July 6, 2004

Peter Englert
Chancellor
University of Hawaii, Manoa
2500 Campus Road
Honolulu, HI 96822

Dear Chancellor Englert:

At its meeting on June 17-18, 2004, the Commission considered the report of the Special Visit Team that visited the University of Hawaii System Office on March 14-16, 2004. That report primarily addressed issues relating to the University System. Included in the Team Report, however, were findings of the team and expressions of concern regarding the Manoa campus.

The team expressed several concerns regarding the management of the campus, lines of authority, staffing, and the relationship of the campus to the President's Office and the Board of Regents. As stated by the team:

[The UH Manoa campus is currently unable either to enact the organizational plans of the Chancellor nor to resolve second-level problems emerging from the system reorganization. This hamstrings UH Manoa's ability to manage its affairs.

Elsewhere in the report, the team wrote:

The team is of the view that the leadership at Manoa has been clearly stymied in its ability to truly manage the Campus. We also believe that these problems are indicative of the negative relationship at present between the BOR and the President and the President's distancing himself from internal matters. The Manoa Campus alone cannot solve these issues. They require strong presidential intervention on behalf of the Campus and a recognition that the President should set the management expectations for the Campus and work to resolve the staff resource issues so that the Campus can function. They require the BOR to refrain from detailed intervention in daily management issues in favor of setting the overall policies and guidance for the President in his management of the campus chancellors.
The team also identified issues regarding lines of authority and the relationship of the Manoa Campus and the medical school to the biomedical complex at Kaka‘ako.

The Commission is concerned about these findings and the fact that they do not appear to be perceived as a priority for resolution by the System leadership or the Board of Regents. Thus, the Commission shares the concern of the team that the conditions at Manoa are not the same as those reported by the last evaluation team.

As a consequence, in acting to receive the report of the Special Visit Team to the System Office, the Commission also took action regarding the Manoa Campus. In my letter of July 2, 2004 to Acting President David McClain, I reported the Commission action to modify the next interaction between the Manoa Campus and the Commission.

As stated in my July 6, 2004 letter to President David McClain:

**Conditions at the Manoa Campus.** While the charge to the team did not include a review of the Manoa campus, as reflected in the team’s report, a number of concerns arose regarding how the conduct of the Board and the President have affected that campus. Based on the Team Report, it appears that the situation at the Manoa campus is no longer the same as that found by the evaluation team, which visited the campus in 2003. Indeed, the team reports that serious issues have emerged regarding the relationship between the campus and both the office of the President over lines of authority and staffing issues, and with the Board of Regents over organization and staffing requests. While the Commission is not in a position to make findings conclusively on these issues, they suggest that the campus is stymied in moving forward and that the campus may, itself, no longer be meeting Commission expectations under the Standards of Accreditation with respect to these matters. As a result, the Commission has modified the action taken in 2003 with respect to the Manoa campus.

Based on these findings, the Commission has acted to:

Modify the action reflected in my July 1, 2003 letter to the University of Hawaii, Manoa to change the Progress Report scheduled for spring 2005 to a Special Visit in the fall of 2005. The format of the special visit report should follow that suggested in the enclosed memorandum. The Guide for Special Visits will be mailed shortly. Four copies of the report will be due two months before the visit.
Please contact me if you have any questions or comments about this letter or the action of the Commission.

Sincerely,

[Signature]
Ralph A. Wolff
Executive Director

cc: James Appleton
    Members of the team

RW/bm

Enclosure
Under the WASC Handbook of Accreditation, when taking accreditation action, the Commission may request additional reports and site visits focused on identified issues of concern. In preparation for such a site visit the institution is asked to prepare a Special Report as described below. The Special Report must be submitted to the team and the Commission office eight weeks prior to the scheduled visit; four copies are sent to the Commission Office and one to each team member. Based on information from the Report and the site visit, the team prepares a report of its findings and makes a recommendation to the Commission. In most cases, the Commission accepts the report and sets or affirms the date of the next staged, comprehensive review. However, the Commission may also act to schedule further reports or special visits, change the date of the next staged, comprehensive review, or impose a sanction.

