The Task Force on Diversity was formed in the Fall of 1991 to assess the degree to which the University of Hawaii at Hilo fosters diversity with respect to its student body, faculty, staff, curriculum and course offerings. The Task Force was also charged to make recommendations to the Chancellor on how the University of Hawaii at Hilo can further promote diversity of campus.

Chancellor's Charge to the Task Force on Diversity

To identify:

1. the degree to which we have made concerted and conscientious efforts to recruit and retain women and minority faculty, staff, and students;

2. the efforts made to prepare, encourage and follow through women and minority students to continue post-baccalaureate education in the professions or academic fields;

3. the current status of the curriculum with respect to integration of non-western traditions and culture and, related thereto, to its internationalized status.

To recommend:

1. strategies for increasing the recruitment and retention of women and minority faculty, staff, and students;

2. strategies for increasing the number of women and minority students who continue post-baccalaureate education in the professions or academic fields;

3. strategies for enhancing the curriculum through the integration of non-western cultures.
The strategies should identify accountable and responsible individuals/units and establish reasonable goals and timetables including a schedule for periodic to the University of Hawaii at Hilo community on the progress being made.

**Task Force Membership**

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melchor Agag, Jr.</td>
<td>College of Agriculture</td>
</tr>
<tr>
<td>Ellen Boneparth</td>
<td>Dean, College of Arts and Sciences</td>
</tr>
<tr>
<td>A. Didrick Castberg</td>
<td>Political Science</td>
</tr>
<tr>
<td>Cherith Droge</td>
<td>Student</td>
</tr>
<tr>
<td>Ginger Hamilton</td>
<td>Minority Student Program</td>
</tr>
<tr>
<td>Sonia Juvik</td>
<td>Geography</td>
</tr>
<tr>
<td>Kauanoe Kamana</td>
<td>Hawaiian Studies</td>
</tr>
<tr>
<td>David Sing (Chair)</td>
<td>Na Pua No`eau</td>
</tr>
<tr>
<td>Alan Yang</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Leimaile Bontag</td>
<td>Student</td>
</tr>
<tr>
<td>Kaea Lyons</td>
<td>Student</td>
</tr>
</tbody>
</table>

**Description of Process**

1. Task Force reviewed charge by Chancellor

2. collected material on diversity in higher education

3. reviewed material

4. conducted series of meetings, workshops, and colloquia with:
   - students
   - faculty
   - special interest groups on campus

5. reviewed information
6. assisted and provided support documents for the Colloquium on diversity (used as a forum to discuss the issue of diversity)

7. supported workshops with diversity theme

8. conducted survey of faculty on issue of diversity

9. conducted survey of students on issue of diversity

10. reviewed quantitative data on students with respect to ethnicity, sex, and age

11. reviewed quantitative data on faculty with respect to ethnicity, rank, tenure, sex, and age

12. developed assessments and recommendations by committees on students, faculty, and curriculum respectively

13. reviewed assessments and recommendations as total Task Force

14. reports edited based on input and compiled together

15. review of draft report by Task Force and Chancellor

16. submit final report to Chancellor
Diversity in Higher Education

The issue of diversity in higher education recently has been a "hot" discussion topic. Leaders, policy makers, and associations that facilitate educational policy and change see higher education institutions' attention to the issue as a necessary process.

Accrediting bodies of higher education have asserted that higher education institutions' commitment toward educational quality should include progress in creating a climate on campus that promotes diversity.

The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, in its draft statement on diversity, has stated that, "the meaning of diversity has expanded to include the educational programs, plans and programs that enable institutions to attract and retain student bodies, faculties, staffs, and governing boards that include significant numbers of African Americans, Hispanics, Asians, and Native Americans." (In Hawaii, the State recognizes Native Hawaiians, Filipinos, and Pacific Islanders as underrepresented groups that deem special consideration.) The Commission acknowledges the following efforts, beyond the matter of representation, necessary to promote diversity:

- Efforts to reconsider the constituencies that each institution intends to serve and the nature of the educational goals appropriate to a changing society.
- Efforts to change attitudes, practices and expectations so that a greater range of people will feel genuinely included and respected within each institution.
- Efforts to adapt curricula so that the histories and contributions of various groups are more fully explored.
- Efforts to improve teaching techniques and academic support services to meet a larger spectrum of student learning styles, aspirations and levels of preparation.
- Efforts to give voice within institutional decision-making to newly arrived members.
- Efforts to expand scholarly work to embrace emerging fields such as women's studies and ethnic studies as well as new research directions in established disciplines dealing with race and gender.
- Efforts to conduct more systematic assessments of achievements and challenges as institutions begin to be more diverse in the ways enumerated above.

The issue of diversity to a large degree is a response to the demographics of our society. As society emerges with larger numbers of people who express themselves through different ethnic and cultural views, our nation needs to be more responsive and prepared to facilitate access and success in education and society in general for all citizens. The demographics reflect severe underrepresentation of minority populations such as Blacks, Hispanics, and Native Americans in education, professional occupations, and leadership programs.

In Hawaii, Native Hawaiians, Filipinos, and Pacific Islanders are underserved in higher education and society. Leaders in higher education believe that this deficiency, as well as others, can be best overcome by promoting diversity in all aspects of campus activities. Moreover, by promoting
diversity, all students will be better prepared to function in the diverse society of which they are part.

In its Master Plan, the University of Hawaii recognizes the multicultural society of Hawaii. The diversity of Hawaii's people and their cultures should contribute to the educational environment of the University. A diverse curriculum, a wide array to courses, as well as inclusion of the histories, values and views of diverse people is needed.

At the University of Hawaii at Hilo, the vision and philosophy of the campus acknowledges the strength of its special programs and the effort it has made through these programs to increase the number of underrepresented students. The expression "quality learning with Aloha" indicates a perspective of outreach and acceptance of people. The Master Plan also describes UHH efforts to recruit international students, internationalize the curriculum, provide an English as a Second Language program to support this international effort, and continue the development of Hawaiian studies, Japanese studies, Pacific studies, women's studies, and other programs which feature diverse groups.

