



October 21, 2013

MEMORANDUM

TO: Reed Dasenbrock, Vice Chancellor for Academic Affairs
FROM: Denise Konan, Dean, College of Social Sciences
SUBJECT: Program Review 3-4 year Report -- Revised

In spring 2010, Richard Dubanoski, then Dean of College of Social Sciences, submitted to you a one-year progress report in response to the program review of spring 2009. With this memorandum I will provide an updated account of the College’s efforts. I will specifically address issues raised in your August 10, 2010 memorandum and discuss the College’s new initiatives. Additionally, I will append progress reports from each academic unit in the College.

GENERAL BACKGROUND TO THE COLLEGE OF SOCIAL SCIENCES (CSS)

BUDGET:

Since the 2009 review, the College has performed extremely well despite decreased general (G) plus special (S) fund-allocations in two of the last four fiscal years (FY), with decreases of **10.5%** and **4.9%** in FY 2010 and FY 2013, respectively (Table 1). General funds as a percentage of G+S funds has decreased from 91% in FY 2009, to between 64 and 74% in FY 2010 - 2013. From Table 1, it is clear that over the FY period 2009 to 2013, the G+S funds allocated to CSS were insufficient to meet personnel expenditures, with an overall shortfall of \$1.32 million.

Table 1. G + S fund-allocations to the College of Social Sciences, fiscal years 2009 to 2013

Fiscal Year	G-fund Allocation (Million \$)	S-fund Allocation (Million \$)	G + S Allocation (Million \$)	Annual % Change	CSS Personnel Expenditures (Million \$)
2009	18.10	1.78	19.88	.	19.86
2010	13.22	4.59*	17.80	-10.5	18.11
2011	12.75	7.22**	19.97	12.2	17.46
2012	14.20	6.38	20.58	3.1	19.51
2013	14.00	5.56	19.57	-4.9	24.17
			SUM 97.79		SUM 99.12

**Includes ARRA (Federal) funds; **Includes ARRA funds and Tuition Revenue Sharing monies*

The general fund allocation is not sufficient to cover the College's personnel costs. For example, in FY 2009, the College's personnel expenditures exceeded the G-fund allocation by \$1.76 million, and in FY 2013 this differential increased to \$10.17 million. As a result of decreased State revenues, the College has increasingly had to rely on tuition monies to fund personnel costs. To supplement the decrease in general funds, and the insufficient amount of S-funds, the College has engaged in new entrepreneurial endeavors. For example, our units have made significant efforts to generate additional funds through course offerings in Summer Session and via Outreach Extension. However, these funds are non-recurring. Combined with the ability to carryover funds, the College has been able to maintain its level of services and make some modest investments in new endeavors and initiatives allowing the College to remain successful. However, in order for the College to provide students with enriched experiences leading to success, and to grow the sponsored research portfolio, additional investment will be required.

ACADEMICS

The College is a major force in shaping the future success of students at UHM. Annually we grant the most degrees, teach the most student-semester hours (approximately 77,000 SSH per academic year), and have one of the largest majors. For example, as of fall 2012, six CSS units had undergraduate and graduate major counts of greater than 200 (e.g., ANTH = 205; ECON = 229; COM = 231; SOC = 317; PSY = 328; and POLS = 368). Data for academic year (AY) 2008-09 to AY 2011-12 indicate that CSS granted the most degrees (3,096) of any college or school. On average we grant approximately 774 degrees per AY, and from AY 2010-11 to AY 2011-12, the College increased the number of degrees awarded by over 7%.

The College plays an extremely important role in granting degrees to Native (and Part) Hawaiian students. Between AY 2008-09 to AY 2011-12, we granted 328 degrees, second only to the College of Education. Our total reflects about 18% of all degrees granted to Hawaiian students at UHM during this four-year period, and this total was about 1.8-fold greater than the number granted by Hawai'i inuiakea School of Hawaiian Knowledge. Most importantly, we have shown a 36% increase in degrees granted to Native Hawaiians between AY 2008-09 to AY 2011-12. Additionally, for the last four years the total number of degrees awarded to Native Hawaiian students by the College of Social Sciences exceeded the combined total of the other three Arts & Sciences Colleges (i.e., CSS = 328, and Arts & Humanities (A&H) + Languages, Linguistics & Literature (LLL) + Natural Sciences (NatSci) = 298).

