The Program Review of the College of Social Sciences
University of Hawai‘i, Mānoa
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I. Introduction

Flagship University Education for the Emerging American Majority

Like any public flagship university, the University of Hawai‘i Mānoa (UHM) places excellence in research and graduate education at the core of its mission. It, however, serves an undergraduate student population unlike that of any other flagship university. It has one of the only majority minority undergraduate student populations at a flagship university. It has a high proportion of Pell-eligible students and large numbers of first generation and non-traditional students. When the UHM successfully delivers a flagship quality education to its students, it transforms their lives and transforms our society. As American society becomes more ethnically diverse and more inequitable, everyone’s student populations are going to look more like UHM’s students of today. This provides the UHM with an extraordinary opportunity to become a national leader in delivering a flagship university education for the emerging American majority.

This mission can be achieved only if all units focus intently on student success initiatives that lead to the retention and timely graduation of greater numbers of students from underserved communities. It also means building research excellence in areas that speak to the communities that the university serves.

The College of Social Sciences (CSS) at UHM plays a major role in advancing this mission. As one of the four colleges of Arts and Sciences, it has been a critical participant in the university-wide efforts that have dramatically improved four, five, and six-year graduation rates at UHM. Many units have also embraced the university-wide effort to focus on developing research excellence and distinctive foci in graduate education in the study of Native Hawaiians, indigenous communities, and the Asia-Pacific region.

Despite the significant challenges the university and college face in an increasingly difficult budgetary environment, we are impressed by how much has been achieved by the College in pursuit of this mission. Extraordinary opportunities have also been made available to the faculty, staff and students of the CSS to become even more prominent leaders in discerning how best to deliver flagship excellence to increasingly diverse student populations.

Campus Context and Considerations

The review committee was taken aback by the directness of critiques directed to the campus in the 2009 review. That assessment pointed to pervasive problems at university and campus
levels in need of solutions that would resolve some of the challenges faced by CSS. Our assessment of university and campus leadership decisions and actions, unfortunately, aligns with the 2009 review. Little seems to have changed. However, we have consciously chosen not to investigate, describe, and emphasize problems at the campus level, because focusing on these issues would largely involve reiteration of critiques that emerged in the 2009 report.

We fully understand that higher education has gone through unprecedented changes that began with the recession in 2002, and accelerated with the major recession in 2008 (this includes our own institutions). However, leadership at the campus level does not appear to have responded to the critiques from the 2009 CSS report. We recognize that critiques of the campus were not the charge of the CSS external review committee, either in 2009 or in 2016. However, we urge the President of the University of Hawai‘i to attend to issues raised in the 2009 report. Stable leadership of the flagship should be his highest priority, and should be relatively easy to accomplish. After that, a cogent vision of the system that reduces redundancy and clearly articulates the roles and responsibilities of each campus in the system is necessary. We are impressed at the richness of the UH System, including community colleges. However, it is clear that there is considerable confusion about missions, roles, and responsibilities and this urgently needs to be addressed. The University System owes this to the state taxpayers, the legislature, and as the campuses become ever-more dependent on undergraduate tuition, to its students. Although such changes will lead to short-term anxieties, uncertainty, and criticisms, hard decisions will yield a stronger long-run solution with pervasive benefits to the state and nation.

There are also “low hanging fruits” that can be accessed. For example, renaming the Mānoa campus UH Honolulu (or simply University of Hawai‘i) would instantly and substantially increase its international profile, given that Honolulu has major international “brand” recognition, while “Mānoa” is virtually unknown outside the state. UH Hilo and West Oahu appear to be properly “branded” as baccalaureate institutions. Ironically, the place name “West Oahu” probably has greater international recognition than “Mānoa”. Finally, the system should be highly attentive to roles and missions of the Mānoa and West Oahu campuses to avoid redundancy and replication, and frankly, waste of state funding for education.

In this context, it should be noted that both departments and deans noted a lack of transparency on the search for a regularized chancellor for the campus. This will be a critically important search for UHM. The review committee recommends a scholar who is already
invested in the university, given deeply local issues that impact many aspects of functioning of
the campus. The President needs to be highly supportive of the new Chancellor, and willing to
partner across a wide range of scales (from department to system) to advance the mission of the
university and campus.

College Structure

While not necessarily part of our charge, the review team suggests a serious consideration of
college structure. Specifically, there may be significant advantages to a large college of arts and
sciences by linking existing arts and sciences colleges more closely. This idea emerged from a
concern that departments with potentially very close ties to natural sciences (physical
anthropology, geospatial, environmental geography, and psychology) and quantitatively oriented
disciplines (economics) may not be visible to students matriculating in other colleges with
potential interests in CSS areas. If a restructuring cannot be considered, unseen barriers to
student interests in these areas should be exposed and diminished. While the deans are all
collaborative and work to common goals, small college structure may not be serving any of them
well.

In any case, a number of advantages to a larger and broader college of arts and sciences can be
identified. Advantages include:

- A larger college structure facilitates strategic and rapid resource reallocations, including
  faculty positions, graduate research funding, and indirect costs from research overhead.
- Other campus units may be larger and may be more heavily subsidized than colleges that
  compose arts and sciences. A larger college can provide opportunities for greater
  transparency and strategic decisions about subsidies across the campus.
- The current structure seems to be very administratively heavy.
- It is not clear that the Arts and Sciences deans’ offices include functionally oriented
  assistant and associate deans. Examples could include associate deans for research and
  undergraduate education. These positions may not be justifiable in the current small
  college structure because the volume of work and scope of work would be limited.
  However, a larger college could support these positions effectively.
- Large colleges are resilient because of a larger budget and the potential for reallocations
  on a short time scale. In the current system, reallocations have to be limited in scope, and
areas where hiring is difficult are vulnerable.

- A number of departments in CSS are heavily quantitative (Economics, Geography, Urban and Regional Planning, possibly Psychology and Sociology) or engaged in research and teaching that aligns well with biosciences (Geography, Anthropology, Psychology). These fields may not be perceived by students in the College of Natural Sciences. Similarly, qualitatively-oriented units (Ethnic Studies and Women’s Studies) may not be perceived by students in the Arts and Humanities and Languages, Linguistics and Literature colleges.

- Our understanding is that a new, activity based budget will change budgets based mainly on enrollment changes, which in any given year, are likely to be fairly small. This means that college size is a key factor in allocations. For CSS, an enrollment-based model with an enrollment increase will likely produce a budget change on the order of hundreds of thousands of dollars. In contrast, enrollment increases based on a larger college could conceivably result in changes on the order of millions of dollars, offering opportunities for significant strategic investments.

- Bigger grants could be a result of interactions across a larger college.

- Greater size would provide more choices about ICR distributions for strategic investments.

- A larger salary pool would provide capacity for larger raises.

- Greater coordination limits redundancy in hires.

- “Schools” can be formed in a large college for departments that share academic interests. Such entities are particularly effective in increasing grant funding.
II. Highlights from CSS

Even with the concerns discussed above, we compliment Dean Konan, the faculty, staff, and students of CSS on the advancements and innovation they have accomplished under difficult funding and leadership situations. We highlight the following innovations and advancements of CSS.

**Creation of Advising, Civic and Community Engagement in the Social Sciences (ACCESS)**

This is a well-timed investment, given campus efforts at student retention. The issue of student retention is important from a number of perspectives, but primarily in gauging how effective the university is at educating students. This metric is also used, rightly or wrongly, in published assessments of university “quality” (e.g., *US News* rankings), so efforts to improve student retention rates will help the college and campus in numerous ways.

Because ACCESS is relatively new, it will be important to adapt quickly to unanticipated opportunities and problems. A common area of difficulty is adviser turnover, so we recommend practices and mechanisms to limit turnover and its consequences. For example, co-locating multiple advisers and training advisers across disciplines means that students need not be tied to a single adviser. A primary complaint of advising is that students develop a relationship and then the adviser departs. Co-locating and cross-training of advisors and staff will help limit these sorts of problems in the future.

**Development of the Daniel K. Inouye Institute and Possible School**

Programs developed in collaboration with partner institutions such as the Library of Congress and the Daniel K. Inouye Institute (DKI) provide opportunities for students to creatively explore critical national issues, facilitate student led events to raise awareness, and collaborate with community leaders and faculty to conduct academic research. In addition, the collaborative efforts play a centric role in establishing student-led organizations such as the DKI Leaders in Action, Social Leaders at Mānoa, and the CSS Ambassadors program which are led by student networks to bring positive changes on campus and build leadership.

The Dean’s vision to combine units (Urban and Regional Planning, Public Administration, and Public Policy Center/Matsunaga Institute for Peace & Conflict Resolution) into a School of Public Affairs is an outstanding idea and would create a highly visible unit within the College. Several distinct elements of the Dean’s vision will assist in making the new School a visible
player in the field of Public Affairs:

1. The units being combined. Most schools of public affairs are a combination of public administration, political science, and public policy. Few (Price School at University of Southern California is a notable exception, although it is a School of Public Policy) include community and regional emphasis within the School of Public Affairs or peace and conflict resolution. Given the environment (land use and environmental concerns), culture, and practices of Hawai‘i, the combining of public administration, policy, peace, and planning would be powerful and provide the School with an important competitive advantage and distinct voice. The School would also bring together already successful units and enjoy the synergies that can be generated.

2. The legacy of the late Senator Daniel K. Inouye as a known and respected public leader will open doors, bring attention, and assist with raising funds.

3. The School would be in a position to train “global leaders”. The School would sit at the crossroads between East and West and could offer valuable leadership development that pays attention to the traditions, practices, and norms of leadership across cultures. This unique understanding can capture and heighten our awareness of what it means to be a “global leader”.

4. The existing high level of community engagement with the units that would become part of the School; highlight how a School could become an education source, beyond traditional degrees, to all of Hawai‘i. Numerous opportunities to train public (at local and state) employees and nonprofit employees exist. We recommend looking at and building upon the model at UNC School of Government, which focuses on training state employees. In addition to providing new recruitment opportunities, this type of model also fits well with the outstanding applied work of the faculty.

External Funding Success (Social Science Research Institute and the Public Policy Center)

Departments have significantly improved research funding since the last review cycle. The faculty are to be congratulated for their efforts, given the importance of external funding in advancing research. The departments show a fairly wide range of variation, reflecting different disciplinary sources of funding, and the availability of funding to support research for various functions such as basic research and research with direct policy implications or benefits to
government agencies (e.g., Urban and Regional Planning).

The College has experienced tremendous growth in external funding, both in the form of grants and contracts. The Dean should be applauded for the support of Social Science Research Institute and the Public Policy Center. The resources provided to the faculty in these two units have undoubtedly played an important role in the increase in externally funded research.

Student Recruitment Efforts

The College has undertaken a variety of student recruitment efforts, in collaboration with the UHM Admissions Office. These include a new articulation agreement with West Valley College (enrollment over 12,000 students) that is being expanded to include other community colleges in the California school system, the Mānoa Academy of Social Sciences initiative offering dual degree courses to Hawaiʻi high schools, online and distance learning initiatives to serve neighbor islands, and international student recruiting efforts. However, presently there is no clear and sustained link between student enrollment, degree completion and the College’s base budget. The transitional budget model in place currently provides only non-recurring performance based funding.
III. General Areas

Undergraduate Education

A concern with declines in tenured and tenure-track faculty positions and the number of student semester hours (SSH) taught by the lecturer rank faculty. This varies considerably across the College, and is a concern because it means that the students may not be accessing opportunities to learn from the high quality research-active faculty in the College. Data provided to the review team indicate a wide range of SSH taught by tenured and tenure-track faculty. Among units with undergraduate majors, time-averaged SSHs taught by lecturers range from about 17% to nearly 60%. This reflects considerable variation in the allocation of teaching effort that should be addressed. Temporal trends also vary considerably across departments, probably reflecting fluctuations in the availability of tenured and tenure-track faculty, and faculty losses over time, with lecturers covering teaching responsibilities. This finding should serve as a very strong basis for greater investments in tenured and tenure track faculty to ensure that UHM students have access to the high quality research generated by CSS tenured and tenure-track faculty.

A concern that emerged across departments is whether or not certain units have easy access to students with strong abilities and interests in quantitative, experimental, and laboratory natural sciences. This impacts students in Anthropology (who may have interests in isotopic, anatomical, or genetic analyses), Geography (students with hydrology, geomorphology, or geotechnical interests), and Economics (including students interested in econometrics or game theory), with Psychology, Political Sciences and Sociology possibly influenced as well. Barriers to attracting students from the natural sciences (and other units such as College of Tropical Agriculture and Human Resources and Shidler School of Business) need to be removed, and these issues motivate discussions about whether or not a larger college of arts and sciences (or, possibly, of sciences) would play a larger role in bringing students of quantitative, experimental, and laboratory sciences into social sciences fields.