Special Reports should follow the format described below. Such Reports are intended to be limited in scope, not to be comprehensive evaluations of the institution. The Report should help prepare the visiting team understand the progress made by the institution in addressing the issues identified by the Commission and the major recommendations of the last visiting team.

A Special Report should include the following:

1. **Cover Sheet.** The cover sheet should specify that the document is a Special Report prepared for a site visit. It should include the date of submission, the name and address of the institution, and the name of the person submitting the Report.

2. **Table of Contents.**

3. **Nature of the Institutional Context and Major changes since the last WASC visit.** The purpose of this section is to describe sufficiently the nature of the institution so that the visiting team can understand the issues in context. Describe the institution’s background; mission; and history, including the founding date, year first accredited, geographic locations, etc. In addition, briefly identify any major changes at the institution — in personnel, programs, enrollment, resources that would affect the team's understanding of the current situation at the institution.

4. **Statement on Report Preparation.** Describe in narrative form the process of Report preparation, naming the constituents who were involved in it. Because of the focused nature of a Special Report, the widespread and comprehensive involvement of various institutional constituencies is not required. Faculty, administrative staff and others should be involved as appropriate to the topics being addressed in the preparation of the institutional response. Campus constituencies, such as faculty leadership and,
where appropriate, the Board of Trustees, should review the report before it is submitted to WASC, and such reviews should be indicated.

5. **Institutional Summary Data Form.** (Attached)

6. **Response to Issues Identified by the Commission and the last visiting team.** This main section of the Report should address those special issues highlighted by the Commission as topics for the Special Visit. The primary focus of the report is on these issues, incorporating as appropriate related issues from the team report. In addition, the institution should provide an update on how it is addressing other major topics or recommendations identified in the team report. The institution should not respond to every issue discussed within the body of the team report, such as suggestions made throughout the report. Identify each key issue, providing a full description of the issue, and the action taken by the institution, along with an analysis of the effectiveness of the response. It is important that this section of the report include not only a description of the responses undertaken by the institution, but equally important, an assessment of the impact of these changes. Have they been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will such issues be addressed, by whom, and under what timetable?

7. **Identification of Other Changes or Issues Currently Confronting the Institution for the Future.** This brief section should identify any other significant issues or changes that are likely to occur at the institution (e.g., changes in key personnel, major new programs, modifications in the governance structure, or significant financial results) that are not otherwise described or identified in the preceding section. This will help the visiting team gain a clearer sense of the current status of the institution and understand the context in which the responses of the institution discussed under #6 have taken place.

8. **Institutional Plans to Address the New Expectations of the 2001 Handbook.** Effective July 1, 2002, all reviews are being conducted under the **2001 Handbook of Accreditation.** Progress on issues identified for the Special Visit are to be reviewed within the context of the 2001 Standards of Accreditation and institutions should review them in assessing the effectiveness of actions in response to Commission concerns under the Standards of Accreditation which led to the Special Visit. Looking to the future, since the new **Handbook** identifies higher expectations for institutional data analysis and evidence, and the review and improvement of student learning, it will be important to begin plans to address the new Standards of Accreditation. This section of the Special Visit Report is intended to be brief and only identify the plans or process the institution intends to use to prepare itself for its next comprehensive review under the 2001 Standards of Accreditation and the new multi-stage review process.
9. **Concluding Statement.** Reflect on how the institutional response to the issues raised by the Commission has had an impact upon the institution, proposing recommendations and follow-up steps.

