The UH Mānoa Policy and Data Portfolio provides an overview of the campus. While the Special Visit Report addresses specific issues raised by the previous WASC Visit Team (1999), the Policy and Data Portfolio contains information about our campus in eight broad categories: Mission and Overview; Governance; Planning; Academic Issues; Libraries, Information Technology and Distance Learning; Personnel; Students; and Finance and Business.

These eight categories are also indexed around the new WASC Standards: (1) Defining Institutional Purposes and Ensuring Educational Objectives; (2) Achieving Educational Objectives through Core Functions; (3) Developing and Applying Resources and Organizational Structures to Ensure Sustainability; and (4) Creating and Organization Committed to Learning and Improvement. Throughout this Portfolio are links to the UH Mānoa Accreditation Website, the Evidence on WASC Standards and WASC Required Data Elements. Other links to policy documents, news articles, and UH Mānoa web pages are also provided as exhibits for additional information.

We encourage you to learn more about our campus. Please contact us with your questions and suggestions. We welcome your input!
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes
Please visit the UH Mānoa WASC Accreditation Website for more information in support of WASC Standard 1: Institutional Purposes.

1.1: The Institution’s formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly defines its essential values and character.

- Mission and Overview (2002)
  - Introductory Overview
  - Founding and Mission
  - System and Campus Information
    - Curricula/Degrees Offered

1.2: Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement for its purposes and educational objectives.

- Academic Issues
  - Academic Programs
  - Research and Training

1.3: The institution’s leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

- Mission and Overview (2002)
  - Governance
  - Office of Chancellor, Units and Affiliated Organizations
- Governance
  - The Board of Regents
  - Administration
    - Administrative Organization
Integrity
Please visit the UH Mānoa WASC Accreditation Website for more information in support of WASC Standard 1 on 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.

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.

1.6. 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.

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.

- **System and Campus Information**
  - **Academic Issues**
    - **Academic Programs**
    - **Research and Training**

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.

- **Governance**
  - **The Board of Regents**
- **Personnel**
  - **Academic Personnel**
- **Students**
  - **Student Conduct Code, Nondiscrimination Policies, and Grievance Procedures**

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

**Standard 2: Achieving Educational Objectives Through Core Functions**

**Teaching and Learning**
Please visit the [UH Mānoa WASC Accreditation Website](http://wasc.accreditation.org) for more information in support of WASC Standard 2: Teaching & Learning.

2.1. The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

- **Academic Issues**
  - **Faculty**
    - **Number of Faculty**
    - **Faculty Demographics**
    - **Qualifications of Faculty**
    - **Tenure Status**
    - **Faculty Teaching Load**
  - **Academic Programs**
    - **Degrees Offered**
    - **Instructional Activity**
    - **New Program Proposals**
2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

2.3. The institution’s expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution’s curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

2.4. The institution’s expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution’s faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

2.5. The institution’s academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.
2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program’s learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.

Scholarship & Creative Activity
Please visit the [UH Mānoa WASC Accreditation Website](#) for more information in support of WASC Standard 2: Scholarships & Creative Activity.

2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution’s purposes and character.

2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.
Support for Student Learning

Please visit the UH Mānoa WASC Accreditation Website for more information in support of WASC Standard 2: Support for Student Learning.

2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

- **Planning**
  - Institutional Research and Assessment
  - Planning and Assessment Support Activities

- **Students**
  - Admissions and Enrollment
  - Undergraduate Students
  - Graduate Students
  - Co-Curricular Environment

2.11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

- **Students**
  - Co-Curricular Environment

2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

- **Mission and Overview (2002)**
  - System and Campus Information
- **Academic Issues**
  - **Students**
    - Admissions and Enrollment

2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

- **Libraries, Information Technology, and Distance Learning**
  - Library Collections
  - Library Access
2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

- **Students**
  - Undergraduate Students

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

**Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

**Faculty & Staff**

Please visit the [UH Mānoa WASC Accreditation Website](http://www.wasc.org) for more information in support of WASC Standard 3: Faculty & Staff.

3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.

- **Academic Issues**
  - Faculty
  - Personnel

3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

- **Academic Issues**
  - Faculty
  - Academic Programs
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification
  - Personnel
3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

- **Academic Issues**
  - **Faculty**
    - Number of Faculty
    - Faculty Demographics
    - Qualifications of Faculty
    - Tenure Status
    - Faculty Teaching Load

3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.

- **Academic Issues**
  - Faculty Professional Development

**Fiscal, Physical & Information Resources**

Please visit the [UH Mānoa WASC Accreditation Website](https://www.wasc.org/) for more information in support of WASC Standard 3: Fiscal, Physical and Information Resources.

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.

- **Planning**
  - Physical Facility Long-Range Planning
- **Finance and Business**
  - The University’s Budget
  - Revenues and Expenditures
- **Business and Financial Management**
- **Facilities Administration and Planning**

3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.

- **Libraries, Information Technology, and Distance Learning**
  - Information Technology
Distance Learning

3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

- Libraries, Information Technology, and Distance Learning
  - Library Collections
  - Library Access
  - Library Planning
  - Information Technology

Organizational Structures & Decision-Making Processes
Please visit the UH Mānoa WASC Accreditation Website for more information in support of WASC Standard 3: Organizational Structures and Decision-Making Processes.

3.8. The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.

- Governance
  - The Board of Regents
  - Administration
    - Administrative Organization
    - The Office of the President
    - Office of the Chancellor
    - Administrative Decision-Making Process

APPENDIX B: UH System Organizational Chart
APPENDIX C: UH Mānoa Organizational Chart

3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

- Governance
  - The Board of Regents

3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.

- Governance
  - The Board of Regents
  - Administration
3.11. The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character.

- **Governance**
  - Role of Faculty
- **Academic Issues**
  - Academic Programs
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification
    - General Education Requirements

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

**Standard 4: Creating an Organization Committed to Learning and Improvement**

**Strategic Thinking & Planning**
Please visit the [UH Mānoa WASC Accreditation Website](http://example.com) for more information in support of WASC Standard 4: Strategic Thinking & Planning.

4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.

- **Planning**
  - UH System-wide Planning Activities
  - UH Mānoa Strategic Planning
    - Strategic Plan Development
    - Monitoring Strategic Plan Implementation
  - **Governance**
    - Administrative Decision-Making Process
      - Role of Faculty
      - Role of Students

4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.

- **Planning**
  - UH System-wide Planning Activities
  - UH Mānoa Strategic Planning
  - Physical Facility Long-Range Planning
  - Planning and Assessment Support Activities
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

- **Planning**
  - **Planning and Assessment Support Activities**

**Commitment to Learning & Improvement**

Please visit the [UH Mānoa WASC Accreditation Website](#) for more information in support of WASC Standard 4: Commitment to Learning and Improvement.

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

- **Academic Issues**
  - **Academic Programs**
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification

- **Planning**
  - **Planning and Assessment Support Activities**

4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution’s purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.

- **Planning**
  - **Institutional Research and Assessment**
  - **Planning and Assessment Support Activities**

4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment
in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

- **Planning**
  - Planning and Assessment Support Activities
- **Academic Issues**
  - Academic Programs
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification
- **Personnel**
  - Evaluation of Employees

4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

- **Academic Issues**
  - Academic Programs
    - Degrees Offered
    - Instructional Activity
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification
    - General Education Requirements

4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.

- **Academic Issues**
  - Academic Programs
    - Degrees Offered
    - Instructional Activity
    - New Program Proposals
    - Review of Academic Programs
    - Proposals for New Courses and Course Modification
    - General Education Requirements

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]
I. Mission and Overview

Please note that additional information and web references that elaborate on subjects addressed in this overview are provided in the following sections of this portfolio.

A. Introductory Overview

The University of Hawai‘i at Mānoa (UH Mānoa) is a land-grant, sea-grant, and space-grant institution, and a part of the larger University of Hawai‘i System, comprised of 10 campuses. As Hawai‘i’s sole state public university system, it is governed by a single Board of Regents. UH Mānoa is the flagship campus, offering undergraduate, graduate, and professional degrees through the doctoral level, including law, medicine, and architecture.

The University of Hawai‘i System’s special distinction is found in its Hawaiian, Asian, and Pacific orientation and its position as one of the world’s foremost multicultural centers for global and indigenous studies. University of Hawai‘i attendees are members of student populations in which no one ethnic group constitutes a majority, and the educational experience is enriched by the diversity of their classmates. The University of Hawai‘i is an equal opportunity/affirmative action institution.

The University of Hawai‘i at Mānoa Strategic Plan: Defining our Destiny, 2002-2010, was adopted by the Board of Regents in November 2002, and espouses a vision grounded in the Hawaiian concept of ahupua‘a, which includes reverence for the land and sharing of diverse but finite resources for the benefit of all.

B. Founding and Mission

The University of Hawai‘i was founded in 1907 under the auspices of the Morrill Act. It is established in Article X, Section 5 of the Constitution of the State of Hawai‘i as a public corporation under the direction of the board of regents. Its purposes are specified in Hawai‘i Revised Statutes as:

§304-5 Purposes of university. The purposes of the university are to give thorough instruction and conduct researches in, and disseminate knowledge of, agriculture, mechanic arts, mathematical, physical, natural, economic, political and social sciences, languages, literature, history, philosophy, and such other branches of advanced learning as the board of regents may from time to time prescribe, and to give such military instruction as the board may prescribe and the federal government require. The standard of instruction shall be equal to that given and required in similar universities on the mainland of the United States, and upon the successful completion of the prescribed courses the board may confer a corresponding degree upon all students who become entitled thereto.
In carrying out this mandate, Board of Regents policy, Chapter 4-1 states the purposes of UH Mānoa:

University of Hawai‘i at Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master’s and PhD degrees in an array of liberal arts and professional fields, degrees in law and medicine and carries out organized research activities.

The UH Mānoa Strategic Plan: Defining our Destiny, 2002-2010, was broadly disseminated electronically and in print form. The new UH Mānoa mission statement approved in principle by the Board of Regents in November 2002 will be included in campus catalogs and other documents. The vision statement in the new Strategic Plan expands on the mission set forth by the Board of Regents:

Mānoa is a premier research institution whose scholars are leaders in their disciplines and whose students are prepared for leadership roles in society. Mānoa strives for excellence in teaching, research, and public service. Mānoa is an innovative institution, comfortable with change. Mānoa celebrates its diversity and uniqueness as a Hawaiian place of learning. We build on our strengths including our unparalleled natural environment and tradition of outstanding Asia-Pacific scholarship.

C. Governance

The Hawai‘i State Constitution vests the right to manage the University System in a Board of Regents (BOR) appointed by the Governor of Hawai‘i. The Board appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, provosts, and deans. The UH Mānoa campus is under the leadership of a Chancellor, who speaks on behalf of the campus and represents the campus at the System level. Additional information on governance, including the role of the UH Mānoa Faculty Senate, is found in the Governance Section, which is Part II of this document.

D. System and Campus Information

This section provides a brief synopsis of key information about the University System and the UH Mānoa campus. More detailed information about specific matters is provided in subsequent sections.
Information about the University is widely available through campus catalogues, newspapers, and an array of student and faculty publications. Much of this information is available on the World Wide Web, and Web addresses are provided wherever possible throughout this document. A general profile of the University of Hawai‘i system is available at http://www.hawaii.edu/welcome/, and provides links to current and archived news releases, speeches, and publications, as well as links to each campus and to material of interest to students, faculty, and others. The UH Mānoa website (http://www.uhm.hawaii.edu) provides similar information for the Mānoa campus. Professional position openings for the System are listed at http://workatuh.hawaii.edu. The UH Mānoa student registration system is found at http://www.hawaii.edu/myuh/manoa. University of Hawai‘i Board of Regents Bylaws and Policies and Executive and Administrative Policies are available at http://www.hawaii.edu/svpa/. The UH Mānoa financial report is available upon request as a printed document. In addition, the Management and Planning Support Reports (MAPS) provide routine data and information on many aspects of the University System and the UH Mānoa campus, including student characteristics, enrollments, faculty and staff, courses, curricula offered, enrollment projections, finances, planning information, and various ad hoc studies. These reports are available at http://www.hawaii.edu/iro/maps.htm. For information compiled for the WASC special visit, visit the UH Mānoa WASC Accreditation site at http://www.hawaii.edu/wasc/uhm/.

1. Budget

The 2002-2003 operating budget of the UH System is approximately $841.2 million and the capital improvements budget is $214.4 million.

2. Enrollments

Table 1 shows headcount enrollment for UH Mānoa from Fall 1998 – Fall 2002, and is available on the UH Mānoa Accreditation Website. The number of first-time freshman at UH Mānoa increased from Fall of 2001 to Fall of 2002 by 13.8%, and entering undergraduate enrollment rose by 5.5%. International student enrollment increased by 8.3%, the highest level since 1995. For more information on 2002 enrollment, please see the Fall 2002 Enrollment Report for UH Mānoa. The increase in the number of first-time freshmen at UH Mānoa measured in Fall 1999, 2000 and 2001 was due largely to increases in freshmen from the U.S. continent (and possessions), partially as a result of active recruiting efforts. UH Mānoa enrollment is projected to increase to nearly 21,500 by 2008. For more information, please review the Enrollment Projections for UH Mānoa, Fall 1998 – Fall 2008.

System-wide, enrollment increased 3.2% in 2001 to nearly 46,000 students and is projected grow to more than 50,000 by 2008. It is estimated that program and facilities development could increase this projection to more than 56,000. For more information on UH System projections, please review the Enrollment Projections for the University of Hawai‘i, Fall 1998 – 2008.
3. Fees and Expenses

Tables 1-2a and 1-2b show tuition and fees, as well as total price of attendance at UH Mānoa for residents and non-residents over the past ten years. The total cost of college for residents includes tuition, required fees, and average direct and indirect costs for full-time resident students living at home. Since most non-residents live off-campus, the average direct and indirect costs are based on full-time non-residents living off-campus. Although tuition has risen substantially over this time period, the University of Hawai‘i has attempted to keep tuition at a reasonable level to allow access to higher education by the state’s residents, and at a competitive level with other state universities for out-of-state students.