Undergraduate students show keen interests in the fields within the College, although units have expressed concerns about differences in abilities between graduate and undergraduate students (which may influence mixed classes). Interviews revealed concerns about a wide range of variation in student preparedness. Although this is by no means unique to UHM, it is clear that
the State of Hawai‘i has tremendous variation in student backgrounds, with areas outside Honolulu often quite rural and with access to few educational resources. Added into this mix are non-resident students, who may be able to pay higher tuition, and thus may come from more affluent backgrounds. Often, this can result in high variation in the classroom. Additional resources for writing training were mentioned, and seem to have helped reduce this problem.

Transfer students see considerable opportunity in being a UHM student and a sense of pride in being a student at the system’s flagship campus. They feel that UHM provides ways for them to find new educational opportunities. They report a good infrastructure for transferring from community colleges located throughout the state, and it seems that access to a community college education is fairly good throughout the state. Transfer students appreciate recent changes in offices that facilitate transfer. While the review committee is uncertain of the particular offices involved, students report recent changes that make registering and transferring easier. For the campus, it would be helpful to continue to improve with respect to ease of transfer. An issue that arose is that some community college faculty are not current. UHM faculty may want to take this into account in assessing preparedness of transfer students, and this clearly adds to the complexity of the classroom. While remediation is not necessarily the issue, it may be important for UHM faculty to highlight new findings in various fields to ensure currency.

Students also commented on the value Hūlili Summer Bridge Program helping them make transitions to UHM. The review committee does not know the nature of this program, only that it was viewed positively. On a more negative note, undergraduates pointed to unevenness in UHM instructional quality. Further questioning on this point indicated that it was correlated with faculty experience, with novice faculty having more difficulty in the classroom. It may be helpful to brief new faculty more thoroughly on the tremendous complexity and rich diversity of UHM’s student body, making sure that the faculty are aware of teaching resources to assist with improving student success. It should also be noted that we heard occasional concerns about classroom climate. To some extent, this could be perceived as faculty with high classroom standards, and emerged in a discussion about a course that includes a large element of overlap with natural sciences. On the other hand, the case discussed showed potential unawareness of, and insensitivity to, the complexity of UHM’s student body. The great diversity of UHM’s student body is a tremendous asset, but it also means that faculty and staff must be attentive to needs and perspectives that these dedicated students bring to the university. This has direct
consequences for accomplishing UHM’s educational and research missions.

The role of teaching and teaching evaluation was discussed only briefly by review team members. We are unsure of the role of teaching in promotion and tenure decisions. It can be noted that peer evaluations were mentioned to a team member as a preferred or prioritized method. The Colorado team member has reservations about the adequacy of this method, and is happy to share Colorado’s guidelines:

http://artsandsciences.colorado.edu/facultystaff/docs/MultipleMeasures.pdf. Colorado finds that classroom interviews (mentioned in this link) provide the most effective insights into classroom performance. We also insist on multiple measures of teaching efficacy.

During interviews, chairs and faculty expressed some concerns about faculty who were underperforming in terms of research. We recommend the use of differentiated teaching commitments to address this issue. As we understand it, four courses per semester is the nominal teaching commitment across the college, with course reductions for elevated research and service. We recommend that departments use their complete teaching capacity fully, and to make what are sometimes difficult decisions about differentiating teaching commitments across faculty. This is extremely important given reductions in faculty numbers in recent years. In addition, it provides opportunities to align activities with faculty strengths and interests, and may provide the ability to reward faculty who excel in teaching with better salaries.

An issue that arose in careful review of Anthropology’s curriculum is that the focus on Asia-Hawai‘i-Pacific emerges only in upper level courses. It may be helpful for departments to attend more carefully Asia-Hawai‘i-Pacific centered courses at lower levels. This could improve performance of students once they enroll in upper level courses.

Relations with the State

Apparently, different constituents, including individuals and units within CSS, seem to be very willing to approach state lawmakers directly to provide information or make special appeals. While this seems to reflect at particular history of university-state government relations, and probably relates to the proximity and interests of lawmakers, the committee recommends finding a way for the campus to speak with a unified, strong, effective, reliable, visionary, and trusted voice. The campus could easily form a committee to help the Chancellor (and President) address legislative issues. The presence of such a committee would increase transparency while demonstrating accuracy, coherence, shared mission and vision, focus, and consensus.
Outreach College

The base budget for the College of Social Sciences was $20,579,803 in 2011-2012. It declined in subsequent years and did not exceed that amount again until 2015-2016, when the budget increased to $20,965,278. During this same time, College earnings from the Outreach College increased from $863,031 to $2,345,346. The College views these Outreach College funds as non-recurring and is understandably reluctant to invest them in recurring expenses. If the allocation rules for the Outreach College are stable over time, however, it seems appropriate to view a substantial portion of these funds as recurring and invest them accordingly.

A common concern throughout the College is the paucity of resources to support graduate students. Many departments are already asking their graduate students to teach online courses through Outreach College. Because these funds are viewed as non-recurring, however, this adaptation has been ad hoc and course-by-course rather than an assumption built into the College’s support for graduate students. Institutionalizing the participation of graduate students in online education could provide more resources for annual GA appointments, allow departments to make firmer commitments to students, and provide the students with skills that are increasingly in demand in academia. Expecting that a certain amount of revenue will come from Outreach College each year and building that into annual budgets for GA support is also fiscally less risky than building that into annual budgets for tenured and tenure track faculty positions. This does not mean that the CSS should expand the number of graduate students with assistantships, but it can augment the stipends of existing assistantships and potentially allowing departments to be able to make more multi-year commitments to incoming students.

The CSS and its departments are well-positioned to contribute to the Outreach College. Unlike laboratory and experimentally-based fields, the fixed costs of education are relatively low, and do not involve heavy infrastructure costs. Moreover, sequence courses are less important than in natural sciences, and the issues addressed by CSS are of great importance in the everyday lives of potential students, particularly with a focus on Hawai‘i, the Pacific, and Asia.

The Outreach College would seem to offer significant opportunities to departments in the CSS. The complexity of Hawai‘i, with significant distances coupled with isolation, would seem to offer excellent opportunities to educate the population from the system’s flagship through online instruction. Generally, internet access throughout the state seems to be good, meaning that
there are probably few barriers to prospective students. In addition, significant numbers of state residents are retired, suggesting the potential for a large group of lifelong learners.

It should also provide opportunities to tie into national and international markets for online degree programs. The online education market has become increasingly saturated with programs that offer professional degrees and/or popular majors. The UHM may be able to fill niches in the online degree market that other universities cannot fill. Departments throughout the CSS have special strengths in the study of Hawai‘i, indigenous peoples throughout the Pacific, and the connections between the United States and Asia. An online degree that brings together these strengths across units in CSS could reach lucrative national and international markets, especially if the online instruction was combined with capstone experiences in Hawai‘i. For example, a course such as Anthropology 350, “Pacific Island Cultures”, might be taught online, then include a 1-2 week intensive series of classes on campus, possibly during breaks between terms, to engage distance learners directly in the classroom.

**Faculty Strength**

Tenured and tenure track faculty form the core of any research one flagship university. They are essential for expanding the research productivity of the institution in sponsored and unsponsored research. They are necessary to advance the graduate education mission. They also provide unique opportunities for undergraduates to learn from faculty who are performing cutting edge research in the fields in which they teach. This is one of the distinguishing characteristics of undergraduate education at a flagship university.

The most important task for the University leadership between now and the next program review is to find a way to restore some of the lost strength in faculty ranks. The CSS has had ten faculty positions swept and has left 22 vacant since the last review because of budget constraints. Some departments, like Political Science and Economics, appear to have weathered this storm reasonably well, but other departments are having increasing difficulties sustaining basic operations. The School of Communications, which has one of the most popular majors in the College, is trying to serve students in two very different undergraduate programs, an MA degree in communications, and an interdisciplinary Ph.D. program, with nine tenured or tenure track faculty. Psychology, which has an extremely large number of majors and pre-majors and SSH production is trying to serve those undergraduates while sustaining research and graduate education in seven subfields with a faculty of 16.5 FTE. Despite having talented and dedicated
faculty, these departments don’t have the numbers to do this work well. Units across the College are increasingly relying on lecturers to cover their instructional needs.

The College will not be able to sustain excellence in research and graduate education, let alone excellence in undergraduate education, if it does not stop the erosion in faculty ranks. At the very least, the College and upper administration should set as a goal that no department in the College provide more than half of its instruction with lecturers. Today, Communication, Psychology, and Sociology all surpass that threshold. Women’s Studies and Anthropology are not far behind.

**Graduate Programs**

Numerous strengths of the graduate program were noted. There was a breadth and exceptional diversity of students and the topics that they were exploring apparent across programs. Students were passionate about their content areas and were drawn to UH due to its excellence in their field of study. Students were appreciative of the mentoring that they were receiving, the breadth in methodological approaches that they were exposed to in their field of study, and the time that faculty took to further their professional opportunities.

Across all units that were reviewed, *graduate programs were being hampered by inadequate support for graduate students*. Units ranged from being able to support incoming students for a single year of guaranteed funding to three years of funding. However, in nearly all cases, graduate students were notified of funding on a year-to-year basis, which prevented them from making strong professional development plans that serve their career aspirations. The inadequate guarantee of funding also prevented many units from being able to mount competitive packages to recruit top graduate students to programs. For instance, in the Department of Sociology, only about half of the students admitted elected to come to the program. Inadequate funding may also be responsible for some fairly low rates of completion by graduate students, with retention lowest in departments with less guaranteed funding (e.g., 59.6% of Sociology Ph.D. students complete the degree of those who are admitted).

Inadequate funding of graduate students is also an impediment to excellent training of graduate students. Some students are working on projects that are not aligned with their program of study (e.g., projects at the UH Cancer Center) so that publication opportunities are not available in their area of expertise. A few students reported the need to work in jobs that were completely unrelated to their professional goals. Nearly all students reported that the guaranteed
portion of their funding ended when they were at critical junctures of their program (e.g., qualifying exams), which delayed entrance into the Ph.D. programs. In addition, some graduate students reported that they had to work in settings and at times that prevented them from taking required courses in their program of study. It could be that offering some required courses in the evening hours could address this problem for students.

Some units have used funds from outreach programs effectively to support some graduate assistants. Others, however, have used mechanisms that are at odds with good practices for training graduate students. For instance, one unit (sociology) has initiated the practice of paying graduate students as lecturers, which requires students to teach 3 courses per semester in order to receive their tuition waiver. Students reported that this practice made it nearly impossible to make progress on required elements of the program during semesters in which they taught at this level.

One approach to addressing more adequate funding of graduate programs is to reduce the size of programs. This has worked effectively in some units (e.g., Political Science), where reductions also increased the competitiveness of students. Reviewers noted that units such as Anthropology and Sociology may wish to consider reductions in size, given their current size and special challenges in funding their students. Future strategic planning should pay attention to the size of graduate student cohorts in line with the size of faculty, ability to fund graduate students, together with job market possibilities.

Some students reported that they would like greater professional development opportunities in the area of writing publishable papers and grants and preparing for academic careers. Some students reported that faculty mentors were very effective in guiding them in these directions. However, most noted that they would benefit from a professional developmental colloquium that addressed the sort of tacit knowledge of academic life (e.g., how to choose a journal outlet, grant opportunities) and that if this colloquium engaged faculty across departments/units they would benefit from different perspectives on such topics. A grant-writing course targeted toward graduate students could be directed toward specific types of funding mechanisms (NRSA at NIH, NSF predoctoral fellowship or Dissertation Research Improvement Grants). Some of this professional training is already occurring very effectively in course work and greater integration would be helpful. For instance, one student described a psychology course that was taught where one of the assignments was choosing a journal for the end of the term paper and writing a cover
Infrastructure

Staff

The staff were described and observed to be a highly dedicated group of professionals that were expected to perform a wide variety of duties and responsibilities. Across all departments staff was at a barebones level. Staff reported a desire for greater professional development in terms of courses to increase their training in university procedures (e.g., PeopleSoft, fiscal management) as well as software use. Some discussion with staff members revolved around a lack of clarity in terms of job responsibilities. For instance, some secretaries were performing the same duties as (Administrative, Professional, Technical staff) APTs, but were reluctant to seek job reclassification for fear of losing their jobs or losing their seniority. These issues seemed to be due, in part, to certain positions being in different bargaining units of the union. It would be helpful if there were a promotional path from secretary to APT.

