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UNIVERSITY OF HAWAII

PRESIDENT, UNIVERSITY OF HAWAII  
AND CHANCELLOR, UNIVERSITY OF HAWAII AT MĀNOA

June 14, 1999

Ralph A. Wolff, Executive Director  
Western Association of Schools and Colleges  
P. O. Box 9990  
Mills College  
Oakland, CA 94613-0990

Dear Executive Director Wolff:

The University of Hawai'i at Mānoa has received the final report of the WASC evaluation team that visited the Mānoa campus on March 15-19, 1999, as transmitted by you on June 1, 1999.

On behalf of the entire University of Hawai'i at Mānoa community, let me convey my appreciation to the chair and members of the WASC evaluation team for the time and effort devoted to their campus visits this year and to the preparation of their report.

The value and purpose of regional accreditation remain a very high priority for the University of Hawai'i at Mānoa. In forwarding the written report, you indicated that the Commission would appreciate a statement on any points on which we might wish to comment or with which we might disagree. You also indicated that such a statement had to be in your office no later than June 14, 1999. Our statement, as prepared by the Senior Vice President and Executive Vice Chancellor, is enclosed. This statement and the entire WASC accreditation visit report will be posted on the Office of the Senior Vice President and Executive Vice Chancellor's home page ([www.hawaii.edu/svpevc](http://www.hawaii.edu/svpevc)) and made available for review and comment by the entire UHM community.

By copy of this letter, I wish to convey to the UHM community that Senior Vice President and Executive Vice Chancellor Dean Smith, with my full support, has indicated his intention to use the WASC self-study and evaluation team reports as the basis for discussing and debating UHM development over the months and years to come. Specifically, he intends that the WASC report will, among other things, help inform and provide the context for monitoring progress toward achieving the goals and objectives of the Mānoa strategic plan; for clarifying issues relating to shared governance; for developing a realistic financial plan; for implementing a budget preparation, allocation, and reallocation process; for internal campus assessment and evaluation; and for future campus policy and planning development.

Executive Director Ralph A. Wolff  
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I believe that this accreditation process has provided our Mānoa campus with a healthy and very open effort at self-assessment at a particularly difficult time in our development. The self-study, as well as the WASC report, affords the opportunity to make improvements in a number of areas that are congruent with the goals and objectives of the Mānoa strategic plan.

Sincerely,

Kenneth P. Mortimer  
President, University of Hawai'i and  
Chancellor, University of Hawai'i at Mānoa

Enclosure

c: Board of Regents Chair Kim  
Board Secretary Iha  
Senior Vice President and Executive Vice Chancellor Smith  
Senior Vice President Teramura  
Vice President Ching  
Accreditation Liaison Officer Bopp  
Mānoa Deans and Directors  
Mānoa Faculty Senate Chair  
Collective Bargaining Leadership  
GSO and ASUH Leadership

**University of Hawai'i at Mānoa**  
**Comments on the Report of the WASC Evaluation Team, March 15-19, 1999**  
**by**  
**Dean O. Smith**  
**Senior Vice President and Executive Vice Chancellor**

I should like to respond to the report of the WASC evaluation team. This report was received in my office June 2, 1999, and comments are due in the Commission Office by June 14, 1999. Because of this compressed time-line, I shall be providing only a preliminary commentary. I would not expect all on the Mānoa campus to agree with my observations, but as the chief operating officer of the University of Hawai i at Mānoa, I have the responsibility within this short time frame of responding to the WASC Commission. Having done that, I intend over the next weeks and months to engage all members of the Mānoa community in the opportunity to comment, discuss, and debate the issues raised in the WASC report as well as the content of these initial remarks.

We should use this report to judge progress toward achieving the goals and objectives of our Strategic Plan and to modify that plan if it now seems appropriate. Moreover, the evaluation report serves as a catalyst to clarify issues relating to shared governance, to expand involvement in the campus budget preparation, allocation, and reallocation processes, and to assess and evaluate our academic, research, and service enterprises.

