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MANOA CHANCELLOR'S
OFFICE

MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor
for Academic Affairs

FROM: Richard Dubanoski, Dean *RD*
College of Social Sciences

SUBJECT: Program Review One-Year Progress Report

Please find attached a report on the progress made by the College of Social Sciences and its subunits in response to the recommendations from an external review team in April 2009.

This report consists of two parts: (1) the College's response to the team's college-wide recommendations and (2) response to the recommendations specific to individual departments/programs.

Attachment:

c: Interim Associate Vice Chancellor Aune
Program Officer Pearson

College of Social Sciences Program Review Recommendations and Response by the College

(May 28, 2010)

College of Social Sciences

Undergraduate Education

- Keep admission requirements to the major to a minimum, used only when there is a need to cap enrollment or when specific skills are needed to complete the major.

This recommendation is specific to Communications, Ethnic Studies and Psychology. The Communications B.A. now requires a minimum of 2.5 GPA to enter the program. Ethnic Studies has changed its admission requirement from three courses from different areas with a minimum of a B grade in each course to one course with a minimum of a C grade. Psychology is keeping its current GPA requirement until they have more data on the GPA of the students who decide to major in psychology after taking pre-major requirement courses.

- Reconsider practice of minimum grade point averages within the major that are beyond what is required at the campus level.

This recommendation is also specific to Communications, Ethnic Studies, and Psychology. For the Journalism B.A. the GPA requirement for major has been reduced to 2.5. Ethnic Studies has changed its requirement from 2.75 to 2.0. to be in line with the UHM requirement. Psychology is keeping the current GPA requirement until the time when more data on the GPAs of majors are collected to analyze the effect of lowering the GPA requirement.

Graduate Education

- Ensure there is clarity about the funding packages offered to graduate students. Develop transparent policies and practices for allocating TA positions.

Departments have reviewed their policies and some have made changes where needed (e.g., Anthropology, Psychology, and Urban and Regional Planning).

The college policies and practices for allocating GA positions are transparent and have been part of the college's governance principles for a number of years.

- Find ways to encourage interdisciplinary connectedness among graduate students.

The college started a colloquium series on GIS to bring both graduate students and faculty from different disciplines together. The turnout for this series has been small but the audience has consisted of graduate students and faculty from different departments within and outside the college. Plans are now underway to build a cross-campus GIS program.

Also, the college initiated a Pau Hāna event that takes place the second Friday of each month. The turn out for this event has been very good in terms of numbers and diversity of disciplines represented. The group is about 50% faculty and 50% graduate students.

- Develop more pedagogy courses as part of the graduate curricula to enhance quality of undergraduate instruction.(TA training)

The college has developed a plan for a series of workshops on effective teaching/learning strategies. I'm working with Kathie Kane, Krystyna Aune, and Ned Shultz to make this more than a college program.

- Many of the PhD programs are too large. Consider limiting enrollment to 5-7 students a year unless a department has the funding to provide multi-year support to its students.

There are a few programs that are too large and corrections are being made. Anthropology, for example, has reduced admissions from 30 per year to 20 and Political Science has started to reduce admissions by 30 percent.

- Clarify the roles of the program, College and Graduate Division in ensuring the excellence of the graduate programs.

While the college and graduate division play a role to ensure excellence of graduate programs, each department has the main responsibility to ensure excellence. With respect to the college's role, the number of GAs assigned to a unit depends, in part, on the quality of the program. Internal, but especially external, reviews are invaluable to make changes to improve the overall quality of the program. Each graduate program has taken seriously the suggestions made by the external reviewers to improve its program. Also, each unit developed a five-year plan which includes improving its graduate program.

Assessment

- Find ways to support assessment of student learning outcomes in the departments.

As part of its annual retreat last year, the college invited Monica and Marlene to give a presentation on assessment of learning outcomes. I also attended a series of workshops on institutional outcomes during the summer of 2009 and a workshop on assessment during the present academic year. Also, individual programs have been involved in the assessment program in one way or another.

Faculty

- Address generational divisions within the departments. These affect the direction departments should be heading and fields that it should emphasize.

This does not appear to be a college-wide problem but confined to 4 units: Communications has 5 faculty members under 50 years and 5 faculty members over 50 years; Political Science, the split is 14 and 9; Psychology, 15 and 8; and Urban and Regional Planning, 5 and 5. Even within these units I do not believe that these generational divisions "affect the direction departments should be heading and fields that it should emphasize." For example, Communications has just developed a new curriculum; Political Science has developed, in the past few years, two new fields . . . Indigenous Politics, and Law and Society; Psychology

has bolstered its presence in Behavioral Neuroscience, and Cognition; Urban and Regional Planning has always remained at the forefront of its field as demonstrated by the excellent accreditation reports that it receives.

- Discourage the hiring of your own PhDs as assistant professors.

Hiring our own PhDs as assistant professors is a concern, but not a major one. Over the past ten years, 61 assistant professors were hired. Out of this number, 6 received their PhD.s from UHM. Of this number, 3 were employed at another institution or department before being hired in their respective departments. The remaining 3 were appointed after a national search. It should be noted that among the UHM hires, 2 were of Hawaiian ancestry.

- Do not ignore other aspects of diversity, including sexual identity, and disability.

Since 1999, 67% of the college's new hires were scholars who identified themselves from under-represented groups, i.e., women and/or people of color. I don't know how I can hire individuals who don't identify themselves as gays, lesbians, dyslexics, etc.

Research

- Define role that SSRI is supposed to play in supporting research. Identify areas of responsibility in research (UHM v. System ORS v. SSRI). Address insufficient assistance for grant submission, and grant administration.

(1) Define the role that SSRI is supposed to play in supporting research

The Social Science Research Institute (SSRI) is the sponsored research unit of the College and serves a vital role in supporting the sponsored research enterprise in the College. SSRI's mission is to facilitate and support sponsored research that addresses social, behavioral, economic, and environmental issues affecting Hawaii and the Asia Pacific region. SSRI consists of two divisions: (1) Fiscal/Administrative Support and (2) SSRI Research Programs/Centers. The roles of SSRI's divisions are as follows:

Division 1: SSRI's Fiscal/Administrative Support. The fiscal/administrative support division provides fiscal and administrative support services for all extramural and intramural grants/contracts in the College's 12 departments/programs, including SSRI's own research programs. These services include: proposal review/coordination, procurement (e.g., review and approval of project expenditures; payment processing), personnel (e.g., hiring project personnel, payroll and effort certification), inventory (e.g., equipment), reports (e.g., distribution of budget, cost sharing, FTE reports; financial reporting and closeout), budget management and monitoring (e.g., monitoring expenditure, budget projections), compliance issues (e.g., ensuring compliance with state and federal laws), advisory (e.g., budget consultation to faculty PIs, consultation to academic department secretaries/administrative staff responsible for initiating transactions for faculty PIs).

