions have been provided to certain programs, based on their strategic significance, potential extramural/matching support, and ability to achieve diversity and spousal hiring objectives. Actual faculty hiring is delegated to deans and directors, who administer the recruitment process.

The Board of Regents-approved standard teaching assignment for full-time instructional faculty at Mānoa is 24 semester credit hours per academic year. Teaching assignments for part-time instructional faculty are prorated by their fractional full-time equivalent in instruction.⁴⁹ Actual teaching workloads at UH Mānoa averages about eight credit hours per semester. Colleges and/or departments have developed equivalencies for specific non-instructional activities which are used to offset teaching.⁵⁰ These are equivalencies for administrative work and for research and graduate student supervision.

III.D.2 Salaries and Benefits

Salaries and benefits for Mānoa faculty are clearly described in the *1995-1999 UHPA/UH Agreement*. Lecturers are covered by a Mānoa lecturer fee policy.⁵¹ At the time of the 1990 WASC self-study, faculty salaries stood at approximately the 80th percentile of Research I salary averages. However, two successive agreements have left Mānoa faculty further behind the Research I standard. In FY1997, full professors and instructors at Mānoa were in the 60th percentile, and associate and assistant professors at the 70th percentile.⁵²

⁴⁸ *Board of Regents Bylaws and Policies Section 9-2, authorizes the President to grant special salary adjustments in situations where funds are available and the adjustments are warranted on the basis of retention, market, equity, and/or merit. Faculty promotion and tenure are regulated by the "1995-1999 UHPA/UH Agreement."*

⁴⁹ *The "1995-1999 UHPA/UH Agreement," Article III, B, defines the scope and limitations on outside employment for faculty.*

⁵⁰ *The "Teaching Assignments for Instructional Faculty" policy establishes faculty workload standards for each UH campus.*

⁵¹ *New lecturer fee schedule can be found in the "1995-1999 UHPA/UH Agreement," Article XX, Salaries.*

⁵² *According to Academe's Annual Report on the Economic Status of the Profession, 1996-1997.*

Taking into account the high cost of living faced by Mānoa faculty places our faculty salaries at an even greater disparity with Research I salary standards. The level of faculty salaries at UH Mānoa has some negative impact on the University's ability to compete for new faculty. High demand disciplines and provisions for off-scale salaries ameliorate these negative effects to some degree. Special salary adjustments are provided for in the most recent faculty collective bargaining contract, although only retention-based cases have been approved thus far. A proposal for a merit-based system of salary adjustments is under development at UH Mānoa.

Benefits for Mānoa faculty, such as retirement and health plans, are consistent with other state workers and are not negotiated as part of the *UHPA/UH Agreement*. The Academe report indicates that Research Universities benefit costs average 23.4% of total compensation, compared to UH Mānoa for which benefits are calculated at 30%.

One of the University's efforts to expand benefits is in the area of faculty housing. Since the last self-study, the University has worked on two additional means of offering housing benefits aimed to mitigate high housing costs to enable the University to compete nationally and internationally for qualified teaching, research, and service personnel: The Housing Assistance Program and the Mānoa Faculty Housing Project have met with mixed results.

III.D.3 Faculty Evaluation [Standards 4.D.1; 5.B.8]

UH Mānoa implemented post-tenure review in 1987.⁵³ Procedures for the Evaluation of Faculty were developed jointly by the administration and the faculty union and are periodically reexamined.⁵⁴ In the summer of 1997, the Senior Vice President and Executive Vice Chancellor's office undertook an evaluation study of the post-tenure review process. Since 1987 there have been 1,079 evaluations, of which 990 (92%) have been found to meet minimum expectations.⁵⁵ During each of the last five years, that percentage has increased to 96-99%. Of the 92 reported cases of deficiencies over the ten-year period, 23% disputed the findings, about 30% retired, 38% satisfactorily completed professional development plans, and 15% are currently working on professional development plans.

⁵³ "Board of Regents Bylaws and Policies," Section 9-15 mandates the evaluation of Board of Regents' appointees every five years.

⁵⁴ "Procedures for the Evaluation of Faculty at UH Mānoa," revised July 1997, OSVPEVC.

⁵⁵ Minimum qualifications for each faculty classification and rank are given in "Board of Regents Bylaws and Policies," Section 9-2.

Course evaluations by students and peer evaluations are done at the departmental level with instruments approved by the faculty. In addition, the Office of Faculty Development and Academic Support coordinates the campus-wide Course and Faculty Evaluation system.

III.D.4 Diversity of Faculty [Standard 5.B.4]

The UH and UH Mānoa Strategic Plans both place high priority on the diversity of its faculty, administration, staff, and students. The University plan states that the University will “actively recruit under-represented faculty and staff and support spousal hire, mentoring, and related programs.” UH Mānoa has made a continuing effort to increase the representation of women and minorities in the ranks of faculty and all other levels of employees.

As of October 1996, there were 1,298 FTE tenured and tenure-track faculty at UH Mānoa. Of this group, 30.1% are women and 31.0% are minority. According to the *1996 Digest of Education Statistics* (based on fall 1992 data), published by the U.S. Department of Education, the national percentage of women faculty at public research universities is 23.3% and the national percentage of minority faculty at public research universities is 12.0%, suggesting that Mānoa is well ahead of its peers in diversifying its faculty.

One program designed to address the problems faced by women faculty is the Junior Women Faculty Mentoring Program, established to develop the academic careers of junior faculty women. The impact of the program has been overwhelmingly positive for junior women and has proven to be highly valued by senior women as well. The program has also spawned an on-going minority women’s group and an advanced doctoral student group. Due to the success of this program, steps are under way to expand the mentoring program to include men.

Institutional studies on the barriers to retention and tenure at Mānoa, particularly for women and minority faculty have found that attention needs to be paid to the faculty experience at the departmental level. Consequently the administration has begun a series of training sessions for those interested in departmental leadership.

III.D.5 Service [Standards 4.J.1 – 4.J.4]

The University “encourage(s) all faculty to become involved in the service component of the University’s mission through community education and outreach activities.”⁵⁶ Public service is encouraged throughout the colleges, schools and departments as an integral aspect of professional

⁵⁶ From “UH Strategic Plan,” November 1996.

responsibility. As an institution of higher learning, it is also recognized that a faculty member is not penalized for non-public service activity if the opportunity for such work in some field is limited.⁵⁷

The service activities for all relevant units, individuals, and assessments of quality and impact are documented within the appropriate dean's or department head's office. In addition, the Office of University Relations periodically updates and publicizes the University's many notable public service accomplishments.

Service activity is reviewed for individual faculty members as a part of personnel decisions. Service activity for units is assessed in program reviews. Service activity is measured and evaluated through:

- Surveys of participant, patron and client satisfaction;
- Documentation of faculty participation on advisory committees, boards, commissions, interagency committees and in the media;
- External evaluation by industry groups;
- Unsolicited feedback and commendations;
- Evaluation by advisory boards;
- Self-studies required for professional accreditation;
- Annual progress reports

Examples of service activities and community involvement are too numerous to effectively document in this report. The collaboration between UH Mānoa and the State Department of Education (DOE) is one. The majority of Mānoa students are products of DOE elementary and secondary schools. The majority of teachers in the DOE are Mānoa graduates. The need for collaboration is evident. Efforts to assess the effectiveness of the relationship include:

- UH provides annual performance data on DOE graduates;
- In-service courses offered in content areas for practicing teachers;
- Partnerships formed to improve communication;
- Teacher Education Coordinating Committee;
- UH conducts assessment of college preparedness (e.g., writing skills);
- DOE accredits UH College of Education (COE) programs;
- DOE evaluates COE programs to grant basic and professional certification to practitioners;
- Teacher training programs are evaluated by participants;
- Surveys conducted by UH units on educational needs in community; and
- Workshops on test preparation and technical assistance.

A new program instituted since the previous accreditation report fosters the building of community on the Mānoa campus and at large. The Service Learning Program encourages civic responsibility among students through community service. The program keeps in contact with over 90 non-profit agencies, each of which have numerous volunteer opportunities. Students match their skills and

⁵⁷ See "Criteria and Guidelines for Faculty Tenure/Promotion Application, UH Mānoa," September 1998.

interests to the needs of these community agencies and gain valuable personal experience through voluntary service.

III.E. Staff [Standard 5.D; 5.D.1]

From 1990 to 1994, the number of faculty, staff, and students increased. Starting in 1994 and escalating in 1995, all employee groups declined due to stringent budgetary cutbacks:⁵⁸

- There are now approximately 87 FTE executive and managerial employees at UH Mānoa, down 12%. Of this group, 34.1% are women and 54.0% are minorities.
- There are 773 FTE administrative, professional, and technical staff at UH Mānoa. Of this group, 50.1% are women and 75.6% are minorities.
- There are 979 FTE civil service employees at Mānoa, a drop of 12%. Of this group, 64.8% are women and 92.7% are minorities.
- Lecturers have declined 14% to 263 in FY1998-1999.