There are different ways of looking at academic "efficiency" or performance and one way is to consider how effective programs are at graduating first-time freshman in 4-years, and the number of students continuing in a program after 4-years. The success rate of a program is computed by combining the number of first-time freshman graduates with continuing students (after 4-years) divided by the total enrollment of a cohort. One of the most complete data sets available from the Mānoa Institutional Research Office [<http://manoa.hawaii.edu/ovcaa/mir/>] was for the fall 2004 cohort (*as of October 2008*). UH-Mānoa's 4-year undergraduate graduation rate for the 2004 cohort was 17.2%, and the 4-year success rate was 60.9%. These

data can be compared to the College of Social Sciences' performance with a 4-year graduation rate of 25.8%, reflecting a 50% improvement, and a 4-year success rate of 69.9%, reflecting an improvement of about 15%. Though the College's performance exceeds that of UH-Mānoa, it is significantly below where we should be. To address issues of retention, 4-year graduation rates, and student success the College has developed a new initiative that will be organized under the umbrella of student academic services. This will be discussed more fully below.

In terms of time-to-degree (TTD) for undergraduates (AY 2009-10 to 2011-12), the weighted average for first time students was 5.1 years for CSS, which can be compared to 4.9 years for NatSci, 5.1 years for LLL, and 5.4 years for A&H. For undergraduate transfer students their TTD was shortest in CSS (3.6 years), compared to 4.0 years in LLL, and 4.2 years in A&H and NatSci.

RESEARCH

The College and the Social Science Research Institute (SSRI) have provided strong research leadership in the areas of environmental change, health informatics, behavioral health, and social innovation. Our research has generated an outstanding portfolio of extramurally-sponsored activities, ranking third in extramural grant awards of \$1 million or greater among 15 UH-Mānoa academic instructional units (Table 2).

Table 2. Total extramural awards of \$1 million or greater, FY 2003 – FY 2012^a

College or School	Total Awarded (\$)
College of Education	71,876,001
College of Tropical Agriculture and Human Resources	69,662,053
College of Social Sciences	59,448,572
College of Natural Sciences	29,437,650
College of Engineering	17,709,414
College of Business	16,738,009
School of Social Work	7,947,445
School of Law	5,465,663
Hawai`inuiakea Sch Hawn Knowledge	2,925,000
School of Nursing and Dental Hygiene	1,617,930
College of Languages, Linguistics, and Literature	1,046,029
School of Pacific and Asian Studies	0
College of Arts and Humanities	0
School of Architecture	0
School of Travel Industry Management	0

^a Excluding research-intensive units, School of Ocean and Earth Science & Technology (SOEST) and School of Medicine (JABSOM). Data from UH Office of Research Services and UH Economic Research Organization (UHERO).

As the sponsored research division of the College, SSRI has catalyzed the growth of sponsored research initiatives, several of which have emerged as major programs in the Institute

including: (1) Telecommunications and Social Informatics (TASI) Research Program; (2) UH Economic Research Organization (UHERO); (3) Hazards, Climate, and Environment Program; and (4) Office of Evaluation and Needs Assessment. Along with these programs, faculty in the College and SSRI have been engaged in translational social science research that makes a difference to Hawai'i, its people, communities, environment, and economy.

At the time of our program review in 2009 our total grants awarded amounted to \$6.9 million, over the next three fiscal years (FY) our average awards were \$11.6 million. If we look at the first quarter of FY 2013 the total award amount is \$13.6 million, almost twice that of FY 2009.

Our current grants and contracts portfolio provides a perspective on areas of research strength among our faculty. These areas include the following:

- ***Human Dimensions of Environmental Change*** (\$20,269,561 during past 3 years).
- ***Health Informatics and Health Disparities*** (\$8,960,781 during past 3 years).
- ***Asian-Pacific and Native Hawaiian Issues*** (\$3,000,649 during past 3 years).
- ***Economic Analysis*** (\$982,484 during past 3 years).

ISSUES BEING ADDRESSED

The State of Advising

This academic year has seen a major tide change in the concept of advising in the Colleges of Arts and Sciences. With a CASSAS reorganization underway, each of the colleges will take control of their undergraduate majors. Our College formed a task force in the fall of 2012, to look at “advising” from a more holistic perspective, and not just focus on registration and graduation. The report of this group was submitted to me in May 2013. This provides the College with an opportunity to rethink the delivery of advising to ensure student success and retention, as well as graduation within a four-year period. This report will establish a framework for advising and other student services, within the new context of the Institutional Learning Objectives (ILOs), which can help provide students with a sense of how the entire degree fits together. As the Arts and Sciences advising unit becomes decentralized, the new advising system will focus on the qualitative experience of the student. The goal will be to create a HUB of services where students will be able to find information about their degrees, pursue internships, overseas studies, and service learning. The HUB will be designed to reach out to students from the moment they are identified as part of the College of Social Sciences through their graduation and then onwards to connect students as alumni. The emerging concept of a shared space for advising and student opportunities in the College envisions up to five directors: Advising (awaiting approval to advertise), Engaged Student Learning (Louise Kubo), Civic Engagement (Ulla Hasanger), International Programs (request to fill to be developed), and Native Hawaiian Advancement (request to fill to be developed). For advising,