Division 2: SSRI Research Programs/Centers. This division of SSRI consists of five research programs/centers involved in sponsored research consistent with the mission of SSRI: (A) Interdisciplinary Research Program; (B) Telecommunications and Information Policy Group/PEACESAT; (C) University of Hawaii Economic Research Organization (UHERO); (D)

Center for Oral History; and (E) Center for Youth Research. These five programs collectively generated a 5-year average of nearly \$9 million a year for the College (\$8.4 million extramural funds; \$525,000 RTRF) and currently employ approximately 50 FTEs on extramural funds. SSRI's extramural portfolio includes grants and contracts related to the Institute's mission and involves interdisciplinary collaborations within the College and with units across campus (e.g., JABSOM, SOEST, etc.).

(2) Identify areas of responsibility in research (UHM v. System ORS v. SSRI)

UHM, Vice Chancellor for Research & Graduate Education's (VCRGE) responsibilities include:

- Developing and coordinating UHM campus-wide research policies and procedures
- Administering "research and training revolving funds, campus-wide research initiatives, internal resource allocations, and university communications with RCUH"
- Managing "strategic initiatives, research program development, research information systems, research and technology transfer, research commercialization and industrial support, and the university's relationship with the Office of Research Services."
- Helping "UH Manoa faculty and researchers identify and obtain federal financial support"

UH System Office of Research Services' (ORS) responsibilities include providing system-wide sponsored research support in the areas of:

- Pre-award Administration (i.e. proposal submission for extramural funding)
- Contracts and Grants Administration (i.e. grant/contract review)
- Projects Fiscal and Financial Services (i.e. account establishment, receivables, close-out)
- Financial Compliance (i.e. audits, sub-recipient monitoring activities)
- Cost Studies and Rate Analysis (i.e. negotiates indirect cost rates)

Social Science Research Institute's (SSRI) responsibilities include providing sponsored research support to the College's faculty Principal Investigators (PIs) in the areas of:

- Proposal Coordination (e.g., proposal reviews and submission to ORS)
- Procurement (e.g., review and approval of project expenditures, payment processing and inventory (e.g., equipment))
- Personnel (e.g., hiring project personnel, payroll and effort certification)
- Reports (e.g., distribution of budget, cost sharing, FTE reports; financial reporting, closeout)
- Budget management and monitoring (e.g., monitoring expenditure, budget projections) and compliance issues (e.g., ensuring compliance with state and federal laws)
- Advisory (e.g., budget consultation to faculty PIs, consultation to academic department secretaries/administrative staff responsible for initiating transactions for faculty PIs)
- Promote sponsored research initiatives and faculty research efforts (e.g., use of RTRF for research support awards/seed grants, faculty and student research travel support)
- Advising the College Dean on all aspects of sponsored research in the College

CSS Academic Departments' secretaries and administrative staff are responsible for initiating transactions (e.g., travel, purchasing, personnel) for faculty PIs' grants/contracts in the department prior to submission to SSRI for review and processing.

(3) Address insufficient assistance for grant submission and grant administration

Assistance for grant submission and grant administration is insufficient in academic departments lacking APT positions dedicated to faculty grants/contracts. To address needs for assistance in grant submission and grant administration in these departments, the College has been attempting to allocate funds for Fiscal/Administrative Support Specialists by converting departmental "clerk" positions (as these positions become vacant) into APT positions devoted to administrative support for faculty extramural and intramural grants/contracts.

To address immediate grant support needs during the past year, the SSRI/College initiated a pilot program to provide direct administrative support to PIs in the College, with priority given to PIs in departments lacking APT support for grants/contract. An RCUH position, SSRI Grants and Contracts Facilitator, was created with indirect funds (i.e., RTRF) generated by PIs in SSRI and the College. The SSRI Grants and Contracts Facilitator is responsible for providing post-award and pre-award administrative and fiscal support to PIs who require this support. Post-award tasks include generating travel requests, advances, and completions; procuring supplies and equipment; creating and managing "shadow" budgets; initiating sub-contracts; and other grant administration tasks. Pre-award activities include helping PIs complete ORS Form 5, reviewing budgets and contracts, arranging for necessary proposal attachments and other proposal assembling tasks.

- Encourage focus on the impact of research and less on how much work is being published.

The impact of the work in the Social Sciences have been demonstrated in a number of ways: 1) The national awards that our faculty have received for their scholarly work; 2) The editorial boards that our faculty sit on; 3) The university awards that our faculty have received for their research; 4) The importance of the applied work on local and regional communities.

- Explore collaborations across departments for research space.

I have explored ways to seek more efficient use of space through collaboration. In the past an unsuccessful attempt was made to bring Archaeology and Cartography together in Dean Hall. Following a GIS colloquium series organized by the college, plans are being developed to renew the proposal to bring Archaeology and Cartography together. In fact, this new proposal may include other programs such as Urban and Regional Planning.

Fundraising/Development Opportunities

- Utilize alumni and advisory boards to increase private funding.

Each unit within the college has tried to raise its visibility regarding fundraising. For example, Anthropology held a successful 50th anniversary celebration last fall and presently is in the midst of planning a national/international campaign for a multimillion dollar endowment in the name of Ann Dunham Soetoro.

The main problem with fundraising is that the college does not have its own development officer. Furthermore, the Arts and Sciences advisory committee, which was helpful in raising funds, was disbanded when the four colleges were in the throes of planning for reorganization.

- Develop college-wide strategies to increase the visibility and impact of the college, drawing on faculty assets and promoting their work in key areas. Consider inviting prominent faculty members from across the country for a year to contribute to the college and to publicize your strengths.

While attention has been given to increase the visibility and impact of the college, a greater focused effort must be made in order to go from vision to reality. For example, one area that has been discussed is to revitalize undergraduate education. A proposal "Back to Basics, On to the Future," is a call for a more robust social science curriculum with students receiving a better grounding in research, statistical and methodological skills, basic social science knowledge, writing and oral communication skills, and critical and integrative thinking. Also, we have discussed some signature themes on which the college can focus and, thus, for which it will be known. These include health, the environment, quality of life, and social justice . . . among others. We have also discussed the possibility of having a theme-based summer session in which we would bring prominent scholars to focus on a particular area. Besides teaching and workshops, these scholars would contribute to a manuscript which would become an ongoing series published under the auspices of the college.

Other Recommendations

- Make Gartley Hall renovation a priority. Relocate as necessary to address safety issues.

The renovation of Gartley Hall was well on its way with the planning and design phases completed last summer. When Gartley was condemned these renovation plans stopped. The relocation of Gartley residents to a new home has been slow. But, there is now a plan to move the faculty, staff and students to Sakamaki and Krauss Halls during this summer.

- Address the inadequacy of the Physical Sciences Building space (GIS/Cartography laboratory).

There was an unsuccessful plan proposed several years ago to merge the GIS/Cartography laboratory with the Archaeology program into Dean Hall. Over this summer we will be submitting another plan to bring these two programs together into Dean Hall. This plan will most likely include other colleges beside the Social Sciences.

