EXTERNAL REVIEW OF THE PUBLIC ADMINISTRATION PROGRAM
AT THE UNIVERSITY OF HAWAI’I WEST O'AHU

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I. Introduction

The University of Hawai'i - West O'ahu is in the early stages of a major transformation involving the expansion of the University's mission, scale, program portfolio, site and physical plant. The campus is anticipated to relocate to a new state-of-the-art complex in O'ahu's "second city" of Kapolei during the 2009-2010 academic year. The University plans to increase enrollment from approximately 521 full-time equivalent students served by 42 full-time instructional faculty members in Fall 2007 to approximately 850 full-time equivalent students and 60 and perhaps as many as 68 instructional faculty members by Fall 2009.

The faculty and administration, with the support of the University of Hawai’i and technical consultants, are planning and implementing changes that will define the character of the University, and its role in West O'ahu and in the State of Hawai’i, for many decades into the future. It is indeed an exciting time to have the opportunity to confer with the administration, faculty and students of UHWO.

While the purpose of my site visit was to review the Internal Report of the Public Administration Program, it is impossible to assess the current state and future plans of this program without reference to UHWO's overall strategic context. The Public Administration Program can and must grow within the framework of the University's curricular plans. These plans provide major opportunities for enhancement:

- The development of a General Education curriculum - for students to complete a four-year baccalaureate program at UHWO - provides opportunities to enhance the skills and perspectives of the Public Administration students.

- The growth of other existing programs at UHWO, as well as the development of new programs, provides opportunities to enhance the study of Public Administration with new courses and course sets and sequences.

- Planning for new facilities provides opportunities to break out of facility

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constraints inherent in the current temporary campus.

- The expansion of the University provides opportunities to recruit new faculty members from many disciplines who can bring new areas of expertise to Public Administration and related fields.

Therefore, this review frequently addresses contextual issues and opportunities that are not normally the subject of a program review.

A. Brief synopsis of the Internal Report

The Internal Report provides a comprehensive assessment of the Public Administration Baccalaureate Program and its concentrations, along with related certificate programs. The report explains the mission, goals and objectives of UHWO and the Public Administration Program, the curricula and courses, enrollments, faculty and their scholarship and instructional methods, students, and the recommendations and plans of the faculty as they look to the future.

The process of review is facilitated, in part, by UHWO’s excellent manual\(^2\) for academic program reviews that clearly defines the information and analysis to be provided by each unit of the University, along with time frames and formats for the work.

B. Identification of the major strengths and weaknesses of the program

The Public Administration Program must be understood developmentally. Much of what exists is not intended as an end-state, but as a stage in an unfolding process of implementation of the faculty vision for a set of professional programs related to public service. The long-term goal is to create and deliver academic programs related to public service that fulfill the UHWO Mission Statement that UHWO will be a four-year college whose students will have the ability to pursue life-long learning and a career with the values of the liberal arts.

1. Strengths

**Long-Range Development Plan:** The University of Hawai‘i - West O‘ahu is in the early

\(^2\) The faculty and administration might review the standard outline which external reviewers are expected to follow. Questions to consider are: a) Why is the reviewer asked to summarize the internal report, which contains its own summary? Would the reviewer develop a better summary that the original authors, or is the purpose to invite an analysis of the internal report? b) Are there sections that are essentially duplicative? The core of the report involves an analysis of program attributes, and the section on “strengths and weaknesses” invites the writer to either present conclusions in advance of analysis or to summarize and restate what is developed later in the core of the report. Furthermore, the “additional recommendations” invites the writer to offer advice that is unsupported by the analysis that goes before, or to summarize and restate what is developed earlier in core of report. The “conclusions” section also seems to invite summary and restatement of the core of the report. c) Should the outline invite a more straightforward assessment of program resources? This is a normal feature of external review reports, but the UHWO outline does not explicitly ask the review to comment on resources.
stages of a major transformation involving the expansion of the University's mission, scale, program portfolio, site and physical plant. The campus is anticipated to relocate to a new state-of-the-art complex in O'ahu's "second city" of Kapolei during the 2009-2010 academic year.

![Image](image_url)

Everything about UHWO will be dramatically enhanced as this plan is implemented. Of particular significance are the investments in professorships that will accompany the enrollment increases envisioned during the coming years.

![Graph](graph_url)

The chart above illustrates the historical problem – and the prospects for improvement. Full-time equivalent students per full-time instructional faculty at UHWO were
dramatically out of line during the early years of the current decade, as illustrated in the above chart based on statistics from the UH Office of Institutional Research. While enrollments will increase from 521 FTE students this Fall to approximately 850 during AY 2009-2010, the increase in instructional faculty from 42 to 68 will bring the ratio of students to faculty at UHWO into line with the Manoa campus of the University of Hawaii.

**Program Demand:** There will be consistent demand in the fields supported by the existing and proposed public service programs offered by the Public Administration Program – particularly areas like criminal justice, health care administration and emergency management. With the expansion of the mission and scale of UHWO, along with the economic and demographic growth of West O'ahu, the demand for Public Administration Division programs is likely to expand robustly.

**Faculty Scholarship, Experience, and Dedication:** The Public Administration faculty members are excellent – as individual scholars and as a team of instructors. Over the past 5 years, they have produced 27 publications in refereed journals, 2 books, 5 chapters in books, as well as an impressive inventory of workshop and conference presentations, professional reports and technical studies. All of this is achieved while the faculty members maintain a 6-course annual instructional workload along with program administration and student advising. The full-time faculty is supplemented by an adjunct faculty that is equally impressive in terms of experience, technical expertise and connection to the professional world of public service.

It is remarkable that the 2007 National Survey of Student Engagement indicated that 100% of Public Administration students (N=28) at UHWO evaluated their experience at UWHO as good or excellent.

**Students:** The students I met in various settings were motivated and enthusiastic. One student explained a basic reason – that many students are at points in their lives where they are making active choices to attend college. In many cases, the students are the first member of their family to ever go to college, single parents, military transfers, community college transfers, police, firefighters, government workers, etc.

**Relationships to Agencies Served:** The Public Administration Program and its concentrations and certificate programs can lead to employment in a range of public and independent agencies. Most students complete a senior-year internship and the program-to-agency and student-to-agency relationships are constructive. There is a particularly important relationship with the Honolulu Police Department.

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3 The 60 full-time instructional professorships assumes that UHWO fills all vacant positions and also is budgeted for and fills 8 additional instructional positions that would be requested per UHWO operational expenditure.