To begin this effort, I am directing Assistant Vice President Thomas Bopp to reconvene the steering committee that participated in the preparation of the self-study to seek participants' comments and advice on the WASC evaluation team report. My staff and I will be meeting directly with the Mānoa Faculty Senate and the Mānoa deans and directors over the next several months to work out the issues and recommendations raised in the WASC report.

I shall first comment on the general, major issues identified in the report and then provide preliminary responses to the recommendations made in the report. Many topics require more

detailed responses that must await the involvement of the Mānoa community. Finally, I shall present detailed comments on specific statements included in the report.

## **GENERAL COMMENTS**

The most important outcome of the WASC accreditation report is its conclusion that the University of Hawai i at Mānoa (UHM) maintains all of the characteristics of a Research I university. This validates our self-image as a major research institution and is concordant with the opinions of several national surveys ranking UHM among the country's leading research universities.

A noteworthy temporal bias to the report deserves mention. Although accreditation spans a ten-year time period, much of the evaluation team's report focuses on campus events of the past year. Clearly, the shifting paradigm of Mānoa's financial structure draws attention to recent circumstances. However, historic changes in the University's governing and financial structure occurred since the last accreditation site visit. These include legislative granting of lump-sum budgeting (1994), assignment of tuition revenues to the University (1995), tighter University control over the Research Corporation of the University of Hawai i (1996), allocation of 100% of extramural indirect cost recovery to the University (1997), and conferring broad measures of autonomy to the University (1998). Furthermore, the University embarked on its first-ever major fund-raising campaign (1997). The significance of these actions should not be overlooked when assessing Mānoa's progress as a major research university since the last accreditation review.

In its limited context, the report identifies four major issues at Mānoa that warrant attention, namely planning, communication, administration and governance, and budgetary decline.

### ***Planning***

The report recognizes that Mānoa has engaged in near- and long-term planning. This is a most welcome finding. However, the evaluation team sensed that the Mānoa Strategic Plan was developed without broadly-based engagement and, therefore, lacks extensive "buy-in." There is no

doubt that the final preparation of the Mānoa Strategic Plan was developed more hastily than might have been desired. For various reasons, Mānoa was the last campus within the UH System to complete its strategic planning. Also, the rapidly declining budget made it imperative that we move quickly in 1997-1998 to finalize and to promulgate the Mānoa vision and to spell out strategic objectives that identified campus priorities.

Nonetheless, we are pleased that the accreditation evaluation team found little in the plan with which to disagree. One reason that the Mānoa Strategic Plan was deemed reasonable by the team – indeed, even praised by some members – and why it has served as a reasonable guide for difficult decisions within the Mānoa campus is due to the broad-based involvement of Mānoa faculty, deans, directors, staff, and students during the period 1994 through 1997 (see the summary provided on pages 7 and 8 of the Mānoa Strategic Plan). Thus, it evolved from extensive, prior campus-wide discussion and from the more recent University systemwide strategic plan.

The Mānoa Strategic Plan identifies rather specific priorities. This specificity understandably inhibits its acceptance by those not included in this prioritization. As the Plan is implemented, an inverse relationship between broad-based endorsement and specificity is to be expected. My staff and I are committed to open discussion of this phenomenon, and the WASC report will provide an excellent starting point.

### ***Communication***

Perhaps the most pervasive theme of the WASC evaluation team's report was Mānoa's need to improve internal communications ( "...communicate, communicate, communicate..."). Various campus constituencies have also questioned the adequacy of Mānoa-wide dialogue on numerous issues. Some of these concerns have focused on the administration.

There are no excuses for failure to communicate effectively. However, I believe the observations of the team and the comments of the Mānoa community are influenced by the difficult but necessary reallocation decisions of this past year and by the extraordinary budget situation of

the last several years. It has also taken some time for the campus in general to recognize that there must be significant changes at Mānoa and to accept that some of them will impact traditional components of the University. We still have much to do in communicating, accepting, and adapting to these new fiscal realities.

