

Program Review of  
The College of Social Sciences  
University of Hawaii, Mānoa

May 14, 2009

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## College Overview

**Introduction:** The College of Social Sciences is one of eighteen colleges and schools at the University of Hawaii, Mānoa. The college is comprised of ten academic departments, and three programs. The college's 142 faculty serve 1,423 undergraduate majors and 680 graduate students (about 11% of the students on the Mānoa campus), deliver about 16% of all the instruction on campus, and award about 24% of the campus's baccalaureate degrees. Psychology, Political Science, and Sociology are among the campus's ten most popular undergraduate majors.

The faculty are engaged in a broad range of research endeavors from a host of epistemological perspectives that address some of the most fundamental questions of about human behavior and the workings of local, national, and international political, social, economic, and cultural institutions. More than at most mainland institutions, teaching and research across the college have a unique focus on ethnicity in Hawaiian, Pacific, and American society; race, class and gender; and the Asia-Pacific region. The college's unique international focus produces graduates who lead public and private enterprises in Hawaii and across Asia. The college thinks globally and draws upon its unique strengths to advance teaching, research and outreach. There is also a stronger emphasis on public outreach than at many other institutions.

The college strives to foster a vibrant academic climate that supports outstanding scholarship through interaction and intellectual dialogue among students and faculty, in the classroom, in research, and in public forums. It strives to advance outstanding scholarship (the creation and application of new knowledge as well as the development of new courses and pedagogy) through the infrastructures and support of teaching, research, and engagement with consequential social issues.

We were tremendously impressed with the quality of the faculty and staff, the quality of the research, the quality of the academic programs, and the quality of the students with whom we met.

The scarcity of resources greatly limits the college's potential for effective teaching, breakthrough research, and dynamic public service. There are too few faculty FTEs, too few academic advisors, inadequate staff support, too few graduate fellowships, inadequate research support, technology, laboratories, research space, and support for grants administration.

Beyond resources, there is a need for much more effective campus and university-wide strategies on a whole range of fronts: strategies to serve students (e.g. Arts and Sciences advising; curricular oversight; four-year graduation rates); strategies to provide competitive compensation (especially in the context of Hawaii's cost of living); strategies to lead a coordinated university-wide approach to information technology; strategies to build the university's research infrastructure; and strategies to build the fundraising operations needed to raise significant private funds. The lack of effective campus and university-wide leadership on these and other fronts greatly limits the college's potential for effective teaching, breakthrough research, and dynamic public service.

Over the past five years, the college's faculty has grown by 15.7 FTEs (about 12%). But over the past four years, the college's budget has grown by only 9%. Over the years ahead, declining state support may lead to cuts both in the college's budget and in the number of FTE faculty.

Compared to the other arts and science colleges at the University of Hawaii, Mānoa, the College of Social Sciences serves about the same number of students (as measured by student semester hours per faculty FTE) as do the colleges of Natural Sciences and Arts and Humanities. The college of social sciences serves about as many majors per faculty FTE as does the College of Natural Sciences, but about 21% more majors per faculty FTE than does the College of Arts and Humanities. The College of Social Sciences serves about 23% more students and about 123% more majors per faculty FTE than does the College of Languages and Literature. Average class size in the College of Social Sciences is 26 – comparable to the average class size in the college of Natural Sciences, but 30% larger than the average class size in the college of Arts and Humanities and 73% larger than the average class size in the College of Languages and Literature.

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.

**Faculty:** Although the overall size of the faculty has grown modestly since 2003, the faculty is small relative to its peers and relative to the number of students it serves. Many members of the faculty have won national and international recognition for their research and public service. The junior hires in recent years have been outstanding and these colleagues are already making significant contributions to their departments, college, and university. There are generational divisions within several departments regarding the direction the department should be heading and the fields it should emphasize. This generational split is exacerbated by the relatively low number of mid-career faculty members.

The college anticipates a substantial number of retirements over the next five years and the college needs to plan for these transitions. The university should consider creating a phased retirement program as a way to facilitate faculty transition and to enable more predictability in collegiate planning. There is ambiguity among departments about what will happen when retirements occur. Greater clarity is needed to insure programmatic strength and to enable units to plan strategically for the near and long term. Several departments have hired probationary faculty with University of Hawaii Mānoa degrees. This practice of hiring one's own Ph.D.s as assistant professors should be discouraged.

Departments have established ways to deal with the different levels of research activity among the faculty. Research inactive faculty members have heavier course loads than do the research active faculty members.

The modest faculty salaries coupled with Hawaii's high cost of living make it difficult to recruit and retain outstanding faculty and place substantial burdens on all faculty, especially junior faculty members who find it especially difficult to afford to live in Hawaii.

**Research:** We are impressed by both the level and quality of faculty research. Over the past five years, funding of sponsored research has doubled with external support garnered from the National Science Foundation, the National Institutes of Health, the Department of Education, the Navy, the National Geographic Society, and a variety of other agencies. These accomplishments are particularly impressive in light of the significant institutional obstacles that the faculty face.

Research facilities, space, laboratories, equipment, and technology are woefully inadequate. There is insufficient assistance for grant submission and grant administration, so much so that a number of faculty are disinclined even to seek grant support. The university's low indirect cost recovery rate and its internal method for distributing ICR means that inadequate funding comes to the units that must implement the research project. Some units within the college are close to the point where they are unable to hire and/or retain faculty who require labs. The consequences of this for faculty careers are considerable – especially for junior faculty. There are instances in which it has taken three years to get a lab up and running – half of the pre-tenure years.

There is inadequate administrative leadership for research on the Mānoa campus. The sense we had is that everyone says leadership for advancing research is someone else's responsibility. Though most faculty praise the work of the Social Science Research Institute, there is widespread understanding that the level of administrative support it provides grant recipients is inadequate. Indeed, it was surprising to us that very few units made any mention of the SSRI, either in the written materials or in our meetings with them. It is not clear to us what role the SSRI plays. The Institute would be well positioned to address the various concerns we raise here, but would likely need additional resources. A higher overhead rate could generate such resources. There is little clarity about the role of the Vice Chancellor for Research in helping to advance the college's research priorities.

There is great diversity in the kind of research that occurs within the college and the modest administrative support that is in place for research tends to favor those faculty whose research can be funded by agencies that will provide full ICR. This practice disenfranchises other sectors of social science research and scholarship.

Nearly every department reported on its research accomplishments by providing quantitative measures of research productivity rather than measures of the impact of the research or of the importance of the scholarly and scientific breakthroughs. We urge that less attention be given to how much work is being published and more attention be given to the impact that research is having within the discipline and beyond.

**Undergraduate programs:** We were impressed by the quality of the undergraduate students we met with, the quality of the undergraduate curriculum, the commitment of faculty and graduate students to undergraduate education, and the connection students feel they have with faculty within their major.

The college has been an advocate and innovator of undergraduate education on the Mānoa campus. The college has championed greater attention to excellent general education and innovative curricula that address the political and technological changes in society. The college is in the process of designing a new curriculum that incorporates both intellectual and practical skills as well as social and personal responsibility in the changing global environment. There is a deep concern about providing a liberal education that serves the entire campus. The college has also led educational reforms on campus such as collaborative learning, educational cohorts, team teaching, and undergraduate research experience.

Departments have developed the criteria needed to evaluate and assess learning outcomes. Greater central support is needed to assist departments in this endeavor.

A number of very significant issues undermine the quality of the undergraduate education on the Mānoa campus. First is the lack of any clear relationship between the patterns of enrollments and the flow of tuition revenue. This situation not only leads to an underfunding of instruction in many of the college's departments, it also fails to create incentives for departments to increase the course offerings needed to meet student demand.

Second, the 9% four-year graduation rate and 40% 5-year graduation rates on the Mānoa campus are extremely low. Even when one takes into account the financial and educational background of the students, these graduation rates are far below those found at peer institutions. No one at the college, campus, or university level seems to take responsibility for addressing this situation. Faculty, staff, and administrators do not appreciate the huge financial burden this long time to degree places on students and on the institution. Changes are needed on many, many fronts if this situation is going to turn around. Freshman orientation should be mandatory rather than optional and students should not be charged for orientation. Admission requirements to enter a major should be kept to a minimum and should be employed only when there is an inadequate number of faculty to meet student demand or when specific skills are needed to complete the major (e.g. calculus as a prerequisite to an economics degree). Majors should not have additional grade point average requirements for graduation beyond those in place for the campus as a whole. The culture around 4-year graduation needs to change. Students begin hearing the message that they are full-time students if they register for 12 credits per semester, only to realize by their sophomore year, that they cannot graduate in four years unless they take about 15-16 credits per semester.

Third, though students praise the academic advising and mentoring they receive from the faculty within their field of study, there is uniform condemnation of the advising that occurs at the Arts and Sciences and university level. The student:advisor ratio in the Arts and Sciences is 529:1; it is 1,500:1 for students who have not yet declared their majors. Though the advising staff is excellent, supportive, and passionate about the work they do on behalf of students, the caseload makes it impossible for them to be effective. Advising is dramatically under-resourced.

Fourth, the STAR system does not give students reliable information on whether they have met the requirements for graduation. Academic advisors and students report that the system does not accurately reflect the most current degree requirements and doesn't fully accommodate cross-listed courses. Hence, students do not have an accurate assessment of their progress towards degree.

Finally, there is inadequate collegiate, campus, or university leadership on the curriculum. Some described it as the “wild west.” The elimination of the Arts and Science curriculum position has created ambiguity about who is leading undergraduate education on the Mānoa campus. There is a sense among students and advisors that the general education requirements are difficult to manage and figure out. Leadership is needed to ensure that the curriculum is not creating needless barriers to timely graduation.

**Graduate programs:** We found the graduate students we met with engaging, interesting, articulate, and aware of the challenges facing the institution. They are dedicated and engaged with their teaching, engaged with faculty in their department, and report a strong sense of community and camaraderie within their home departments.

The very modest level of graduate student funding undermines the quality of graduate programs across the college. Although funding for graduate students varies widely across departments, there is not a single graduate program with adequate funds to recruit or support top students. Few students have clarity about the funding package they will have over their graduate career. The rules for allocating TA positions are not transparent. Many departments have been effective in helping students secure outside support for research and dissertation work. FLAS awards and the East/West Center are tremendous resources for graduate support. All of these problems are exacerbated by the very high cost of living that students, like their faculty counterparts, face in Hawaii.

Although graduate students feel a strong sense of community within their home departments, there are few connections among grad students across units, despite there being interest in this kind of interaction and community. The graduate students we met with are very complimentary of the faculty, praising the strength of the advising and mentoring and reporting that it is relative easy to change advisors should the need arise. Students appear to be gaining the professional skills they need as part of their training. Pedagogy courses, however, are needed both as part of the graduate curriculum as well as a way to enhance the quality of undergraduate instruction.

Many of the college’s Ph.D. programs are too large relative to the number of applicants, selectivity, number of graduate faculty, and amount of graduate funding for fellowships and teaching assistantships. Placement of Ph.D. candidates is spotty and the college does not monitor this information as a way to assess the quality of its programs. Unless a program is highly selective and has the funding needed to forge multiple year offers of support to top candidates, it should limit its incoming Ph.D. cohort to 5 to 7 students a year. This strategy will focus scarce resources on the most talented graduate students, improve the quality of the graduate student body, reduce time to degree, and improve placement records.

There needs to be great clarity about the roles of the program, college, and Vice Chancellor for Graduate Education in ensuring the excellence of graduate education.

**Diversity:** We were impressed by the diversity of the students, faculty (particularly the junior faculty), and staff and by the way that diversity manifests itself in research, in the curriculum, and in the college’s service to the community. Native Hawaiian values inform the whole atmosphere of the college. In many respects, the college models the university of the future both in its composition and agenda. These accomplishments should be celebrated. The university should invite faculty and

administrators from mainland universities to learn from all that the University of Hawaii has accomplished in this area.

Despite the tremendous accomplishments with respect to diversity, it tends to focus on race, national origin, ethnicity, and gender. Other dimensions of difference, such as sexual identity and disability, should be part of the college's dialogue and commitment.

**External Relations:** Many of the college's units have developed strong partnerships with the communities they serve. Some units also enjoy good working relationships with state legislators and policy makers and have created advisory boards that help advance the unit's goals and open the door to internships for their students.

We were surprised by how little focus there is on alumni relations and fundraising. There is a lack of clarity on the campus about who is responsible for leading these efforts. Over the past five years, the college has raised only \$4 million in private gifts, with half of that amount raised by the Osher Center. Given the large alumni base and its geographic proximity to the campus, there is a huge potential to deepen relationships with alumni and to dramatically increasing private giving. At the moment, there is no culture of private giving at the university, campus, college, or department level. Department chairs seem ill prepared for the task. Private philanthropy must be a collegiate and university priority.