**Defining Diversity at UHH**

Through the two years that the Task Force was meeting and collecting information, the discussion was ongoing as to which groups constitute a diverse population. The Task Force understands diversity at UHH to refer to:

- culture
- ethnicity
- age
- gender
- sexual preference
- religious preference
- physically challenged
- psychologically disabled
- learning styles
- teaching styles
- income level
- educational background

The Task Force realizes that there are many perspectives on this matter and recognizes that any such list may be exclusive and limiting.

**Policy Statement of Diversity**

(Portions of this Policy Statement are extracted from the Western Association of Schools and Colleges Draft Commission Policy Statement on Diversity, 01/08/93. The Task Force believes that the Statement is well-stated and appropriate for UHH.)

The University of Hawaii at Hilo acknowledges the increasingly significant role played by the
diversity of backgrounds among its members by making positive efforts to foster such diversity.

One of our major concerns is educational quality and diversity. On this issue, UHH affirms that a quality education introduces students to the richness of the intellectual world and broadens the range of scientific and cultural topics on which students can exercise discernment, logic and balanced judgement. Many colleges and universities now offer curricula that examine more fully the philosophies, values, perspectives, history, and achievements of various cultures in the world and in the U.S.

A quality education enhances students' respect for inquiry and helps them acquire the habit of critical analysis data, assumptions and argument. Through classroom instruction, study and interaction with students and faculty of diverse backgrounds and perspectives, both within and outside of class, students come to evaluate differing points of view.

A quality education depends understanding of one's self and culture and prepares students to grasp and to respond constructively to persons, ideas, situations, and challenges novel to their experience. Today's students will live in a society, and quite likely in a locality, of many ethnic and cultural traditions.

The degree to which the campus is successful in promoting diversity can be evaluated through three dimensions. These are:

1. **representation** - the campus encourages and supports diverse representation of faculty/staff, administration, and students especially from groups traditionally underrepresented in higher education in the U.S. and specifically Hawaii.

2. **group membership and identification** - the campus recognizes the importance of the need for affiliation among groups of individuals. Affiliation promotes pride and establishes a support mechanism for individuals from diverse background. The campus supports and promotes the information of such affiliation but does not support separatism.

3. **community of campus** - the campus recognizes "the importance of respect and cooperation among the various groups represented on campus. Diversity stands in opposition to the domination of one group by another or the systematic neglect of the perspectives and aspirations of the members of any group on our campus." The campus promotes opportunities for positive interaction and collaborative activities between groups.

**STUDENT DIVERSITY**

**Introduction**

The University of Hawaii at Hilo faces challenges that other institutions of higher education are only now beginning to encounter, as there are already high percentages of low income, first generation, ethnic minorities and other non-traditional students enrolling at the university. (See
Nevertheless, there still exists the need to continue to develop and promote recruitment and retention efforts, to correct low retention and graduation rates, and to increase the percentages of students that continue their education beyond the baccalaureate level, as well as to address the overrepresentation of these groups in low educational attainment and low socio-economic status. It is therefore essential that efforts be taken to improve the participation and achievement of underrepresented groups so that equitable levels of accomplishment can be acquired. It is critical to create an environment in which diversity is valued and promoted.

Changes in the profile of our student population indicate that the numbers of women, minorities, part-time, older, and non-traditional, and transfer students have increased over the past ten years. The NCHEMS report attributes the high rate of transfer from two to four years of the minority and older students started at the community college; the increases in these numbers are probably reflective of the ease in which they were able to transfer. Since the separation of HCC and UHH two years ago, there has been a drop in the transfer rate from 16.1 percent in 1990 to 13.2 percent in 1992. The NCHEMS study also determined that UHH was below national averages in retaining and graduating students.

Filipinos continue to be extremely underrepresented at UHH. Hawaiians, Filipinos, and other minority groups are underrepresented in several fields, including mathematics, natural sciences, business, and economics. Graduation rates of Hawaiians and Filipinos at the master's and doctorate levels drop dramatically when comparing the numbers of degrees earned at UHM. Although women make up the majority of graduates at the bachelor's, and master's levels, their numbers significantly decrease at the doctorate level.

We also should note that a high percentage of the students at UHH come from families that are financially disadvantaged with many of them dependent on financial assistance. About 80 percent of the students come from the county of Hawaii whose economy is the poorest in the State, with the highest percentage of families having the lowest median family income, and the largest numbers of individuals with income below the poverty level. UHH serves as a small percentage of students who are disabled, although the numbers are probably higher because there may be students who do not identify themselves as disabled and do not seek assistance, and because we have no resources to test students who may have a learning disability.

**Current Efforts at UHH**

The **Agriculture Development Program**, which began in Fall 1993, allows individuals who have the desire to attain a bachelor's degree in agriculture the opportunity to do so even if they lack the proper preparation for standard admission. About half of the students are from minority backgrounds.

The **Health Careers Opportunity Program** is a federally funded program which began in 1984 to assist students from disadvantaged backgrounds who have the interest and potential to pursue a career in the health professions.
The **Hawaiian Leadership Development Program** has been in existence since 1984 for the purpose of recruiting talented native Hawaiian students and developing their academic and leadership abilities.

The **Minority Biomedical Research Support Program** is a program funded since 1970 by the National Institute of Health, to encourage students from minority groups, underrepresented in the biomedical sciences, to pursue research careers in medicine and health-related professions.

The **Minority Access and Achievement Program** focuses on developing programs and activities that support the recruitment and retention of underrepresented ethnic minorities in this state. Two of these programs and described as follows: The **Academic Discipline Challenge Grants** were initiated in 1989 and awards were given to support activities within academic departments to recruit & retain minority students. The **Peer Assistant Linkages & Support (PALS)** is a program developed in 1990 which hires upper-division minority students to provide academic and personal support to first year minority students.