In order to address budget cuts, the dean is moving toward a shared services model to pool key staff members such as APTs. Some concerns were expressed regarding staff loyalty to specific departments and the need for APTs to be specialized in the content of the departments. Most staff members were very open to the idea of shared services, but expressed the need for a coordinator to develop the shared services. The director of administrative services in the dean’s office retired in December of 2015 and the new, shared services model was rolled out in January. Staff mentioned that it will be easier to hire new staff members into these shared service positions rather than transfer existing staff into these positions (given staff and faculty expectations).

Morale of the staff in general seemed good. Staff members are very devoted to the mission of each unit and are passionate about the task of educating undergraduate and graduate students. There was some indication of unfair standards that were applied across staff and faculty in how budget cuts affected staff and faculty salaries. For instance, when faculty members’ salaries were cut, the cuts were described as set aside and then restored, with the same approach not applied to staff salaries. In addition, some of the budget cuts have created undue work for the staff. For instance, the cuts in full-time tenured faculty has meant that a lot of the teaching is done by recurring lecturers, with these lecturer appointments and renewals creating a great deal of
paperwork each semester for staff members. Finally, as chairs exit and enter it would be helpful
if they could be sensitive to different work styles and expectations that staff members need to
adapt to. As the departments are relying more on outreach online programs to support key
aspects of their funding stream, several units noted that it would be helpful to have a staff
position in the dean’s office to coordinate aspects of online course development, maintenance,
and student interface.

Space

Space varies greatly among departments/programs. In several cases space is adequate only
because of the large number of vacant lines in the unit. In general, it is likely that space could be
used more effectively by moving some faculty/staff/graduate students around so that individuals
within the same unit (most especially the Public Administration faculty) can be positioned more
proximally in space.

Computing

Computing needs are met quite effectively. There were some concerns expressed about data
storage capacity. The current computer replacement policy is every 5 years (with a $2000
allocation, anything above that amount is covered by someone other than the college). In 2014,
IT was cut 30% due to campus budget crisis.

Development

Consistent with the recommendations of the past report, there is much to be done to enhance
the effectiveness of development activities at the college level. Development is conducted
through the University of Hawai‘i Foundation, which provides a development officer that is
shared with other units across UH. There is a great deal of potential for development activities to
be targeted at scholarship, especially graduate student scholarship. In our meetings with
individuals in departments and units, there was not a lot of knowledge about development
activities occurring at the college level.

Social Science Research Institute (SSRI)

The SSRI provides faculty members the primary source of research/grant writing support in
the college. It includes three fiscal administrators, a faculty director, and a recently hired grant
development officer who provides pre-award services including putting proposals together,
reviewing budgets to be in compliance with agency/university requirements as well as post-award administration. Faculty feedback about these services was mixed, with one person receiving rave reviews from several faculty members. Greater support was described as needed for putting together budgets and making sure they were in compliance with university requirements especially. Although this office was reported to be quick in the pre-award process, the post-award process was described as inefficient with it taking one month or more from the time an award is received to being able to spend on the award. Faculty members might benefit from pre-review of grants on the basis of content, which could be handled by offering a small stipend to outside experts to review grants.

Peer Institutions

One issue that came up across several units is who is being used as a peer institution for comparison purposes. In several cases these peers seemed unlike the units in numerous ways and it may be helpful to reconsider who is one’s peer as units conduct strategic planning regarding faculty and graduate student size especially. For instance, in both the Departments of Psychology and Sociology peers were used that were far larger than UH departments. Psychology, for example, reports its peers to be Colorado State University, Georgia State University, and Miami University of Ohio. There are many ways in which considering these institutions peer institutions is not helpful. These peers have nearly double the number of faculty per department and undergraduate majors (although similar numbers of graduate students). Finding more comparable peers both in terms of mission and size may be helpful in thinking through issues such as the number of graduate specializations for which a department can provide excellent training, supports needed for the undergraduate mission, staff size, and targets for external funding.

Cross-college Recommendations (All or Most Departments)

1. Determine appropriate faculty numbers, and work to restore and maintain census faculty size within each department. This does not always mean matching earlier faculty size or growing. However, our observation is that most departments have handled budget cuts by shrinking the number of tenured and tenure-track faculty.

2. Attend to the proper balance of career-track and tenure-track faculty across all departments. We made an analogy that the “ecosystem” of faculty in various roles is out of balance, and this balance needs to be restored consciously.
3. Right-size graduate programs in order to support graduate students more adequately and improve graduate recruitment and retention. Consider how funding for graduate students is allocated to accomplish departmental and graduate program goals (e.g., how much is allocated to MA students, how much to Ph.D. students, etc.)

4. Develop self-sustaining, tuition based MA programs to grant students new potential for income earning opportunities, not necessarily a career in research.
IV. Unit Reports

Department of Psychology

The Department of Psychology has as its stated mission “to generate, communicate, and apply psychological knowledge”. The department’s goals for the future include: 1) to improve their national ranking and visibility; 2) to improve and enhance the educational, research, and service missions of the department; 3) to enhance psychology throughout the university; and 4) to ensure fair and collegial governance and evaluation procedures.

Undergraduate Program

The department reports 262 majors (up 31% from Fall of 2011) in the BA program and 36 in the BS program with 400 pre-psychology majors. The report indicates that the department graduates the most undergraduate majors on the campus. Recent innovations in undergraduate instruction include adding a laboratory section for PSY 212 (the methods course) and retooling Introductory Psychology to include more discussion sections and aligning it more frequently with PSY 408, The Teaching of Psychology (thereby providing a greater number of teaching assistants for the course). Retooling these courses has improved their success rates substantially. In addition, the department has seen greater participation of students in community internships and is in the process of approving and developing a hybrid program for online/in-person completion of the psychology degree. The hybrid online program is expected to help the department grow the number of undergraduate majors.

Student learning is assessed with entrance and exit surveys. Upon exiting, students claim improvement in all student learning objectives with the exception of communication. The department is addressing this concern by having only tenured faculty teach courses that have a writing/oral communication component. The department is developing a capstone project, which has been first implemented with BS students. It is questionable given the current resources of the department whether it is wise to spend precious resources developing a capstone course.

No undergraduate students came to the open meeting and so no direct feedback was received from undergraduate students from psychology.

Graduate Program

The graduate program has seven areas of specialization: Behavioral Neuroscience, Clinical,
Cognition, Community and Cultural, Developmental, Experimental Psychopathology, and Social. Given the size of the faculty (currently reported to be 16.5), this is much too large a number of specializations. Even if the department were to be able to hire in the now 7 vacant lines (2 lines have been filled this year), this number of specializations will hamper the department from being able to offer high quality training in the graduate program. The department has been involved in discussions as to whether to merge areas, and this is an excellent idea. The chair reports that the current seven areas of specialization are down from the previous eleven areas of specialization.

Strategic planning is needed within the department to make decisions looking forward as to the strengths of the department and where to place greater focus. Information from faculty interviews and the chair interview indicated that these seven different specializations emerged in part due to current faculty interests and the desire to accommodate those interests. One idea being explored is to merge cognition with behavioral neuroscience and social with developmental psychology. This makes sense and considerations of the organization of other peer institutions of similar size (note the current peers are of much larger size and so comparisons are challenging) would be helpful in making decisions regarding re-organization and future hires.

Graduate students are moving through degree completion well with 5.33 years for Ph.D. students and 2.73 years for the master’s program. These numbers are especially impressive given the large number of graduate students that faculty are advising. The size of the program has declined, from 90 graduate students to 68. The drop is reported to be due to the lack of competitive recruiting packages. It is reported that students are only guaranteed one year of funding. This puts them at a serious competitive disadvantage, given that most comparable psychology Ph.D. programs guarantee 4-5 years of funding. Forty percent of graduate students are from Hawaii, 49% from mainland, and 11% international. The department receives over 200 applications a year and accepts 8-10 of those students. Approximately 10 students per year matriculate into the program each year.

The department is exploring ways to provide greater funding for graduate students and one strategy described is to apply for a training grant. Given the breadth of their specializations, receipt of a training grant through NIH would seem to be quite unlikely. It would seem that greater success could be achieved through encouraging faculty to write individual grants and put
graduate student support into those grants.

Interviews with a small number of graduate students indicated some dissatisfaction with the climate for diversity within the graduate program. Students described that the graduate student body and faculty were not especially diverse. In addition, although the culture and community projects and courses certainly dealt with issues of diversity, the program may benefit from greater instruction in how to talk about issues of diversity in a thoughtful manner.

Faculty and Research

The chair describes that the current size of the faculty is 16.5 with 7 vacant lines (since the report was written two hires were successfully made). The size of the faculty is much too small for the size of the majors and graduate students. The research profile of faculty is strong, faculty publish approximately 3.4 scholarly works per year, with $5.85 M in extramural funding over the past 5 years. Although national benchmarking statistics (e.g., Academic Analytics) were not available for the department, the department would place favorably in such benchmarks. Research funding comes largely through NIH and state organizations. Numerous faculty members are involved in community-based research such as evaluating sexual violence prevention programs, programs to address homelessness, training in mental health in Hawai‘i, etc. Some of this work is conducted through the clinic, which is an active and vibrant training ground for students and a source of revenue for graduate student support.

Faculty interviews indicated that additional support is needed for faculty in grant preparation especially. Faculty members need assistance with budget preparation, completing necessary forms, and consortium agreements. Currently faculty members report that what they get from SSRI and the Office of Sponsored Projects is simply that the forms are not completed correctly, rather than substantive assistance in completion of these forms. Several faculty members described a rather discouraging situation where grant preparation was so onerous that when grants needed to be revised they did not pursue their revision because they anticipated so many hurdles to their revision.

Summary

The faculty is to be commended for doing an amazing amount of student mentoring. Faculty are actively engaged in graduate student and undergraduate research mentoring at a high level. The self-study adequately describes their motto as “Look what we’ve done with so little”. Faculty
members are doing high quality research, training large numbers of undergraduate and graduate students, and engaging in department service that keeps the department running.

**Recommendations**

1. The graduate program is in need of being streamlined and focused. The department would benefit from identifying 3-4 primary areas of concentration and build upon those together with possible other connections throughout the university (e.g., Developmental Psychology might benefit from partnering with Family and Consumer Sciences; Clinical might benefit from collaborations with the Counseling Program). Such partnerships could add depth to the already existing programs. Relatedly, the department may benefit from further reductions in graduate student cohorts so that the cohorts are more fully funded.

2. Administrative support at the dean and vice-chancellor level is needed for a 3-4 year plan to rebuild faculty lines in the department. The size of the faculty is completely inadequate in order to deal with the large number of undergraduate majors that the department draws. Given that the department awards the most degrees at the university (together with the move by the university to a more tuition-based model of funding), this department should be given top priority to rebuild its faculty strength.

3. Funding graduate students should be a high priority of faculty members. Long-term trends in graduate support (i.e., how many years have graduate students received funding) should be examined so that good projections can be made as to how many years of support can be guaranteed to students. Incentives should be put in place to reward faculty members for writing external grants that include graduate student supports. In addition, faculty members would benefit from central resources available through SSRI for grant preparation. Faculty members should be freed to write the content of the grants, rather than be burdened with budget preparation and requisition of materials when grants are received.

4. Development activities should be targeted toward the clinic, as it is fertile ground for gifts relevant to patient gratitude. Faculty members described that there were several missed opportunities in development with the clinic, as potential donors did not have a way to make a donation that would directly benefit the clinic. For instance, one faculty member described that a family wanted to make a donation as the clinic had made such a
difference in their child’s life. However, working through the UH Foundation there was no way to guarantee that the gift would come back to the clinic. In addition, another situation was described that when a gift was made, the clinic was then expected to pay more of their operating expenses, providing a disincentive for development activities. The department is ripe with development opportunities and the Dean’s office should find ways to partner to develop these opportunities.

5. Efficiencies in undergraduate research supervision. Faculty members do an unusually large amount of research supervision and might benefit from exploring efficiencies in such supervision. For instance, courses in research supervision could be used to pool resources across faculty members and vertical structures could be put in place (graduate assistants to supervise undergraduates) that may ease the time burden on faculty.