III.E.1 Staff Procedures and Criteria

Staff positions at the University fall under the Board of Regents APT classification system or the state civil service system. Board of Regents policies, administrative procedures, and collective bargaining agreements govern the terms and conditions of employment, including employment security, due process grievance procedures, nondiscrimination, termination, and salaries. Extramurally-funded programs may involve employees who are employed by the Research Corporation of the University of Hawai'i (RCUH).⁵⁹

Having two parallel employing agencies with different classification and compensation systems has not been without its problems. In 1996, RCUH and the University took steps to resolve some of the concerns raised over the years by revising the internal agreement between the parties. Now, all requests to establish positions with RCUH must be reviewed by the UH Director of Research Services based on criteria designed to reduce the possibility of circumventing APT and civil service hiring procedures while maintaining RCUH's role in promoting the University's research efforts.

The Office of Human Resources (OHR) oversees policies, procedures, classification and pricing systems for civil service and Board of Regents appointees. Responsibility for civil service rules and regulations resides with the State Department of Human Resources Development. OHR exercises delegated authority for classification, hiring, and other employment services.

In 1994, OHR was reorganized with the goals of refocusing and increasing staff expertise and of improving services to the field through consistent and coordinated responses. Delays in position

⁵⁸ *As of October 1996.*

⁵⁹ *RCUH was established by Act 209, Session Laws of Hawai'i, to promote educational, scientific and literary pursuits by encouraging, initiating, aiding, developing, and conducting training, research, and study.*

classification were also addressed, and backlogs have been reduced from several months or even years, to one week, in most cases.

Personnel policies and procedures affecting support staff are readily accessible on line. OHR has developed a web site (<http://www.hawaii.edu/dhmr/ohr/welcome.html>) and electronic document distribution center (<http://www.hawaii.edu/dhmr/ohr/download.html>) containing Board of Regents and Executive policies, administrative procedures, collective bargaining agreements, technical assistance information, forms, and salary schedules. OHR also maintains a listserv with about 300 personnel officers, administrative officers, and others signed up. The listserv informs the field of policy changes and training opportunities.

Also in 1994, OHR began a concerted effort to review and revise administrative procedures related to human resources management. To date, 15 procedures have been revised and issued. Several other revised procedures remain in draft form due to the necessary administrative, union, and legal consultation involved. OHR recently finalized a system-wide administrative procedure establishing a performance evaluation system for APT employees. A full slate of workshops has been scheduled to explain the evaluation concepts and procedures.

III.E.2 Staff Salaries and Benefits [Standards 5.D.2; 5.D.3; 7.B; 7.B.1]

Salaries and benefits are determined by state statutes, federal laws, collective bargaining agreements, and clearly-defined personnel policies.

The WASC self-study group found a common perception among APT employees that they lack opportunities for advancement. Promotional opportunities do arise, but most involve applying for a higher level position in another unit. Such promotions are competitive and require higher-level duties and responsibilities. Other promotional opportunities arise from reclassification actions when an employee is assigned higher level duties and responsibilities in her/his existing position. This latter avenue of advancement, however, is not readily available in small programs.

A morale survey of APT employees was conducted in 1995 in which they were asked about the type of training they desired. Respondents most often suggested: personnel and supervisory/management training, career growth and development opportunities, computer training and communications enhancement. Employees also wanted to see more encouragement to pursue graduate education and asked for training that could improve efficiency and understanding of University policies, procedures and procurement rules. Responding to these and other needs has become difficult given budget restrictions. More costly programs have been eliminated. Opportunities for APT sabbaticals are also limited due to lack of funds.

The University has been able to meet some of the identified training needs through the use of in-house expertise and the volunteer services of support staff. For example, APT staff help OHR to organize and facilitate an annual Human Resources Conference for personnel officers. The volunteer UHM Clerical Association, with assistance from OHR and the EEO/AA Office, the Office of Procurement, Property, and Risk Management also conduct or coordinate training for fiscal officers in the areas of procurement, disbursing, inventory management, and treasury functions. New workshops have been developed by OHR to address some of the interests expressed in the APT morale survey.

The self-study team still noted that organized staff development activities for some employee groups is perceived as insufficient. This suggests the need for long-range planning and institutional commitment to augment staff development programs when funds become available.

III.E.3 Early Retirement Incentive Program and Workload Issues

In 1995, the governor implemented an Early Retirement Incentive Program (ERIP) with the goal of downsizing state government. ERIP gave a two-year service credit to state workers with at least 25 years of service if they retired in 1995. As part of the legislation, state departments were not allowed to fill all the vacated positions. Approximately 288 University employees took advantage of the program and retired. Of these, 186 were at Mānoa: 71 civil service, 86 faculty, 19 APT, and 10 Executive/Managerial.

ERIP was followed by a state-wide civil service reduction in 1995, which resulted in the abolishment of hundreds of civil service positions at UH Mānoa. Layoffs were averted by an advance decision to hold positions vacant when an employee resigned or retired. In June 1995, the President placed a moratorium on hiring; this was later replaced by a system of staffing plans (quarterly and/or annually) for UH Mānoa. More recently, the staffing plan process has been tied to the three-year financial planning process. When an acceptable budget expenditure plan is approved, a staffing plan for year can be quickly approved and updated as necessary.

Staff comments echoed concerns raised by the 1990 WASC team report, which noted that the academic workload in the prior ten years had grown disproportionately to staff support. A number of individuals reported to the self-study team that they felt there had been a significant increase in workload since 1990. Unfortunately, due to the prolonged fiscal crisis of the state, this problem has not abated.

The WASC self-study team found other significant changes in workload due to statutory and regulatory changes. In some cases, improvements in services through technological modifications have

resulted in more work being created for support staff, and state and University cost containment and compliance efforts have generated new requirements, adding to staff workload.

These include completing forms to meet Internal Revenue Service (IRS) requirements relating to employee mileage and travel per diem allowances. New IRS compliance procedures have also required the manual implementation of backup withholding taxes by the University for certain independent contractors and non-resident aliens. On the state level, a comprehensive public procurement code was adopted in 1994 which eliminated some exemptions and expanded procurement methods. This was followed by a 1996 change in requirements for the recovery of salary and wage overpayments. New legislative autonomy releases the University from the state's procurement code.

In an effort to promote cost containment at the state level, previously centralized responsibilities or funding mechanisms have been transferred to the University. In 1996, responsibility for refunding of health premiums was transferred from the State Health Fund office and employee unions to departmental payroll offices, including that of the University. Effective July 1997, the University became responsible for the financial management of workers' compensation and unemployment insurance compensation programs, with only partial funding.

Since 1996, all state agencies have had to file quarterly reports with the State Department of the Attorney General on overdue accounts, along with a history of collections efforts for each account. At 1997 fiscal year end, the University reported approximately 2,000 such overdue accounts.

In response to 1991 audit concerns raised by the Defense Contract Audit Agency, the University developed a new Financial Management Information System (FMIS) which was implemented in July 1996. In addition to the expected effort involved in learning a completely new system, field units have had to maintain parallel systems because the FMIS is not yet fully operational.

Faculty and staff have adapted to these increases in workload and have succeeded in maintaining services, despite the constraints of downsizing. However, morale has suffered during the prolonged period of fiscal austerity experienced by the University. The University has endeavored to address the morale issues to the extent feasible given budget limitations. With budgetary predictability it is anticipated that staffing inequities can be addressed.

Section III. Self-Study: Decentralization of Authority and Strengthening a UH Mānoa Identity

The reorganization approved by the Board of Regents in 1985 consolidated the functions of the University President and the UH Mānoa Chancellor. As a consequence, the President became the Chief Executive Officer of the University of Hawai'i and the Chief Operations Officer of the Mānoa Campus. After extensive consultation with the Board of Regents, then UH President Albert Simone gave Mānoa deans and directors much of the authority that had previously been delegated to the Mānoa Chancellor. It took some deans and directors time to learn how to make the most of their new authority. It has been only during the past decade that decentralization has been a dominant force in shaping the Mānoa campus. The benefits and costs of decentralization are now sufficiently clear to be assessed in this campus self-study.

Decentralization—more specifically, having a large number of relatively independent colleges, schools, programs, and a large number of deans and directors—can and has produced many benefits:

- Decisions are made closer to the level of those likely to be most affected.
- Supervision is accomplished closer at hand to those most likely to benefit from the effects of supervision.
- Response to environmental changes can occur with more evolutionary effectiveness in smaller units—that is, a small program can move more quickly, detect trends more quickly, and test markets more quietly than larger ones.
- Having a greater number of smaller programs increases the probability that programs are positioned to yield insights into the nature of environmental changes.
- Specific advocacy and a potentially greater trust between dean or director and the departments the dean supervises, can promote achievement.
- Greater entrepreneurial spirit, and aggressive targeted fund raising under which donors can see their money bearing fruit in specific programs and initiatives, can encourage initiative.

Decentralization is also most effective when it is coupled with an administrative center that provides oversight and feedback. It is this latter element, an effective center, that was diminished in the reorganization and delegation of authority. While this was partly a consequence of the University's shrinking budget, of greater impact was the fact that administrative structure which formerly had been part of the UH Mānoa Chancellery shifted to the UH System. There was little corresponding addition of staff or implementation of policies by the top tier of the UH Mānoa administration to adequately supervise the operations of the now largely independent units on campus. When budgets were expanding such gaps were barely noticeable; with contracting budget allocations the lack of such supervision has become an issue for the campus and its relationship to the President and the Board of Regents.