4 The Bureau of Labor Statistics *Occupational Outlook Handbook* identifies fields such as health care management, emergency medical service, and some areas related to security as fields expected to grow at a faster rate than most. In criminal justice, the availability of positions is driven by overall growth and position turnover.
2. Weaknesses

Curricular Configuration: The major weakness in the Public Administration Programs at UHWO results from the curricular configuration. UHWO offers an exciting set of courses in Public Administration, Health Administration, Justice Administration, Emergency Management, Accounting and other valuable and important fields. But in the current curricular structure, students may have some difficulty completing combinations of courses that would appear, to an outsider, to be the most coherent and targeted combinations. The following are some examples:

- In order to study Criminal Justice and Justice Administration, a student must complete a major in Public Administration. The result is that a student completes 8-10 courses in public administration and only 4 courses potentially related to criminal justice, even though UHWO offers many more criminal justice courses. 5

- A student interested in Disaster Preparedness and Emergency Management cannot complete a major in the subject at all, because the topic is offered only as a certificate program. Only two of the six required courses for the certificate can be used to satisfy the Justice Administration Concentration requirement, so fitting it into the requirements of a major is complicated and potentially inefficient.

- Students interested in accounting as it is applied to the public sector — a major source of jobs and a major field where accounting is applied — must complete a major in Business, including courses that have nothing to do with public sector accounting and administration.

These structural limitations in the curriculum actually diminish the value to students of the overall portfolio of courses offered by the faculty at UHWO. In order to take courses that students need and want, students have to take courses that they do not necessary want to take and that, to an outside evaluator, do not appear to fit into a curriculum design that coherently relates to an optimum focus of study.

The program faculty members are aware of this concern, as reflected in the findings and recommendations of the Internal Report. The structural limitations can be understood as logical steps in a program development process. The Public Administration Program serves as an incubator for programs of study that, with time, will develop sufficient enrollment scale to be reconfigured to stand independently.

In the Internal Report, the Public Administration faculty members clearly recognize that the time for reconfiguration has come. For example, even without adding a single new course, a free-standing criminal justice major could permit students to complete an excellent program of study that is consistently and coherently related to criminal justice. This observation can also be made with respect to other concentrations and certificate programs offered by Public Administration.

5 Now that there are an additional 9 credits freed up by deleting 9 of the 12 credits in the requirement to take upper division Humanities and Social Science courses, it is possible through academic advisement for students to be steered into better combinations, but the curriculum itself does not accomplish this.
An additional advantage of structuring these programs as separate degree programs is that the students can benefit from a well-planned curriculum, sequenced over time and level of instruction, that includes integration with a general education program. General education provides a liberal arts perspective as well as a foundation in important skills and critical analytical capacities. The synergies between general education courses and program courses can also be enhanced – so that the content of general education courses can be related to the content of the subsequent courses – but only if the curriculum can be planned. Certificate programs cannot be designed with the general education context in mind.

**Sufficiency of Professorships:** Public Administration courses provide for 17.9% of the enrollment at UHWO. Yet the four Public Administration faculty members represent about 12% of the faculty for the campus. I have not identified a formal document or policy that explains the criteria and process for deciding how faculty lines are planned and allocated at UHWO. However, the Academic Development Plan 2004-2010 offers the following explanation: "Higher enrollments in, for example, professional studies and social sciences, will in fact support enrollments in other divisions such as Humanities, as long as curricular planning continues to honor the commitment to a liberal arts grounding for every student." (p. 19)

If this means that it is the policy of UWHO that professional programs should cross-subsidize the humanities, so that better student/faculty ratios should apply in the humanities than in the professional programs, UWHO should develop a specific policy for faculty position allocations that reflects this position and that defines the rationale for the policy and the framework for its application. Certain disciplines, levels and types of courses can warrant smaller class sizes and more consistent use of full-time faculty. But a policy to implement such a concept should present the distinctions by discipline, level and type of course.

The campus plans to increase enrollment from approximately 521 full-time equivalent students served by 42 full-time instructional faculty members in Fall 2007 to approximately 850 full-time equivalent students and 60 and perhaps as many as 68 instructional faculty members by Fall 2009.

Enrollment growth is likely to include the Public Administration programs, because the Academic Development Plan (p. 13) states that growth will be concentrated in workforce development areas including professional studies. If enrollment in Public Administration tracks the MAPS projection, the Public Administration Division would need eleven professorships in 2009 and 14 in 2013. The expansion in professorships would not only to match enrollment growth but also catch up with previous under-allocation.

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6 This statistic is from Table 4 (p. 25) of the Internal Report.
7 In addition to the 4 regular tenure-track professorships there are two half-time instructors added in the 2007-2008 academic year.
8 The University of Hawai'i enrollment projection presented in Section III.B of this report also reflects anticipated enrollment growth in Public Administration approximately comparable to the growth envisioned for the campus as a whole.
C. Faculty, Staff and Students Consulted

The following is a list of the faculty, staff, alumni and practicum site supervisors who I met with during the site visit. Their observations, as well as those of 16 students from several meetings, were most helpful in the preparation of this report.

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<thead>
<tr>
<th>Name</th>
<th>Title/Organization</th>
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<tr>
<td>Gene I. Awakuni, Ph.D.</td>
<td>Chancellor</td>
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<td>Joanne Itano, Ph.D.</td>
<td>Interim Vice Chancellor</td>
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<tr>
<td>Kay Ono, M.A.</td>
<td>Interim Academic Program officer</td>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>Ross Frizza, Ph.D.</td>
<td>Chair and Professor</td>
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<td>Gary Helfand, Ph.D.</td>
<td>Professor</td>
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<td>Michael Hallstone, Ph.D.</td>
<td>Associate Professor</td>
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<tr>
<td>Kristina Guo, Ph.D.</td>
<td>Associate Professor</td>
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<td><strong>Lecturers/Instructors</strong></td>
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<tr>
<td>Gary Dias</td>
<td>Queen's Medical Center</td>
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<td>Major Greg Lefcourt</td>
<td>Honolulu Police Department</td>
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<td>Craig Oswald</td>
<td>VA Medical Center</td>
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<td><strong>Practicum Site Supervisors</strong></td>
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<tr>
<td>Michael Aquinaldo</td>
<td>Queen's Medical Center Emergency Preparedness</td>
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<tr>
<td>Neal Sakamoto</td>
<td>UH-Manoa, Chief of Campus Security</td>
</tr>
<tr>
<td>Jacquelyn Sturdivant</td>
<td>VA HR Specialist</td>
</tr>
<tr>
<td>Kendrick Chun</td>
<td>City and County of Honolulu, Parks and Recreation</td>
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<tr>
<td><strong>Alumni</strong></td>
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<tr>
<td>Ed Borza</td>
<td>Faculty of Respiratory Therapy, Kapiolani Community College</td>
</tr>
<tr>
<td>Christina Lin</td>
<td>Employee, Hawai‘ian Airlines</td>
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<tr>
<td>Justine Nevins</td>
<td>Staff, law firm</td>
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II. Evaluations of Faculty and/or Program Personnel

A. Professional Activities

The PA program faculty consists of two full professors and two associate professors, all with Ph.D. degrees. As is a common pattern in PA programs, the degree areas include two degrees in public administration, and two degrees in related fields - political science and sociology. One of the two public administration degrees included a concentration in health services administration. Thus, there is a healthy diversity of academic backgrounds which is a mark of a strong faculty in an interdisciplinary field of study.

