Step 3: Second Level Unit Review and Ranking (Deans/Directors/Department Heads)

Using the program review results posted on the Prioritization Process webpage, please complete the below information and submit to ovcafo@hawaii.edu as a word doc or pdf file by March 15, 2009. Please ensure the e-mail subject heading reflects the Department/School/College name followed by “Second Level Review.” For example: SOEST – Second Level Review.

Department/School/College: ____Myron B. Thompson, School of Social Work __________________________

The department would fall under which of the following Vice Chancellor’s offices?

___X__ Academic Affairs
______ Research and Graduate Education
______ Student Services
______ Administration, Finance, and Operations

Advisory Committee Members (list names and titles):

School of Social Work Advisory Team (SSWAT)

Ann Alvarez – Associate Professor
Nathan Chang – Jr. Specialist
Keith Fujikawa – Administrative Officer
Joclyn Graessle – Jr. Specialist
Peter Mataira – Assistant Professor
Ronald Matayoshi – Asst. Specialist
Jon Matsuoka – Dean
Hamilton McCubbin– Professor
Crystal Mills – Professor
Paula Morelli – Associate Professor
Mari Ono – Jr. Specialist
Administrative Unit (e.g. College) Prioritization Summary

This form is to be used to provide a summary of program priorities within an administrative unit (e.g. college). Please list each program identified in the Summary Matrix forms and Optional Guides in a priority category. This Prioritization Summary form should be forwarded, along with all self-review materials, to ovcafo@hawaii.edu for posting on the Prioritization Process webpage by March 15th for the next level of review to take place.

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<th>New/In Transition</th>
<th>Target for Growth or Investment</th>
<th>Maintenance</th>
<th>Reorganize/Restructure/Merge/Consolidate</th>
<th>Reduce in Size or Scope</th>
<th>Phase Out Close Eliminate</th>
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Brief Summary (no more than 2 pages)
Please include a brief narrative with an overview of the rationale for placement of the components on the Prioritization Summary form and any supportive or explanatory text or data that will assist higher levels of review in determining the relative priority of each program. You may wish to comment on the program self-reviews.

In accordance with UH Manoa’s Strategic Plan and the WASC Institutional Proposal, the faculty at the Myron B. Thompson School of Social Work have been involved in a two-year process to determine ways to actualize the concept of a Hawaiian Place of Learning. We have established a Kupuna Council comprised of prominent Hawaiian elders that serves in an advisory capacity on matters regarding the indigenization of our School’s goals and direction, and program planning and development. An indigenous task force comprised of faculty was formed to define indigenization and propose related activities.
We have vigorously sought and established strong working relationships with Hawaiian agencies including the Office of Hawaiian Affairs, Kamehameha Schools, the Queen Lili`uokalani Children’s Center, and Papa Ola Lokahi Native Hawaiian Health. These partnerships have strengthened the bond between the public and private sectors. In December, 2009 the School was officially named after Myron B. Thompson who was one of our most esteemed and accomplished graduates.

The School is consistently rated in the top third tier nationally by U.S. News and World Report, and more recently in an issue of the Journal of Social Work Education. Our faculty members are accomplished and award winning educators, scholars, and practitioners. We are particularly renowned for our ethnically diverse personnel and student body, our emphasis on Native Hawaiian and indigenous social work, and our focus and expertise on social issues relevant to the Pacific/Asian Region.

Compared to the general population in Hawai`i, Native Hawaiians are consistently overrepresented in the criminal justice, child welfare, mental health and health systems. We view these social problems as the *kuleana* of social work. Clearly stated in our School’s Mission Statement is the phrase: “it is the goal of the School to increase comprehension of the ways in which social policy, social work practice, and research can be improved through an understanding of Native Hawaiian, other Pacific Islander and Asian cultures in our communities, state, and the Pacific Region.”

In accordance with the UHM Strategic Plan, the School has positioned itself as a leader in international social work. We have established strong and viable relationships with institutions throughout the Pacific/Asian Region. For example, through contractual agreements, the Univer Foundation subsidizes the travel of Japanese social work student cohorts for an annual Hawai`i immersion experience; the Consuelo Foundation sponsors our graduate students who choose to have their practicum in the Philippines; and we are currently preparing a training program for top administrators at China’s Ministry of Civil Affairs.

The School received international acclaim when it hosted the 2006 conference entitled, "Indigenous Voices in Social Work: Not Lost in Translation." Indigenous educators and practitioners from Canada, America, Fiji, Papua New Guinea, Samoa, Aotearoa, Australia, Guam and Micronesia were in attendance.

