

Special Visit Report

**University of Hawaii at Hilo
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I. Institutional Context and Major Changes since Last WASC Visit

A. Institutional Context

The University of Hawai'i at Hilo is a comprehensive regional university located on the island of Hawai'i, the southernmost and largest island in the Hawaiian archipelago. UH Hilo is part of the University of Hawaii's ten-campus system of public higher education and is the only accredited, four-year educational institution on the island. Formerly named Hilo College, the university began offering the baccalaureate degree in 1970 and was first accredited by WASC in 1976.

The primary mission of UH Hilo is to offer high quality undergraduate liberal arts and professional programs. Selected graduate degree programs also are offered where need warrants and the university has strong expertise. In addition to 32 baccalaureate programs, UH Hilo now offers master's programs in six fields, a doctorate in Hawaiian and Indigenous Language and Culture Revitalization, and the doctoral degree in Pharmacy. The university provides students with opportunities for hands-on learning, leadership, and community service, and encourages close student-faculty interaction, including student-faculty collaboration on research projects.

The university comprises five degree-granting colleges and one outreach college:

- the College of Arts and Sciences (CAS)
- the College of Agriculture, Forestry and Natural Resource Management (CAFNRM)
- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (CHL)
- the College of Business and Economics (CoBE)
- the College of Pharmacy (CoP)
- the College of Continuing Education and Community Service (CCECS)

In Fall 2008, total FTE faculty numbered 240.4, with full-time faculty headcount at 208 and part-time faculty at 83. UH Hilo had 3,247 FTE students, an increase of 5.7% over Fall 2007; and a headcount of 3,773, an increase of 5.6%. Of these, 321 were graduate students (headcount), including students admitted to the College of Pharmacy, for an increase of 8.5%. As of August 10, 2009, it is anticipated that enrollment for Fall 2009 will rise by seven percent.

Upon completion of the educational effectiveness review in Spring 2004, WASC reaffirmed the accreditation of the university and scheduled the next review to begin with a proposal in 2010.

During a special visit in March 2008, the WASC site team identified two areas of concern that required immediate action on the part of the university: institutional governance and decision-making; and the operations of the doctoral program in Hawaiian and Indigenous Language and Culture Revitalization. These areas are the subject of the special visit in October 2009.

B. Major Institutional Changes since the March 2008 Site Visit

In the section that follows, a number of significant positive institutional changes are reviewed. These changes are ongoing and have been initiated during the last two years as UH Hilo, with a new executive leadership team under Chancellor Rose Tseng, responds to recent WASC requests and directives. These developments are part of UH Hilo's effort to continue to meet student needs through efficient planning, effective intra-campus communication and decision-making processes, and expansion of existing student services and facilities.

Curriculum: UH Hilo's new General Education program will be implemented in Fall 2010. The new program, approved by faculty and the Faculty Congress in Spring 2008 and by the UH System in Summer 2008, replaces the current GE array of 100- and 200-level courses with a carefully designed set of distribution requirements tied to assessable learning outcomes and six goals for General Education.

The new program brings under the General Education rubric the Writing Intensive requirement and the Hawaii-Asia-Pacific requirement (to be called the Pan-Pacific requirement). More than 160 courses have been approved to date for the various General Education distribution categories, and during AY2009-2010 the General Education Committee will assist faculty to align additional courses with GE guidelines.

In January 2009 committee members and the Vice Chancellor for Academic Affairs (VCAA) participated in the WASC Retreat on Student Learning and Assessment (Level I) in Honolulu. This group training, under the guidance of Dr. Amy Driscoll, has enabled the committee to refine aspects of the program in preparation for expanded assessment. During AY2009-2010, the GE committee will continue to work with the VCAA office, the Office of the Registrar, the Advising Center, the Congress Assessment Committee, and the academic departments to ensure a smooth transition to the new program.

Planning and Budget Management: Like other institutions of higher learning, the UH campuses including UH Hilo are experiencing negative effects from the current economic recession in the form of reduced state budget appropriations. For instance, in FY2008-2009, UH Hilo's operating funds were reduced by a series of legislative reductions and executive restrictions totaling \$1.2 million.

In the budget year which began on July 1, 2009, the university began with the reduced budget base from the previous year and with an additional budget reduction in appropriations approved by the legislature of \$2.8 million. There is now the likelihood of an additional reduction to UH Hilo of up to \$4.1 million, recommended by the Governor. At the same time student enrollment is expected to increase by 7% for Fall 2009 compared with Fall 2008.

