TO: Reed Dasenbrock  
Vice Chancellor for Academic Affairs  
FROM: Richard Dubanoski  
Dean  
DATE: September 19, 2011  
SUBJECT: Action Plan for Chancellor’s Three Priorities  

A. Retention and Graduation Rates – Undergraduates  
The College of Social Sciences (CSS) has the largest number of undergraduate majors, with a five-year average of 2,053; awards the largest number of undergraduate degrees, with a five-year average of 594; and has the highest student semester hours, 76,916 (AY 2009-10). Additionally, CSS is one of the two colleges with a time to complete a bachelor's degree of less than 5.1 years (i.e., 5.06 years), and this can be compared to the average UH- Mānoa rate of 5.25 years.  

The following bulleted items reflect both long-standing commitments and new initiatives of the College and its units to provide an excellent undergraduate education, and to enhance undergraduate retention and improve graduation rates.  

1. Commitment to Liberal Education  
   • An initiative to revitalize undergraduate education  
   • Based on Liberal Education and America’s Promise (LEAP)  
   • Hired an overall coordinator for this initiative  
   • Hired a coordinator for civic engagement  
   • Assessment will be an important part of this initiative  

2. Street Science (SOCS 150)  
   • A new (fall 2011) lower division course focused on critical thinking  
   • Meets the General Education requirement, Foundation Symbolic Reasoning (FS)  
   • Multidisciplinary approach  
   • Offers a high degree of student engagement
3. **Faculty Development Workshops on High Impact Teaching Practices**  
   *Sessions this academic year will focus on:*
   - Active Learning
   - Civic Engagement
   - Creative and Critical Thinking
   - Undergraduate Research

4. **Developing/Revitalizing Undergraduate Certificates**
   - Alternative Futures
   - Disaster Management and Humanitarian Assistance
   - Environmental Planning
   - Geographic Information Systems (GIS)
   - Globalization
   - Health and Health Disparity
   - Peace Studies
   - Public Affairs
   - Race and Ethnic Relations

5. **Improvement of Classroom Environment**
   - Non-recurring and recurring monies were used to improve classroom and laboratory environments, and to update and replace equipment

6. **Department/Program Initiatives**
   - Add graduate assistants to lead discussion sections for courses with “high” failure-to-progress rate (e.g., Anthro, Ethnic Studies, and Psych)
   - Provide dedicated academic advising (e.g., Econ, Peace Studies, Psych, Soc)
   - Established undergraduate mentoring program for majors and minors (Anthro)
   - Active undergraduate clubs (e.g., Econ, Psych)
   - Undergraduate research program (e.g., Geog, Psych)
   - Women’s Studies will submit a proposal to become a department, and they are also developing a plan to implement a more focused capstone experience to enhance undergraduate education
   - Adjusted minimum grade point averages within the major to be in line with requirements at the campus level (e.g., Com, Ethnic Studies, Psych)
   - Involve undergraduates in departmental decision making (e.g., Poli Sci)
   - Restructured curriculum to attract more majors (e.g., Com, Geog)
   - Develop undergraduate internship programs (e.g., Geog, Poli Sci)
   - Create an undergraduate committee (e.g., Poli Sci)
   - The Department of Geography was identified as one of only two undergraduate units on campus that is graduating its majors in an average of ≤ 4.5 years.
   - Revise advising process (e.g., Poli Sci)
• Revamp department websites (e.g., Econ, Geog, Matsunaga Institute for Peace and Conflict Resolution [MipCR], Poli Sci, Psych)
• Increase Outreach/extension listings, to provide maximum course offerings and facilitate timely student graduation (e.g., MipCR, Psych, Soc, etc.)