**Resources:** As noted earlier, we are impressed with what the college and its faculty accomplish given the resources at its disposal. Historic forces have produced an allocation of resources unfavorable to the college and a level of funding that is out of step with the funding provided to other colleges who make comparable or smaller contributions to the campus. By any measure – dollars, staff, space, or administrative infrastructure – the college is underfunded.

The level of staffing in the college and at the unit level is very low. There are not enough academic advisors, clerical or administrative staff or personnel to support research or innovative teaching. Departments strive to create professional development opportunities for their staff members. The entire college staff meets together monthly and this produces an effective sharing of information and support. This sense of cross-unit camaraderie and collaboration does not exist at most universities and it should be commended.

Space ranges from inadequate to totally unacceptable. The lack of space and the poor condition of the facilities make it difficult to recruit students, faculty, and staff. It undermines effective teaching and research. It can damage collections and other important research materials.

The five-year cycle for replacing desk top computers and servers is too long. The cycle should be three to four years in length. There is an inadequate number of IT staff (two) to serve the college's faculty, students, and staff, and to support its research and instructional endeavors. The university's office of information technology has been unresponsive to ideas that have emanated from the college for more cost-effective, efficient, and secure ways to deploy at the university level information technology solutions that would meet collegiate needs. Campus-level leadership seems to be lacking in this domain as well.

**Effectiveness of administration:** Most individuals with whom we met expressed confidence in the open communication that occurs within the college, praise the deans efforts to be transparent in his fiscal decisions, and appreciate the nature and frequency of consultation. As the university contemplates the transitions that will likely occur over the years ahead in the college's leadership, it should identify individuals who will not only champion the college, but who will develop the strategies needed to address the issues identified in this report.

We are deeply concerned about the lack of effective campus and university leadership on many fronts – including research, undergraduate education, curriculum, advising, graduation rates, facilities, information technology, internal financial model, alumni relations, and fundraising. The success of the College of Social Sciences hinges crucially on the effectiveness of the campus as a whole.

**Strategic opportunities and recommendations:** Many departments have developed a hedgehog strategy in which they have focused their scarce resources on those lines of research in which they can be among the best in the world. Many have taken advantage of their location – the university's proximity to Asia, the presence of indigenous peoples, and the diversity of the community. This college is better positioned to address these issues than almost any other institution in the world, certainly better than any institution on the U.S. mainland.

We think there are unrealized opportunities to build the visibility and impact of the college as a whole in ways that will advance its departments and the University. What's needed are collegiate wide strategies to increase visibility and impact by drawing on the faculty assets that reside across the college and in developing strategies for promoting the work of the faculty on key lines of inquiry across the college.

We think communication between the Chancellor's office and the faculty needs to improve.

The question has arisen as to whether there should be a reorganization that re-establishes an Arts and Science College. We suggest greater clarity about what reorganization would accomplish: the problems it would solve; the advantages it would offer; the savings it would produce and where would those savings be directed. This should largely be an academic discussion with academic goals and priorities being the drivers in the deliberations. The leadership of the various colleges that would be party to this reorganization will be changing over the next few years, so there is an opportunity to think through this question before acting. The administration should trust the four college deans to lead this conversation with their colleagues.

As the funding environment for higher education continues to change, the college and university must develop a long-term financial strategy – a financial architecture for the future. The college and university need to develop new revenue streams and new strategies for using existing resources even more effectively.

In conclusion, this is a potentially transformative moment for the college and the university and we believe that the social science faculty are in a position to help lead the discussion, craft the vision, and the develop the strategies needed to advance the college and the university. The raw materials are in place: superb faculty, inquisitive students, dedicated staff, innovative ideas, and location.



## **Department of Anthropology**

**Overview:** Following the traditions of the discipline, the Department of Anthropology emphasizes the fields of sociocultural and biological anthropology, as well as archeology. There is one linguistic anthropologist. It also has strength in two cross-cutting areas, human ecology and medical anthropology. The department emphasizes biological and cultural knowledge of the Pacific and Asian regions, consistent with the UHM mission. Accordingly the Anthropology faculty are closely involved with programs in the School of Pacific and Asian Studies, the School of Hawaiian Knowledge, and the East-West Center. Like other UNH units, the department also has a strong commitment to public outreach, evident in its establishment of a new MA track in Applied Archeology as well as considerable faculty involvement in community programs. There is a strong and relatively large graduate program. The undergraduate program seems underutilized, but high quality.

The department's strategic plan emphasizes themes that to some extent cross-cut the traditional specializations: human biology, health and culture; heritage, identity and political economy; evolution, environment and ecology; discourse meaning and media.

**Faculty:** There are 17 (or 15.5 FTE) faculty members in the department, including nine full, four associates, and four assistants, the latter all very recently hired. A number of the full professors are nearing retirement, so it is reasonable to anticipate considerable turnover in the next five years. One associate holds a joint appointment with Ethnic Studies.

The faculty seem quite strong. Their productivity is certainly stronger than their last NRC ranking (#41 in 1995) would suggest. They were ranked #10 among 47 programs in a recent evaluation by the Center for a Public Anthropology. The faculty are productive, though the level of publications is not distributed equally, of course. Recent patterns of losses and hires have led to a marked gap in strength in Southeast Asia, which has historically been a strong component of the department. Indeed, UHM hosts one of just 9 NRCs in Southeast Asian Studies, and Anthropology has been a major partner in this Center.

There have been two major recent losses. A senior archeologist of Asia and the Pacific left for UNM, and a senior medical anthropologist passed away. These are now the top hiring priorities; this assessment seems consensual. Many of the faculty have received major awards or other recognitions, such as serving on boards of state and national associations. Several faculty have received the CSS Award for Excellence in Research and two have received the Regents Award for Research Excellence. A number serve on editorial boards for key anthropology journals.

**Research:** The research activity of the department is quite strong. The extramural funding has averaged around \$1 million annually over the past five years, and is generally on a steady upward trend. Most impressive are the award of a Luce Foundation grant to support Asian archeology that allowed the department to leverage a new hire, the very substantial Pacific EMPRINTS grant from the Department of Health & Human Services (support that is nearing its end), a training grant for community-based healthcare providers in emergency response, several NEH grants, the ongoing support from the Freeman Foundation, and a number of NSF dissertation grants.

The department notes the excellent library collections in Asian, Pacific and Hawaiian studies and the strong support of the relevant library staff. The library supports online subscription to all AAA journals and regularly supplements anthropological holdings in these geographic areas.

The department is clearly committed to engaging their students, both graduate and undergraduate, in research activities. Both graduate and undergraduate students are encouraged to participate in field schools, a number of which have been held on various of the Hawaiian Islands. Some of the faculty regularly include REU components on their NSF grants.

The Pacific EMPRINTS disaster anthropology project enabled the department to acquire a GIS center, asserted to be the best GIS lab on the UHM campus. This was approved as one of just sixteen U.S. Partner Education Center of Environmental Systems Research Institutes in the U.S. These facilities are clearly critical research resources and also allow the department to offer GIS training on a regular basis. The EMPRINTS project is drawing to a close, so transition plans seem imperative.

Both in the self-study and in the conversations with department faculty, acute needs were expressed in arenas of space, facilities, and grant administration support. The laboratory spaces are in considerable disrepair. The department needs storage and retrieval facilities to curate valuable archeological collections that are at risk.

The department has completed a plan for repatriation of non-Hawaiian materials in their collections, which will alleviate some of the problem, but still need funding for collections management and space reclamation. Their equipment needs are equally acute: coring machines, electronic mapping stations, video and photographic equipment, recording systems, all are very out of date. The development of a technologically sophisticated equipment inventory is especially important as the department deepens its presence in archeology of Southeast Asia. Every summer they offer several field schools in the region; these schools pay for themselves, except for equipment. (The department might explore the creation of course fees to cover equipment expenses.)

The faculty are eloquent about the need for support in grant administration. They indicated that there is woefully little assistance with preparing grants for submission and administering grants once obtained. The situation has become so acute that several indicated there is a strong disincentive even to submit grants. This is clearly contrary to college and university interests.

Additional lab space is needed not only for research, but also for instruction. The department expanded introductory courses several years ago and enrollments have increased markedly. These are lab courses; the courses cannot grow more without additional lab space. This is a more acute need now that the department has to cut lecturers. We note that recent central administration efforts (unsuccessful) to hire a senior anthropologist from Berkeley included the offer of generous lab space, so clearly some space is still available. It is also worth noting that Anthropology and Geography have made attempts to collaborate on laboratory needs. They should be applauded for this; more such efforts will clearly be useful in the future.

**Undergraduate programs:** The department has approximately 110 majors. This is a small number relative to the size of the faculty, and relative also to their peer institutions. The department is

undertaking various efforts to increase this number; the effectiveness of these efforts should be closely tracked. The department provides approximately 13% of the SCH generated in the CSS, with 10% of the faculty. The number of SSH in Anthropology increased dramatically several years ago due to the introduction of several large general education courses, as mentioned above, and numbers have stabilized since then to around 4,500 SSH per year. Their majors take approximately 4.5 years to complete their degrees, lower than the UHM average of 5.1 years. The departmental curricular planning facilitates completion of the degree requirements within two years after declaring the major. The overall quality of the majors is also higher than the average UHM student. Their GPAs (3.37 average) are higher than the UHM as a whole (2.9). Although student morale (based on student surveys) seems reasonably high, only 7% indicate they participate in the department's decision-making activities and only 30% agree that the department provides an open environment for addressing legitimate student complaints. These responses warrant attention.

The key learning outcomes seem well thought-out and compatible both with the UHM mission and with the discipline's core foci. The outcomes also aptly address the several stages of cognitive maturation, from identification and differentiation, through critical synthesis and analysis, to critical evaluation. Mechanisms to assess attainment of outcomes include student evaluations, papers and projects, as well as meetings of the department chair and advisor with current majors. The department, like the college as a whole, does not conduct peer/collegial evaluations. The department is now articulating contributions of each course to the department-level goals, a project that should be completed by the end of this semester.

This is an exemplary approach to the broad question of assessing learning. It would be useful for Anthropology to share this as a "best practice" with the rest of the CSS, or indeed, the colleges of A&S (perhaps through the mechanism of the Center for Teaching Excellence). The department, like the College as a whole, does not conduct peer/collegial evaluations.

**Graduate programs:** The graduate program seems robust. The program enrolls about 90 Ph.D. students and 70 M.A. students, which is considerably more (about 40% larger) than the enrollments in peer institutions. There are a good number of international students in the program, reflecting the role the department plays as a center of anthropology of Asia and the Pacific. Based on quantitative indicators, the graduate students seem to be reasonably strong, but perhaps not outstanding. Their GRE scores have been increasing over the past decade. Qualifications of the international students have increased less substantially. The number of applications seems to have held steady for the Ph.D. program, but declined for the M.A. program. On average, the percentage admitted has declined from about 40% in the previous decade to about 30% now. Less than 50% of those admitted choose to attend. (The department indicates that they have intentionally reduced the number of graduate students, in part because of funding issues, but also because the size of the graduate program was judged to be too large for the number of departmental faculty.) One critical point here is that the department does not provide financial support for first year students. Graduate assistantships are not available until the second year. This is clearly related to the fact that the time to degree ranges from six and a half to nine years. Given the lack of central funding, the department has been aggressive in encouraging students to apply for competitive sources of funding, and it appears that a good number have received, for example, NSF dissertation fellowships, Luce and Fulbright-Hays dissertation support, and support from the East-West Center. The graduate students have also done extremely well in winning FLAS fellowships, holding far more of these (40% of all

awards made over the past five years) than any social science or humanities unit except Asian Studies and SPAS.

Most anthropologists pursue their careers outside of academic anthropology. Thus the department has participated in national conversations about how to prepare students to work internationally as practicing anthropologists. They encourage collaboration with colleagues in area studies centers in SPAS and with the East-West Center through its certificate programs in leadership studies and international cultural studies. They have established an M.A. track in Applied Archeology, strengthening training in historical preservation and contract archeology. The department is also expanding online instruction in graduate courses (we assume primarily M.A. courses), an effort of special importance considering the geographic range of the populations of the Pacific. The department is also exploring the adaptation of 400-level courses to serve the needs of graduate students through adding 600-level paired courses. The UHM Graduate Division rejected this proposal, but this practice is quite common at other universities so warrants further consideration, especially in these fiscally challenging times.