**Na Pua No`eau** is a center for gifted and talented native Hawaiian children which provides opportunities, enrichment activities, and curriculum research and development for the primary and secondary years.

**Women's Center** seeks to provide education for women's issues, advocacy, and assistance to all women on campus and the community at large.

**Provisional Admissions** admits students, under specified requirements, who have potential to pursue a baccalaureate program but do not meet the regular admissions standards. Special considerations is also given to older, non-traditional students.

**Student Support Services** is a federally-funded program which assists disadvantaged college students (low income, first generation and/or physically disabled) through special academic support and counseling services to increase their success in college.

The **Upward Bound Program** has been in operation since 1980 through a grant from the Department of Education to prepare disadvantaged high school students for college through advising, counseling, tutoring and a summer residential program.

The **Talent Search Program** was recently funded to provide services to economically and academically disadvantaged individuals from West Hawaii with matriculation into college.

**Student Survey**

The Diversity Task Force conducted an attitudinal survey (Appendix B) which was designed to be an explanatory investigation of how supportive UHH students perceive the campus climate to be towards diversity among students. Only 228 students from the Hilo campus completed the survey, approximately 9 percent of the student population. The demographic profile of the sample of
students who completed the survey is similar to that of the students population. A followup survey is necessary to obtain a larger sample and to determine students' perceptions toward additional diversity issues. The survey did provide a general overview and can help determine areas for future study.

Students were asked to rate how satisfied they were with the treatment and acceptance of people along various social categories and traits. Overall, the students appeared to be generally satisfied with how students are treated on campus. On a scale of 1 (very dissatisfied) to 5 (very satisfied), the means for all responses were between 3.41 to 3.97. The categories that generated the most satisfied responses were: age (86 percent), gender (79 percent), where they are from (75 percent) and ethnicity (75 percent). Although the percentages were very low, categories that received the highest numbers of dissatisfied responses were in the categories of ethnicity (15 percent), cultural background (14 percent), where they are from (13 percent) and sexual preference (12 percent).

The survey also asked students to rate how supportive they find various activities and services on campus with respect to diversity. Again, the overall consensus was that they do feel the campus to be supportive. On the same scale of 1 to 5, the mean was between 3.04 to 3.75. The areas that received the most satisfied responses were classroom instruction (76 percent), the library (75 percent) and registration (60 percent). Those with the most dissatisfied responses were academic advising (31 percent), financial aid (31 percent) and registration (29 percent).

Of those who returned the survey, 54 (or 23 percent) indicated that they perceived that they were discriminated against while on the campus. The reasons for discrimination were race (79 percent), language (8 percent), sexual preference (10 percent), age (18 percent), physical disabilities (4 percent), and other reasons 14 percent. Some of the other reasons listed were long hair, political opinions, stands on moral issues, agriculture major, blond hair, and atheist views. Forty percent of these students were Caucasian, 9 percent were Pacific Islanders, 7 percent Hawaiian, and others who responded were American Indian, Mixed Asian Pacific Islands, Chinese, Filipino and Japanese (2 percent each). This particular question has some limitations because of the lack of specifications as to how individuals define discrimination and the behaviors associated with acts of discrimination. A content analysis should be performed on comments students made to gain a better understanding of the forms of discrimination.

A separate, but similar, survey was distributed to students attending the West Hawaii campus. The results were kept separate from the results of the Hilo campus because the student population and the program structure differences. Students attending West Hawaii are more non-traditional, with higher numbers of Caucasians and women, older, married students, and those with legal dependents. Fifty-five students (19 percent) returned the survey. There seemed to be an even higher level of satisfaction with treatment of students, with gender (89 percent) and age (84 percent) being the highest. The categories that received the most dissatisfied responses, although still very few, were where you come from (7 percent) and ethnicity (5 percent). The areas that students felt were the most supportive with respect to diversity were classroom instruction (76 percent) and counseling (70 percent). The areas with the most dissatisfied responses were student activities (9 percent), and orientation, the library and classroom instruction (7 percent). Only 3 percent felt they were discriminated against; all on the basis of race/ethnicity.
The results of the survey on both Hilo and West-Hawaii campuses were mostly favorable. Certain areas that were identified need to be examined further. Student focus groups might be a further way of obtaining additional information on student attitudes and perceptions. This survey did not address the students' attitudes and perceptions about their understanding, openness and tolerance regarding diversity. Future studies should also explore this aspect of student attitudes.

**Current Issues**

Despite the above program initiatives and positive survey results, problems remain. There is a dearth of role models for women and minority students in faculty positions and professional roles. Efforts should be made to increase the number of women and minority faculty. Also efforts should be made and programs supported that provide opportunities for women and minorities to pursue graduate and professional studies. Likewise, peer programs provide students with mentors and role models.

A conscious effort needs to be developed to increase coordination with the community colleges, especially HAWCC. Minority students are better represented at the community colleges; therefore, there is a need to provide support for the transition to a four-year institution.

Although women and minority students tend to score lower on standardized college admissions exams, many are able to perform satisfactory in college. A study by Kiyoshi Ikeda revealed that if SAT scores were raised for admissions purposes, capable students from Filipino, Hawaiian and underrepresented populations would be excluded from attending UHH. Past efforts to increase the numbers of capable minority students could be hampered by making the admissions standards more restrictive.

The campus culture, environment and value system are not always congruent with the backgrounds of many minority students. These students experience problems of alienation, cultural bias and negative stereotypes. Different approaches to teaching need to reflect differences in the way students learn. As an example, students from Pacific cultures perform better and are more comfortable with cooperative and experiential learning. A required orientation as well as additional training for faculty on the cultural diversity of students and learning styles could help faculty be more receptive to students' learning needs.

