

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
MĀNOA CHANCELLOR'S OFFICE
FACULTY SENATE

FUNCTIONAL STATEMENT

Faculty Congress. The University of Hawai'i at Mānoa Faculty Congress, composed of all Mānoa faculty members and its Senate, represents the faculty with respect to academic decision-making and policy development at the University of Hawai'i at Mānoa.

Faculty Senate. The Faculty Senate represents the faculty with respect to academic decision-making and policy development at the University of Hawai'i at Mānoa, and the UHM Faculty Senate is the policy-recommending agent of the UHM Congress, composed of all Mānoa faculty members, with respect to the academic goals, policies and programs of Mānoa consistent with Board of Regents' policy on "Academic Decision-Making and Academic Policy Development," including the establishment and maintenance of standards for scholarship, instruction, research, and public service.

All recommendations on behalf of the faculty on academic goals, policies, programs for the University of Hawai'i at Mānoa or that affect the University of Hawai'i at Mānoa and require action by the President or the Board of Regents shall be made by the Senate as provided in the Charter of the Faculty Congress and Senate of the University of Hawai'i at Mānoa.

The Senate may initiate recommendations to the President for action or for consideration and referral to the Board of Regents. The faculty has a professional concern for and primary responsibility for the curriculum, methods, and standards of scholarship, instruction, research, and public service performed by the faculty, as well as those aspects of student life which relate directly to the educational process.

The Senate includes faculty members elected by and from the Congress and has under its jurisdiction various committees which function on behalf of the Congress through the organization of the Senate.

Senate Executive Committee. The Executive Committee serves as an agent of the Congress and of the Senate. Principal officers of the Executive Committee are automatically officers of the Senate and Congress. The Executive Committee prepares the agenda, including those agenda items that are requested by the President and approved for inclusion on the agenda by the Executive Committee, and announces the agenda in an issue or issues of the University Bulletin preceding each meeting of the Senate. The Executive Committee meets at least once a week. The Executive Committee, acting on behalf of the Senate and Congress, identifies and arranges for consideration and study all goals, policies, and programs relating to the physical and academic development of the University of Hawai'i at Mānoa, including allocation of financial resources, student enrollment, distribution of enrollment among programs and between upper-division and lower-division programs, direction of emphasis in existing programs, the academic effect of administrative organization, quality of scholarship, quality of teaching, quality of research, quality of service, and the relationships between University of Hawai'i at Mānoa and other units of the University system. In addition, the Executive Committee's duties include:

1. Make recommendations to the President;
2. Provide that the Congress is informed of its substantive activities;
3. Certify the results of elections;
4. Coordinate the work of its Committees;
5. Prepare the agenda of the Senate and of the Congress;
6. Submit to the Congress resolutions referred by the Senate;
7. Transmit germane Senate resolutions, with a record of the vote, to the President and to the Board of Regents;

8. Prepare and disseminate reports on the work of the Senate and of the Congress;
9. Receive communications from the University administration and the Board of Regents to the Senate and the Congress; and
10. Perform such other duties as are specified in the provisions of the Congress and Senate Bylaws.

The Executive Committee designates one of its members to serve as liaison to each of the standing committees and to ad hoc committees and task forces as considered appropriate. The Executive Committee may adopt rules and regulations, consistent with University and Regent policy, as it deems necessary.

STANDING COMMITTEES

Committee on Academic Policy and Planning. The Committee consists of 24 senators. The Committee, acting upon recommendations and findings made by its subcommittees, examines academic goals, policies, and programs with respect to standards of professional ethics; establishment and ways of supporting and encouraging improvements in faculty performance; and planning for changes in academic goals and in academic programs. In addition, the Committee can provide advice, as requested by or through the President, on matters of concern to the Committee.

Committee on Administration and Budget. The Committee consists of 15 senators. Its duties include: examine physical conditions and facilities on campus; student affairs, including but not limited to, registration, advising, dismissal, withdrawal from courses, student government, and student publications; make up of the Congress and Senate; and ongoing need for changes in the Charter of the Faculty Congress and Senate, Regent Policy on "Academic Decision-Making and Academic Policy Development," and like University policy. In addition, the Committee may provide advice, as requested by or through the President, on matters of concern to the Committee.

