I. Team Recommendation

A. Accreditation Recommendation

*Continuous Improvement Review 2 (Sixth Year Review):* The recommendation of the Peer Review Team is that the Continuous Improvement Review of the undergraduate programs in business offered by University of Hawaii Hilo be continued for an additional year. The educational quality issues relating to the accreditation standards and expectations for resolution are listed below. Concurrence by the CIR Committee is required prior to official notification. Continuous Improvement Review 2 (CIR2) does not require ratification by the Board of Directors, because CIR2 does not change the accredited status of the member. Applicants participating in these on-going reviews are not announced or communicated by AACSB International to its members or the public.

B. Team Recommendation Review Schedule: The CIR Committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The Continuous Improvement Review Committee (CIRC) will meet to review the RPT recommendation: March 23, 2015. If the recommendation for a CIR2 is accepted by the CIRC, the CIR2 report responding to the areas of concern will be due January 15, 2016.

II. Identification of Areas That Must Be Addressed:

Analysis of Applicant’s Response and Actions Related to Concerns from Previous Reviews:

*Concerns from previous review:* Though the PRT believes that the UHH College of Business and Economics has an undergraduate program of overall high quality, the PRT viewed the Assurance of Learning program to have some gaps. While it was evident that the College initiated a process of developing AOL rubrics in the 2005-06 academic year, initial pilot projects indicated a weakness in both the learning goals and outcomes. Consequently, this situation resulted in a delayed development of learning measurements which had an impact on the implementation timing.

In particular, two of the five program learning goals (#2 and #4) were finally fully operational in the 2008-09 academic year, providing only one cycle for review, as the 2009-2010 academic year information is not yet available. Thus, at the end of the 2009-2010 academic year, the College has assured the PRT that all five learning goals will be fully implemented and that the College will adhere to the biennial AOL schedule as described in Appendix B of the Five-Year
Maintenance Report.

PRT Response: Evaluation of the information provided in the CIR report as well as review of additional documentation during the site visit and conversations with the College faculty, the evidence does not demonstrate that CoBE has adequately addressed the concerns from the previous review. During the 2009/10 Maintenance of Accreditation Peer Review Team visit, the Team's report indicated that there were gaps in the CoBE’s AOL system that needed to be addressed by the next maintenance review. Specifically, due to internal delays, two of the five learning goals (#2 and #4) were only first operational in 2008-09 and only one cycle for review was completed. The PRT report prescribed adherence to the biennial AOL schedule found in the Five-Year Maintenance Report. There is no evidence of adherence to this schedule. Rather, though efforts were made to collect student learning data, little actual progress was made. CoBE’s AOL system remains incomplete. Few curricular changes made over the review period appear to be tied to data nor was there an example given of a measure of a previous change and the efficacy of that change.

Areas that must be addressed during the CIR2

Standard 1: Strategic Management

The PRT observes a distinct gap between 2010 and 2014 in the strategic planning process. Specifically, the PRT notes that the current six strategic and operational goals appear to have been developed after the five-year period of this review.

The Maintenance of Accreditation team visit report from 2009–2010 observed that the CoBE's strategic planning process was mature and ongoing. However, the process does not appear to have been followed subsequent to the last visit. This is particularly concerning to the team as strategic planning is critical to the effective allocation of resources and continuous improvement activities.

Over the course of the next year, the PRT would like to see the six new strategic goals expanded into a working strategic plan that includes a clear identification of underlying objectives and an action plan for reaching those outcomes. The PRT advises the administration and faculty to revisit the mission of the CoBE to ensure congruence between that mission and the policies, processes, and activities of the CoBE, broadly defined.

Standard 14: Undergraduate Learning Goals

The team has a number of observations and concerns related to the Assurance of Learning process. CoBE has collected a substantial amount of data over the last five years related to existing learning goals. However, it has not been demonstrated that a clear systematic approach has been followed in collecting and evaluating data, identifying opportunities for continuous improvement, and making appropriate changes (closing the loop). Thus, for the CIR2, the PRT would like CoBE to complete the following actions.
1) The faculty need to systematically organize the data already collected and align it with changes made in the curriculum as a result of the data assessment.