Many females and older students tend to have nonacademic needs and external pressures which affect their attendance in college and which are not generally shared by traditional students, such as child care, family commitments, full-time jobs, significant financial obligations, etc. These factors need to be taken into consideration when counseling and advising students. Also co-curricular activities need to be developed that meet the needs of nontraditional students.

Lack of physical access and adequate accommodations present barriers to disabled students. There should be a mechanism, not dependent on federal funding, for addressing the needs and concerns of these students.

**Goals**
1. To have a student population that reflects the state's ethnic breakdown.

2. To increase the number of women and minority students pursuing degrees in fields where they are underrepresented (e.g., math, sciences, business, economics).

3. To raise the retention and graduation rates of underrepresented minority students to equal or exceed national averages for public four-year institutions.

4. To increase the enrollment of women and underrepresented ethnic minority students attending graduate and professional schools to approach their undergraduate proportions.

5. To increase the rate of minority students that transfer from two-year colleges.

6. To establish a campus environment that is receptive and responsive to the different learning styles and needs of a diverse student body.

7. To provide adequate facilities and accommodation for students with disabilities.

**Plan of Action**
(with implementers in parentheses)

1. Incorporate the policy on diversity into the institution's policies on affirmative action, equal opportunity, various academic plans, admissions criteria, etc. (Chancellor, Deans)

2. Provide academic and personal support services to help provisionally admitted students succeed. (Freshman Year Director, Deans)

3. Expand programs and activities to improve access, recruitment, and retention of underrepresented groups. (Deans, Admissions Coordinator)

4. Establish pre-graduate and professional education programs (student research, mentorships, teaching assistantships) to improve the preparation of underrepresented students for graduate education. (Deans, Program Coordinators)

5. Work cooperatively with community colleges to develop transfer programs. (Deans, Program Coordinators)

6. Develop outreach and bridge programs with schools statewide. (Deans, Program Coordinators)

7. Provide orientation and development for faculty on cultural diversity and learning styles of the student population. (Dean's, Freshman Year Director)

8. Provide services and co-curricular activities to support nontraditional students. (Dean of Student Services, Campus Center Coordinator, Coordinator of Housing)
9. Establish policies and programs to provide underrepresented students with faculty and peer mentors and role models. (Deans, Program Coordinators)

10. Conduct surveys, research, and seek additional funding to serve as resources to promote diversity among the student population. (Institutional Researcher)

11. Focus curricular and coordinate activities on diversity and exchange between diverse groups, including all the groups mentioned above in the diversity definition. (Deans)

**FACULTY DIVERSITY**

**Introduction**

The diversity issue may be seen in two perspectives. The first deals with problems of acceptance and full representation for minority, racial, and ethnic groups. The second pertains to groups of individuals who are marginalized and discriminated against because of non-racial characteristics such as physical disability, gender, lifestyle, or religious preference.

With a few exceptions, racial and ethnic minority groups (who by the turn of the 21st century will account for a third of the U.S. population) are severely under-represented in higher education and the professions. This fact could precipitate a decline in the global economic and geopolitical status of American society. Such a national decline would result from the lowering of overall standard of living, and increased social conflict associated with the widening income gap between the white majority and the relatively poor minority population.

In attempting to avert this impending national crisis, the Commission on Minority Participation in Education and American life in 1987 set the goals that: in twenty years, minority populations will have attained a quality of life as high as that of the white majority. Universities are expected to play a key role in achieving this goal. For a start, universities will need to achieve full minority faculty representation.

In the mid-1980's in the U.S. less than 11 percent of university faculty were from minority groups as shown in Table 1. Table 1 also indicates the slow-to-faltering pace of minority representation in faculty positions.
Several factors limit the immediate achievement of a representative faculty as seen in the experience of Duke University discussed in March 24, 1993 issue of The Chronicle of Higher Education. In this article Denise K. Magner discusses how "Duke U. Struggles to Make Good on Pledge to Hire Black Professors" and nicely highlights the multiple dimensions of the problem of minority faculty under-representation facing all or most universities in the country. On the surface, a limited supply or black faculty candidates was due to the fact that minorities have historically experienced exclusion (Duke University began accepting Blacks 30 years ago). The supply problem was exacerbated, however, by practices which persist in the form of resistance to, or lack of support for, affirmative actions at all levels in that University. The resulting slim pool of minority scholars at Duke, and other universities, is a clear indictment of a society that has for centuries demeaned, marginalized and blatanly excluded minority groups, especially those of color.

Because of this, the American Council on Education has asserted that:

A diverse faculty is essential to a pluralistic campus. Faculty create the curriculum and determine the quality of the experience in every classroom. They serve as teachers, mentors, advisors, and role models. In a word, faculty are the core of the institution. Without the contributions of minority individuals, no faculty or institution can be complete.

Since under-representation of minority faculty is essentially, but not entirely, a supply problem, solutions lie primarily in:

- enhancing the supply of minority faculty members through strategies to recruit and retain minority faculty and undergraduate minority students.
- exploring innovative approaches such as recruitment or exchanges with business, industry and government sources.
- undertaking vigorous searches for new faculty through non-conventional avenues - including holding administrators and department chairs accountable for improving minority representation.
- ensuring progress of minority faculty through promotion and tenure.

### UHH Faculty Diversity: Facts and Issues

<table>
<thead>
<tr>
<th></th>
<th>1977</th>
<th>Percentage</th>
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<td>Total</td>
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<td>White</td>
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<td>428,977</td>
<td>90.5</td>
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<td>Black</td>
<td>19,674</td>
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<td>1,274</td>
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UHH Faculty Diversity: Facts and Issues

Tables 2A and 2B give the ethnic and gender breakdown of the UHH College of Arts and Sciences
Tables 3 and 4 show female and minority utilization rates for faculty and other employment categories at UHH. (The utilization rate considers percentage availability of females or ethnic groups and compares that value with the number presently in the employ of UHH.) Females are under-represented in all except non-instructional and secretarial/clerical areas. However, as a percentage of tenurable faculty, the percentage of females is 28 percent (Figure 1) which is similar to the national rate of 29 percent. Hispanics and Blacks stand out as under-represented minorities at UHH, but significantly this finding does not take into account the unique ethnic composition of Hawaii's population.