Adding to this were the separate reporting lines at UH Mānoa of academic affairs, research, and campus operations (through the Senior Vice President for Administration) to the Chancellor. The role of the SVPEVC is also not well described or understood by much of the campus community. Operationally, the SVPEVC manages the Mānoa campus on a day-to-day basis, yet the degree to which this office supervises the SVPRDGD, the Senior Vice President for Administration (SVPA), and the Vice President for Student Affairs (VPSA) varies. For instance, the SVPA has line authority over the office of Facilities, Grounds and Safety which is focused almost entirely on campus operations at Mānoa. Yet, the budget allocation for this office is largely determined by the SVPEVC. The SVPRDGD has line authority over three colleges and schools with both undergraduate and graduate programs. On paper this separates the deans of these units from the SVPEVC by an intervening layer of administration. There are discussions underway about the reorganization of UH Mānoa at this level of administration to more accurately reflect areas of responsibility and improve unit accountability.

The development of the UH System and the relationship of UH Mānoa to it has also been an issue raised by the self-study. Whereas once the University of Hawai'i was defined by the Mānoa campus, the inclusion within the System organization of the community colleges, the baccalaureate campuses, and the System office have diluted Mānoa's role and visibility to some extent. Additionally, the location of the other UH campuses on neighbor islands or other parts of O'ahu has invariably led to some geographic competition within the System with respect to resources, allegiances of the members of the Board of Regents, and legislative support. These effects have become more pronounced as the overall University's budget has diminished.

In this situation the question of who advocates for UH Mānoa has been raised, particularly within the context of the senior administrative executive being both President of the UH System and Chancellor of UH Mānoa. In the long run, the evolution of the UH System should result in a stronger and more focused UH Mānoa, where the distinctive features which characterize the campus can be emphasized. This would include our primary role as the provider of most graduate programs and where much of the research within the System will occur.

Throughout the WASC self-study report are cases where success occurred or quality was maintained in large measure because of the effectiveness of decentralized decision making. Other cases, however, mention aspects of decentralization that are more problematic. These involve redundancy and differences in funding and other resources across the campus. They are addressed here because their impacts on the health of the entire campus are often less perceived, but just as great, as are their impacts on the individual units.

In any organization where there are multiple units providing parallel services, there is an inevitable degree of redundancy. During times of fiscal plenty, the benefits of the redundancy to the users are often far greater than the costs associated with duplications. However, the University's fiscal situation requires that alternatives to costly redundancies be explored. UH Mānoa is fragmented into a fairly large number of administrative units for an institution of its size, with 18 schools and colleges, seven independent organized research units, an Aquarium, an Arboretum, Library Services, Student Affairs, and still others. Reorganization and the merging of units has helped to reduce some of this fragmentation and efforts in this direction are ongoing. The goal is to find the optimum number of administrative units which limit redundancy and yet are responsive to program needs.

Unfortunately, amalgamations can sometimes be costly. Centralized organizations and the services they provide, like common property, are often cared for by no one. Faculty development represents one example at Mānoa. Because this is the responsibility of no single college or school, the Office of Faculty Development and Academic Support has been less and less "bought into" by the deans and faculties. Larger units can also mean a loss of some resources or services on a per capita basis. However, where such units provide effective services, reorganization should be considered.

In any institution the size of UH Mānoa, differences in funding and resources will arise, and some will be perceived as inequities. Among the differences noted by faculty, staff, and students are several that were perhaps less prominent before decentralization. One involves the ratio of faculty members to majors, which varies substantially within and across colleges. Another difference is the availability of academic advising which for the most part is provided by colleges and schools. Just as colleges and schools vary in size, so too do the ratios of academic advisors to enrolled students, from approximately 1:42 to 1:840. Similar differences have been reported in ratios of staff to faculty, some of which is a function of the size of units. Further, despite efforts to reduce salary inequities relating to gender and ethnic origin, faculty members report salary and work-condition inequities that are somewhat independent of market demand. There are in addition differences in space allocation that are only partly addressed by building planners.

Such resource differences, both real and perceived, are maintained on most state-supported college campuses. Selective excellence is understood as an effective strategy when resources are limited. The problem at UH Mānoa is that until recently such differences tended to be minimized by widely sharing the distribution of new resources. Additionally, there were few data or planning documents that would help the campus community understand why such differences developed and persisted. One consequence of the budget reductions at UH Mānoa has been the development of a series of systems

for allocating operating funds to the various units and while this information has been widely shared with deans and directors, it apparently has not reached all of the faculty and staff on campus. As a result, there are some who still operate under the assumption that the budget crisis was either invented or was made worse by the senior administration. Yet, the three-year financial plan for Mānoa is based largely on the historical distribution of funds, the ability of units to raise their own revenues, and their centrality to the core of the University. This plan will also address priorities which for the first time are identified in the UH and UH Mānoa Strategic Plans. Adoption of the UH Mānoa Strategic Plan and the setting of institutional priorities will not erase funding and resource differences. Rather, resources will begin to follow the priorities established as part of the plan at the unit level and within units, resources should follow the priorities established by deans and directors and the programs which comprise units.

Perhaps the most significant impact associated with decentralization and budget decreases has been the loss of community at UH Mānoa. The self-study's Task Force on Governance bemoaned the "Balkanization" of the Mānoa faculty. With less funding has come greater competition both within and between units for available resources. Although the President tries to bring diverse groups together at his residence, and the four deans of the Colleges of Arts and Sciences have an annual reception for their combined faculties, the faculties are for the most part institutionally separated by the boundaries of their colleges and schools. This isolation is also conditioned by increased specialization across disciplines, a feature not unique to Mānoa. One result is a higher cost to achieve interdisciplinary cooperation in the curriculum and perhaps in research. Efforts to promote interdisciplinary exchange at Mānoa include a series of graduate certificates and degree programs in which faculty from different program contribute their expertise. Other means to help nurture a sense of belonging to UH Mānoa need to be developed.

Faculty governance at UH Mānoa is also decentralized, with both the Mānoa Faculty Senate and the University of Hawai'i Professional Assembly having distinct roles. The 13 college and school faculty senates at Mānoa play markedly different roles in their unit's governance but collectively they further decentralize faculty governance on campus. Additionally, the organizational structure of the Mānoa Faculty Senate in which its standing committees report to its Executive Committee slows response time, a critical feature during the past several years of substantial change on campus.

Despite decentralization, budget losses, and the loss of a sense of Mānoa community, external perceptions of UH Mānoa are quite high. Entities that look from afar at statistics relating to the full campus, such as the *US News & World Report* and *Kiplinger's Personal Finance* magazine, rate UH Mānoa among the top public universities in the country.

The past five years have been a time of rapid change at UH Mānoa, including the full implementation of campus decentralization, marked changes in funding and resource allocations, a reduction in the number of students enrolled, and the development of strategic plans for the System and campus. It is fair to say that during this period of change, critical issues regarding the organization of and governance at Mānoa have been identified. Currently, the campus has embarked on a series of reorganizations which should reduce some redundancy which exists and which should also provide units with the advantages of larger scales in terms of staffing and other resources. Along with the Mānoa Strategic Plan, the relative stability and predictability in funding which is anticipated over the next few years, suggest it is also time make sure that information about the kinds of changes and their differential impact on the campus is shared more widely with the UH Mānoa community.

IV. Educational Resources

IV.A. Physical Plant [Standards 4.A.2; 8.A; 8.A.1; 8.A.7; 8.C; 8.C.1; 8.C.4]

The Mānoa campus is an urban, mid-rise city with 247 buildings and a daily population of more than 30,000 people. The campus covers 320 acres. Mānoa also has several off-campus facilities on O‘ahu and the neighbor islands.⁶⁰ Overall, facilities are appropriate to the functions performed at Mānoa although there remains a lack of “surge” space on campus for temporary use or for new programs/projects. Accreditation reviews of colleges, schools, and programs by the various professional boards and associations have met standards. Noted, however, are concerns for maintenance and physical plant staffing.

The Long-Range Development Plan, updated in 1994, guides campus development activities. A *Statewide System and Beyond: A Master Plan for the University of Hawai‘i*, adopted in 1991, carries forward strategic planning dimensions articulated in the 1985-1995 Strategic Plan and restated goals and objectives to improve the quality of the physical environment. The UH Strategic Plan, adopted by the Board of Regents in November 1996, reaffirms the University’s commitment to improve the stewardship of its physical assets. Additional staffing and operating funds were included as priority items in the Board of Regents’ 1991-1993 through 1993-1995 Biennial Operating Budget requests. The UH Mānoa Strategic Plan identifies campus infrastructure in its vision statement: “A thoughtfully planned, well-maintained, and landscaped campus, including, modernized classrooms and laboratories, beautified campus setting, and well-maintained and accessible buildings.” One goal of the three-year financial plan for UH Mānoa is to put funds back into the repairs and maintenance budget for the campus. Additional funds have also been added to the campus operations budget to cover new staffing of buildings and grounds, and to pay the additional utilities and operating costs for the campus.

The Board of Regents’ Committee on Physical Facilities and Planning reviews all capital budget requests and long-range physical development plans. The Board is cognizant of the need for repairs and maintenance funding and has established an ad hoc committee on revenue enhancement to explore new and innovative ways to generate revenue. One possibility being discussed with the State Department of Land and Natural Resources is the concept of the Public Land Trust of the state being managed as a Revenue Trust. This concept has tremendous long-term potential that could generate revenues for the university to use for capital improvements and repairs and maintenance.