The faculty has very impressive scholarly productivity. Over the past 5 years, faculty members have produced 27 publications in refereed journal, 2 books, 5 chapters in books, as well as an impressive inventory of workshop and conference presentations, professional reports and technical studies.

All of this is achieved while the faculty members maintain a 6-course annual instructional workload along with program administration and student advising.

The full-time faculty is supplemented by an adjunct faculty that is equally impressive in terms of experience, technical expertise and connection to the professional world of public service. One member of the adjunct faculty as coauthored several books in public administration, and a half-time instructor has extensive command experience sit the Honolulu Police Department and currently serves as the agency's legislative liaison.

B. Teaching Effectiveness

Methods of Instruction: Faculty members write in the program review and explain in interviews about a range of approaches to instruction. Their descriptions reflect insight and skill and a willingness to apply a range of methods of instruction to reach out to a student population with diverse interests and learning styles and capacities.

An area where instruction might be enhanced involves writing. I reviewed a set of written projects by students and also discussed with students and faculty how writing skills were developed. My impression was that there was considerable attention to term paper writing, but that attention to other forms of writing might be expanded. The expanded attention might improve writing in other formats (such as journals) and also generally improve skills.

The college already as a process in place for writing skills assessment and reinforcement involving standard tests, an upper level course, and required writing-intensive courses. My perception is that additional reinforcement of writing skills could be introduced within the major itself. [Recommendation II.B.1]

In public service careers, students will need to be able to engage in a range of styles and conventions of writing. In the program, there is consistent attention to term paper writing,
including the organization of papers and correct forms of source citation. Other forms and conventions of writing are not as consistently addressed. These forms and conventions include:

- policy and procedure writing
- memorandum writing
- writing for presentations
- writing for public communication
- emailing in a work environments
- investigative writing and incident reporting

There are courses that include these topics and skills, but the program is not structured to assure that each student is consistently exposed to each format.

One approach to assure exposure would be to incorporate into the course design for each required course a specific writing convention or format which would be introduced and reinforced at one or more points in the course.

**Methods of Delivery:**

UHWO in general and the Public Administration program in particular emphasize the development and implementation of online versions of courses. I interviewed students about their perceptions of online courses, and the responses were practically unanimously favorable, particularly because the online courses could be fit into busy work schedules. Students generally expressed preferences for classroom-based instruction, but found the online courses to be very acceptable alternatives because of the convenience, and because they can, if desired, easily arrange a meeting with the faculty member on campus.

Several students asked about the possibility of hybrid classes - where one meeting each week is in the classroom and one is online. This approach would balance the two preference expressed by students - the convenience of asynchronous online access to instruction, and the desire for faculty-student and student-student interaction in the classroom. A few hybrid courses have already been offered in the Health Administration Certificate Program and the student response has been positive. [Recommendation II.B.2]

Another concept the faculty might consider would be to encourage or require that all courses have online instructional components to enhance the classroom instruction is provided. At a minimum the online component could provide updated information about course assignments, provide an efficient way for a limited number of missed or cancelled classes to be made up, and provide a structured online setting for certain quizzes or exercises and for homework submission. [Recommendation II.B.3]

**Syllabi and Other Course Materials:** I found course syllabi and related course materials to be very satisfactory. Faculty members are experimenting with a range of innovative formats for presentation of course materials. One instructor showed me a video presentation delivered over a cell phone!
III. Evaluations of Curriculum

During my site visit one general question emerged which I did not have time to fully explore. UHWO offers only Bachelor of Arts degrees. Yet some of the courses of study under consideration involve sciences. A “Liberal Arts” education generally encompasses the “Liberal Arts and Sciences” and therefore it may not be inconsistent with the mission of UHWO as a liberal arts college to also offer Bachelor of Science degrees that are based on a curriculum that includes liberal arts and sciences courses. Bachelor of Science⁹ degrees may be particularly appropriate in some of the professional and technical fields for which new programs are being considered. [Recommendation III.1]

A. Curricular Coherence, Including Consistency Across Delivery Methods

At John Jay College, we have defined “curricular coherence” as follows:

- that each program offers the range of courses necessary to achieve its stated goals and objectives;
- that the courses articulate with general studies and/or prerequisite courses to assure that students entering program courses have the expected prerequisite knowledge and skills;
- that the internal structure and sequence of courses fosters a progressive acquisition of knowledge and skills without gaps or unnecessary duplications;
- that the courses are actually developed and offered;
- that courses provide for the ongoing assessment of learning and instruction; and
- that whenever academically appropriate, single courses serve several programs. When a course serves several programs, scheduling options are expanded and students benefit from the perspectives of students from other programs.

It is beyond the scope of this site visit report to apply all of these criteria systematically to each of the programs offered by Public Administration. However, in my assessment I have the above criteria in mind.

Coherence and UHWO Public Administration Programs: The Public Administration major serves as the umbrella program for a set of concentrations and related certificate programs that have matured as enrollments have stabilized and grown. In certain respects, the Public Administration major has served as an incubator for areas of study that appear to be ready for a new stage of development.

The major weakness in the Public Administration Programs at UHWO, at this point in time, results from the curricular configuration. UHWO offers an exciting set of courses in Public Administration, Health Administration, Justice Administration, Emergency

⁹ The New York State Education Department differentiates Bachelor of Arts and Bachelor of Science degrees based on the percent of “liberal arts and sciences” coursework in the overall course of study toward each type of degree. Perhaps there is a similar regulatory distinction in Hawai’i. In New York, professional programs are classified as Bachelor of Science programs even in liberal arts colleges because many professional courses do not meet criteria defining “liberal arts and sciences” courses and because any external credit for professional training by definition does not meet the criteria.
Management, Accounting and other valuable and important fields. But in the current curricular structure, students might have some difficulty completing combinations of courses that would appear, to an outsider, to be the most coherent and targeted combinations.

The structure of the PA curriculum reflects the developmental history of the concentrations - students must complete a standard set of PA courses and then complete a relatively small concentration courses, followed by a capstone seminar or internship. This developmental strategy allows new programs to be initially developed at a modest scale.