We take these criticisms seriously. Therefore, I am committed to improving the communication mechanisms on the Mānoa campus. We must and will do better in this area. As an initial step, we will be convening retreats with the Mānoa Faculty Senate leadership and Mānoa deans and directors within the next few months to devise solutions to this problem. It will be critical for us to differentiate between disagreements over goals and priorities versus a lack of communication.

### ***Administration and Governance***

Communication on Mānoa's behalf within the University system and to external audiences was also addressed in the report. This followed questions raised on campus about whether the System President could also serve effectively as the spokesperson for Mānoa. The evaluation team concluded that there is no unequivocal evidence that this arrangement compromises Mānoa's mission or its ability to compete for resources.

However, under this current organizational structure, the team strongly advises that the Executive Vice Chancellor be perceived as the leader and spokesperson for Mānoa. There is no disagreement between the President and me on this point. Therefore, we are committed to making our respective responsibilities even clearer. I do not sense any mitigation of my own allegiances to Mānoa due to my concomitant role as a System senior vice president.

Any subsequent debate about this issue should consider the need for stability in Mānoa's leadership. Seven different individuals have served in and at least two different administrative structures have characterized the office that heads the Mānoa campus during the 16 years that Chancellor Joyce Tsunoda has headed the Community Colleges. At present, an important

challenge is to develop and to sustain Mānoa executive administrators who can focus on the substantive academic and budget requirements for the campus.

### ***Budgetary Decline and the Need to Reallocate***

The evaluation team fully recognized the impact of repetitive budget cuts during the past several years on Mānoa. They emphasized the urgent need for a well-conceived financial plan to reconfigure resources. Although they acknowledge that a working plan exists and was in its first year of implementation, the report noted that the plan was not uniformly embraced campus-wide. Unfortunately, managing declining resources while simultaneously maintaining full support and high morale among all campus units is probably a logical contradiction. In addition, the speed at which recent budget restrictions have occurred and the need for quick accommodations has often precluded extensive deliberations.

Nonetheless, we comprehend the report's message. Therefore, we intend to engage broader campus participation in further refinement and implementation of Mānoa's financial plan. We hope that morale will improve once the positive effects of this endeavor are realized.

The evaluation team inferred that needed vertical cuts must be made at Mānoa. In fact, there have been substantial vertical cuts. For example, there have been planned reductions in state support for the UH Press, the Waikīkī Aquarium, Athletics, the Curriculum Research Development Group, continuing education, and other units. Unfortunately, there have also been unplanned cuts due to emergency fiscal measures, such as incentive early retirement options and hiring freezes, in response to relatively sudden decreases in state support. The Mānoa financial plan now focuses on restoring those un-programmed reductions.

Further planned vertical cuts are urged by the evaluation team. This is a daunting challenge, for identification of the targets has proved extremely difficult. Each university program has evolved in response to some academic, state, or societal need. Thus, persuasive arguments for specific closures or downsizing are elusive. Ideally, faculty would play a major role in

determining programs to be cut. However, they have been advised by their collective bargaining organization not to engage in these activities that impact other faculty. Moreover, when realignments are proposed, faculty often rally to the support of colleagues in the impacted units. And because we are all engaged in academic and support services for which reasoned justifications exist, few can fathom that their unit should undergo reductions. These realities impact budget strategies. The resulting environment is one that everybody at Mānoa must accept responsibility for.

The report suggests that Mānoa has an inordinately large number of programs given its limited resources. Budget management at Mānoa is complicated by the fact that it is the only research university serving the State of Hawai'i; there are usually no other alternatives at a neighboring campus or in a nearby state. The resulting public expectation for access to a broad array of liberal arts and professional programs as well as those that directly serve state needs further constrains our strategies for managing declining resources. Interestingly, the report notes that the low student to faculty ratio at Mānoa represents an untapped potential and, by inference, a potential remedy.