Fortunately, in terms of campus planning, the university is well prepared. UH Hilo has used new campus planning processes for budget planning, enrollment management, and shared governance. We are in a more proactive position to manage budgets and enrollments than at any previous time. In addition, the vice chancellors, deans, directors, and other budget managers are more educated and better prepared because of improved campus communications, enhanced faculty feedback to the administration, and clarified roles for decision-makers.

Long Range Budget Planning Committee: The LRBPC was created in AY2007-2008 under the leadership of the Vice Chancellor of Administrative Affairs. The composition of this group consists of leaders from across the campus including faculty, staff, and students with representation from academic affairs, student services, administrative affairs, chancellor's office, and other areas. The committee has met regularly since December 2007. This committee provides broad input to the Chancellor and Chancellor's Staff regarding budget criteria, strategies for obtaining additional university budget resources, and long range strategic planning for budget. It also engages in budget communication and feedback with the wider university community. During the past fiscal year, the committee was revised so that the Faculty Congress president or designee served as co-chair of this important committee, and a representative was added from UH Hilo's Hanakahi Council so that Native Hawaiian interests can be better represented. The committee webpage is maintained for the committee by the chair: <http://www.uhh.hawaii.edu/uhh/vcadmin/LRBC.php>.

The LRBPC responded to the university's budget cuts last year by forming subcommittees on sustainability and cost savings. As budget reduction processes were being discussed and recommended by the LRBPC, it was deemed important to allow the various units and managers to have as much control as possible in making decisions. In addition, holding accounts were established to prepare for potential additional reductions and to recognize the importance of priority areas such as reserves for faculty equity salary adjustments, enrollment growth, accreditation, a budget emergency contingency, and General Education. By insisting that campus priorities were going to move forward even during budget retrenchment, the LRBPC set a positive tone for the campus.

Energy Savings and Sustainability Committee: This workgroup, which developed from the LRBPC, played a large role in increasing energy conservation efforts and sustainability on the campus. As a result, UH Hilo realized substantial savings, especially from reductions in energy use. Just in the first few months of the sub-committee's existence, a list of over 100 energy savings/sustainability projects was developed resulting in savings of over \$130,000.

For FY2009-2010, with the additional, larger scale state budget reductions at hand, the campus is continuing with these processes and will be addressing additional reductions while focusing on UH Hilo's strategic plan, annual goals and priorities, and continuing our cost saving efforts. Additional tuition income for FY2009-2010 will also be used for addressing budget reduction of general funds.

Enrollment Management Implementation Team: EMIT represents another major institutional initiative to meet student need/enrollment growth through more effective planning and institutional coordination. The Team was convened in August 2008 by the Chancellor and tasked with improving enrollment planning and management processes. Composed of decision-makers and key representatives from the Chancellor's Office and the Divisions of Academic Affairs, Administrative Affairs, Student Affairs, and University Relations, the Team has met twice a month since its inception. It is chaired by the Vice Chancellor for Student Affairs and co-chaired by the Vice Chancellor for Academic Affairs. The deans of each academic college are members.

Discussion and action by EMIT members focus on enhancing the recruitment, retention, and graduation of students. The overall goal is to do so in a purposeful, coordinated manner

that aligns initiatives and outcomes with UH Hilo's mission and campus strategic plan, as well as with the UH System's strategic goals and performance measures. Of note, EMIT has instituted and is refining a course management planning cycle. This new process tracks and predicts student registration and strives to match course offerings/seat availability with student demand, with an eye towards improving student time-to-degree. EMIT is also in the process of rethinking UH Hilo's marketing and brand strategies to allow for more effective and targeted recruitment/retention of students. More detailed information on EMIT is available at <http://www.uhh.hawaii.edu/chancellor/EnrollmentManagementImplementationTeam>

It is important to note the EMIT has helped to forge important collaborations and partnerships between academic affairs and student affairs. The responsibility for student success is seen as a shared endeavor and a shared responsibility. EMIT also has been a means for improved and timely campus communication about student-related concerns. Through a Team blog, members remain abreast of current discussions and have an easy reference page to guide enrollment-related decisions; similarly, regular updates regarding enrollment figures are provided to all members. Further, the work of EMIT has been data-driven; the work of the campus Officer of Institutional Research (under the Division of Academic Affairs) and of the UH System Institutional Research Office is used to inform discussion and decisions in an objective way. These discussions should serve as the foundation for improved curricular and co-curricular program delivery, and thus enhanced student success going forward.