Table 1-2a: UH Mānoa Undergraduate Price of Attendance for Hawai‘i Residents (per semester)

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</thead>
<tbody>
<tr>
<td></td>
<td>Tuition &amp; Fees</td>
<td>Total Cost</td>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>$1,387</td>
<td>$5,228</td>
<td>$2,421</td>
</tr>
</tbody>
</table>

- Figures have been rounded
- Total Cost includes average direct and indirect educational costs, tuition, and fees.
- Source: Price (Cost) of Attendance, University of Hawai‘i, MAPS Reports (for academic years shown above)

Table 1-2b: UH Mānoa Undergraduate Price of Attendance for Non-Residents (per semester)

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tuition &amp; Fees</td>
<td>Total Cost</td>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>$3,977</td>
<td>$11,647</td>
<td>$7,869</td>
</tr>
</tbody>
</table>

- Figures have been rounded
- Source: Price (Cost) of Attendance, University of Hawai‘i, MAPS Reports (for academic years shown above)

In these tables, tuition and fees are based on full-time enrollment (12 credits per semester, 24 credits per year). No additional tuition is charged for credits in excess of 12. Qualifying students are assisted with financial aid. Tuition increases for 2002-03 are significantly below those being reported for other state universities.

The total cost of college for residents includes tuition, required fees, and average direct and indirect costs for full-time resident students living at home. Since most non-residents live off-campus, the average direct and indirect costs are based on full-time non-residents living off-campus. For more detailed information, see the Price of Attendance Report for 2001-2002.
4. Curricula/Degrees Offered

UH Mānoa offers 289 credentials. The Board of Regents approves all undergraduate, graduate, first professional degree programs and various certificate offerings. Authority to offer some certificates within established guidelines is delegated to the campuses. The UH Mānoa Catalog provides a list of degree and certificate programs. For policies and procedures on the review of programs, please visit the Program Review Website. For program assessment activities of the various units, please see the Summary of Departmental Assessment Reports and the Summary of Data-Gathering Approaches from the UH Mānoa WASC Accreditation Website.

5. Financial Assistance

Except for University participation in the Hawai‘i State Incentive Grant program, the State of Hawai‘i does not have a financial aid/scholarship program. The University provides tuition waivers to students with need and for merit and service. In addition, scholarships are provided through the University of Hawai‘i Foundation from both endowments and annual gifts. Students may also receive federal financial aid, as well as support from various external organizations such as Kamehameha Schools. The University provides student financial aid services at each campus.

Table 2.4 on the UH Mānoa WASC Accreditation Website shows that 39% of undergraduate students received some form of financial aid in Fiscal Year 2001, compared with 47.1% in Fiscal Year 1997. For graduate students, 22.5% receive some form of financial assistance, compared with 24.2% in Fiscal Year 1997. More than $80 (estimated) million in financial assistance from all sources is provided annually to assist students across the UH system. Please see the UH Mānoa Office of Financial Aid for more information.

6. Degrees Awarded

UH Mānoa awards between 3,500 and 3,800 degrees and certificates per year. Numbers of degrees and certificates awarded in 2000-2001 have declined slightly, owing to the dip in enrollments in the late 1990s. With the increase in enrollment, we anticipate that these numbers will also increase over the next few years. Bachelor’s degrees make up the largest group of degrees awarded, followed by master’s degrees. Doctorates and first-professional degrees comprise between 3 and 4 percent of total degrees awarded. For complete information, visit Table 3 on the UH Mānoa WASC Accreditation Website.

7. Research Growth

Over the past decade, the University has successfully recruited many new faculty with active research programs. The result has been a 55% increase in extramural research. Most of the increase, $95 million, has occurred during the last two years. The largest increases have occurred in medical and biomedical sciences ($27 million) and ocean and earth sciences ($14 million). Table 5.3 on Sources of Revenue for UH Mānoa may be found on the WASC Accreditation Site. More information on research and extramural funds may be found in Section IV.D on Research and Training.
8. University Workforce
The University of Hawai‘i System employs more than 8,000 people. Most (except lecturers and graduate assistants) are employed in full-time positions. UH Mānoa employs more than 5,000, of which 1,418 are instructional faculty. For more information, please review the Faculty and Staff Report for 2001.

Employees are either included in a bargaining unit or excluded based on their type of appointments. Faculty includes instructional faculty, researchers, specialists, extension agents, librarians, and certain lecturers and are represented by the University of Hawai‘i Professional Assembly (UHPA).

The Administrative, Professional, and Technical (APT) category is a separate University classification. It includes professional-level, non-faculty support positions that normally require a bachelor’s degree or higher. This category does not include executive/managerial positions. The APT category includes a wide variety of positions, including fiscal officers, research associates, information technology specialists, laboratory managers and assistants, and similar professional support positions. The APT group is represented by the Hawai‘i Government Employees Association (HGEA).

Civil Service employees include: white-collar non-professional staff such as security officers, secretaries, and other clerical personnel; blue-collar personnel such as janitors, groundskeepers, and plumbers; and white collar and blue-collar supervisory personnel. Employees in these occupations are not normally required to have a bachelor’s degree. Civil Service employees are subject to the State of Hawai‘i civil service laws and rules. They are represented by HGEA (white-collar personnel) or by the United Public Workers (UPW) (blue-collar personnel).

Over the past ten years faculty numbers have varied in response to changes in enrollment. The largest staffing increase has been in the APT classification, as increased use of technology, increased emphasis on accountability, and increasing numbers of research awards have resulted in growth in the number of specialists in non-academic, professional fields.

E. Office of the Chancellor, Units and Affiliated Organizations
The University of Hawai‘i at Mānoa is a part of the University of Hawai‘i System, which consists of ten campuses.

1. Office of the Chancellor
The newly formed Office of the Chancellor is currently located in Bachman Hall, and is scheduled to move to Hawai‘i Hall in the spring semester of 2003. The Office of the Chancellor is further described in the Governance Section, II.B.3.
2. The Units
A listing of academic schools and colleges may be found on the Academic Affairs website. A listing of Organized Research centers, institutes and units may be found at on the Research Page of the University of Hawai‘i Website.

3. Other Affiliated Organizations
A. The Waikiki Aquarium
Founded in 1904, the Waikiki Aquarium is the third oldest public aquarium in the United States. The Aquarium became a part of the University of Hawai‘i in 1919. The Aquarium displays more than 2500 specimens representing over 420 species of aquatic animals and plants. It offers a marine education program with classes, workshops, school tours, and a lecture series on marine science. The Aquarium’s School Support Program schedules visits for over 25,000 elementary school students each year. Research activities include coral propagation, shark biology, larval studies, and the reproduction of mahimahi, harlequin shrimp, and chambered nautilus. The Aquarium received the Edward H. Bean Award from the American Zoo and Aquarium Association for its work on nautilus. Every year roughly 350,000 people visit the Waikiki Aquarium.

B. The University of Hawai‘i Foundation
Founded in 1955 as a private, non-profit corporation legally separate from the University, the University of Hawai‘i Foundation is the central fundraising agency for the University of Hawai‘i System. It conducts campaigns for University priorities and provides central services to raise funds, manage assets, and administer gift accounts for the University. The Foundation has built a solid program base, including a range of fundraising services to all ten UH campuses and management of more than 2,000 gift accounts.

The President and Chair of the Board of Regents of the University of Hawai‘i sit on the Board of the University of Hawai‘i Foundation as ex-officio members, while the President of the UH Foundation sits on the UH President’s University Executive Council to keep the fundraising efforts of the Foundation closely aligned with the priorities of the University.

C. The University of Hawai‘i Alumni Association
University of Hawai‘i Alumni Association was formed in 1988 as a system-wide umbrella organization for all UH-recognized alumni groups. As a private, non-profit organization, it continues the close supportive relationship between the University and its graduates that the original UH Alumni Association began informally in 1922. While supporting the University, UHAA also sponsors events that showcase the University’s excellence, provides information about the University, and provides access to free or discounted tickets to a number of UH arts and athletic programs. In addition, UHAA has created a professional and personal contact network to further the goals of its members.
Governed by its Board of Directors, UHAA now includes a nationwide and Pacific Basin-wide network of 37 affiliated alumni groups. The University of Hawai‘i Vice President for External Affairs and University Relations serves as an ex-officio member of the UH Alumni Association Board.

E. The Research Corporation of the University of Hawai‘i
The Research Corporation of the University of Hawai‘i was created by state law in 1965 to support the research and training programs of the University of Hawai‘i and to enhance research, development, and training in Hawai‘i. It is attached to the University of Hawai‘i for administrative purposes and governed by a ten-person Board of Directors, five of whom are appointed by the Governor and five of whom are members of the Board of Regents of the University of Hawai‘i and are selected by the Board of Regents. The UH President also serves as President of RCUH, with its Executive Director responsible for its day-to-day affairs. Because of its exemption from several state statutes in the areas of accounting, human resources, and procurement, RCUH is able to process transactions expeditiously, allowing researchers to focus more of their efforts on research rather than administrative activities. RCUH receives no state funds and operates entirely on fees charged to the UH and to other agencies and organizations that use its services. For more information, please review the RCUH 2002 Annual Report.

F. The University of Hawai‘i Press
The University of Hawai‘i Press publishes and distributes books and journals of high merit that reflect the regional or special interests and responsibilities of the University and other scholarly research organizations. All titles carry the imprint “University of Hawai‘i Press.” Editorial control is vested in a board made up of University of Hawai‘i faculty members appointed by the Vice President for Academic Affairs.

G. Western Interstate Commission for Higher Education
The Western Interstate Commission for Higher Education (WICHE) was created to administer the Western Regional Education Compact, which the Legislature approved in 1959 (Act 253, Session Laws of Hawai‘i 1959; section 310-1, Hawai‘i Revised Statutes). Fifteen western states are members: Alaska, Arizona, California, Colorado, Hawai‘i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, South Dakota, Washington, and Wyoming. These states participate in a compact designed to pool their educational resources, to plan jointly for the preparation of a specialized skilled labor force, and to avoid, where feasible, the duplication of expensive facilities and programs. Member states participate in the Professional Student Exchange Program, the Western Regional Graduate Programs, and the Western Undergraduate Exchange Program. WICHE also sponsors, with non-state funds, many educational conferences, symposia, and related projects. The Commission consists of members and affiliated state representatives, who are appointed by their respective state governors. The Commission conducts research and publishes studies on higher education problems in the western area. Hawai‘i’s Commission, consisting of three commissioners, is assigned for administrative purposes to the University of Hawai‘i.

H. Cooperating Institutions
The University of Hawai‘i extends its research capacity and service to the state through cooperative agreements and relationships with various institutions, including Bernice P. Bishop Museum, East-West Center, Hawaiian Agricultural Research Center, Honolulu Academy of Arts, various agencies within the National Oceanic and Atmospheric Administration (e.g., the National Marine Fisheries Service), the National Park Service, Nature Conservancy of Hawai‘i, Pacific International Center for High Technology Research, Tropical Fruit and Vegetable Research Laboratory, U.S. Fish and Wildlife Service, various agencies within the U.S. Geological Survey (such as the Hawaiian Volcano Observatory and the Pacific Island Ecosystems Research Center), several local hospitals, and numerous state agencies.

The University of Hawai‘i is in the process of constructing the Mauna Kea Astronomy Education Center in cooperation with the National Aeronautics and Space Administration. The University also manages the Mauna Kea Science Reserve. This reserve is the site of a number of major telescope facilities and most are funded and operated by foreign nations and/or U.S. agencies. The University has bilateral scientific cooperation agreements with each observatory organization. In return for providing the site and managing the physical and operational infrastructure of the observatory complex, UH receives a guaranteed share of the observing time. A number of these sponsoring agencies/institutions have their base facilities within the UH Hilo Science and Technology Park.

J. East-West Center
Formerly part of the University of Hawai‘i and still located on the UH Mānoa campus, the East-West Center is an internationally recognized education and research organization established by the U.S. Congress in 1960 to strengthen understanding and relations between the United States and the countries of Asia and the Pacific. It became an independent institution in 1975 with an international board of governors and funding from the U.S. government, a number of Asian and Pacific governments, and other private agencies, individuals, and corporations. The EWC provides grants for students to study at the University of Hawai‘i and offers the opportunity to UH faculty to join with specialists from throughout the region in research and training programs.

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]
II. Governance (2002)

Material in this section addresses portions of WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives, and WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability.

A. The Board of Regents

Governance of UH is vested in a 12-member Board of Regents (BOR) appointed by the Governor of Hawai’i, with the approval of the State Legislature. Hawai’i Revised Statutes Section 304-3 sets the term of office as four years for all members (except the student member, whose term is two years), provides that members serve without pay except for reimbursement of expenses, and requires that the BOR meet at least ten times per year. Membership includes one student representative and members from each of the four state counties. Board members are not employees of the University. Article X of the By-Laws of the Board of Regents defines and prohibits conflict of interest on the part of Regents.

The Constitution of the State of Hawai’i, Article X, grants the BOR the right to manage the University. In November 2000, the citizens of Hawai’i approved a constitutional amendment to this Article to give greater autonomy to the UH. Although the Constitution had previously granted the Board of Regents of the UH authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause. The Board and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University has with the State.

Board of Regents By-Laws and Policies define the duties and responsibilities of the Board and its officers and committees. The BOR is responsible for the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced.

Implementation of Board policies is the responsibility of the President and the executive and managerial team.
The Board elects its own officers and hires its own staff. Currently, the Board has two professional staff members (the Executive Administrator and Secretary to the Board and the Executive Assistant) and three secretaries. System administrative staff also provides support to the Board as needed. The Board operates through seven standing committees: Academic Affairs; Finance and Facilities; Personnel and Legal Affairs; Student Affairs; University and External Affairs; Community Colleges; and Budget and Long-Range Planning. During regular monthly Board meetings (except for August and December), the committees meet on the day preceding the Board meeting to consider matters before the Board. In accord with the State’s sunshine act, all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents Bylaws and Policies, as well as agendas and minutes of meetings, are publicly available at the Board’s website: http://www.hawaii.edu/admin/bor/.

The Board approves in principle a system Strategic Plan and major unit (UH Mānoa, UH Hilo, UH West Oahu, and the UH Community Colleges) Strategic Plans. Physical Facility Master Plans, required by BOR policy, are developed based upon the unit Strategic Plans and are approved by the BOR. Review and revision of Board of Regents Policies take place as situations change and new policy is needed. Recent reviews have resulted in new delegations of authority to the University President in matters of personnel and academic affairs during the 2001-2002 academic year.

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai’i System-wide Executive Policies and the University of Hawai’i System-wide Administrative Procedures Manual. These documents are available on the Web at: http://www.hawaii.edu/svpa/ep/ep.html.

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

B. Administration

1. Administrative Organization
The University of Hawai’i is currently undergoing an administrative restructuring, which is not complete. The changes made and reasons for those changes are the subject of a separate essay prepared for the visit of the Western Accrediting Commission for Schools and Colleges. The recently approved system reorganization chart and essay describing why the reorganization was necessary are available on the University Website.