## COMMENTS ON THE WASC TEAM REPORT RECOMMENDATIONS

<i>WASC Team Report Recommendations</i>		<i>UHM Response</i>
<b><i>Planning, Governance, Resources – pg 17</i></b>		
1	4+4+4 reallocation cannot be redone.	We agree with this assessment that reallocation of resources to critical areas at UHM is required.
2	Increase campus involvement in future budget/planning decisions.	We intend to re-establish annual budget presentations by the major academic, research, and service units at UHM to identify issues regarding resources and programs. Representatives from the Faculty Senate Committee on Administration and Budget will be invited to sit in on presentations.
3	Clarify final authorities of the faculty.	Such clarification is indeed required and must be carried out within the context of existing policies of the Board of Regents of the University of Hawai i.
4	Develop educational process for Regents.	This recommendation has been forwarded to the Board of Regents office.
5	Develop tracking system for Faculty Senate actions.	The Executive Assistant to the President and Chancellor has now established a tracking system for UHM Faculty Senate resolutions.
6	Enhance EVC as UHM's voice: a. Regular Senate address / other parochial venues. b. De-emphasize SVP's System role. c. Assign Athletics to EVC.	This also is an on-going process. We expect to issue a briefing to UHM on the span of authority and list of responsibilities assigned to the EVC.
7	Create cross-functional teams to share/present data.	We concur with this recommendation. It should lead to improved communication within UHM and with the System Planning and Policy office.
8	Develop an information technology plan.	There is an IT plan document which dates from 1992; it is being updated.

<i>WASC Team Report Recommendations</i>		<i>UHM Response</i>
<b><i>Undergraduate Education – page 30</i></b>		
1	"Adding a VC for Undergraduates would be valuable."	A joint UHM administration-academic deans and directors, and Faculty Senate committee is being set up to consider an organization structure and function to integrate undergraduate studies.
2	Provide sufficient incentive and faculty development resources, and advising, to insure success of new UG programs.	Two new advising positions are being added to the Arts and Sciences. Incentive funding for Learning Committees has been implemented.
3	Review and revise admissions criteria to: a. Select students who will most benefit. b. Inform students how to prepare for competitive admission. c. Explicitly inform potential students of criteria. d. Provide appearance and reality of fairness.	This recommendation will be combined with the recommendations of the task force on enrollment management to address policies and practices within Admissions and Records. We will work with the UHM Faculty Senate on appropriate changes.
4	Create faculty standing committee on Undergraduate Academic Policies and Practices.	This recommendation will be forwarded to the UHM Faculty Senate.
5	Be sure to assess the Learning Communities, especially since they are getting reallocation funds.	Special attention to assessment has been incorporated in the planning for these communities.
6	More resources needed in advising – staff, programs, degree audit, etc.	See #2 above. Additional resources will be made available as necessary.
7	Develop more formalized assessment processes.	This is an ongoing matter. A campus-wide survey of assessment activities was conducted by a faculty/staff/student task force as part of the self-study. This task force will be charged with making initial recommendations to my office.
8	Hire a consultant in enrollment management.	A task force has been established that will address the issue of enrollment management at UHM.
9	Review the supervisory structure of the student tutor/advisors in the Athletic Department.	This has been done. Student tutors and advisors in Athletics are now being placed within the Office of the Associate Dean, Arts and Sciences.