B. Native Hawaiian Advancement

The College of Social Sciences is committed to providing an excellent educational environment for the advancement of Native Hawaiians. Within our College we offer over 30 courses that include ‘Hawaii’ in their titles, for example Hawaiian Archaeology (ANTH 464), The Economy of Hawaii (ECON 311), Hawaiians (ES 221), Geography of Hawaii (GEOG 368), Hawaii Politics (POLS 301), Planning in Hawaii and the Pacific Islands (PLAN 632), Racism and Ethnicity in Hawaii (SOC 456), and Pacific/Asian Women in Hawaii (WS 360), etc. Additionally, many other courses offered in the College include a significant Hawaiian component in their curriculum, such as Culture and Conflict Resolution (PACE 477) and Ho‘oponopono as Peacemaking (a section of PACE 485). The College has one of the largest populations of Native Hawaiian undergraduate majors, and this increased by over 28% between fall 2009 and fall 2010, i.e., from 201 to 258 students (including Pre-Psychology). This growth rate can be compared to about 9% over the same time period for the Hawai‘inuiākea School of Hawaiian Knowledge (157 in fall 2009 to 171 in fall 2010). In terms of undergraduate degrees earned by Native Hawaiians in fall 2009 and spring 2010, two of the top majors were in CSS. These include the School of Communications with 19 degrees awarded (13 Communications and 6 Journalism), and the Department of Sociology with 15 degrees – the other top departments on campus were English (19) and Hawaiian Studies (19). The College will continue to be informed by recent findings that Native Hawaiian college completers were significantly more likely than non-completers if engaged with their peers, and engaged with faculty (Matsumoto, 2010 – Ed.D., USC).

At the graduate level the College has 60 Native Hawaiian students (fall 2010), with 35 master’s students (including certificate programs), and 25 doctoral students. These figures reflect about 39% and 46% respectively of the Arts & Sciences population of Native Hawaiian graduate students. The Department of Political Science has made a concerted effort over the last few years to expand their graduate program in Indigenous Politics with special attention given to Hawaiian politics and culture. This has resulted in the largest population of Native Hawaiian graduate students in the Arts & Sciences, with 6 MA students and 11 PhD students (fall 2010).

Other initiatives within the College that will lead to the continued advancement of Native Hawaiians at UH-Mānoa include:

• We will continue to maintain our goal of hiring and retaining excellent Native Hawaiian faculty
  o At present, there are six Native Hawaiian faculty in the Social Sciences
• Maintain our efforts to have Native Hawaiians major in the Social Sciences. For example, seven of nine departments in the College experienced growth rates of 8 to 60% in enrollment of Native Hawaiian undergraduate majors between fall 2009 and fall 2010.

• There is a new segment on the CSS website that features a Hawaiian student discussing the importance of studying Hawaiian culture [www.socialsciences.hawaii.edu/index.html]

• We will continue to foster the development of new programs/courses related to Hawaiian issues, for example:
  o The recently developed MA track in Applied Archaeology with a focus on Hawaii, Oceania, and Asia attracts and graduates Native Hawaiian students on a regular basis (Anthro)
  o Indigenous governance initiative with partner institutions in Canada and New Zealand (Poli Sci)
  o UH@Sea is a three-week research field course on the Hawaiian archipelago (Geog)
  o Proposed a cluster hire in indigenous human resource economics, but this was not approved (Econ)

• Economics offers an award to meritorious undergraduate students of Hawaiian ancestry, and in Geography they offer the Abraham Pi‘iani’a Graduate Scholarship for Hawaiian students.

• A number of Native Hawaiian graduates from the College have made important contributions to the University. For example, Dr. Carlos Andrade is the Head of the Hawaiian Studies Program (Ph.D., Geog), Dr. Kapa Oliveira is the Head of the Hawaiian Language Program (Ph.D., Geog), Konia Freitas is an Assistant Specialist, Hawai‘inuiākea School of Hawaiian Knowledge (URP), and Keawe Kaholokula (Psych) is Chair of the Native Hawaiian Health Department at JABSOM. A sampling of other Native Hawaiian graduates from the College that have made important contributions to the State include: Leonara Pumehana D. Kaiaokamaile, Planner, County of Kauai, Mark Kawika McKeague, Senior Manager, Kamehameha Schools, Andrew Choy, Research Analyst, Office of Hawaiian Affairs, Kamuela Enos, Director of Social Enterprise, MA‘O Farms, Commissioner, White House Initiative on Asian Americans and Pacific Islanders, etc.