Consistent with the social responsibilities of a land-grant institution, the School is committed to addressing local needs and sustaining the local work force. As the only accredited master of social work (MSW) program in Hawai`i and the Pacific Region, the School is essential to the sustainability of professional social work.

We are also charged with producing more social workers to address the severe shortage of social workers in Hawai`i, especially on the neighbor islands and in rural O`ahu regions like the Wai`anae Coast. The critical shortage of social workers inspired Senator Daniel Inouye to co-sponsor a bill called the Social Work Reinvestment Act that intends to address the shortage in Hawai`i as well as nationally. Social work was also identified as one of five shortage areas state-wide in the UH System Strategic Outcomes and Performance Measures authored by the Office of the Vice President for Academic Planning and Policy (March 2008). President David McClain in his 2008 convocation address stated that UH is committed to increasing its production of social work graduates by 30-40 percent by 2015 to deal with the shortage.

In an effort to be responsive to the need, the State Legislature provided an appropriation to establish a Distance Education Program that offers the MSW program to every neighbor island community. All of our degree programs -- bachelors, masters, and Ph.D. -- have grown recently and interest in these programs remains high. Programmatic growth is only limited by the size of the faculty and the School’s capacity to manage more students.

Relatively recent efforts to expand the funded research enterprise have led to the establishment of a Center for Training and Evaluation Research of the Pacific (CTERP), Ha Kupuna or Center for Native Hawaiian Elderly, and an expansion of our Federal Title IVE Training Academy that conducts evaluation research. These entities have promoted research applications and entrepreneurship that have enabled us to extend employment opportunities to faculty and graduate students. Each enterprise is directly related to
community issues in terms of assessing needs, quality control and program improvement, and developing organizational capacity. Thus, we have found specialized niche markets where there is a high demand for services. Of the approximately 50 faculty at the School, over half are supported by research or training programs that rely on extramural funding.

**Proposed Cost-Savings**

As mentioned, the School’s expansion occurred largely because of its success in acquiring federal, state, and private funding for research and training programs. Over 96% of our University Allocated Budget including general funds and tuition returns are used to support faculty and staff. Thus, we are an extremely “lean” School with a minimal administrative structure and without duplication or room for reduction. At the same time, we are bound by Council on Social Work Education Accreditation standards that require us to meet certain minimum program requirements in order to remain viable. Compared to other comparably sized professional schools at UH, the MBT School of Social Work is the least expensive program with a cost per credit hour of $270.66.

In order to be prepared for the pending budget cuts, we formed an Ad Hoc Budget Committee last year to assess programs and make recommendations to reduce expenditures.

As a result, the following school-based budget reduction efforts are already underway:

- Raise enrollment caps on undergraduate and graduate courses to reduce the number of sections and save on the cost of lecturers;
- Recommend that junior specialists teach one course without compensation, reducing the need to hire lecturers;
- Recommend that soft-money project specialists teach courses as a part of their position requirements;
- Require the use of Laulima for all teaching faculty to reduce the amount of paper and supplies, and reduce energy costs by closing the computer lab during low use periods;
- Move all elective courses to Outreach College unless they can be funded through internal sources;
- Consolidate three clerical/secretarial positions that were formerly assigned to our bachelors, masters, and doctoral programs into one APT position to provide administrative support to all three programs; and
- Recommend the revision of our curriculum in order to reduce the number of required courses and refine our focus to areas that are consistent with School’s mission and direction.
Definitions/Examples:

New or In Transition (Need to re-evaluate later)
- The program was established within the past three (3) years and is seen to be needed.
- Establishment of the program was based on demonstrated need and it appears to be meeting the need.

Target for Growth and Investment
- Need for the program is increasing due to regulatory issues, growth of unit(s) being supported, or for other articulated reasons.
- The program has received state/regional/national recognition for services.
- The program is an integral part of the University mission.

Maintain As Is
- Demand for the program/unit has been relatively constant; program able to meet objectives.
- The program is an integral part of the University mission.
- Similar services are otherwise unavailable, or inferior.

Reorganize, Restructure, Merge, or Consolidate
- The program offers services that are not necessary to the University, or that duplicate those of one or more other units.
- Program could be more efficiently delivered in concert with other programs or by reorganizing delivery in new ways.

Reduce in Size or Scope
- Program could meet most needs even if reduced in size or scope.
- Program is not fully subscribed.

Phase Out, Close, or Eliminate
- Demand for program is low or declining at a rapid pace.
- Services are not essential to the central mission of the University.
- Activity or services provided by the unit are inconsistent with the future direction of the University.