⁶⁰ See “Listing of Off-Campus Facilities,” *Facilities, Grounds and Safety*, for details.

To streamline and improve the delivery of administrative, financial, and operational functions system-wide, the organizational structure in place since 1986 was changed in 1994: the Vice President for Finance and Operations was re-titled Senior Vice President for Administration. Although basic operational units at the lower levels of the existing organization remained intact, functional realignments at the division level were implemented. Campus Operations was replaced by Facilities, Grounds and Safety, reporting to the Senior Vice President for Administration. This resulted in the realignment of the following operational units under this division: Facilities Planning and Management, Buildings and Grounds Management, Environmental Health and Safety, and Campus Security. While Facilities, Grounds and Safety reports to the Senior Vice President for Administration, the budget for this unit is allocated by Mānoa and staffing is approved by the Office of the SVPEVC.

The mission of the unit is to plan, develop, operate, and maintain the campus physical infrastructure and facilities that are functional, architecturally sound, aesthetically pleasing, and in compliance with building and safety codes; to maintain a clean, orderly, and safe campus environment conducive to learning, research, work, and co-curricular activities; and to provide quality institutional support services in an efficient and effective manner.

IV.A.1 Offices and Equipment [Standards 8.A.3; 8.A.4]

The assignment of space at UH Mānoa is under the authority of the President and Chancellor who has delegated much of this to a Mānoa Space Committee consisting of the three senior vice presidents. Operationally, space is allocated to major units under the authority of deans and directors. The lack of quality space is inherent in older facilities, and the number of laboratories remains insufficient. Inadequate annual operating budget for repairs and maintenance does not provide for minor renovations, which has presented some challenges for faculty recruitment and research opportunities.

Building equipment and other furnishing for classrooms, seminar rooms, and laboratories are normally provided through the construction budget when the facility is built. Office furnishings and equipment for individual faculty and staff are the responsibility of deans and directors through their annual operating budgetary allocations.

Funds for equipment replacement have dropped dramatically. Annual campus requirements approximate \$2 to \$4 million. For the last two fiscal years, no funds have been authorized for this purpose, requiring operating units to fund only the most needed replacements and with funds budgeted for other purposes such as salaries and supplies. While some delay in the replacement of equipment is possible, prolonged delays eventually impact teaching efficiency, deny students access to modern technology, and effectively generate an operating budget deficit measured in terms of deferred costs.

Funds for repairs and maintenance are being increased through the allocation to Facilities, Grounds and Safety. Also, the legislature added funds to assist with deferred repairs and maintenance in the FY1999 biennium Capital Improvements Program budget. Funds for special equipment will be increased through the reallocation process over the next three years and as increased Research and Training Revolving Funds are allocated to units.

IV.A.2 Parking ^[Standard 8.A.2]

Mānoa is a commuter campus, and the primary means of transportation to and from the campus is by personal vehicle. Public transportation is available but is viewed as inadequate to meet the varied needs of the University community. Parking is at a premium. Owing to limited parking spaces, only faculty, staff, graduate students, and seniors are now accommodated. Those without permits must find on-street parking in the surrounding residential community or use other means. Consequently, accessibility and congestion are continuing concerns of the neighboring community. Further, the situation will deteriorate temporarily as construction and renovation of new facilities will eliminate some central campus parking spaces. A campus shuttle bus service, student car pool passes, and a faculty/staff van pool parking area have been created to ease the demand for on campus parking. The newly-built Parking Structure, Phase IIA added 900 new spaces. An additional 850 spaces, designed for Phase IIB, are dependent on funding authorization by the legislature.

The University must continue to encourage and provide incentives for ride-sharing, work with city and state transportation service agencies to improve public transportation availability and accessibility, and support efforts to develop a city mass transit system. A staff position, UH commuter program development coordinator, was created in 1990 to facilitate this effort.

IV.A.3 Access Arrangements ^[Standards 8.C.3; 8.A.6]

Mānoa is committed to providing accessible programs and services and reasonable accommodations for disabled students, employees, and job applicants. All University facilities construction documents are reviewed by appropriate county, state, and federal agencies to ensure conformity with all applicable ordinances, codes, regulations, laws, and other applicable requirements. Of significance is approval of the building permit by the appropriate county building department which provides review by the Fire Department, Health Department, and the Building Safety Division. This permit review process ensures compliance with all health and safety requirements.

All plans and specifications for the construction of public buildings and facilities by the state or county must conform to the Americans with Disabilities Act Accessibility guidelines.

There are 130 designated handicapped parking stalls located throughout the campus for the sole use of people who possess a handicapped parking permit. All visitors, faculty, staff, and students who have physical disabilities are eligible to apply for “disabled” parking permits through the Parking Office. The Parking Office recognizes the City and County’s Certificate of Disability as the official identification card for mobility-impaired parking applicants.

IV.A.4 Repair and Maintenance [Standard 8.A.5]

The following table reflects allocations for special repairs and maintenance from FY1991-1992 to FY1997-1998.

UNIVERSITY OF HAWAI‘I AT M NOA REPAIRS AND MAINTENANCE FUNDING ALLOCATIONS COMPARED WITH GROSS SQUARE FEET (IN THOUSANDS)

UHM NOA	FY1992	FY1993	FY1994	FY1995	FY1996	FY1997	FY1998
R&M Allocation:							
Operating	\$8,422	\$4,229	\$4,149	\$4,149	\$1,461	\$1,565	\$1,559
CIP	--	--	--	--	--	--	\$6,200
Gross Square Feet*	3,899	3,904	4,007	4,255	4,510	4,510	4,510
Ratio (\$/GSF)	\$ 2.16	\$1.08	\$1.04	\$0.98	\$0.32	\$0.35	\$1.72

*Does not include off-campus facilities and on-campus facilities that are totally self-supporting.

The major issues and concerns over repair and maintenance cited by the 1990 WASC report were included as priority actions in the Board of Regents’ 1991-1993 through 1993-1995 Biennial Operating and Capital Improvement Program (CIP) Budget requests. Increased funding was approved by the legislature and governor.

Funding for the special repairs and maintenance program has been substantially reduced since FY1994-1995. In an effort to revitalize the state’s economy, the governor included as part of the FY1997-1999 CIP funding to provide for repairs and maintenance projects. Of this, \$6.2 million was appropriated for Mānoa in FY1997-1998 and \$2.9 million for FY1998-1999, with the funding earmarked for reroofing, mechanical, and electrical systems.

The Special Repairs and Maintenance (R&M) Program initiated in FY1987-1988 was intended to formally implement a preventive maintenance program and begin to systematically address the substantial backlog of deferred maintenance. During the five-year period 1988-1992 R&M funding totalled \$48.2 million, in order to catch up with deferred projects. During this period, staff was added and operational funding increased to support the newly-constructed facilities.

The deferral of repairs and maintenance of facilities has created backlogs which will require large sums of additional resources to address. Ongoing repairs and maintenance for Mānoa is estimated to be \$9 to \$10 million annually. Funding in recent years have been approximately \$6.4 million annually and the current backlog of repairs and maintenance for Mānoa approximates \$36.8 million. One goal of the three-year reallocation process at UH Mānoa is to provide additional funding for repairs and maintenance and to stabilize funding from year to year.

IV.A.5 New Facilities and Improvements ^[Standard 4.A.2]

Since the 1990 WASC self-study report, Mānoa has received over \$300 million in capital improvements program appropriations and has added approximately 1,035,000 square feet to its building inventory (FB1991-1993 to 1997-1999). Major instructional, support and infrastructure improvements have been completed. The following is a list of new and renovated buildings, improvements that have recently been completed, and projects approaching construction.

- **School of Architecture**—a three-story, 58,000 gross square foot facility includes classrooms, laboratories, and offices for the School of Architecture.
- **Center for Hawaiian Studies**—this one and two-story, 22,100 gross square foot facility incorporates traditional Hawaiian architectural motifs and includes the Kanewai Cultural Garden. The building provides space for Hawaiian Studies' undergraduate and graduate programs.
- **Pacific Ocean Science and Technology Center, Phase I**—a state and federal partnership developed over several years combined \$22 million from the state legislature with \$20 million and an additional \$6 million for equipment from the U.S. Department of Defense for this cutting-edge facility to house parts of the School of Ocean and Earth Science and Technology, the College of Engineering, and the Department of Information and Computer Sciences.
- **Student Services Center**—this five-story 102,750 gross square foot building brings together in one location all of the primary student support services.
- **Stan Sheriff Center, Phase I**—this 10,000-seat, 185,000 gross square foot, multi-purpose events facility was opened in October 1994 and has experienced high use for sporting events. UH Mānoa has been holding its commencement ceremonies in the Center since December 1994.
- **Parking Structure, Phase IIA**—a 900-stall, 331,000 gross square foot parking structure.
- **Food Service Facility**—this 13,400 gross square foot facility replaced the Hamilton Snack Bar which occupied the site earmarked for the expansion of Hamilton Library.

IV.A.6 Recent Renovation Projects

While the campus has made substantial improvements by constructing new space and major renovations, priority has shifted to older facilities.