Table 4 therefore raises the question: to which population composition should UHH conform, the nation or the state? The UHH Task Force on Diversity believes that priority should be given to satisfying State of Hawaii's diversity needs.

Other matters of importance to recruitment and retention of qualified diverse faculty have to do with competitive salaries and research/clerical support. In a competitive market-place the under-supply of

### Table 2A
College of Arts and Sciences
Rank and Ethnicity

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Professor</td>
<td>81% (34)</td>
<td>2% (2)</td>
<td>10% (4)</td>
<td>2% (1)</td>
<td>2% (1)</td>
<td>2% (1)</td>
<td>2% (1)</td>
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<tr>
<td>Associate</td>
<td>60% (24)</td>
<td>17% (7)</td>
<td>2% (1)</td>
<td>7% (3)</td>
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<td>7% (3)</td>
<td>5% (2)</td>
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<tr>
<td>Assistant</td>
<td>64% (19)</td>
<td>20% (6)</td>
<td>3% (1)</td>
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<td>10% (3)</td>
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<tr>
<td>Instructor</td>
<td>33% (1)</td>
<td>33% (1)</td>
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<tr>
<td>Lecturer</td>
<td>60% (29)</td>
<td>20% (9)</td>
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<td>4% (2)</td>
<td>10% (5)</td>
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### Table 2B
College of Arts & Sciences
Rank and Sex

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<tbody>
<tr>
<td>Professor</td>
<td>95% (40)</td>
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<td>Associate</td>
<td>61% (25)</td>
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<td>Assistant</td>
<td>70% (21)</td>
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<tr>
<td>Instructor</td>
<td>66% (2)</td>
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</tr>
<tr>
<td>Lecturer</td>
<td>50% (24)</td>
<td>50% (24)</td>
</tr>
</tbody>
</table>

The gender distribution of UHH faculty by rank is shown in Figure 1, while in Figure 2 is shown the rank distribution of non-white faculty. Both Figures 1 and 2 indicate that minority faculty must be given full institutional support and encouraged to advance towards the highest promotional rank.
minority faculty will necessitate that the administration pay higher-than-average salaries to qualified faculty candidates meeting diversity criteria. It is not apparent from the current data shown in Figures 3 and 4 that salary has been, or is being, used as a tool toward achieving faculty diversity.

In addition, anecdotal evidence suggests that limited or no clerical support can be an impediment to the achievement of academic goals of all UHH faculty. But this condition has an even more severe negative impact on minority and female faculty who experienced high demands for service to the university, their own ethnic communities, students and family (see UH Manoa's March 1993 study of "Ethnic and Racial Minority Faculty" for a discussion of this issue).

**Survey of Faculty Attitudes on Diversity**

A total of 194 questionnaires was distributed to UHH faculty; and only 88 were returned. The following are the three questions asked on the questionnaire:

1. Is UHH supportive of hiring and tenuring faculty who exhibit diversity in the following ways?

   race/ethnicity  
   sexual preference  
   culture  
   religious preference  
   theoretical or philosophical perspective  
   gender  
   physical disability  
   teaching styles  
   age  
   other

2. Is UHH supportive of the faculty becoming more accepting and encouraging toward students who express diversity in the following ways:

   (same categories above)

3. What does the term "faculty diversity" mean to you?

Faculty responding to questions 1 and 2 felt that UHH is supportive of diversity but that the institution is more supportive of diversity among students than among faculty. The only area where negative responses nearly equaled positive was in the hiring of faculty with physical disabilities. The area perceived as receiving the next lowest level of support was the area of sexual preference both among students and faculty.
Salary Comparison: White/Non-White
Full-time, Tenured/Tenur-Track Faculty

Faculty Hired During 5-Year Periods

- White
- Non-White
A tabulation of percentages for questions 1 and 2 appears below:

<table>
<thead>
<tr>
<th></th>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Race</td>
<td>71</td>
<td>28</td>
</tr>
<tr>
<td>Sexual Preference</td>
<td>62</td>
<td>37</td>
</tr>
<tr>
<td>Culture</td>
<td>74</td>
<td>25</td>
</tr>
<tr>
<td>Religious Preference</td>
<td>76</td>
<td>23</td>
</tr>
<tr>
<td>Theoretical or Philosophical Perspective</td>
<td>71</td>
<td>28</td>
</tr>
<tr>
<td>Gender</td>
<td>75</td>
<td>24</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>57</td>
<td>42</td>
</tr>
<tr>
<td>Teaching Style</td>
<td>70</td>
<td>29</td>
</tr>
<tr>
<td>Age</td>
<td>74</td>
<td>25</td>
</tr>
</tbody>
</table>

For question 3, faculty definitions of "diversity" ranged from "government jargon" to "faculty reflects the range of people it serves." (A complete list is available from the Diversity Task Force.)

The results of the questionnaire are rather inconclusive since less than 50 percent of faculty returned their questionnaires and some entries were left blank even among those returned. Written responses were also difficult to interpret. For some, "supportive" mean lack of blatant opposition to diversity. For others, "supportive" meant being proactive in encouraging diversity.
This survey suggests that many faculty are unsure exactly what "diversity" means, many are considering what it would mean for UHH, and judging from the non-responses, a large number of faculty are not interested in discussing this matter.

**Goals**

1. Increase the number of ethnic and racial minority faculty to reflect the ethnic composition of Hawaii's population (which is the primary constituency that the faculty serves). Former Hawaii residents from underrepresented groups would be highly desirable faculty candidates.

2. Educate faculty about local culture groups so that faculty may themselves effectively support cultural diversity goals at UHH.