The department does a great deal to prepare graduate students for these varied career options; they offer a seminar in professional skills development, have expanded the range of methods courses, regularly offer a course on research design and proposal writing, and recently developed a new methods course on GIS for anthropologists. One important indicator, of course, is placement. The department does not formally track former students, but notes that some of the Ph.D. students have been recruited at peer institutions such. A list put together for us by the CSS staff suggest that placements over the past five years have been quite good. A large proportion are working in Hawaii.

The department does a good deal to create and foster a culture of inquiry. It encourages collaborative research between faculty and students and sponsor a regular colloquium series. First year students are required to attend this series, to encourage their sense of shared involvement. A good number of Anthropology students attended our meeting with graduate students, and they appeared remarkably satisfied with their educational experiences.

Graduate students participate in most department committees; their recognition of this is evident in the more than 80% who indicated on the student survey that they participate in the department's decision-making activities. There is an active Anthropology Graduate Student Association, and the department chair and graduate chair both meet regularly with graduate students. The department includes a link to the University's grievance procedures on their website.

**Diversity:** There is little explicit discussion of diversity in any of the department's materials. We would guess this goal has been assumed, because anthropology entails the study of diverse cultures, but still, it warrants much more explicit attention.

The self-study asserts: "Anthropology is well positioned to contribute to the mission and strength of the UHM, one that embraces the values of diversity... Further, with the field's historical concern with study and advocacy in indigenous societies, our program articulates in important ways with efforts to embrace Hawaiian culture and history... Of special importance is the fit between anthropology's focus on the study of culture and the UHM's emphasis on diversity and cultural

understanding.”

The self-study does note the gender imbalance among the faculty, with all of the assistant professors being men. This points to this an issue for future recruitments and retentions. No mention is made of other dimensions of diversity, such as sexuality, disability, etc.

**External relations:** In keeping with its mission, the department excels in public outreach and external relations. There is also a special commitment to sharing their work with those among whom they conduct research, the “giving back.” They regularly provide consultation, service, and advice to the communities in which they work. Their faculty engage in professional and legislative consultations, provide testimony for legislation, participate in hearings and public fora, review environmental impact statements. As noted above, they were ranked tenth among almost fifty programs by the Center for Public Anthropology, an especially notable recognition of the excellence of their outreach given that the field as a whole is committed to this. They are working actively with state legislators to create a broad University-community dialogue. One of the Anthropology faculty received the CSS Award for Excellence in Application two years ago for his work with the National Park Service and the Arizona Memorial Museum Association. Their outreach to public school teachers through the Freeman Foundation is also notable.

There is little evidence of fund-raising efforts, though there are several student (both graduate and undergraduate) scholarships that are likely supported through private donations.

**Resources:** The department’s annual budget is approximately \$1.5 million. This is approximately the average of CSS support for units per FTE. Given the number of undergraduate majors, this could be viewed as appropriate, but the department does do a considerable amount of service teaching and has a strong research record, so this could be viewed as less support than desirable. There is one staff person who handles administrative fiscal matters, and one lab manager, plus one secretarial position. The administrator provides fiscal support for both the academic programs and for all grants and field school activities, which is a considerable strain on one individual. As the grant activity and field projects expand with the three new junior faculty, this load may well become untenable. The staff have received recognition of their talents, with nominations for several university-wide awards.

Space is tight, as is so often the case at public institutions, but not beyond the pale. Graduate students have desks and some access to department resources. The key space needs now concern the department’s desire to establish a cartography center as part of the GIS center that was created (see above) through the Pacific EMPRINTS project.

The department is eloquent about their needs for new equipment and upgrades. The six teaching and research labs in one of their buildings and two in another. These are in sad condition. There is dire need for up-to-date storage and retrieval facilities to responsibly curate their archeological collections. Research equipment is old and out of date.

**Effectiveness of administration:** The departmental administration seems to work well. The chair seems well aware of the key department issues and is an articulate spokesperson. The department has the committees one would expect, and there is consistent graduate student (not undergraduate)

participation in them. The administrator is clearly stretched, but a number of people spoke of her many years of experience, noting how lucky they are to have someone of her caliber. The organizational structure is not described. The student surveys, at least at the graduate level, suggest a collegial climate, and the conversations we had with faculty suggest the same. Indeed, one faculty member said that the department has come together effectively now more fully than at any time in the past thirteen years; they recognize the goals that unite them. Several people noted that they are more successful now in working across the subdisciplines that structure most anthropology departments.

**Strategic opportunities and recommendations:** Several people indicated that the department is ready to develop a strong vision for the future, and that they hoped this review would spark that conversation. Development of the cartography center could be very wise, but the case needs to be made more fully. What is its connection to the Pacific EMPRINTS GIS lab? How much does it matter to have discipline-specific GIS capacities, or can these resources be shared across the CSS? Why is there no mention of the SSRI, in discussing these issues?

The department needs updated research equipment, especially important for nurturing the junior faculty. The department does not need additional faculty positions at this time. Graduate student funding is inadequate, but the department is doing a remarkably good job with the situation. The department needs to give more explicit thought about diversity, its mission and goals. The learning objectives project is excellent and it should be shared with other units.

## School of Communications

**Overview:** The School of Communication was established in 2000 as a merger of the Department of Communication and Journalism. This is not the most common structure: traditionally, communication and journalism departments are separate units, though sometimes these departments are part of a larger College of Communication (e.g., University of Texas). The incorporation of the two departments under the umbrella of a school seems to be quite successful. This was the major issue of concern in the previous review.

The school serves a large number of undergraduate majors (178) relative to the size of its faculty. The Journalism program has made a concerted effort to maintain a smaller enrollment. This likely explains why the number of undergraduate majors is not as large as it is at comparable institutions. The School participates in the campus-wide Interdisciplinary Ph.D. Program in Communication Information Sciences.

Both the undergraduate and graduate programs have extensively rethought their curricula in recent years. The Journalism program restructured its curricula in 2004 (discussed below) to focus both on “traditional” journalism and the rapidly changing aspects of new technology. Every indication is that these changes have been highly successful. The Communication program is rethinking its curricula and vision. A retreat this past fall examined the field within the context of new technologies. A new curriculum is currently under review for approval.

The School has presented a five-year plan to the college. This is an excellent plan from our perspective. It is well conceived in terms of where both communication and journalism are going with respect to research and teaching.

The School has a very interdisciplinary faculty who would likely be housed in four or more different departments at a typical university. This configuration has brought together an interesting mix of areas that very often are separated. The current diversity of faculty research and teaching backgrounds seems to provide students a unique experience. This makes it difficult, of course, to look at rankings. While the School makes note of the University of North Carolina and Missouri, these are benchmark peers with significantly larger faculty and resources. It might be better to think of the two programs separately and find relative peers in communication and journalism.

**Research and faculty:** The School has 12 FTE faculty. In the last 10 years it has lost 11 FTEs and recruited back just four. The Journalism faculty is too small to apply for accreditation. Given the number of students Journalism serves and its capstone courses and other curricula, this has been a significant reduction in resources.

The research is diverse within the School given the traditional “academic” emphasis in communication and the professional work of Journalism. The School as a whole seems to be research productive while at the same time providing a unique and enriching undergraduate experience for its majors. The faculty seem engaged, passionate, and generally devoted to their students, and their academic professional ties even in an environment of scarce resources. Both the communication and journalism faculty have examined their respective disciplines and have created

a curriculum and five-year plan that responds to the technological changes in today's global environment.

As in other departments, the cost of living poses problems for faculty retention.

**Academic Programs:** The School offers a B.A. in Journalism and a B.A. and M.A. in Communication. It also participates in the Ph.D. in Communication and Information Science. Both programs have made strategic changes in their curricula to address the changing technologies in their fields.

Within Journalism there has been a major change in both the curricula and emphasis. With the loss of FTE and adjuncts, major shifts in the program were needed. The curricula, implemented in 2004, now have four integrated six-credit collaborative learning groups of 20 students, each led by three faculty. Students come in as a cohort and have met explicit GPA criteria. This is an interesting and novel curriculum. We also find the collaborative teaching interesting and we expect this is an effective strategy for students and the faculty.

There is an issue of significant concern. The program requires a 3.0 in the major to graduate. We understand that this has recently been changed to a 2.75 GPA. Nevertheless, this creates a significant hurdle for students. We understand the decision to have specific requirements to enter the major. However, to then require students to maintain a GPA far above the general requirements for graduation creates a cohort of students who (1) find themselves without a major in their senior year and (2) enrolling an additional year to make up the deficit in their grades. This approach creates unnecessary obstacles to graduation.

The Journalism program provides an intensive capstone experience for its majors. The relative small size of its major allows for hands on opportunities under the supervision of dedicated faculty. We had the opportunity to view a news video produced by students as part of their classes. It was highly sophisticated and engaging. The video was the recipient of a major national award, and certainly deserving of this honor.

The Communication program redesigned their major this past fall and was presented to the university this spring. The basic curriculum will concentrate in three areas (media arts, communication and communities, and information and communication technologies). These are areas of both strength within the department and reflect the changes in the discipline.

We find the new curriculum forward thinking. It more closely reflects the changes in the field and is better for students. The college will need to evaluate its effectiveness in a few years.

The changing focus in the field also implies "changing" faculty. Will the faculty FTE be there to deliver this curriculum? The School as a whole has lost faculty FTEs and the non-replacement of three faculty will present a major obstacle for Communication (and Journalism) as the discipline changes. The establishment of a Capstone course in Communication is an excellent idea, but will put strains on already existing faculty resources. Students have a strong interest in what the School offers, and the curriculum and faculty must reflect the new technologies that are now the scope of these disciplines.



The Graduate Program in Communication is small with about 40 students. Students have the opportunity to do either a thesis or practicum project. Students primarily go on to Ph.D. programs or enter the profession. The department feels the program is effective.

Student feedback was for the most part excellent. There were two concerns raised which were about course sequencing and preparation for advanced degrees. These seem to be common concerns of many such departments and the current revision of the curriculum seems to address these issues. There were too few responses from graduate students in the survey to make an adequate assessment. Faculty feedback, however, indicates a strong M.A. program with good placement of students.

**Staff support and facilities:** Like many departments in the college, the School has inadequate staff support. Additional staff do not necessarily need to reside within the School; support can be shared across units. One example is information technology that will become more paramount over the years.

Currently, the School has what appear to be very good lab facilities for its broadcast journalism sequence. This is an excellent part of the curriculum for students. It is our understanding that the PBS station will move out of its current structure. It is assumed that the Journalism labs will still remain. If not, then adequate labs will be needed for this excellent undergraduate component of the school.

**External relations:** Both faculty and students are involved with the community. There are excellent internship opportunities for students and faculty. Given the nature of the programs, they have strong community ties. This is, however, a School that can and should be successful at fund raising. The natural alliance with the business community is a perfect vehicle for donors. As we discuss in the college overview, fundraising needs to become part of the culture. The School on its own cannot do this. It will require professional staff from the Foundation and help from the administration to make this happen.

**Strategic opportunities and recommendations:** Overall this is an excellent School with dedicated and passionate faculty. In many respects the merger has been successful. Each program has reinvented their curriculum in order to reflect the field. Of concern, however, is whether the faculty resources will be in place to meet this challenge. Student demand is high and unless communication restricts the number of majors, we doubt that its existing faculty can maintain the current curriculum.

The college should also closely examine the five-year plan as a model. It is well conceived, and as we noted earlier presents a well integrated curriculum and research agenda. The School presents an excellent set of plans to bring together graduate, undergraduate, and faculty research with connections across campus.

It is hard to know whether the Journalism program should be accredited. At present, this would be impossible given the significant lack of faculty positions. Accreditation is not required for the department to maintain its strong program, though it might hinder in a small way its competitiveness in recruitment. These issues are years away, we expect, but should at least be on the table.

We would encourage the School to form an Advisory Board to help in fundraising and alumni relations. Support from the Foundation would greatly benefit the School.

The School should look into both Information and Computer Science and Library and Information Sciences as possible allies in its graduate and undergraduate programs. The very changes in the field make sense for possible discussions and joint hires.

The possible integration of the Speech Department with the School was raised. Our impression is that the faculty do not favor a merger and we share this assessment. If the current Speech Department is traditional “speech” and Rhetoric, then the alignment of these two entities no longer makes sense in the changes that have occurred within the field of Communication and Journalism. We have not had time to review the Speech Department, so our thoughts are based upon discussions with the faculty and more importantly the nature of the disciplines.

In summary, this is a small but strong School. It has used its scarce resources wisely and in has produced an advanced curriculum for its students. The leadership has accomplished what at times has been a difficult merger and produced an outstanding experience for its students. The carefully considered plans for future recruitment could move the department into prominence in a number of areas. The relative cost for this is modest given the potential payoffs and benefits to the university.