2. The Office of the President
The President of the University of Hawai’i is a full-time position, appointed by the BOR, who serves as the chief executive officer of the BOR. In this role, the President is responsible for the educational leadership and administration of the entire UH System, with all other administrators responsible to the President directly or through designated
channels. In 2001, with the arrival of President Evan Dobelle, the University began reorganization of its administrative structure by separating the President’s role from that of the Chancellor for the UH Mānoa campus and adding a Vice President for Academic Affairs (VPAA).

Further reorganization in Fall 2002 eliminated the Office of the Chancellor for Community Colleges, placing coordinating functions for all of academic affairs under the VPAA. In addition to this chief academic officer, the Office of the President will include a chief of staff, Council of Chancellors, vice president for administration and chief financial officer, vice president for external and university relations, vice president for international education, vice president for student affairs, vice president for research, a director of capital improvements, and a director of equal employment opportunity/affirmative action. The reorganization also involves a formal line of communication from the President to the Senior Advisor to the President for Native Hawaiian Affairs; an informal, consultative line of communication between the President and a representative body of faculty senate chairs (currently the All-Campus Council of Faculty Senate Chairs (ACCFSC); an informal, consultative line of communication between the President and the system Student Caucus, a representative body of student leaders from all campuses; and an informal line of communication between the President and the Vice President for Legal Affairs and University General Counsel.

3. Office of the Chancellor
In September 2000, the Board of Regents approved in concept the establishment of an Office of the Chancellor for the UH Mānoa campus, separate from the UH System Office of the President. In the July 2001 meeting, the Board established the executive position of Chancellor for the Mānoa campus. In its May 2002 meeting, the Board appointed Dr. Peter Englert as the Mānoa Chancellor.

Peter Englert, an internationally respected researcher with deep experience nurturing diversity and cross-cultural understanding in an academic institution, began serving as Chancellor on August 1, 2002. He came to UH Mānoa from Victoria University of Wellington, New Zealand, where he served as Pro Vice Chancellor and Dean of Science, Architecture and Design. His three academic degrees are in nuclear chemistry from the University of Cologne in Germany. He was for twelve years a faculty member and administrator at San Jose State University in California, and he served at Victoria University since 1995.

The Chancellor is the Chief Executive Officer of UH Mānoa. The (Interim) Vice Chancellor for Academic Affairs is the Chief Academic Officer, and the Vice Chancellor for Finance and Operations is the Chief Administrative Officer. The (Interim) Vice Chancellor for Research and Graduate Education is responsible for research and all aspects of graduate education and reports directly to the Chancellor. Two additional Vice Chancellor positions that will cover the current functions of the Vice President for Student Affairs (recently moved to the system level) are anticipated to be established soon.
UH Mānoa consists of 24 academic and professional schools or colleges and organized research units headed by deans and directors. By nature of their Board of Regents’ appointment, deans and directors report directly to the Chancellor. Most schools, colleges, and organized research units are further subdivided into departments or divisions, exceeding 120 for the whole campus and its outreach across the state and islands of Hawai‘i.

4. Administrative Decision-Making Processes

In one of his first acts, Chancellor Peter Englert issued a paper entitled “Improving Campus Decision Processes Through Consultation” in which he stated that “consultation is essential to implement the strategic plan, ordinary management, and solutions to day-to-day issues of university management.” A Mānoa Management Executive Team consists of the Chancellor, Vice Chancellors, and several Deans and Directors. The larger Mānoa Management Team is comprised of the Chancellor, Vice Chancellor’s, all Deans and Directors. Both teams contribute to decision-making on campus.

As part of its consultative process, senior management meets regularly with the Executive Committee of the UH Mānoa Faculty Senate to discuss important issues from senior management meetings. In the paper issued by the Chancellor, he recommended the development of minimum standards of consultation within each unit on campus. The Mānoa Management Team has been tasked to study this issue and to make recommendations. The consultative process also calls for regular engagement of student groups on campus, including the Associate Students of the University of Hawai‘i, the Graduate Student Organization, and the Campus Center Board. Other groups included in this framework are the University of Hawai‘i Professional Assembly (faculty union), Hawai‘i Government Employees Association (staff union), and the United Public Workers. Over-arching groups that focus on Native Hawaiian issues and diversity are also included in the consultative model. The Management Team is also looking into forming a Council of Chairs to establish a regular consultative mechanism for departmental chairs.

C. Role of Faculty

BOR Policy, Section 1-10 provides for organized faculty involvement in the development and maintenance of institutional academic policy, and Executive Policy E1.201 establishes procedures for the implementation of that policy. The BOR has authorized the development of formal faculty organizations on each campus and charged these organizations with the responsibility for making recommendations or providing advice on academic policy for the particular campus.
Faculty involvement in system academic policy determination is also encouraged through normal administrative channels and through the All Campus Council of Faculty Senate Chairs (ACCFSC).

The ACCFSC comprises the faculty senate chairs from each campus, school, or college, a total of 20 chairs in Fall 2002. The ACCFSC serves as a communication forum between the President and the Vice President for Academic Affairs (VPAA) and faculty leaders and as an advisory body to the President and VPAA. The group meets monthly during the academic year, normally with the President or VPAA and other administrators in attendance for part of the meeting.

The UH Mānoa Faculty Congress is comprised of all UH Mānoa faculty, and the UH Mānoa Faculty Senate (MFS) is the agent of the Congress. Members of the Senate are elected by the faculty of their respective units. The Senate is charged to act for the faculty on academic policy matters, which include the following:

- budget planning and implementation policy;
- student-faculty relations policy;
- policy for the evaluation of faculty and campus academic administrators;
- the improvement and establishment of a canon of professional ethics and an effective means of professional maintenance of those ethics, including faculty self-discipline; and,
- other academic policy subjects referred to it or them by the Chancellor and/or President as appropriate.

Each year the MFS elects an Executive Committee (SEC) that meets with senior management on a regular basis and forwards important issues to the full senate. For more information on the UH Mānoa Faculty Senate, review the Senate Charter. The Senate has several subcommittees that review issues of concern to be put before the full senate. A list of committees is provided on the Senate Website. Through its Committee on Faculty Service, the Senate regularly submits the names of faculty to sit on other committees and advisory boards at the request of the Chancellor. Several units also have their own faculty senates, including the Office of Student Affairs, the UH Mānoa Library.

D. Role of Students

BOR Policy, Section 7-2 provides for the establishment of student organizations “to assure and regularize the advice and participation by student organizations in matters relating to student life ....” The policy also encourages campus heads to approve other means to carry out the purposes of this policy, as well as to be open to student recommendations and advice on matters that lie outside of those defined in BOR policy as “relating to student life.”
BOR Policy, Section 7-3b, was adopted on April 19, 2002, to establish a system-wide student association whose purpose is to advocate collectively for the interests and needs of students throughout the University system. Currently, the University of Hawai‘i Student Caucus serves as this system-wide association. It is a representative body of students selected from each of the ten system campuses. In addition, students serve on various system-wide, campus, and college committees; campus administrators from time to time consult with student governance organizations about issues of particular concern to students; and the Hawai‘i State Governor appoints one student as a voting member of the Board of Regents.

For UH Mānoa, the Associated Students of the University of Hawai‘i (ASUH) is the governing body for the undergraduate students. All UH Mānoa students are members of ASUH and annually elect senators from among the students. ASUH regularly provides representation on key committees and advisory boards on issues affecting students.

The Graduate Student Organization represents classified graduate students (excluding students in Law and Medicine) at UH Mānoa. The executive board is elected annually by the students. GSO regularly provides representation on key committees and advisory boards on issues affecting graduate students.

[STANDARD 1]  [STANDARD 2]  [STANDARD 3]  [STANDARD 4]
III. Planning

Material in this section addresses WASC Standard 2: Achieving Educational Objectives Through Core Functions, and Standard 4: Creating and Organization Committed to Learning and Improvement.

A. System-wide Planning Activities

Board of Regents Policy, Chapter 4 and Executive Policy E4.201 establish an integrated framework for long-range planning. A system-wide strategic plan is approved in principle by the BOR, as are campus (including UH Mānoa) strategic plans, which serve to implement the system plan in addition to addressing specific campus issues. Each college normally develops its own academic/strategic plan to implement its campus plan. These plans are approved by the respective Chancellors. Physical Facility Master Plans, required by BOR policy, are developed for each campus based upon the campus strategic plans and are approved by the BOR. A diagram of the University’s integrated planning framework is provided as an appendix.

B. UH Mānoa Planning Activities

1. Strategic Plan Development

The University System has just completed a revised University of Hawai‘i System Strategic Plan, approved by the Board of Regents in June 2002. The UH Mānoa Strategic Plan Defining Our Destiny, 2002-2010 was approved by the Board in November 2002.

The process began with the forming of working groups to examine the three areas of academic affairs, the physical environment, and social, cultural and spiritual issues. Following the review of the working groups, the process was opened to the wider constituents, including university and community stakeholders, in a planning workshop in February 2002. The workshop drew more than 1400 people from the university and wider community who stepped forward with their highest hopes for UH Mānoa. The workshop was innovative, utilizing technology to facilitate more than 60 discussion groups with post-workshop discussion continuing via electronic bulletin boards. The reports of the discussion groups were posted on the internet that day, allowing for the participation of those who could not be physically present for the workshop.

From this intensive planning workshop and continued on-line discussion, a steering committee compiled the reports and the first version of the Mānoa Strategic Plan was drafted. This draft was unveiled to the university and wider community on May 1, 2002 for further review and comment. These comments were used to further strengthen the plan over the summer, and in August 2002, Chancellor Peter Englert reviewed the plan and coordinated with the larger system-wide strategic planning to develop the final draft.
This final draft was endorsed by the Mānoa Faculty Senate and the Mānoa Management Team, and put before the Board of Regents, who approved it at its November 2002 meeting.

The Strategic Plan identifies seven core commitments: Research; Educational Effectiveness; Social Justice; Place; Economic Development; Culture, Society & the Arts, and Technology. The plan is available on UH Mānoa website at http://www.uhm.hawaii.edu/vision.

2. Monitoring Strategic Plan Implementation
The UH Mānoa Strategic Plan has included the development of financing strategies and budget requests to the State Legislature for the coming biennium and for the life of the plan. UH Mānoa is responsible for monitoring implementation of its own and the system strategic plan, utilizing system data as well as locally generated assessments of educational effectiveness. The Chancellor reports periodically to the President on activities. The System Office for Planning and Policy prepares a biennial report on institutional performance linked to strategic goals and/or accreditation standards. This report is required by state law and receives wide dissemination. The University of Hawai‘i Institutional Effectiveness Report, 2002 Update, and is available on the web.

C. Physical Facility Long-Range Planning
In addition to Physical Facility Master Plans, approved by the BOR and periodically updated, system-wide planning is currently taking place for major physical facility developments, such as the new site for the UH Medical School.

UH Mānoa Medical School
The extensive growth of research activities at the UH Mānoa Medical School has outstripped the space available to it on the Mānoa campus. In fall 2001, the BOR approved a site for a new medical school complex, also to include the Pacific Biomedical Research Center, near downtown Honolulu. This site, close to major hospitals, was selected after consideration of numerous alternatives by a committee including community members, University administrators, and consultants. The site is to be developed in coordination with the Kamehameha Schools, which owns land in the adjoining area. The project demonstrates the advantages of the increased autonomy the University has received by streamlining major construction projects through partnerships and issuing bonds.
D. Institutional Research and Assessment

Housed within the Office for Planning and Policy (OPPP), the Institutional Research Office (IRO) produces an extensive series of Management and Planning System Reports (MAPS). These reports provide extensive information to campuses and system personnel for many planning purposes, as well as monitoring strategic plan impacts and outcomes. This reporting system, which has existed for nearly 30 years, has developed rigorous standards for data collection and reporting to ensure accuracy of the data and comparability of data elements from year to year. Among the regular reports are those on enrollment, student characteristics, course registration, degrees granted, faculty characteristics, grades and course completion rates, departmental activity and instructional workload, enrollment projections, cost of attendance, and current fund expenditures and revenues. Additional reports, including those on tuition and program completion, provide comparisons between the University campuses and peer institutions. All reports provide information by campus, and many provide more detailed breakdowns by college and department.

The reports are distributed broadly to University administrators and managers and posted on the web. Data from the reports are used routinely in academic program review, budgeting processes, evaluation of strategic plan implementation, the biannual Institutional Effectiveness report, reports to the state legislature and other external bodies, and in many other planning and evaluation processes. IRO conducts surveys periodically to determine how data being produced is used, and makes modifications in the kinds of data and reports produced in response to feedback. Most of the tables referred to in this document were provided by the Institutional Research staff from data recorded in their regular MAPS reports.

The OPPP and IRO also prepare data needed to fulfill external requirements, such as the Integrated Post Secondary Education Data System (IPEDS) reporting, and to respond to hundreds of data and information requests per month from both internal and external sources. Special studies are also conducted periodically. Recent studies include the following.

- Ratios of Men to Women Instructional Faculty by Department
- Percent Student Semester Hours Taught by Faculty Type
- Graduation, Continuation and Success Rates by High School Attended
- Hawai‘i High School Students who started at U.S. Mainland Institutions, then transferred to the University of Hawai‘i
- Hawaiian/Part- Hawaiian Students at the University of Hawai‘i
- Foreign Students at the University of Hawai‘i
- Average Time to Undergraduate Degree
- Graduation and Retention Rates, Entering SAT Scores and Average Time to Degree Comparisons
- Graduation Rates of Native Hawaiians
- Medical School Applicants by Ethnicity and Residency
- Hawai‘i High School graduates of Hawaiian descent entering UH Mānoa
UH Mānoa Institutional Research Activities

While the UH System IRO collects data, the UH Mānoa Office of the Vice Chancellor for Academic Affairs analyzes the data, and conducts other studies on issues facing the campus.

The OVCAA is responsible for strategic and academic planning for UH Mānoa. Functions include conducting program reviews, the administration of the tenure and promotion process, post-tenure review, and providing legislative testimony. The OVCAA also handles the accreditation processes for the campus and for professional programs. UH Mānoa professionally accredited programs are listed in the following table.