- **Webster Hall Renovation**—this 59,260 gross square foot renovated building provides offices, classrooms, and laboratories for the School of Nursing, general-use classrooms, and an interactive television studio. Completed in March 1996.

- **Wist Hall Renovation**—renovation of this two-story, 25,000 gross square foot building includes reconfigured space for offices, classrooms, and laboratories for the College of Education. Completed in May 1994.
- **Krauss Hall**—renovation of this historical building provides for modern conference and seminar rooms, offices, an art gallery, and other facilities for the Outreach College.
- **Waik k Aquarium**—a \$3 million renovation of the Waik k Aquarium was completed to enhance the learning experiences of its 350,000 annual visitors and to allow focused research.

IV.A.7 Other Projects

Mānoa is currently in the process of developing new facilities and renovating existing buildings:

- **Agricultural Sciences Facilities, Phase III** will include offices, classrooms, laboratories, and other support spaces for the College of Tropical Agriculture and Human Resources' Departments of Food Sciences and Human Nutrition, Agricultural and Resource Economics, Environmental Biochemistry and Animal Sciences. Construction began in late 1997.
- **Hamilton Library, Phase III** includes spaces for stacks, study carrels, and offices. This addition to Hamilton Library will include an increase in power and telecommunication capabilities. Construction is scheduled to commence early in 1999.
- **Institute for Astronomy Complex at the University Park in Hilo** will promote cooperation and partnerships among various park users to improve astronomical research, training, and instrument development. Construction commenced in Spring 1998.
- **Marine Research Laboratory at Coconut Island.** Coral reef research at the Hawai'i Institute of Marine Biology has attracted private funds for a new marine laboratory on Coconut Island.
- **Women's Softball Stadium** costing \$1.1 million for a 1,200-seat women's softball stadium, which opened in January 1998 but which will undergo additional construction in 1999.
- **Stan Sheriff Center, Phase II** will provide additional locker and training rooms, classrooms, offices, laboratories, and other related spaces which should be completed in early 1999.
- **Pacific Ocean Science and Technology Center, Phase II** includes the basement, first, fourth, and fifth floors. Construction on the fourth floor is scheduled for the Summer of 1999. Mānoa has additional funds of \$13.5 million to complete the lofted building space.
- **Hawai'i Hall** has undergone numerous interior renovations but has never had any major structural work done. The state has allocated \$13.376 million for the renovation of this facility.
- **Crawford Hall.** Renovation of Crawford Hall will maximize the use of space, improve lighting, acoustics and ventilation, and bring the facility up to current codes. The state has allocated \$4.516 million for the renovation of this facility.

Mānoa has also recently received major CIP planning funds to renovate Sinclair Library, Dean Hall, the Biomedical Sciences Building, and Gartley Hall.

IV.B. Libraries, Computers and Learning Resources

IV.B.1 Information and Learning Resources [Standards 6.A; 6.A.2; 6.A.3; 6.A.4; 6.C.1; 6.D.1; 6.D.2; 6.D.3; 6.D.6; 6.F.1.A; 6.F; 6.F.3; 6.F.7]

Issues raised during the 1990 WASC review remain: annual increases to the library collection are less than half of what they were in 1990, reference and instructional services are limited due to faculty and staff reductions, and there is no current budgetary provision to provide the necessary multi-year financing and staffing to keep pace with technological change.

Annual expenditures for book/journal acquisitions from all funding sources was \$3.3 million in FY1989-1990. Although there has been an inflation rate of eight to ten percent each year for books and journals since then, the library's annual expenditures for books/journals was \$3.1 million in FY1996-1997. In FY1997-1998 the annual book acquisition budget was returned to \$3.7 million and will be increased to \$4.2 million in FY1998-1999.

A recent survey of University faculty and graduate students reports that 36% of the respondents disagree that this standard is being met with regard to the adequacy of collection holdings. Specific concerns were raised about the level of new acquisitions and the lack of new journal titles. Almost two-thirds of the respondents found holdings to be acceptable. A little less than half of the undergraduates reported that library and computer learning centers were not open for an adequate number of hours.

Respondents generally agree that the library information system and the University's telecommunication system are adequate, but that these systems need to evolve to take advantage of the advances in the World Wide Web. Upgrading the Library's information management system is a high priority and will likely be funded by new student fees.

Each of the seven public services departments in the Library lost at least one library faculty position or several paraprofessional positions. After 1995 the number of core reference librarians is down approximately 30% from FY1993-1994. The faculty and staff of the libraries and computer centers are perceived as very competent and performing at a high level to support the academic community in the face of budgetary restrictions and staff reductions.

Institutional planning is now taking place to establish priorities for programs and their support, and an effort is underway to do multi-year financial planning so that progress can occur on a systematic basis. The library and technology services have been identified as high priority areas for development.

IV.B.2 Library Collections [Standards 4.B.13; 4.6.C; 6.B; 6.B.1; 6.B.2; 6.B.3; 6.C.3; 6.C.4; 6.C.1]

Library collections at UH Mānoa are centered primarily in Hamilton Library and Sinclair Library. With few exceptions, Mānoa academic units state the collections, learning resources, and equipment available for undergraduate education is sufficient despite substantial restrictions to library purchasing during the past several years. Only the School of Architecture reported that the availability of sufficient current periodicals, magazines, and books was inadequate to support its undergraduate degree program. There is a general concern that library holdings, especially journals and magazines, need reinforcement to counter the attenuated purchasing in recent years, and that the impact of technology, especially Internet usage, is creating much greater demands for new and upgraded computer equipment.

All units report that library usage is either required or expected in all of their undergraduate programs. Some units require undergraduate attendance at library orientation sessions at the beginning of each semester, and virtually all units indicate their undergraduate degrees include research paper components that could not be adequately completed without library usage.

The UH Mānoa Library is a member of the Association of Research Libraries (ARL). The library's collections and media resources remain strong, ranked 47th of 108 institutions evaluated by ARL in 1994-1995. In 1996-1997, this ARL ranking had declined to 77th of 108 institutions. However in new acquisitions, the Library ranks near last among its peers. Total library holdings approximate 2.9 million volumes. Some individual colleges, schools, and departments supplement these holding with their own library and resource collections. Hawai'i's serials (journal) collection ranking remains well above the median at 36, indicating that the library has protected the journal and serial titles which support research on this campus. In addition, the book funds and library acquisitions of material to support the University's areas of unique strengths (Hawaiian, Pacific, Asia, and earth, marine and biological sciences) have been protected.

Volumes added in FY1989-1990 averaged 70,000 annually. In FY1993-1994 there was a slight dip to 68,234 volumes, and FY1996-1997, the volumes added dropped to 37,323. With some restoration to the book/journal funds, Mānoa anticipates an increase in the annual volumes added to approximately 49,000.

The UH Mānoa library supports all program sites not physically adjacent to the Mānoa campus through its Interlibrary Loan and Distance Education document delivery program. Both borrowing and lending of library materials through the interlibrary loan system have increased. It also supported the direct delivery of 6,000 journal articles not owned by the UH Mānoa libraries to students and faculty through its pilot SUMO (Subsidized Unmediated Ordering) service.

The library's collection development policy (1990) is regularly reviewed and updated by the members of the library's Collection Development Coordinating Committee under the leadership of the head of the Collection Services Division. In addition, collection development policies are communicated to faculty through a system of subject area liaison librarians who work directly with the teaching faculty.

Materials entering the Library are cataloged and represented in the UHCARL online catalog. This catalog supports the holdings of not only the UH Mānoa campus, but also the libraries of the School of Law, School of Public Health, School of Medicine and the other nine libraries of the UH system campuses on all islands. There are now over 2.2 million bibliographic records in the catalog.

IV.B.3 Hours and Use [Standards 6.D; 6.D.1; 6.D.3; 6.D.4; 6.D.5; 6.D.6]

Hamilton Library is open 87 hours per week. Sinclair Library now provides building access 65 hours per week, and the Reserve Book Room at Sinclair Library is available 92 hours per week. Turnstile counts record 35,000 entries into the two library buildings each week. Over the years, as budget cuts necessitated cutbacks in building or service schedules, those cuts have been made only in times of marginal to low use as ascertained by the regular building occupancy counts.

Since the last accreditation review, collaborative partnerships with librarians throughout the UH system have established standards of service, policies and procedures to provide distance learning students with library services.

IV.B.4 Facilities [Standards 6.E; 6.E.1; 6.E.2; 6.E.3; 6.E.4]

Since the last accreditation visit, the University has taken significant strides toward improving the physical space for library services. Construction funding for a Phase III addition to the Hamilton building has been approved by the state. Groundbreaking took place during the summer of 1998 and construction should begin in early 1999.

The Phase III building will provide six floors of space, primarily for library book stacks, the science reference department and science collection, the preservation department and archives. It will provide a total of 91,462 additional assignable square feet, making a total of approximately 314,727 assignable square feet for the Hamilton building as a whole. Approximately 200 additional patron seats space will be added. Providing infrastructure capable of supporting the new information technology is a critical aspect of the addition. ADA requirements to address access and accommodation for the physically disabled have also been part of the planning and design process. The building will be provided with air and humidity control systems that enhance preservation of the library's growing collections.