Department of Sociology

The Department of Sociology has as its mission to be a place of excellence in the scholarship of instruction through its undergraduate and graduate programs. This is a very broad mission that is in need of some refinement. The department has renewed its emphasis on Hawai‘i, Asia, and the Pacific Islands in its recruitment and selection of faculty and graduate students. This renewed focus would build on the considerable strengths of the department across decades. The department is one of the oldest at UH and has produced a number of distinguished alumni (former governors, policy analysts).

Undergraduate program

The department reports 255 majors in 2014-2015, with this year being slightly lower than across the last 5 years (generally hovering around 300 majors). Recent innovations in instruction include the development of a robust online program, staffed by recent Ph.D. and advanced graduate students. The majority of students (2/3) are transfer students coming from local community or out-of-state community colleges. The department has steadily reduced the time to graduation of undergraduate majors, with a six-year graduate rate of 88%, which is excellent. Their modeling shows that students who struggle to get good grades for at least 2 semesters and those who declare a major in another field are less likely to finish. Nontraditional students are taking 8 years or longer to graduate. Students do well on most benchmarks of Learning Outcomes, with the exception of applying theory to everyday life and oral presentations. It is not
clear from the report what the department is doing to address these concerns.

Interviews with undergraduate students revealed a very diverse group of students who are very bright, engaged, and dedicated to numerous causes that are central to the study of sociology. Their experience was described as very positive as a sociology student. Professors are described as available, engaging them in great class discussions, providing terrific experiences in writing (although some described they would like more experiences), and going out of their way to choose great material to read in courses. Some courses (e.g., sociology theory course) could be a bit more in-depth.

**Graduate Program**

There are four major areas of concentration in the graduate program: sociology of crime, law, and deviance; sociology of health, medicine, and aging; race and relations; and, comparative study of Asian societies. The number of concentrations areas may be somewhat too large for the current number of faculty members available. Graduate enrollment is around 55 students; average time to completion of degree is 2.3 years for MA and 7.7 for Ph.D. The number of students enrolled with the small number of faculty members should be examined in terms of assessing an appropriate size of the graduate program. Retention rates for the MA program are high (78.8%), while for the doctoral program they are lower (59.6%). Although the report notes that nationally ½ of all students who begin a doctoral program do not complete it, the level of attrition at the graduate level should be analyzed to try to increase retention rates.

The graduate program does not seem highly competitive, as 40% of MA applicants, and 54% of Ph.D. applicants are admitted, with about one quarter entering the program. The main source of departmental support is 9-month graduate assistantships that serve as teaching assistants. The department is using funds from its outreach program in order to fund some students. In addition, the department has had a practice of funding graduate students through lectureships that require students to teach 7 credit hours (basically 3 courses) each semester. Students describe that this amount of teaching means that in those semesters they make little progress in their program of study. In addition, graduate students are working for their funding on grants from other locations (SSRI, UH Cancer Center), with a couple of students reporting that the demands of these research assistantships have conflicted with taking required courses for the graduate program. For the Ph.D. program, the qualifying review is described as the student submitting two of their best course papers for review. A qualifying exam is then required in the 5th year, which seems
late in terms of a qualifying exam for candidacy for the Ph.D.

Interviews with graduate students indicated that students greatly appreciate the diversity in methods (both quantitative and qualitative) that they are exposed to. Students were highly engaged, wanted to strive to achieve their highest potential, and eager for the resources to do just that. Faculty were described as very generous with their time in giving feedback on projects, and offering insights, with the feedback offered in a way that is kind and thoughtful. Students were very interested in additional professional development opportunities and suggested that a regular colloquium series (potentially even at the college level) where faculty describe a variety of topics (e.g., preparing to go on the academic job market, publishing, seeking grant support) would be very helpful. Students were eager to learn how to prepare grants to support their training and would attend some college-sponsored course designed to assist students in writing grants.

Although faculty members are good at sharing possible academic and postdoctoral job openings, students felt that they would benefit from some central resource for job postings in their department and/or in the college. Students also indicated that the graduate student advisor could do more with onboarding of new graduate students so that students became more aware of who their primary advisor was prior to the beginning of their first year.

All students described that there is a great need for more faculty in their area of specialty. The limited size of the faculty is affecting multiple aspects of graduate student training: the number of courses graduate students can take; creates challenges for the construction of a dissertation committee; and, few graduate students are working directly on grant-related research of faculty members in the department.

Faculty and Research Activity

The faculty are a very diverse faculty (58.3% non-Caucasian). There are currently 11.5 FTE; between 2002-2005 the department fluctuated between 16 and 18 FTE. Because of losses due to retirement, the department is making heavy use of adjunct and part-time faculty to provide core courses. Most are their own doctoral students or recent Ph.D.s. The self-study reports that faculty members have published 15 books and monographs, 89 journal articles and 64 books chapters (no data are given for what this translates into in terms of publications per faculty member). The faculty has obtained limited grant support (although this has increased since the time of the last review) and faculty members report that external funding is quite limited in their fields. A number of faculty members are involved in outreach activities (e.g., interact with juvenile
justice, abuse centers, etc.). The faculty have numerous productive collaborations across a wide variety of centers relevant to their focus on Hawai‘i, Asia, and Pacific Islands as well as Women’s Studies that enhance their research and graduate student training.

Interviews with faculty members revealed a group that is working very hard under difficult times to keep graduate and undergraduate training maintained, while not feeling appreciated. Several faculty members reported that they did not feel respected by college leadership and that some acknowledgement from the dean specifically that faculty members are doing an admirable job under tough circumstances would go a long way. There was a dominant feeling that criticism is given to department faculty members, rather than an appreciation of how difficult things have been. Faculty members who had used SSRI reported that it was not as supportive as it could be, rather that there were a lot of audits and paperwork, without support. In fact, some faculty reported that when revisions were needed on proposals, the general message seemed to be that proposals perhaps should not be sent in. The group felt that additional support such as seed funding, consultant services (where an expert could be paid to read a grant in advance), and courses for graduate students to apply for grants would be very helpful. In sum, a strong message was given that there needs to be better communication between administrators throughout the university and faculty members, especially between the dean and faculty members.

The report notes that the department lost an important staff member (APT) who provided critical fiscal and administrative support. The shared services model adopted by the dean has not yet proven effective and the current faculty are finding it difficult to handle even critical administrative functions such as graduate student recruitment and retention, promotion, and tenure procedures.

Summary

The Department of Sociology is to be commended for making strides in their 6-year graduation rate since the time of the last review through investments in advising and availability of required courses throughout the academic year, in-class and online, as well as during the summer. The number of collaborations across a variety of relevant centers and with Women’s Studies is noteworthy and greatly enhances the research of both faculty and graduate students. Graduate students are integrated into the governance of the department and are trained in a wide variety of methodological approaches.
**Recommendations**

1. Administrative support at the dean and vice-chancellor level is needed for a 3-4 year plan to rebuild faculty lines in the department. The size of the faculty is inadequate in order to deal with the number of undergraduate majors that the department draws.

2. Graduate student support should be a top priority for faculty members. Faculty incentives should be provided to facilitate external grant submissions that include support for students. Students are highly motivated to seek external grant funding and a course should be offered at the department or college level to facilitate NSF and foundation proposals for funding. The practice of having students serve as lecturers (teaching 3 courses per semester) should be stopped; this is not a viable method for funding the graduate program.

3. The four graduate student concentrations should be examined and potentially reduced to a smaller number of areas, so that faculty members can better provide in-depth training to graduate students in these areas. This is especially the case at the present time with the current complement of faculty members.

4. Graduate admissions into the Ph.D. should be made more competitive. By admitting fewer but more competitive students, these students will be able to finish in a more timely fashion and the department can focus on supporting these more competitive students.

5. The staff situation in the department needs to be resolved either by hiring an APT for the department or having shared services in the dean’s office provide these services. This situation seems very serious and needs to be addressed as soon as possible.

**Department of Women’s Studies**

The Department of Women’s Studies provides a multicultural approach to the study of women and gender. The focus has been on ethnic and national diversity and social justice with a focus on girls and women in Hawai‘i, Asia, and the Pacific. Students can get a major, an undergraduate certificate or a graduate certificate. There is a desire by faculty members in the department to expand their certificate into a Ph.D. program.

**Undergraduate Program**

The program began in 2007-2008 and now has 42 majors. The department has developed a
number of online courses and they have a desire to start a capstone course as well. Regarding student learning outcomes, students reported that their classes had not really furthered their understanding of race and gender in the Asia-Pacific context nor had they met the learning outcome to connect classroom with “real-world” feminist issues through active engagement in citizenship and civic participation. The department is addressing this last issue through adopting an internship requirement and considering a capstone experience. The small size of the faculty would provide some caution in terms of putting this capstone experience in place.

Undergraduate students participating in the on-site interview were very active and engaged. Students reported loving the Women’s Studies Colloquia and film screenings and one student was actively engaged in one of these events. Students really gravitated to the connections between community and their courses, valuing highly the real-world connections. As faculty members did a lot of research in community centers, students were able to see these connections.

Graduate Program

Currently, the program offers a graduate certificate and has done so for the past 5 years. Graduate students who attended the on-site interview were very enthusiastic about their program. Numerous strengths of faculty members were described: their ability to mentor students, provide the encouragement and support to fulfill student academic goals, and provide consistent mentoring. Graduate students were very eager for the Ph.D. program in Women’s Studies to be initiated. Faculty were praised for their engagement in student professional development. The links between women’s studies and sociology were viewed as very positive and seamless.

Faculty and Research

The faculty is comprised of 6 FTEs with two of the members trained as sociologists, one a social historian, one a political theorist, one a psychologist and lawyer, and one as a women’s studies scholar. Faculty members are described as having an “extremely high level of research productivity, publishing books with top academic presses and articles in the foremost peer-reviewed journals in their respective fields”. Consistent with this perception, faculty members in the department have won UH awards for their teaching, research, and service as well as national awards in their fields of study. Most faculty members have been active in seeking external grant support, with two faculty members in receipt of external grants.

Interest in Pursuing a Ph.D. Program in Women’s Studies
There is great interest among faculty members in pursuing a PhD program in Women’s Studies. This program would have two foci: gender in Hawai‘i and the Pacific and a transactional focus on law, violence, and gender. There is also interest among their certificate students in such a program. Their peer program for the Ph.D. program appears to be the University of Arizona (which currently has 14 faculty members).

The strength of the Department of Women’ Studies is clear and faculty members’ interest in a Ph.D. program is a natural progression of this productive and effective department. However, the size of the faculty seems small to support the undergraduate major, undergraduate and graduate certificates, as well as a Ph.D. program. As the self-study mentioned the possibility of pursuing an Interdisciplinary Ph.D. in Women’s Studies together with other programs, the reviewer explored this possibility with several faculty members. It does appear that some form of an interdisciplinary Ph.D. degree already exists together with the Department of Sociology, in that several faculty members are on the graduate faculty of Sociology allowing them to chair a graduate student’s committee. It seems that some expansion of this model to other units that have an already existing Ph.D. program would be an excellent way forward to build necessary bridges to other units to expand the offerings of any Ph.D. program.

Summary

The Department of Women’s Studies has made great strides since the program began as an undergraduate major in 2007. Faculty members are productive scholars, who are training engaged and passionate undergraduate and graduate students. There is a great deal of interest in the development of a Ph.D. program in Women’s Studies. Given the faculty size, it seems that it may be prudent to develop a hybrid Interdisciplinary Ph.D. that utilizes some of the existing strengths of other relevant units. In this way, Ph.D. students would have greater access to content area courses in relevant fields.

Public Administration Program

The Public Administration Program has as its stated mission, “to energize public institutions and organization doing public work, enrich and deepen civic culture, and increase leadership resources for those with public and community responsibilities in Hawai‘i and the Asia-Pacific Regions”. The Program’s ongoing long-term goals include: 1) provide public service professionals the knowledge and skills they need to be more effective in their work, 2) to be the
premier resource for public service and public institutions in Hawaii and in the Asia-Pacific region by emphasizing public service values and providing cutting-edge knowledge on organizational practices.

The Program identifies the following short-term objectives:

1. Gain accreditation from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
2. Implement new curriculum
3. Join with other units to form School of Public Affairs
4. Grow graduate enrollments
5. Recruit and retain strong faculty
6. Stabilize Program leadership

Graduate Programs

The Public Administration Program offers one graduate program, a Masters in Public Administration (MPA). The MPA program meets its current enrollment goals (25-30) and graduates 87 percent of admitted students within two years. The program also offers a Certificate in Nonprofit Management.