- Convert the Women's Studies program into a department.

I have discussed this suggestion with the Director of the Women's Studies Program. She is presently preparing an application to convert the program into a department.

- Compare departments to counterparts in peer institutions, not to departments within UHM.

While some departments do compare themselves with their counterparts in peer institutions, a more concerted effort needs to be made. Some departments in their reviews mentioned national rankings, which is a form of non-internal measure.

- Pursue efficiencies in administrative support across departments.

The college is continually "[pursuing] efficiencies in administrative support across departments." For example, support positions have been shifted from one department to another when needed. Upgrades in personnel have been made when needed. Termination of inefficient/ineffective administrative personnel has occurred. Finally, the staff across the college meet once a month to discuss ways to improve the administrative operations of the college.

Response to the Program Review By Social Sciences Departments/Programs

(May 28, 2010)

ANTHROPOLOGY

- Better articulate the need for the cartography center, and whether the center needs to be discipline-specific. Can this be shared with another department?

Yes: we assume this would be developed jointly with geography. Our current emphasis is on resolving pressures of lab space, instructional space and collections management.

- Update research equipment

Critical need for archaeology & physical Anthro teaching & field schools. Grants & field school budgets help, but budget cuts have meant cutbacks in purchasing needed equipment

- Examine the value of an underutilized undergraduate program. Be more deliberate in recruiting students

We've done this with improved communication (website information, listserv, and brochure). The number of majors is increasing from 110 to 140 in the last year.

- Reconsider the size of the graduate programs (number of PhDs) and time to degree.

This year we admitted only 2/3 of the number of our usual (20 instead of 30). And we are tightening the 'gate' between ma and PhD programs. The time to degree in our department for PhDs is less than the national average for anthropology.

- Develop a faculty recruitment plan to deal with the gap in Southeast Asia expertise as well as diversity

The Ann Dunham Soetoro endowment campaign has as its first goal funding for an endowed chair in the anthropology of Southeast Asia with preferred expertise in issues of women and development. We have also submitted two position requests that have preferred qualification in Asian area studies.

- Involve undergraduates in departmental decision-making and identify and publicize procedures for student complaints.

We have added student complaint procedures to our website:

<http://www.anthropology.hawaii.edu/Programs/Degrees/Bachelor%20of%20Arts/index.html>

- Work with the College and the OVCRGE on lab repair and setup of labs for junior faculty

Current lab support meets the basic needs of existing faculty. We do, however, have continuing need to process and repatriate archaeological collections.

- Reopen plans with the Graduate Division on adapting 400-level courses for graduate student

Several courses have been created matching 400- and 600-level curricula.

- Share assessment plans, success and strategies with other departments in the college

Our assessment plans are available on the VCAA's assessment website. Course level assessment methods (SLO's etc) are available in course syllabi on the college website.

SCHOOL OF COMMUNICATIONS

Cap number of majors if unable to hire more faculty

- With the introduction of our new COM B.A. curriculum, we are closely monitoring the number of students who enter our program through COM 201 (Introduction to Communication) and those who enter as transfer students. We now require a B (3.0) grade in Com 201 for students to declare COM as their major. We will continue to monitor how many of these students become majors and which capstone tracks they choose, in order to ensure that we can accommodate them in the capstone courses and the prerequisites for those courses. COM 201 serves as an indicator of current and potential enrollment issues. On a related note, the new curriculum includes three 300-level foundations courses, which can accommodate larger numbers of students and therefore increase faculty-student ratios at the 300 level while serving as prerequisites for smaller 400-level courses including the capstone courses.

Journalism should determine the pros/cons of professional accreditation

- Our undergraduate chair for journalism has talked directly with executives at the Association of Schools of Journalism and Mass Communication (ASJMC) and determined that accreditation of a journalism program with so few full-time faculty and a budget that is shared with a communication program is simply not realistic. Convergence trends in media industries and communities of scholarship may eventually lead to new accreditation opportunities for entire communication programs that include journalism. We will certainly explore these opportunities as they arise.

Form an advisory board to help with fundraising and alumni relations

- We have started an online community (commhive.com) to begin developing a network of alumni and a means of connection between our current students and alumni. We also have developed a mechanism for online fundraising with a direct link from our homepage and from our alumni network page to the UH Foundation donor form. Because we want to add value first for our students and alumni, we will wait to leverage the website for more direct requests for donations, but the opportunity and mechanisms are in place. As we phase in our new curriculum, we will invite alumni to help us with program assessment. An annual or semiannual meeting of an alumni board could include an assessment component as well as more general consulting.

Collaborate with ICS and LIS programs on joint hires and support for the curriculum

- As partners in the interdisciplinary Ph.D. program in Communication and Information Sciences (CIS), we have hired 2-3 CIS Ph.D. students per semester as GAs for our undergraduate courses in multimedia, information and communication technologies, organizational communication and

related areas. We have not made any joint hires for faculty, but we will discuss this with our dean.

Discontinue discussions on the integration of the Speech Department

- Our new curriculum at both the B.A. and M.A. levels clearly defines a “state of the art” academic domain for the School of Communications. Future discussions of integration with other units will include all members of our faculty, and all perspectives will be heard. We have discussed possibilities with other units in the past, and we are open to further discussion with those interested in collaboration or being part of this domain, but after the past two-plus years of development, we do not wish to re-define or compromise our academic mission or curriculum any time in the near future.

Build an assessment plan for the new curriculum

- Assessment of the JOUR B.A. program has been ongoing and regularly publicly presented. Our new COM B.A. program includes components for assessment that link student learning outcomes to program outcomes, using evidence of learning to track student progress from our introductory course through our capstone courses, which will first be offered in spring 2012. We already have begun systematic collection of feedback in COM 201 in fall 2009 and spring 2010. In our five-year plan presented to our dean in 2008-2009 and presented as part of our curriculum proposal package approved this year (2010), we have outlined how the assessment program will be rolled out with our new courses. Our curriculum chair has worked with the UHM Assessment Office to design and begin implementing the program. We plan to bring alumni and members of both scholarly and professional communities together to help assess our program and its student learning outcomes.

Reconsider peer and benchmark institutions. They should be based on programs, not institutions that house both communications and journalism in a single department

- Recently the University of Colorado has announced the development of new major that pulls together communications, journalism and computer science. They touted this as the first of its kind in the U.S., but we are well down the road in this line of thinking. The convergence of communication and new journalism (e.g. online news sites such as *Honolulu Civil Beat*) integrates Internet-delivered news upon demand. So, in many ways the merger of Communications and Journalism into a School of Communications was ahead of its time.

Reconsider the 3.0 graduation requirement

- The COM B.A. now requires students to enter with a minimum 2.5 GPA, to pass COM 201 with a B or better, and to earn a C or better in all COM courses that count toward the major. We feel these are realistic expectations and that they do not impede on reasonably fast student progress. For the JOUR B.A. we have adjusted our GPA requirement for declaring a major from 3.0 to 2.5. (We also review all applicants for proximity of GPA to 2.5 and assess capability and probabilities for success even if they are below 2.5 GPA.)