Space in the existing Phase I and II of Hamilton will be reconfigured to provide space in the Hawaiian and Pacific Collections, the Social Science and Humanities book stacks, and restore approximately 300 patron seats, including larger spaces for reference and electronic workstations.

Environmental conditions at the Sinclair Library building remain less than satisfactory. To address this issue, \$200,000 in planning funds have been authorized to examine renovations needed to air condition and upgrade the electrical and telecommunications components of the building.

IV.B.5 Computer Resources ^[Standards 4.D.6; 6.F.5]

The UH Computing Center (UHCC) provides a broad range of computing and telecommunication services in support of the instruction and research needs of students, faculty and staff. Its computing resources include an IBM 3090-200E (VM, MVS), a VAX 8650 (Ultrix-UNW), a VAX 8550 (VMS), a DEC 2065 (TOPS-20), a HP3000/64 (MPE), and a CDC CYBER 180-830 (PLATO). Interactive and batch capability is available on all systems except on the PLATO computer-based educational delivery system. All systems are accessible through dial-up and direct-line connections via a network of private automatic computer exchanges. The exchanges also enable access to other computing facilities located at the libraries, and in various research and instructional units on and off campus. The electronic mail facilities and the Internet are available and provide message and file transfer capability to institutions of higher education around the world.

Open-access Macintosh and IBM microcomputer laboratories supported by UHCC are available at 16 locations on the Mānoa campus. Users of these laboratories may use their own microcomputer software or software available in the laboratories.

UHCC also provides public terminal rooms, specialized graphics and plotter equipment, a mark reader, consulting services, computing documents and memoranda on use of facilities and software, free short courses on a variety of computing subjects, a newsletter, and on-line information services. In addition to these central facilities, the colleges, schools, and institutes of the University operate their own computer resources with UHCC linkage and networking where appropriate. The Colleges of Social Sciences, Natural Sciences and Business Administration have devoted considerable resources to developing their own computer laboratories and others are following suit.

IV.B.6 Information Technology ^[Standards 4.F.6; 6.F]

The Information Technology Division serves both the Mānoa campus and the UH System. This division is currently updating its strategic plan. The Division has been reliant on one-time funding for the purchase of equipment and there is a need to develop a life-cycle funding model which realistically

addresses funding requirements for maintenance, support and upgrade costs. There is a need to provide learning and training opportunities for faculty, students, and staff so that they are confident users of the information technologies and the knowledge resources and services.

Since the last review, progress has occurred to enhance student and faculty access to computing resources, networks, and distance education learning programs. The division itself has been reorganized to pull together units that had independently supported academic computing, administrative computing, telephony, data and video networking, and distance learning support. A new Human Resources Information System has been implemented, as well as a new Financial Management Information System. Touch-tone and web interfaces to the campus student information system have been deployed and the implementation of a new system-wide Student Information System is underway.

Recognizing that the institution does not have the resources to provide high quality, unlimited, free dial-up services to all students, faculty, and staff, an Request for Proposals process was completed to provide members of the University community with dial-up services from their homes at rates well below market prices. A help desk has also recently been established to provide consistent technology support.

As part of the 1993 reorganization of the University's administration, separate information technology units were assigned to the newly-created Office of the Senior Vice President for Administration. In 1994, the Computing Center, Management Systems Office, Office of Information Technology, and Telecom Office were integrated into a single information technology organization now called Information Technology Services (ITS).

The campus has almost completed reducing the three networking technologies in use (asynchronous, token ring and ethernet) down to one (ethernet) and while TCP/IP, IPX, DECNet and AppleTalk are in use on a departmental basis, Mānoa has standardized a campus-wide transport of a single protocol (TCP/IP). Approximately 14,000 workstations and servers are now connected within the University system. While the 1990 campus infrastructure upgrade did not install fiber to all buildings (in general, the "temporary" structures were not included), nearly all of the 10,000+ data jacks can be inexpensively activated with an ethernet connection, providing access to University resources and the Internet, high-speed (1.5Mbps) connection to the remaining "temporary" buildings is now underway.

The vision of this newly-integrated organization was outlined in the UH Strategic Plan for Information Technology. The plan was formally adopted by the Board of Regents in 1992. An updated status overview was presented to the Board in 1995.

In 1996, ITS consolidated into six functional groups in order to improve efficiency:

- 1) Administrative Services
- 2) Distance Learning and Instructional Technology (DLIT)
- 3) Information Services
- 4) Management Information Systems
- 5) System Services, and
- 6) Telecommunications

DLIT dates back to the summer of 1990, with two interactive television (ITV) classes and 60 students. Today there are over 60 ITV classes with thousands of students. To encourage faculty to keep abreast of new technology and employ it in their curriculum assessment and planning, ITS offers a program of frequent workshops and offers a comprehensive ITV Faculty Handbook that covers general concepts, technical tips, interactive strategies, and suggested evaluation methods. Individual schools and colleges within the UH system also have programs to integrate new technologies into their curriculum.

In addition, some special multimedia classrooms have been equipped, and the Center for Instructional Support is conducting an ongoing incremental renovation of classrooms. This process is proceeding slowly, however, and a number of classrooms still do not provide optimal learning environments. Several committees have been formed to discuss the creation of “learning areas” throughout the campus.

IV.C. Financial Resources ^[Standards 9.A; 9.A.1]

UH Mānoa biennial and supplemental budget requests have always been driven by the goals and objectives articulated for UH Mānoa from several planning documents. The educational objectives and priorities of UH Mānoa have been articulated in *A Strategy for Academic Quality*, prepared in July 1984; *A Statewide System and Beyond: A Master Plan for the University of Hawai'i*,⁶¹ prepared in January 1991; the UH Strategic Plan, prepared in November 1996, and the UH Mānoa Strategic Plan, adopted in May 1998. Internal UH budget preparation instructions specifies priority areas for which new funding would be considered, in accordance with the priorities found in the UH Strategic Plan.⁶²

IV.C.1 Institutional Income ^[Standards 9.A.2; 9.A.3; 9.A.4]

State funding for UH Mānoa has been reduced dramatically since FY1994-1995. The institution has responded as best it could under the time constraints that accompanied budget reduction notices. The strategy of hiring freezes, deferral of repairs and maintenance, deferral of equipment purchases, and deferral of library acquisitions were effective in quickly balancing the budget. On the revenue side, increasing tuition and reducing general fund support to programs that charge user fees also proved expedient.

However, there are serious concerns that the institution may lack the ability to support the same complement of programs at former levels on a long-term basis. The backlog of funding for core operating requirements as a result of short-term budget balancing actions cannot continue unaddressed. When inflation is taken into consideration, the institution may not be able to finance the projected costs of reducing these backlogs in the future, given its current resource base.

Between FY1994-1995 and FY1995-1996, the general fund appropriation for UH Mānoa was reduced from \$198.68 million to \$174.8 million, a reduction of \$21.08 million. For FY1996-1997, the general fund appropriation was reduced to \$168.04 million, and by FY1997-1998, general funds were cut to \$158.08 million.

In response to these cuts, the institution has raised tuition approximately 80% over a two-year period beginning with the 1996-1997 academic year. The increases add approximately \$12 million in operating revenues annually when fully implemented. Additionally, it appears that the general fund appropriation will stabilize at approximately \$160 million.

⁶¹ See the "UH Master Plan," January 1991, for details.

⁶² See June 29, 1998 memorandum from President Mortimer to the University Executive Council on the "Policies and Instructions for Preparation of the Operating Budget for FB1999-2001."

The two discretionary revenue sources for UH Mānoa are tuition, including related fees, and state general funds. Revenues from these two sources for FY1997-1998 was estimated at \$194.85 million and is estimated to be approximately \$197.45 million in FY1998-1999.

The finances of UH Mānoa are deemed to be relatively stable. While there have been substantial reductions in state funds, there have also been substantial increases in tuition revenues, extramural support, revenues from increases in other fees and charges, and revenues from increased private giving. There have been substantial changes to the way in which funds and revenues are allocated internally at UH Mānoa. Additionally, a portion of the return of overhead (RTRF), and a portion of summer session tuition is now provided to the units which generate them. In the future revenue from other sources (in particular sales) and from gifts and the income on gifts is likely to be an additional revenue stream that will be used in forecasting the University's budget.

IV.C.2 Fiscal Integrity [Standards 1.D.1; 9.C.8; 9.C.9]

The University's state-funded budget is prepared under the requirements of Chapter 37 of the Hawai'i Revised Statutes. This is a fundamental control mechanism in that every request in the University's budget is a line item, subject to review by the governor and the legislature. Actual expenditures are also monitored externally by the State Department of Budget and Finance, the Department of Accounting and General Services, and the Legislative Auditor.⁶³

In addition to monitoring and control mechanisms, the state has an ethics code which applies to all of its employees. The University has also developed and disseminated a supplemental code of ethics for those employees who are involved in buying, bidding, or providing purchase orders to vendors.

Proposals for extramural grants and contracts, most of which are federal, are reviewed and submitted by the Office of Research Services, which reports to the Senior Vice President for Research. The Office of Research Services is responsible for fiscal management of awards received by the University.