Committee on Faculty Service. The Committee consists of 15 senators and is responsible for implementing the provisions in the Bylaws of the Congress and Senate for approving the conduct of all nominating elections, conducting all final elections for members of the Senate, conducting elections for elected members of standing committees, selecting members for subcommittees, ad hoc committees, and task forces, conducting the balloting on resolutions submitted to the Congress, seeking out candidates for committee seats to which faculty are appointed and nominating persons for those seats, and seeking out candidates for faculty positions on committees appointed by or responsible to the President.

Ad Hoc Committees and Task Forces. The ad hoc committees and task forces are established by the Senate Executive Committee to explore issues and to make written recommendations to the Executive Committee.

Secretary II, SR-14, Position #13599. The primary duties are to assist the Chairperson and members of the Senate Executive Committee in rendering administrative and secretarial services; attend all meetings of the Senate Executive Committee (seven members - weekly), the Faculty Senate (66 - monthly) and the Faculty Congress (1800+ - once each semester) as a resource person and recorder as necessary; and assist the standing committees, ad hoc committees, subcommittees and task forces in their clerical needs. In addition, the Secretary performs her regular duties in the Senate office, i.e., using the computer/word processor to get out minutes, agenda, memoranda, flyers, reports, letters, resolutions; file, prepare purchase orders, requisitions, travel forms, student time sheets, quarterly budgets; sort mail; independently respond to routine correspondence and requests, referring other materials to the Senate Executive Committee chairperson.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
MĀNOA CHANCELLOR'S OFFICE
OFFICE OF THE CHAIR OF FACULTY DEVELOPMENT
AND ACADEMIC SUPPORT

FUNCTIONAL STATEMENT

- Provides supervision, support, counsel, and infrastructure to the directors and coordinators of the Center for Teaching Excellence, the Center for the Study of Multicultural Higher Education, and the Center for Instructional Support as components of the Mānoa Faculty Development program.
- Plans and coordinates development and training programs for instructional personnel engaging in non-instructional and administrative duties, and faculty in related areas: department chairs, specialists, researchers, graduate assistants, etc.
- Plans and supports campus-wide orientations and in-service training activities for new faculty, department chairs, etc.
- Coordinates the production of instructional publications, such as orientation and resource manuals, annual reports on faculty teaching, awards, and scholarship; teaching awards and initiatives, and educational improvement fund projects.
- Develops and directs faculty recognition and incentive programs (travel grants, conferences, exchange programs, etc.) and coordinates the selection of excellence in teaching award winners.
- Assists the Mānoa Chancellor with policy development in the areas of faculty and staff development. Conducts instructional program planning and needs assessments, and establishes new directions and priorities to meet University goals and objectives in supporting teaching and instructional research.

In all of these cases, the Director has responsibility for initiating appropriate actions which reflect priorities established by the Mānoa Chancellor and which enhance the University's Faculty Development programs and capabilities.

- Serves as chair of the University Educational Improvement Fund Committee to make instructional development and research funds available across the University and to advise the Mānoa Chancellor on allocation of project development funds.
- Clarifies, supports, and articulates the relationship between the teaching and research efforts at the University of Hawai'i.
- Advises the Mānoa Chancellor during the budgetary process on allocation of human and physical resources which can strengthen teaching and faculty development.

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MĀNOA CHANCELLOR'S OFFICE
OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for Teaching Excellence

FUNCTIONAL STATEMENT

The establishment of the Center for Teaching Excellence is based on the institutional values expressed in the Strategic Plan and the academic priorities of the Mānoa Chancellor. The following assumptions support the establishment of the unit:

1. The cost of instruction is the major budget item at the University of Hawai'i, and it makes good sense to protect this investment. One means is to provide concrete support for individual teachers wanting to improve instruction.
2. The majority of university teaching faculty received scant pre-service training in teaching and learning as part of their graduate study. Thus it is appropriate to view the development of faculty excellence in teaching as an in-service developmental process, especially for less experienced teachers. This view further suggests that a university teacher is expected to grow in capability as a teacher throughout a career (just as he or she is expected to grow as a scholar, researcher, or artist).
3. Faculty are likely to devote the time and energy to improving their instructional abilities when they see that incentives are available to reward their efforts. An institution that requires quality teaching must simultaneously support its development and reward its achievement.
4. Values, expectations, and support services for teaching must be aligned throughout the University if teaching excellence is to be achieved and maintained. It becomes appropriate for the leaders of the University -- both administrators and faculty -- to honor teaching both by precept and example. Specifically, University policies and guidelines for hiring, retention, and promotion of teaching faculty need to articulate clear expectations of excellence in teaching and also of continued professional growth as a teacher. Evidence from studies of other large public universities shows that in an institutional context of positive valuing and high expectations for teaching a center for teaching can flourish and have a large impact. On the other hand, in a context of benign indifference or even hostility, a center for teaching can make no more than a cosmetic and marginal difference.
5. The teacher-learner equation must include attention to the role and abilities of the learner as well as the teacher. Influence of cultural backgrounds, styles of learning, and barriers to learning success are among the factors that both faculty and students need to understand. Providing support services for students to acquire study skills and effective learning strategies can greatly enhance the teaching-learning process.
6. The addition of higher expectations and standards for teaching to already strenuous criteria for retention and promotion must be balanced with appropriate support. National studies such as that reported in The Chronicle of Higher Education (February 4, 1987) conclude that stress and burnout are now increasingly common among university faculty because of the increased demands placed upon them. Achieving excellence in any endeavor requires time and energy, and this fact must be taken into account by chairs and deans. Additional emphasis on teaching should take place in an institutional context of human resource development.

FUNCTIONS

- Provides consultation for faculty and academic departments in the areas of course and teaching assessment by making available a variety of methods, both diagnostic and summative, of assessing instructional effectiveness.
- Provides consultation to individuals and academic departments in managing, and delivering instruction. Assists in the design of courses and instructional programs.
- Provides consultation and skill development programs to enhance instructional performance, including workshops, seminars, and courses (in conjunction with appropriate academic departments).
- Develops and implements, with the Graduate Division and academic departments, programs for graduate teaching assistants to enhance their instructional performance.
- Encourages professional renewal of teaching faculty by providing avenues for regeneration in the arts of teaching. Examples of this function will include grants for developing innovations in teaching, funding for travel to attend institutes and conferences on teaching and seminars, workshops, and consultation for enhancing teaching methods and provides intensive career counseling for faculty who are contemplating major professional changes.
- Provides a focus for upgrading to a level of excellence in the "instructional ecosystem." The physical environment has great impact on the success of instruction, and it must be shaped to support the instructional mission. The staff of the Center for Teaching Excellence will act as a liaison between teaching faculty and campus facilities management to ensure a supportive environment for teaching.
- Evaluates and recommends media services which might support the teaching mission. This function includes selecting films and audio-tapes, and guiding instructors in the state-of-the-art use of media. In order to realize an effective media support system for instructors, classrooms and auditoriums must be appropriately designed to accommodate the media, and equipment must be made easily accessible to faculty. Center staff advise on how this can be implemented by the Center for Instructional Support.
- Coordinates instructional support services needed for applied educational research projects in conjunction with the Center for the Study of Multicultural Higher Education.
- Collaborate with campus-wide and college-level student services units to provide programming to enhance faculty and student interaction in and out of the classroom.

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OFFICE OF FACULTY DEVELOPMENT AND ACADEMIC SUPPORT
Center for the Study of Multicultural Higher Education

FUNCTIONAL STATEMENT

The concept of a Center for the Study of Multicultural Higher Education was born from a growing determination among the faculty and administration that achieving excellence must be reflected in all aspects of the University, including its teaching. The Center was born of two parents: the quest for excellence and the valuing of teaching.

As part of the University's Strategic Plan, the proposed Center is one instrument for achieving its goals, particularly in "establishing an international -- especially Pacific/Asian -- focus; to serve as a bridge between the cultures of East and West and to become a leader in international and cross-cultural education; and to become the research, training, and cultural center of the Pacific Basin." There is additional relevance in the emphasis on "the fundamental importance of students and their success from entry through graduation." The Center can contribute to the realization of these values by providing collegiality, information, and research -- by assembling, generating, and disseminating knowledge that will assist faculty and students to achieve excellence in teaching and learning.