ECONOMICS

The Economics Department completed a self-study spring 2009 and received a favorable review under the CSS Program Review. The external reviewers recommended that the Department continue in its current strategic direction while developing and mobilizing its alumni network for fundraising and job placement. Following these recommendation, the Economics Department has pursued a reinvigoration of our alumni network and a more detailed re-statement of the Department's strategic direction.

ECON PHD Alumni Network: The Economics Department has awarded nearly 250 doctorates since the first Ph.D. student graduate in the early 1970's. Many of these alumni have achieved high ranking positions in universities, governments and international organizations including university presidents, ambassadors and presidential economic advisors. Economics alumni are located throughout the Asia-Pacific Region, but are concentrated in East Asia and Southeast Asia. Previous efforts to organize alumni have focused on fields of specialization, advisors and chronology as categorical devices. Current plans will focus on forming country-based alumni groups beginning with Japan and South Korea and moving on to the Philippines and Thailand, eventually followed by the rest of Asia and the U.S. Initial efforts for Japan and Korea are underway. The Department will utilize the East-West Center 50th Anniversary July 2010 and the Asia Pacific Economic Cooperation (APEC) meetings in Honolulu November 2011 as event opportunities to host and reconnect with distinguished alumni. Country based organizations will be formed to assist in the recruitment and placement of outstanding doctoral candidates and the funding of country-of-origin specific doctoral fellowships.

ECON Strategic Planning: In August 2009 the Department formed a new faculty committee entitled the Strategic Planning & Branding Committee. The committee has embarked on a two year effort 2009-2011 to restate the Department's vision and mission and refocus research and teaching into fields of specialization and areas of excellence which will enhance the Department's national and international reputation while maintaining the advantages of being Asia-Pacific focused. The strategic plan is intended to guide all aspects Department's substance and image going forward including faculty recruitment, graduate student recruitment, curriculum development, graduate & undergraduate education & research, web site development, the working paper series, project & grant development, space allocation and other resource allocations, and department marketing material. One example of an area of excellence where considerable success has already been garnered fits under the CSS general rubric of sustainability and includes environmental & resource economics, marine resource economics, sustainable development, and the economics of energy & climate change. Here the Department has recruited outstanding faculty and graduate students, developed a wide array of new courses for both graduate and undergraduate programs, engaged graduate & undergraduates in funded research, prepared numerous grant proposals and obtained considerable extramural support, all resulting in increased scholarly publications of the highest quality authored by faculty and graduate students. The Department intends to replicate this model of success in three or four strategic areas.

ETHNIC STUDIES

Ethnic Studies is quite pleased with the external evaluators' positive review of the department. The review team raised some points where it thought improvements could be made. Those points were essentially the same ones that Ethnic Studies has identified:

- (1) Because ES is an interdisciplinary field, more collaboration (e.g., cross-listed courses) than already exists between ES and other academic units would be desirable.

Response: While we have a number of cross-listed courses with English, Women Studies, Sociology, American Studies, and Anthropology and have three faculty members who have joint appointments with Anthropology, Sociology and Women Studies, we have begun preliminary contacts with History and Political Science to cross-list courses. We also continue to increase our already solid collaboration with other departments across campus.

- (2) Low number of undergraduate majors.

Response: We have been aware of the situation and have begun implementing a plan to increase our majors. The following are elements of the plan: (i) for the past two semesters ES majors (and sometimes graduates) have been visiting ES classes and sharing their undergraduate experiences with students, the reasons why they have decided to major in ES and the educational benefits derived from that. Graduates also have discussed their work experiences and how the major has helped them in their career; (ii) ES is in the process of redesigning the website to make it even more attractive and user friendly to students; (iii) an Ethnic Studies Student Association (ESSA) has been established by students at the end of Fall 2009; ESSA is open to all students taking ES courses. ESSA has been planning activities involving students; and (iv) a Face Book and Twitter accounts have been established that should help in communicating with students even more.

- (3) Learning goals should mention globalization and trans-nationalism as frameworks for analysis more extensively than they are mentioned.

Response: We agree that while we use those frameworks extensively in the study of ethnicity and race, they need to be focused on more in the learning goals. We shall rework the learning goals to reflect that change.

- (4) GPA for graduation is high.

Response: We have changed the required GPA for graduation from 2.75 to 2.0. We have also changed our admission requirements (three courses from three different areas with a minimum of a "B" grade in each course to one

course with a “C” grade). The new requirements are fair to all UHM students in good standing wanting to consider ES as their major.

GEOGRAPHY

The Geography Department is happy to update the VCAA's office on the progress that we have made in addressing various suggestions, comments and observations made by the External Review team over the past year. In general the Department thought the review was fair, and we were reasonably pleased with the overall tone. The areas identified for 'attention' were generally known and we have made substantial progress to address the key issues.

Vision for the Department: In May of 2009 and 2010 the faculty held full day retreats to address various departmental issues, such as budgeting, committee work, course planning, staffing, decision-making and general academic planning for the upcoming year. During these retreats and regularly held faculty meetings throughout the year we have revisited elements of our Mission and Vision statements. These are restated here –
Mission: The mission of the Department of Geography is to create, examine critically, preserve, and disseminate the discipline's knowledge, wisdom and integrating insights.
Vision: Geography seeks an integrative understanding of people's relationships with their environments. Geographers at UHM conduct research on human and environmental processes at various scales, from the local to the global, particularly in the Asia-Pacific region. Our teaching grows out of and also cross-fertilizes our research. We combine topical and regional knowledge with cartography, remote sensing, geographic information systems (GIS), and advanced research skills to enrich cultural appreciation and encourage critical thinking. At the graduate level, we place strong emphasis on fieldwork. We are active in educational outreach and local affairs, and we value our role in training geographers who will contribute their knowledge and practical skills to local, national, and international communities.