Four clear strengths of the MPA program are the level of attention that students receive from the faculty, the multicultural nature of the curriculum, the nonprofit management opportunities, and the diversity of the Program. We were impressed to learn that the faculty members advise students and also supervise the practicum projects of students. Students commented that they develop a deep connection to the faculty and enjoy the support and guidance they receive.

Second, the offering of multicultural courses (i.e. International Perspectives on Public Administration and Intercultural Challenges in the Public Sector) highlights the important attention that the PUBA program pays to these critical issues, while drawing on the strengths of their faculty and place. The students raised concerns that some of these courses would be discontinued under the new curriculum. We hope this is not the case. It will be important for PUBA to balance the offering of new courses (project management, public/private partnerships, contracting) with the courses that make the Program distinct and offer a competitive advantage for the populations served.

Fourth, the Program is wise to offer a certificate in nonprofit management. There is a growing need for nonprofit management skills as the nonprofit sector
grows and hires more employees. Additionally, individuals working in the public sector will benefit from an understanding of the nonprofit context, given the increases in contracting with nonprofit organizations. Finally, it was impressive to see the diversity (both broadly and narrowly defined) of the student body. It is clear that the program has wide appeal and strong prospects for growing its enrollments, while maintaining valuable diversity.

The curriculum for the MPA program is being revised to align with the NASPAA accreditation standards. This revision includes a transition away from a “core year” model, where students enrolled in two 7-credit classes in the first year. The courses were team-taught and used a student cohort model. While the alterations to the curriculum may be needed for accreditation and will make the Program consistent with its peers, it is important to build strong assessment and evaluation tools. Students expressed particular concern over the transition away from the cohort model, which they preferred and argue improved the educational environment.

The Program Director indicates a desire to grow graduate enrollments; this is a worthwhile goal and the Program appears capable of attracting students from Hawai‘i, the mainland, and the Asia-Pacific region. However, the recruitment and enrollment of additional graduate students will require several commitments from the College – additional staff support, improved access to alumni network, greater funding for PUBA graduate students, and faculty hires.

Faculty and Research

The Program has 5-6 faculty members (or 5 FTE faculty members). While the research profile of the faculty is good (30 articles, one book, three book chapters, and $659,396 in external funding), it has been hampered by organizational-level factors (limited funding for travel to professional meetings, increased administrative burdens, teaching models, work on NASPAA accreditation, and community involvement). Given the data provided it is hard for us to assess if this level of productivity is on par with the Program’s peer institutions, I would guess that it is slightly slower.

Faculty interviews confirmed that there is innovation in the classroom, attentiveness to advising of students, increased external funding, and a commitment to top-quality academic research. However, it appears that the administrative burdens of the Program dampen research productivity.

Summary
The faculty of the Public Administration Program should be commended for their clear devotion to students and to improving the Program. The investment in accreditation is significant, but worthwhile. With accreditation (and the newly adopted curriculum) the Program is poised to increase visibility and graduate enrollments.

Recommendations:

1. The size of the faculty will make it difficult for the Program to reach its objectives and support the initiatives of the Dean. The Dean should support key faculty hires in the areas of nonprofit management, project management, and community resilience. The community resilience hire could be a position split between Public Administration and Urban and Regional Planning to support the School of Public Affairs (see above) development.

2. PUBA should maintain and strengthen its multicultural curriculum. The courses that embed the PUBA Program in the aloha spirit, eastern approaches, and diverse perspectives should be strengthened and highlighted as a competitive advantage for the students of the program. For example, courses that teach students both eastern and western leadership are rare and could be excellent recruitment tools. In fact, given attention to globalization the Program should consider development of a certificate around Global Leadership.

3. As the Program makes adjustments to curriculum and other components of the MPA, we urge the leadership to develop a system for receiving feedback from the students of the program and a system to evaluate the changes that are introduced.

4. The budget model of the University is likely to include some component of undergraduate instruction. Given this, we recommend that the PUBA Program consider undergraduate educational opportunities. While the current size of the faculty does not support the development of an undergraduate major, the Program should consider how to package some courses for undergraduate students or develop a BA/MPA program that allows undergraduate students to complete their undergraduate and a Masters degree in 4 years. These 3+1 type programs will assist with growing enrollments and bring the top UHM students into the MPA program.

5. It is imperative that the allocation of space for PUBA faculty offices be reevaluated. The current arrangement with faculty spread across most of the floors of Saunders Hall is far
from ideal and diminishes the synergies that could be enjoyed with a co-located Program faculty.

Public Policy Center and the Matsunaga Institute for Peace and Conflict Resolution

The Matsunaga Institute for Peace and Conflict Resolution (MIPCR) is a multidisciplinary community of schools committed to promoting peace, conflict resolution, and social justice through teaching, research, service, and application. In 2006, MIPCR was merged with the Public Policy Center (PPC). PPC works to enhance the quality of community life by conducting nonpartisan policy research and promoting civic engagement on controversial and timely policy issues. The shared vision of this department is to provide dynamic education, research projects, and service programs that help to build more peaceful, resilient, and socially just communities and facilitate dialog on controversial issues. This combined unit brings together a powerful group of experts, provides an important link to the community through funded and unfunded research, and facilitates critical policy dialogs. The department’s long term

Academic Programs

The PPC and MIPRC offer a fascinating set of interdisciplinary courses, which allow students to engage in service learning and hone their skills in the community. The department offers courses (PPC and PACE), a BA in Interdisciplinary Studies: Public Affairs and Policy Studies, several certificate programs, and also developed a plan for a BA in Peace, Policy, and Conflict Studies. It has worked on developing a plan for a BA in Peace, Policy, and Conflict Studies. The market for the BA in Peace, Policy, and Conflict Studies should be evaluated and strong consideration should be given to launching the program. The combination of vibrant topics and experiential learning would provide students with a unique educational opportunity and is a competitive advantage for this unit. The student who was interviewed spoke highly of course content, teaching techniques, and the expertise of the faculty.

Faculty and Research

MIPRC/PPC is a small but powerful unit with four full-time and three shared faculty members. In the past five years, PPC has received over $3.7 million in contracts. PPC serves a special role in providing employment opportunities for graduate students in the College. In the same time period, twelve students were provided opportunities for research, community
engagement, and tuition benefits. It is difficult from the data provided to assess the research productivity of the unit and this task is further hindered by the varying workload expectations for faculty members. It is clear that these faculty members are raising external funds, engaging the community, and producing applied research with impact beyond the academic community.

Summary

The MIPRC/PPC is a special place and has a great deal to offer the College, University and Community. As a intellectual community and outreach arm this unit can play a critical role in translating the research of CSS’s faculty to a broader audience.

Recommendations:

1. Serious consideration of launching the BA in Peace, Policy, and Conflict Studies. Market analysis would be useful in determining the viability of this program and likely enrollments.
2. The integration of MIPCR and PPC is still a work in progress and like any good marriage requires care and maintenance. Time and resources should be provided for this purpose. There is a lot that can be learned from the merger of these two units and the success that they are enjoying.
3. The recent success of winning contracts increases the administrative needs of the unit. An additional staff member should be provided to assist the director and faculty of the department.

Department of Anthropology

The Department of Anthropology at UHM states its goal as being “the leading program in the anthropology of the Pacific and Asia”. Like other units reviewed, the department sees a strong rationale for maintaining core disciplinary strengths through an emphasis on Hawai‘i, the Pacific, and Asia. Furthermore, the department sees a strong role for advancing diversity and the understanding of culture and cultures. The department has been active since the last review, initiating and expanding tracks in Applied Cultural Anthropology and Applied Archaeology that should play a valuable role for the state and nationally.

Research and Faculty

Anthropology has experienced a reduction in faculty size since the last review. As pointed out
clearly in the internal review, this is probably the biggest problem facing this particular department. The research areas emphasized by the department are appropriate. They include three major areas of interest: Human Biology, Health, and Culture; Heritage, Identity, and Political Economy; and Evolution, Environment, and Ecology.

Overall, the current faculty are very strong. Recent hires are showing accomplishments. These have concentrated in the area of medical anthropology, helping the department stand out in this area.

**Vision**

Organization around a small number of clearly defined themes is appropriate. However, like the lower division curriculum, a Hawai‘i-Pacific-Asia “signal” is not readily evident in these themes. It is certainly up to the department to determine if this is desirable. However, it may be advantageous to claim the identity discussed as a “leading program in the anthropology of Pacific and Asia”. This could help reduce the department’s concern about transfer students not taking lower division courses, and thus reducing departmental SSH. In fact, the “standard” lower division courses are being taught at community colleges. It may be helpful to think strategically about students who have had these courses.

**Undergraduate Program**

Undergraduate majors have declined somewhat in the last several years. While the internal review sees reductions in faculty size as causal, smaller enrollments in anthropology classes represent a national trend, making it difficult to determine whether or not unique factors are influencing the department’s situation. In any case, the department has been proactive in seeking to address this through advising and other “entrepreneurial” activities related to curriculum innovation and providing information to undergraduate students. Review does point to variation among faculty in research productivity. Because the nominal teaching commitment is 4X4, the department should assign higher teaching commitments to tenured faculty who show low research productivity. This will aid considerably in meeting curricular needs.

The undergraduate curriculum in Anthropology is sound, although some changes could be suggested. While the department is clear about its focus on Asia and the Pacific, it can be noted that this “signal” is strongest at the 400+ level, but not necessarily at the 100-300 levels. It may be a good idea to develop lower division courses that highlight the Asia/Pacific focus. An
example could include the “Anthropology of Hawai‘i”, or “Anthropology of Tourism in Hawai‘i”. This could attract students to the perspectives offered by the department.

The structure of the colleges of arts and sciences could also impact the number of majors in anthropology. Generally speaking, students with interests in biological anthropology and archaeology tend also to pursue laboratory, experimental, or quantitative fields. It is possible that course offerings in anthropology that might appeal to students in the natural sciences are not readily evident. In addition, the department has made investments in medical anthropology, with two fairly recent hires in the area. This area has great appeal to biology majors. Ensuring that natural sciences students are aware of these fields could be very important for the department.

The department indicates that it desires to give students the opportunity to fulfill “all” major and core requirements within the department (p. 34). We recommend against this: while anthropology is a broad field, it may not be in the best interests of students to concentrate so fully in a single discipline. Also, given faculty reductions, this may represent a poor choice in allocating teaching resources. Coupled with this, the department is worried that transfer students have already taken basic courses in the field, resulting in reduced SSH at the introductory levels. This could be viewed as an opportunity to develop courses at the 200 and 300 levels to expand on the expertise and interests of transfer students. The department could review community college transcripts to seek students with prior training, and should establish contact with community college instructors to encourage additional engagement in the field.

At a finer level, Anthropology’s “capstone” course covers history of anthropological theory. Unfortunately, students (both graduate and undergraduate) tend to show very low prior interest in taking classes in disciplinary history. It may be productive to look into changes that the Economics Department has made to enhance undergraduate research opportunities in upper division and senior year courses. This could give anthropology students the chance to have real engagement with research prior to graduating. It would also be an opportunity to highlight the applied graduate programs. This particular capstone may not be effective.

Laboratory Space, Dean Hall

A remodel of Dean Hall is beyond necessary. The building is dilapidated, unpleasant, and is nowhere near adequate for contemporary research and teaching in archaeology and biological anthropology or geography. Closer inspection would likely reveal electrical, plumbing, and HVAC problems. There may well be immediate safety concerns (it seems that air conditioners
tax the electrical system beyond capacity). Dean Hall is also central campus space, with the potential to contribute much more significantly to the campus’s missions than it is capable of doing at this time. Utilizing central campus space more effectively is clearly in line with campus efforts to improve graduation rates. Dean Hall is also a historic building, so there is an opportunity for the campus to generate interest from politicians, current and former students, and the public to show at least a symbolic investment in the campus.

Fortunately, Dean Hall could be relatively inexpensive to remodel to suit the needs of Anthropology and Geography. As currently configured, these departments do not rely on DNA analysis or radioisotope analyses (beyond Prof. Beilman’s work in Geography, with very good space) that would require specialized laboratory equipment. Moreover, Anthropology has done its part by repatriating legacy skeletal and archaeological collections that once occupied the space, making the space available for something other than storage and effectively “freeing up” central campus space. Along these lines, it is important to note that the department has been a national leader in accomplishing repatriation of human skeletal remains and archaeological collections that have been in Dean Hall since the 1960’s (or before). They have provided a model for other universities and museums. It is notable that the law requiring repatriation of indigenous remains was sponsored by the late U.S. Senator Daniel K. Inouye. In any case, repatriation efforts have opened significant amounts of central campus space that can now be used more effectively in support of the academic mission.