3. Present a positive attitude towards, and provide support for ethnic, gender and racial research by faculty as a means of promoting knowledge and understanding of cultural diversity.

4. Establish criteria which aim to achieve faculty salary equity and avoid racial and gender discrimination.

5. Establish and oversight committee of faculty and administrators to examine complaints of faculty who perceive they have been treated unequally in terms of salary, tenure and promotion.

6. Create a university climate in which an individual's race, ethnicity, gender, physical disability or sexual preference is not a barrier to academic success.

**Plan of Action**

(with implementers in parentheses)

1. Set institutional targets for the achievement of faculty diversity which specify the desired numbers of faculty in each under-represented minority, ethnic, racial, and gender category. This will require administrative review of departments' and programs' contributions to the overall institutional goal and recruitment through a variety of initiatives including attractive salaries. (EEO Office with Deans).

2. Participate in UH system-wide diversity studies to benefit from knowledge gained and recommendations made. (UHH did not participate in the March 1993 study of "Ethnic and Racial Minority Faculty" conducted a UH Manoa whose findings indicate that minority faculty experience ethnocentrism and discriminatory behavior). (Chancellor, Deans)

3. Establish regularly scheduled information and educational workshops for faculty on how to promote a successful learning environment for a diverse student of non-local faculty to living in the Island community. (Chancellor, Vice Chancellor for Academic Affairs, Deans)

4. Implement faculty-faculty mentorship arrangements through which new and untenured faculty can gain help and advice to successfully advance towards tenure and promotion. Social
as well as academic support is required. (Vice Chancellor of Academic Affairs, Deans).

5. Admit the special needs of faculty whose progress towards tenure promotion may be slowed by circumstances related to extraordinary personal situations such as the birth or adoption of a child, family illness or other tragedy. Set limits for extension of tenure application under these circumstances and publicize policy guildelines. (Deans)

6. The Chancellor and faculty when evaluating administrators should consider the administrator's commitments and actions taken to promote diversity in areas such as appointments, new programs and advocacy on diversity issues. (Chancellor, Faculty)

7. Establish a record-keeping system which collects information on grievances, law suits, as well as successes in diversity matters. Records should also be kept of reasons for faculty departures. This information may be collected through personal interviews with departing faculty or by means of standardized questionnaire(s). (EEO Officer)

8. Faculty should actively encourage UHH graduating seniors from underrepresented groups to pursue advanced degrees. This will involve adequate preparation for admission to graduate programs, assistance with indentification, application for admission and for financial support. (Departments, Faculty)

9. UHH should establish procedures for targeting and recruiting former Hawaii residents on the mainland who meet the requirements of available positions at UHH (Deans, EEO Officer)

10. Seek to establish a forgivable loan fund to be used for graduate education of promising students from underrepresented groups who can meet the resulting financial obligation through service of UHH. Development fund can provide money. (Chancellor, Development Officer)

In the interest of achieving faculty diversity, several of these actions can be implemented immediately.

**CURRICULAR DIVERSITY**

(Note: While we support inclusion of materials on all aspects of diversity, the Task Force charge focused on multicultural and international materials; thus, these two areas of diversity have become the focus of this report.)

**Introduction**

There are several methods by which we may determine the extent to which multicultural and international materials are integrated into the existing curriculum. Perhaps the most accurate information would come from the syllabi of each course listed in the UHH catalog. A survey of the faculty would also produce accurate results if the return rate of questionnaires were good, but given past practice, this is not generally the case. Finally, we can examine the course descriptions in the
catalog to determine to what extent those brief descriptions (as well as the titles of the courses themselves) reflect this goal. We have elected to use the first and last methods, as they appeared to offer the most reliable and comprehensive approach.

We must first determine which types of courses we would reasonably expect to meet the objective of integrating international and multicultural material into the curriculum. Some would argue that the vast majority of science courses should be excluded; that there is no Western or non-Western science. Most courses in agriculture might also be considered in this category. There are, however, non-Western approaches to various aspects of science, most notably medicine, as there are aspects of agriculture that relate more to non-Western than Western practices, so it is not unreasonable to expect a curriculum to include such approaches and practices where appropriate.

Courses in the humanities and the social sciences clearly should involve such integration. "Professional" programs, such as Business Administration and Education, fall somewhere between the previous two categories - such programs are designed to prepare their majors for specific professions, most of which will be practiced in the culture in which the programs are offered. The Education Program, therefore, prepares students to be certified by and teach in the State of Hawaii, while our Business Administration major is oriented toward Western business. These programs should, nevertheless, incorporate international and multicultural material in their curriculum. Education, for example, must deal with teaching in a multi-cultural environment, and those in business today cannot ignore international trade or issues of diversity in the workplace.

Another question that must be addressed is, what can reasonably be expected of the curriculum, at UHH, given, on the one hand, the small departments and resulting course offerings, and the Pacific/Asian emphasis that is part of our mission statement, on the other. Ideally, of course, we would find courses on Africa, Latin America, and other non-Western areas of the world, but in practice we rarely find such courses. In part, that is due to the size of the faculty aid, in part, to the Pacific/Asian focus. That is not to say that we should not strive to include non-Western cultures that are currently not found in the curriculum. Having said this, it should be noted that a department's curriculum occasionally reflects the interests of its faculty more than a professional consensus on what that department's majors should be exposed to. Finally, we all know that the same course will not be taught the same way by different faculty members, and therefore the non-Western aspects of the course will vary by instructor. What has been said about non-Western themes holds true for issues of cultural diversity as well. Finally, curriculum must reflect concern for diversity in pedagogy as well as subject matter.

A survey of courses by majors will show that some are heavily infused with international multicultural subject matter, while others seem to lack any such infusion. For purposes of simplicity we have divided majors into two categories - infused and non-infused - and have excluded the sciences and agriculture as no syllabi were available from that division and college.