**Criminal Justice:** The criminal justice concentration, for example, has evolved as a menu of classes that fulfill a four-course specialization requirement. Three courses come from the concentration list along with PUBA 409: Legal Foundations of Justice Administration. When these are combined with the capstone internship, the student is provided a modest exposure to criminal justice.

However, if this program were structured as a major, a more relevant and coherent set of core courses could be identified that combine disciplines such as public administration, sociology, accounting and law courses. [*Recommendation III.A.1*] Concentrations under the major could be targeted to fields such as law enforcement and corrections. The faculty might also consider whether, with modest adjustments, the accounting concentration might be offered as a concentrated related to forensic accounting. [*Recommendation III.A.2*]

All of this could be initially accomplished without creating any new courses, by re-arranging the courses that are currently available so that students complete a set of courses that are more targeted to criminal justice. The result would be a program with more focus on criminal justice, along with concentrations that are also more focused on particular areas of criminal justice. A 24 credit 8-course core might include the following courses:

- PUBA 305 Managing Criminal Justice Agencies
- PUBA 306 Principles of Public Administration
- PUBA 309 Criminal Law and Procedures
- PUBA 310 Research Methods
- PUBA 341 Statistics for Decision Making
- SOC 434 Criminology
- PUBA 406 Contemporary Problems in Justice Administration

Concentrations could be developed, again using existing courses, in areas such as

- Law Enforcement
- Justice Administration
- Youth and Family Crime and Delinquency
- Corporate and financial crime and forensic accounting

The proximity of UHWO to the police training academy offers a special opportunity for collaboration. For example, in some jurisdictions, candidates for police officer positions
are encouraged to complete a certificate program including courses related to policing. Candidates completing the certificate program are assigned to a shorter initial training program, because they are credited with what they earned in the certificate program. The advantages to the police agencies include:

- There is an additional assessment of candidates – their academic records – that can be considered in the candidate selection process.
- Candidates have improved understanding of what policing involves, so that they are less likely to drop out of training or resign their positions because the job does not turn out to be what they expected.
- If the certificate program includes some skills courses, the candidate is better prepared for aspects of policing that require effective decision making and communication skills.
- There is cost avoidance for the police agency because a segment of initial police officer training is paid for by the student, with the support of the university financial aid system, and the agency is also not paying a salary to the student while the certificate program is completed. Participation costs (salaries of trainees) are a major cost of initial training programs.

A collaborative arrangement with HPD should be considered as a part of the design of the new degree program.

Another collaborative opportunity would involve the joint development of a specialized instructional laboratory between HPD, the Public Administration Division and perhaps the Science faculty. The mission of the laboratory would be to support simulation-based training and education for students in fields related to criminal justice, emergency management and protection management. The instructional laboratory would provide a set of workstations along with large displays. The activities could include:

- Emergency management simulations;
- Training and orientation regarding the emergency management information systems maintained by various agencies;
- Simulations related to science lab exercises for subject areas that cannot be carried out physically – such as experiments with explosives and building collapses; and
- Routine use as an instructional computer lab when not needed for specialized uses.

The benefit of a joint project with HPD is that both UHWO and HPD could make use of the same resource – a resource that each could not develop separately with the same quality and efficiency. To the extent that certain systems and applications would need to have restricted access, this could be designed into the system.

**Disaster Preparedness and Emergency Management:** A similar observation can be made with respect to the Certificate program in Disaster Preparedness and Emergency Management (DPEM). This program, as currently structured, presents the student with two choices - to complete the 6-course certificate, or complete the entire Public
Administration major and apply two of the 6 certificate courses toward the major. This structure may have been a good approach for the early development of the program, but today is a less-than-optimal arrangement for the students.

A major could be constructed, adding a few new courses, to permit the student to complete the current concentration courses along with a selection of other courses including PA courses but also including courses from other disciplines that are relevant. [Recommendation III.A.3] An 8-course core for such a major might include the following:

- PUBA 306 Principles of Public Administration
- PUBA 341 Statistics for Decision Making
- New -- Scientific Foundations of Emergency Management and Response
- PUBA 411 Emergency Management and Disaster Preparedness
- PUBA 414 Public Communication Campaigns
- PUBA 462 Disaster Recovery and Business Continuity
- PUBA 463 Disaster Recovery and Hazard Mitigation
- PUBA 461 Social Dimensions of Disaster Response

Concentrations (constructed from existing courses across the college) could focus on

- Terrorism and Deviance
- Prevention of and Preparation for Disasters
- Management Skills in Emergency Management
- Health Systems and Emergency Management

A related certificate program under consideration by Public Administration involves “Private Security.” A variation on the above concept would be to create a degree program titled “Emergency and Protective Services.” There are several reasons for this suggestion:

- Security is a necessary feature of both private and public organizations and settings, and the delivery of security is accomplished by both private and public organizations. I think that focusing this program only on “private” security is constraining and potentially confusing. Do we mean private settings or private providers?

- Emergency services and security services share the common goal of protecting people and property. This is also a goal shared by fire protection services.

- Organizing the program as a separate major will permit the curriculum to be focus more precisely on the topic of the program, and will permit the concentrations to relate to sub-areas such as security management and emergency management.

This approach would require the development of additional security courses which would be offered as part of a certificate program and as part of a concentration in the major.

**Health Care Administration:** The same basic observation can be made about the health
care administration certificate. Students can either complete the certificate and not satisfy the requirements for a major or a degree, (i.e. take it on a “self-standing” basis) or attempt to compete a degree which requires taking a lot of courses that may not be as relevant to health administration has would be possible if health administration was its own major. [Recommendation III.A.4]

A major could be constructed with the 24-credit core consisting of the seven courses listed for the certificate, requiring both the human resources and the organizational behavior course along with one additional course such as a statistics course. Concentrations could focus on:

- accounting
- emergency management and health care organizations
- management and administration
- marketing

Alternatively, since many of the students coming into this certificate program are students who already have clinical credentials in health care, concentration options would be constructed that are satisfied by the students clinical courses transferred in. This would enhance articulation with associate degree programs in community colleges.

**Impact on the Public Administration Major:** If these programs were to be created, they would impact the PA major by removing some options and student cohorts previously associated with the program. The result would be a more traditional small-college major that concentrates on public management concepts and skills, rather than substantive areas of public policy and administration. [Recommendation III.A.5] In this vein, more traditional concentrations could be developed such as:

- public administration and law
- politics and public administration
- policy analysis and research methods
- accounting (BUSA 310, 312, 414, 416)
- economics and public policy (ECON 300, 301, 302)
- personnel management (PUBA 355, 367, PSY 353)

The core list of courses might also be reviewed to see whether an accounting course might be added, perhaps in place of one of the two communication-oriented courses.