Co-Curricular Environment: Our efforts during the past year to create a fully student-centered environment have led to major improvements in the co-curricular environment. The new **Student Life Center** opened in September 2008 and has rapidly become a center of student involvement within the UH Hilo community. On average, more than 600 students per day engage in a wide variety of structured and informal recreational, social, and educational opportunities. The largest employer of students on campus, the Student Life Center's core mission is to create an atmosphere that encourages individuals to participate in activities that promote healthy lifestyles, social interaction, and leadership skills. The Center enhances the quality of life for students at UH Hilo as we seek to attain the ideal convergence of student social integration with academic success that is characteristic of top-performing, student-centered institutions.

Student Academic Success Center: Kilohana, our new Academic Success Center, began operations under the Division of Academic Affairs in Summer 2009 on the ground floor of the Mookini Library with writing and math tutoring. A Director of Academic Support was hired in February 2009 and began working with faculty to design effective academic support programs for various departments. A Writing Coordinator was added this summer. In Fall 2009 Kilohana will be offering tutoring and/or Supplemental Instruction in anthropology, biology, chemistry, computer science, Hawaiian language, history, marine science, math, management, and physics courses. A Science Lab Coordinator position will be advertised in Fall 2009. When renovations are complete in Spring 2010, Kilohana will offer coordinator-supervised Science Lab, Math Lab, and Writing Center hours in addition to course-specific support and non-course-specific academic skills workshops and resources.

Edwin H. Mo'okini Library: The \$3 million renovation of the UH Hilo library was completed this summer. Major improvements include separate A/C and humidity controlled environments for the Hawaiian Room and the periodical back files; new carpet

and flooring; compact shelving on the first floor; renovated office space for faculty and staff; and the Kilohana Academic Success Center. The number of study rooms for students has increased as has the number of workstations, and new flatbed scanners and digitized microform readers are now available to library users. During this three-year project, the entire collection was moved twice. Yet the library never closed or curtailed hours of operation, and it continued to provide a full range of services to student, staff, and faculty users.

Ongoing Capital Improvements: The face of the campus is changing rapidly as progress and planning for additional building projects continue. The new Science and Technology building is under construction and will be ready for occupancy by December 2010. The interim office and classroom facilities for the College of Pharmacy in University Park are expected to be available when the Fall 2009 semester begins, and \$5.5 million has been committed by the state legislature for planning for the permanent CoP building. Planning and design for a new College of Hawaiian Language building are nearly complete, with an additional \$1 million appropriated by the state for final design. Plans are being completed for a new bookstore that will be located beside the Campus Center. The new Student Services Building, which will have a “one-stop shop” concept, is being planned and will be let for bids in Summer 2009. When this building is completed, the College of Business and Economic (CoBE) will occupy the renovated former Student Services building. A large scale air conditioning/air quality renovation project for the EKH building goes forward in Fall 2009. A series of interim facilities will be constructed that will house the faculty/staff occupants of EKH while the renovations are made. The North Hawaii Education and Research Center (NHERC) in Honoka‘a has received \$2.9 million to complete its next construction phase. A running summary of planning and construction projects is at <http://www.uhh.hawaii.edu/uhh/planning/>.

II. Report Preparation and Review

The university has been documenting its progress since receipt of the Commission’s June 2008 action letter, in effect composing this report as we worked over the last year to address the issues raised there. The description of the new curriculum review and academic policy processes was written by the accreditation liaison officer, drawing on the minutes and the products of the Task Force on Institutional Governance that designed those processes over AY08-09. The divisions of Academic Affairs, Student Affairs, and Administrative Affairs contributed other relevant material. The faculty of the Ph.D. and M.A. program in Hawaiian and Indigenous Language and Culture Revitalization, in consultation with the UH Hilo Graduate Council, drafted the response to the issues raised by the Commission pertaining to their program. The updates in sections I and IV of the report were contributed by administrators, staff, and faculty.

During June and July 2009, sections of the report and complete drafts of the report were circulated to administrators, CHL faculty and students, and faculty members of the task force. The chancellor’s Executive Assistant and the Assistant Vice Chancellor for Academic Affairs participated in the preparation and final editing of the report. The Chancellor read the drafts and provided feedback. A copy of this report and all appendices are provided on the accompanying CD, and are posted on the university’s accreditation website <http://www.uhh.hawaii.edu/uhh/accreditation>.