2) Moving forward, create a systematic process for measuring, evaluating and closing the loop for each of the learning goals and objectives for the next five years. This should include identifying people responsible for each goal and objective, and a structured process for closing the loop. It would be advisable to revisit the schedule set out in Table 5.2 of the CIR report with the goal of simplifying the assessment process for each goal and objective.

3) By the time the CIR 2 report is due, at least two learning goals and objectives should be measured once and the process for closing the loop, including dates of activities, should be clearly documented with a plan for implementation.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

UH Hilo’s primary mission is to offer high quality undergraduate liberal arts and professional programs challenging students to achieve their highest level of academic achievement. Supporting current UH System strategic goals, the Hilo campus emphasizes service to the Big Island and the balance of the state, emphasizing educational opportunities to the children of economically disadvantaged families.

While the University’s geographic location appears to be advantageous, many state residents prefer to attend mainland schools. The Western Universities Exchange program allows local students to attend west coast schools and receive substantial tuition reductions from the normal non-resident tuition. Relatively low in-state tuition and the ability to live at home are offset by the desire of both students and parents for the student to explore broader cultural and educational experiences outside of Hawaii. Internal data from the University System office further supports this conclusion. In 2012/13 only about one-third of Hawaii’s recent high school graduates attending a four-year college or university chose UH System programs.

Changes in both the University’s senior leadership and legislative funding allocations have impacted the College’s current and future mission and operations. Since the previous review, new people hold many key leadership positions. This substantial turnover in senior administration has challenged the stability of systems and processes in CoBE. During the same time period, the CoBE was led by three deans (including an interim dean). Dr. Krishna Dhir became the College’s current Dean in September 2013.

The state’s fiscal crisis over the last several years has affected general fund support for the University and tuition growth has slowed. State support dropped from about 60 percent to 45 percent of total revenues. Additionally, over a three percent drop in headcount enrollment has affected tuition revenues. To achieve a balanced budget the University was forced to reallocate resources. As a result, CoBE has lost four tenure line positions since 2009.
CoBE offers several advantages including comparatively low tuition, small classes (average size is about 22.7), and full-time faculty members teach most classes (82.9%). Previously, limited campus housing was a weakness; however, the University’s recent investment in dormitories significantly mitigated this issue. When University Village Phase 1 opened August 2013, campus housing units increased by about 50 percent.

**Challenges**

Nation-wide, freshman enrollment is declining. A recent study reports 34 percent of state colleges and universities failed to meet revenue and enrollment goals for the 2014-15 academic year—two percent more than the previous year. This trend is not surprising because the number of 18-year-olds nationally is far fewer than for Baby Boomers. Further, public colleges and universities are more likely to report that they did not meet recruitment goals for international students and transfer students than private institutions.

The College faces competition inside the State from UH-Manoa’s Shidler College of Business, currently the only other AACSB-accredited program in the State. Other small-sized business programs and on-line programs include public University of Hawai’i – West O’ahu, and the Bachelor of Applied Science in Applied Business and Information Technology at Maui Community College as well as private universities including Hawai’i Pacific University, Brigham Young University-Hawai‘i, and Chaminade University. Most of these schools share the geographic advantage of being located near Honolulu, the State’s business hub.

CoBE’s relatively small number of tenure line faculty makes offering a breadth of courses needed to complete the degree programs a challenge. Many courses only offer one section per term and electives typically are offered just once annually. This combination makes course scheduling challenging. Moving forward, if the College is not able to replace retiring faculty, neither an increase in tenure-line faculty course preparations nor hiring more adjunct instructors is an attractive alternative. Further, the Faculty Union Contract may constrain CoBE’s ability to hire faculty in alignment with the faculty qualification categories in the 2013 AACSB Standards.

**Opportunities**

The Hawaii Community College’s 24,000 square-foot Palamanui Campus expected completion is by summer 2015. The vision for this $25 million Campus is to become a gateway, allowing students to access courses from across the university system. Course delivery primarily will be through Distributed Learning employing the Hawaii Interactive Television System (HITS) and video conferencing classrooms. The new Campus creates an opportunity to increase enrollment of students from West Hawaii. CoBE already delivers courses each term to West Hawaii, but the new Palamanui Campus offers a chance to reach more students. Currently, about one-half as many high school graduates in West Hawaii enter the University of Hawaii system than students from East Hawaii.