Undergraduate Program: The main issue is not the student semester hours taught (typically 2,700-2,900), but the low number of majors – as of the report date $n = 42$. We noted in our program statement that we were targeting 100 majors as a 5-year goal. As of May 12, 2010 our Undergraduate Chair had just finished processing the paperwork for our 71st major. Therefore we have made significant headway in the last year with a variety of new initiatives – including: (a) we have increased our advertising of the GEOG BA degree program particularly within our 100-level courses (GEOG 101, 102 and 151 – two of these are foundation courses). Near the end of each semester our faculty teaching 100-level courses will show a five slide PowerPoint presentation that illustrates the importance of geography, the “streams” we offer, and the benefits of majoring in Geography. (b) Over the summer and during fall 2009 we dramatically revised our web Department's page (<http://www.geography.hawaii.edu/>) and this now compliments our “Cartography Lab” web page (<http://cartography.hawaii.edu/index.html>). Moving from a static web presence to a dynamic ‘face’ has been very beneficial. Professor Ev Wingert has been monitoring the ‘hits’ to our revamped Department page, and we have seen significant increases in traffic and time spent examining our page content. (c) The Department Chair has started meeting with Geography faculty from the community colleges, specifically Kapiolani, Leeward and Windward once a semester to discuss course offerings, curricula, lectureships, and student transfers to Manoa. This is an

important connection that requires further nurturing, as approximately 25% of our declared majors come from the UH-Community Colleges. (d) Professor Wingert has been developing our undergraduate internship program through offerings of GEOG 492 (Practicum in Geography) over the past several years, with at least 26 different potential “employers” on the list. We are also encouraging our faculty to include undergraduates into their funded research projects; and several of our faculty have been successful in sponsoring undergraduates through the URC funded summer research program. (e) Professor Alison Rieser has gone to great lengths to develop a new offering this summer entitled UH@SEA and is described as follows: *“Join us this summer for a different kind of field course in ocean conservation. A three week voyage onboard a sailing research vessel through the Hawaiian archipelago will allow you to compare the health of our ocean environment throughout the islands. You will assess diverse ways to protect the marine environment, ranging from community-based fisheries management on the Big Island to the Papahānaumokuākea Marine National Monument. Coupled with two weeks on campus, first to prepare for the voyage and then to synthesize and communicate your observations, this course will give you a new perspective on our islands and our ocean home. This program is a partnership between the University of Hawaii at Manoa and the Sea Education Association.”* Such offerings have brought significant attention to Geography, and we expect such endeavors to further enhance our drawing power for majors. (e) Finally, on March 18, 2010, the VCAA’s office approved our Department’s first major change in the structure of our BA degree program in over 30 years. A revised and restructured program will be more attractive to students, and enhance the growth of our major. Briefly, we have developed three streams – **human/cultural, physical/environment, and geotechnologies**. Several new courses were developed, with particular emphasis on GIS. In the fall of 2010 we will offer GEOG 104 (Introduction to Geotechnology) for the first time, and we feel this will facilitate movement into our 300- and 400-level GIS courses. Additionally, a new Applied GIS course (GEOG 489) was developed and will be offered in the spring of 2011. We are in the process of developing brochures and posters to advertise our revamped BA degree program. All of these initiatives are moving the Department of Geography forward.

Graduate Program: This past year we have primarily focused our efforts on the undergraduate program. We feel we have this moving in the right direction. The graduate program has been purposefully decreased in size, and we have about 55-60 graduate students, approximately half the size of what we had in the early 1990s. One of the main issues noted by the External Review team was the long time to degree completion, 4.6 years for an MA and 6.9 years for a PhD. We have not yet developed a plan to address the reduction in time to complete an MA – this does not reflect limitations on course offerings, but stems from conducting field research and leaving the island after two years due to expense, particularly for our foreign students. The Graduate Program Committee will revise the MA statement in the fall of 2010 and make suggestions for revisions to our program. At the PhD level we totally revamped the program statement and streamlined our requirements – these were approved by Graduate Division and came into effect in 2007. It is too soon to tell what the overall impact will be, but we are seeing encouraging signs with students moving to GEOG 800 in a timelier manner. One of the unexpected consequences of purposefully shrinking our graduate program has been a significant

decrease in graduate applications. This has coincided with significant reductions in GTA support from the College and scholarship availability from the East-West Center. Despite significant reductions in support, we are finding that we are still attracting very high quality applicants, but we lose out on our top selections as we fail to provide financial packages that are competitive with our mainland peer institutions. To address this we are (a) encouraging faculty to include funding for research assistants into their extramural projects, and (b) developing an up-to-date database for alumni from our graduate program. We hope this will renew connections and facilitate fund raising for student scholarships and increase our fundraising efforts. Recently, through the work of Professor Matt McGranaghan we have been successful in securing a donation for \$10,000 from the Research Institute of Hawaii to support graduate student travel to present GIS-related research at national or international meetings.

Infrastructure and Lab Facilities: The infrastructure issue revolves around housing our geographic technologies (cartography, remote sensing, and GIS) on the 3rd floor of the Physical Sciences Building. Besides a leaking roof, the main issues are lack of power and inability to expand. We have temporarily addressed the power issue with support from the College of Social Sciences (CSS), by upgrading the electrical circuits, and tapping into ‘ports’ installed by Physics at a price. Obviously, the long-term solution is to move into a renovated “Dean Hall” or similar, this will allow us to grow the program – especially GIS. The lab facilities issue arises when we have hired geographers on the physical side of the discipline. The problem being that Saunders Hall Phase I is an office building. So we have had to make do, by sharing lab space across campus or by converting office space to lab space – not always possible. We have addressed this with our most recent hire by working with CSS and the VCR’s office to gain adequate lab space in the BioMed building.

Other Issues: Efforts to pursue the development of BS and MS degrees, beyond our current BA and MA degrees, have been put on the *back burner* – we are focused on growing and enhancing the quality of our current programs.

POLITICAL SCIENCE

The external review centered around several issues: the quality of the graduate and undergraduate programs, challenges in advising, the impact factor of faculty research, and the generational as well as the epistemological tensions among the faculty. Our response to the review has been multifaceted and ongoing.

We have been asked to respond to several specific items identified in the external review. Below please find both the specific requests and our responses to them.

A. Address the serious issues regarding the climate for students. Develop procedures regarding student complaints and publicize them. Investigate complaints raised in the student survey.

1. The external review relied upon the responses of 27 undergraduate students (11%) and, according to the report, some alumni. Despite the very low response rate, conclusions were drawn regarding our department, the climate and our standards, which we take very seriously. As a result, we created and administered our own survey of graduate and undergraduate students. In contrast to the external review survey, our undergraduate survey was taken by over 34% of our undergraduate students (81 students) and our graduate survey was completed by approximately 59% (75 graduate students). These surveys were designed to take up the issues raised in the external review regarding climate, time to degree, assessment of program, and faculty.

2. It is important to note that students responding to our surveys did not exhibit the same degree of concern regarding climate that the students responding to the external review did. This is not to say that some students are very dissatisfied with the program, but that the external review survey perhaps overemphasized the scope of the problem. The survey did, however, identify clear areas where the department needed work.

3. The survey results became one of the discussion points at the Department Retreat held in December of 2009. Our discussions culminated in the creation of both a graduate committee and an undergraduate committee to address the concerns expressed in the review and those that surfaced in the surveys. Following the retreat, the graduate and undergraduate committees have met throughout this semester and begun work on the following issues:

- * checklists and timelines for progress towards degree completion to help clarify the program for students;
- * review and revision of existing graduate and undergraduate guides to help with advising;
- * revision of the MA Plan-B;
- * assessment of resources and curriculum in order to assure that these meet the goals of the department;
- * recommendations for changes to undergraduate offerings;
- * revision of the advising process;

* and re-commitment to various forms of internships run by the department – specifically: the community internship, the legislative internship, and the Congressional internship.