**UH Mānoa Professionally Accredited Programs**

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Architecture</td>
<td>National Architecture Accrediting Board</td>
</tr>
<tr>
<td>Bachelor and Masters of Business Administration</td>
<td>Association to Advance Collegiate Schools of Business</td>
</tr>
<tr>
<td>Bachelor and Master of Education</td>
<td>National Council for Accreditation of Teacher Education, State Approval of Teacher Education</td>
</tr>
<tr>
<td>Master of Education in Counseling and Guidance</td>
<td>State Department of Education, Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The rehabilitation counseling program is accredited by the Council on Rehabilitation Education.</td>
</tr>
<tr>
<td>Master of Special Education</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>Bachelor of Science degrees in Civil Engineering, Electrical Engineering, Mechanical Engineering</td>
<td>Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>Juris Doctor (Law)</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Bachelor of Science, Master of Science and PhD in Nursing</td>
<td>National League for Nursing Accrediting Commission, the Commission on Collegiate Nursing Education, and the Hawaii State Board of Nursing</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>Commission on Dental Accreditation, American Dental Association</td>
</tr>
<tr>
<td>Bachelor of Arts in Journalism</td>
<td>Accrediting Council on Education in Journalism and Mass Communications</td>
</tr>
<tr>
<td>Master of Library and Information Science</td>
<td>American Library Association</td>
</tr>
<tr>
<td>Bachelors, Masters and PhD programs in Music</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>Master of Science in Ocean and Resources Engineering</td>
<td>Accreditation Board of Engineering Technology</td>
</tr>
<tr>
<td>PhD in Clinical Psychology</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Bachelor of Science and Master of Science Didactic Programs in Dietetics</td>
<td>Commission on Accreditation of Dietetics Education</td>
</tr>
<tr>
<td>Bachelor of Social Work, Master of Social Work</td>
<td>Commission on Accreditation of the Council on Social Work Education</td>
</tr>
<tr>
<td>Bachelor of Science and Master of Science in Travel Industry Management</td>
<td>Accreditation Commission for Programs in Hospitality Administration, International Council On Hotel, Restaurant &amp; Institutional Education</td>
</tr>
<tr>
<td>Bachelor or Science in Bioengineering</td>
<td>Accreditation Board for Engineering Technology</td>
</tr>
</tbody>
</table>
The OVCAA regularly examines matters of concern by commissioning reports from committees and task forces. Recent reports commissioned by the OVCAA include the following:

- Final Report from our Physical Environment Committee
- Final Report of the Social Cultural Spiritual Committee
- Final Report of the Academic Affairs Committee
- Report of the Research Task Force
- Report of the Film School Task Force
- Report of the Student Affairs and Academic Services Task Force

Through its various functions, the OVCAA provides the research and data that are regularly used in decision-making processes, and academic and strategic planning.

E. Planning and Assessment Support Activities

Board of Regents Policy, Chapter 4-5 and Executive Policy E5.210 establish a commitment to accountability and educational assessment. The intent is to gather evidence about institutional effectiveness in meeting mission, goals, and objectives, and the importance of using this information to improve programs and services and to demonstrate public accountability.

The University’s assessment strategy focuses on program and institutional performance rather than individual evaluation, is decentralized, and encourages activities that are incorporated into existing program review, evaluation, accreditation, institutional planning, budgeting, and tuition-setting processes.

The University of Hawai‘i’s Institutional Effectiveness Report has been called a sensible approach to the complex matter of accountability and performance reporting. It has served as a model for reports on policy indicators prepared by WICHE and other states.

The University system engages in a variety of specific planning support and assessment activities as needed. Recent examples include an assessment of the feasibility of converting to a quarter or trimester system, ongoing system planning for distance education, and a system Information Technology plan completed in 2000.

The MAPS “Planning Information” report series provides the four-year campuses with information at the school/college level for an array of enrollment and course activity measures, efficiency measures, instructional cost data, and human service measures. Similar reports are prepared for the two-year campuses.
Other special studies and survey efforts that have been carried out or facilitated by the system in the ongoing effort to establish the context for campus and system planning and assessment include:

- **Study of UH Enrollment Patterns (2001)**
- **UH Quality of Faculty Worklife Survey** (1998, 2002)
- Participation in the National Study of Post-secondary Faculty (1999)
- Participation by UH Mānoa, UH Hilo, and UH West Oahu in the National Survey of Student Engagement (2000-2002)
- **UH Economic Impact Study** (2000)
- **Analysis of UH Mānoa Student Working/Employment Patterns** (2001)
- Campus participation in the National Student Clearinghouse for purposes of financial aid and student tracking
- **UH Small Undergraduate Class Report** (annual)
- **Survey of Non-Returning UH Mānoa Undergraduates** (2002)
- Study of UH Mānoa Accepted Students Who Decline to Enroll (2002)
- **Study of UH Mānoa General Education Course-Taking Patterns** (2001)
- **Graduating Senior Surveys** (3-year cycle)
- **Alumni Surveys** (3-year cycle)
- Student Tracking Questionnaire (annual)

More studies and survey reports are available on the Planning and Policy Website. Outcomes are directed at the following purposes:

- Influence curriculum/program changes
- Inform improvement efforts
- Provide insights and suggest areas for further research
- Justify policy, procedural, and organizational changes
- Influence the delivery of student services
- Inform planning and budgeting activities
- Establish the information base needed to respond to accountability concerns

For information on UH Mānoa academic program assessment activities, please see section **7: Program Assessment Activities** in section IV Academic Issues, B.
IV. Academic Issues
This section addresses parts of WASC standards 2, 3, and 4.

A. Faculty

1. Number of Faculty
In Fall 2002, UH Mānoa employed 1,193 full-time instructional faculty and 274 part-time instructional faculty. Table 4.2: Instructional Faculty Headcount by College and Department from Fall 1998 – Fall 2002 is available on the UH Mānoa WASC Accreditation Website. Please also review the University System Faculty and Staff Fall 2001 Report for additional information.

2. Faculty Demographics
Table 4.1 shows the composition of instructional faculty by gender and ethnicity. Information on the number of personnel and full-time FTE by campus classification and rank may be found in the Faculty and Staff Report for 2001.

According to data from Fall 2002, among the UH Mānoa full-time instructional faculty, 65.4% are Caucasian, and 31.6% are from various Asian/Pacific Islander ethnicities, including 3.6% Hawaiian or part-Hawaiian. Of full-time instructional faculty, 63.6% are male and 36.4% female. For part-time instructional faculty, 47.1% are Caucasian, and 50.7% are from various Asian/Pacific Islander ethnicities. Hawaiian or part-Hawaiian make up 4.7% of this group. Of part-time instructional faculty, 63.5% are male and 36.5% are female.

The University recruits its faculty statewide, nationally, and internationally, depending on the needs of its programs. For this reason, the ethnic profile of two-year campuses tends to reflect the ethnic diversity of Hawai‘i, while the four-year campuses, including UH Mānoa, reflect the national and international pool of applicants. For System data, please review the 2001 Faculty and Staff Report.

Concerned about an aging faculty, the University conducted a study on the probability of retirement over the succeeding five-year period. The results of this study may be found in Figure 14 and Table 6 of the 2001 Faculty and Staff Report. The overall rate of anticipated retirement appeared to be normal. However, in some units, such as UH Mānoa, substantial numbers of faculty will be eligible for retirement at the same time. This pattern offers the University the opportunity to re-examine the distribution of faculty positions within the University, while presenting the challenge to maintain appropriate continuity in some disciplines, especially for graduate students.

3. Qualifications of Faculty
The faculty are highly qualified for their positions, as indicated in Figure 6 of the 2001 Faculty and Staff Report. At UH Mānoa, faculty hired into tenure-track positions (Assistant Professor and higher) are normally expected to hold a doctorate or first professional degree in their field (or to be near completion of the degree). Per fall 2001 data, 85.7% of full-time instructional faculty hold doctoral degrees, compared with
84.8% of full-time instructional faculty nationwide. By rank, 94.8% of professors, 92.5% of associate professors and 87% of assistant professor hold doctoral degrees.

4. Tenure Status

The Tenure and Promotion process for Mānoa faculty is governed by three documents: Board of Regents Policies, the Agreement (faculty contract) between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, and unit criteria and procedures. Additionally, the Criteria and Guidelines for Mānoa provides campus-wide criteria as well as instructions and guidelines for preparing the dossier.

Each fall, the Office of the Vice Chancellor for Academic Affairs holds informational workshops for faculty who will be applying for tenure and/or promotion. All faculty members that will be submitting applications, including those who plan to apply in subsequent years, are encouraged to attend one of the workshops. A slide presentation of the workshop is also available on the OVCAA Tenure and Promotion Website.

Systemwide, the majority of faculty in tenurable positions hold tenure. As of October 2002, nearly half of UH Mānoa faculty is tenured. In the table below, the category of “Faculty in Tenure Track, Ineligible for Tenure” is comprised of those in tenure-track positions to which another faculty member (usually an administrator) has return rights.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>47%</td>
<td>945</td>
</tr>
<tr>
<td>Probationary Faculty (in Tenure-Track Positions)</td>
<td>11%</td>
<td>213</td>
</tr>
<tr>
<td>Faculty in Tenure Track, Ineligible for Tenure</td>
<td>9%</td>
<td>190</td>
</tr>
<tr>
<td>Faculty in Non-Tenure Track</td>
<td>33%</td>
<td>667</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2015</td>
</tr>
</tbody>
</table>

As of October, 2002

5. Faculty Teaching Load for UH Mānoa and System-wide

Board of Regents Policy, Section 9-16 sets the credit load for faculty teaching at the community colleges at 15 credits per semester or 30 credits per year. The policy allows for calculation of equivalent teaching loads for faculty whose load is not adequately measured by credits taught, as well as development of equivalencies for special duties and responsibilities. In practice, almost all faculty at the four-year campuses (UH Mānoa and UH Hilo) teach a lighter load to allow time for research.
Overall, UH Mānoa faculty spend slightly more time on teaching than their mainland counterparts, whereas faculty at UH Hilo, UH West O’ahu, and the UH Community Colleges spend slightly less. The table below summarizes this information.

Table IV-5a
University of Hawai’i
Instructional Workload

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2001</th>
<th>Fall 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>8.1</td>
<td>7.8</td>
</tr>
<tr>
<td>UHH</td>
<td>8.8</td>
<td>6.9</td>
</tr>
<tr>
<td>UHWO</td>
<td>9.3</td>
<td>10.0</td>
</tr>
<tr>
<td>UHCC</td>
<td>11.9</td>
<td>13.1</td>
</tr>
</tbody>
</table>

Adding UH Mānoa faculty classified as research to the UH Mānoa profile would produce a distribution of time across research and instruction similar to the national pattern.

Table IV-5b
University of Hawai’i
Percentage of Time Instructional Faculty Spent on Various Activities, by Institutional Type

<table>
<thead>
<tr>
<th>Institution</th>
<th>Teaching</th>
<th>Research</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>40%</td>
<td>22%</td>
<td>29%</td>
</tr>
<tr>
<td>U.S. Research</td>
<td>46%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>UHH</td>
<td>61%</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>UHWO</td>
<td>58%</td>
<td>11%</td>
<td>31%</td>
</tr>
<tr>
<td>U.S. Comprehensive</td>
<td>63%</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>UHCCs</td>
<td>67%</td>
<td>5%</td>
<td>26%</td>
</tr>
<tr>
<td>Two-Year</td>
<td>72%</td>
<td>4%</td>
<td>24%</td>
</tr>
</tbody>
</table>

1 University of Hawai’i faculty (683) classified as instructional, Spring 2002. U.S. Public includes full-time faculty and instructional staff members with instructional responsibilities, Fall 1998.

2 Adding UH Mānoa faculty classified as research to the UH Mānoa profile would produce a distribution of time across research and instruction similar to the national pattern.
3 “Other” includes administration, service, professional growth, and other non-teaching activities.


Detailed information on student/faculty ratios and other instructional workload measures may be found in the Planning Profile for UH Mānoa 1997 – 2001.

[B1] [B2] [B3] [B4]

B. Academic Programs

1. Degrees Offered
UH Mānoa offers 90 baccalaureate, 89 master’s, and 57 doctoral programs. For a complete list of degree programs, please see the UH Mānoa Catalog.

2. Instructional Activity
In Fall 2002, there were 2,371 courses taught at UH Mānoa, resulting in 74,906 registrations in 4,648 classes for a total of 213,592 student semester hours (SSH) and course FTE of 14,876. Course registration measures for fall 2002 were the highest since fall 1995. Compared to the previous fall semester, the number of classes, semester hours, registrations and SSH increased from 6.2% to 7.9%. Upper division accounted for most of the increase in SSH, up by 12.2%. The majority of the increases occurred in the Colleges of Arts and Sciences.

The average class size (ACS) at UH Mānoa, computed for all classes except individual instruction, thesis research and dissertation research, was 21. For the past five years, Business Administration and Natural Sciences had ACS near or above 30 while Education, other units in Arts & Sciences, Engineering, Nursing and Dental Hygiene and Military Studies had ACS below 15. For more information, please review the Fall 2002 UH Mānoa Course Registration Report.

The University regularly tracks and makes available information on a number of instructional indicators at each campus. The table below provides a sample of key instructional indicators for UH Mānoa.

<table>
<thead>
<tr>
<th>UH Mānoa Instructional Indicators</th>
<th>Fall 1991</th>
<th>Fall 1996</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>14.00</td>
<td>15.48</td>
<td>14.41</td>
</tr>
</tbody>
</table>
### Percent of Undergraduate Credits Taught by:

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Lecturers or Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72.3%</td>
<td>75.5%</td>
</tr>
<tr>
<td></td>
<td>68.8%</td>
<td>31.2%</td>
</tr>
</tbody>
</table>

### Percent of Graduate Credits Taught by:

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Lecturers or Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.2%</td>
<td>11.8%</td>
</tr>
<tr>
<td></td>
<td>87.2%</td>
<td>12.8%</td>
</tr>
<tr>
<td></td>
<td>82.7%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

### Average Class Size

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>11</td>
</tr>
</tbody>
</table>

### Average Credit Load per Student

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.6</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>12.8</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>12.8</td>
<td>8.0</td>
</tr>
</tbody>
</table>

### Average Grade Point Ratio (Undergraduate)

|                | 2.8          | 2.9      |

---

<table>
<thead>
<tr>
<th></th>
<th>Graduate</th>
<th>5.73</th>
<th>5.66</th>
<th>5.65</th>
</tr>
</thead>
</table>

Institutional Research Office, University of Hawai‘i, November 2002.

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3. **New Program Proposals**

**Executive Policy E5.201** provides procedures for approval of new academic programs. New programs are developed at the campus level, usually by existing faculty, and reviewed by the college administration, campus faculty senate, and the Vice Chancellor for Academic Affairs and Chancellor (OVCAA) before being recommended to the President. The Board of Regents approves new programs upon recommendation by the President.