<i>WASC Team Report Recommendations</i>		<i>UHM Response</i>
<i>Graduate Education and Research – page 37</i>		
1	Improve program reviews, and communicate, communicate, communicate! [...the misinformation was remarkable.]	Program reviews are scheduled and we intend to add external reviews to priority programs to assess their quality and effectiveness. The role of the Graduate Council in the review of graduate programs is being strengthened.
2	Employ outside consultant to assist in negotiating indirect cost rate.	This recommendation will be implemented.
3	Create planning process for research that: a. Prioritizes resources and efforts. b. Is done annually.	The Mānoa Strategic Plan identifies priority research areas. Annual review of priorities and research resource allocation will be implemented.
4	Resolve the issue of dual classification of faculty (I/R).	This recommendation is being addressed by my office working with staff from the Office of Human Resources.
5	A new Med School Dean seems essential.	The interim dean's appointment has been extended and the search for a new permanent dean of the Medical School continues.
6	What about Public Health?	We intend to seek accreditation of Public Health as a program and to merge it into the School of Medicine.
7	Remove unintended barriers to interdisciplinary research.	We will forward this item to the Senior Vice President for Research for specific recommendations.
8	Coordinate/focus involvement of undergraduates in research.	One of the areas that will be reviewed as part of the undergraduate studies proposal will be an initiative to publicize and improve research options for undergraduates.

<i>WASC Team Report Recommendations</i>		<i>UHM Response</i>
<b><i>Library, Computing, and Other Learning Resources – page 44</i></b>		
1	Funding to library must be increased.	We have allocated \$4.2 million to the book budget for the library in FY 1999, and are planning to increase this to \$4.7 million in FY 2000, the largest allocation for book purchasing at UHM.
2	Develop Web based library system; institute realistic maintenance and upgrade plan for library technology.	We plan to allocate approximately \$1.6 million in FY 2000 (and another \$0.5 million in FY 2001) to upgrade the library's information management system.
3	Develop and implement integrated information technology plan as soon as possible.	IT plan is being updated.
4	Engage library faculty in redesign and delivery of programs to improve student information/technology competencies.	With the new library information management system we will be in a position to engage library faculty in information and technology competency.

## COMMENTS ON SPECIFIC PARTS OF THE WASC TEAM REPORT

Page(s)	WASC Report	Comments
<b>I. PLANNING AND COMMUNICATION</b>		
7, 8, 12	Reference to (1) the UHM Strategic Plan as a comprehensive, clearly presented blueprint for institutional priorities and choices; and (2) a common perception that the plan was developed without widespread involvement of faculty, students, and staff.	<p>We believe that the explanation for this unusual circumstance (positive judgments about the UHM mission and planning documents alongside a process perceived to lack involvement) resides in the length of time it took to bring these documents to fruition and the reliance on a mainstreamed versus a stand-alone planning process. If there were truly the lack of involvement in the development of the UHM mission and strategic plan as was conveyed to the WASC team, it seems highly unlikely that we could have developed as well-conceived statements and blueprints as the WASC team credits us with. Mānoa faculty, staff, and students influenced these documents greatly.</p> <ul style="list-style-type: none"> <li>Files indicate that the work to develop an official UHM mission statement (separate from that for the UH system) began as early as 1992. There was detailed involvement of Mānoa deans, directors, faculty, and students in the development of the language that evolved over several years and finally came to fruition as a published statement largely as a result of the current administration's determination that UHM have mission and planning documents that clearly differentiated this research campus from the rest of the UH system.</li> <li>Files indicate that original drafts of the UH System Strategic Plan bear little resemblance to the final document. The consultation, comment, and open forum process changed significantly the final substance of the UH System Strategic Plan. And most of these changes originated with the Mānoa campus. This is relevant because the UHM Strategic Plan drew heavily on the system planning document.</li> <li>In addition to the advice and guidance received from the campus in 1997-98 (largely in the form of comments), the development of the UHM Strategic Plan was influenced greatly by the advice of earlier UHM Faculty Senates and the findings and comments of Mānoa deans and directors who made their case in some 38 budget hearings in 1994 and who had the opportunity to update their presentations in 1995 and 1996.</li> </ul> <p>Clearly, the administration must take responsibility for the time that elapsed between consultation processes and the finalization of the UHM Strategic Plan and for the strategy used to develop this Plan. The perception of a lack of campus involvement in the development may not be fully justified, but it is a reality that we as a campus must put behind us as we move forward to implement UHM strategic plan priorities.</p>
9	Reference to the lack of response from the administration to regular policy proposals sent by the Faculty Senate in prior academic years.	Responses to proposals have often been provided orally. A written summary of actions was shared with the UHM Faculty Senate Executive Committee last month. Responses to senate actions will be more carefully documented in the future.