These changes are being made to help address the concerns of inadequate advising, clarity of the program, and curricular concerns raised in the external review. After investigation, we do not believe there is merit to the claim that degree requirements are inconsistent across students, an issue raised in the external review. Requirements are specified in department materials, and while some substitutes are made available to students under specific circumstances, these remain well within an acceptable limit.

4. At the graduate level, besides working to clarify and revise the MA Plan B, we also instituted mandatory progress reports by all graduate students. These reports serve as basis of discussion and evaluation of individual students in special faculty meetings.

5. This year, for the first time, we began exit interviews for graduating MA and PhD students. We intend to use this data to further improve the program.

6. Additionally, we have started compiling data on our Ph.D. graduates for the last 10 years and are in the process of creating a survey to distribute to them.

7. In an effort to help graduate students feel more connected to the program, we have begun offering periodic workshops and meetings for graduate students. We held a proposal-writing workshop this semester and are planning to offer a workshop on professional development in Fall 2010. We will also have a political science orientation for graduate students in Fall 2010, as we did in Fall 2009.

8. We have created a facebook page for current and past graduate students in the program.

9. We are completely revamping our departmental webpage in order to make it more interactive, engaging, and informative. We will unveil the new website before the summer's end.

10. Beginning from the retreat, we have worked to reinforce and preserve a collegial environment in the department. The graduate and undergraduate surveys demonstrated that overall, the Department's climate has been collegial and tolerant. However, we have been striving to address concerns immediately and appropriately. We believe that we have been succeeding.

11. Political Science department has the highest concentration of faculty who won numerous teaching awards at the College and University levels. Among those are: John Goldberg-Hiller (the Regents' Medal and the Chancellor's Citation) Nevzat Soguk (The Regents' Medal and the College Award) Kathy Ferguson (the Regents' Medal) Sankaran Krishna (the Chancellor's Citation and the College Award) John Wilson (the College Award) Richard Chadwick (Graduate Student Mentoring Award).

B. Reconsider the lack of selectivity of the graduate programs.

1. We have begun implementing reductions in the number of admissions into the graduate program for the last three years.

* In 2009, we admitted 22 into the PHD program and 12 joined the department. We admitted 30 into the MA program and 18 enrolled.

* By comparison, in 2010, we are admitting only 16 into the PHD program and 20 into the MA program. We are awaiting enrollment statistics.

2. We are also becoming much more strict regarding length of time in the program and along with new rules from Graduate Division will begin to enforce the seven year limit much more strictly.

C. Increase the “impact” of faculty research in the discipline; Seek external support for research.

1. We are committed to augmenting the “impact” of the faculty research in the discipline. However, we thought that this observation from the external review was somewhat misleading. Without providing a detailed analysis of the scholarship produced by our faculty, several points should be made.

The issue should have been stated as a question of differential impact across the faculty, rather than an overall malaise characterizing the political science faculty. Two distinctions are in order here.

1.1. First, a distinction has to be made within the senior faculty ranks in terms of their impact. It is true that several very senior faculty have grown increasingly inactive and invisible in their fields. And they refuse to go away quietly. At the same time, the majority of our senior faculty do enjoy national and international reputations --- they publish prolifically, serve on dissertation committees, and edit national and international journals. Mike Shapiro, Kathy Ferguson, Jim Dator and Manfred Henningsen quickly come to mind.

In spring 2010, two political science faculty members won prestigious awards that demonstrate the impact of their research. Prof. Michael Shapiro won the 2010 Regent’s Medal in Excellence in Research Award for his contributions to political theory. Kathy Ferguson won the College of Social Sciences Award for Excellence in Application for 2009-10. The award is in recognition of her "work in applying the theory and practice of political science and women's studies to the promotion of the welfare for community. This year, Prof James Dator was selected as one two “futurists of the year” – an award that is given internationally.

1.2. A second distinction should be made in terms of the contributions of the junior faculty. As the review stated, our junior faculty have been at the center-stage of the department's excellence. They have published prolifically in both national and international journals. They have also been very active in seeking external support for their research. In the last three years, they have produced extraordinary amounts of funded research projects. Profs. James Spencer, Jungmin Seo and Petrice Flowers have been awarded over 2.4 Million Dollars combined from as diverse sources of fund as The National Science Foundation, Korea Foundation Melon Foundation, Japan Foundation and Ford Foundation. Prof. Noelani Goodyear-Ka'opua has been awarded a Mellon-Hawaii foundation fellowship for her research on politics and Native Hawaiian education.

As can be seen, the junior faculty member has been an integral part to the department's success, not outside of the department or external to it. The accomplishments of the junior faculty demonstrate that the department has been successful on this front.

2. Having detailed that our faculty are productive and that indeed there have been efforts to bring in external funding, the heart of the criticism leveled at the department by the external review was that we are not doing the type of political science the reviewer believes that we should be doing. It seems a strange burden to demonstrate that if one does "less traditional" political science that "success" of the department must be measured by if the field as a whole has changed as a result of our work. How, then, would one evaluate a traditional program where nothing new is tried and conventional teaching is the norm? What we can demonstrate is that all faculty publishing within the department are well cited; we can demonstrate that our faculty have played leadership roles as editors of influential journals; we can demonstrate that our faculty publishes within "mainstream" journals as well.

D. Deal with the faculty generational issues

1. It is true that a generational gap has been growing in the department. We have become a bi-modal department, composed of very senior and junior faculty with very few faculty in the middle. For that reason, the department has been trying to hire one or two mid-career scholars who can be a generational bridge, and serve as models. This generational gap will pose serious concerns for the program unless we are allowed to hire proactively.

2. However, to improve in this area, we need resources, especially new hires.. By December 2010, we will have lost three senior faculty members. We have not been give new lines to replace the losses. Given that we seek to provide an excellent education to our graduate and undergraduate students as well as increase our impact on the field, strategic replacements for our lost colleagues are necessary.

E. Rethink the undergraduate and graduate curricula to ensure coverage of core areas in Political Science over "niche" courses. Programs are too narrow.

1. The department provides undergraduate courses across the traditional discipline including comparative politics, international relations, political theory, public law and

policy, and American government. Despite the claims of the external reviewer, we offer courses on American political institutions (POLS 385), American Politics and Elections (POLS 373), Democratic processes and institutions (POLS 394), American Foreign Policy (POLS 322), quantitative analysis (POLS 390), and Political Economy (POLS 389I). In fact, almost *all* the courses identified by the external reviewer as missing from our curriculum are indeed options available to students and listed in the course catalogue.

