

STANDARD 1(b) AT-A-GLANCE:

Standard I: Defining Institutional Purposes and Ensuring Educational Objectives:

Integrity

1.4. The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.

- Policy on Academic Freedom for Faculty, and Due Process:
 - http://www.hawaii.edu/uhmfs/documents/resolution/CPM_Reso_academic_freedom_021120.pdf
 - <http://www.uhpa.org/meida/01-03Contract.pdf>
- Policy on Academic Freedom for Students: <http://www.catalog.hawaii.edu/reference/appendix.htm>
 - Academic Grievance Procedures for Students: <http://www2.hawaii.edu/dlit/student/grievance.html>

1.5. Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

1. Diversity in mission statements of Manoa Strategic Plans, imperatives and benchmarks
 - Mission Statement: http://www.uhm.hawaii.edu/vision/DOD_12_05.pdf
2. Diversity in student body, faculty and staff, administration, and Board of Regents vs. diversity of state population
 - Student Body
 - i. Fall Enrollment Report 2001 (includes Table 1: Headcount Enrollment by Gender, and Table 6: Distribution of Majors by Ethnicity and Gender): <http://www.hawaii.edu/cgi-bin/iro/maps?semaf01.pdf>
 - ii. Degrees and Certificates Earned, Fiscal Year 2000-2001 (includes Table 3: Degrees and Certificates Earned by Campus, Degree Type, Gender and Ethnicity): <http://www.hawaii.edu/cgi-bin/iro/maps?dquhy01.pdf>
 - iii. Graduation and Retention Rates of Fall 1990 to Fall 1999 Cohorts as of 2000, Peer and Benchmark Group Comparisons (includes Table 1: Graduation and Retention Rates of First-Time Freshmen, Table 2: Average Graduation and Retention Rates by Gender and Ethnicity, UH Manoa and Peer/Benchmark Institutions, Table 3: Six-Year Retention Rates for First-Time Freshmen, UH Manoa Comparisons with Institutional Members of the Consortium for Student Retention Data Exchange): <http://www.hawaii.edu/cgi-bin/iro/maps?gcma00.pdf>
 - iv. Hawaiian and part-Hawaiian Students at the University of Hawaii, 2002: <http://www.hawaii.edu/iro/adhoc/hpuhh01.pdf>
 - Faculty and Staff:
 - i. Faculty & Staff Report, 2001 (includes Table 1: Number of Personnel and Full-time Equivalent by Campus, Classification and Rank, and Gender, Table 5: Faculty Demographics, Table 6: Instructional Faculty Demographics, Table 7: Staff Demographics): <http://www.hawaii.edu/cgi-bin/iro/maps?fsuhf01.pdf>
 - ii. Ratios of Men to Women Instructional Faculty by Department, UH Manoa, October 1994 to October 2001: <http://www.hawaii.edu/iro/adhoc/ifmah01.pdf>
 - UH Board of Regents Members: <http://www.hawaii.edu/admin/bor/borinfo.plain.html>
3. *Appreciating diversity as an outcome of the undergraduate instruction (consider all forms of diversity).*

- New General Education Core for Undergraduates: <http://www.hawaii.edu/gened/>
- General Education Requirements, Adopted by the Manoa Faculty Senate, December 1999: http://www.hawaii.edu/gened/GenEdPlan_1-23-02.pdf
- Course Offerings by Department: <http://www.catalog.hawaii.edu/courses/listing.htm>

4. *Diversity components to programs such as the learning communities and other academic support services that pull various groups together for intellectual and personal development.*

- General Education Learning Communities: <http://www.lc.hawaii.edu/>
 1. Access to College Excellence Program: <http://www.cassas.hawaii.edu/ace/>
 2. Rainbow Advantage Program: <http://www.rap.hawaii.edu/siteFiles/aboutUs/about.htm>
- Developing Learning Communities on Campus: A Progress Report, 1998: <http://www.hawaii.edu/news/kulama/981120/learning.html>
- Student Equity Excellence and Diversity Programs: <http://www.hawaii.edu/diversity/programs.html>
- Ethnic and Cultural Registered Student Organizations: <http://www.hawaii.edu/caps/rio/riolist.htm#ethnic>
- Student Religious Organizations: <http://www.hawaii.edu/caps/rio/riolist.htm#religious>
- Political Student Organizations: <http://www.hawaii.edu/caps/rio/riolist.htm#political>

5. *Strengths and weaknesses of diversity efforts, next steps (strategic imperatives, etc.), and assessment of current efforts.*

- Manoa Strategic Planning: Social Justice Imperatives (page 8): http://www.uhm.hawaii.edu/vision/DOD_12_05.pdf
- Student Protest to Lack of Faculty Diversity: <http://www.kaleo.org/vnews/display.v/ART/2001/12/11/3c15a18850e2b>

1.6. Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

- Autonomy: Q&A - <http://www.hawaii.edu/uhiissues/autofaq.html>

1.7. The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

- UH Manoa Catalog: <http://www.catalog.hawaii.edu>
- UH Manoa Website: <http://www.uhm.hawaii.edu>
- General Education Core: <http://www.hawaii.edu/gened/>
- Graduation and Retention Rates of Fall 1990 to Fall 1999 Cohorts as of 2000, Peer and Benchmark Group Comparisons: <http://www.hawaii.edu/cgi-bin/iro/maps?gcma00.pdf>
- *Honolulu Advertiser*, June 26, 2002: "UH Adds Flexibility in Earning Credits" <http://the.honoluluadvertiser.com/article/2002/Jun/26/In/In33a.html>
- *Star Bulletin*, June 24, 2002: "UH Eases Degree Requirements": <http://starbulletin.com/2002/06/24/news/story5.html>
- Student Conduct Code: Student Conduct Code: <http://www2.hawaii.edu/dlit/student/conduct.html>
- Academic Grievance Procedures for Students: <http://www2.hawaii.edu/dlit/student/grievance.html>
 - [UH Committee on Human Subjects](http://www.hawaii.edu/irb/index.htm): <http://www.hawaii.edu/irb/index.htm>
 - [UH Policy on Research Involving Human Subjects](http://www.hawaii.edu/irb/Policy.html): <http://www.hawaii.edu/irb/Policy.html>
 - [Student Research Policy](http://www.hawaii.edu/irb/studrsch.pdf): <http://www.hawaii.edu/irb/studrsch.pdf>

- Refund Policy: http://www.catalog.hawaii.edu/general_information/tuition-finaid/tuition.htm
- Distinction between Credit courses v. Non-credit courses – in Schedule of Courses and Catalog: http://www.catalog.hawaii.edu/general_information/undergrad-ed/credits.htm

1.8. The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

- Faculty/staff/student grievance procedures
 - Policy on Academic Freedom for Faculty and Due Process (2001-2003 Contract, "Article VIII, Academic Freedom and Responsibility"): <http://www.uhpa.org/media/01-03Contract.pdf>
 - Academic Grievance Procedures for Students: <http://www2.hawaii.edu/dlit/student/grievance.html>
 - Staff Grievance Procedures: <http://launch.hgea.org/webnews.asp?id=992>
- Audit policies:
 - UH Board of Regents Executive Policy 8.204: University Audit Plan: <http://www.hawaii.edu/svpa/ep/e8/e8204.pdf>