III. Response to Issues Identified as Topics of the Special Visit

While UH Hilo has long been committed to effective shared governance, AY2008-2009 was a benchmark year for our institution, bringing together representatives from all colleges and all administrative and support units to design and implement practices and structures that will ensure the university's continued vitality and responsiveness to challenge and change.

The new Long-Range Budget Planning Committee (LRBPC) and the Enrollment Management Initiative Team (EMIT), both described above, instituted by two of our new vice chancellors with the support of the chancellor, have demonstrated the transparency and collaborative basis of essential university-wide processes. While final decisions remain the responsibility of the executive level of the university, these processes rest on consultation and open discussion with many campus constituencies.

A powerful catalyst for the campus community was the March 2008 site team's call for action to improve institutional governance and decision-making. In its June 2008 action letter, the Commission emphasized to the university the urgency of addressing these problems. In the intervening months, the university community has acted both collaboratively and with alacrity to produce new procedures for curricular oversight and policy codification and to clarify and distinguish the roles of faculty governance bodies and the administration in academic and fiscal decision-making.

In addition, the Office of the Chancellor has expanded its website to provide information on campus governance, roles and responsibilities of officials and governance bodies, consultative organizations, and university policies. The information may be accessed at <http://www.uhh.hawaii.edu/chancellor/OfficeoftheChancellor.php>.

A. Institutional Governance and Decision-Making

The changes in institutional governance and decision-making described in this section will go into effect at the beginning of the Fall 2009 semester. It will take some time for their direct effects to be gauged. However, it has been apparent throughout the past year that the process of aligning with WASC Standard 3 has been a highly salutary one for the entire campus community, because representatives of all colleges worked together so collegially and frankly towards a common, clearly defined institutional goal.

In October 2008, following consultations between the Vice Chancellor for Academic Affairs (VCAA) and faculty representatives of each college, the chancellor appointed a Task Force on Shared Governance and charged it with addressing the Commission's concerns. Task force members included the VCAA as chair, the Vice Chancellor for Student Affairs (VCSA) as facilitator, the campus ALO, and a representative from each of the colleges, the Graduate Council, and the Faculty Congress. Minutes of the task force's monthly meetings are at <http://www.uhh.hawaii.edu/uhh/accreditation/TaskForceonInstitutionalGovernance.php>

Over AY08-09, the task force developed procedures for academic policy review and for campus-wide curricular review, specifying the responsibilities of the college deans, the VCAA, the chancellor, and a new Campus-wide Curriculum Review Committee (CCRC) associated with the Faculty Congress.

Drafts of the procedures were presented to the faculty both online and in open meetings, and were reviewed by the Deans Council, the VCAA's Academic Affairs Council, and the Chancellor's Staff. The task force completed its deliberations in April 2009 and sent its recommendations to the Chancellor. She approved the final version of these procedures in June 2009, for implementation Fall 2009.

- **Systematic codification of University policies and governance structures.** The new policy procedure provides a pathway for proposals for new campus-wide academic policies and revisions to current policies. A flowchart with explanatory notes lays out the pathway (Appendix 1).

Faculty, staff, departments, and administrators can initiate campus-wide policy proposals and revisions for policy modification, with consultation with affected and/or expert campus constituencies strongly encouraged at each level of review. New academic policies are added to the campus Academic Policies website, the UH Hilo Faculty Handbook, and other appropriate venues, including a new Chancellor's webpage. College-specific academic policies are also possible. For such policies, the dean becomes the decision-maker. Following his approval, the policy is added to the college's policy manual.

In preparation for the new process, a review was completed in Spring 2009 of policies and practices presented in the Faculty Handbook. Long-standing academic policies specific to UH Hilo were separated from UH system policies and conditions established by the faculty union contract. In the summer of 2009, the VCAA approved, with the support of the Deans Council, the codification of a set of long-standing campus-wide academic practices as campus academic policy (Appendix 2). These academic policies have been integrated into the 2009-2010 Faculty Handbook, distinguished from system policies and union requirements; the handbook is posted at <http://www.uhh.hawaii.edu/uhh/teaching>. The university's new academic policies online archive is now being populated and will be maintained by the UH Hilo library; this archive is at <http://www.uhh.hawaii.edu/policies/index.php>

It is anticipated that the interest generated by the new process will lead faculty to review existing policies, reconsider their genesis, and update them in light of changing conditions.

- **Campus-wide curricular oversight invested in the Faculty Congress.** The new curriculum review process provides that curricular changes must be reviewed by a newly established Campus-wide Curriculum Review Committee (CCRC) associated with the Faculty Congress. The new structure and process are laid out in the flow chart and explanatory notes attached to this report as Appendix 3.