## Department of Economics

**Overview:** The Department of Economics provides both undergraduate and graduate training in Economics. Many of its graduates hold prestigious positions in government, private industry, non-governmental organizations, and higher education throughout East Asia and Southeast Asia. The department has a strong tradition of collegiality and professionalism in conducting departmental affairs. The faculty has been very successful in publishing in strong economics journals and in obtaining external support for their research. At the undergraduate level, the department provides not only education for its own majors but courses for students across the university.

**Faculty:** The number of probationary and tenured faculty fte's in the department ranged between 10.5 in 2003 and 16 in 2008, based on the spread sheet provided by the college. The self-study states that the department has 19 FTE faculty members. In conversations with the faculty, some expressed the view that the department was the youngest in the college because of recent hires. These faculty members have been very productive as a group. They have published over 300 articles in the past five years and been very active in bringing in extramural research funding. In addition, the faculty manages in a very effective way vibrant undergraduate and graduate programs.

**Research:** The self-study states that the research mission of the Economics Department is to develop and disseminate cutting-edge research on critical economic issues and policies in the Asia-Pacific Region and in Hawaii. More specific topics include globalization and the Asian economies, Asian Economic Growth, Governance, and Institutional Change, Human Resources, the Economy of Hawaii, Sustainable Development and Environmental Resource Management, and Theoretical and Experimental Economics.

During the 2003-2008 period, faculty members participated in research grants involving over \$8M, while the grants for which departmental members were the Principal Investigator or Co-Principal Investigator total over \$3.5 million. This funded research and other non-funded research will continue to have a significant impact on the understanding of economic issues in Hawaii and Asian countries as well as an impact on basic understanding of fundamental economic processes that is applicable to settings outside the immediate area.

**Undergraduate programs:** Undergraduate student enrollments in Economics courses have grown considerably in recent years. Also, the number of undergraduate degrees in Economics grew from 53 in 2007 to 96 in 2008. Part of the increase in undergraduate enrollments and majors is due to the curricular changes noted in the self-study but the increase also mirrors increases at institutions such as the University of Wisconsin. Economics has become a more popular major almost everywhere.

The department has also added new internship courses, an Honors program, enhanced opportunities to participate in research, an international exchange program, and an economics club. These have also helped attract students to the courses in the department and to the major.

The Department has identified four Structured Learning Outcomes at the undergraduate level: economic literacy, critical thinking, quantitative reasoning, and reporting the results of economic research and analysis. The department developed a scoring rubric for assessing whether students are achieving these outcomes. This rubric has been applied to at least 50% of the students. The results

show some differences across courses and the department is gathering additional data prior to considering possible curricular changes.

The advising for undergraduates is provided by the department chair and by the undergraduate chair. Undergraduate majors may choose a member of the faculty to serve as their mentor.

**Graduate programs:** The department reduced the number of fields from seven to five, and the current fields are economic development, international economics, public economics, resource and environmental economics, and human resources. The department had 5 M.A. students and 45 Ph.D. students in fall 2008. The department works to ensure that the graduate program is pursuing the most important and relevant outcomes in graduate economics by hiring new faculty from some of the leading departments in the world. Another indication of the success of the department in delivering a high quality graduate education is the success of its graduates on the job market. The department has been successful at placing its students at strong organizations, including universities in the United States and Asia, and major international organizations.

**Diversity:** The department has an amazingly diverse composition relative to economics departments on the mainland. The faculty comes from all over the world, including East Asian countries, Russia, and Mexico. It also includes four women, which is a higher percentage than most Economics departments. The graduate students come from several countries in East and Southeast Asia as well as from the United States. The undergraduate student body mirrors the very diverse undergraduate student body at the University of Hawaii. The curriculum and research activities in the department reflect a combination of mainstream teaching and research in Economics with the special opportunities provided by the proximity of the university and the department to East and Southeast Asia.

**External relations:** Many of the faculty and graduate students are involved in working with the community either through their research or through service on boards and in advisory capacities. The department has not yet begun to develop relations with its alumni in a systematic way. Many of the alumni of the department are in important and influential positions in their home countries. These individuals are in a position to help the department with external fundraising in ways that the department has not yet taken advantage of.

**Resources:** Staff support for the department is provided by two full time nonacademic staff and three part-time students. The self-study expresses thanks to these individuals for their contributions. The self-study identifies three major space needs: inadequate space to house all of the funded research in the department, the susceptibility of the space to flooding during times of high winds and heavy rains, and numerous break-ins and attempted break-ins. These problems are similar to those faced by a number of units with the College of Social Sciences and reflect some of the serious space problems facing the University in general.

**Effectiveness of administration:** The department has a strong tradition of effective governance characterized by the cooperative and collaborative spirit of the faculty in the department. The department manages its resources well and accomplishes a great deal relative to the resources provided to it by the University.

**Strategic opportunities and recommendations:** The department is in many ways a role model for how social science departments at the University of Hawaii can achieve high quality within their fields but at the same time take advantage of the unique opportunities among American universities created by the proximity to East Asia and Southeast Asia. One opportunity that the department should take more advantage of is the group of alumni who are in positions to provide support for the department and its activities. This support could be financial and it could also be in terms of providing connections with both financial resources and opportunities for undergraduate and graduate students.

The department should be encouraged to continue in the strategic directions in which it is moving. It should seek ways to build stronger connections with its alumni who are in positions to be helpful to the department.

## **Department of Ethnic Studies**

**Overview:** The Department of Ethnic Studies (ES) began as a program in 1970 and acquired departmental status in 1995. ES addresses through its scholarship and teaching knowledge of the role of ethnicity in Hawaiian and American society, history, and culture, facilitating understanding of the historical and contemporary experiences of a multiethnic community. The curriculum focuses on intersections of ethnicity, race, class and gender. Reflecting its geographic location, the department places particular emphasis on Hawaiian and Pacific Islander histories and communities and on their connections with the continental U.S. and other areas of the world. It also emphasizes bringing research, instruction, and faculty expertise to bear on community needs and problems, service learning, and community outreach. The self-review suggests that this is a core identity for the unit. The department indicates a strong commitment to improving undergraduate education.

ES shows clear evidence of being forward-looking, asserting several goals. At the undergraduate level, the department is committed to increasing the size of their major. Currently it has fewer majors than any other undergraduate degree-granting unit in the college. A parallel thrust of departmental energies is their plan to develop an M.A. program. The department has been approved to proceed with these plans and hope to have the program in place by the 2010-11 AY. It also seeks to hire two new junior faculty members, one who will focus on service learning and community engagement, and another who will specialize in Pacific American immigrant communities.

At peer institutions, ES tends to have both scholarly and curricular connections with many other units on campus, connections that reflect the interdisciplinary character of this field. These connections seem under-developed at the UHM-ES Department. Accordingly, another departmental goal is to expand the number of cross-listed courses beyond Anthropology, Sociology, English, American Studies, and Women's Studies. One would expect to see curricular collaborations also with History, Communication, and Political Science, among other likely units. Although their self-study does not mention connections with area studies programs, especially with the School of Pacific and Asian Studies, the chair indicates that the Interim Dean of SPAS has taught in ES and that the two units have a good relationship. Conversations with the chair and faculty suggest that there has been some hesitation in the past about close collaborations with other units, for fear of potential mergers. Moving forward, however, the faculty recognize they could do better at facilitating interdisciplinary collaborations.

ES Departments are not included in the NRC rankings, so comparative assessment is somewhat speculative. The faculty suggest that their department is one of the top three programs nationally in the field of Asian American studies. It is certainly the top one in emphasizing Asian Pacific American studies. If the M.A. program is approved, it will be the only interdisciplinary (social sciences and humanities) graduate degree with a comparative focus on Hawaii, the Pacific, and the United States. The size of the undergraduate program is considerably smaller, both in majors and in faculty FTE, relative to peer institutions.

Some anxiety was expressed about the UHM prioritization exercise. The ES faculty (appropriately, given histories of this field) are concerned about being viewed as vulnerable. They stressed the importance of having a strong ES department in a multi-ethnic state such as Hawaii, as well as the importance of this substantive focus as this globalizing world.

**Faculty:** The ES faculty total 7 FTE appointments, including three assistant professors and one associate professor. Three other faculty hold joint appointments, with Anthropology, Women's Studies, and Sociology. This is a reasonable distribution by rank. Their disciplinary backgrounds are interesting; although there are no courses cross-listed with Political Science, a remarkable number of the faculty have Ph.D.s in Political Science. This is quite unusual for ES departments. There are also two long-time lecturers. The department suggests this is too few faculty, but with the very small number of majors (11), this is actually a substantial faculty size. It is notable that as vacancies have arisen they have been filled fairly quickly. The faculty suggest that these hires are due more to strong contacts with and support from the state legislature than to central CSS support.

Overall, the faculty are reasonably active. The more recent appointments are particularly productive and their work is more in keeping with contemporary scholarship in this area, emphasizing transnationalism, globalization, relationships among indigenous communities and histories, and diasporic relocations. Many of them, probably more than desirable, hold degrees from UHM. The faculty work in a range of specialties, with a heavy emphasis on dynamics of race, ethnicity, and indigeneity with class and gender in Hawaii, and comparatively with rest of the U.S. Others address Arab American issues, South Asian politics, East Asian transnationalism and diasporas, Filipino/a diasporas, immigrant communities in Canada and the US, White, Black European Studies and transnationalism. There are clearly generational differences in research foci, as is true in many fields, but the faculty seem remarkably open to learning from each other. Some of the more senior faculty spoke of their commitment to seeing where this interdiscipline is going.

Over the past five years the department faculty have published five sole-authored books, with one more in press, and one anthology. They have published 32 book chapters and 23 articles in scholarly journals. An average of one book per year, 6 book chapters and 5 journal articles for a total of ten faculty is rather modest scholarly activity. But it is important to evaluate this record in terms of department goals. The strong emphasis on citizenship and public outreach suggests that productivity in terms of academic publications may be weighed less than in some of their peer institutions and certainly than in R1 institutions. Some notable book awards have been received by ES faculty. These sorts of accomplishment will be important, as the department moves forward with the establishment of a graduate program.

**Research:** In assessing the research record of the department, it is important to note that their overall workload allocates 9 credits to research and 14 hours to instruction. It is not clear whether this greater weight on instruction is true of all CSS units, or particular to ES. This is a primarily social science department, so one would expect that a considerable number of the faculty would be involved in some form of grant-supported research. The Office of Research report suggests that there was only one external grant to one faculty member over the past five years, but that report is misleading. Various ES faculty have received support from the U.S. Army Corp of Engineers, the Hawaii Committee for the Humanities, other municipal and state agencies, and others have received support from the Russell Sage Foundation and the Nature Conservancy. These activities address themes ranging from tropical storm/tsunami response, various aspects of sustainability, cultural assessments of certain island geographic areas, and immigrant labor concerns. Past reviews urged the department to generate more comparative research projects that would lead to globalizing

perspectives; oddly, there seems to be somewhat less of this now than in indicated in the self study from the 2000 review.

Overall, the research undertaken by the department faculty seems quite good. It might best be characterized as, for the most part, high quality, regionally focused research activity, and of relatively modest levels, levels that no doubt reflect the institutional workload expectations and culture/climate. Having said this, there are signs of external recognition; for example, the national Association of Asian American Studies conference will be held at UHM this month.

**Undergraduate programs:** The department offers roughly 40 undergraduate courses: an introductory course, 13 courses on specific ethnic groups, and 25 courses with thematic emphases such as political economy and diasporic and transnational communities. They teach roughly 700 students each semester, a general service contribution to the UHM. As we have noted above, however, the department currently has only 11 majors, an extremely small number given the faculty size. The department is well aware of this and is committed to increasing the number of majors. They did note that there are 40-50 CSS students earning an ES undergraduate certificate, an alternative to a major that might be more palatable to parents. They assert that expanding their service learning support would increase the number of majors, but it is not clear why. Although community commitments are fundamental to ES programs in general, we do worry that this mission can become ghettoized in the ES department, in some sense thereby relieving the rest of the A&S Colleges from assuming responsibility for this. Establishment of a graduate program (see below) might be a more effective route to increasing the number of undergraduate majors. The department also mentions using FaceBook and an enhanced website as outreach tools that will increase the majors, approaches that seem quite reasonable. The departmental mission statement emphasizes their commitment to improving undergraduate experiences. Given the relatively small class sizes, ranging from an average of 30 students at the lower level and twenty students at the upper level, and the student evaluations, the ES majors and other students already seem to be receiving high quality instruction.