Prior to beginning to plan a new program, an Authorization to Plan (ATP) must be approved by the Chancellor and shared with the President for information. This allows for advance notice of resources and facilities that may be needed for the program. The program proposal itself addresses need for the program; curriculum objectives; admissions and graduation requirements; program support needs, including library, technical support, equipment, facilities, and student services; projections of numbers of majors and program activity level; methods of evaluating program outcomes, including student learning outcomes; and resource requirements and methods of funding, including reallocation.

Upon approval, the program enters its first cycle of offering as a provisional program. After the period of time it takes students to complete the program, a review is conducted and, as appropriate, a request made to the Board to grant the program established status.

4. **Review of Academic Programs**

By BOR policy, all established academic programs in the System receive an in-depth review every fifth or seventh year. Procedures for the reviews are contained in
Executive Policy E5.202. The review documents are prepared by program faculty using the prescribed program evaluation format. UH Mānoa Program Review policies and procedures are described on the Program Review Website. For program assessment activities, please review the Summary of Departmental Assessment Reports, and Summary of Data-Gathering Approaches on the UH Mānoa WASC Accreditation Website. The UH Mānoa program review is carried out in accordance with the established procedures, ensuring appropriate faculty and student input and providing feedback to the programs under review.

As a result of the program review process, major or minor curriculum revisions occur, resources may be reallocated, and programs may be expanded, consolidated, or discontinued. Annually, campuses submit a list of the programs they have reviewed and the results of that review to the President. A summary of program review activity is provided to the BOR as part of the annual Academic Program Action Status Report. It is believed that the program review process has been effective in maintaining and improving program quality and viability. In brief, in 2001-02 the Board of Regents approved 13 new academic programs, granted established status to 11 provisional academic programs, extended the provisional status of one program, terminated one provisional and one established academic program, and renamed two programs for the UH System. The Board also approved eight certificate credentials, terminated two certificate programs, stopped out admissions to four academic programs, approved planning for 15 new degree or certificate programs, and approved seven degree name changes or mergers of academic programs. In all, 162 academic programs underwent review in this academic year for the UH System.

5. Proposals for New Courses and Course Modifications
Introduction of new courses or modification of existing ones in a Board-approved program is the responsibility of faculty, under the direction of the Vice Chancellor for Academic Affairs. UH Mānoa procedures for review and approval of courses include review by department and college curriculum committees, and sometimes by the campus faculty senate, prior to final approval by the college head. To add, delete or modify a course, UHM Form 1 is required. The instructions are also available for your review.

6. General Education Requirements
Board of Regents Policy, Section 5-2e requires that each campus offer a core of general education requirements based on a clearly articulated philosophy. Such plans are developed cooperatively by faculty and administration and include, at a minimum, the content and methodologies of the major fields of knowledge: social and natural sciences, humanities and fine arts, as well as communication and quantitative skills, critical analysis skills, and appreciation of cultural diversity. Each Unit’s overall plan for general education is approved by the Board of Regents.

Within the past three years, UH Mānoa has reviewed its general education plan and made modifications requiring new Board of Regents approval. For further information, please see the reflective essay on “Improving Educational Quality at UH Mānoa:”
7. Assessment of Academic Programs

In response to the concerns identified by the 1999 WASC visiting team, the following actions have been taken relating to assessment:

- The Mānoa Faculty Senate’s Committee on Academic Policy and Planning developed a *Handbook on Departmental Assessment of Undergraduate Learning* in Fall 2000, which has been disseminated and is available online at http://www.hawaii.edu/uhmfs/.
- An Assessment Fund of $100,000 annually was established to support faculty efforts to assess programs, with twelve awards given in Spring 2001 and six awards in Spring 2002.
- Leadership workshops were conducted to apprise incoming and existing department chairs of the resources and data sources available to them.
- On Saturday, March 9, 2002, an all-day Assessment Workshop was attended by over 60 department chairs. Featured were Peter Ewell, Senior Associate at the National Center for Higher Education Management Systems, and a several recipients of the 2001 Assessment Fund.
- On November 20, 2002, an Assessment Workshop was attended by over 60 departmental assessment officers. Featured speakers included key assessment resource people on campus as well as more recipients of the 2001 Assessment Fund.
- Program review guidelines were revised to include assessment of student learning and use of evidence to improve educational effectiveness; a full round of reviews was conducted.
- Academic programs undergoing program review are given informational resources regarding assessment of student learning outcomes.
- In Spring 2001 and Fall 2002, deans and department chairs reported on the status of assessment efforts in their programs. These data were assembled into summary tables and a report which has been disseminated. (WASC Required Data Elements, Table 7.1, Summary of Departmental Assessment Reports and Table 7.2, Summary of Data-Gathering Approaches, http://www.hawaii.edu/wasc/uhm/wasc_report.html.
- The General Education Committee held a retreat on December 13, 2002 to discuss the assessment of student learning outcomes for the new General Education Diversification requirements.
- Throughout the Fall 2002 semester, other General Education committees (Foundations; Oral Communication; Writing; Hawaiian, Asian, and Pacific Issues; and Contemporary Ethical Issues) discussed processes for identifying both student learning outcomes and assessment instruments by which to evaluate student learning in the context of the new General Education curriculum. Proposals are presently under review.
Management and Planning Support data have been reorganized, posted on a website (http://www.hawaii.edu/iro/maps2002.htm), and made easier to access and use.

The campus participated in the National Survey of Student Engagement for the past two years. The results have been circulated among senior managers, including the deans, and members of the Mānoa Faculty Senate.

The staff of the Vice Chancellor for Academic Affairs is presently developing Assessment Matters, a campus newsletter which will highlight key assessment activities and resources on campus as well as best practices in higher education.

An assessment website (http://www.hawaii.edu/assessment/uhm) is under development to showcase campus assessment activities and provide resources and data to faculty, chairs, and program directors.

The College of Education is implementing an electronic portfolio system to assess students’ achievements across courses.

The College of Tropical Agriculture and Human Resources has integrated assessment planning into its reorganization by asking faculty to develop curricula designed so that students provide evidence that they have achieved established learning outcomes.

The Vice Chancellor and Assistant Vice Chancellor for Academic Affairs presented campus assessment initiatives and outcomes at the 2002 WASC annual meeting and the 2002 American Association for Higher Education Assessment Conference, “Assessment: A Shared Commitment,” for peer review and counsel.

The University of Hawai‘i co-sponsored the Pacific Planning, Assessment, and Institutional Research Conference on May 24-28, 2002. Many Mānoa faculty and administrators attended.

C. Faculty Professional Development

Under the terms of the faculty union contract, tenured faculty may apply for sabbatical after six years of full-time service. Sabbaticals may be taken at half pay for a full-year or at full pay for a half-year. In recent years, money available for sabbaticals on some campuses has declined, resulting in the award of few half-year sabbaticals and increased competition for all sabbaticals. Attempts have been made by the administration to improve the availability of half-year sabbaticals in the past year.

The University provides various opportunities for faculty to improve teaching skills and learn about and share innovations in teaching. A yearly Educational Improvement Fund offers faculty, individually or in groups, the opportunity to apply for funds to introduce innovations in teaching or assessment of teaching in their courses. In addition, the Office of Information Technology offers short courses and training materials in the use of computers in teaching and in distance education approaches using computers or television. A system-wide electronic meeting run by Kapi‘olani Community College
allows faculty to exchange ideas on teaching, especially using technology in teaching. On the UH Mānoa campus, the Office of Faculty Development and Academic Support also provides such training, and houses a Center for Teaching Excellence that provides seminars for beginning and experienced faculty, assessment of individual teaching effectiveness through consultation with students, end of the semester student assessments, and professional classroom evaluation.

D. Research and Training

For the fourth year, the University received record support for research and training. Extramural funds—grants and contracts from federal, state, private, and foreign sources—reached $252 million for fiscal year 2002, a 17 percent increase over the previous fiscal year and a doubling of support over the last ten years.

The largest gain was in non-research funding, where the level of support rose to $110.3 million, a 32 percent increase over the previous fiscal year. The University received $141.7 million in research funding, a 7 percent increase over the amount received the previous fiscal year and the seventh year in a row that extramural support for research has increased.

In 2000, UH Mānoa ranked 61st among the top 100 research universities in the nation in federal expenditures for research and development. Over the past five years, UH Mānoa accounted for 99% of the University’s research awards. Considering total awards for research and training over the last five years, 90% went to UH Mānoa.

Faculty at UH Mānoa are expected to be actively involved in scholarly activity and that activity is expected to be integrated into the education of undergraduate and graduate students. During the last academic year, Mānoa initiated an effort to stimulate grantsmanship and scholarly activity and thus broaden the base of research activity across the campus.

Major policies relating to the research enterprise include the following.

- Ethical Standards in Research and Scholarly Activities, E5.211
- Establishment and Review of Organized Research Units, E5.213
- Conflicts of Interest, E5.214
- Administration of the Patent and Copyright Policy, E5.500

For further information on these policies, along with delegations of authority and other executive policies relevant to the research and training enterprise, please visit the Executive Policy Website. For more information on research, please visit the University’s Research Website.
V. Libraries, Information Technology, and Distance Learning

Material in this section addresses portions of WASC Standard 2: Achieving Educational Objectives Through Core Functions, and Standard 3: Developing and Applying Resources and Organizational Structures.

A. Library Collections

With collections totaling 4.1 million volumes, the libraries on all ten campuses of the University of Hawai‘i system provide support for the students and faculty of the University of Hawai‘i and for the community at large. The UH Mānoa Hamilton Library is renowned for its internationally acclaimed Pacific Collection. Also important is its Hawaiian Collection, Hawai‘i Sugar Planters Association Archives, and the Hawai‘i Congressional Papers Collection. The UH Mānoa Library is a full regional depository for U.S. government documents and maintains a strong United Nations document collection as well. UH Mānoa Library has one of fifteen top Asia Collections in North America.

B. Library Access

The Hawai‘i Voyager online library management system was launched in January of 2001. This established a Web gateway that provides access to the holding records of all of the campus libraries. Policies and procedures providing nearly seamless access to library books and resources from within the system have been and are being developed. Through the Hawai‘i Voyager catalog, students on any UH campus can learn of holdings on other UH campuses and borrow them through online intrasystem loan processes, receiving the books within 3 to 5 days, even on other islands. The target date for implementing uniform circulation policies for the system is January 2003.

In addition, through the Web-based library system, students from all campuses are able to link to full-text electronic publications. System-wide purchasing of expensive online databases is beginning. The University is also collaborating with the Hawai‘i Public Library system to purchase statewide licenses to important databases.

The libraries of the University also serve the community. All libraries are open to the public. Borrowing by community users is facilitated through a Community Borrower Card. Approximately 3 to 4 percent of the annual book circulation is by community users.
C. Library Planning

The Hawai‘i Voyager system provides for online acquisitions, cataloging, and circulation. The hardware and staff serving the system are housed at UH Mānoa, and the annual costs of operating the system are shared according to use and size of library collection. The librarians of the ten campuses collaborated to establish standards and practices for displays and use of the Hawai‘i Voyager modules. While not all campuses participate in using all of the modules, the libraries cooperate to the extent possible to realize efficiencies, prevent duplicative work, and share expertise. Decision making from a system perspective has become a guiding principle in the ongoing development of service policies.

Out of the Steering Committee’s collaboration for the implementation of the Hawai‘i Voyager system grew the realization that establishment of system-wide policies would be further enhanced by continued, permanent cooperation. The University of Hawai‘i Library Council was formed in 2001. Membership is comprised of the members of the former Community College Library Council and the directors of the UH Mānoa, UH Hilo, UH West Hawai‘i Center, and UH West O‘ahu libraries. The group is formalizing bylaws to guide its future governance and activities. Currently the Chair of the Council is the director of the Leeward Community College Library. Once bylaws are enacted, future officers (Chair, Chair-elect and Recording Secretary) will rotate on an annual or biennial basis. The library directors who form the Council meet monthly to discuss and resolve common issues and to plan for future system-wide coordinated services.

Responding to the need to assess services and collections, a task force of the Council is currently engaged in developing measures to assess user satisfaction via focus groups and Web surveys of users and potential users.

For additional information on the UH Mānoa Library, visit the “Changes at the Library” on the UH Mānoa WASC Accreditation Website.

D. Information Technology

1. System-wide Organization and Responsibilities

Following the lead of most American higher education, and consistent with internal strategic planning and external recommendations, in 1994 the University consolidated its disparate information technology (IT) support groups into a single unit that emerged with the name Information Technology Services (ITS). This consolidation has been recognized as an unqualified success in reducing fragmentation and providing improved IT services, even as budgets have been consistently reduced as part of the University’s response to the economic challenges of the 90s.
The UH ITS unit is relatively unique in higher education in that it not only bridges the academic and administrative IT support functions, but it also serves as the IT support unit for both the University of Hawai‘i System and the UH Mānoa campus. This provides for significant economies of scale, which have been particularly important in a time of shrinking resources. ITS reports to the (System) Chief Financial Officer/Vice President for Administration and to the (System) Vice President for Academic Affairs. ITS is headed by the University’s Chief Information Officer (CIO), who also participates in the UH Mānoa Academic Deans and Directors Council.

ITS is responsible for IT support for the University system as well as for the campus-wide needs of UH Mānoa. Like all large institutions of higher education, UH utilizes a combination of centralized and decentralized IT support. Most UH Mānoa colleges have a small IT support group that looks after local and specialized needs. Similarly, all campuses except UH Mānoa have a campus IT support unit. ITS sets system-wide standards and trends in many areas and works closely with the decentralized IT support groups to maximize efficiencies and coherence of services to end users. In addition, ITS serves as a “safety net” providing direct services to end users in units that have no applicable local support group.

The current ITS organization is based on four functional groups supported by the Office of the CIO and an Administrative Services group. The Office of the CIO provides overall leadership for the ITS organization and IT leadership for the University. It is responsible for institutional IT planning, policy development, liaison with the various components of the University administration, and a variety of important external relationships within Hawai‘i and beyond. A significant recent internal change was the reallocation of a senior staff member to this office to serve as the University’s first Information Security Officer in order to bring focused attention to this increasingly critical area.

Management Information Systems (MIS) is responsible for the enterprise information systems. Until 2001 only the Financial Management and Human Resources information systems were managed at the system level and each campus operated its own Student Information System (SIS), with ITS operating the UH Mānoa SIS. In 2002 the University began an aggressive $20 million project to acquire and implement a new integrated system-wide SIS which, like the other enterprise systems, will be operated by ITS for the entire University system. The SIS project has set and so far met some of the most aggressive deadlines established in higher education for a software project of this size and complexity. The University must ensure continuing success in meeting the next sets of project timelines within the project’s modest budget (relative to current practice in higher education). The University must then ensure smooth transition to an operational status and leverage the potential of the new system to transform and modernize the provision of student services according to well-understood best practices in higher education in a way that recognizes the unique mission and opportunities of the University system.