**Graduate Program**

Like other departments in CSS, the graduate program in Anthropology does not appear to be well funded. In addition, the department noted that it is currently not admitting students directly into the Ph.D. program, and would like this option. This raises a problem because students are receiving, and exhausting, support at the M.A. level. Apparently, the department can admit directly to the Ph.D. program, provided that it submits a request for review by the graduate education division. Given the strength of the faculty, direct admission to the Ph.D. program is advisable. Graduate students reported appreciation for the talents of the faculty.

Since the last review, the department reduced the size of its graduate program. This is a good decision, and reflects collaboration and discipline on the part of faculty. The program is smaller than it was in the previous review. It may be reasonable to restrict the size of the program further, if only by 5-10 students in light of funding constraints faced by graduate students. A
smaller program with better funding could increase success in recruiting and graduate training. In meetings with graduate students, they reported that they did not feel well prepared to teach, so some investments in training may be warranted.

**Learning Objectives**

The department is lagging, badly, relative to others in specifying learning objectives. While this is easily dismissed as a “chore” and is often antithetical to a heavily qualitative focus in the discipline, the process of establishing objectives is helpful in thinking about curricula, and is a direct way to illustrate investment in curricula and students. In addition, assessments of learning outcomes are becoming more important as state legislatures continue to press public institutions to deliver clear evidence of educational efficacy.

**Summary**

The faculty in this department is very strong, and the vision stated by the internal review gives a good direction. A concern is that the biological anthropology program, and to some extent, the archaeology programs are not configured for molecular-level analysis (DNA, ancient DNA, hormonal, isotopic, microbial). This could place some limitations on the future competitiveness of the programs. Dean Hall remains an issue. However, remodeling would substantially advance the capacity of the department.

**Recommendations**

4. Remodel Dean Hall.

5. Broaden or change capstone opportunities for students. Evaluate whether or not the capstone requirement, both in the specific course offered and in a general sense, achieves educational goals.

6. Reduce or eliminate barriers to engaging students in other colleges, especially students in life sciences.

7. Determine if lower division courses have an appropriate level of engagement with department interests in Hawai‘i-Asia-Pacific topics.

8. Complete SLOs and ILOs.

9. Interact with community colleges to build on interests from transfer students.

10. Ensure that faculty, especially new faculty, are aware of the complexity of UHM’s
student body, attending to positive classroom climate in an exceptionally diverse setting.

**Department of Economics**

The Department of Economics at UHM states that its goal is to discover, refine, and disseminate economic knowledge, with a particular focus on Asia and the Pacific, and on a Hawaiian place of learning. It shares these foci with several other UHM departments, and thus is a key element of an overall strength in these areas. Furthermore, the department sees a strong role for advancing overall economic literacy of students. The quality of the faculty is very high, and the department has, overall, maintained the number of faculty through what appear to have been difficult times with respect to overall campus budgets and rather unstable campus leadership over the last several years. Engagement locally appears to be very strong, with the department carrying out consultative roles with national, state, and local governments and NGOs. This is particularly valuable, given the faculty’s depth of expertise on decision-making and forecasting.

The response to the previous program review appears to have been positive. Maintaining core strengths in Hawai‘i, the Pacific, and Asia are positive. Particularly effective steps for undergraduates have been closer collaboration with Mathematics and other departments, as well as attending directly to improving student success in courses with relatively high failure rates, including adding additional graduate assistant support for students. Hiring in this period seems to have been successful and high quality faculty have been added. The department is keenly aware of the need for greater recruitment of women and minorities in the field of economics overall. Collaborative graduate degrees with several Asian and Indonesia universities have good potential. Positive steps have been taken to collaborate more broadly with other CSS units and units across campus (UHERO and others).

**Research and Faculty**

The faculty in Economics is strong, and has been successful. Ideally, a high quality Economics department can help demonstrate clearly the value of a research university, particularly given that close ties between the department and UHERO and other campus entities would seem to have been very successful. The research areas covered by the faculty are in line with the discipline as a whole.

Reductions in support from the East-West Center seem to have reduced overall support for
research and graduate support in the department. This may need to be addressed.

The department needs to be well-prepared to handle significant increases in demand for “big data” and computational approaches. It is important that collaborative possibilities are fostered across campus. The brown bag series initiated by the department appears to have been very successful and will encourage these possibilities.

**Undergraduate Curriculum**

The department’s undergraduate program is large compared to several others in CSS, and in this respect, it is typical of many peers. Despite its relatively large size, the number of majors seems to be somewhat small compared to peers. This raises an issue regarding overall college structure that was raised elsewhere in this review: specifically, it is unclear whether or not CSS is attracting students who have interests in quantitative fields, such as economics. Similar issues may be arising in other departments, possibly applying to students with interests in laboratory and experimental sciences. As noted elsewhere in the report, this may reflect the structure of Arts and Sciences at UHM, such that those students with quantitative (and lab and experimental interests) are majoring in fields outside CSS. While this may relate to overall college structure, it could also point to barriers in the current structure that obscure the department’s strengths and advantages, and thus the appeal, of this department and laboratory/experimental units in CSS. The department has been proactive in working to improve quantitative abilities of its students so this does appear to be an issue that impacts students’ pursuit of the major.

The research course (499), which looks like a “capstone” course, has been a very positive response to the previous review and should serve as a model to other units in CSS. In addition, increases in honors involvement appear to have been effective, along with steps to engage undergraduate students with UHERO. These enhancements will provide strong incentives for CSS’s most talented students to major in Economics.

**Graduate Programs**

Overall, the graduate programs in Economics appear to be effective, as have changes in graduate programs following the previous review. Like other graduate programs at UHM, graduate funding is very modest, limiting the competitiveness of UHM’s graduate programs. Systematic steps are needed to address graduate funding in CSS (and probably across campus). In general, better funding may require smaller graduate programs, with the expectations that
better funding will yield better students and shorter times to degree. Graduate students in other departments reported that they needed jobs to make ends meet, and requested that at least some graduate courses be taught outside of regular business hours so that they can hold jobs, and not need to miss work hours.

The graduate programs have grown somewhat, and this appears to have been managed by the department. This reviewer would urge caution in graduate program sizes across CSS, including Economics. It may be helpful for the department to be sure that recent growth in the graduate programs are strongly justified.

Discussions indicated that a stand-alone master’s program that would serve professional students is currently not possible. An example might include Illinois’ Masters of Science with a Specialization in Policy Economics (MSPE Program). This can be a significant source of revenue and would be very valuable for a cosmopolitan area such as Honolulu. The existing international collaborations could also be very positive.

**Staffing**

The department reports very substantial recent problems with adequate staffing. This would seem to be relatively easy problem to solve. However, it seems to have been a problem for an undue period of time and should be addressed before becoming an even bigger problem.

**Learning Objectives**

The department has been particularly effective at engaging with SLOs and ILOs. This is important, given ever-increasing scrutiny of public institutions by lawmakers. Other departments that have been less attentive to this might benefit from learning how Economics has addressed this.

**Summary**

Overall, the Economics Department is moving in a positive direction, and has a good sense of future needs and initiatives. The department has innovated in both graduate and undergraduate education. It should be noted that the fact that econometrics is not taught seems to be at odds with peers. This course offering could serve to attract students from other colleges, including Natural Sciences and Shidler College of Business.

**Recommendations**
1. Maintain or slightly increase faculty numbers.
2. Consider teaching econometrics, serving both majors and nonmajors.
3. Seek to engage students with quantitative interests, actively recruiting students from the Colleges of Natural Sciences and Business.
4. Solve staffing problems expeditiously.

Department of Urban and Regional Planning

The Department of Urban and Regional Planning (DURP) sees its mission as attaining excellence in teaching, research, professional practice, and service with respect to urban and regional planning issues, with a focus on Hawai‘i and the Pacific region. Since the last review, the department has increased its grant funding significantly, in line with recommendations of the previous review. In meetings, the success of department was described as a function of high quality faculty who do real-world, relevant work that people are willing to pay for. The department has maintained a strong national ranking, and has recently received accreditation.

Research and Faculty

The faculty in the department are strong and accomplished, with impressive national and international reputations. They have been successful obtaining funding from a wide range of sources, with the National Disaster Preparedness Training Center receiving very strong grant funding. The faculty have strong collaborations across campus, sharing some expertise with the Department of Geography, particularly in the area of GIS. Overall, losses of faculty in DURP seem to be less severe than in other CSS departments.

Department facilities are generally good. The spaces are nicely designed, and appear to offer a good work environment. Grant support has allowed the department to strengthen its research infrastructure in recent years. The department is often called upon to participate in extension and outreach activities.

Undergraduate Program

The department does not have an undergraduate major, but does teach classes at the undergraduate level. The department indicates that it will be undertaking strategic planning to assess the possible role of online instruction, as well as exploring ideas about undergraduate instruction. An online portfolio may be a good way to reach undergraduates, as well as keep
planners in the state and beyond (including alumni) current in their respective fields and engaged with the department.

Graduate Program

The department maintains strong MA and Ph.D. programs. Funding for graduate students in this department seems to be more adequate than in other departments, given successes in obtaining grant funding and tuition waivers that apparently accompany grant awards.

An issue of concern for the department is the availability of a tuition waiver for graduate students. Specifically, the department worries about changes in the availability of the waiver, an issue raised explicitly in the exit presentation and interview session. Unfortunately, in the time available for the review, the review committee was unable to investigate this matter in depth. However, based on the committee’s experience at other universities, several matters need to be considered carefully and rationally. For example, such waivers vary quite substantially across institutions. In some universities, the waiver is supported by actual transfers of cash (e.g., the university pays a check directly to graduate students, who then are billed for tuition, paying tuition from the funds received). Other universities remit tuition, transferring funds to a graduate program, then reclaiming those funds. Still others simply waive tuition, without any transfer of funds. In most of these systems, the waiver represents a subsidy, either through direct fund transfers, or through salaries of faculty teaching graduate students, with graduate teaching faculty supported by general funds (state funds plus undergraduate tuition, without payment by graduate students). Nationwide decreases in state funding have placed a greater share of university funding on undergraduate students, so all subsidies across campuses need to be examined judiciously.

The review committee encourages a careful and balanced consideration of this issue. If the UHM campus is subsidizing the waiver through undergraduate tuition, then this needs to be recognized and understood by the department. Decisions about uses of tuition need to be made conscientiously, and adjustments may need to be enacted in recognition of funding sources. If subsidies from undergraduate tuition are indeed supporting waivers, then this may lead to a rationale for increasing the department’s role in undergraduate education. Alternatively, full consideration may reveal that subsidizing the department in this manner serves campus interests, including undergraduates, and should be continued. This issue could impact the department’s plan to increase the number of MURP students. A faculty task force may be helpful in
determining a path forward on this issue.

Meeting with graduate students revealed an enthusiastic group of students. They appear to be generally satisfied with their training. However, many are under financial pressure, and raised the question of whether or not some classes could be taught at non-traditional times. This would reduce conflicts between outside work obligations and classes. They also identified housing costs as a major struggle.

In order to fund students more adequately, the department might consider reducing the size of the program. The internal review indicates that about 15 students are hired each year as graduate assistants (with 95 students total). Average times to degree for MA and Ph.D. students are very short by social sciences standards, so program size may be less of an issue for DURP than for other departments. It may also be useful to consider a self-sustaining professional master’s degree, with professional students paying tuition on the expectation of earning higher salaries. The collaboration with Zhejiang University (ZJU) could accomplish similar goals. The department also offers writing workshops for graduate students, which is a good idea, provided it does not create major tradeoffs in meeting core academic needs. Finally, additional revenue could be sought through the department’s certificate programs.

**Staffing**

DURP’s staff members conveyed a strong focus on departmental and institutional missions. The review committee learned of a lack of clarity between APT and Civil Service staff members (discussed elsewhere in detail); this lack of clarity seems to have impacted DURP more than other departments.

**Summary**

The department is doing well, and on a good trajectory, particularly with regard to grant support. Efforts should be made to continue in this manner are recommended. The department will need to consider how it attends to the College’s undergraduate educational mission.