The CCRC will be made up of tenured or tenure-track instructional faculty, one member and one alternate from each degree-granting college, and one member and one alternate from the Graduate Council. The university registrar serves ex officio as a non-voting member. The chair of the committee is to be elected by Congress from its membership and will serve as liaison to the Congress.

- **Clarification of roles of college deans in academic and fiscal matters.** In the new curriculum and academic policy processes, the role of the deans is clearly defined. College review bodies are to determine that curricular proposals are consistent with

academic integrity, program coherence, and the university's mission and strategic plan; that adequate resources are available for the proposed changes; and that cross-college programs are reviewed by all affected units. Implications for departments are identified, verified, and resolved. In approving proposals and passing them on for subsequent review and action, deans are certifying that review bodies have provided evidence that these expectations have been met.

Deans may approve policy proposals, may return them to initiators or college review bodies for reworking, or may, after consultation, disapprove them. Approved policies are added to the college policy manual if they are college-specific or forwarded to the Congress if they involve more than one college.

In August 2008 a Deans Council was formed by the VCAA, composed of the deans of CAFNRM, CAS, CoBE, CoP, and CCECS; the director of CHL; and the university librarian; it is convened each month by the VCAA. The deans, directors, and VCAA discuss college-specific and campus-wide academic and fiscal issues and have, as a council, made recommendations to the VCAA on such matters as the new curriculum and policy processes, the recent codification of long-standing academic practices as academic policy, and the new timeline for curriculum review.

As members of the Enrollment Management Initiative Team (EMIT) and the Long Range Budget Planning Committee (LRBPC), the deans are active contributors to the development of new university policies pertaining to student retention, recruitment, and academic success; and to fiscal planning and the development of the university budget. Through these standing committees they provide feedback to the Vice Chancellor for Student Affairs, who chairs EMIT, and the Vice Chancellor for Administrative Affairs, who chairs the LRBPC.

The deans receive allocations to the colleges for faculty salaries, lecturer funds, and operating expenses. Budget allocations come to the campus from the university System, internal allocations are made to the three major units—Academic Affairs, Student Affairs, and Administrative Affairs—by the office of the Vice Chancellor for Administrative Affairs following consultation with the Chancellor's Staff and the LRBPC, and allocations are made to the colleges by the VCAA. The deans receive faculty feedback and work with college-level shared governance entities to set funding priorities.

- **Clarification of decision-making roles of administrators and consultation rights of faculty.** The chancellor's expanded website now posts information for the campus on university policies, governance roles and responsibilities, and organizations that advise the chancellor. The webpages may be accessed at <http://www.uhh.hawaii.edu/chancellor/OfficeoftheChancellor.php>. Links are provided in a number of places to Board of Regents Policy 1-10 on "Faculty Involvement in Academic Decision Making and Academic Policy Development."

Both of the new campus-wide procedures discussed above allow for faculty initiation of curriculum and policy proposals. Consultation among faculty and between deans and college faculty is essential as the proposals circulate within the college.

In a newly codified policy (Appendix 2), decisions regarding course assignment and scheduling are made by department chairs (and division chairs in Arts and Sciences) in consultation with the dean of the college. It is the dean's responsibility to advise and to

consult with department and division chairs about patterns of course enrollment and demand, and to make the final decision in such matters as canceling under-enrolled courses and reassignment of faculty to teach high demand classes. EMIT has assisted the deans in this regard by making current enrollment data available and by establishing campus-wide deadlines for such decisions. The first campus-wide course cancellations and re-assignment of faculty occurred July 6, 2009, with compliance from all degree-granting colleges.

- **Implementation of New Curriculum Review Process.** After completing its work in April 2009, the Task Force on Institutional Governance asked the administration to undertake the implementation of the both the curriculum review and academic policy processes by the beginning of the Fall 2009 semester. Since April, much has been achieved toward such implementation:

A new timeline for reviewing curriculum changes with campus-wide impact.

The two-cycle, fall and spring semester timeline that goes into effect in August 2009 will provide time for appropriate planning and thoughtful consideration of curricular changes, including new courses, course modifications, new programs, and program modifications, and that ensures that students are informed in a timely manner of the requirements for their academic majors, minors, and certificates. In effect, departments must begin planning such changes between a year and 18 months in advance of the publication of the catalog in which the changes will appear.