Page(s)	WASC Report	Comments
<b>II. MANAGING DECLINING RESOURCES</b>		
1	Unavailability of staff to teach students the tools to research an issue.	It is important to note that this reference is to library staff and not to instructional faculty.
1, 2	References to inordinately damaged units, random results, random damage, etc.	<p>Judgments about how an institution manages budget decline need to account for the full context. In the case of UHM, that includes at least the following:</p> <ul style="list-style-type: none"> <li>• campus priorities;</li> <li>• the amount and immediacy of cuts and constant changes to both factors;</li> <li>• across-the-board richness or lack thereof of the faculty complement;</li> <li>• areas of demonstrated strength and quality or the lack thereof;</li> <li>• a unionized environment.</li> </ul>
3	Reference to no evidence of campus reconfiguration despite budget decreases.	<p>Reconfigurations that have taken place or are in progress:</p> <ul style="list-style-type: none"> <li>• Combining Summer Session and College of Continuing Education;</li> <li>• Combining the College of Business Administration and the School of Travel Industry Management;</li> <li>• Elimination of the Institute for Tropical Agriculture and reorganization of the College of Tropical Agriculture and Human Resources;</li> <li>• Consolidation of the Departments of Journalism and Communication, and the merger of the Peace Institute and the Social Science Research Institute and adding the new unit to the College of Social Sciences;</li> <li>• Movement of the Master's in Public Health program to the School of Medicine;</li> <li>• Refinancing of the School of Law through a greater reliance on tuition revenues;</li> <li>• Increasing the tuition revenue component of the School of Medicine's financial plan;</li> <li>• Increasing significantly the tuition revenue component of the School of Nursing's financial plan;</li> <li>• Reduction of state funding to low-leveraged organized research units;</li> <li>• Significant increase in campus autonomy from procedural controls;</li> <li>• Shifting the financing of the athletic program to a greater reliance on private support.</li> </ul>
12	The need to involve the UHM Faculty Senate in the development of strategies for further budget reductions.	The administration welcomes such involvement. To date, a variety of senate resolutions have called for increased funding requirements; additional support for areas like learning communities has been provided. On the budget reduction side, a lack of useful advice has contributed to moving forward with the 4/4/4 plan.
16	The need for systematic inventory of the losses to each academic program.	Updating subunit academic and financial plans is an on-going process.
40	Damage to the academic enterprise as a result of budget reductions affecting the library.	The University is well aware of the budget trauma that has been inflicted on the library. Indeed, one of the major components of the 4/4/4 process is to rebuild the library budget through reallocation.