A significant fraction of the University's extramural research and training grants are service ordered to RCUH to take advantage of certain exemptions from some recruitment and procurement laws to more effectively and efficiently conduct sponsored research and training projects. Similarly, the University of Hawai'i Foundation receives private gifts made to support University programs.

A multitude of financial reports are provided through the University's Financial Information Management System, whose primary function is to store, reconcile and validate University transactions.

⁶³ *Budget preparation is governed by Section 8.3 of the "Board of Regents Bylaws and Policies."*

Given the number and the levels of mechanisms that are in place, it seems that control of fiscal activities is more than adequate. Nevertheless, occasional abuses do come to light, usually with no criminal intent. During the last five years, a systematic effort has been made to identify and correct such problems.

IV.C.3 Academic Planning and Budgeting Process

Following the adoption of the UH Strategic Plan, the Mānoa campus has adopted the UH Mānoa Strategic Plan. The Mānoa Strategic Plan includes objectives related to effective resource management and is based on campus planning and budgeting efforts spanning the last four years, including:

1. **Faculty Senate.** On January 19, 1994, the Mānoa Faculty Senate adopted a *Resolution on Academic and Budgetary Priorities* that took a proactive stand to ensure that resources would be allocated according to academic priorities.
2. **Budget Hearings, 1994.** Formal budget hearings for all 40 UH Mānoa college/school, major organized research unit, and support service were conducted to achieve consensus about the Mānoa priorities identified in the UH Strategic Plan.
3. **Budget Hearings, 1995ff.** A variety of budget and planning hearings were conducted by the Office of the Senior Vice President and Executive Vice Chancellor over a period of two years to provide guidance for managing the severe budget restrictions.
4. **Focus on Mānoa.** In 1994, Senior Vice President and Executive Vice Chancellor Carol Eastman convened a campus-wide committee to address the issues and challenges in academic quality facing Mānoa. In March 1995, the committee issued the *Focus on Mānoa* report which identified Mānoa's distinctive role and mission and proposed ten recommendations, many of which were incorporated into the UH Strategic Plan and are now made part of the UH Mānoa Strategic Plan.
5. **UH Strategic Plan.** The UH Mānoa Strategic Plan builds on extensive campus review of the UH Strategic Plan that took place during 1996.
6. **UH Mānoa Subunit Plans.** The Mānoa Strategic Plan builds on the academic development plans developed for every major Mānoa college/school, research and service subunit, updated in 1997.
7. **UH Mānoa Budget Preparation Instructions/Guidelines.** The University's overall budget process was summarized earlier in this report in Section IV.C. Financial Resources.

IV.C.4 Restructuring the University's Revenue Base

UH Mānoa has been relatively successful in moving toward a revenue base that is less dependent on state general funds. Between FY1993-1994 and FY1997-1998, the annual state appropriations decreased from \$198.01 million to \$158.08 million or by 20 percent. Revenues (including tuition and fees, extramural support) during that period increased from \$33.18 million or by 20 percent. The increase in these funds has offset to some extent the decrease in state appropriations for this period.

In FY1991-1992, state appropriations excluding tuition represented 56.8 percent of the total current operating funds, and in FY1996-1997 state appropriations represented 50.9 percent of the total current

operating funds. This percentage will drop further as additional tuition increases and tuition differentials adopted by the Board of Regents are taken into consideration.

Noteworthy is the University's increased efforts in raising private funds. Income from private endowments increased from FY1991-1992 to FY1996-1997 by 13.9 percent. Also, the University of Hawai'i Foundation has reported a dramatic growth of 70.4 percent in revenues since 1992.

IV.C.5 Fund Raising [Standards 1.C.6; 1.D.4; 9.; 9.C.10; 9.D.1]

In 1997, the Board of Regents entered into a formal agreement of understanding with the University of Hawai'i Foundation (UHF), designating UHF as the official fund raising arm of the University.⁶⁴ Established in 1955, UHF's mission is to advance the University's mission by raising and stewarding gifts.⁶⁵

The trustees and executive leaders of UHF are sensitive to the necessity that the Foundation serve the needs of the University. The president of UHF sits as a regular member of the University Executive Council and participates in the formulation and implementation of major University policies. Although it is a separate 501(c)(3) charitable corporation, the Foundation's charter provides that the chairman of the University Board of Regents and the President of the University serve *ex officio* (with vote) on the Foundation's Board of Trustees and its Executive Committee.

A monthly written report of gifts to UHF on behalf of the Mānoa campus is made to the Board of Regents. The Foundation is audited annually by an external accounting firm, and its audit reports are available for public inspection upon request. The Foundation issues an annual report, which is distributed to approximately 7,000 individuals, corporations, and foundations.

In January 1998 the University of Hawai'i began the "leadership phase" of its first ever comprehensive fund raising campaign for the University with a target goal of \$125 million over the next five years. While the campaign has had to overcome some reluctance among the deans at Mānoa on accepting the goals, the campaign will generate funds which will be used to maintain and improve the quality of programs at UH Mānoa. Priorities of the campaign include student support, endowed chairs in a number of programs, and enhancing opportunities for faculty development.

⁶⁴ See "Memorandum of Understanding between the UH and the UHF," revised September 9, 1997.

⁶⁵ See "Charter and Bylaws of the UHF."

Section IV. Self-Study: Creating a New University Within the Framework of Fiscal Realities

The situation faced by UH Mānoa at the end of the 20th century is one of dramatic change, both internally and with respect to the State of Hawai‘i and the region. The growth and successes of UH Mānoa in the several decades since Hawai‘i statehood have been phenomenal. These successes were in large measure made possible by the forces that allowed the economy of the state to grow consistently, despite periodic, and relatively brief, downturns. Because in many instances there existed no educational entity capable of offering similar educational opportunities within 2,500 miles, UH Mānoa has added new programs and new ventures to serve all the people of the state, and often of the entire Pacific region. But in the mid-1990s, as the federal government and many state governments began to downsize even in the context of healthy economies and as American industry reshaped itself, it became apparent that Hawai‘i’s economy would not readily return to growth rates of earlier years. Agricultural development and federal military spending no longer contribute as much to economic success in the state. The growth of tourism is dependent upon the health of foreign economies; with problems in much of Asia, tourism, at least for the moment, is unlikely to increase significantly.

The University of Hawai‘i, like other units of state government, was not ready to adjust to this new environment. Institutionally, it was far better positioned to respond to emerging needs for growth than to reshape itself to constrained economic realities. The University was accustomed to riding out the periodic economic downturn and was well versed in the use of short-term measures for cost containment. Indeed, through much of the 1990s many in the University community acted as if it would be possible to once again wait out the hard times in anticipation of better times ahead.

World events, history, and the essential strength of the University give us hope that for UH Mānoa, there indeed will be good times ahead. But they will not come into being automatically. To the extent that they occur, they will be the product of decisions made by the Mānoa community today using all the wisdom and comparative information that we can muster. These decisions must occur in a context that deals with several realities revealed in the present self-study.

Here we highlight some of the realities that need to be accommodated as Mānoa reshapes its identity. Fuller discussions of components of these elements occur in the preceding chapters.

! **UH Mānoa is increasingly a partner in both education and research**, after decades as essentially sole provider. To be effective as partner, Mānoa needs to learn new roles. When the late Dr. Carol Eastman joined the Mānoa administration in 1994, she quickly learned that it was impolitic to talk of Mānoa as “the flagship campus” when she was working with Regents or administrators

committed to the UH System. Indeed, being a component of the UH System has not been particularly easy for many associated with Mānoa—as was obvious during articulation discussions involving all UH campuses in the early 1990s, and more recently in system discussions of the general education core. One of the reasons is that being partner in a system is not all that well understood; in fact, many confuse being “partner” with undue uniformity and facelessness. And Mānoa is by no means the only part of the UH System that needs to develop its capacity to partner. It is far easier to emphasize what makes one special than to underline ways in which one shares responsibilities.

The challenges of being an educational partner are hardly limited to Mānoa’s being part of the UH System. Indeed, the tradition of partnering is already well established in many quarters of Mānoa. It is evident in collaborations among UH Mānoa professional schools, research units, and across the UH libraries. Efforts often extend across the sea to include other national and international units, both in and out of government.

Such collaborations may provide clues on how Mānoa can work with other institutions and entities to accommodate another reality: the increasing mobility of today’s students. While 20 years ago it was quite exceptional for a student to transfer from one higher-education institution to another, now students for various reasons sometimes earn credits from three or four institutions before they graduate. Tomorrow’s students will likely seek educational opportunities from even more providers.

The old notion of “curriculum match” as sole determinant of credit transfer will soon have to give way to student demand for reasonableness, or perhaps to a new type of baccalaureate degree that is not attached to a particular institution or campus. It may well be that the attraction of distance learning will in the long run be less for students in remote locations than for students whose careers or families or personal proclivities preclude them from the kind of stability long associated with campus-bound college and graduate education.

The fact of student mobility is being compounded today by new technologies that may make physical presence on campus less important than technological access. Western Governor’s University (WGU), with its emphasis on Internet-based courses and certification of learning via assessments of performative competencies rather than accumulation of credit hours, will serve as a national laboratory for new ways of servicing a mobile student population. While the immediate impact of such ventures may well be felt in remediation and vocational education, WGU and others like it may soon have an impact on ways we view the general education core. While UH Mānoa

has always held to certain core values as part of its institutional identity, we are being challenged to exercise those core values in new ways in order to meet new demands. Just as libraries today are becoming identified both with physical buildings and with information networks, so too the Mānoa of the future may have to be identified not only as a physical campus in Mānoa valley, but also as the set of virtual educational communities that emerge to serve new, context-specific, and sometimes short-term, needs.