**Accounting:** Students interested in accounting as it is applied to the public sector – a major source of jobs and a major field where accounting is applied - must complete a major in Business, including courses that have nothing to do with public sector accounting and administration.

Public sector accounting is guided by a separate set of standards maintained by GASB - the Governmental Accounting Standards Board. Evolving standards and practices differentiate public sector accounting from conventional financial and business accounting in many important ways. It may be desirable for the faculty to consider
creating an accounting concentration within the Public Administration major that parallels the concentration on the Business major, but that reflects evolving differences between the two fields of practice. [Recommendation III.A.6]

MPA Program: As UHWO evolves as a university, it will become appropriate to consider the development of graduate programs, particularly in professional fields. Given the portfolio of potential undergraduate programs relating to fields of public service, the faculty should consider – in the coming years - the development of a Master of Public Administration Program. [Recommendation III.A.7]

General Studies and the Majors

UHWO is has been authorized to offer lower division courses and accept lower division students. This will mean that UHWO will offer its own general education curriculum based on its own courses, rather than courses completed by transfer students. In fact, the first freshman class of 40 students has already been accepted and began its studies at the beginning of the Fall 2007 semester at space rented in a school in Kapolei.

Creating an entirely new general education curriculum is a wonderful opportunity to shape the university’s academic offerings to meet the needs of the UHWO students. A general education curriculum framework is in place for students who are admitted for Fall 2007. The framework requires students to complete categories of courses relate to skills and liberal arts perspectives.

In the coming years, the faculty will have the opportunity to fill out the offerings within the general education framework.

Sciences: With respect to the Public Administration programs, UHWO faculty might consider developing some courses that fit the general education categories that are articulated with the curriculum of the PA majors and concentrations. [Recommendation III.A.8]

For example, to complete the Science requirements, students are to complete a course in biology, a course in a physical science, and one credit of laboratory. A course might be developed that examines the science foundations of phenomena associated with emergencies and incidents, such as the biology of bloodborne pathogens, the physics of building collapse, the chemistry and physics of explosives, the geology of earthquakes, etc.

Because some of the phenomena to be studied (explosions, building collapses, earthquakes) do not lend themselves to laboratory exercises, some of the laboratory work will need to be simulated. If the laboratory part of the course was to be fully simulated and made available online, it would facilitate the opportunity for students residing in other islands to complete the course. A well-designed online course might also attract students from other campuses of the University of Hawai‘i and perhaps from other colleges and universities.

Another science course in the same model might involve environmental sciences.
B. Alignment of the curriculum with institutional, divisional, and specialization objectives

At a conceptual level, the PA curricula are effectively aligned with institutional, divisional and specialization objectives, and appear to be ready to make steps forward that could improve the institution and the program.

However, effectively implementing such steps going forward, for the PA program and for the college as a whole, will require a level of academic program planning and management that is clearly ongoing with respect to setting of goals and objectives at each level of the campus, but is not as fully developed with respect to academic program planning at the operational level.

A particular area of concern involves the integration of academic program planning, academic resource allocation including faculty line allocation, and faculty space planning.\(^{10}\)

The college mission statement features the goal of becoming a comprehensive university. The campus is anticipated to relocate to a new state-of-the-art complex in O'ahu's "second city" of Kapolei in fall 2009. The University plans to increase enrollment from approximately 521 full-time equivalent students served by 42 full-time instructional faculty members in Fall 2007 to approximately 850 full-time equivalent students and 60 and perhaps as many as 68 instructional faculty members by Fall 2009. This first stage of planning for the new campus envisions almost a doubling of enrollment over a period of several years.

This enrollment estimate is consistent with the middle-series estimate published by the University of Hawai'i.

\(^{10}\) A key WASC accreditation concern has been the sufficiency of full-time faculty for instruction, program governance and development, and student mentoring.
FTE Course Enrollments by Program
Middle Series Projections
University of Hawai‘i – West O‘ahu
Fall 2006 – Fall 2013
Source: U of H Institutional Research MAPS Reports

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2007 2008 2009 2010 2011 2012 2013</td>
</tr>
<tr>
<td>Lower Division</td>
<td>478</td>
<td>549 676 850 929 969 1,030 1,087</td>
</tr>
<tr>
<td>Upper Division</td>
<td>478</td>
<td>67 146 233 296 341 385 417</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>97</td>
<td>120 155 202 226 240 257 274</td>
</tr>
<tr>
<td>Lower Division</td>
<td></td>
<td>23 48 77 98 113 127 138</td>
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<tr>
<td>Upper Division</td>
<td></td>
<td>97 107 125 128 127 130 136</td>
</tr>
<tr>
<td>Humanities</td>
<td>77</td>
<td>83 98 119 128 131 138 144</td>
</tr>
<tr>
<td>Lower Division</td>
<td></td>
<td>6 14 21 27 31 36 38</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td>77 84 98 101 100 102 106</td>
</tr>
<tr>
<td>Public Admin</td>
<td>78</td>
<td>89 108 136 148 153 163 172</td>
</tr>
<tr>
<td>Lower Division</td>
<td></td>
<td>10 21 35 44 50 57 62</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td>78 87 101 104 103 106 110</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>226</td>
<td>257 315 393 427 445 472 497</td>
</tr>
<tr>
<td>Lower Division</td>
<td></td>
<td>28 63 100 127 147 165 179</td>
</tr>
<tr>
<td>Upper Division</td>
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<td>226 252 293 300 298 307 318</td>
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</tbody>
</table>

Substantial enrollment growth is envisioned for each of the academic divisions. Public Administration is envisioned to grow by 74% which is comparable to the overall projected enrollment growth for UHWO of 78%. Business is expected to grow 108%; Humanities by 55% and Social Sciences by 74%.

According to the “Taking Stock” presentation (UHWO website, dated March 17, 2004) the UHWO ratio earlier this decade was described in emergent terms – that the campus was “approaching capacity” in terms of physical and human resources. This was also around the time when the WASC report (2003) stated “After some detailed analysis of data on numbers of faculty, students, and sections, the team determined that the faculty complement is just barely adequate to serve the current student population. The capacity of the institution is fragile in this regard and this needs to be taken into account in any future planning.”
The chart above illustrates the historical problem—and the prospects for improvement. Full-time equivalent students per full-time instructional faculty at UHWO were dramatically out of line during the early years of the current decade, as illustrated in the above chart based on statistics from the UH Office of Institutional Research. While enrollments will increase from 521 FTE students this Fall to approximately 850 during AY 2009-2010, the increase in instructional faculty from 42 to 68 will bring the ratio of students to faculty at UHWO into line with the Manoa campus of the University of Hawaii.