For changes to take effect in the fall of 2010, for example, proposals must go from the dean to the campus-wide curriculum review committee (CCRC) by October 1, 2009, and from the CCRC to the VCAA by November 1. The VCAA forwards approved proposals to the Office of the Registrar and the catalog editor by January 10, 2010. Proposals aimed for the fall of 2011 may be processed in either of two cycles: dean to the CCRC by March 1, 2010 or October 1, 2010.

A new online system to manage the new procedures. UH Hilo is preparing to adopt an online proposal and tracking system developed for the UH system. The tracking system, called Curriculum Central, can solve such long-standing problems as lost proposals, proposals that do not comply with requirements, and absent-minded reviewers. It allows proposers to submit proposals in electronic format, tracks the proposals through the approval process, reports to proposers and reviewers the progress of each proposal through each step of the process, serves as a repository of proposals both in process and approved, and feeds into the university's Banner student information system and the university catalog. The degree-granting colleges will pilot the system in Fall 2009, and it is anticipated that beginning with the Spring 2010 review cycle, all proposals will go through the system.

Restructuring faculty governance in the College of Arts and Sciences. The College of Arts and Sciences, the largest college in terms of numbers of faculty, programs, and students, is in the process of revising its internal governance structure. In Spring 2009, a committee of faculty proposed that the CAS Faculty Senate be eliminated and replaced with two faculty committees, a college curriculum review committee and an academic policy committee. This proposal would align the college with the practices of the other, smaller colleges and with the

new university-wide curriculum and policy review processes, and would eliminate the redundancy in faculty governance that has concerned several Commission site teams. The dean of CAS will present the proposed restructuring to the faculty in a college convocation in August 2009, and a referendum will be held in early September.

In concluding this section of our report, we wish to stress the highly positive work and effects of the Task Force on Shared Governance. It created opportunities for faculty leaders from across the campus, elected by their constituencies, to come together and work cooperatively to make improvements. There was a shared sense that it was time for UH Hilo to fix its sometimes overlapping and inconsistent shared governance entities, which had been long-standing points of friction. UH Hilo's colleges had not had a history of working together to promote such change. But the last year saw major reforms as people from all colleges and divisions came together to get the job done.

In the process we have greatly improved internal communications: between faculty and deans, between colleges and divisions, and between faculty governance and the university administration. In addition, the task force prompted a new and effective collaboration between the divisions of Academic Affairs and Student Affairs. As facilitator of the task force, the Vice Chancellor of Student Affairs helped to position this group of academic leaders to better understand the centrality of student-centered learning within UH Hilo's changing internal dynamics. In effect, she offered them the opportunity to get into the same boat with student services to jointly promote the importance of student learning and success. It will be important to maintain the momentum gathered by the task force as we head into AY09-10.

B. Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization

The past year has been an exciting and fruitful one for Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (CHL). The graduate programs have already been strengthened by the processes of reviewing and formulating policies and practices, consulting with external experts, developing a sustainable and effective assessment system, and clarifying their mission and broadening their vision. An immediate product of training in assessment practices has been a multi-year plan for integrating student learning assessment into the graduate programs, with the objective of ensuring continuous improvement in learning and teaching.

The college has also taken the occasion to reaffirm its original vision. The core purpose of the Ph.D. program has been the development of Hawaiian language-speaking academics to serve the project of Hawaiian language revitalization. However, as indicated by the inclusiveness in the title of the program, from the outset it has welcomed representatives of other indigenous peoples; the first student to earn the doctorate is, in fact, a Maori speaker. When the next Ph.D. cohort comes in, the college will reach out to students and scholars of indigenous languages throughout the Pacific and the Americas.

On October 3, 2008, the Ph.D. faculty and the VCAA and Assistant VCAA met in Hilo with the dean of the Graduate Division of the University of Hawaii at Mānoa, who oversees over 50 doctoral programs (Appendix 4). Two external reviewers, well-regarded University of Kansas professors of linguistics and preservation of indigenous native American languages,

visited the college November 18-21, 2008, examining policies and practices and interviewing students and faculty. Their December 16, 2008 report to the VCAA is provided as Appendix 5. The director of the Alaska Native Language Center spent a sabbatical semester at the college, observing the operations of the graduate programs. In April 2009, the VCAA and ALO consulted with the president of the Commission regarding progress in the program. Suggestions from these several experts have been incorporated into recently approved policies for the college's graduate programs regarding conflict of interest, make-up of comprehensive and dissertation committees, and language of the dissertation (Appendix 9).