10. **Required Documents, and list of hardcopy materials to be available in team room, including but not limited to:**

    - current catalog(s);
    - completed Set of Required Data Displays – The Data Displays are found in Appendix I and can be downloaded from the WASC website www.wascweb.org/senior/proposal_tables.doc
    - most recent Annual Report to the Commission;
    - budget for current year; and
    - most recent financial statement and audit by an independent professional agency or, if a public institution, by the appropriate state agency; management letters, if any; and organization charts or tables, both administrative and academic, highlighting any major changes since the last visit.
1. YEAR FOUNDED: 

2. CALENDAR PLAN: 

3. DEGREE LEVELS OFFERED: _____ Associate _____ Bachelors _____ Masters _____ Doctorate _____ Professional

4. SPONSORSHIP AND CONTROL:

5. LAST REPORTED IPEDS DATA FOR ENROLLMENT BY ETHNICITY AND GENDER

Use IPEDS definitions for students. Data reported as of __________________________ (date)

<table>
<thead>
<tr>
<th>Enrollment by Category</th>
<th>Total FTE of Students*</th>
<th>Total Headcount of Students</th>
<th>Non-Resident Alien Headcount</th>
<th>Black, Non-Hispanic Headcount</th>
<th>Am Indian/Alaska Native Headcount</th>
<th>Asian/Pacific Islander Headcount</th>
<th>Hispanic/Latino Headcount</th>
<th>White/Non-Hispanic Headcount</th>
<th>Ethnicity Unknown Headcount</th>
<th>Total Male Headcount</th>
<th>Total Female Headcount</th>
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<td>Undergraduate</td>
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* If you have used a formula other than FTE = FT + (PT/3), please indicate how you have calculated FTE.

6. LAST 3 YEARS IPEDS DATA FOR 6-YEAR COHORT GRADUATION RATE BY ETHNICITY & GENDER:

If you track graduation rates separately for freshman students and for students who transfer in to your institution, please use question 6 to record FRESHMAN GRADUATION RATES and question 7 to record TRANSFER STUDENT GRADUATION RATES.

Please indicate if the data provided in question 6 table below is _____ for freshmen only OR _____ for freshmen and transfer students combined.

<table>
<thead>
<tr>
<th>Freshman Cohort Year (Entering Fall)</th>
<th>Overall Graduation Percentage</th>
<th>Non-Resident Alien %</th>
<th>Black, Non-Hispanic %</th>
<th>Am Indian/Alaska Native %</th>
<th>Asian/Pacific Islander %</th>
<th>Hispanic/Latino %</th>
<th>White/Non-Hispanic %</th>
<th>Ethnicity Unknown %</th>
<th>Male %</th>
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| Averages                           |                             |                     |                       |                          |                          |                  |                   |                   |       |         |

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7. If you track freshman and transfer graduation rates separately (see question 6), please provide

LAST 3 YEARS DATA FOR 6-YEAR COHORT TRANSFER GRADUATION RATE BY ETHNICITY & GENDER:

<table>
<thead>
<tr>
<th>Transfer Cohort Year (Entering Fall)</th>
<th>Overall Graduation Percentage</th>
<th>Non-Resident Alien %</th>
<th>Black, Non-Hispanic %</th>
<th>Am Indian/Alaska Native %</th>
<th>Asian / Pacific Islander %</th>
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8. CURRENT FACULTY: Total FTE of faculty __________________________ as of __________________________ (date)

Full-time faculty headcount: ______________ % Non-Caucasian ______________ % Male ______________ % Female

Part-time faculty headcount: ______________ % Non-Caucasian ______________ % Male ______________ % Female

9. FTE STUDENT TO FTE FACULTY RATIO: __________________________

10. FINANCES:
A. Annual Tuition Rate: Undergraduate Resident Tuition: __________________________ Undergraduate Non-Resident Tuition: __________________________

Graduate Resident Tuition: __________________________ Graduate Non-Resident Tuition: __________________________

B. Total Annual Operating Budget: __________________________

C. Percentage from tuition and fees: __________________________

D. Operating deficit(s) for past 3 years: __________________________ (FY20_ ); __________________________ (FY20_ ); __________________________ (FY20_ )

E. Current Accumulated Deficit: __________________________

F. Endowment: __________________________

11. GOVERNING BOARD:
A. Size: __________________________ B. Meetings a year: __________________________

12. OFF-CAMPUS LOCATIONS:
A. Number: __________________________ B. Total Enrollment: __________________________

13. ELECTRONICALLY-MEDIATED PROGRAMS (50% or more offered online):
A. Number: __________________________ B. Total Enrollment: __________________________