The 60 full-time instructional professorships assumes that UHWO fills all vacant positions and also is budgeted for and fills 8 additional instructional positions that would be requested by the administration. The 8 additional positions are important for two reasons. First, because the numbers of students and faculty are comparatively small relative to the entire University of Hawai‘i system, a difference of 8 professorships can make a big difference. Second and perhaps more important, the development plan for UHWO envisions additional future enrollment growth. It would be best for the University to allocate professorships consistently and gradually, rather than allowing enrollment growth to get far ahead of the growth in professorships.

Enrollment growth is likely to include the Public Administration programs, because the Academic Development Plan (p. 13) states that growth will be concentrated in workforce development areas including professional studies.11

11 The University of Hawai‘i enrollment projection presented in this section of this report also reflects anticipated enrollment growth in Public Administration approximately comparable to the growth envisioned for the campus as a whole.
The above table illustrates the numbers of professors needed (both in the past and in the projected future) for the UHWO campus overall and for the Public Administration Division. The table assumes the past and projected enrollments from the MAPS projections presented earlier, and applies the student/faculty ratio achieved (12.5 FTE students per faculty member) if the plan to increase faculty lines to 68 by Fall 2009 is actualized. The chart extends out to 2013 based on the MAPS projections, and presents the Public Administration Division projections separately.

Note that this analysis presents only full-time instructional faculty. According to MAPS faculty positions reports, the total numbers of professorships at a campus includes non-instructional faculty members and the overall number is generally 25% to 50% more than the number of instructional professorships.

Thus, if enrollment in Public Administration tracks the MAPS projection, the Public Administration Division would need eleven professorships in 2009 and 14 in 2013. The expansion in professorships would not only to match enrollment growth but also catch up with previous under-allocation.

Attention will need to be focused on defining the numbers of professorships needed to support the growth envisioned at UHWO, and on obtaining the resources necessary to

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12 The UHWO administration reported (as summarized at the start of this report) that their enrollment projections and funding and hiring requests for AY 2009 are for 850 full-time-equivalent students and 68 faculty members. This results in a student/faculty ratio of 12.5, which is then applied to the MAPS projection enrollment figures as presented on page 18 of this report, the results are as depicted in the chart.
hire the professors. For the enrollments envisioned in 2013, a student/faculty ratio comparable to other University of Hawai‘i campuses would require something closer to 87 instructional faculty members.\textsuperscript{13}

I recommend that the University of Hawai‘i and UNWO develop a framework for assessment and projection of resource needs, particularly academic resource needs. I could not find documentation of a framework or process that would be needed to define numbers of faculty members overall and numbers of faculty members for the campus overall and for each existing and proposed program.

In the City University of New York, this framework is called the “Instructional Staffing Model.” It defines faculty-to-fulltime-student ratios by discipline (mathematics, art, etc.) and by level (lower undergraduate, upper undergraduate, masters, etc.) The model translates FTE enrollments into recommended numbers of faculty lines. The model is one of several factors that guides the allocation of professorships to campuses. It is also useful in guiding internal campus decisions about assignments of professorships between departments. \[Recommendation \text{III.A.9}\]

C. Alignment of the Curriculum with the Institutional Mission Statement

The institutional mission statement reads as follows: \textit{The mission of the University of Hawai‘i-West O‘ahu is to become a four-year, comprehensive university with an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on State and regional needs. UH West O‘ahu is committed to providing access to residents throughout the State of Hawai‘i through its partnerships with the University of Hawai‘i community colleges and its delivery of distance education programs.}

The Public Administration curricula, and the implementation of the curricula, are consistent with the mission. The curriculum can be enhanced, as described in III.A, to advance the achievement of the mission.

\textsuperscript{13} Based on the Master Plan for the Kapolei Makai site, the initial campus capacity is planned for 1,013 FTE students which would imply a faculty of approximately 81 full-time instructional professors, if student/faculty ratios comparable to other University of Hawai‘i campuses are applied. The second stage would be planned for 1,833 FTE students which would imply a faculty of approximately 147 full-time instructional professors. The precise number of professors would depend on actual enrollments, programs and degrees offered, and the mix of courses and disciplines.
IV. Evaluations of Learning Outcomes

The internal report described three outcome assessment initiatives: the evaluation of the senior projects, the evaluation of critical thinking, and oral presentation evaluations.

A. Alignment with Degree and Institutional Requirements

The institutional learning objectives are in six categories: written communication, oral communication, quantitative and qualitative reasoning, research skills, cultural awareness and creativity. Across all six categories there are thirty objectives.

The Public Administration Division has formally adopted eight learning objectives. Without going into a detailed analysis, a general observation is that the eight divisional objectives address an appropriate subset of the institutional objectives related to public administration. Presumably the other institutional objectives are related to general education program objectives.

B. Alignment with the Institutional Mission Statement

The UHWO mission statement describes several aspirations for the campus:

- UHWO will be a four-year college become a four-year, comprehensive university with an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on State and regional needs.

- In addition, the college will provide access to residents throughout the State of Hawai‘i through its partnerships with the University of Hawai‘i community colleges and its delivery of distance education programs.

The first statement clearly aligns with the goals and activities of the Public Administration Division. The second statement reinforces the Division’s modes of instruction including the distance learning.

C. Assessment of Learning Outcomes

The assessment of many of the institutional learning outcomes needs to organized as a campus-wide initiative, not as an initiative of specific programs. This is because a) different programs focus on different types of objectives, and b) campus-wide assessments permit comparisons between programs and comparisons of student progress over time.

I did not assess how institutional learning outcomes are generally assessed, and I also did not expect that all of the assessment of learning outcomes would be carried out by the Division.

I did assess the three Public Administration outcome assessment initiatives: the
evaluation of the senior projects, the evaluation of critical thinking, and oral presentation evaluations. I offer the following observations:

- There is a formal process of assessing senior projects including blind ratings of projects by several faculty members. The process is a good one, but since only about 10% of the students select the senior project (as opposed to the internship) the process is not extensively used. The faculty might consider a comparable process for reviewing of a written work-product associated with the internship. [Recommendation IV.C.1]

- The evaluation of critical thinking is an excellent process involving the administration of an independently developed written test. The evaluations, which were undertaken in 2001 and 2004, focus on a particular course that deals with critical thinking. The campus might consider applying the test across the curriculum – such as by administering the test to incoming students and to final-semester seniors. There are likely to be important gains in critical thinking associated with the experience of the entire curriculum. [Recommendation IV.C.2]

- The oral presentation evaluations were administered by outside evaluators to a campus-wide sample of students including some seniors in Public Administration. The Public administration students scored an average of 4.4 on a 5-point scale, compared to the campus average of 4.0. Since the campus average was elevated by inclusion of the Public Administration students, the results suggest that the Public Administration program either produces or attracts students with better oral presentation skills. This assessment project is a useful initiative which should be expanded and implemented in a more structured way to permit more precise attribution of curricular effects on this important skill.
V. Evaluations of Assessment Methods

A. Assessment of Instruction for In-Person Classes

In the new faculty and lecturers handbook (p. 26) it states that during each of the first two semesters teaching at UHWO, each faculty member or lecturer is required to obtain at least one peer evaluation for each course by a full-time UHWO faculty member approved by the division chairs. In addition, similar peer reviews are conducted prior to a faculty member being considered for contact renewal and tenure or promotion.