B. Changes impacting Eligibility Criteria:
There are no changes that impact the applicant’s alignment with AACSB Eligibility Criteria.

C. Strategic Management addressing the following:

*Mission/Vision/Values*
CoBE’s mission statement has not changed since the previous accreditation review in 2009; however, the faculty regularly assesses the mission, goals, and objectives.

*CIR Period Mission: To assist individuals in acquiring knowledge, attitudes, and skills needed to be productive and responsible citizens in the global economy. The College serves students and communities primarily from the island and the State of Hawaii as well as students from the U.S. mainland and the Asia/Pacific region.*

CoBE’s new dynamic strategic planning framework streamlines this process. The most recent review occurred in August 2014. New vision and mission statements were recently approved by CoBE faculty and the College plans to adopt and implement these new planning documents after the CIR visit. The new mission’s focus on building upon the liberal arts tradition of UH Hilo aligns with the University’s mission and better clarifies the student-centered approach of their programs.

*New Mission: The mission of the College of Business and Economics, in serving its stakeholders with aloha, is to provide business education rooted in the liberal arts tradition. Our students are expected to acquire the knowledge and skills appropriate to future business leaders, while also developing character and judgment needed to act as informed and concerned citizens in the wider community. The benefits of our research, publications, and services are appropriate to the needs of our stakeholders within the region and beyond.*

CoBE fulfills its mission by maintaining standards that ensure a qualified faculty. The school engages in activities that provide exposure to business professionals and provide learning opportunities outside of the classroom. CoBE supports students through several services such as academic advising, career services and scholarships. These services are provided in collaboration with University level activities in areas such as the University office for student experiential learning. The aggregate faculty publications are higher than expected with the vast majority being disciplined based. As indicated in Table 2-1 the production of ICs emanates from a substantial cross-section of the faculty in each discipline with roughly two-thirds of the ICs being PRJs.

As indicated in Table 3.2 of the CIR Report, CoBE’s allocation of resources have focused on investment in faculty hiring and development, enrollment management, assurance of learning, curriculum delivery and technology. CoBE’s deployment of resources aligns with its mission focus.

D. Participants

*Student Support*
The admission policies of the University appear to be appropriate to the CoBE’s mission.
Admissions policies, advising support, and graduation requirements are clearly outlined in the University catalog as well as in the advising materials provided through the CoBE. Students are well supported through their time as a student in CoBE.

**Standard 9: Faculty Sufficiency**
The school has 12 full-time participating faculty. Classes taught by participating faculty exceed the 60% threshold for all departments and equal the 75% threshold for the CoBE as a whole. There are no untenured faculty and only one associate professor. The CoBE has been allocated a management professor position specializing in strategic management and human resources to start effective academic year 2016–2017. The PRT believes the faculty complement provides adequate coverage across the disciplines and in the CoBE as a whole.

**Standard 10: Faculty Qualifications**
In regard to faculty qualifications (Standard 10), all 12 full-time faculty are academically qualified. One of the academically qualified faculty members is one third devoted to the teaching mission of the college due to involvement with the ALEX program, a student professional development initiative. Additionally, the College has been allocated a tenure track position in strategic management. Reference to Table 10–2 indicates that both relevant ratios are above the 50%/90% thresholds. Thus, faculty qualifications are sufficient to ensure a quality educational experience.

A comment on the congruence between the faculty make up and scholarly output, and the college's mission is in order. The new CoBE mission has a foundational premise in student learning, development and success. Reference to the college's CIR report as well as review of faculty publications indicate a commitment to research that is far in excess of what one might normally expect from an undergraduate only institution with a distinctly teaching mission. The Peer Review Team cautions the college that the 2013 AACSB standards, with which the college will need to comply going forward, require a very strong congruence between mission and the policies, processes, and activities of the college.