the four CASSAS advisors allocated to the College will be supplemented with additional specialists to address our 2,000 undergraduate majors (the goal is to have an advisor to student ratio of less than 300 : 1). Additionally, for the non-advising directors, each will have an APT coordinator (or shared). For example, Kai Noa Lilly is the coordinator for engaged student learning, and Aaron Miller is the coordinator for international programs. Further staff will be hired to address issues of secretarial support, IT, assessment and alumni relations.

Women's Studies

Since the one-year report, Women's Studies has been converted from a Program to a Department (2011), and their BA has been made permanent (2012). Currently they have initiated conversations with my office concerning a PhD program, and an action committee is in place to develop an ATP (Authorization to Plan).

Department of Public Affairs

As you are aware when I took over as Dean in the spring of 2011, I put a hold on the process of bringing together Public Administration and the Public Policy Center under the banner of the Department of Public Affairs. I requested that the Public Administration program focus on acquiring NASPAA (National Association of Schools of Public Policy, Affairs, and Administration) accreditation. In the Spring of 2013, PUBA submitted and was granted a request to be eligible to apply for accreditation. An external consultant reviewed program last month, and the faculty are currently developing a self-study and application. I have no plans currently to reorganize PUBA.

There are several external opportunities to elevate public policy within the College. I have been working closely with family and long-term staff of Senator Daniel K. Inouye (DKI) to launch the DKI Center for Democratic Leadership, predicated on values of freedom, fairness and integrity. The DKI Center will involve archives, oral history, academic degree programs, and K-12 outreach among other leadership initiatives. A fundraising plan has been developed in partnership with the Inouye Institute Fund (Hawai'i Community Foundation). A new building is being planned on the site of Henke Hall, to house the programmatic activities. Preliminary discussions have also progressed with President Barak Obama and his family. While Hawai'i appears unlikely to host the Presidential Library, we may have an opportunity to support a Presidential Center, tentatively sited at Kaka'ako.

As part of my Dean's start-up package, the Chancellor committed to fund a senior hire in Public Policy with a potential cluster hire. In fall 2014, I have assembled a search committee for the Director of the Public Policy Center chaired by Professor Sumner LaCroix and including faculty from Economics, PUBA, Political Science, Urban and Regional Planning (URP), UHERO, and community.

GIS Technology

A one-stop shop for GIS in the College has not been realized. The main players in GIS within the College are Geography and Urban and Regional Planning (URP). Both of these units are sharing their labs, hardware and software with Anthropology. Over the last three years the College has invested over \$150,000 in revitalizing URP's GIS lab in Saunders Hall, and Geography's geospatial technologies lab in Physical Sciences Building. This has included new computers, printers, software, digital projectors, and servers.

Further progress on integrating GIS and physical sciences within the College is pending significant investments in space. VCAA Dasenbrock recently clarified that Dean Hall should be available to the CSS as the College of Natural Sciences vacates the building. However, significant refurbishment would be required, especially after the aged generator gave out last summer. The UHM Office of Long Range Planning is in the process of modeling alternative scenarios for long-term space planning for Dean Hall.

Assessment

Assessment is being taken seriously amongst the academic units in CSS. For example, in 2008-2009 only 9 of 27 degree programs had curriculum maps. At the time of writing this report the three programs without curriculum maps were the MA and PhD in Geography, and the MA in Communications. Both units have been contacted concerning their progress towards curriculum mapping. The School of Communications indicated that they will have their curriculum map in place this semester. Geography is currently updating their 2012 Graduate Program Assessment Plan and their "Graduate Student Evaluation Rubric" to develop a curriculum map for each of their graduate programs by the end of the academic year.

Data (2012) supplied by the UH-Manoa Assessment Office indicated that the College exceeds the UHM average for "*Program SLOs Exist*", "*Program SLOs Published*", "*Course SLOs Produced for Most Courses*". The units of the College can make significant progress in the next stage of assessment, i.e., "*Collected Evidence*", "*Results Summarized*", and "*Results Used*", as we are at or slightly below the UHM norm for these indices.