The most recent statement of learning goals appears to be from 2004-05. These are unit-wide learning goals. They include bodies of skills: critical thinking, communication, research; content mastery: understanding interdisciplinary approaches to ethnic group experiences, with emphasis on Hawaii; social histories of ethnic groups; concepts and theories; social justice; intersectional/gender, race, and class issues; civic engagement, community, and service learning. There is little mention of skills of critique – analysis, synthesis, evaluation (the critical thinking skills mentioned above are rather descriptive and formulaic). Also, there is relatively little mention of globalization and transnationalism as frameworks for analyzing ethnicity.

These goals are integrated into all department courses (although few details are provided). Assessment of attainment of learning goals is based on course evaluations, reflection journals, project reports and papers, and individualized meetings with students. These data are collected when students sign up to become a major (or certificate student), when they are being advised, and during what is called a “golden rod” review when they prepare for graduation. No mention is made of post-graduation follow-up; this might be a useful practice.



In terms of feedback to departmental instruction, the department chair and a faculty member who assists in advising review these data and make appropriate adjustments. It appears that any such responses are directed toward particular faculty and are course-specific. Three or four times a year the department faculty discuss the curriculum. It would be useful to include discussion of their learning goals and assessment data in the context of these broader discussions, as well as to have current majors involved in such discussions. Curricular issues are a standing item on faculty meeting agendas; since the faculty meet every two weeks, this degree of attention might be too much and actually deter from broader overviews and assessments.

No mention is made of peer/collegial assessments, which can be an important practice for academic units. The department may want to consider implementing these. Also, the department could make fuller use of the UH Center for Teaching Excellence.

All students undergo advising before being admitted to the major. Majors require a GPA of 2.75 in the 36 required credits in order to graduate. All of the faculty are engaged in mentoring and advising, but the technical details are handled by the department advisor and chair.

**Graduate program:** The department does not yet have a graduate program, but is planning to develop an M.A. program. Their request to proceed has been approved. This M.A. program will focus on “Asian Pacific American Communities, Transnationalism, and Diaspora.” The plan is to have this degree program operational by fall 2010. The rationale for such a program and this focus is that ES at UHM is asserted to be one of the top three programs in Asian American studies nationally. UHM as a whole has 160 faculty and 430 courses (280 undergraduate and 150 graduate) specializing in Asian Pacific American experience. UCLA and Berkeley are the two leading programs in Asian Pacific American Studies, but there is no question that UHM is unusually, perhaps uniquely, strong in its focus on Asian Pacific American communities, Hawaiians, public policy and immigration. Students in this program would also work closely with the CSS Center for Public Policy. This program is intended to attract two groups of students: those who will go on to a Ph.D., and those for whom this degree will enhance professional development in more applied fields such as education and social work. This will likely draw students from Hawaii, other PI societies, and the continental US. Several senior faculty said that they think the department is the strongest it has ever been, and is better prepared now than at any point in its history to successfully mount such a program. There is no question having this program will increase the visibility and credibility of this unit, both at the UHM and across the U.S.

**Diversity:** UHM’s mission document identifies “diversity and respect for differences” as a goal of the University. This is, of course, at the core of what ES does, in terms of both instruction and research. Almost all of the department faculty are people of color (though not all are underrepresented minorities, depending on how this is defined). The department does not provide data about the ethnic composition of their student body (with only eleven majors, they could not do so without violating FERPA regulations). It is certainly safe to assume that there is a higher proportion of racial and ethnic minority students than in other CSS units. There is only one staff person, and she is also a person of color. In terms of gender, the faculty include six men and five women.

The curriculum is devoted entirely to education about many aspects of racial and ethnic diversity, particularly the Pacific Islands and especially Hawaii, which makes geographic sense. Indeed, it is important to consider this pattern in light of the demographic profile of the UHM as a whole. There are dimensions of diversity, sexuality and disability in particular, that do not receive attention in the department materials.

**External relations:** One of the key components of the departmental mission is public service and community outreach. The department excels in this arena. Virtually all of the faculty have a long list of community organizations with which they work. Virtually all of the classes offer service learning opportunities to students. Indeed, the department wishes to hire a new faculty member to coordinate service learning programs across the department.

The department does not mention significant outreach to alumni, but because they have not had a major for long, and the numbers of majors is so small, it is premature to expect this sort of outreach. There is little mention of fundraising efforts. Although there are relatively few alumni, one could imagine community members and organizations that might serve as friends and supporters of ES.

**Resources:** The department's annual budget is slightly more than \$650,000. In terms of the department FTE, this puts it slightly below the average of CSS support for the unit's activities. Given the number of students served, this seems satisfactory. There is only one full-time staff person. There are also several student assistants. With 7-10 faculty, depending on how one counts, this is adequate staff support, although not generous. When an M.A. program is established, the department will need to address the need for additional advising support.

Past space issues have been resolved. The office allocations are adequate, with one office for each faculty member, one shared by graduate assistants and lecturers, and a main office.

The equipment situation is barely adequate. Each faculty member has a computer, but the main office computing equipment is outmoded or nonfunctional. The department has put a high priority on making their resource room, which often doubles as a classroom, into a fully-equipped smart classroom.

**Effectiveness of administration:** The self-study seems carefully done and thoughtful. The department faculty spoke positively of the chair's leadership. In terms of governance, the department faculty meet every two weeks; it appears that most departmental business is discussed by the body of the whole. It might be appropriate to establish committees to allocate some of this business to subgroups, and then meet once a month. It appears that the majors are not involved in departmental governance. There is no formal grievance procedure; they rely on informal notification. We would recommend they establish a formal procedure and make sure all students are aware of it. The budget has been handled primarily by the chair. Overall, the departmental climate seems very positive. Faculty spoke of struggles in the past, but characterize the current department as "mellow," in contrast.

**Strategic opportunities and recommendations:** The department identifies several goals and objectives, mentioned above. One is developing a cutting-edge graduate program. While this is certainly an important and timely goal, the department will need to pay close attention to its impact

on the undergraduate major. The number of majors is small enough that there may well be no negative impact, but this issue is not mentioned in the self-study.

A second goal is to hire an assistant professor who focuses on service learning. The rationales for this priority are not compelling. Are there any graduate students being trained for such a career? Would an assistant professor with this responsibility have reasonable opportunities for generating a record meritorious of tenure? The department wishes also to hire a junior faculty member who focuses in Pacific American immigrant communities. This would not be a high CSS priority unless the number of ES majors were to grow considerably. Closely related to this point, the department wants to focus on increasing the number of majors, and they have developed several strategies designed to do so. The department also wishes to expand their exchanges with continental U.S. and other universities to establish special summer programs. Clearly more of these could be advantageous, especially in encouraging more global and transnational presence and educational opportunities for their students.

The department has identified three key needs: installing better technology in their resource room; enhancing their website; and developing an ES FaceBook, both as a tool to contact ES alumni and communicate with students, and to increase the number of ES majors. Each of these goals seems entirely reasonable. The goal of hiring two additional junior faculty does not have merit at this time. Development of a graduate program is also a reasonable goal.

## Department of Geography

**Overview:** The UHM Department of Geography is one of about 70 Ph.D. programs in the U.S. Over the past twenty years, the number of degrees granted and membership in the AAG have both increased dramatically. As a field that addresses environmental and societal dynamics and society-environment interactions, as well as spatial relationships among places and processes over a hierarchy of geographic scales, it is not surprising that there has been heightened public interest in geographical issues, expanding awareness of geography in other disciplines, and a geotechnological revolution of sorts.

The UHM Department of Geography seeks an integrative understanding of people's relationships with their environments. The faculty conduct research on human and environmental processes from the local to the global, with a special emphasis on the Asia-Pacific region. They combine topical and regional knowledge with methodological skills in cartography, remote sensing, and geographic information systems (GIS). At the graduate level, they also provide training and experience in fieldwork. One of the distinctive features of the discipline is its integration of social science, physical/natural science, and technology and this is evident in the UHM department.

The department is connected to various other UHM units who share similar missions, evident in the location of the Graduate Ocean Policy Certificate Program (for at least a time) in the department, a number of cross-listed courses, affiliates and adjuncts who teach in the department, and shared laboratory space (although the department is not enthusiastic about the latter).

In terms of rankings, oddly and this is true in the other CSS self-studies, they compare themselves to other UHM departments, rather than to other U.S. (or international) geography departments. With regard to the former, the Geography faculty were rated as adequate; for overall quality and effectiveness, the department is rated about in the middle of other UHM departments. The Gourman report, ten years old ago, ranks the department's undergraduate program 18<sup>th</sup> in the nation. The department calculated some of its own rankings and reports that compared to a variety of their peer institutions, the program is only modestly efficient in graduating undergraduate majors, but excels in graduating doctoral students.

**Faculty:** The department includes 16 faculty members, with the newest having joined the department just a few months ago. This is the highest faculty count in 25 years. There are seven full professors, three associate professors and six assistant professors. In the past five years there have been two resignations and three retirements. The department also added six new faculty, three of them women, moving in new substantive directions. It has moved away from urban, population, and medical geography, and has expanded in coastal and marine resources, management and policy, evolutionary biogeography, globalization and geotechnologies. The new hires continue a regional expertise in Asia and the Pacific.

The faculty seems quite strong. Their accomplishments in both research and teaching are considerable. Two faculty have won the CSS Distinguished Research Award, and both have been nominees for the system-wide Regent's Medal for Excellence in Research. There are also a number of active affiliate and adjunct faculty, some of whom regularly teach undergraduate and graduate courses for the department. Over the five year period (2003-08), the faculty published 66 journal

articles, 8 book chapters, and three scholarly monographs. (Geography is primarily a journal-publishing field.) This is roughly one article per year per faculty member, taking into account retirements and timing of new hires. This is relatively modest activity, but as always, is distributed differentially across the faculty. The faculty are also active on graduate committees. The department seems appropriately aware of the importance of regular self-evaluation and assessment.

**Research:** By and large, the faculty are active researchers. The department has generated \$1.7 million in research support over the five year period, an annual average of \$343,000. This is a modest level of external funding. Grants are primarily from NSF, NOAA, the National Geographic Society, the US Geological Survey, the USDA and the EPA. Admirably, the faculty are intentional about making connections between their research and their graduate and undergraduate teaching.

The primary issue in this arena is the great need for both more and better infrastructure and lab facilities. The department has lab space in two buildings. There is a GIS/Cartography laboratory in the Physical Sciences Building, and a GIS/remote sensing lab in Saunders Hall, the location of most of the faculty and staff offices. The PSB space is inadequate, with severe limitations on power capacity and obsolete wiring, and is not ADA-compliant. These are long-standing issues. The self study mentions that the Departments of Geography and Anthropology collectively submitted a \$1 million capital improvement plan for 2008-09 to plan the renovation of Dean Hall, but this was not approved. The building of a 10 seat-GIS remote sensing lab in Saunders was seen as an interim measure.

The Saunders Hall space houses seven different labs, which also are the research space for faculty and grad students. This space was designed for office and class use, not for scientific laboratories. The self-study cites examples that underscore the challenges this poses. Newly hired faculty can spend up to three years to get labs into functional capacity, a critical problem for pre-tenure faculty. This also raises concerns about retention and availability of resources to conducted funded research. The self-study notes that in earlier years the faculty used lab space managed by other departments. In fiscally challenging times, collaboration on use of any research space needs to be explored seriously. The report also mentions that at some point in the past, two spaces in Saunders were loaned to other CSS units and gestures toward the need to reclaim these. "Ownership" of university space is a hotbed issue, and these issues need to be treated carefully, guided by central leadership.

Both the chair and the faculty spoke eloquently of the need for support with grant administration, a need echoed by faculty in other units. The SSRI was cited as being good, but underfunded. There were also suggestions for rethinking the ICR allocation. Specifically, it was mentioned that the Office of the Vice Chancellor for Research holds a large proportion of the ICR that is generated by faculty at the UHM, and that these funds should either be channeled into services that support research, or should be returned directly to units and faculty who generate them. (The review team was struck that the overhead rates at UHM, 31% are considerably lower than at many other research universities.) As units such as Geography have been successful in recruiting excellent faculty who do lab-based research, the campus infrastructure is, frankly, inadequate.

**Undergraduate programs:** The department offers a B.A. degree and currently has 42 majors, an extremely low number for 16 faculty. It also offers a minor. The department is aware of this and working on it, but progress is imperative. Until recently it has conceptualized its contributions as

those of a service department, rather than as supporting a strong major. The department indicated that they are now emphasizing the review and strengthening of their undergraduate program. Several weeks ago the department submitted a proposal for a significant revision of the undergraduate curriculum. Faculty are doing outreach to top students in their 100-level courses and building links with the local community colleges. Geography, of course, is a discipline that is generally not present in secondary schools or community colleges, so more explicit outreach is necessary. They are thinking about also establishing a B.S. degree. It will be important to think about whether this will increase the number of majors, or possibly deter progress on this goal. It is notable that most of their majors do not declare until their junior or senior year, suggesting this may be a second or third choice major, or a major of those who are undirected. Other CSS departments seem to have been more successful in encouraging majors to declare earlier.