The concept of "teaching and learning" refers to those aspects of education that bear directly on the transmission and acquisition of knowledge, skills, and abilities. Undoubtedly all aspects of the University influence this transmission and acquisition -- its physical environment, its administrative structures, its fiscal base and the full range of its policies. The differentiating part of the concept of teaching and learning is that of "bearing directly." The "directness" of any aspect is a matter of degree that degree is often a matter of opinion and is itself subject to research.

The Center will encourage more faculty to engage in research that will assist colleagues to improve teaching and learning. One means of encouragement is through the concept of "classroom researcher" -- a faculty member who uses his or her own classroom as a laboratory, collecting data and using a variety of research methodologies appropriate to the study of teaching and learning in his or her particular discipline.

Much research relevant to teaching and learning in higher education is already conducted by independent researchers and well-funded research centers around the world; the Center should make available to our faculty those findings that will assist our faculty in achieving our own excellence. However, there are questions of critical importance to our faculty that are nowhere being addressed. The primary role of the Center should be to fill that open niche, to foster problem-driven research, to select problems that require answers not likely to be answered elsewhere.

For example, Hawai'i is uniquely multicultural, both in its study body and its faculty. Not only are we extraordinarily diverse in cultural heritages, but our cultures are largely of Asian/Pacific origin. Little research now being conducted can assist our faculty in understanding the implications of those cultural differences for achieving excellence in higher education. Virtually no research known to us will guide faculty in identifying instructional practices and settings to allow students of each cultural group to achieve their full potential of learning.

FUNCTIONS

- Collaborate with the Center for Teaching Excellence in identifying teaching and learning problems and conducting studies which will enhance student learning, especially for minority groups.

- Provide UH faculty in appropriate disciplines the opportunity and support to conduct instructional research.
- Foster communication and joint inquiry with like centers nationally and internationally by forming and maintaining exchange and liaison relationship with universities in Asia and the Pacific region.
- Facilitate interchange of information among researchers within the University of Hawai'i system who are concerned with higher education and:
 - discipline-centered organizations that foster higher education research, e.g., MLA, APA, College Science Improvement Program, etc.
 - by electronic bulletin boards, on-line information systems, coordinating committees, publications, and conferences.
- Contribute to campus bulletins to inform faculty of the Center's activities, findings, and conclusions in higher education research which will well be integrated with publications by the Center for Teaching Excellence and the Office of Faculty Development and Academic Support.
- Sponsor and facilitate national and local conferences, seminars, workshops on research projects which enhance teaching and learning.

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Center for Instructional Support

FUNCTIONAL STATEMENT

The primary mission of the Center for Instructional Support (CIS) is to provide the university community with support for instruction through the use of technology and technology-related services. The Center's major functions include the following:

- Consults with Mānoa academic units and individual faculty and students to help them plan and provide the richest possible learning experiences for students, and to assist them in using instructional technology effectively within that context.
- Conducts workshops and seminars in designing and implementing technology-based instruction.
- Ensures that appropriate and desired instructional equipment are easily accessible to faculty and students, through classroom installations and a system of equipment pools; schedules use of dedicated multimedia classrooms; issues equipment security keys for general-use classrooms; loans out equipment through central and satellite equipment pools; and systematically upgrades general-use classrooms with instructional technology.
- Ensures that requirements for appropriate learning technologies are included in all university academic planning and budgeting documents.
- Monitors Mānoa classrooms and laboratories to ensure the best possible environment for teaching and learning; serves as advocate for the faculty in the design of all new construction and renovations of classroom facilities; and serves as ombudsman to resolve faculty and student concerns about classrooms.
- Schedules and operates four 30-seat dedicated multimedia classrooms and one 196-seat auditorium for courses requiring occasional high-level video and interactive multimedia.
- Develops high quality, effective instructional materials including computer generated graphics, video, interactive multimedia, and slide-tape programs.
- Duplicates videotapes in 3/4" U-Matic, Hi-8, VHS and Beta formats and high-speed duplication of audio cassette tapes.
- Provides self-service in 35mm slide copying, video digitizing, scanner digitizing, Polaroid slide digitizing, and book binding.
- Operates service bureau for slide imaging and color printing.
- Provides campus repair for instructional equipment owned by Mānoa departments and programs.
- Houses digital media lab for faculty and staff to develop multimedia, computer graphics and digital video.
- Houses video/computer networked classroom for online instruction and distance education.
- Provides current instructional technology resources over the Internet using the World Wide Web.