As noted elsewhere in this report, the College's faculty are appropriately and laudably engaged with students in a manner that appears to be consistent with the mission. The PRT wonders however, particularly for faculty with extremely high research output, the degree to which robust engagement with students can coexist with extremely robust research output over the long term. The Peer Review Team also notes the heavy predominance of discipline-based research in the aggregated portfolio of faculty research. Given CoBE’s mission, the PRT alerts the college administration and faculty that the aggregated portfolio of faculty research must reflect the college's teaching mission through the inclusion of the scholarship of teaching and learning and the scholarship of management practice as a substantial cross section of the overall research portfolio. The PRT believes that the current aggregated portfolio of faculty research would be out of compliance due to lack of congruence with its teaching-focused mission were the CoBE to be evaluated under the 2013 standards.

These observations in no way diminish the faculty's laudable commitment to scholarly output. The PRT understands that the CoBE scholarly expectations and output must be driven by University expectations for scholarly productivity. The faculty research portfolio is fully
sufficient to support graduate programs in the college should the faculty and administration decide to move in that direction. Further, the CoBE faculty’s 3/3 teaching load hasn’t diminished the faculty/student interactions nor has this caused class sizes to grow significantly.

Standards 11 & 12: Faculty Management/Support, Responsibility
UH Hilo faculty processes related to hiring, tenure, promotion, evaluation, etc. are governed by the UH Hilo Agreement Between University of Hawaii Professional Assembly and the State of Hawaii (Union Contract). Agreements are negotiated on a six-year timeline. The current contract (2009-2015) covers the timeframe of this review. In addition, the Faculty Handbook and other University policies provide clear guidelines for faculty workload, duties, and processes. In addition, CoBE has specific documentation outlining requirements, processes and timelines for tenure and promotion that aligns with the Union Contract. The documentation reviewed by the PRT demonstrates sufficient support for faculty expectations.

E. Assurance of Learning:

Based on conversations with CoBE faculty and review of materials showing collection of data to be assessed as part of AOL, the PRT is confident that the CoBE faculty are fully committed to continuous improvement and the assurance of learning expectations set out by AACSB. However, as stated earlier in this report, the systems and processes related to the creation and deployment of an effective and mature AOL framework was not evident. Thus, more work is needed in this area. Details of this work are outlined in the CIR2 expectations.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

Best practices related to student engagement

The PRT observed a number of excellent practices on the part of the CoBE that advance the College's mission to prepare students for successful careers.

- CoBE has had a long history of applied learning initiatives. These initiatives were precursors to the University-wide efforts of the Office of Applied Learning Experiences (ALEX) which has been in operation since 2012. ALEX enhances opportunities for student learning by facilitating community based projects, service learning, internships, etc. ALEX assists students in the acquisition of internships, resume writing, student research conferences and other activities designed to facilitate hands-on learning for students and help them launch their careers. This has resulted in CoBE students engaging in applied learning projects with 58 local organizations since 2011. Internship opportunities have been provided to CoBE students by 69 organizations during the same timeframe. The PRT notes that these activities are particularly appropriate given the current mission of the CoBE. ALEX was started as a CoBE initiative and has now expanded to a University-wide office.
• Roberta Barra, faculty advisor to the accounting club, takes students to Oahu every year to visit CPA firms. This exposes students to a professional office environment and to potential employers. This is quite consistent with the current CoBE mission and commitment to student success.

• Target Corporation sponsors a case competition in the strategy class. Target provides each student team with a strategic issue to research and resolve. Target personnel judge the student work and offer cash prizes to projects they deem to be the best.

• Diversity is strong at UH Hilo and CoBE. In 2014 the *Chronicle of Higher Education* ranked UH Hilo as most diverse college in the country. Diversity in the student body provides a robust environment for cross-cultural learning.

• The PRT also notes student participation in faculty research. Appendix 3 indicates seven conferences and peer-reviewed journal publications involving both faculty and students between 2011 and 2014. This type of activity aligns well with the CoBE mission (student focused) and the faculty’s propensity for research.

B. Effective practices:

• The creation of ALEX (Office of Applied Learning Experiences) has demonstrated an effective model for providing experiential opportunities to connect students with the business environment and help bridge the transition from student to professional. The success of ALEX resulted in the expansion of services across the University.

• The collegiality of the CoBE faculty is evident in their productivity in co-authored research, and attention to students both in and out of the classroom. With the development of a more systematic approach to their activities, CoBE faculty will be better able to demonstrate all of the positive and impactful activities in which they engage. With a faculty of only 12, their collegiality and collaborative nature has been critical to the success of CoBE and its students.