Challenge Courses

We continue to be cognizant of those courses that display high percentages of failure to succeed rates. Typically, this has included ANTH 151, and 152; ECON 130, and 131; and PSY 100, and 212. Examining the College's %DFWI data, it became clear that the unit mastery (UM) sections of PSY 100 were the most problematic of our courses, as it exceeded the 25% threshold for %DFWI for more than 10 consecutive semesters, and with large enrollments a significant number of students were not progressing. When we looked at the difference between the lecture (LEC) and UM sections of PSY 100 it became clear that UM was not

meeting the needs of our students and this mode of instruction was discontinued (Table 3). Fall 2012 was the first semester when only lecture sections of PSY 100 were offered, and a new tenure-track hire (K. Pauker) was integrated into the teaching rotation with a class size of 230 students. In the spring of 2013, a three-faculty teaching model was used for the delivery of PSY 100 to 294 students. In addition to increasing the number of tenure-track or tenured faculty in the delivery of PSY 100, additional graduate assistant (GA) resources were allocated by the department to PSY 100. The results of these “experiments” on %DFWI will be examined over the summer. For the other challenge courses, three new GAs were awarded to the College from the Chancellor’s Initiative “*New Funding for Teaching Assistantships*” in 2012. The impacts of the additional resources and mode of delivery for ANTH 151/152, and ECON 131 will be assessed over the summer.

Table 3. Comparison of the failure to succeed index (%DFWI) between lecture (LEC) and unit mastery (UM) sections of PSY 100 (*Survey of Psychology*), Spring 2008 to Fall 2010

Sem/Yr	LEC Sections	LEC Census Enroll	LEC %DFWI	UM Sections	UM Census Enroll	UM %DFWI
S 2008	1	151	19.2	28	429	42.2
F 2008	1	105	13.3	29	519	47.2
S 2009	1	167	22.8	28	410	39.8
F 2009	1	166	25.3	29	483	42.2
S 2010	1	162	30.2	28	490	42.0
F 2010	1	167	36.5	29	425	43.8
TOTALS	6	918	25.4*	171	2,756	43.0*

*Weighted value for six semesters

SOCS 150

Since the one-year report, faculty in the College designed and delivered a new course SOCS 150 (*Street Science: Evaluating and Applying Evidence in Daily Life*) to meet the FS: Symbolic Reasoning portion of general education. The College has dedicated GA resources and faculty overloads to meet the needs of this new course. To date, enrollments have been strong since the first offering in fall 2011 (89 students); spring 2012 = 168 students; fall 2012 = 137 students; and spring 2013 = 126 students.

There are two key concerns regarding the future of SOCS 150. First, WASC has raised the concern that UHM’s current symbolic reasoning requirement does not meet the new standards for quantitative reasoning. As SOCS 150 covers critical thinking skills rather than quantitative reasoning, changes may be required as this WASC standard is addressed. Second, course-level assessment is needed to demonstrate the benefits of SOCS 150. This course requires a

relatively large investment in faculty time and GA resources. I remain comfortable with the investment, provided that evidence can be shown that the students who take this course are benefitting in tangible ways (for example, in terms of first-year retention or preparation for future studies). Overall, I am pleased by the enthusiasm of participating faculty and believe the course has value.

Development and Fundraising

Since coming aboard I have dedicated a substantial amount of time to expanding the College's fundraising efforts. Significant funds have been dedicated to various APDR³ (Asia-Pacific Disaster Risk Reduction and Resilience) related initiatives from Chevron Corporation, Ford Foundation and Rockefeller Foundation. Our College also has several joint initiatives with Tohoku University of Japan that are potentially supported by the Japanese government and the U.S. Japan Council. Bank of Hawaii contributed to a Community Engagement Fund in support of the visit of Nobel Laureate Joseph Stiglitz. We are also working with the Hawaii Business Roundtable on an agreement to have them become an annual sponsor of the University of Hawai'i Economic Research Organization (UHERO). In addition, discussions are underway in support of a Daniel K. Inouye Center for Democratic Leadership.

These efforts are greatly facilitated with the recent hire of Matt Henry, a UHF dedicated developmental officer on board. The Chairs and Directors of the College are excited about working with Mr. Henry to grow their portfolios in support of their students and programs.