Of the cohort admitted in 2006, one has completed all course work and the comprehensive examination and has successfully defended her dissertation. She was awarded the Ph.D. in HILCR in December 2008. Four others have passed their comprehensive examination; their dissertation proposals will be submitted by September 2009.

- **Admissions requirements for Ph.D. program.** The admissions requirements for the Ph.D. program appeared on page 288 of the university catalog for 2008-2009 and will appear in that section of all subsequent university catalogs (Appendix 6 and <http://www.uhh.hawaii.edu/catalog/graduate-education.html>). These and other program requirements also appear on the university's Admissions webpage: <http://www.uhh.hawaii.edu/studentaffairs/admissions/Ph.D.h.php>

- **Curriculum of the Ph.D. program vs. curriculum of the M.A. program.** Appendix 7 presents in matrix form the required and elective courses for post-baccalaureate and graduate programs of the College of Hawaiian Language, including the MA in HILCR and the Ph.D. program in HILCR. As is the practice in the University of Hawai'i system, doctoral courses are numbered 700 and above, while master's level courses are numbered 600 and above. The Ph.D. program offers students four tracks: indigenous education, indigenous language and culture, Hawaiian language and culture, and language planning. Each student chooses two of these tracks.

Each of the 794 doctoral seminars has as prerequisites 600-level courses, which are taken for credit by students in the master's programs. However, for doctoral students, these 600-level students do not count toward the Ph.D. in HILCR.

- **Assessment of student learning in the Ph.D. and M.A. programs.** In Spring 2008, following a workshop presented at UH Hilo by Dr. Mary Allen, the Ph.D. faculty developed a set of student learning outcomes and a draft assessment plan for the Ph.D. program. In September 2008, a member of the Ph.D. faculty and a member of the M.A. faculty participated in the WASC Retreat on Student Learning and Assessment, Level I in California.

Over the course of the 2008-2009 academic year, these representatives worked with faculty of each of the programs to refine program assessment plans and statements of student learning outcomes. While work remains to be done, progress has been made, and the next steps and ultimate objectives are clearly defined. The current assessment plans, with progress reports and outcomes, are presented in Appendix 8.

- **Resolution of conflict of interest concerns.** The Ph.D. faculty and the VCAA consulted on the question of conflict of interest with the dean of the Graduate Division of UH-Manoa and the University of Kansas external reviewers; notes of the meeting with the

dean and the external reviewers' report are provided in Appendices 4 and 5. New policies regarding conflict of interest, composition of dissertation committees, and language of dissertation and associated documents were approved by the Graduate Council and the VCAA in Summer 2009; these are presented in Appendix 9. The policies provide that:

- Policies pertaining to the doctoral program are presented to the College of Hawaiian Language's senate of the whole, but only faculty with the doctorate can vote on these.
- CHL faculty who are currently enrolled in the Ph.D. program may not sit on college or university personnel committees.
- Evaluation of comprehensive exams of CHL faculty who are enrolled in the Ph.D. program will be conducted by the doctoral faculty with the assistance of professors external to the program.
- CHL faculty enrolled in the Ph.D. in HILCR program may not teach any course that is part of the doctoral program (i.e., 700-level courses) nor any 600-level course that serve as a pre-requisite to the 794 doctoral seminars.
- The dissertation committee will include an institutional representative from a related field but outside CHL, to provide additional academic direction to the student and to guarantee to the university that proper standards are upheld.

- **Progress in building faculty capacity.** At the time of the March 2008 site visit, the college had three tenured or tenure-track faculty and was in the process of hiring two new faculty with doctorates in linguistics, bringing to five the number of full-time tenure track faculty available to teach courses in the MA and Ph.D. programs. In Spring 2009, the college formalized its arrangements with affiliate faculty from UH Mānoa, the University of Western Washington, and the University of Alaska at Fairbanks, each of whom has taught at least one of the doctoral courses and each of whom is a well-established scholar in his or her field. Other affiliate faculty, some of whom have taught in the graduate program, have participated at various stages in the review and approval process. Curriculum vitae of tenure-track faculty and affiliate instructional faculty will be available in the site team room.

CHL has led a national and international movement to connect graduate programs serving indigenous students in the field of indigenous language education through technology-assisted joint meetings of graduate classes. Co-participant institutions are the University of Arizona, the University of Alaska at Fairbanks, and the University of Waikato in New Zealand. The college will continue to work cooperatively with other such programs to ensure diversity and rigor in course offerings. Such cooperation is part of an overall effort of the college to carefully schedule its offerings from the B.A. programs through the various M.A. programs and the Ph.D. in HILCR to make the most efficient use of faculty resources during a time of budget uncertainty.