Page(s)	WASC Report	Comments
<b>III. DATA AND INFORMATION</b>		
3	Generalization that most campus trends are negative.	<p>Over the last ten years, positive campus trends, in addition to the significant increases in research and training funds, include:</p> <ul style="list-style-type: none"> <li>• no increase in average semester hours taught by regular faculty;</li> <li>• a relatively low and not increasing student/faculty ratio;</li> <li>• slightly improved average SAT scores;</li> <li>• a declining average class size at the upper division and graduate level and no change to the overall campus average class size;</li> <li>• increases in the number of degrees conferred;</li> <li>• a decline in the average time to graduate in a six-year period;</li> <li>• very stable and respectable graduation and freshman to sophomore persistence rates.</li> </ul>
8, 9	There is a plethora of data available on students, student attitudes, student assessment of University, alumni assessment, program costs, and other issues. However, data did not seem to be readily available, and there appeared to be a lack of trust in the accuracy of key institutional data.	<p>There are currently approximately 90 Mānoa institutional research (commonly referred to as MAPS) reports prepared in any given year. These reports cover courses (including departmental activity and instructional workload measures), academic crossover analyses, curricula offered, detailed enrollments by term, faculty/staff, finances, enrollment projections, and a variety of student information, including applications, degrees earned, high school background, SAT scores, transfer patterns and applications processed. Almost two-thirds of these reports have been available for the last 20 years or longer. Since 1997, all MAPS reports are available on the WEB and paper copies continue to be distributed.</p> <ul style="list-style-type: none"> <li>• It is possible that the lack of familiarity and use of these reports is related to the reality that historically UHM has not linked budgets to enrollments. Prior to 1995 and the retention of tuition revenues by the University, there was limited interest on the part of Mānoa managers and faculty in student and enrollment data. Only gradually is this mind set changing.</li> <li>• All of the course and enrollment data contained in the MAPS reports reflect extracts of student registration data entered by the Mānoa campus. Secondary analyses are accompanied with definitions and descriptions of methodology that follow usual institutional research practices; an external audit raised no concerns about calculations such as the student/faculty ratio.</li> <li>• We are committed to using data and information to inform decisions and make data more accessible to the campus, including on-line query capability.</li> </ul>
22	Suggestion that information to prospective students be precise and accurate.	Responsibility will be assigned to ensure that the advice provided to prospective students is as advised.
33	Lack of required document showing the number of degrees granted by program over a five-year period.	The administration regrets this oversight. This data is available as a MAPS report and on-line at: <a href="http://www.hawaii.edu/iro/maps.htm">www.hawaii.edu/iro/maps.htm</a> .

<i>Page(s)</i>	<i>WASC Report</i>	<i>Comments</i>
43	Lack of documentation concerning computing resources.	The administration expects an updated information technology plan to be completed by the end of 1999. The administration will ensure that information on computer usage and descriptions of user services will be updated and promulgated (paper and electronically) by fall 1999.
<b>IV. OTHER: ACADEMIC AND SUPPORT ACTIVITIES AND POLICY ISSUES</b>		
2, 18	The authorities of the faculty within shared governance and according to Regents' ByLaws are not consistently recognized. Final authorities of the faculty should be clarified.	<p>In general, we do not believe this statement reflects the reality of UHM administrative Faculty Senate interactions over the last ten years. Recognizing that perception can be more powerful than reality, the Mānoa administration commits itself to working with faculty senate leaders to clarify and honor roles and responsibilities.</p> <ul style="list-style-type: none"> <li>• BOR policy on faculty involvement in academic decision making and academic policy development clearly authorizes the development of faculty organizations whereby faculty carry out their collective responsibilities with their administrative colleagues and "make recommendations or provide advice on academic policy." The policy goes on to specify that duly authorized faculty organizations have the responsibility to speak for the faculty on a variety of academic policy matters.</li> <li>• In view of the WASC team's comments relating to faculty final authority over an area such as student admissions requirements, it will be important for WASC to clarify accreditation requirements. The SHEEO organization reported in January 1998 that "In about two-thirds of the states, institutions operate in a context in which external guidelines or requirements are in place to determine how freshmen are selected for admission."</li> <li>• A 4/8/98 UH communication with WASC summarized the reaffirmation provided by WASC leadership that the UH System policy directing the acceptance of a UHCC AA degree as fulfilling the general education core requirements at all UH baccalaureate degree granting institutions was not in conflict with or an impediment to WASC accreditation.</li> </ul>
13	Campus appeared to be maintained very well. Reference to major reductions in repairs and maintenance budget.	The recognition given to the hard work of the grounds and maintenance crews is much appreciated. The recognition that the campus has correctly placed priority on repairs and maintenance funding is appreciated.
17	Fund raising and development.	<ul style="list-style-type: none"> <li>• Private fund raising for the University of Hawai i has grown to approximately \$20 million per year since 1994, more than double the level of giving in the previous five years. This very positive development did not seem appropriately recognized in the WASC report.</li> <li>• A factual correction that was missed in the earlier draft: the University has recently appointed a director of university relations, not a vice president. And, the UH Foundation, not the Office of University Relations, is responsible for developing and managing gifts.</li> <li>• The University will take under consideration the advice of the WASC team relating to annual fund payout from the Foundation.</li> </ul>
20ff	Undergraduate education is done well at UHM; the problems are money related.	The positive comments about undergraduate education reflect the commitment of our faculty to this enterprise.