SELECTED COLLEGE HIGHLIGHTS AND INITIATIVES

- In 2011, the College successfully hired 24 faculty in 11 different units.
- The interdisciplinarity of the College is well reflected in the 2012 Chancellor's Strategic Hiring Initiative – Coastal Sustainability cluster hire. The College added two new faculty (75% CSS and 25% Sea Grant) in "Coastal Policy and Community Development" (Spriandelli, URP), and "Environmental Economics" (M. Roberts, ECON). Additionally, the College recently recruited Dr. Greg Chun, a Hui Aina Momona cluster hire between Hawai`inuiakea School of Hawaiian Knowledge (25%) and SSRI (75%).
- Faculty in CSS were successful in receiving campus and systems awards: (1) Regents' Medal for Excellence in Teaching to R. Jones (GEOG, 2012), J. Lynham (ECON, 2013), J. Winter (COM, 2011) and C. Yano (ANTH, 2011). (2) Regents' Medal for Research to C. Bae (ANTH, 2012), and M. Shapiro (POLS, 2010). (3) Chancellor's Citation for Meritorious Teaching to M. das Gupta (ES/WS, 2013), N. Goodyear-Ka'opua (POLS, 2013), E. Saethre (ANTH, 2012), and P. Steinhoff (SOC). (4) UHM Graduate Mentoring Award to R. Chadwick (POLS, 2010), and K. Suryanata (GEOG, 2013).

- The College and SSRI were central to the development and continued success of the APDR³ initiative, and we are playing a lead role in the upcoming “*Indonesia Symposium on Disaster Risk Reduction and Resilience*”, June 13-14, 2013 (Yogyakarta, Indonesia).
- The College signed two new Memorandum of Understandings with BINUS University in Jakarta, Gadjah Mada University, and the Bandung Institute of Technology, Indonesia.
- The College was represented in Sendai, Japan on March 11, 2012, the one-year anniversary of the Great East Japan Earthquake. As part of the ceremonies, UHM entered into a Memorandum of Understanding on Academic Collaboration in the Field of Disaster Risk Reduction and Resilience Related Research with Tohoku University. An out growth of this MOU is that the College (with Outreach College) has developed a 3-week special English and Social Studies Program at UHM for Tohoku University between August 19 and September 6, 2013.
- The College was instrumental in facilitating the visit by Nobel Laureate Joseph Stiglitz to UHM in March of 2012.
- The College awarded six faculty seed money grants totaling \$77,000 for the RFP “*Hawaii as a Research Initiative*” in 2011-12.
- In 2013 the College allocated \$110,000 from RTRF monies for faculty seed money proposals (awards are pending).
- A Director of Communications (Lisa Shirota) was recently hired to advance the overall image of the College, and put a professional “face” to the faculty, staff and student accomplishments in scholarship, teaching, research and community engagement.
- The College has successfully taken over the running of the Political Internships from Outreach College, and this initiative is coordinated by Kai Noa Lilly.
- The relevance of CSS to Native Hawaiian student success is evident, but this success can be significantly enhanced with strategic investment and increased community outreach efforts. For example, the College has initiated a new effort that will be led by Dr. Valli Kalei Kanuha (Chair of the Department of Sociology) and 6 other Native Hawaiian faculty. She is in the early stages of developing strategies to recruit and support Native Hawaiian students in the College. She will also be identifying new opportunities for Hawaiian students, and develop a framework to expand the support system for Native Hawaiians (and other indigenous and disadvantaged populations) within our newly proposed Office of Student Academic Services.

CHALLENGES

- A continuing challenge of the College is the annual budget allocation, which can be considered at best flat since the 2009 program review, with decreased G-funds supplemented by S-funds. However, this in no way addresses the larger issues highlighted by the review team when they stated: *“There is no transparency in the method by which the university funds the College of Social Sciences. The university’s allocation of resources seems to be driven by historical forces rather than the number of students served, the research infrastructure needed to advance knowledge, or the quality of the college’s contributions to public service. This system for resource allocation does not serve students well; it does not enable the college’s faculty and academic programs to reach their full potential.”*
- Another major challenge the College faces is the ability to find high quality contiguous space that is accessible to house our student advising and student opportunities center. A recent College space survey has indicated that an adequate space is not currently available in our inventory. Options being explored are the continued use of QLC 113, or the less suitable (temporary) space available in Dean Hall once vacated by Natural Sciences. Concerns with the latter option include: security, electrical limitations, dated IT connectivity and limits on expansion, visibility, lack of a communal gathering area for students, and an overall aged building. We look forward to discussions with the various campus parties to find a suitable space that meets the needs of a College that is critical to creating an excellent educational environment for UHM students.