The undergraduate program focuses on three interrelated foci: human geography (cultural, economic and political processes; human-environment relations; the nature of place in the Asia-Pacific region); environmental geography (atmosphere, biosphere, lithosphere); and geographic technologies (cartography, GIS, remote sensing technology). There is a capstone senior seminar, but some of those participating have not yet completed core requirements due to declaring late, so the usefulness of a capstone is undermined.

In the five year period, 76 B.A degrees were conferred, roughly 15 per year. The department offers about 50-60 courses per year, equally divided between lower and upper division, with class sizes in the former ranging 40-60 students, and in the latter 20-30 students. They generate about 2,700 student semester hours, about 7.5% of the total in CSS. They do contribute a CSS-wide service, with only on average 20% of their upper division credits being taken by geography majors, but this of course reflects the very low number of majors. As a very multifaceted discipline, they offer diversification (general ed) courses in Biological Science, Humanities, Physical Science, Social Sciences, and Laboratory. Only three of their undergrad courses are cross-listed, a very low number for such an interdisciplinary field. A number of their courses are requirements or electives for majors in other departments across campus.

The department undertook a significant revision of the undergraduate curriculum earlier this year, with the goal of developing a more integrated and streamlined program that emphasizes their strengths. It is also worth noting that several faculty have received the CSS Excellence in Teaching Award, one received the Presidential Citation for Meritorious Teaching, and another received the Regents Medal for Excellence in Teaching.

Several years ago the department established four key unit-wide student learning outcomes: acquiring a broad knowledge of geography concepts; acquiring geographical perspective to integrate knowledge from multiple sources to understand the interaction between human and physical processes; acquiring basic skills in field observation and measurement, methods of spatial data storage, analysis and representation, and area specialization; and four, skills of critical thinking, problem solving, and effective communication.

The self-study is quite critical of the institution in terms of assessment processes. It indicates that there is only marginal support for assessment activities, with no unit-level training in this area. Within the department, until very recently assessment was done by the department advisor,

complemented also by exit interviews, some portfolios, and program evaluations by the graduating seniors. In the past year or two the faculty participated in assessment seminars done by both internal and external professionals, and on that basis established the program learning outcomes. The department is currently working to extrapolate course specific SLOs guided by the unit-wide SLOs and the revised undergraduate program. There are no new indicators yet, the department is using primarily the outcomes of jobs after graduation and/or admittance in graduate programs. They feel there are too many general ed requirements, and that this weakens the preparation for the major. Attempts to convene department-wide discussion of assessment and learning seem less than successful. Clearly central leadership in this arena would be important.

There is one faculty undergraduate advisor. The department has recently proposed a new model in which one faculty member will serve as the advisor for each of the three streams in the undergraduate major. Mentoring is done informally by all faculty.

**Graduate programs:** The department offers M.A. and Ph.D. degrees and is contemplating establishing an M.S. degree as well. There are currently 65 graduate students. Over the five year period the department conferred 71 graduate degrees, roughly two-thirds of these M.A.s and one-third Ph.D.s. The average GPA of accepted MA students is 3.49 and of Ph.D.s is 3.69. The average acceptance rate to the M.A. program is 50%, with about 58% of those actually enrolling. For the Ph.D. program, the acceptance rate is about 45%. Graduate applications have been decreasing over the past decade, through to the past several years. Indeed, the decrease is striking: 68 applications in 2003-04, and 36 and 41 in the last two years. The self-study asserts, logically, that the reason is a substantial reduction in GTA funding (from CSS) over the last decade, from 12.5 to 7 positions. Although this clearly hurts the program, the chair seemed to feel that the reallocation had been conducted fairly and transparently. Also, the East-West Center fellowships have been reduced both in number and in size. Given the high cost of living in Hawaii, these changes impede the competitiveness of these graduate programs. The average funding for M.A. students is two years and for Ph.D. students in 3 years. At the same time, once students actually arrive, most are successful in securing positions in other units on campus and/or tuition waivers. Importantly, more of their graduate students have been funded by R.A. positions outside than inside the department. Although the self-study treats this as a problem, it could also be viewed as an asset that UHM offers a wide range of RA positions, and that geography students are competitive for them. This pattern should be shared when recruiting students. Decreasing time to degree becomes an even more important mandate for this reason. The report mentions some discussion of UHM ending tuition waiver support for RAs – this will put more burden on PIs.

There are three required core courses – a faculty seminar series, a theory and concepts course, and a methods course. M.A. students then prepare a thesis. The M.A. graduates appear to have been very successful in finding suitable professional posts, and some have gone on to doctoral programs both at UHM and elsewhere. The Ph.D. graduates also have secured good positions at schools such as Kansas, ANU, BYU, and Washington University. A number – too many – have found positions at UHM and at other UH campuses in the islands.

Graduate student advising is done primarily through the thesis/dissertation advisor. Department-wide workshops in professional development skills are also planned for next year.

Graduate students play a critical role in departmental decision-making, serving on key committees. The student survey indicates their satisfaction with this. The grad students seem to be quite successful. Many have held FLAS awards, NSF dissertation grants, and various scholarships. Some has received the university teaching award for GTAs.

Graduates are employed in education, government service and industries as well as in academia. In the past the average time to degree was 4.6 years for the MA and 6.9 years for the Ph.D. The M.A. period, in particular is strikingly long. This has impelled the department to make changes to both degree programs. The revised Ph.D. program, the first major change in 25 years, was approved several years ago. It is too soon to determine whether these changes are effective in decreasing time to degree, but this does need to be monitored.

**Diversity:** This self-study devoted explicit attention to questions of diversity. The department fosters a climate of fairness, respect, and openness for diversity of backgrounds and ideas. Approximately one-third of the faculty are women; one-half are international. How this latter statistic maps onto ethnic categories recognized as under-represented in the continental U.S. is not clear. In faculty searches, the department indicates it prioritizes ethnic and gender diversity among equally qualified candidates.

Of their graduate degrees awarded over the past five years, many are from Pacific Islands, South and Southeast Asian countries and six are of Hawaiian background. More than half of the graduate degrees were received by women. There is little discussion of diversity in the curriculum and research, or among the few department staff members.

**External relations:** The department is quite active in outreach and community involvement, consistent with the UHM mission. The faculty are frequently asked to provide geographic source information, data, map, GIS and remote sensing data. One particularly impressive example is the long-term commitment to geographic education in Hawaii's K-12 schools, facilitated through the Hawaii Geographic Alliance for the past twenty years. The department houses HGA, which operates on a volunteer basis under the direction of a coordinator. The project is funded by the National Geographic Society with annual grants ranging from \$15K to \$50K. This collaboration has also generated RA positions, an important resource for grad students. The grad students regularly volunteer in the local community with a variety of organizations and in some cases conduct their own field research with these organizations.

The department does not appear to be particularly active in fundraising. In terms of alumni relations, the department has not had structured programs to date, but plans to establish an alumni list serve to facilitate better communication.

**Resources:** The department has an annual budget of \$1.3 million. The budget/FTE puts Geography roughly in the middle of the CSS departments.

The department has three staff, including one secretary, one clerk-typist, and one lab assistant who supports the Cartography lab. The staff are encouraged to take advantage of professional development opportunities. The clerical staff is adequate. With a number of new junior faculty, it is



reasonable to expect that grant activity will increase and more staff support in this arena may be needed.

The department has space in two buildings. The Saunders Hall space is the primary departmental presence, with the chair's office, main office, two general classrooms, a GIS/remote sensing lab that serves also as a seminar room and a number of other labs. There are some grad student offices with priority given to TAs and Ph.D. students. Between the two buildings there is space for about one third of the total grad student population. The department also provides space for the Hawaii Geographic Alliance and some emeriti. The department hopes for additional space through the renovation of Dean Hall. The other departmental location is in the Physical Sciences Building. This includes a few faculty and student offices and a GIS/Cartography lab, plus some storage space. There are serious limitations to this space, at least for lab use, as mentioned above.

**Effectiveness of administration:** The self-study explicitly addresses the department's governance philosophies and mechanisms. Departmental issues are discussed at faculty meetings and then referred either to appropriate standing committees or an ad hoc committee is formed, with proposals then brought back to the full faculty. A consensus model of decision-making is used where possible. The department indicates a commitment to a climate of fairness, respect, and openness for diversity of perspectives. Student evaluations certainly suggest that their students feel well-respected and fairly treated. At the same time, there is some feeling among department members that decision-making is too centralized, not always transparent. Some felt the chair is more effective externally than internally. Faculty meetings are not held regularly. Some expressed a feeling that there was no clear departmental vision, and there had been no collective opportunity to discuss this. With regard to allocation of resources, the faculty as a whole seemed to think that within the department, resources are allocated in a somewhat piecemeal fashion.

**Strategic opportunities and recommendations:** The department is forward-looking and has set a number of goals for the next five years. It plans to reinvigorate the undergraduate program with an eye to increasing the number of majors to at least 100. Part of this reinvigoration will include involving the undergraduates more systematically in faculty research. Faculty also want to increase the support for departmental laboratories, including moving the geotechnologies group from the markedly inadequate Physical Science Building to a renovated Dean Hall. They hope to be able to recruit two new faculty, most likely in geotechnologies and in climate change policy.

The department does need far better lab/research space and facilities, as well as significantly stronger support with grant maintenance and administration. CSS should facilitate arrangements that encourage sharing of relevant facilities, such as the GIS labs and curricula. The department should definitely continue its efforts to increase the size of its major, as well as its efforts to reduce time to degree in its graduate programs. It should also use the availability of RA positions across the UHM as a recruiting resource, highlighting that Geography graduate students are sufficiently well-trained that they are competitive for such positions. In thinking about whether to establish B.S. and M.S. degrees, they should be careful to think about possible impacts on their current degree programs. Departmental governance also needs attention. Faculty meetings should be held on a very regular basis (especially during these budgetarily-challenging times). It might be useful to hold a departmental retreat to craft a vision for the next chapter in the department's future.

## Department of Political Science

**Overview:** The Department of Political Science's 21 faculty serve 236 undergraduate majors and 138 M.A. and Ph.D. students. The department has focused on "critical political studies," emphasizing the dynamics of globalization, imperialism, social inequality, new social identities, and the contours of contemporary and future governance. The UHM department's focus stands in contrast to the traditional fields of inquiry found in most departments of political science.

Although the department strives to "explore the prospects for multiple co-existing Political sciences, rooted in different ways of understanding," the department's singular epistemology, ignores a range of approaches that have proven valuable in the discipline (e.g. formal theory and quantitative analysis). It is unclear whether this niche strategy will prove successful. It ignores large segments of the discipline (e.g. American government, legislative politics, elections, voting, public opinion, political participation, formal theory, human rights, democratic theory, political institutions). We know of few departments of this size at a flagship public research university that have staked out as narrow a focus within the discipline as the UHM department has.

Political Science departments in most universities serve a wide range of undergraduate students, equipping them with the tools needed for effective citizenship in democratic polities. The department's focus limits the role it can play in serving students from across the university. It also limits the department's connections to other units in the college and university.

The department's vision for the next five years is "to reinforce its strengths in six areas of expertise" (indigenous politics; cultural and political theory; global politics; Asian and Pacific politics; political governance; and alternative futures) while at the same time "maintaining or improving its ranking as the fifth most popular undergraduate and graduate choice at UHM."

**Faculty and Research:** The department's 21 FTEs places it in about the middle of the college's departments when measured by the number of students the faculty served (in courses, as majors, and in its graduate program) relative to the number of students other departments in the college serve.

The department has hired eight new assistant professors over the past five years increasing its number of FTEs from 18 to 21. The review committee notes that two of these new assistant professors received their Ph.D.s from the University of Hawaii and expresses its concern about the wisdom in the future of continuing this practice of hiring one's own.

The department has not reported on the competitiveness of its recent searches. Although the department notes that it succeeded in getting its first choice in the search, it is not clear whether the department succeeded in preventing candidates from accepting positions at a top research universities. Retentions are another indicator of competitiveness. The department did not provide information on whether it has had to battle with other universities to retain faculty and if so, whether it has competed effectively in these encounters.

Although several of the department's faculty enjoy international reputations, few senior faculty have had a substantial impact on the discipline of political science. This may, of course, be a

consequence of the department's fields of focus and it may be a result of few faculty publishing in high impact political science journals (as measured by the propensity of the journal articles to be cited elsewhere).