• The research productivity of the faculty is admirable. The initiative to engage students in this research creates a strong linkage to the teaching mission of UH Hilo and CoBE. As this model for student engaged research is further developed, it can serve as a model for other institutions.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

As discussed in some detail elsewhere, CoBE administration and faculty should review their mission for alignment with their policies, processes, and other activities. The PRT notes that this required alignment has become even tighter under the 2013 standards. Further, the PRT notes that the composition of the aggregate portfolio of faculty scholarship is inconsistent with the stated teaching mission of the CoBE.
B. Consultative report on matters not related to the accreditation decision:

The PRT recognizes that the Faculty Union Contract may create roadblocks to the employment of full-time permanent non-tenure-track lecturers; also called practitioner faculty or clinical faculty. For instance, though non tenure track lecturers are normally considered to be at will employees, the nature of the UH Hilo union contract may vest lecturers with certain employment rights that may make their utilization somewhat less attractive to the administration. However, the PRT notes that the AACSB 2013 standards permit the use of lecturer-type positions. This is particularly the case for institutions with a teaching and student development orientation where theory and practice are integrated in and out of the classroom. The use of these non tenure-track, long-term faculty is growing across disciplines and is shown to add-value to student learning.

VI. Visit Summary

A. Descriptive Information:

The University of Hawai‘i at Hilo (UH Hilo) is one of the ten branches of the University of Hawai‘i system anchored by the University of Hawai‘i at Mānoa in Honolulu, Hawai‘i, United States. U.S. News and World Report ranks UH Hilo as a national liberal arts (and science) university (there are only 22 public national liberal arts institutions in the U. S.) and is the only one in Hawai‘i. The benefit is a state university which conducts research and creates knowledge while also providing a personal and friendly atmosphere.

UH Hilo’s primary mission is to offer high quality undergraduate liberal arts and professional programs challenging students to achieve their highest level of academic achievement. Supporting current UH System strategic goals, the Hilo campus emphasizes service to the Big Island and the balance of the state, emphasizing educational opportunities to the children of economically disadvantaged families. The admission requirements are moderately selective, allowing above-average students the opportunity to enjoy the benefits of a small school experience. UH Hilo is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

UH Hilo’s enrolls approximately 4,000 students. In 2013/14 UH Hilo granted 846 degrees. Average class size is 22, and about 90 percent of faculty are full-time. UH Hilo offers thirty-eight (38) undergraduate majors (BA, BS, BBA, BSN), eight master’s degrees (MA, MEd, MS) and four doctorates (Ph.D., DNP, Pharm.D).

In 2014, UH Hilo was named as the most diverse four-year public institution in the country by the Chronicle of Higher Education.

B. Degree Programs: List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Major(s), Concentration(s), Area(s) of Emphasis</th>
<th>Graduates</th>
</tr>
</thead>
</table>

Note: UH Hilo CoBE offers a bachelor’s degree in economics. As indicated in the Scope of Review letter, this program is not included in the CIR. This program is not listed in the Degree Program Exclusion in the Scope letter.

C. Comparison Groups:

Comparable peers
- Arkansas Tech University, School of Business
- Fort Lewis College, School of Business Administration
- Missouri Western State University, School of Business
- Montana State University-Billings, College of Business
- Montevallo, University of, Michael E. Stephens College of Business
- North Georgia College and State University, Mike Cottrell School of Business

Competitive group
- Alaska Fairbanks, University of, School of Management
- California State University, Fresno, Craig School of Business
- Central Washington University, College of Business
- Northern Colorado, University of, Kenneth W. Monfort College of Business
- Portland State University, School of Business Administration
- Western Washington University, College of Business and Economics

Aspirant group
- Alaska Fairbanks, University of, School of Management
- Idaho State University, College of Business
- Louisiana at Monroe, University of, College of Business Administration
- St. Cloud State University, G. R. Herberger College of Business
- Tennessee Tech University, College of Business
- Truman State University, School of Business
- Wisconsin-Whitewater, University of, College of Business and Economics