<i>Page(s)</i>	<i>WASC Report</i>	<i>Comments</i>
21	Movement of a sexual harassment and affirmative action officer from academic affairs to student affairs represents a major weakening of the University's commitment to equal opportunity and equity.	The administration strongly refutes this gross mis-statement. The office location of one position does not weaken the University's commitment to equal opportunity and equity. At a time when other states and institutions have moved away from affirmative action, UHM is proud of its commitment to affirmative action, equal opportunity, and equity. A variety of actions over the last ten years, including the establishment of the referenced position, a variety of specialized student services, special diversity grants for faculty, a major round of pay equity adjustments for faculty, demonstrate UHM's strong commitment in this area.
21	Reference to progress towards distance learning and comment that this area is not so fully implemented.	It is appreciated that the WASC team recognized progress in this area. In fall 1998, UHM originated course work leading to nine graduate and three undergraduate degrees. This activity is supported by a complex network. In addition to the UHM Outreach College, services are provided by Information Technology Services, the UHM schools and colleges, the UHM libraries, and the University Centers. There is always more to be done, especially in the areas of providing support services for faculty and students. In general, the UH policy framework and network of support for UHM distance learning is recognized as a good model.
25	The need to ensure that actions taken by other campuses of the UH System do not violate the articulation agreements approved by the UHM Faculty Senate. In recent years, increasing numbers of UHM students are taking course work at the Community Colleges.	<ul style="list-style-type: none"> <li>• Actions have been taken over the last year to revitalize and ensure greater faculty participation in the University-wide Council on Articulation. We will continue to work with system and other campuses of the University to monitor and ensure appropriate implementation of articulation agreements.</li> <li>• Data indicate that approximately 40% of the students who graduate from UHM have some Community College experience. We have no data that indicates that this number has increased in recent years. In fact, the number of CC students transferring to Mānoa has declined over the last ten years.</li> <li>• As a Mānoa community, we need to honor the quality academic experience the UHCCs offer, understand better their role in serving the full array of state needs, and accept and pursue the challenge of recruiting to Mānoa the best and the brightest of the students who choose to begin their academic years at the UHCCs.</li> </ul>
28	Students express concern over infrequency of student evaluation of faculty and the unavailability of information to them.	Over the last several months, the administration has undertaken a study of this matter. A survey of departments indicates that student evaluation of faculty teaching are far more usual than as reported to the WASC team. We expect to continue our review of this matter and explore with our faculty colleagues changes in guidelines and criteria that may improve consistency of practice.
34	The graduate program review process would be substantially strengthened by the inclusion of a majority of external reviewers on committees.	This suggestion is well received; the issue has always been one of resources.

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36	In the area of research and scholarship, it is clear that the University has a productive faculty and that research and scholarship are not viewed as a negative element in the undergraduate education issues.	These observations are wholeheartedly agreed with and endorsed.
47ff	A comprehensive campus-wide assessment plan is recommended.	The UH's overall strategy and planning process for assessment is described in Executive Policy E5.210. This document was pending review by the Mānoa Faculty Senate at the time of the site visit. It sets forth requirements consistent with the advice of the WASC team. It emphasizes the need for assessment of general education and in the major, and the need to integrate assessment activities into ongoing program review, budgeting and planning efforts. Administrative offices have taken responsibility for surveying and reporting on the UHM undergraduate experience, graduating seniors, and alumni.