**Recommendations**

1. Engage in discussions with the College regarding the appropriate handling of tuition waivers. Consider institutional and departmental goals to work out a system that benefits all parties.
2. Consider an undergraduate major, or ways to increase the department’s role in undergraduate education. Attend to changes in campus budgeting and be aware of implications of budgetary changes.

3. Continue strong performance in obtaining external funds, and work to maintain an infrastructure that promotes this.

4. Determine if teaching times should be arranged to address graduate needs.

**Department of Geography**

The Department of Geography at UHM, like many of its peers, covers a wide range of research foci in a multidisciplinary manner. The major themes in the department include human geography, environmental geography, and geospatial technology. It is potentially important to note that the department seems to grant less explicit emphasis on expertise in Hawai‘i, the Pacific, and Asia than do other departments in this review group. While this expertise is mentioned in the self-study and was occasionally noted in interviews, it is listed as the fourth of five areas of distinction in the self-study, and is not fully integrated with statements of department vision. It may be helpful for the department to determine whether or not this emphasis should be a more prominent component of its identity, as it is in other departments. A stronger emphasis on this expertise may lead to greater synergies between this department and others.

**Research and Faculty**

The department has significantly increased its external funding portfolio and has increased research productivity overall since the last review. This reflects a strong and capable faculty who are engaged in a very broad set of research projects. In addition, the department has benefitted from investments in GIS labs, with some further investments in laboratory facilities. It covers a wide spectrum of research and like other departments, has seen some decreases in faculty numbers. Concerns were raised about impending retirements, with three possible retirements mentioned in interviews.

Connections between the department and geology do not seem to be very prominent, while connections to biology and marine biology seem to be stronger. Closer ties to geology may be to the advantage of both departments, including in terms of research collaborations and in attracting majors and double majors.
**Vision**

The department’s vision focuses on hiring in ways that produce synergies with existing strengths. As noted, the department’s self study offers relatively minor emphasis on Hawai‘i, the Pacific, and Asia compared to other programs (and this is not necessarily a problem). However, as the vision statement relies very strongly on hiring, it may be productive to think about a vision that is less reliant on hiring, given difficulties the college has faced in hiring recently. In addition, the hiring priorities are fairly broad. The department should engage in a discussion with the dean’s office on these issues.

The department has discussed a name change as a way to better reflect its identity and strengths. The self-study suggests adding the word “environment” or “environmental” to its name. It would be very helpful to know if there are precedents for such a change. In addition, it may be helpful for the department to establish “focus groups” to interrogate this idea. Such groups could include peers in other geography departments, students at UHM, and other faculty at UHM. The department’s efforts to find ways to make a larger impact are laudable.

**Undergraduate Program**

The number of undergraduate majors in the department is relatively small, with the most recent number reported at 47, a total that has decreased from a recent high of 59. As the university moves to a possible new budgeting system that is focused on undergraduate tuition, the small number of majors may be an issue for the department. Other departments with undergraduate majors reviewed in this group are notably larger (Anthropology=157 and Economics=245). The department has been proactive in taking steps to recruit students since the last review. An issue for geography departments is that students may not be aware of the strengths of training in contemporary geography, and may not be cognizant of opportunities in the field. As noted for other departments, the structure of Arts and Sciences may well be an impediment to attracting majors who might be most interested in geospatial and environmental specializations in the department. This population might also include students with interests in quantitative fields. If there are barriers because of this structure, these should be reduced.

The department could explore partnerships with the Shidler College of Business, given the increasing importance of GIS in commercial applications. A departmental goal is to hire more faculty in the area of GIS, so some kind of formal interaction with the College of Business may
help advance this objective. As with inter-college relations within Arts and Sciences, barriers to students crossing curricula should be considered. It is notable that the department has increased the number of cross-listed courses.

The department is considering a BS degree in order to improve engagement with undergraduate majors. Without additional information, it is difficult to offer a recommendation on this idea. However, careful discussion with the CSS Dean’s Office on the issue should be undertaken. The division of Arts and Sciences into four colleges may not grant advantages to this approach, as it is unclear whether or not CSS is visible enough to students with interests in garnering a BS degree. In addition, such a degree would most likely require a large number of SSH to be taught out of the College of Natural Sciences (CNS). Moreover, this could create some competition with departments in CNS. Evidence that a BS degree strongly contributes to the education of students needs to be presented.

Interviews indicated evidence of successes with the Outreach College. The department reports generally good interactions with community colleges. Assigning tenured and tenure-track faculty to teach large introductory classes is a significant plus for the department. Giving students the opportunity to engage with these faculty should help increase majors and in the long run, support the research of these faculty by ensuring that they interact with highly talented students across multiple classes.

Graduate Program

Geography benefits from a dedicated and enthusiastic group of graduate students. Generally, they appear to be satisfied with the training opportunities they receive, and with the overall quality of the faculty. Like other departments, they report financial stresses dealing with local high costs of living. In interviews, they raised the possibility that faculty teach at least some classes outside of regular working hours, given how many students seem to have jobs to help make ends meet. Outside of significant increases in support for graduate students, this would appear to be a simple way to help students make good progress through the program.

Graduate students reported some unevenness in the quality of graduate advising. They linked higher quality advising to seniority across the department. It may be helpful to provide some additional training to junior faculty regarding graduate advising.

Summary
The department has done well in obtaining external research awards and should be encouraged to continue in this manner. It has attended to the size of its undergraduate major and continued efforts in this regard will benefit the department. Attracting a wide range of students seems like a good overall strategy. Without further information, the review committee refrains from recommendations on the department name and the BS major.

Recommendations

1. Grow the undergraduate major. This may be especially important if the campus moves to a budgeting system that tracks SSH and undergraduate majors. Engagement with community colleges and Outreach College may provide opportunities to increase majors. Recruiting majors among Natural Sciences students may be a good option, as well as offering GIS courses in collaboration with the College of Business.

2. Determine how closely to align with a focus on Hawai‘i-Pacific-Asia, comparing how other CSS departments have handled this.

3. Consider expanding teaching times to facilitate graduate student work schedules.

4. Work to improve the consistency of graduate advising, with special attention to ensuring the new faculty have sufficient knowledge of the program to advise effectively.

5. Carefully address the issue of the department name and identity, along with whether or not a BS degree would serve to strengthen the academic mission. It is unclear from the brief review period that these would be effective steps.

6. Continue to support the infrastructure that has helped improve grant performance.

Department of Ethnic Studies

Mission and Vision

The University of Hawai‘i Mānoa seeks to be a “Globally-connected Hawaiian Place of Learning.” The Department of Ethnic Studies plays a central role in achieving this goal. Their vision is to be the “foremost center for Oceanic Ethnic Studies, an intellectual and activist project that produces new knowledge and social change based on the values, cultures, and ecologies of Native Pacific peoples and places.” This vision connects very nicely with the backgrounds and concerns of the students served by UH-Mānoa and with the strategic advantages of a research one university located in this social context.
Undergraduate Programs

Ethnic Studies has a small number of undergraduate majors compared to other departments in the College (they report 35 for 2015-2016). This does represent a tripling of the number of majors at the time of the last program review, which suggests a positive trajectory, though the department is aware that more could be done to expand the number of majors. The students we talked to were extremely pleased with the education they were receiving and appeared to be on a smooth path to a timely graduation, which is in keeping with the very positive “program velocity” score earned by the department.

Students were especially excited about the opportunities for community engagement and service learning embedded in the program. The department prides itself as a model for community-engaged scholarship and service learning and this seems to be reflected in the experiences of students, some of whom seem to be moving into careers in community organizing and public service. The department may want to consider working with other units to apply to be considered by the Carnegie Foundation for its community engagement designation.

The department also focuses intently on providing opportunities to advance student success for Native Hawaiians and students from other underrepresented groups. The leader of Hawaiian Students Services lauded the department’s commitment to assist Native Hawaiian students in thriving at UHM. It has played an important role in the Gear-Up summer bridge program. It claims to offer the largest number of Hawaiian, Asian and Pacific courses in the general education curriculum of any department.

Graduate Program

The Department is working toward a Masters degree in Oceanic Indigenous Studies. This makes strategic sense for an institution like Hawai‘i Mānoa, though resource constraints may make it difficult to work toward this. This may be a place where a department can leverage the opportunities of the Outreach College to build something that otherwise would be difficult to build with existing resources. Since this is a program that must be built from scratch, it could be built first from a hybrid online and summer session model, where most instruction is delivered online but students come to Hawai‘i for in-depth and in-person study during the summer session. I imagine there could be a large clientele for such a program. Then the resources generated by the Outreach College version of the MA could be used to develop the face-to-face program.
during the regular semesters.

**Faculty and Research**

In keeping with the norms of the discipline, several faculty members have published books since the last review and most have contributed multiple chapters to edited volumes produced by strong university presses. Faculty have also published their work in refereed journals relevant for their fields of study, though this is an area where some attention could be useful. Even in a field where much of the best work appears in edited volumes, we would still expect to see a higher rate of publication in referred journals than an average of slightly more than two per faculty member over the past five years. At the time of the last review, faculty had earned very little in sponsored research. The department should be commended for earning nearly $275,000 in sponsored research since the last review, in a discipline where such resources are difficult to find.

By some measures the faculty of the Department of Ethnic Studies has fared better than other departments in the College during the budget pressures that have emerged since the last review. The size of the faculty is roughly the same as at the time of the last review at 7.5 FTE. It has one of the lowest rates of using lecturers in the College. As with any small department, faculty departures lead to a considerable amount of anxiety about the future and with three retirements expected in the not too distant future, there is some concern about the department’s ability to sustain its work moving forward.

The vacant position in African American Studies has spurred considerable concern in the department and broader community as well as in the Dean’s office, which noted this position as a key area that should be addressed to ensure the continued strength of the department. As one of the only flagship universities with a majority-minority undergraduate student population, the University of Hawai‘i Mānoa has a special comparative advantage in the study of diverse communities at home and abroad. Hiring a faculty member who can teach about the African American experience will reinforce this advantage and help students understand their own experience in a comparative context. A scholar who could teach these courses, but also reinforce the department’s research excellence in the study of Oceanic ethnic studies, perhaps by engaging in research comparing the African American experience to the experiences of Asian Americans and of indigenous peoples, would be optimal.
Recommendations

1. Develop an M.A. program through the Outreach College that combines online and summer session courses.
2. Faculty should focus more attention on publication of scholarship in refereed journals.
3. Search for scholar who can teach about the African American experience, but who conducts comparative research that could reinforce the department’s expertise in Oceanic ethnic studies.

Department of Political Science

Mission and Vision

UH-Mānoa possesses a Department of Political Science unlike any other political science department in a research one flagship university. Where most focus on building excellence in the study of American political institutions, this department emphasizes Indigenous politics, Asian and Pacific politics and alternative futures. Where most focus on hiring scholars with strong quantitative methodological skills, this department emphasizes qualitative methodologies. While many focus most intently on expertise in empirical social science, this department focuses intently on normative political theory. While some departments see publication in the top general journals in the discipline as the pinnacle of professional success in the discipline, this department privileges the publication of books.

The previous review viewed this uniqueness as a weakness. While we share some concerns about the potential consequences of staking out such an unusual path, we also see this to be a reflection of an unusually faithful and welcome embrace of the central missions of the University of Hawai‘i, which seeks to be a “Globally-connected Hawaiian Place of Learning”, while becoming “America’s foremost institution of higher education…permeated by a multicultural focus and experiences that are distinctly Hawaiian, Asian, and Pacific”.

Undergraduate Education

Five faculty members in the department have won College or university-wide teaching awards since the last external review. This is testament to the commitment of the department to excellence in undergraduate education for its 227 majors. Undergraduates appear to be progressing through the degree program at or above the norm for other programs in the College,
though the department also is experiencing the decline in SSH production and majors that reflect the decline in enrollment across the university.

The department has clearly taken outcomes assessment seriously. The department, for example, noted that students at the upper division were not writing as effectively as they had hoped. In response, the department developed a writing intensive course at the 200 level that it hopes will improve writing in subsequent courses and which will provide a service to the university more broadly given that there are few writing intensive courses at the 200 level. This is precisely the kind of innovation one hopes will emerge from a serious assessment program.

The department has developed a set of student learning outcomes that reflect the overarching mission and vision of the department and university and once again establish the uniqueness of this program compared to others in the discipline. The department, for example, expects that “Students will be able to cogently explain the interconnectedness of local and global dynamics of power within the context of the political and cultural specificities of Hawai‘i nei”, To ensure that all students can meet this student learning outcome, the department now requires that all majors take a course in Hawaiian politics, a course that not only teaches students about the substance of Hawaiian politics, but also introduces students to the critical interpretivist approaches that are the hallmark of the department’s approach to understanding politics. This new requirement reflects the department’s intense focus on providing opportunities to advance student success for Native Hawaiians and students from other underrepresented groups.