<table>
<thead>
<tr>
<th>INFUSED</th>
<th>NON-INFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Art</td>
<td>Education</td>
</tr>
</tbody>
</table>
The above list is based solely on course titles and descriptions as found in the 1991-92 Catalog and thus may not reflect courses with multicultural or international subject matter not elaborated in the catalog. One or two non-Western courses were not considered to be an infusion; a somewhat arbitrary guideline of 10 percent of the course offering was used. English presents a somewhat unusual case, for while it does include courses with non-Western themes, with the exception of World Literature these courses are offered by other disciplines and are cross-listed with English. One might well argue that English by its very nature is Western and thus cannot be expected to infuse its curriculum with non-Western themes; if we look at catalogs from other institutions (such as UHM) we find this to be the case more often than not. Hawaiian Studies and Japanese Studies are other unusual cases, as they are non-Western by their subject matter but are not international in that they do not generally include comparative material from other cultures.

A survey from two divisions showed the following results:

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Syllabi</th>
<th>I</th>
<th>M</th>
<th>I&amp;M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>129</td>
<td>6</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>101</td>
<td>12</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
</tr>
</tbody>
</table>

(I = Internationalization, M = multicultural)

Whether these low percentages reflect the actual content of the courses or, rather, the fact that not all of the international or multicultural content indicated in the syllabus is different to determine, but it was clear from our examination of over 200 syllabi that great differences exist in approach and comprehensiveness.

While we did not examine syllabi from the Natural Sciences and Business Administration/Economics Divisions, we would guess that the percentages would be even lower among their courses.
What these two surveys indicate is that a great deal more could be done to increase the amount of internationalization and multicultural content in courses offered at UHH. To that end, the following goals and action plan are presented:

**GOALS**
(with implementers in parentheses)

1. Every major and academic program shall include courses on topics or materials within courses that deal with issues of diversity. (Departments, Divisions)

2. All UHH students shall take, as a requirement for graduation, at least one course identified as dealing with the topic of diversity. (Faculty Senate)

3. UHH shall establish diversity in the curriculum as a priority for professional development support. (Professional Development Committees)

**Plan of Action**

1. Deans shall ask department and/or division chairs for progress reports on diversifying of the curriculum at the end of each semester. (Deans)

2. Senates shall use diversity as a criterion for approval when reviewing all new courses or major proposals and all request for course or major modification. (Faculty Senate)

3. UHH shall sponsor seminars and/or workshops on diversity in the curriculum. (Deans, Divisions)

4. Criteria for hiring of new faculty and professional staff shall include commitment to curricular diversity. (Deans, Divisions, Departments)

5. Program reviews shall include measures of curricular diversity. (Deans, Divisions, Departments)

6. Academic Development and Strategic Plans shall include curricular diversity as goals and objectives. (Long Range Planning Committee)

7. Resources people shall be identified as mentors for faculty and professional staff seeking expertise in diversifying the curriculum. (Deans, Divisions)

8. Faculty shall make explicit in their syllabi materials and topics with diversity. (Departments, Faculty)

**APPENDIX A**
Profile of America's College Students

In the Fall of 1985...

42% of all students were over 25  
52% were women  
42% attended college part-time and approx. 89% were employed  
17% were members of an ethnic minority group, although minorities make up over 25% of the traditional college age population (18-24) and this number is projected to increase to over 30% in the year of 2000.

In 1986 20.1% of whites over 25 had completed four years of college or more (the rate for blacks was 10.9% and Hispanics, 8.4%)

In 1986 10.5% of all college students had a disability.

Students from high income families are four times more likely to persist than those from low-income families.

More than half of Hispanic and Native American students attend two-year public institutions due to lower transfer & completion rates, compared to much higher percentage rates of other ethnic groups attending four year institutions.

Graduation rates among minority students has declined over the years and as of 1987, Black Americans, Hispanics, and Native American Indians continue to be underrepresented among degree recipients compared to their enrollment levels in education. For example, Black Americans made up 9.2% of all undergraduates but received only 5.7% of degrees; Hispanics comprised 5.3% of the undergraduate population but earned only 2.7% of degrees.

Women & ethnic minorities are underrepresented among professional groups such as accountants, physicians, college professors, engineers & lawyers; and over-represented in low-skills, low-wage jobs.

Ethnic minorities remain underrepresented in graduate and professional schools. Asian American (1.4%), Black American (3.3%), Hispanic (1.3%), and Native American Indian (.2%) together comprise less than ten percent of the doctoral degree recipients from American Universities between 1980 and 1988.

Profile of Students at UHH

The enrollment reports for UHH for Fall 1990 semester indicates that the student population profile is changing towards increasing numbers of women, part-time and older students...

- 59.7% were female  
- The mean age was 27.5  
- 34.2% of the population attended part-time
The ethnic makeup is also slowly changing:

Over 30% were from underrepresented ethnic minority groups (8.7% Filipino, 18.8% Hawaiian/Part-Hawaiian, 3.1% Pacific Islander, .4% other Asian, 2.0% Mixed Asian/Pac. Islander, .8% Black, 2.3% American Indian/Alaskan, 1.8% Hispanic) other groups include (32.3% Caucasian, 17.8% Japanese, 2.1% Chinese, 1% Korean)

Transfer enrollment at Hilo has been increasing steadily over the past five years. Transfer from the UH college system increased by 51% and from non-UH colleges has doubled from 1986. Almost 14% of undergraduates at Hilo were transfer students in 1990 compared to 10% five years ago.

Graduation data from 1988-89 showed that minorities are underrepresented among degree recipients compared to their enrollment levels. Hawaiians comprised 17.7% of the undergraduate student population that year, but earned only 14.9% of all bachelor degrees; Filipinos comprised 9.8% of the population and received only 4.5% of degrees.