D. Visit Team Members:

Diana Lawson (Chair)
Dean, Seidman College of Business
Grand Valley State University
50 Front Avenue, SW
3007 L. William Seidman Center
Grand Rapids, MI 49504-6424
United States
Tel: +1 616 331 7100

**Sunday 22 February 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 p.m.</td>
<td>Visit Team meets in hotel</td>
<td>Diana Lawson</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Visit Team is picked up and transported to dinner with Dean, Advisory Board members or other community partners</td>
<td>UH Hilo</td>
</tr>
<tr>
<td></td>
<td>Visit team is transported back to hotel.</td>
<td>UH Hilo</td>
</tr>
</tbody>
</table>

**Monday 23 February 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Participants</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 a.m.</td>
<td>Pick up Team at Hotel. Transport to Breakfast location.</td>
<td></td>
<td>Breakfast will be at the Hilo Hawaiian Hotel’s Restaurant, ‘Queen’s Court’</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Participants</td>
<td>Location</td>
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</tr>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast Meeting</td>
<td>Visit team, Dean Dhir, Accreditation Coordinator</td>
<td>Queen’s Court at Hilo Hawaiian Hotel</td>
</tr>
<tr>
<td>8:30</td>
<td>Visit Team - (review activities for the day)</td>
<td>Visit Team</td>
<td>Resource Room K259</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Strategic Planning, College Processes, Financial Resource Allocation</td>
<td>Visit Team – All Hilo – Strategic Planning Committee</td>
<td>COBE Student Computer Lab</td>
</tr>
<tr>
<td>10:00</td>
<td>Faculty Processes: Faculty governance, development and evaluation</td>
<td>Visit Team □ All Faculty of the College of Business and Economics</td>
<td>COBE Student Computer Lab</td>
</tr>
<tr>
<td>10:45</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>Faculty Standards: Intellectual contributions, alignment with mission</td>
<td>Visit Team Intellectual Contributions Committee</td>
<td>COBE Student Computer Lab</td>
</tr>
<tr>
<td>11:15</td>
<td>Support Staff and Student Services</td>
<td>Visit Team Staff</td>
<td>Student Services Center Room E112</td>
</tr>
<tr>
<td>12:15 – 1:30</td>
<td>Lunch with Students and Alumni</td>
<td>Visit Team</td>
<td>Campus Center Room 301</td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>Break</td>
<td>Visit Team</td>
<td>Resource Room K259</td>
</tr>
<tr>
<td>2:00 – 3:30</td>
<td>Assurance of Learning, Curriculum Management, Teaching Effectiveness</td>
<td>Visit Team AOL Committee Faculty Committee on Teaching Effectiveness, Curriculum Committee</td>
<td>COBE Student Computer Lab</td>
</tr>
<tr>
<td>3:30</td>
<td>Review Documents</td>
<td>Visit Team</td>
<td>Resource Room K259</td>
</tr>
<tr>
<td>TBA</td>
<td></td>
<td>Visit Team</td>
<td>Team to Hilo Hawaiian Hotel</td>
</tr>
</tbody>
</table>

Tuesday 24 February 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Participants</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Pick up Visit Team at Hotel</td>
<td>Pick up by Krishna Dhir</td>
<td>Hilo Hawaiian Hotel</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Visit Team meets with Dean regarding visit outcome</td>
<td>Visit Team Dean Dhir</td>
<td>Hilo Hawaiian Hotel</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Visit Team meets with Chancellor</td>
<td>Visit Team Chancellor</td>
<td>Chancellor’s Office</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td></td>
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<tr>
<td>10:30 a.m.</td>
<td>Return to Hotel</td>
<td>Hilo Hawaiian Hotel</td>
<td></td>
</tr>
</tbody>
</table>

**F. Materials Reviewed:**
- Assurance of Learning Documents
- Faculty Handbook
- Faculty Vitae
- Faculty Scholarship
- Faculty Union Contract
- Hiring Process/Criteria Documentation
- Master Syllabi
- Strategic Planning Documents, 2009-10, 2013-15
- Student Advising Documents, Curriculum Maps
- Student Code of Conduct
- Student Policies and Processes
- Tenure/Promotion Documentation
- UH Hilo General Catalog
- University and College Website