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MILITARY SCIENCE PROGRAM

FUNCTIONAL STATEMENT

The functions of the Military Science Program (Army ROTC) are to attract, motivate, and prepare selected students with potential to serve as commissioned officers in the regular Army or the U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science; to develop leadership and managerial potential, a basic understanding of associated professional knowledge, a strong sense of personal integrity, honor, and individual responsibility, and an appreciation of the requirements for national security.

There are four areas of instructional support, required for continued operation of a ROTC program for the Army: Recruiting, General Administration, Supply, and Personnel.

- **Recruitment.** The Director, the Associate Director, and the Military Science Instructors all assist in recruiting part time, especially at key times shortly before college registrations. This involves traveling all over the State of Hawai'i to all secondary schools, and to all colleges and universities as well. In addition, this support function of recruiting also requires publication of recruiting materials and computer-assisted direct mailings. A publications and recruiting officer perform the preceding functions full time with the part-time help mentioned previously.
- **General Administration.** This involves handling all incoming and outgoing correspondence including filing and typing an average of 500 items per month. Also, instructional materials are typed by this section.
- **Supply.** Operations of this branch involve a complex supply system falling partly under State of Hawai'i procedures and partially under Army regulations. The Supply Sergeant coordinates logistical support with University officials and Army personnel outside the ROTC to buy, store, issue and obtain return of uniforms and equipment to include all items for overnight and week long leadership training workshops which include provisions of living facilities. Also, the Supply Sergeant recruits, trains, and supervises student workers.
- **Personnel.** Individual records must be maintained and complicated Army forms prepared for each cadet so that they are given their commissions and initial assignments in the Army.

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AEROSPACE STUDIES

FUNCTIONAL STATEMENT

Aerospace Studies is directed by a single-manager who performs as the Professor of Aerospace Studies (PAS) and as the Commander of the U.S. Air Force Reserve Officers' Training Corps (AFROTC) Detachment 175. On academic matters, the PAS reports to the Mānoa Chancellor's Office, and for military matters, the Detachment Commander reports to the Commandant of the AFROTC Southwestern Region located at Randolph Air Force Base, Texas.

The PAS manages the AFROTC program for the State of Hawai'i. The program provides aerospace studies covering air force leadership, history, technology, management, and military law. It administers the AFROTC College Scholarship Program in Hawai'i and includes USAF Officer Career Counseling services to high school and college students, scholarship funding and student expense reimbursement, and insures compliance with federal and USAF regulations. It maintains the joint University of Hawai'i and the U.S. Air Force ROTC Memorandum of Understanding and assists in the administration of the Uniform Commutation Fund. The program maintains liaison with and provides instruction in aerospace studies for the following:

1. Non-host crosstown institutions (degree granting)
 - a. Chaminade University of Honolulu
 - b. Hawai'i Pacific University (Downtown and Hawai'i Loa campuses)
 - c. Brigham Young University of Honolulu
 - d. UH-West O'ahu
 - e. Wayland Baptist University of Hawai'i
 - f. University of Phoenix
2. Non-host institutions
 - a. Honolulu Community College
 - b. Kapi'olani Community College
 - c. Leeward Community College
 - d. Windward Community College

The PAS administrates the Air Force Officer Qualifying Test to all USAF officer candidates and AFROTC scholarship applicants, budgets and manages the local AFROTC national advertising account, provides information on the Junior Air Force ROTC program, and maintains liaison with the USAF Academy, Hawai'i Air National Guard, Department of Education, military bases, and the community to provide information on aerospace studies student opportunities.