• Faculty participate in Hawaiian Studies Grant (e.g., Geog), and Urban and Regional Planning have an $400K extramural grant entitled “Kauhale: Wai‘anae’s Youth Education and Entrepreneurial Initiative” and another entitled “The Study of Disparate Treatment of Native Hawaiians in the Criminal Justice System”

• Award for video on Native Hawaiian independence and the Akaka Bill

• The Matsunaga Institute and its graduate students provide facilitation services to programs sponsored by the Hawai‘inuiākea School of Hawaiian Knowledge
C. Quality of Graduate Education

The College has the second largest number of graduate students at UH-Mānoa, with a 5-year average of 757, and we annually graduate 156 students (5-year average). The goal of the College and its graduate degree-granting units is to provide an excellent academic environment for M.A. and Ph.D. students.

To facilitate a quality graduate education the College and units have pursued the following initiatives:

- With 23 new hires in the College in the fall of 2011 many of the units have been able to address disciplinary shifts and to expand in critical areas of high graduate student demand
- Increased the number of graduate assistantships above the 64 state-funded assistantships to over 81, using college and department funds, and grants and contracts
- Over the last few years several units have revised their curriculum in order to reduce time to degree completion (e.g., Econ, Geog, Poli Sci)
- Units, with Ph.D. programs that have been identified as being too large for their faculty size, have initiated a process to reduce their enrollment of incoming students and thereby selecting only the top candidates (e.g., Anthro, Geog, Poli Sci)
- Most units actively encourage and provide teaching opportunities via lectureships for their Ph.D. students through summer session and Outreach extension courses
- Economics has developed and funded an extremely successful 2-week “Math Cram Course” for incoming graduate students to get them up to speed before enrolling in the department’s core courses
- Return of overhead funds to the College and department funds are being used to support graduate travel to national conferences to present their research works
- Monthly social events have been organized to encourage cross-disciplinary connectedness among graduate students and faculty within the College
- We will offer workshops to graduate students on high-impact teaching practices
- Several units have started to focus graduate education on fewer subfields (e.g., Econ, Pysch)
- Create or maintain a graduate student association (e.g., Poli Sci, Psych, Soc)
- Mandatory progress reports (e.g., MipCR, Poli Sci, Psych, Soc)
- New weekend workshops to prepare students for the required assessment in conflict resolution skills (MipCR)
- Exit interviews for graduating M.A. and Ph.D. students (e.g., Poli Sci, URP)
- Reorganizing Public Administration, Public Policy Center, and the Matsunaga Institute for Peace and Conflict Resolution into a Department of Public Affairs
- Most units have revamped and revitalized their websites, and several have produced publications to attract graduate students. For example, on the Department of Economics Graduate Program website they have recently created a “Job Placements”
link [www.economics.hawaii.edu/grad/#jobs] that shows almost all of the initial placements of their Ph.D. students who received degrees from 2004-09.

- Develop new graduate certificate programs (e.g., PubAdmin, URP)
- Accredited programs: Clinical Psychology and Urban and Regional Planning
- The Matsunaga Institute’s Graduate Certificate in Conflict Resolution was successfully converted from provisional to established status; it can be completed by itself or in conjunction with another graduate degree, offering students from across the University the opportunity to enhance their qualifications and learn the skills of negotiation, mediation, and facilitation
- Urban and Regional Planning’s Disaster Management and Humanitarian Assistance (DMHA) certificate has grown to 39 students, and they have observed a significant increase in number of applications, matriculation and quality of students
- High ratio of graduate student applications and admissions (e.g., Anthro, Psych)
- Gainful employment after graduation, for example, Econ has trained economists and policy makers who are in leadership positions throughout the Pacific Rim; students who completed the Graduate Certificate in Conflict Resolution have obtained positions with the United Nations and other international agencies. Governor Neil Abercrombie and Congresswoman Colleen Hanabusa received MA degrees in Sociology