2. The reviewer suggests that we lack comparative courses on European politics. However, the reviewer virtually ignores is that Prof. Manfred Henningsen has been offering courses on European politics for decades. Moreover, Profs. Nevzat Soguk, Michael Shapiro, and Sankaran Krishna also offer courses with substantial focus on European politics. For example, Prof. Soguk's International Migration course deals heavily with comparative migration politics and conduct in Europe. Also ignored by the reviewer is the unique location of the University of Hawaii or the focus of the University on the Asia Pacific region, one of the department's specializations. To that end, we believe we do support the mission of the University by offering a wide variety of courses on this region. True, we do not offer a full array of courses on the Middle East, but we hire Prof. Ferideh Farhi as a lecturer every spring semester to teach courses on the politics and culture of the Middle East.

It is also possible to cast in different light the external reviewer's argument that we lack in the coverage in some of the areas of traditional political science. True as this may be, at the same time, we are the only department in the United States to offer the quality of courses in Hawaiian politics. We have one of the strongest indigenous politics specialization, which is not only important given our location in Hawaii but has allowed us to make international connections with other such programs. Furthermore, students are provided not only the traditional options of a political science program, but new and cutting edge courses that they may not get anywhere else. Thus, we reject the idea that our undergraduate curriculum is too narrow and instead would argue that we offer both the traditional as well as innovative curriculum for our undergraduates.

3. To the degree that we are required to offer additional courses in American institutions, voting behavior, and empirical political theory, we enter an area of resources. For example, one of the faculty working in the area of American politics and Hawaii politics died and his position was not replaced. Without additional faculty, we cannot commit to covering these areas. If the University wishes for our department to cover important regional areas such as the Asia Pacific area, but also provide undergraduate and graduate courses in Europe, the Middle East, and American elections, this will require more faculty trained in these areas.

4. Having offered a justification for our current undergraduate curriculum, we do not want to suggest that it is perfect. To that end, we have already made some adjustments to our course offerings in our graduate and undergraduate programs and will continue to make further revisions in the future. Furthermore, we are gearing up to make more fundamental revisions with the next Five Year Plan in mind. A key area of revision will be the undergraduate curriculum.

We are confident that we have responded with due diligence to the issues and concerns raised. We remain eager to work with the administration to strive towards greater excellence. Our department is committed to setting the bar of excellence in both teaching and research and has used this external review as an opportunity to set in motion changes that will make the program at all levels stronger and more internationally respected. However, the review is also not an accurate reflection of the department's scholarly achievements or commitment to teaching and hopefully this brief document helps to clarify some of these issues.

PSYCHOLOGY

1. Make Gartley renovation a priority

Now in the 8th month of the Psychology Department's Diaspora, many of our activities continue to be negatively affected. The timing of our moves and the amount and placement of promised or assigned space continue to change almost weekly. The fluidity of this situation has drained us of resources and impairs our ability to provide our students (one of the large departments in terms of the number of majors at the University of Hawaii at Manoa) with the quality programs for which we have become known. We are currently occupying eight buildings, including Sakamaki Hall, and we look forward to moving half our department into Krauss. As an example of the fluidity of the situation and the disruption it is causing to our program functions, we were told that our space in Krauss would be available some time between December 18, 2009 and January 15, 2010. That later changed to May 15, 2010, and now we are told the Krauss space will likely be available between July 15, 2010 and the end of 2010. Furthermore, we were told we would only be there for 18-24 months. We have some trepidation about the number of moves we are being asked to endure, particularly under such constantly changing circumstances. We hope that we will be included in any future discussion of our moves, and that this will not be decided by a committee with no faculty representation, as it has been this year.

It was a surprise to learn that we would not be returning to Gartley Hall, after we had been promised that we could return to Gartley Hall if we so desired. The Department is still interested in discussing the possibility of returning to a renovated Gartley.

2. Work with the administration on a retirement incentive plan, and develop recruitment plan to support strengths and newer areas of importance within the discipline.

We have submitted requests for positions in Clinical Psychology (we are the only accredited Ph.D. program in the state) and Social Psychology, an area in which the Committee noted we have achieved international recognition. We await the administration's plan for retirement incentives.

3. Rethink the GPA requirements.

Our Undergraduate Studies Committee discussed this issue in depth over several meetings. They brought their discussion to the entire faculty, where a long discussion took place. The faculty opted to leave the GPA requirement as it is right now, but to revisit the question after we receive more data on the GPA status of majors who declared *after* we instituted the pre-major requirements of PSY 212 and SOCS 225.

4. Examine appropriate teaching percentages for graduate students

This issue has been considered by Graduate Studies. We don't think there is a right percentage across departments, since it would depend on how many graduate students there are and how many undergraduate courses. (In departments where there are only a small number of graduate students and many undergraduate courses, the percentage will inevitably be lower than in departments with more graduate students and/or fewer undergraduate courses.)

On a conceptual level, our department policies about appointing lecturers balance considerations about making teaching experience available to students with maintaining strong faculty involvement in the undergraduate curriculum is a reasonable way to respond. Some points to note are (1) giving priority for lectureships to students who haven't had previous teaching opportunities (if we do that), (2) policies about which courses are offered to student lecturers and which are taught by faculty, and (3) policies for supervising student lecturers and reviewing their course evaluations.

5. Donor Funding: Endowed chairs, scholarship, labs, renovation

We spent thousands of hours on the renovation and were getting to the point that we were going to ask donors for specific support for items such as furniture for the new clinic, a new observation lab, and the like. We will see how things go with administration and what we can come up with for the next list of needs. Again, a fair and stable resolution to the space issue is needed, so that we may proceed with our mission.

Graduate Studies is discussing how to pursue funding for endowed chairs, as we believe leverage comes from a strong graduate program in a given area of interest.

6. We advocate for a tuition flow model for \$, especially to hire new faculty.

Review committee noted that we are in the top 50% of the nation's psychology PhD programs. A recent Gourman reported indicated that we were at the 59th percentile among our peers. We aim to rank among our benchmark schools, including AZ, WA, MN, and WI, and the committee thought this was possible, esp. in certain areas in which we are already internationally known (e.g., social psychology). The Committee commented that we are not on par with peers in terms of the faculty FTE.

We encourage the UH System Administration to consider a more SSH-driven model for allocation of budgets.

PUBLIC ADMINISTRATION

The external review team updated the Public Administration Program's 2006 campus review through interviews with faculty and staff. Although the team concluded that "In every respect this is an excellent graduate program" it raised several issues for consideration by the Program. Here are the issues and our responses:

1. The possibility of charging differential fees. We put our GA to work finding out what programs nationally charge as special fees. We learned that very few schools do this in our field. Given current tuition increases at UH we are not going to pursue this in the near future.
2. Fund raising through the network of alums and the Advisory Board. We have created a link on our website through which alums or other interested persons can make a contribution to a defined Foundation account. The Advisory Board will be asked about fund raising when we meet in May.
3. The value of seeking accreditation. The topic was raised by the reviewer with whom we met, but for the purpose of encouraging us to think carefully about the value of accreditation. The faculty have had several discussions of this, and we now are watching as NASPAA changes its accreditation standards to see if the option is more attractive.
4. Expanding into the nonprofit and international arenas. We have hired a person who will implement our new nonprofit certificate program. We want to establish close relations with the nonprofit community to learn their issues and needs. Internationally we have entered into a partnership with a new doctoral program in public administration at Khon Kaen University in Thailand, and reached an exchange agreement with the Academy of Management in Ulaanbaatar Mongolia. Both of these are long-term relations.
5. The need for physical space for the Program. Our most critical need is for space for our students to work and meet, and for a resource library. The College is aware of the issue. We remain hopeful.
6. Closer ties with the Public Policy Center. We are engaged in serious discussions with the Center to establish a public affairs entity that will house our programs and focus common interests and shared resources around public affairs education and research.