In addition, end-of-course student evaluations are administered to all students for all courses at UHWO. The Public Administration faculty score at a high level (4.5 out of 5 with 5 being highest) and the Public Administration lecturers score almost as high (4 out of 5.)

B. Assessment of Instruction for Distributed Learning Classes

The Internal Evaluation Report states that “all on-line students submit evaluations (anonymously) at the end of each course. In some cases mid-term evaluations are also conducted. All evaluations are turned in by students via a special website directly to the Assessment Office, which compiles the data and shares it with the faculty member who taught the on-line course.”

The faculty might consider developing a standard instrument for peer review of online courses. One advantage for assessment of online courses is that the peer reviewer has access to a practically verbatim transcript of much of the class.
VI. Evaluation of each of the recommendations made in the Internal Report

**Internal Report Recommendation:** There needs to be an increase of resources in terms of full-time instructors and tenure track positions in the BAPA in General Public Administration and Justice Administration.

**Comment:** If enrollment in Public Administration tracks the MAPS projection, the Public Administration Division would need 11 professorships in 2009 and 14 in 2013. The expansion in professorships would not only to match enrollment growth but also catch up with previous under-allocation.

Otherwise, the extent of course coverage and related activities by full-time faculty in Public Administration will decline seriously.

**Internal Report Recommendation:** There should be continued support for sufficient resources to allow BAPA faculty to expand course offerings via the Internet, especially in the delivery of the Certificate in Disaster Preparedness and Emergency Management (DPEM) and also for the Certificate of Health Care Administration (HCA). In spring 2007, the delivery of Internet courses were increased and all indications are that this had resulted in a “win-win” situation for UHWO, the BAPA faculty and students in furthering “work force development” for the State of Hawai‘i.

**Comment:** In it inherent in the mission of UHWO that courses must be offered online so that students from other localities and islands can complete courses of student that are not available locally.

**Internal Report Recommendation:** There should be for the Justice Administration Program in the short-term, at least one core course added to the Justice Administration core requirements dealing with the issue of drugs and the criminal justice system and be titled “Drug Use, Drug Policy and the Criminal Justice System.” The reasoning is that policies and effects of the War on Drugs have had a greatest impact in the U.S. and an understanding of the drug policy is essential to any comprehensive understanding of the current U.S. criminal justice system.

**Comment:** I agree that such a course would be a valuable addition. Another course that might be added could be offered, in part or completely, by science faculty – a course dealing with scientific concepts and principles associated with phenomena encountered by personnel in justice and emergency response professions. Such a course should be integrated into the general studies curriculum.

**Internal Report Recommendation:** In the long-term, when resources become available there should be consideration of offering a “stand-alone” degree in Justice Administration.

**Comment:** I agree that this should be done, but I do not agree that it should be deferred
to the “long term.” Practically all of the courses necessary already exist and are regularly offered. The current arrangement forces students interested in criminal justice to complete courses that are not necessarily the best choices; while more appropriate courses are available in the curriculum and regularly offered.

**Internal Report Recommendation:** Over the next two years (by 2008), the BAPA should adopt a new certificate in Private Security Administration. Private security is one of the fastest growing areas of the broader field of Criminal Justice, and has become increasingly sophisticated in recent years. It is proposed that the certificate will be integrated into the Public and Justice Administration Programs and will consist of fifteen credits of courses in such areas as security systems planning, use of technology, hazard mitigation and coordination with outside law enforcement and other governmental agencies.

**Comment:** I suggest that this program concept be combined with the emergency management certificate, as the basis for a major in “Emergency and Protective Services.” There are several reasons for this suggestion:

- Security is a necessary feature of both private and public organizations and settings, and the delivery of security is accomplished by both private and public organizations. I think that focusing this program only on “private” security is constraining and potentially confusing. Do we mean private settings or private providers?

- Emergency services and security services share the common goal of protecting people and property. This is also a goal shared by fire protection services.

- Organizing the program as a separate major will permit the curriculum to be focus more precisely on the topic of the program, and will permit the concentrations to relate to sub-areas such as security management and emergency management.

**Internal Report Recommendation:** After moving to the new campus and experiencing the expected substantial increase in enrollment, UHWO will need to request the U.H. Board of Regents for permission to plan to create a separate B.A. degree in Justice Administration, apart from the existing BAPA degree. This will require curriculum changes in the BAPA degree as well as with the existing Justice Administration Articulation Agreement with Honolulu Community College. If the enrollment in the Justice Administration specialization continues to increase, UHWO may be able to offer courses in the “split session” format, using the John Jay College of Criminal Justice model. This would allow UHWO to better accommodate those students doing shift work in the law enforcement field. This recommendation is in keeping with present and future plans for the BAPA within the “Hallmarks, Strategies and Required Resources for UH West O‘ahu’s Distributive Education Program Fall 2006 – Fall 2016” (see Appendix J).

**Comment:** At John Jay College, we are moving away from the split-session model toward hybrid online classes. Our experience in New York is that uniformed services members have a degree of flexibility in their schedules that can accommodate part-time college coursework. Since UHWO is serving students from other islands as well, an
emphasis on the hybrid and fully-online approach for some courses may prove to be more practical for more students.

**Internal Report Recommendation:** All future BAPA new hires should have the ability and/or the willingness to obtain sufficient knowledge and skills to offer online courses and/or other types of distributive learning (e.g., HITS, streaming video, in-person delivered off-site). This is especially important to the fully online delivery of the existing certificates in Disaster Preparedness and Emergency Management (DPEM) and Health Care Administration (HCA) as well as the planned Certificate in Private Security Administration.

**Comment:** I agree completely.

**Internal Report Recommendation:** All UHWO graduates should be kept track of with respect to employment, promotions and acceptance to graduate schools after graduating from UHWO.