It is not the review committee's role to decide for the University of Hawaii what path they should chose for the Department of Political Science, but instead to note the consequences of the path that has been chosen. This department's niche strategy will pay off if it produces huge research breakthroughs that transform the ways that scholars across the discipline and beyond see and understand the world. The jury is out, but the quality of the new junior faculty leaves us optimistic that the department's strategy could work.

If the department is unwilling to accept the results of the various ranking exercises (including the National Research Council rankings), it should reach a shared understanding with the university about the standards that will be used to measure the impact of its research and graduate program. It does not appear that yardsticks are in place at this time. The measure of the department's impact is not the uniqueness of its approach, the number of articles or books its faculty publish, or the number of boards on which the faculty serve. It is, the importance of the scientific breakthroughs as judged in the eyes of their peers in the discipline and beyond.

The faculty are productive: writing many books, journal articles, and book chapters, though the department does not suggest whether this level of productivity is on par with that of peer institutions. The new assistant professors are quite productive and some are already making important contributions. The department should place more emphasis on the impact of the scholarship rather than the quantity.

The department's level of external research support has been quite modest. If one sets aside the \$1.4 million legislative earmark that funded the Globalization Research Center in FY04, extramural research support has averaged less than \$200,000 a year. The \$591,000 in foundation grants in FY08 is a promising sign. As the new cohort of assistant professors matures, it is reasonable to expect that the level of external funding should grow appreciably.

The department reports that "half of our faculty is approaching retirement and some individuals have slowed down in response." These impending retirements provide the college and university with an opportunity to evaluate whether the strategy the department has chosen should be continued or whether this is a moment to broaden the epistemological, theoretical, and substantive focus of the department's faculty, research, and curriculum.

**Undergraduate programs:** The department's niche strategy has resulted in a narrow undergraduate curriculum. Regardless of the choice the University makes with respect to the niche strategy for the department's research and graduate program, we think that the undergraduate curriculum needs to be broadened to include courses that will equip students to understand, for example, the core principles and dynamics of democratic political institutions and processes, international political economy, political parties, the Middle East, budgetary processes, international law and human rights, psychology and politics, quantitative analysis, democratization, empirical political theories, European politics, international peace and security, and U.S. foreign policy, to name a few. It is surprising to see, for example, that in the 2008-09 course offerings, so many courses that are core to

the undergraduate political science curriculum at other universities do not appear in the UHM offerings. The lack of core courses on elections, voting, interest groups, political participation, the legislative process, urban politics, and the like might explain the relatively low enrollments in lower division political science courses as measured by the number of student semester hours taught per faculty FTE. Political Science enrollments per faculty FTE trail the college as a whole by about one-third: 159 per Political Science FTE compared to the college average of 251 per FTE. These modest enrollments are seen particularly at the lower-division undergraduate level where class size in the typical political science course is two-thirds smaller than the typical lower division course in the college as a whole. At most universities these lower division political science courses serve thousands of students from across the campus. The department plays a much more modest service role at the UHM.

The department has identified three learning outcomes: “make a good argument,” “become critical of power,” and “communicate effectively in public settings.” Although the department reports that these goals are reflected across the undergraduate curriculum, there are not measures at this time of whether these goals are being met. Additional learning outcomes that the department might consider include: the ability to pose insightful, critical questions; the ability to understand, analyze, and interpret data; the ability to formulate generalizations from specific cases.

Although only 27 undergraduates took part in the student survey, the results raise a number of concerns. Compared to other undergraduates in the College of Social Sciences as a whole, undergraduates in political science are more likely to report: longer time to degree; higher attrition rates; inadequate information regarding degree program and graduation requirements; inconsistent requirements across students; an insufficient number of courses that prepare students for advanced degrees; insufficient faculty advising to help students attain their goals; lower quality teaching; and a lower quality program. Compared to the undergraduates in the college as a whole, the responses of the undergraduates in political science suggest that there are problems with the climate within the department. Political science undergraduates are more likely to report a department that: has not created an open environment for addressing legitimate student complaints; has problems of harassment or coercion; and has insufficient student morale. Fully one-quarter of the political science undergraduates said that if they could start over they would not choose this major again.

The comments that students and alumni wrote on the student surveys convey the depth of concern. Respondents expressed concern about the lack of a “safe, non-threatening environment for students”; factions within the department; unprofessional manner in which faculty would speak about other faculty and students; use of students to clean faculty offices; courses are “extremely one-sided that I felt like an agenda was being pushed on me”; and instructors who are unprepared for class and who are disrespectful to students.

These student evaluations may be a consequence of the choices that the department has made with respect to the undergraduate curriculum. These comments might also help explain why the department serves fewer students outside the major than might otherwise be expected. The college should assess whether the responses to the student and alumni surveys are indicative of the opinions of the department that students more widely hold.

**Graduate programs:** The Ph.D. program receives about 58 applications a year and admits about one-half of those who apply. Fewer than one-half of those who are admitted, enroll. The M.A. program receives about 89 applications a year and admits about two-thirds of those who apply. About one-half of those who are admitted to the M.A. program, enroll.

Neither the M.A. or the Ph.D. programs are very selective. The Ph.D. program is large given the size of the faculty, the number of applicants, the selectivity and quality of the program. The college should reduce the size of the Ph.D. program and focus the scarce fellowship, research, and teaching support on fewer, higher qualified students. This strategy might also help reduce graduate student time to degree and enable the department to redistribute some of its faculty resources to undergraduate instruction. The fellowship and teaching assistant resources are inadequate to compete with top programs internationally.

The narrowness of the graduate curriculum does not prepare students well to compete for academic positions in many of the nation's top departments. The narrowness of the graduate curriculum also does not enable the department to achieve its goal to "build professionalism and familiarity with the discipline of political science." The department is in the process of rethinking its system of comprehensive examinations and its approaches to professional training.

The few graduate students who responded to the student survey echoed most of the concerns that the undergraduates raised about program quality, curricular and ideological breadth, and climate. The individual comments revealed concerns about tolerance for different points of view. One student said he/she experienced "prejudice against views that are not in line" with a faculty member's own views. Another doctoral student writes "the theoretical leanings of the professors stifled opposing views. In many cases I agreed with the professors' ideas, but I saw severe consequences when people did not."

The department's placement of its Ph.D.s is spotty. Some receive academic jobs; some land jobs in the public sector; there has not been follow up with many others.

**Diversity:** The department has a diverse faculty, a diverse student body, a curriculum and research agenda that attends to issues confronting diverse communities in Hawaii, the nation and the world. The climate appears to be one that supports an exploration of the ways in which diverse communities approach politics and the diverse impacts that politics has on these communities.

**External relations:** It is not clear from the self-study what relationship, if any, the department has with governmental, civic, or non-profit organizations outside the university, except through its undergraduate research program. Given the urban setting of the university, there are enormous opportunities to engage the community in research and learning. There are opportunities to reach out to alumni and members of the community in ways that would build support (financial and otherwise) for the department.

**Resources:** The department reports that its staff is adequate by UH standards. The quality of space, technology, administrative support, and research support is no better or worse in Political Science than in the rest of the college.

**Effectiveness of administration:** Most faculty expressed confidence in the chair's effectiveness and in the transparency of decision making within the department. Most faculty find the climate to be a supportive one with a keen sense of intellectual interaction among colleagues. It was clear from our interaction with faculty that this department, like others in the college, is experiencing some sharp divisions between some of the more senior faculty and those who have been hired more recently. It will require continued vigilance to negotiate these differences in ways that will enable the department to thrive over the years ahead.

**Strategic opportunities and recommendations:** The department's niche strategy for research and faculty expertise may be an appropriate strategy for a department of this size and resources, but considerable effort needs to be made to increase the impact of its research on the discipline. As the cohort of assistant professors mature, external support for research should grow. The negative consequences of this niche strategy on the climate that students face and on the breadth of the graduate and undergraduate curriculum should be addressed. The generational differences that exist within the department need to be addressed as well.

## **Public Policy Center**

**Overview:** The University of Hawaii Board of Regents created the Social Sciences Public Policy Center in July 2006 bringing together under one administrative roof the Graduate Certificate in Public Policy, the Matsunaga Institute for Peace and Conflict Resolution, and the Program on Conflict Resolution. Because the Center as currently constituted has operated for less than three years, the Office of the Vice Chancellor for Academic Affairs did not include it in the college's program review, hence our observations will be relatively brief.

Public Policy Center brings together expertise, commitment, and a strong and continuing desire to enhance the quality of community life through teaching, research, and civic engagement.

The Center:

- Provides a single research venue for interchange between faculty and students on public policy issues concerning Hawaii, Pacific and Asia;
- Offers a curriculum for students interested in policy studies and offers a graduate certificate in policy studies that enrolls nine students.
- Involves the community in the deliberative process on important public issues; and
- Implements a Legislator in Residence program for two Hawaii State Legislators to familiarize themselves with the College faculty, research endeavors and share their experiences with faculty and students during the fall semester.
- Conducts an annual Policy Conference that engages policy scholars, faculty, community leaders and legislators on an issue of importance to the community.

The Center's areas of specialization include:

- Environmental and Resource Management
- Crime and Substance Abuse
- Health and Wellbeing
- Peace, Security and Risk Management
- Regional and Community Development
- Globalization and Civil Society

The Spark M. Matsunaga Institute for Peace is a multi-disciplinary academic community of scholars, students, practitioners, and visitors who, through teaching, research, service and application, seek to: educate and train professionals and future leaders in applied peacemaking and conflict resolution; develop and apply innovations to the peaceful resolution of conflicts--locally, regionally, nationally, and globally; address contemporary problems within Hawaii, the Asia-Pacific region, the Continental United States and the world; and use the university's strategic Pacific location to bring people together and renew the University's responsibility to provide a safe sanctuary for a civil and respectful exchange of perspectives and ideas.

The Spark M. Matsunaga Institute for Peace and Conflict Resolution supports three academic programs:

- The Peace Studies Certificate, which entails a 15-credit program of study in peace and conflict resolution, with internship opportunities available for undergraduate and classified graduate students. The Certificate in Peace Studies is designed to expose students to the central ideas and work in the field, and to supplement study in other academic and professional fields. The certificate may be taken by undergraduate students in degree granting programs.
- The Peace and Conflict Resolution Major: an individually designed major offered through interdisciplinary studies concerned with the academic study of war and other forms of conflict (both direct and structural).
- The graduate certificate in Conflict Resolution which is available to students seeking the certificate only or concurrently with a Masters or Ph.D. program.

The Public Policy Center plays an important role in advancing the University's goals of offering education and community programs that respond to societal needs. It plays a key role in connecting the university to state policy makers and planners. The Center has built strong relationships with legislators and public officials and has taken up an agenda of projects that are central to Hawaii and the world.



## Department of Psychology

**Overview:** In many respects, the Department of Psychology is a “typical” psychology department. It is the largest of the college’s departments, and like many universities, has the most majors and faculty. It serves an important and unique function for both the campus and the State of Hawaii. It is the only clinical psychology program in the state, and is accredited by the American Psychological Association. Its involvement in the state’s mental health issues is important to both the university and the community.

The department through its course offerings and faculty research are very much involved with other departments and programs across campus, including the medical school. The mission and scope of the department are very much in line with the overall University of Hawaii Strategic Plan.

While being the largest major on campus, the department has taken the opportunity to offer its B.A. degree to “nontraditional” students via evening course offerings. The department should be commended for this initiative.

In the most recent set of rankings the department is in the top 50% of the nation’s Ph.D. programs. One should see this as a positive sign, given the substantial amount of Ph.D. programs in the country. When comparing itself to its selected peers it is very much on target with respect to quality. A recent Gourman report had the department at the 59<sup>th</sup> percentile among its peers. The department has set a list of benchmark peers (e.g., Arizona, Washington, Minnesota, and Wisconsin) to which it aspires. These programs are in the 85<sup>th</sup> – 90<sup>th</sup> percentile. This is an achievable goal, though perhaps not in every area of psychology, but certainly selected areas where the department is already known internationally (e.g., social psychology). This is, in our opinion, one of those departments at the University of Hawaii that can achieve international stature in a number of subfields.

**Research and faculty:** The department has the largest faculty in the college, currently 22.7 FTEs. It has seen recent faculty attrition and has the obvious concerns about replacing faculty who might retire in the years ahead. There has been a net gain of 3 FTEs since 2002, which still leaves the faculty substantially smaller than its peers. Given the location of the university, and a highly regarded reputation in a number of areas, the department has been quite competitive in its ability to recruit new faculty. One can only assume that future opportunities for recruitment will yield high quality faculty as in the past. While issues of cost of living are always a concern, the department has demonstrated its ability to compete with both its peers and “benchmark” peers. The university policy on partner support and housing assistance (which needs to improve) has helped in these efforts.