System Services is responsible for the University’s major data center. This data center houses large servers for the enterprise information systems, institutional e-mail for all faculty, students, and staff, institutional web servers, the supported course management
system (WebCT), and the many critical network services on which the University increasingly relies 24 hours a day, seven days a week.

Telecommunications is responsible for voice, data, and video networks and services for the University system and UH Mānoa campus. It manages a complex campus network at UH Mānoa and an integrated statewide network that provides high-speed TCP/IP access to 10 campuses, five education centers, and over 20 research facilities on six islands using a variety of internal infrastructure (microwave, fiber, copper, and wireless) and external service providers. In addition, Telecommunications provides and manages external Internet and Internet2 access for the entire University system, the State of Hawai‘i government, and a variety of ancillary education and research customers through the Hawai‘i GigaPop.

The Distributed Learning and User Services (DLUS) group within ITS provides an integrated interface to general and instructional IT support services. This includes operation of a general IT help desk, access to professional development, desktop system support, software site licensing, hardware procurement advice and assistance, and management of institutional web sites. All University students, faculty, and staff are eligible for institutional e-mail and personal web pages through ITS. Contract services are available for departmental servers, which are not generally encouraged or supported. DLUS (and previously its predecessor IT support groups) also provide central focused support for distance learning and instructional technologies. DLUS manages and supports WebCT as the University’s course management system serving over 1,500 campus-based and distance-delivered courses. DLUS plans use and schedules the statewide interactive television (ITV) services and operates the UH Mānoa ITV facilities. DLUS operates a digital media center where faculty can prepare digital content in a supportive environment for use in distance-delivered or campus-based courses. DLUS designs and offers a regular program for faculty development that assists instructors with the use of online learning pedagogies, tools, and technologies to enhance their campus-based courses or deliver instruction at a distance.

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

2. Planning
Through a broad-based process that offered engagement to the entire UH community, the University adopted its first comprehensive Strategic Plan for IT in 1992. This guided IT developments through 2000, when a new Strategic Plan for IT was adopted, again under the leadership of a diverse system-wide steering committee and after a broad-based review by the entire University. Costs for implementing the plan were estimated at about $20 million per year. This was previously shown as an “unfunded requirement” in the University financial plan and has been included in the forthcoming University biennium budget request to the State of Hawai‘i.
With the recent development of a new Strategic Plan for the University System and adoption of a new suite of plans at the campus levels, it will be appropriate to develop a new Strategic Plan for IT that more directly tracks and supports the new institutional plans. The 2002 Strategic Plans provide extensive general recognition and guidance relating to information technologies and distributed learning. The UH Mānoa Strategic Plan identifies Technology as its seventh core commitment.

E. Distance Learning

1. Current Status of Distance Learning Delivery

Because of the demographics of Hawai‘i and the distribution of higher education campuses around the state, distance learning is critical to the future of Hawai‘i and the University. The University of Hawai‘i has been a national leader in applying distance education to improve access to higher education in high priority areas throughout the state. Neighbor island students graduate every semester with credentials from campuses on other islands that would not be accessible without distance learning. The University has the opportunity to leverage its experience, capabilities, and resources to become more entrepreneurial in distance learning, both in the state and around the world.

One strategic imperative found in the 2002-2010 UH Mānoa Strategic Plan is to “deliver a modern, flexible, diverse and multicultural curriculum, supported by excellent teachers, classrooms, and information technology.” Learning through distance technology has become an integral part of this effort, and will continue to increase in importance as both a primary mechanism for the delivery of educational programs, and a supplement to traditional methods of instruction.

In Fall 2001, the number of distance learning classes across the UH System being delivered to students in state and out-of-state increased by 290, or 55% since Fall 1999. These 814 classes accounted for over 7,300 registrations in a variety of disciplines, including 50 graduate, bachelor, associate, and certificate programs.

Major technology delivery systems include two-way interactive video, cable television, the Internet, and mixed modes. Strategically, the UH System continues to make active use of high-quality interactive television and cable TV, supported by Internet-components, while aggressively offering more Internet-based courses to make learning more accessible throughout the state and beyond.

The University of Hawai‘i defines “distance learning” as all instruction delivered to students at a location other than on one of our campuses. Although technology is used to deliver over half (55%) of the University’s distance learning classes, off-site
instruction, such as classes on military installations or faculty traveling to another island, continues to be a major method of delivery to individuals off-campus.

### Table V-1: UH System Receive Sites by County/Region

<table>
<thead>
<tr>
<th>HONOLULU</th>
<th>HAWAI'I</th>
<th>MAUI, LANĀ'I, MOLOKA'I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu CC</td>
<td>Hawai'i CC</td>
<td>Maui CC</td>
</tr>
<tr>
<td>Kapiolani CC</td>
<td>UH Hilo</td>
<td>University Center, Maui</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>University Center, West Hawai'i</td>
<td>Educational Centers: Hana (Maui), Lana'i, Moloka'i</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>Correctional Facilities</td>
<td>Hospitals</td>
</tr>
<tr>
<td>Wai'anae Education Center</td>
<td>Public Schools</td>
<td>Public Schools</td>
</tr>
<tr>
<td>Correctional Facilities</td>
<td>Individual Homes</td>
<td>Individual Homes</td>
</tr>
<tr>
<td>Hospitals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Bases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Homes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table V-1: UH System Receive Sites by County/Region

<table>
<thead>
<tr>
<th>KAUA'I</th>
<th>U.S. &amp; FOREIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua'i CC</td>
<td>Asia</td>
</tr>
<tr>
<td>Hospitals</td>
<td>Pacific Basin</td>
</tr>
<tr>
<td>Public Schools</td>
<td>U.S. Mainland</td>
</tr>
<tr>
<td>Individual Homes</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table below, UH Mānoa offered 14 credentials (bachelors, masters, and a graduate certificate) in the Fall of 2001. The following distance learning data is provided for only those courses/programs that are facilitated by Outreach College. UH Mānoa students enrolling in two-way video and/or Internet classes and registering through the regular day program are not reported here. Please visit the Fall 2001 Annual Report on Distance Learning for additional information.

### Fall 2001 UH Mānoa Distance Learning Programs by Receive Site

<table>
<thead>
<tr>
<th>UH Mānoa Programs</th>
<th>Kaua'i</th>
<th>Maui</th>
<th>Moloka'i</th>
<th>Lana'i</th>
<th>West Hawai'i</th>
<th>Hilo</th>
<th>O'ahu</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Hawaiian Language</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BA Information &amp; Computer Sciences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BA Liberal Studies (Information Resource Management)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BED Elementary Ed / Special Ed</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEd Counseling Guidance, Voc Rehab</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MEd Ed Administration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEd Educational Foundations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MS Information &amp; Computer Sciences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MS Kinesiology &amp; Leisure Science Adapted Physical</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>M. Library Information Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Nursing, Clinical Systems Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Certificate, Telecommunications &amp; Information Resource Management (TIRM)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]
2. Organization and Responsibilities

The University recognized the convergence between distance learning and campus-based e-learning long before the terms “convergence” and “integration” were being widely applied to the organization of distance learning. Collectively, the use of networks and instructional technologies to enhance student learning outside the classroom is referred to as “distributed learning.” Rather than establishing a separate e-college or virtual campus, the University was an early adopter of the now-appreciated philosophy of “mainstreaming” distance learning to ensure that modern electronic resources and practices are leveraged for both distant and campus-based learners. This applies to educational delivery, faculty development, financing, and the provision of student and academic support services. One example of the commitment to this approach is the provision of system-wide faculty development and technology support through ITS and campus technology units for both campus-based and distance learning applications. Another is the ongoing integration of electronic student services for campus-based and distant learners of all 10 campuses in a single system-wide Student Information System. The university-wide library catalog has been enormously helpful in supporting distance-learning students anywhere via the Internet.

University campuses and their faculties are fully responsible for the delivery of instruction at a distance (or on campus) as part of their accredited programs of study. This includes responsibility for ensuring quality, just as for campus-based programs.

UH Mānoa established the Mānoa Distance Learning Committee in August 2001, which together with colleges and individual departments insures that the institution provides high quality programs via modern distance technologies. In September of 2001, the Mānoa Distance Learning Committee drafted a Distance Learning Strategic Plan, which outlines five goals for distance learning: 1) Strategic Alliances and Partnerships; 2) Faculty Involvement and Responsibility; 3) Administrative Policies and Procedures; 4) Technology Infrastructure and Resource Base; and 5) Course Evaluation and Program Review.

UH Mānoa has increased its capacity to conduct assessment overall, especially in conjunction with program review. As departments and colleges identify distance-learning initiatives within their purviews, they are developing specific guidelines to help faculty properly assess both content and delivery using modes of distance learning. Thus, the results of program review reports reflect the same attention and rigor given to all academic programs at UH Mānoa.

3. Planning and Policy

The University has a mature distance learning policy base that has been developed and revised over many years. This is captured in BOR Policy 5.2.d, which established the policy context, and Executive Policy E.5.204, which lays out operational plans, policies, and procedures for distance learning. In addition, as elaborated in BOR Policy 5.2.q, UH pioneered the use of “University Centers” to facilitate the commitment of the entire University system to serve its constituencies on all islands. The University Centers
provide an appropriate physical “face” for distance learning, from all campuses, in their geographic service areas.

A system-wide Master Scheduling Group, with statewide membership and facilitation by the Office of the Vice President for Academic Affairs, is responsible for conducting needs assessments within the state of Hawai’i and for prioritizing program offerings that require scarce resources (e.g. “prime time” interactive television time slots). Other committees operate at the campus and unit level. The organizational approach of “mainstreaming” was clearly affirmed in the University System Strategic Plan, which calls for greater engagement of faculty in the use of all forms of instructional technologies.

[F] [STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4] [STANDARD 5]

F. Copyright and Intellectual Property

The digital age has presented two new sets of challenges relating to intellectual property to universities. The first is ensuring that university communities are compliant with existing law, and the second is addressing ownership of digital content created on campus.

The University of Hawai’i was an early adopter of the EDUCOM Code of Conduct. The University has embraced in Executive Policy E2.210 its commitment to respect the intellectual property of others and expects members of its community to adhere to applicable laws that protect the rights of creators of content in all forms. ITS is the first point of response for notifications internally, and those filed under the federal Digital Millennium Copyright Act. Technical investigations or referrals are made by ITS, and disciplinary actions are the responsibility of the applicable supervisor or administrator through the normal “chain of command” that would apply to any other violation of law or policy.

The University’s current Patent and Copyright Policy E5.500 serves as the basis of institutional ownership policies. It was prepared long before the digital era, and its applicability has been modified by some language adopted more recently in the faculty collective bargaining agreement.

The digital era and particularly modern trends in e-learning, challenges the traditional and simplistic approach in which faculty own copyrights (usually textbooks) and institutions own patents (inventions). The creation of e-learning typically involves much greater use of institutional resources than textbooks and is often developed through processes such as mini-grants, release time, or assignments that can be interpreted as making the project a work-for-hire.

The University has developed new language that tracks some of the best practices in intellectual property policy by giving faculty ownership of e-learning content – including
works-for-hire – while retaining an institutional right to use the content and develop derivative works for internal programs of instruction only. In the event e-content is licensed externally for a fee, net revenues would be shared. This language will be submitted to the faculty union for its consideration.

[STANDARD 1]   [STANDARD 2]   [STANDARD 3]   [STANDARD 4]
VI. Personnel

Material in this section addresses portions of WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives, and Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability.

A. Classification

In fall 2001, UH Mānoa employed 4,328 people (not including graduate assistants and student employees). The largest group of employees was faculty, followed by civil service employees (clerical, maintenance and grounds, janitorial, security, etc.). Administrative, Professional and Technical (APT) employees are a separate University classification that includes professional-level non-faculty support positions that normally require a bachelor’s degree or higher. Among the wide variety of jobs included in this classification are fiscal officers, laboratory assistants, information technology specialists, curriculum specialists, and research associates. Generally, full-time employees of the University (except Executive/Managerial staff, casual hires, graduate assistants, and less than half-time lecturers) are unionized.

The Board of Regents is responsible for appointing employees (including faculty, APT, casual hires, lecturers, non-compensated appointees, etc.). BOR Policy, Section 9-2 contains the classification categories for Board-appointed employees. The civil service classification and hiring procedures are regulated by State of Hawai‘i personnel procedures.

Effective April 22, 2002, the University has established and implemented a broad band classification system for APT positions. This new system provides for a less rigid classification system and provides a mechanism to recognize excellence in performance, increases in skills, and growth in the job. The new system is completely on-line with position descriptions, performance expectations, and evaluations implemented electronically. The University has obtained approval from the Governor under the public sector reform act to study the possibility of implementing a broad band and performance recognition system for civil service employees. It is anticipated that a new system will be in place by early 2004.

B. Personnel Demographics

Board of Regents Policy, Section 1-5, states the BOR’s commitment to non-discrimination and affirmative action in all University hiring. As is the case with recruitment of faculty, the University makes an effort to hire a staff that is diverse, especially in the ethnicities represented in the islands, and balanced by gender. Table 4.1 (instructional faculty), and Table 4.3 (non-instructional faculty, administrative/professional/technical, executive/managerials, lecturers, graduate assistants and civil service employees) on the UH Mānoa WASC Accreditation Website
show the breakdown of employees by category of employment and by ethnicity and gender.

System-wide, APT and Civil Service staff are more likely to be of Asian ethnicities than are faculty or administrators. Executive and managerial staff fall between APT and faculty distributions by ethnicity, including a greater proportion of people from Asian ethnicities than is the case among faculty. The gender balance is nearly even in all classifications except Civil Service, where about two-thirds of the staff is female. The Fall 2001 Faculty and Staff Report for the University of Hawai‘i System provides additional information.

C. Academic Personnel
Academic personnel consist of faculty engaged in teaching, research, and service. Faculty categories include instructional, researchers, librarians, specialists, (counselors, librarians, media specialists, etc.), county agents, clinical medicine, and legal instruction. Academic personnel that are employed half-time or more, including lecturers, are represented by the University of Hawai‘i Professional Assembly (UHPA). UHPA negotiates conditions of service and salaries with the University and State of Hawai‘i. Provisions of the 2001-2003 UH-UHPA Agreement include the following:

- Definition and guarantee of academic freedom (Article VIII)
- Procedures for tenure, contract renewal, and promotion (Articles IX, XI, XII, XIII)
- Disciplinary procedures (Article XVII)
- Grievance procedures (Article XXIII)
- Provisions for leaves with and without pay (Article V and VI)

D. Staff
The University attempts to provide adequate clerical support for its academic and managerial employees. As shown in the table below, the Professional/Clerical ratio has dropped over the past decade.