Another feature of partnering that will play into Mānoa's reshaped identity involves the corporate world. Partnerships have already been established by some UH Mānoa instructional and research units, where external funding has continued to grow despite the state's economic downturn in part as a result of corporate and federal infusions into University research. One can expect additional opportunities for partnering in professional education in particular, at the undergraduate as well as graduate levels. We are already seeing opportunities for University-corporate partnering through growth in "service learning," an enterprise embraced by traditional arts and sciences as well as professional schools. Partnerships with government organizations are another aspect of change at UH Mānoa, perhaps seen most vividly in areas of potential economic development or the provision of social and health services.

Institutions that hold to a traditional model of higher education that shaped U.S. universities in the past may find themselves holding to a waning view. Institutions that thrive have to be partners who hold to some shared goals rather than sole arbiters of both goals and means. In some cases, the effectiveness of potential partnerships will have to be assessed by cost/benefit analyses, another approach that threatens traditional University identities. Elsewhere the University will continue to support and develop its core academic mission. However, the dominance of the single-provider, single-campus, single-approved-curriculum university is part of history. The vision of UH Mānoa is far more dynamic than static. The reshaped Mānoa identity has to involve dynamic flexibility and ability to change quickly. At the very least our recent experiences should stand us in good stead for rapid change.

- ! **UH Mānoa needs institutional means to reshape itself in order to remain responsive to State needs.** UH Mānoa has, like any institution, become best suited for perpetuating itself. Unfortunately, the current economic situation and the pace of world change make mere self-perpetuation a path toward institutional oblivion.

This self-study has identified instances in which Mānoa could benefit from greater autonomy. Some constraints cannot be eliminated as they require compliance from state or federal sources.

Perhaps more importantly, the University must reward initiatives that lead to success and must do so quickly. This will involve Mānoa's greatest need for some autonomy from our own institutional past practices which have not always responded to or rewarded faculty and staff or programs which have performed excellently.

Mānoa may want to borrow a page from the guidebook for federal legislators. In an effort to stop the growth of federal entitlements, most new federal programs today include termination dates, perhaps on the assumption that if a program is successful the need which spawned it will have changed or even disappeared. Something similar has to occur as Mānoa shapes itself to a new identity. As long as the economic cycle promised eventual economic growth, UH could respond to needs by adding colleges and departments and programs and offices and divisions—each of which could expect to exist as long as the University exists. The number of degree programs would increase—a sign of institutional health. But the nature of change today dictates against any such assumptions for the future, and suggests the need for a University identity and institutional practices that are not dependent on such an expectation.

The various self-study task forces have also identified ways in which UH Mānoa can serve state needs by meeting the challenge of change as a constant, by anticipating new technological developments, by fostering life-long learning through emphasis on knowledge acquisition, and by nurturing skills necessary for the success of multi-cultural, even international, communities. One key is for the institution to maintain responsiveness. Many suggestions involve autonomy, particularly from state regulation, some of which was recently provided by Act 115. Others involve better collaboration between employees and the University administration. Planning efforts, especially as they relate to hiring, should take into account the inevitability of change and the institution's need for flexibility and responsiveness.

Indeed, UH Mānoa needs to review its approach to and investment in planning. This self-study was accompanied by a parallel effort in developing the Mānoa Strategic Plan. In the past, strategic plans have been built upon *priorities* of programs, projects, and persons. Perhaps strategic plans for the future might better involve *processes* that the community sees as appropriate to allow the University to respond quickly and flexibly to changing environments and emerging demands. While an emphasis on *processes for maintaining relevant priorities* may make it difficult to project an institutional identity into the future, fair and equitable processes may do more to guarantee UH Mānoa a healthy and viable institution than do guarantees built primarily upon past practices.

! **UH Mānoa needs to develop budgeting procedures that are congruent with its reshaped identity and with Hawai'i fiscal realities.** The historical decline in the operating budget for Mānoa is documented in the table on page 11 of this document.

Most people in the Mānoa community consider it a near miracle that UH Mānoa has continued in most ways to thrive despite this substantial decrease in public funding. In particular, all are thankful that no permanent employee of the University has been involuntarily terminated. In fact, it was not a miracle but several administrative decisions and pedestrian changes in University operations that allowed continued success. Among them:

- The fiscal autonomy that allows the University to transfer funds between programs and campuses without state approval, first authorized in 1986 by the legislature (Acts 320 and 321), was extended to the year 2000 and in some instances made permanent.
- Since 1995, general fund appropriations to UH Mānoa have been made in one lump sum.
- In 1995, the legislature, via Act 161, authorized the University to deposit all revenues from regular tuition and related fees into a special fund rather than into the state general fund.
- Since 1990, Mānoa has received over \$300 million in capital improvements program appropriations and has added more than 1 million square feet to its building inventory.
- The Board of Regents and the UH President have renewed efforts to secure private support for the University. The \$25 million raised in FY1997 represents a 70% increase over the amount raised in FY1992.
- University faculty increased their extramural support from grants and contracts by 20%.

Collectively, such actions have resulted in a restructuring of the University's revenue base. While state funding decreased, between 1992 and 1997 government contracts and grants applied to University expenditures increased as did private gifts, grants, and contracts, endowment income and tuition revenue. The implications of these changes in revenues are only now being realized.

The rate at which the University's budget decreased was not without several negative consequences.

- Significant savings were achieved via hiring restrictions, which were only recently lifted for UH Mānoa. As one of the results, cost savings have been achieved not in conjunction with some master plan for resource allocations, but rather in reaction to retirements and resignations that occur in effect haphazardly.
- Some savings were achieved via the 267 FTE retirements prompted by Act 212. Such savings impacted personnel needs of some programs and contributed to new inequities in workloads.
- Deferrals of needed repairs and maintenance have continued for too long, and it will be costly to catch up.
- Deferrals of equipment purchases have been burdensome at the least and in some cases have been detrimental to research and instruction.
- Lowered levels of investment in infrastructure have decreased overhead revenues from extramural grants.

- Reduced funding for library acquisitions resulted in significant journal cancellations and a reduction in the annual acquisition rate from 70,000 to 32,000 volumes.
- The formula established by Act 161 for state general fund appropriations to the University has not been followed; i.e., tuition increases have been offset by reductions in state general funds.
- New approaches to funding for such entities as UH Press, intercollegiate athletics, summer session, University Health Services, and the Waikīkoi Aquarium have created unexpected, and to some degree unwelcome, challenges for the affected programs.

Clearly, UH Mānoa needs and has begun to develop a comprehensive approach to budgeting that will allocate resources to ensure the health of the whole while maintaining excellence among the parts. There has, as noted above, been a general reluctance to accept that lean years are not merely occasional parts of a general cycle of prosperity. Biennial budget preparations were generally adequate, because what could not be supported in one biennium could often be counted upon in the next. What is needed now is an approach to budgeting that will, in so far as is possible, buffer the University from the vicissitudes of the state's economy. Such approaches are not uncommon in other universities, but are new to Hawai'i. The development of a three-year financial plan with incentives for increasing student semester hours and extramural funding, is a step in the right direction.

The will to change is difficult to achieve. While many members of the University have engaged in dialogue over reshaping Mānoa's identity, discussion about the necessity of restructuring of the University has been less visible. Given the likelihood that a few programs will disappear, some reduced or combined, most maintained, and only a very few enhanced, the community's reluctance to engage restructuring is an expected reaction to the inevitability of change. If, however, the procedures by which Mānoa will achieve long-term viability, most particularly the budgeting procedures, are seen by the full community as securing the health of the whole through a fair and responsible restructuring of the parts, then a necessary consensus may be achieved.

Some reorganizing has already occurred. Since FY1993-1994, approximately 20 units have seen some reorganization. Reorganization, however, occurred more frequently in response to an opportunity than as part of a master plan for a stronger and more viable institution.

New approaches to restructuring may also become possible as a result of the UH autonomy bill. However, the primary key to UH Mānoa's future will likely be the UH Mānoa Strategic Plan. If it is to be truly visionary, it has to be different from strategic plans of the past. As members of the Task Forces on Planning and on Budget for this self-study reported, the campus's academic priorities and decision-making procedures have to be carefully articulated.

Past plans have proven useful primarily in guiding allocation of additional resources. To be useful for the next ten years, the Mānoa Strategic Plan has to guide decisions about where resources should be reduced or eliminated as well as enhanced at the college or unit level. Given the decentralization at UH Mānoa, what happens in our colleges, schools, and units is foundational for the entire institution. The reshaping of Mānoa's identity and priorities as well as the budgeting process must work hand in hand. Students, faculty, staff members, and administrators need collectively to be involved in the processes which forge both campus identity, priorities, and budget-making processes. Past institutional practices will guide us only where Mānoa core values continue to be relevant. A new university is unlikely merely to happen at UH Mānoa. However, a new institution can emerge as the result of a concerted effort by the University community to remake itself and the institution for the 21st century.