SOCIOLOGY

The guidance provided by the External Review Team of the Chancellor's Office strongly suggested that we continue with our focus on Asia and the Pacific and that we also make efforts to reduce the size of our graduate program. Other items included in the recommendations are:

- **Ensure that every faculty is informed of degree requirements for graduate programs**

Since the External Review, the Graduate Chair has involved more faculty in the processes of the Graduate Program. All graduate committees have been encouraged to reread the catalog and website descriptions of the Graduate Program and, as part of the curriculum review of the Graduate Program, a review of the procedures and policies of the program is included. In this way, most faculty have been involved in some form of review and through this process have become more aware of the expectations and requirements of the Graduate Program.

- **Continue leadership in Undergraduate Education through the Freshman Seminars and in implementing LEAP essential learning outcomes**

The Freshman Seminars are identified as one program area that may be at risk due to faculty shortages. The faculty previously involved in the effort went on sabbatical Fall 2010 and no faculty opted to teach the freshman seminar. Now that faculty member has submitted his letter of intent to retire at the end of the Spring 2010 semester. This places the Freshman Seminar at greater risk for cancellation since no faculty want to pick up the extra load of the course. This is referred to the Undergraduate Studies Committee for inclusion of their review of the Undergraduate Program. The inclusion of the LEAP essential learning outcomes is also a part of the mandate to the Undergraduate Studies Committee for the Curriculum Review.

At the same time, commitment to Undergraduate Education and the Undergraduate Experience at Manoa is being reviewed in light of the primary faculty for the Freshman Seminar decision to retire in December 2010. Increasing active learning efforts, service learning efforts, and the offering the experience of teaching in traditional and innovative ways for our Graduate Students has been a way to strengthen their employability upon completion of their respective degrees.

- **Further develop Graduate Education and Research on Sociology of Asia and the Pacific Region. Build a stronger Graduate Program, rethink how allocated faculty lines can support the prominence of the department in critical areas**

The focus of the Department on Asia and Pacific Comparative Sociology is being approached in two ways. A full curricular review is underway in the Department at the Undergraduate and Graduate levels. This should allow the Department to refocus both its Undergraduate and Graduate programs to more accurately reflect a three way focus of the Department – Asia, Pacific, and Hawaii. It will also redefine what the focus on Asia and the Pacific Region means and how the inclusion of Hawaii as an additional focus fits with the overall emphasis. While it makes sense to emphasize the Asia, Pacific and Hawaii strength, it is also essential that the basics of Sociological Learning be included in the Department since not all students will be able to seek and secure employment in the very specific area. Therefore, the Department will continue to try to find ways to strengthen core Sociology learning in Race and Ethnicity, Criminology, and Medical Sociology.

- **Work with Library and Academic Affairs to address deterioration of resources needed to support the program and faculty research**

The issues of the deterioration of University resources in Library and Academic Support for the Department and its research is complex and will require additional contact with the Library and with other units on campus. Thus far this is in the planning stages; however, we have been successful in securing research support from the Center for Japanese Studies, the Center for Chinese Studies, the Center for Korean Studies, and the Center for Asian Studies. Next is the inclusion of Hawaiian Studies and the Libraries into this group of supporters.

- **Develop alumni to assist with fundraising**

In early 2010, the list of all alumni for the Department was obtained from the Alumni Association and the University of Hawaii Foundation. In excess of 3,200 letters were sent to the addresses provided, of which over 2,000 were returned as “not at this address”. It would appear that these two sources of information simply do not have contemporary lists of our alumni. We had thought that we might be able to use the email list from the UH IT Center but have learned that they have now suspended and cancelled all email accounts that are not in use by active students, staff, and faculty. As such, we now are left with our website as the sole source of contact with our alumni, if they access it.

In addition, there has been a need to demonstrate that a responsible system of course allocation is in place and that reduction in course load uses the average workload of the departmental faculty as the base from which the determination of above and below average workload are determined. For the past several years reductions have been arbitrarily made based on extra work being done at any point in time, but their teaching load does not appear to have been increased for the faculty when those workloads subside. More concrete measures are being implemented that will allow workloads to more accurately reflect the actual situation rather than to be as arbitrary as they have been. To assure that fairness prevails in the application of these measures in the next three years the Department will move from annual adjustments to adjustments based on the three year average workload in the Department.

URBAN & REGIONAL PLANNING

The faculty were pleased with the review. One of the observations was that we “had not engaged in a systematic effort to develop a strong connection with alumni or get involved in fundraising efforts.” We have been developing a database. Over the last six months we have updated our webpage. We are also exploring a number of ways including facebook on our webpage. We intend to use facebook and twitter to connect with alumni and use this as a means to raise funds for scholarships. There are many efforts including involving alumni as guest lecturers, inviting them and giving an annual distinguished alumni award at World Town Planning Day and inviting them to the recent international Urban Affairs Conference we hosted in March and other events.

The department is primarily a graduate program offering a masters and PhD in planning. There are only two undergraduate courses but the faculty are in the process of developing new course proposals and exploring a collaboration with Geography with an intent on expanding the undergraduate offering as the current course get overbooked quickly and as an undergraduate planning courses/program would be supported by and support our masters and PhD programs. The Department also offers a graduate Certificate in Disaster Management and Humanitarian Assistance and currently has 25 students.

The committee noted that we were extensively involved in the community. This is due to nature of the educational and research activities as well as strong commitment of faculty and students. Department faculty and students have just completed or are currently working with government agencies, foundations and non-profit organizations on a wide variety of projects from a visioning project for the Executive Office on Aging, planning for Department of Land and Natural Resources, Department of Transportation. Projects include transformational environmental planning issues: EIS, Important Agricultural Lands, Climate Change and Environmental Impact.

The projects and research grants allows us to support many of our students. Half of our students have research assistantships once they have been enrolled. We are attempting to address that over half those admitted do not enroll due to a lack of funding. We are trying to address this through fundraising for scholarships.

WOMEN'S STUDIES

Women's Studies accepts the external review team's recommendation that its status be changed from "program" to "department" and is currently working toward that goal. This entails, among others, (a) the unit's continuous effort in maintaining the current growth rate (the number of majors has more than tripled in the last two years) and (b) finding a way to sustain the program's interdisciplinary nature by exploring a way to fund a scholar in the field of humanities to replace Dr. Ruth Dawson who retired as the sole humanity scholar in our program.