<table>
<thead>
<tr>
<th>U H System and UH Mānoa Professional/Clerical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY1991-92</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>UH System</td>
</tr>
<tr>
<td>UH Mānoa</td>
</tr>
</tbody>
</table>

Source: Professional-Clerical Ratio Report, University of Hawai‘i MAPS Report, University Budget Office, University of Hawai‘i, October 2002.
APT staff are represented by the Hawai'i Government Employees Association (HGEA) to negotiate conditions of service, salary, grievance procedures, etc. Civil Service staff are represented by HGEA or by the United Public Workers (UPW). Collective bargaining agreements with these unions include provisions for grievance and ‘just cause’ discipline. The HGEA collective bargaining agreement also includes provisions for paid leave for professional improvement (similar to sabbatical), though these provisions are seldom used by employees. The University provides periodic workshops for staff, designed with input from each group of employees to ensure relevance to the group’s interests and concerns.

E. Executive and Managerial Employees

BOR Policy, Section 9-14 provides for conditions of service for Executive and Managerial personnel that are comparable to many of those included in faculty and staff collective bargaining agreements, including paid professional improvement leave, provisions for notice of termination, and complaint procedures.

F. Evaluation of Employees

BOR Policy, Section 9-15 calls for regular evaluation of BOR appointees, including faculty. APT staff are to be evaluated at least once every three years; faculty, including tenured faculty, at least once every 5 years; and executive and managerial staff, annually. Evaluation procedures for unionized employees, including faculty, have been developed in consultation with the respective unions.

G. Benefits

Employee retirement benefits, including disability retirement, are covered by state law and are standard for most state employees. There are also plans available for pre-tax retirement savings. The state provides health benefits that include medical, dental, prescription drug, and vision plans for employees and dependents, as well as vacation and sick leave benefits. Executive and Managerial benefits are addressed in Board Policy, Section 9-14.
The University offers housing assistance, including loans and University housing (for rental or purchase). Intended primarily for new faculty, these units have become available to other University employees as well.

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]

H. Affirmative Action, Nondiscrimination Policies & Grievance Procedures

The University maintains the following affirmative action and nondiscrimination policies and complaint procedures:

- Executive Policy E1.202, University Statement of Nondiscrimination and Affirmative Action
- Executive Policy E1.203, Policy on Sexual Harassment and Related Conduct
- UH System-wide Administrative Procedure A9.920, Discrimination Complaint Procedures for Employees, Students, and Applicants for Employment or Admission
- UH System-wide Administrative Procedure A9.900, Discrimination Complaint Procedure for Members of the Public Who Have Complaints Regarding Disability Access to University Services, Programs, and Activities

[STANDARD 1] [STANDARD 2] [STANDARD 3] [STANDARD 4]
VII. Students

Material in this section addresses portions of WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives, and Standard 4: Creating an Organization Committed to Learning and Improvement.

A. Admissions and Enrollment

By Board of Regents Policy, Chapter 4, all citizens of the state are eligible to attend a campus of the University of Hawai’i System, provided they are 18 years of age or older, or a high school graduate. UH Mānoa has selective admissions requirements that include consideration of SAT or ACT scores, high school course work and grades, and letters of recommendation. Foreign students applying to any campus must submit TOEFL test scores. UH Mānoa publishes its admissions criteria and procedures for applications by in- and out-of-state students, foreign students, and transfer students in the UH Mānoa Catalog. UH Mānoa publishes basic admissions requirements and procedures for graduate students in the catalog.

For more information on admissions, visit the UH Mānoa Admissions and Records Website, and the reflective essay on enrollment management from the UH Mānoa WASC Accreditation Website. For information on graduate admissions, visit the UH Mānoa Graduate Division Website and the reflective essay on graduate education.

The number of undergraduates applying, admitted, and enrolling has steadily increased since 1998, with the largest increase between Fall 2001 and Fall 2002. This increase is due in part to a boost in recruiting activities. As Table 1.1 demonstrates, UH Mānoa accepts roughly 60% of applicants and enrolls 60% of those accepted.

1. Enrollments and Degree Objectives

In Fall 2002, UH Mānoa enrolled 18,696 students in credit programs. While there has been an overall increase in enrollment, the distribution across the degree programs has not changed significantly. Table 2.1 shows that the greatest proportion (65.5%) was enrolled in baccalaureate degree programs, while 15.6% of students enrolled in master's degree, and 6.8% in doctoral programs.

2. Residency Status of Students

Board of Regents Policy, Chapter 4 sets a ceiling on the percentage of students at each campus who may come from outside the state. In the Fall of 2002, nearly 70% of all students were residents of Hawai’i. This number has decreased from the 1997 figure of 76% owing to an increase in recruitment of non-residents. Some students may convert from out-of-state to in-state residency while enrolled. For more information, refer to Figure 9 of the Fall 2002 Enrollment Report.
The University of Hawai‘i serves many students from foreign countries, especially from Asian and Pacific nations. For additional information, please see the 2002 Fall Enrollment Report. The table below shows the countries from which students enrolled in fall 2001.

### UH Mānoa International Student Enrollment, Fall 2001

<table>
<thead>
<tr>
<th>Country</th>
<th>UH Mānoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>8</td>
</tr>
<tr>
<td>Americas</td>
<td>85</td>
</tr>
<tr>
<td>Asia</td>
<td>1174</td>
</tr>
<tr>
<td>Europe</td>
<td>152</td>
</tr>
<tr>
<td>Middle East</td>
<td>6</td>
</tr>
<tr>
<td>Australia</td>
<td>17</td>
</tr>
<tr>
<td>Oceania</td>
<td>29</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1471</strong></td>
</tr>
</tbody>
</table>

### 3. Student Diversity

Table 2.2 shows the enrollment by gender from Fall 1998 through Fall 2002. Women have outnumbered men at all levels since 1978.

As with faculty and staff, data on student ethnicity in Table 2.3 is more detailed than broad racial breakdowns. In addition, reflecting the population of Hawai‘i, students are also given the opportunity to identify themselves as “Mixed Ethnicity” or “Mixed Asian/Pacific Islander.” Both of these categories are growing among the student population, as they are in the state of Hawai‘i as a whole. The number of students who identify with a single Asian ethnicity is declining.

### B. Undergraduate Students

#### 1. First Time Students

The majority of first-time students in the University system are graduates of Hawai‘i high schools: 52.6% from Hawai‘i public schools, 25.6% from Hawai‘i private high schools, 14.8% from out-of-state (including U.S. possessions), and 5.2% from other countries.

Each year, the University tracks the percentage of spring Hawai‘i state public and private high school graduates who enter the University campuses the following fall, referred to as the “going rate.” The going rate for the University System and each campus has declined since the early 1990s. The Fall 2001 Report on High School Background of First-Time Students provides additional information.
2. Transfer Students

Of the students entering University campuses in fall 2001, 13.6% were transfer students: 6.9% transfers within the UH system and 6.7% from other colleges and universities. Transfers into UH Mānoa have increased in each of the last five fall semesters. Since fall 1996, transfers to UH Mānoa have increased by 675 (53.6%).

Board Policy Section 5.2.E. and F establishes the principle that student transfer among campuses in the University system be as simple and predictable as possible. The BOR policy is implemented by Executive Policy E5.209. Please see the University of Hawai‘i System Student Transfer Handbook for additional information. In addition to establishing principles and procedures for articulating courses among campuses, this policy guarantees that community college students who were not originally admitted to a four-year campus may transfer at any time if they follow regular application procedures and meet all admissions requirements (including submitting high school transcripts and SAT/ACT scores). UH Community College students may be admitted automatically to UH Mānoa after earning 24 transferable credits with a GPA of at least 2.0. Students are not guaranteed admission to the major of their choice on the receiving campus, since some majors have additional admission requirements for both continuing and transfer students.

Transfer numbers from UH Community Colleges have dropped at UH Mānoa in recent years as shown in the table below. Also, a considerable number of students transfer from the four-year to the two-year campuses, and some transfer among the four-year campuses.

Special studies of transfer students within the University system have found that those students who transfer from a University community college after receiving an AA degree earn roughly the same GPA at the end of their first year at UH Mānoa as do native UH Mānoa students at the end of their junior year. Students transferring prior to completion of the AA degree receive roughly the same GPA one year after transfer as do native UH Mānoa students one year after admission.

<table>
<thead>
<tr>
<th>Undergraduate Transfers Among the University Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originating Unit</td>
</tr>
<tr>
<td>Receiving Unit Fall Semester</td>
</tr>
<tr>
<td>UH System Total</td>
</tr>
<tr>
<td>Total UH System</td>
</tr>
<tr>
<td>2001</td>
</tr>
<tr>
<td>1996</td>
</tr>
<tr>
<td>1991</td>
</tr>
<tr>
<td>UH Mānoa</td>
</tr>
<tr>
<td>2001</td>
</tr>
<tr>
<td>1996</td>
</tr>
<tr>
<td>1991</td>
</tr>
</tbody>
</table>

- 1/ At UH Mānoa, shows transfers from (UH Mānoa) Outreach College.
- Source: Computer reports R1402A and R2520.
- Institutional Research Office, University of Hawai‘i, October 2002.
3. Retention and Graduation
A listing of degrees awarded is found in Table 3. Table 3.2 shows the graduation and retention rates for UH Mānoa for the five most recent cohorts. Overall, these rates appear to be dropping slightly. For more information, review the “Graduation and Retention Rates Peer and Benchmark Group Comparisons University of Hawai‘i at Mānoa Fall 1990 to Fall 1999 Cohorts as of 2000.”

C. Graduate Students
UH Mānoa has primary responsibility for graduate education within the system. Presently, UH Mānoa offers 91 master’s degrees, 58 doctorates, and first professional degrees in Law, Medicine and Architecture. Please visit the Graduate Division for more information on graduate programs, and the reflective essay on Graduate Education at UH Mānoa from the UH Mānoa WASC Accreditation Website.

D. Co-Curricular Environment
1. Housing
The University of Hawai‘i provides student housing on three campuses: UH Mānoa, UH Hilo, and Maui Community College. Student housing is administered under guidelines provided by HRS, Sections 306 and 521; Board of Regents Policy, Section 7-5, and Executive Policy E7.102.

UH Mānoa student housing features an array of residence halls, apartment complexes and special living arrangements. The residence halls comprise roughly two-thirds of all on-campus accommodations. A majority of the rooms are double occupancy. The apartment complexes were designed for upperclassmen who seek independent living. The one-bedroom apartments (two students) and two-bedroom apartments (four students) are fully furnished with complete kitchen, living room, bathroom and bedroom(s). Special living arrangements include family housing, modified facilities for students with disabilities, technology halls and substance-free facilities.

Annual student housing rates are between $3,290 and $3,981 a year (excluding meal plan). Please refer to Table 5 of the Price of Attendance Report for 2002-2003 for a comparison of student housing rates from academic year 1998-99 through 2002-03.

2. Student Government
Under Board of Regents Policy 7-3a, student governments exist on each campus to represent student concerns and manage student fees for the benefit of students. The
UH Mānoa undergraduate student organization is the Associated Students of the University of Hawai‘i, and includes all undergraduates. The Graduate Student Organization is comprised of all UH Mānoa graduate students except for those in Law and Medicine programs. More information on student government is provided in the Governance Section on the Role of Students.

3. Student Athletics, Organizations, and Activities

Intercollegiate athletics exist only on the UH Mānoa and UH Hilo campuses. UH Mānoa fields Division I teams in seven men’s and ten women’s sports, in addition to sailing, which is open to both genders. The campus also has extensive intramural sports programs and athletic facilities for students. For more information on athletics, visit their website at http://uhathletics.hawaii.edu/. Per BOR Policy 7-8, the Board may establish or abolish intercollegiate athletic programs, including participation in intercollegiate athletic conferences or associations by the respective campuses, upon recommendation by the President.

Board of Regents Policy 7-8.b established the Athletics Advisory Board (for UH Mānoa) to serve as an advisory committee to the Chancellor and the Athletic Director, and be concerned with broad general policies relative to the conduct of intercollegiate athletics. Members of the Athletic Advisory Board (AAB) are appointed by the chancellor for limited terms. The AAB is comprised of faculty (seven selected by the Mānoa Faculty Senate, each serving three-year terms), an undergraduate student (selected by ASUH, serves a one-year term), a graduate student (selected by GSO, serves a one-year term), a representative from the student athletes council (one-year term), an alumni representative (selected by the alumni association, serves a three-year term), and a community representative (selected by the athletics department or UH Mānoa administration, serves a three-year term). The AAB meets at least twice per semester. Minutes from recent meetings are available upon request. For more information on UH Mānoa athletics, please review the 2002 NCAA Recertification Self-Study. The 2002-2010 Gender Equity Plan is available upon request.

Board of Regents Policy 7-2 provides for student organizations at the campuses. These include honor societies and professional, religious, political, ethnic, academic, service, and recreational groups. Special events, such as dances and other social events, speakers and forums, fairs and celebrations, and community service activities, are sponsored through the student government or student activities board, as well as by other student organizations. UH Mānoa also has a co-curricular activities office staffed to assist in coordinating student organizations and events.

UH Mānoa students through the Board of Publications publish a newspaper, The Ka Leo, five times a week (excluding holidays and exam periods). Circulation is 18,000. Membership on the Board of Publications includes faculty, students, and members of the professional journalism community. The Ka Leo is funded by student fees and advertising.
4. Student Conduct Code, Nondiscrimination Policies, and Grievance Procedures

UH Mānoa publishes a Student Conduct Code defining the rights and responsibilities of students, as well as the procedures for disciplinary action if the code is violated. The code guarantees student academic freedom and defines academic dishonesty. The Student Conduct Code is available to all students, and a summary is published in the UH Mānoa Catalog.

Students are guaranteed freedom from discrimination, sexual harassment, and arbitrary or unprofessional actions of faculty. Procedures for filing grievances, both internal to the University and with appropriate state and federal agencies, are available to students upon first registration on a campus and summarized in the UH Mānoa Catalog.
A. The University’s Budget

1. The Budget Process

In accordance with state law, the University submits a biennial budget request, program and financial plan, and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and capital funds for the University are appropriated by major organizational units (UH Mānoa, UH Hilo, UH West O‘ahu, Community Colleges, System-wide Support, etc.). Operating funds are generally organized and discussed in three functional categories: current service requirements that are necessary to support and maintain the current level of services, workload and program change requests to meet increases in workload and implementation of new program initiatives, and the University’s share of various overhead-type costs that are administered on a statewide basis (debt service, fringe benefits, risk management, etc.). Capital improvement projects (CIP) are identified by individual project and major cost elements (plans, design, construction, etc.).