It also seeks to engage non-native students with a critical interpretation of Hawaiian politics. About one dozen undergraduate students attended the session with one reviewer and many of these students appeared to be more conservative than many of the faculty. These students engaged in a thoughtful conversation about the utility of this new requirement that illuminated that the new requirement was having at least one of its intended effects. Even students who held more conservative views than their faculty mentors expressed great appreciation for the open-mindedness of these mentors. Undergraduate students noted the generational differences in pedagogy and instruction that were noted in the last review, but this did not seem to be a significant concern.

Graduate Education

A central recommendation of the previous review team was to reduce the number of graduate students to make the program more selective and provide more effective service and mentorship
to more limited cohorts of students. The department has taken this advice to heart and has reduced the size of its graduate program and has been able to monitor the progress of its graduate students more effectively. It has also been able to maintain an enviable record of diversity in its graduate program, with more Native Hawaiian Ph.D. students than any other department in the College and a large number of international students from Asia and the Pacific.

Most of the department’s Ph.D. students appear to get academic jobs, but the character of those jobs differs from that of most research one political science departments. Because of the unique character of the department, many students get faculty positions in Indigenous Studies, Ethnic Studies, or American Studies departments rather than in Political Science departments. More than a dozen graduates over the past decade have earned jobs in academic administration. While one might argue that these unusual career paths reflect a department that does not produce students who are competitive for research one political science departments, the foci of strategic emphasis have made it possible for students to earn academic positions in relevant departments.

To some extent, this is a path dependent process. Because of choices already made and reproduced over decades, UHM’s political science department is unlikely ever to succeed by retooling to become a more conventional department. If anything, it might be wise to focus even more attention on the unique characteristics and character of the program. Most departments have a multi-course methods sequence that all graduate students take, while this department appears to require only one course and there is considerable variation in the content of those courses. A more self-consciously organized suite of courses on qualitative and interpretivist methods could give UH students a unique and rigorous methods training that is different from most programs.

The principal complaint graduate students express is the difficulty in surviving on the stipends they receive as part of their assistantships and the difficulty they have in planning their academic careers when the department cannot make commitments for a sufficient number of years for students to be well launched into their dissertation research. There are also concerns about whether the allocation of scarce resources is done in a fair and consistent manner. There is a perception among some graduate students that the department is divided and factionalized and that students associated with the dominant group receive disproportionate support. We are not in a position to render judgment on this perception, but increased clarity in the policies and procedures for the allocation of scarce resources could help address this concern.
Faculty and Research

The Department of Political Science has 22 tenured or tenure track faculty members, one more than was reported in the previous external review. This is one of the few departments in the College, therefore, that has not lost ground in faculty ranks since the previous review. This also appears to be one of the few departments in the College to have sufficient faculty numbers to effectively serve its students.

It is also a department with an enviable record of ethnic and racial diversity among its faculty. Ten of 22 are faculty of color, including three Native Hawaiians. To place this last achievement in appropriate comparative context, a decade ago, the University of Oklahoma produced a study on the ethnic and racial make-up of the top 100 political science departments in the nation. At that time, there were only four Native American or Pacific Islander faculty members among the roughly 2,300 tenured or tenure track faculty members in those departments. Two of the four were at University of Hawai‘i Mānoa.

The previous review suggested that the impact of the research conducted by faculty in the department was limited due to the “narrow” focus of the department. The department pushes back against this critique and suggests that it is the discipline that is narrow and that it is the department that exhibits a broader perspective.

Part of this reflects a departmental emphasis on publishing books in a discipline that generally focuses most intently on publication in refereed journal outlets. In this context, it is significant that the department has produced 20 sole-authored or co-authored books over the last five years, an average of four per year or almost one per faculty member over this time. Two books have won awards from professional associations. The department should find ways of systematically examine the impact of the books that have been published. The department’s embrace of Google Scholar as an appropriate tool for assessing the impact of faculty work is helpful in this regard given that this tool includes books and edited volumes in its citation counts. The department could separately count the citation counts for books published by department faculty to capture the collective impact of books published by faculty given that H indices probably undercount the impact of individual scholars who focus most intently on publishing books.

To the extent that the department focuses on publishing work in peer reviewed journals, the evidence presented by the department suggests that its work is not resonating deeply in academic circles. Google Scholar is sufficiently comprehensive that it can capture the impact of work done
by department faculty in a variety of outlets, including journals outside of the discipline of Political Science. Even by this metric, however, the work of the department faculty does not seem to be reaching large audiences. Only four of 22 faculty members have H indices above 10. A majority of the articles published by faculty over the past five years has not appeared in ranked journals. With a few exceptions, like the recent publication in the *American Political Science Review* or publications in *International Studies Quarterly* and *Political Theory*, very few articles have appeared in highly visible disciplinary journals. Department faculty should make more concerted efforts to publish in high visibility outlets that are receptive to the subject areas and kinds of scholarship in which the department specializes.

The department clearly responded to the critiques of the previous external review by reinforcing its commitment to its unique scholarly profile, a choice that is quite appropriate given its deep connection to the values of the institution it serves. That does not mean it should not engage more deeply with the discipline. Indeed, it will be easier for the discipline to ignore the work being done here if department faculty do not try to place their work in visible disciplinary outlets and engage more systematically in central debates in the field.

**Recommendations**

1. The department should create a more systematic suite of qualitative methods courses that all graduate students should be required to take.
2. The department should increase the clarity and transparency in the distribution of graduate assistantships and other resources to support graduate students.
3. Department faculty should make more concerted efforts to publish in high visibility outlets that are receptive to the subject areas and kinds of scholarship in which the department specializes.

**School of Communications**

**Mission and Vision**

The School of Communications seeks to be “the Asia-Pacific locus for academic and professional scholarship through communication, journalism, and emerging media”, by developing “an integrated program of excellence in teaching, research and application, to meet the challenges and opportunities of the field in the emerging and converging multicultural, global and technological contexts of the 21st century”. It, therefore, expresses a commitment to the
same broad mission and values as other units in the CSS. In practice, however, the School’s mission seems more inchoate and eclectic than is the case for many other units. Because the School seeks to serve such a broad range of goals with limited resources it is difficult for it to clearly identify and embody clear areas of excellence in research and graduate education.

Undergraduate Education

The School of Communications includes two undergraduate programs, one in Journalism and another in Communication. The School is understandably concerned about its ability to provide a sufficiently robust curriculum in either degree program given resource constraints. With three faculty lines, the Journalism program lacks sufficient faculty strength to earn accreditation and the faculty are deeply concerned that they can offer little more than the required courses each academic year. Students echoed these concerns about the paucity of elective courses that were available for them to take. The self-study reports that adoption of two senior six-credit-hour classes as capstones has been successful because they operate more like a newsroom in which students produce a TV show and website. At least one student raised the concern that if they found the specific section or instructor problematic, it meant that they had to invest a considerable amount of time in what they viewed as a less than optimal experience.

As with many Journalism programs across the country, the availability of many talented journalism professionals in the community provides a rich cadre of adjuncts to supplement the offerings of the tenure track faculty, though it is understandably difficult to engage working professionals in comprehensive conversations about curricular and pedagogical reform. In some Journalism programs across the country, a separate faculty category of Professor of Practice has been created to distinguish faculty with 1.0 FTE appointments that have come to the academy after distinguished careers in the field. This may be useful to the University to consider for the School. While the structure of the program, the student learning outcomes, and the assessment protocols of the Journalism degree program all seem appropriate and reasonable, the addition of new faculty, in whatever form is considered most appropriate, is necessary to allow students to take full advantage of the existing curriculum let alone open up opportunities for further innovation.

The resource constraints facing the undergraduate program in Communication are also extraordinarily high given that there are only a half dozen tenure track faculty members serving more than 200 majors. The Communication major also appears to be one of the fastest growing
majors in the College. The School of Communications is one of three units in the College that has averaged more than 50% of its student semester hours taught by lecturers over the past three years and had the highest ratio of lecturer taught classes in the College in spring 2016. The School will struggle to continue to deliver its curriculum effectively to its growing pool of majors without additional faculty resources.

The School started developing a new curriculum for the Communication program prior to the last review and implemented new capstone courses with an eportfolio requirement in 2012. Assessments suggested that additional efforts should be made to enhance students’ global awareness and attention to ethical dimensions and the School has taken appropriate steps to improve on these dimensions. Thus far, the School has been able to continue to offer the courses students need to move swiftly through their degree program in part through effective use of the Outreach College.

Graduate Education

The School offers a Masters degree in Communication and participates in a multi-College interdisciplinary Ph.D. program in Communication and Information Sciences. The School has understandably and appropriately reduced the size of its M.A. program to match the capacity of its limited faculty numbers. The retention and time to graduation numbers suggest that the program has been able to deliver its graduate curriculum in an efficient manner while the evaluation of students suggests that the program is effective in helping students achieve the appropriate learning outcomes. The School is appropriate in looking at 3+2 or 4+1 programs with Asian universities as a potential growth market as the program increases graduate student ranks as it gains more faculty. Roughly a quarter of the students in the interdisciplinary Ph.D. program work with faculty in the School of Communications, and the students who attended the session with a member of the external review team communicated great satisfaction with the program. This appears to be a successful program and an appropriate way for faculty in a School that is never likely to be large enough to sustain its own stand-alone Ph.D. program to work with Ph.D. students.

Faculty and Research

At the time of the review, the School of Communications had only nine tenured or tenure track faculty to serve two distinct B.A. programs, which collectively serve more majors than just
about any unit in the College. The School is also one of the only units in the CSS with increasing enrollments at a time of overall decline in enrollments in the university. As noted above, the shortage of faculty makes it difficult for the School to meet its core instructional needs.

Small faculty numbers also make it difficult for the School to develop distinctive areas of excellence in research. There are only three faculty members in Journalism, with two joining the faculty after serving as professionals in the field and the third coming to UHM more directly through an academic Ph.D. path. In Communications, two faculty members have M.F.A.s, with academic profiles focused on creative work in film and screenplays. The four with academic Ph.D. credentials have disparate areas of research focus. When asked in the self-study to discuss research productivity relative to peer institutions, the School simply reports that it “embraces different perspectives and approaches to research (see faculty CVs)”. Given the diversity of the types of scholarship produced by the faculty, the School understandably has a difficult time identifying a straightforward and consistent method for assessing the scholarly productivity of its faculty. The self-study identifies Cal State Northridge and Santa Clara as the most appropriate comparison institutions, which suggests again that the School hasn’t identified a clear strategy for how it should fulfill the research expectations of a School in a research one flagship university.

This is a young faculty with considerable promise. Only four members of the faculty were present at the last review period only five years ago. The School has very entrepreneurial leadership as evidenced by a strong embrace of the opportunities provided by the Outreach College and the development of initiatives for 3+2 programs with Asian institutions, especially in China. This is a School that should grow in faculty strength compared to other units in the College because of student demand and this entrepreneurial leadership. The College has authorized two searches in the School in a year where few are hiring precisely for these reasons. With these hires and with any additional hires that may come in the not too distant future, the School will have a unique opportunity to forge a more coherent research identity and identify a clearer strategy for achieving research excellence. In keeping with the broad vision of the School, it would be optimal to hire faculty with strong capabilities in digital media and the latest in information and communications technologies that also have expertise in intercultural communication with special emphasis on Asia and the Pacific. Another theme that appears to have some resonance at this stage is a focus on the impact of modern communication techniques
and capabilities on citizenship and public policy. If this is an area that the School wishes to pursue, there may be opportunities for the School of Communications to connect with the College’s broader DKI initiative.

Recommendations

1. The College and University should hire more tenure track faculty for the School.
2. The School should work to ensure that new hires help forge a more coherent research identity and identify a clearer strategy for achieving research excellence.
3. The College and School should investigate whether to create a new faculty designation that would allow the School to hire “Professors of Practice”, who possess years of practical experience in the field, for the Journalism program.
4. The College should continue its efforts to develop 3+2 or 4+1 programs in collaboration with Asian universities that would create more streamlined paths to timely completion of a B.A. and M.A. in Communication.
5. The School should examine opportunities to connect its existing strengths in the study of communications and citizenship and public policy more systematically with the College’s DKI initiative.