Based on date from the Financial Aid Office in 1988-89 year, approximately 44% of the students at UHH received federal aid. It should also be noted that approx. 500 other students who meet the federal low-income criteria do not receive assistance because they are able to meet the costs of tuition or do not complete all the required forms. <BR>
83% of the students are considered first generation, which means neither parent received a college degree, as determined by a survey conducted by the Student Support Services Program (SSSP) in 1989.

A total of 42 disabled students were served by SSSP between 1988-91. These students have documented disabilities which fall into the following broad categories of orthopedic, mobility, hearing, visual and learning impairments.

7.3% of the PhD's granted at UH-Manoa (1988-89) were minority students. The graduate enrollment at UHM for minorities in all graduate programs is 15.2%. A survey conducted through the Office of Student Services in February 1989, to determine the number of seniors who plan to pursue graduate studies, revealed the following information of the 123 students who responded: 48% were low-income and first generation; 86% were ethnic minorities; 69% considered graduate school; only 9% were accepted into graduate school.
# Student Population at UHH

<table>
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<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,799</td>
<td>100</td>
</tr>
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</table>

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilo Campus</td>
<td>2,500</td>
<td>88.6</td>
</tr>
<tr>
<td>West Hawaii</td>
<td>290</td>
<td>10.4</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>#</th>
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<tbody>
<tr>
<td>Men</td>
<td>1,104</td>
<td>39.6</td>
</tr>
<tr>
<td>Women</td>
<td>1,686</td>
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**Attendance Status**

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<th>Attendance Status</th>
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<tbody>
<tr>
<td>Full-Time</td>
<td>1,740</td>
<td>62.4</td>
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<tr>
<td>Part-Time</td>
<td>1,048</td>
<td>37.6</td>
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<table>
<thead>
<tr>
<th>Age</th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>86</td>
<td>3.1</td>
</tr>
<tr>
<td>18-19</td>
<td>492</td>
<td>17.6</td>
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<tr>
<td>20-21</td>
<td>491</td>
<td>17.6</td>
</tr>
<tr>
<td>22-24</td>
<td>459</td>
<td>16.5</td>
</tr>
<tr>
<td>25-29</td>
<td>334</td>
<td>12.0</td>
</tr>
<tr>
<td>30-34</td>
<td>249</td>
<td>8.9</td>
</tr>
<tr>
<td>35-59</td>
<td>648</td>
<td>23.2</td>
</tr>
<tr>
<td>60 and over</td>
<td>31</td>
<td>1.1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Transfer #</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>13.2</td>
</tr>
</tbody>
</table>

**Ethnicity**

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<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>1,377</td>
<td>51.6</td>
</tr>
<tr>
<td>Japanese</td>
<td>552</td>
<td>20.7</td>
</tr>
<tr>
<td>Chinese</td>
<td>64</td>
<td>2.4</td>
</tr>
<tr>
<td>Korean</td>
<td>32</td>
<td>1.2</td>
</tr>
<tr>
<td>Filipino</td>
<td>166</td>
<td>6.2</td>
</tr>
<tr>
<td>Hawaiian/Part Hawaiian</td>
<td>447</td>
<td>16.7</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>73</td>
<td>2.7</td>
</tr>
<tr>
<td>Other Asian</td>
<td>6</td>
<td>.2</td>
</tr>
<tr>
<td>Mixed Asian/Pacific Islander</td>
<td>37</td>
<td>1.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52</td>
<td>1.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>938</td>
<td>35.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Black</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Native Alaskan</td>
<td>30</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>.9</td>
</tr>
<tr>
<td>Mixed Ethnic Background</td>
<td>250</td>
<td>9.4</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: University of Hawaii Institutional Research Office, Fall 1992
University of Hawaii Graduate Degrees Earned by Ethnicity, 1990-1991

APPENDIX B
APPENDIX B

UHH STUDENT ATTITUINAL SURVEY ON DIVERSITY

This survey will provide important information about how students feel about the campus climate at the University of Hawai‘i at Hilo. Please take a few minutes to complete the survey which could help improve the quality of life on campus. Your responses will be strictly confidential. If you have any questions concerning this survey, please contact Ms. Ginger Hamilton at 933-3451. Mahalo for your assistance.

The UHH Task Force on Diversity

1. With which ethnic group do you most identify? (Select ✓ one)
   - American Indian
   - Hawaiian
   - Pacific Islander
   - Black (not Hispanic)
   - Hispanic
   - Portuguese
   - Caucasian
   - Spanish
   - Indian Subcontinent
   - Puerto Rican
   - Chinese
   - Japanese
   - Samoan
   - Mixed Asian/Pacific Isl.
   - Filipino
   - Korean
   - Other (please specify)

2. What is your gender? (Select ✓ one)
   - Female
   - Male

3. Identify the age group to which you belong: (Select ✓ one)
   - 17 and below
   - 18 - 23
   - 24 - 29
   - 30 - 35
   - 36 - 41
   - 42 - 47
   - 48 - 53
   - 54 and over
   - Other

4. Please identify your class status at the UHH: (Select ✓ one)
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Other

5. Are you currently living on or off campus? (Select ✓ one)
   - On campus
   - Off campus

6. Where did you live the year prior to coming to UHH? (Select ✓ one)
   - On the Island of Hawai‘i
   - On the Mainland or in Alaska
   - On another Hawaiian Island
   - Outside the United States

7. What would you consider your family’s financial (income) status at this time? (Select ✓ one)
   - Low
   - Middle
   - High

8. Do you currently have any legal dependents or people you have to care for daily? (Select ✓ one)
   - Yes
   - No

9. What is your current marital status? (Select ✓ one)
   - Single
   - Married
   - Divorced
   - Widowed

10. Do you have any disabilities? (Select ✓ one)
    - Yes
    - No

10a. If yes, please indicate the type(s):
    - Hearing
    - Learning
    - Visual
    - Mobility
    - Other
    - Psychiatric
    - (Please specify)

Please turn this page over to continue.