Upon approval by the Board of Regents, the University’s operating and CIP budget requests are submitted simultaneously to the Governor for review and incorporation into the executive budget request for the State and to the Legislature for informational purposes. The executive budget request for the State is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations.

With the exception of the UH Community Colleges, lump sum allocations are made to each campus in the University System and are generally equal to legislative appropriations less any restrictions imposed by the Governor. Due to the declining level of state funding support however, it has become necessary to assess each campus for a pro rata share of certain unfunded costs that are administered on a system-wide basis. These costs include but are not limited to: legal settlements, risk management program costs, private fundraising costs, and workers compensation/unemployment insurance premiums.

Due to several statutory changes and a recent constitutional amendment, the University enjoys a much greater degree of discretion over its budget and operating priorities than other state departments. These changes have effectively reduced the propensity for
intrusion by the Governor and the Legislature into the internal management and operation of the University.

2. Historical Perspective

Historically, regular tuition revenues were retained by the State, thereby leaving the University almost entirely dependent on state appropriations to cover its operating costs. In 1995, however, the Legislature revised this policy by authorizing the University to retain and expend revenues from tuition and fees in order to “…maintain and improve the University’s programs and operations.” In addition, the Legislature also established a formula for determining a minimum amount of state general fund support based on the fiscal year 1994-95 level of appropriations received by the University. The stated intent of the Legislature in adopting this policy was to “…provide authority to the board of regents to establish the mechanisms by which the University of Hawai‘i can begin to adopt an integrated plan for the development of the university’s programs with the generation of income.”

Since 1995, the Legislature has authorized the establishment of a number of new special and revolving funds and provided an exemption for the University from state administrative overhead assessments on these types of funds. New laws have also been enacted to exempt the University from the administrative bureaucracy imposed on other state agencies, and on November 7, 2000, the electorate overwhelmingly ratified a state constitutional amendment to grant the Board of Regents “exclusive jurisdiction over the internal structure, management, and operation of the university.”

Much of the impetus for the change in funding policy came from the continuous lack of economic growth in the state during the 1990s and increasing costs for higher education. Most of the nation experienced strong economic growth during this period, but Hawai‘i’s economy remained stagnant and state tax revenues were impacted accordingly. As a result, the Legislature has never been able to provide the minimum level of general fund support as proposed in 1995. Instead, the University is expected to fund a greater proportionate share of its costs by generating additional revenues. While state funding support remains relatively high at approximately 50% of total funding sources (FY 2000-01), the University’s share of total state general funds has declined from 11.5% in FY 1994-95 to 8.1% in FY 2002-03.

B. Revenues and Expenditures

UH Mānoa’s current fund revenues for FY 2000-01 were approximately $504 million. The capital improvements program (CIP) budget for the University System for the same period was approximately $43.3 million. Table 5.6 shows the capital investments for UH Mānoa for FY 1997 – 2001. Current fund revenues by source are reflected in Table 5.3, and by operating expenditures in Table 5.4.
As noted in Table 5.3, approximately 34% of the UH Mānoa’s current fund revenues for FY 2000-01 came from state appropriations. It should be noted that the University’s share of total state appropriations has declined from 11.5% in FY 1994-95, to 9.2% in FY 2000-01 and is currently at 8.1% for FY 2002-03. To offset this decline, the University System has increased tuition rates in order to support its academic programs, and organized research units have been advised to more aggressively pursue federal contracts and grants for additional funding. For UH Mānoa, tuition and fees accounted for 14.4% if current fund revenues, while government grants and contracts accounted for 33.5%. Generally, UH Mānoa raises $2 (in extramural grants) for every $1 in state funding.

1. Policies and Publications on Revenues and Expenditures

Please visit the following websites for additional information.

- University of Hawai‘i Administrative Procedures Information System (APIS)
- Board of Regents Policies, Chapter 8, Business and Finance
- System-wide Administrative Procedures, Volume II (A.8000), Business and Finance
- Executive Policies, Section E.8000, Business and Finance


Audited financial report of the University of Hawai‘i for the fiscal year ended June 30, 2001, is available upon request. Tables 5.3 and 5.4 provide highlights from the most recent financial report.

C. Business and Finance Management

The Vice President for Administration and Chief Financial Officer (VPACFO) provides executive leadership for planning, coordinating, and directing the financial management of the UH System. Offices reporting to the VPACFO (the University Budget Office, and Financial Management Office) are responsible for the business and finance management functions of the University.

The University Budget Office oversees the preparation of the UH System’s operating and CIP budgets, budgetary plans, and reports required by the state government. The Financial Management Office plans, directs, and controls system-wide accounting and loan collection activities, disbursing and payroll, treasury, property and fixed asset inventory, surplus property, tax management, and procurement and real property management.
The UH Mānoa Vice Chancellor for Administration, Finance and Operations provides leadership in fiscal matters for the campus, and oversees matters for the department or school/college level through administrative and fiscal officers.

The UH System’s core financial reporting system, Financial Management Information System (FMIS) was implemented in July 1996. FMIS provides real time entry and posting of transactions centrally and/or at the source/end user work site. Much of the FMIS information required by fiscal staff is available on-line and via the Web, as well as on scheduled printed reports. FMIS interfaces with other systems/technologies, allowing accounting data to be downloaded or uploaded to or from other systems.

Despite its benefits, FMIS has shortcomings. The primary user interface involves 3270 text screens utilizing function keys to navigate; it is not a “point and click” Windows-type application. Users have come to expect online services that are available around the clock and accessible by user-friendly interfaces. Additionally, some fiscal personnel have expressed concerns that the system does not provide the financial reporting they desire. The University continues to initiate new projects to increase functionality, improve processing, web-enable FMIS, and improve FMIS reports.

Constitutional Autonomy: In November 2000, Hawai‘i voters ratified an amendment to the state constitution giving the Board of Regents the authority and power of self-governance in matters involving the internal structure, management, and operation of the University. With this increased flexibility, the University has begun to revise many of its business practices and develop more efficient processes. Examples of more efficient processes resulting from procurement reform include the implementation of a purchasing card program for small purchases and a Web-based request for quotation system that reduces paperwork and decreases purchase cost. Additionally, purchasing authority of up to $25,000 has been delegated to the campuses. This delegation gives managers the flexibility to manage resources and accountability for service delivery. The University is constantly reengineering business practices by making the best use of Internet and e-business.

Revenue Bond Rating: In June of 2002 the University sold $150 million in revenue bonds to fund a new health and wellness center. The bonds are payable from and secured by a lien on the available monies of the University. The state will also allocate and appropriate a portion of the monies in the Hawai‘i Tobacco Settlement Special Fund for the purpose of paying debt service on the bonds. The bond issue was significant because it was the first time the University applied for and received an underlying rating on its revenue bonds. The three major rating agencies, Moody’s Investors Service, Standard & Poor’s, and Fitch, assigned strong underlying ratings to the issue of “Aa3/A+/A+” bonds. Moody’s Investors Service in particular noted the strength of the University system as Hawai‘i’s sole provider of public education and highlighted that the University’s financial reserves provide a good cushion for debt and operations.

Audits: The VPACFO is responsible for the development and implementation of the University’s Audit Plan, which includes (1) a general audit plan covering audits to be conducted during a six-year planning period; (2) a detailed audit work plan covering a
two-year period approved by the President; and (3) an annual external audit plan reviewed and approved by an ad hoc committee of the Board of Regents.

Annual comprehensive audits of the University’s accounts are conducted in accordance with requirements of OMB Circular A-133 and GASB. The University’s fiscal year 2002 operating results will be reported under GASB 35. Intercollegiate Athletics/Booster Organizations at Mānoa and the University Bond System are also audited annually. Since fiscal year 1998, the University has conducted 17 additional program audits including: audits at UH Mānoa for the School of Medicine, School of Ocean and Earth Science and Technology, College of Business Administration, and Outreach College; and audits of the Waikiki Aquarium and the University of Hawai‘i Press. Audit findings are reported to the BOR, and program managers are responsible for developing corrective action plans and implementing audit recommendations.

D. Facilities Administration and Planning
The University capital improvements program (CIP) is managed at the System level by the Office of Capital Improvements. The Board of Regents established the Office of Capital Improvements in 2002 to manage major CIP projects on University campuses. Previously, the University depended on the State of Hawai‘i’s Department of Accounting and General Services for major CIP implementation. The establishment of the Office of Capital Improvements enables the University to be responsible and accountable for the planning, design, and construction of its physical facilities. The Office of Capital Improvements is comprised of the Office of the Director, Physical Planning, Project Management, and Administration and Support Services.

Office of the Director – Provides System-wide executive leadership, direction, and control over the planning, development, implementation, and integration of multi-campus capital improvements program (CIP) projects, long-range physical development plans, and associated capital improvements program budget requirements.

Physical Planning – Provides comprehensive general, environmental, and project planning for major CIP projects. With an emphasis on the early and conceptual phase of the campuses’ interests and needs, provides services that meet the academic, research, public service, student service, and recreational needs while reflecting campus and community values. The Physical Planning efforts are focused on facilities, infrastructure, environmental management, recreation, and open spaces and are conducted within the framework of the Board of Regents approved strategic plans and campus long-range development plans. The unit also provides programmatic development planning, including project definition, space requirements, preliminary cost, schedule, phasing, and implementation scenarios.
Project Management – Provides the project management for major capital projects, which includes new construction and major renovations. Functions include the direction and leadership of project teams in the implementation and execution of CIP projects to meet the objectives of the plans and develop projects within budget and on schedule. Project Management serves as the primary liaison among campus committees, user groups, architects, engineers, and contractors in all project phases from planning, programming, design, construction, and occupancy. The Project Management function also includes development of project budgets and schedules and management of the services of architects, engineers, and contractors.

Administration and Support Services – Provides administrative support to the Office of the Director, Physical Planning, and the Project Management functions. Support services include fiscal, accounting, procurement, contract award and administration, capital budget preparation, legislative participation, budget implementation, information/data systems, management reporting, asset management, and warranties. The Administration and Support Services directs, supports, and coordinates with campuses on the development of policies and standard operating procedures for means and methods to improve delivery, quality, and accountability in the allocation and expenditure of resources for physical facilities.

E. Development

The University of Hawai‘i Foundation is an independent, 501c(3) tax-exempt organization whose purpose is to raise funds according to priorities determined by the academic leadership of the University of Hawai‘i. Founded in 1955, the Foundation provides a full range of fund raising services for all ten campuses, providing leadership and implementation of the University’s private fund raising efforts.

The Foundation’s major gift officers are spread throughout the university system and are responsible, in close cooperation with the Dean or Director, for the fundraising efforts of specific units. The Foundation also employs a regional development officer who coordinates alumni activities and prospect cultivation on the U.S. mainland. The development officers report to the Vice President for Development, who works with the Foundation President and Vice President for Administration/CFO to ensure maximum management and financial efficiency. This staff is supported by central services which include the offices of Foundation and Corporate Relations, Fiscal Services, Communications, Planned Giving, and Annual Giving, which also manages the student-run calling center. The Foundation is also responsible for the management of the alumni database.

The President of the Foundation and the Foundation staff report to the Board of Trustees composed of community leaders and University leaders (ex officio), who provide external oversight of the Foundation’s operations. The Investment Committee of
the Foundation Board is responsible for oversight and investment of an endowment whose current market value (11/02) is approximately $86 million. They do so in cooperation with nationally recognized fund managers to ensure a steady stream of support in perpetuity. The earnings of this endowment are used to support student scholarships, faculty positions, and University programs.

In 2001, the UHF completed a four-year comprehensive campaign, exceeding the $100 million goal by 16%. Both the goal and the final amount raised were the largest in state history. For each dollar raised in this period, the cost to the University was less than 4 cents. The following links and documents provide additional information on UH Foundation.

- General information on the UH Foundation: [http://www.uhf.hawaii.edu](http://www.uhf.hawaii.edu)
- University of Hawai’i Administrative Procedures Information System (APIS) [http://www.hawaii.edu/svpa/](http://www.hawaii.edu/svpa/)
- University of Hawai’i Foundation Financial Statements June 30, 2001 and 2000 (with independent auditor’s report thereon). Audited financial statements for the University of Hawai’i Foundation for the fiscal year ended June 30, 2001 are available upon request.
APPENDIX A
Hawai‘i Revised Statutes
§§304-2 University to be public corporation; general powers. The University of Hawai‘i is established as the state university and constituted a body corporate. The university, under the direction of the board of regents, shall have the following general powers:

(1) To adopt, amend, and repeal bylaws governing the conduct of its business and the performance of the powers and duties granted to or imposed upon it by law.

(2) To acquire in any lawful manner any property, real, personal, or mixed, tangible or intangible, or any interest therein; to hold, maintain, use, and operate the same; and to sell, lease, or otherwise dispose of the same at such time, in such manner, and to the extent deemed necessary or appropriate to carry out its purposes.

(3) To enter into and perform such contracts, leases, cooperative agreements, or other transactions as may be necessary in the conduct of its business and on such terms as it may deem appropriate, with any agency or instrumentality of the United States, or with any state, territory, or possession, or with any political subdivision thereof, or with any person, firm, association, or corporation.

(4) To determine the character of and the necessity for its obligations and expenditures, and the manner in which they shall be incurred, allowed, and paid, subject to provisions of law specifically applicable to the university.

(5) To execute, in accordance with its bylaws, all instruments necessary or appropriate in the exercise of any of its powers.

(6) To take such actions as may be necessary or appropriate to carry out the powers conferred upon it by law. [L 1957, c 144, §§1; Supp, §§44-1.5; HRS §§304-2]

APPENDIX B: UH System Organizational Chart
Adopted by the Board of Regents, 12/12/02:

APPENDIX C: UH Mānoa Organizational Chart
APPENDIX D: UH System Planning

UNIVERSITY OF HAWAI'I SYSTEM PLANNING

PLAN

- State Priorities
- Institutional Mission

LH System Plan

- Campus Strategic Plans
- Campus Facilities Plans
- Major Policies
- Specialized Programs and Plans

DO

- Biennium Priorities
- Operating & CIP Budget Objectives
- Biennium Budget Request

ACT

Biennium and Ongoing Planning and Accountability:
- Biennium Planning Assumptions and Budget Hearings
- Biennium Report on Performance Benchmarks and Institutional Effectiveness
- Program Reviews and Health Indicators
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CHECK

Budget Implementation
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