**Comment:** I agree completely.
VII. Additional recommendations based on the External Review

My additional recommendations appear in the text of the report. I have indexed them here, according to their position in the report outline. I do not explain the recommendations here because they are explained where they appear in the report.

**Recommendation II.B.1:** Additional reinforcement of writing skills should be introduced within the major itself.

**Recommendation II.B.2:** Expand the offering of hybrid classes - where one meeting each week is in the classroom and one is online.

**Recommendation II.B.3:** Encourage or require that all courses have online instructional components to enhance whatever classroom instruction is provided.

**Recommendation III.1:** Consider whether certain degree programs at UHWO, and in particular certain programs under consideration by Public Administration, should offer the Bachelor of Science Degree rather than the Bachelor of Arts degree.

**Recommendation III.A.1:** Develop a Bachelor’s degree program in Criminal Justice.

**Recommendation III.A.2:** Consider including a concentration that introduces students to forensic accounting and financial crime investigation in the Criminal Justice program.

**Recommendation III.A.3:** Develop a Bachelor’s degree program in Disaster Preparedness and Emergency Management, or a program with the alternate title “Emergency and Protective Services” if the program also encompassed security management.

**Recommendation III.A.4:** Develop a Bachelor’s degree program in Health Care Administration.

**Recommendation III.A.5:** Revise the Public Administration curriculum to focus more on traditional content for such a major – policy, politics and management.

**Recommendation III.A.6:** Consider creating an accounting concentration within the Public Administration major that parallels the concentration on the Business major, but that reflects evolving differences between the two fields of practice.

**Recommendation III.A.7:** Consider in the longer term creating a Master of Public Administration Program.

**Recommendation III.A.8:** The Science faculty should consider developing a science course that could fulfill a general studies requirement that examines the science foundations of phenomena associated with emergencies and incidents, such as the biology of bloodborne pathogens, the physics of building collapse, the chemistry and
physics of explosives, the geology of earthquakes, etc.

**Recommendation III.A.9:** Develop a framework for assessment and projection of resource needs, particularly academic resource needs. I could not find documentation of a framework or process that would be needed to define numbers of faculty members overall and numbers of faculty members for the campus overall and for each existing and proposed program.

**Recommendation IV.C.1:** Consider developing a structured writing project assessment for the internship course, comparable to the process for reviewing of a written work-product associated with the capstone seminar.

**Recommendation IV.C.2:** Consider expanding the critical thinking assessment that is applied currently in one Public Administration course to apply across the program and perhaps across the entire curriculum of UHWO.

**Recommendation V.B.1:** The faculty might consider developing a standard instrument for peer review of online courses.
VI. Conclusion

The faculty and administration, with the support of the University of Hawai‘i and technical consultants, are planning and implementing changes that will define the character of the University, and its role in West O‘ahu and in the State of Hawai‘i, for many decades into the future. It is indeed an exciting time to have the opportunity to confer with the administration, faculty and students of UHWO.

While I make numerous observations and recommendations in this report, there are several major areas of opportunity and concern.

Professorships

In Section III.B of this report, I review the implications of the growth plan for UHWO which is jointly envisioned by the University of Hawai‘i and the administration and faculty of UHWO. According to the UHWO administration, the total number of faculty members is envisioned to grow from 42 in Fall 2007 to 68 in Fall 2009 – a 62% increase in faculty to provide instruction in response to a 63% increase in students.

The above table illustrates the numbers of professors needed (both in the past and in the projected future) for the UHWO campus overall and for the Public Administration Division. The table assumes the past and projected enrollments from the MAPS projections presented earlier, and applies the student/faculty ratio achieved (12.5 FTE students per faculty member) if the plan to increase faculty lines to 68 by Fall 2009 is
actualized. The chart extends out to 2013 based on the MAPS projections, and presents the Public Administration Division projections separately.

Note that this analysis presents only full-time instructional faculty. According to MAPS faculty positions reports, the total numbers of professorships at a campus includes non-instructional faculty members and the overall number is generally 25% to 50% more than the number of instructional professorships.

Thus, if enrollment in Public Administration tracks the MAPS projection, the Public Administration Division would need eleven professorships in 2009 and 14 in 2013. The expansion in professorships would not only to match enrollment growth but also catch up with previous under-allocation.

Attention will need to be focused on defining the numbers of professorships needed to support the growth envisioned at UHWO, and on obtaining the resources necessary to hire the professors.

Public Administration Programs

While the Public Administration faculty and courses are excellent, a major weakness in the Public Administration Programs at UHWO results from the curricular configuration. UHWO offers an exciting set of courses in Public Administration, Health Administration, Justice Administration, Emergency Management, Accounting and other valuable and important fields. But in the current curricular structure, students may have some difficulty completing combinations of courses that would appear, to an outsider, to be the most coherent and targeted combinations.

These structural limitations in the curriculum actually diminish the value to students of the overall portfolio of courses offered by the faculty at UHWO. In order to take courses that students need and want for their academic and professional aspirations, students have to take courses that they do not necessary need or want.

The program faculty members are aware of this concern, as reflected in the findings and recommendations of the Internal Report. The structural limitations can be understood as logical steps in a program development process. The Public Administration Program serves as an incubator for programs of study that, with time, will develop sufficient enrollment scale to be reconfigured to stand independently.

I therefore support the initiatives of the Public Administration faculty to develop some new degree programs and certificate programs that reflect more precisely the interests and needs of current and future students. I also encourage the development of yet additional programs, particularly when most of the necessary courses already exist, and the value of the new curricula is to permit students to take better combinations of

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14 The UHWO administration reported (as summarized at the start of this report) that their enrollment projections and funding and hiring requests for AY 2009 are for 850 full-time-equivalent students and 68 faculty members. This results in a student/faculty ratio of 12.5, which is then applied to the MAPS projection enrollment figures as presented on page 18 of this report, the results are as depicted in the chart.
available courses.

An additional advantage of structuring these programs as separate degree programs is that the students can benefit from a well-planned curriculum, sequenced over time and level of instruction to include integration with a general education program.

Obviously the possibility of insufficiency of professorships is an important issue. But even if enrollments and professorships were to be frozen today, I would recommend the development of a set of new academic programs related to Public Administration. I encountered what I find to be unusual conditions: practically all of the courses needed for each of the new programs already exist and are regularly offered. Establishment of new degree programs, even if new courses were not developed and offered, would at least permit students to select among more appropriate sets of existing courses for their academic objectives.

By the time that the new UHWO campus becomes a reality, I hope that the University of Hawai‘i and the UHWO leadership will have succeeded in acquiring the faculty resources necessary to offer the entire UHWO curriculum with a level of full-time faculty instruction and engagement that is comparable to the other campuses of the University of Hawai‘i.