In addition, after a visit from a three-member international site team, the college received accreditation in Spring 2009 from the World Indigenous Nations Higher Education Consortium (WINHEC), headquartered in Norway. UH Hilo thus joins universities in New Zealand, Canada, and Europe in being accredited by WINHEC. UH Hilo also becomes the first American university to receive WINHEC accreditation; Montana State University is currently under review. WINHEC's intent is to build global awareness of and support for the indigenous language recovery movement worldwide.

IV. Other Changes and Issues Faced by the Institution

The UH System is undergoing a change in leadership. President David McClain stepped down July 31, 2009, and Dr. M.R.C. Greenwood comes on board August 20. Similarly, on June 30, 2010 the present UH Hilo Chancellor Rose Tseng will step down. She will have served the university for almost 12 years as chancellor.

The catalyst and leader for the remarkable evolution that the university has undergone in the past decade, Chancellor Tseng will leave behind a comprehensive university in place of the small liberal arts institution in existence 12 years ago. During her tenure UH Hilo expanded its high-demand/workforce programs and added graduate degrees. Student enrollment rose every year for those 12 years. Research and grant activity increased more than six-fold, and the university is receiving more donations than ever before from foundations and private individuals. The number of faculty and staff positions increased, an experienced team of vice chancellors was brought in to form a new Chancellor's Staff, and a talented and diverse group of employees was recruited. In addition new facilities were built, including the three-story University Classroom Building, the 'Imiloa Astronomy Center of Hawai'i, and the main campus entrance. The chancellor also built strong working relationships with the community and with key legislators and government officials. Her connections with UH Hilo's many communities have vastly expanded the university's circles of support and positioned the institution for further growth and development. The challenge for UH Hilo will be to find a chancellor to continue the momentum gathered during the past 12 years.

During this time of transition, the University anticipates some organizational stress typically associated with a "changing of the guard," even as it faces exciting opportunities for continued growth and improvement to extend the progress achieved by the current chancellor. With improvements in institutional infrastructure and processes made during the past year, we are poised to continue an upward trajectory toward further excellence.

UH Hilo is excited by our continually rising enrollments and expects this Fall to see another year of record student enrollment growth. At the same time we also will face unprecedented budget cuts. The State of Hawaii has long-term structural problems with its economy, which is based largely on tourism and real estate sales. Across the System, the University of Hawai'i must trim \$76 million in FY10 and \$79 million in FY11. More cuts may be required if state revenues continue to fall during the current fiscal year. As a developing institution rapidly evolving into a comprehensive university with selected master's and doctoral programs, UH Hilo will be challenged to continue to strengthen program range and quality, enhance student and faculty diversity, and meet the needs of our island, state, nation, and region.

However, UH Hilo has planned well for these budget reductions and remains focused on maintaining quality and continuing to pursue our student-centered mission. In the last two years we have equipped ourselves with much better campus governance entities and processes, and we have broadened and improved channels of communication between faculty and decision-makers. We are a more entrepreneurial institution which over the last decade has increased external funding from \$3 million annually to \$20 million, a figure which we seek to raise in the coming years. We have more than doubled the size of our endowment, now at more than \$3.5 million. And we have already reached our \$15 million

fundraising goal as part of the UH System's Centennial Campaign. Thus, we expect to move forward both with our daily operations and our strategic goals and priorities. But we will need to be careful to conserve our resources so that we can keep producing an educated workforce for Hawai'i Island and the State of Hawai'i, now and for the future, to improve the lives and prospects of our citizens.

V. Concluding Statement

As we reflect as an institution, we believe that UH Hilo has responded effectively to WASC's action letter of July 2008.

We have developed new processes and policies, and we have improved shared governance, curriculum/academic policy development, enrollment management, budget planning, and student service facilities. These reforms have received support campus-wide, with strong participation from all constituencies – demonstrated in “brown bag” luncheons, campus forums, and shared-governance meetings.

We have done much to clarify and strengthen the roles of our deans, defining their pivot-points of authority in developing curriculum, budgets, and policy. We have formed a Deans Council under the Vice Chancellor of Academic Affairs to ensure that the deans work collaboratively to institute and oversee these reforms.

We will continue to monitor and refine our new curricular and academic policies/processes. During AY09-10 we will carefully evaluate the ongoing effectiveness of campus entities such as EMIT, LRBPC, and the new CCRC to ensure that effective communication and policy-making occur throughout the institution.