Like psychology programs nationally, the department’s faculty garners considerable external grant support. The department averages over \$1 million a year in grants, which is down from previous years. This decline is mainly due to the loss of one member of the faculty who had significant extramural grant support. There is every indication that the department has an excellent mentoring program for young faculty with respect to grant submissions.

The faculty is active in publishing, professional presentations, and the usual professional activities such as journal editing, reviewing, and organizational activities. They have a genuine concern, and passion, for students, both graduate and undergraduate.

**Academic programs:** Since its last report, the department has made the suggested changes to its programs. One of the concerns was the substantial teaching by graduate students. At the time of the report this was about 35%, and its peers were 25%. Currently, students are involved in only 10% of the direct instruction. This seems like a reasonable percentage. However, like many psychology departments, there are a significant number of majors per faculty FTE. Lower division classes are large and the department has a highly regarded graduate program. Graduate teaching is often a necessity to manage the student demand. It is also, however, an important means to give graduate students who are admitted to candidacy an opportunity to enrich their teaching experience. We are not sure what the appropriate percentage of graduate teaching should be, and discussions should be undertaken to find a reasonable compromise.

In considering its structure for the undergraduate and graduate programs, the department has followed the guidelines suggested by the American Psychological Association Board of Educational Affairs. These are excellent guidelines and keep the department in “sync” with its peers.

Another issue raised by the previous review was the number of Ph.D. concentrations. The department has reduced this number and correctly refocused its attention to specific areas. The past review also commented upon the introductory course. The department has made significant changes and in addition developed an extensive assessment plan.

In terms of recent hires and curricula, the department has focused on evidence based treatment, neuroscience techniques, and cultural context. These are major areas of inquiry and give students, both graduate and undergraduate, the latest research techniques and theory in the field.

**Students:** The Graduate Program is APA accredited and has received the longest accreditation term (7 years). The GPA and GRE scores of students are very much in line with its peers and the acceptance rate of only 7% suggests they are extremely selective in their graduate recruitment. The department is strong in its diversity of students. The graduate placement of students seems reasonable. Students are able to obtain faculty positions at various universities (although not in the department’s peer range) as well as positions in state and federal government. The survey of graduate students that was provided revealed excellent ratings. There is strong support for the department and the mentoring that students received. Like most of the graduate programs we examined, the issue of “guaranteed” support is critical for competitiveness in recruiting and keeping the best graduate students. The issues here are central to graduate programs in general, and we discuss these concerns and possible solutions in our overview section of the college.

The undergraduate program is the largest major in the college. In recent years the number of majors has declined primarily, because of the requirement of specific grades in methods and statistic courses. This is actually an excellent requirement given the nature of the discipline of psychology and the ability to attract more serious and dedicated students.

Student results from the undergraduate survey were excellent. The department has a strong reputation among students and 71% indicated they would choose the major again.

We should note as an aside that the course requirement and the required 2.5 GPA in the major to graduate do raise one question. What happens to those students who do not achieve the 2.5 GPA? What about a junior who decides to major in psychology and does not meet the course requirements? It is difficult to manage students who are “floating” in their junior or senior year without a qualified major.

**Staff support and facilities:** There is a strong indication that additional staff, particularly in grant support would be valuable. The department is a major external grant recipient on campus and staff, particularly in compliance and budgeting is a crucial need.

It goes without saying that the department must obtain new facilities. Gartley Hall is long outdated. It is a completely inadequate facility. Moreover, there are health issues and the building is not accessible to people with disabilities. Three members of the review team toured Gartley Hall and all agree that it should be completely renovated. Labs are not competitive with peer institutions and we believe that both office and lab facilities place an excellent department at a disadvantage. While the “planning” stage is now ongoing, and this is usually the signal for funding, we strongly urge the administration to do whatever it can to assure the completion of the Gartley Hall renovation.

**External relations:** The department is active within the community given its mental health mission. It has a community advisory board for the clinical program and seems to be completely involved in broad state health issues. Its community outreach is also advanced by its dedication to offering its undergraduate degree in “off hour” periods, thus allowing non-traditional students the opportunity to obtain a B.A. degree in Psychology.

Like many departments, we believe that it is essential to focus more significantly on donor funding for many of the initiatives of the department. Endowed Chairs, Scholarships, labs, and even the Gartley Hall renovation are all prime examples of opportunities that can be realized through assertive fundraising. As we will discuss in our overview of the college, there needs to be a culture of fundraising across all departments. The Department of Psychology would have ample opportunities to secure funding given its social and mental health outreach.

**Strategic opportunities and recommendations:** This is an excellent department. It has a clear vision of its strengths and where future recruitments need to be in order to maintain a competitive edge with its peers. Many of its faculty are highly recognized on the international level and the obvious location of the university in the environment of Hawaii is a major advantage for recruitment. Cost of living issues are an obvious concern.

The department is not on par with its peers with respect to the number of FTE faculty. One hopes that with the formulation of a “tuition flow” model, the department, and college, will be in a more favorable position to increase the faculty FTE in Psychology. This is without question one of the stellar departments on campus. Not only does it handle significant undergraduate majors at relatively low cost, it has an excellent graduate program in many areas particularly social psychology and clinical. It has a well-conceived and competitive recruitment plan for future FTE

recruitment. Like many departments within the college, the need for a robust retirement incentive plan would help the department in its efforts to recruit in its strengths and newer areas of importance.

The renovation of Gartley Hall will do much to improve the stature of the department. This is a lab-oriented discipline and the ability to attract grants, faculty, and graduate students is highly contingent on facilities. The return on investment will be significant in both grant activity and national reputation for the university from this renovation. Once again, this must be a top priority for the administration.

## Public Administration Program

**Overview:** The Public Administration Program completed a major self-review in 2006 and notes an exemption for the current cycle. The current self-report that they supplied is an update to the most recent review. This is a graduate-student only program. It graduates around 25 students a year within its two-year masters or one year certificate program. Most students receiving a certificate continue on within the masters degree curricula.

The program's provides an applied educational experience. Its research emphasis is also applied. It strives to be the center for leadership studies in international affairs with an emphasis on the State of Hawaii, Asia, and the Pacific. The program reaches out across campus and students can obtain joint degrees in areas such as business, political science, social work, and telecommunications. This broad base makes this both a unique and strong program for the campus and the community.

The program sees itself as (1) increasing leadership resources for public service in Hawai'i and the Asia-Pacific Region, (2) building organizational and community collaborations for creative problem solving, and (3) nurturing connections between participants and a network of change agents. The program currently has 6 FTE who have diverse backgrounds. The program has grown by 2 FTE since 2004. The faculty are highly productive and quite passionate and devoted to the program. They serve a specialized cohort of graduate students who go back to their professional positions or enter public administration within the State of Hawaii or abroad.

The 2006 review noted the following:

1. The program has a strong faculty and instructional mission. The faculty has an interesting and diverse background.
2. The program should maintain its status as a separate program.
3. The graduate program has a cohort experience that provides an excellent graduate curriculum.
4. The program is flexible so as to meet diverse student needs. The curriculum is varied to adapt to non-traditional students and those professionals within the community seeking advanced degrees.
5. The program developed strong relations with other programs on campus.

The above aspects of the program are still in place today and serve to highlight its focus on campus and the community.

The program is well received by students. Over 90% of students who were surveyed indicated they would enroll within the major again.

**Strategic opportunities and recommendations:** The program has addressed a number of issues raised in the 2006. These include (1) space for faculty and students, (2) development of modules for International Students, and (3) more flexibility with core courses to accommodate non-traditional student and military.

The program has made significant efforts in these areas along with a series of other significant enhancements to the curriculum. It has provided specific funding for Native Hawaiian students. It has added a track in the graduate certificate program for nonprofit management as well as the development of courses that more effectively address international areas. These are two major initiatives that reflect the change within public administration across peer universities.

The program has also formed a closer relationship with the emerging Center for Public Policy. The director of the Center is a faculty member within Public Administration and the relationship with respect to research and instruction appears strong and visionary.

In every respect this is an excellent graduate program. It serves a critical need within the State and has created a distinctive and highly valued curriculum. We expect student demand will continue and graduates have highly favorable evaluations of the current Program. Even in the current economic climate this program has shown increased demand and one can expect this to continue.

The relationship with the Center for Public Policy is emerging and ongoing. In every regard this is an important initiative and should be both encouraged and given needed resources. The obvious question is how and from where these resources can be obtained. We would like to suggest two possibilities for consideration:

1. This is a professional graduate program. We would expect that a close examination of peer related programs would find that differential fees or tuition are charged to students. This can be anywhere from course related charges to a set fee for the program above the current tuition. Any modest amount, given the student enrollments, would generate significant funding that can go directly back to the Program. A program of the current size should be able to generate at minimum \$100,000 a year in additional tuition.
2. The program has an active Advisory Board. This Board needs to be more active in fundraising. While they are in the process of making this one priority, it needs the support of the University Foundation and administration. The alumni from this program are an excellent source for fundraising as are private foundations. This should be a major priority for both the Advisory Board and the program.

The program is currently not accredited. There is a general feeling that this is not a necessity for students or faculty, although it might help in recruiting. However, the Program is discussing the various options, we would suggest these deliberations weigh the benefits and “costs” of national accreditation.

This is a small program with respect to faculty FTE. Like many departments within the college, future retirements could present a problem. This is a program that can ill afford any loss to its faculty. Its enrollments will probably increase and it has a unique opportunity to broaden its focus across campus with the Center for Public Policy. The cost per faculty FTE with respect to campus and community benefits is relatively low. Further, there are still a number of areas in which the Program could expand if additional FTE were available. The program has made clear its areas of future emphasis and these will serve the current and future students well in terms of the field.

Finally there is a concern about space that was also noted in the most recent review. The program rightly notes that they have infiltrated other people's spaces. Faculty offices are scattered throughout the social sciences. While we might see this as an advantage in terms of contacts across disciplines, that is not the important issue. The problem is that there is nothing that can be set-aside for students as a gathering place, an individual or teamwork space, or a library. Currently the program makes use of a classroom adjacent to its office on the sixth floor, but is completely dependent on it being available.

If it were taken "offline" then the program would have significant difficulties. A major aspect of the Program is the cohort experience of students. This creates an enriching curriculum for faculty and students and by necessity requires dedicated space.

Overall, this is an excellent graduate program serving a unique and important mission for the campus and State of Hawaii. It has the potential to be a major program both nationally and internationally with a few additional faculty and resources.

## Department of Sociology

**Overview:** The Department of Sociology provides both undergraduate and graduate training in Sociology. At the undergraduate level the department sees itself and its courses as central to the liberal arts mission of the College of Social Sciences. At the graduate level, it focuses on four major areas: the Sociology of Asia and the Pacific Region, the Sociology of Race and Ethnic Relations, the Sociology of Law, Criminology, and Deviance, and the Sociology of Health, Medicine, and Aging. A historic focus of the department has been to use Hawaii as a laboratory for studying and understanding sociological concepts and theories, although the self-study feels this focus has been lost to some extent.

**Faculty:** The number of probationary and tenured faculty FTEs in the department grew from 11 in 2003 to 15 in 2004 and was 11 in 2008. Members of the faculty are active in research, teaching, and service. Members of the faculty have received college and university awards for teaching and national and international support for their research. The department is concerned about its size relative to some previous years and the potential impact of 4-5 anticipated retirements in the next three years.

**Research:** The self-study reports that the department was the fourth most prolific department in generating successful grant applications in the 2002-2008 period. Three faculty members accounted for the majority of these applications. Some of the research of faculty members has received external recognition such as the distinguished book prize from the American Society for Criminology in 2003, the distinguished book prize of the American Sociological Association in 2004 and again in 2001.

The self-study notes that library resources at the University have deteriorated seriously over the past decade and this has interfered with the ability of faculty members to carry out high quality research.

**Undergraduate programs:** The number of majors in the undergraduate program in Sociology was 236 in 2007-08, and 113 students received a baccalaureate degree in Sociology that year. Students must complete at least 30 credits in Sociology with at least 9 credits at the 400 level.

The department has identified a number of Structured Learning Outcomes (SLO) for its undergraduates. These range from an understanding of major sociological concepts and theories to the ability to pose a sociological question and find an answer to the ability to understand basic statistical information. The department assesses these SLO's by reviewing a sample of upper division term papers to see if the learning outcomes are being achieved. Almost all undergraduate advising is done by a designated undergraduate advisor who is a lecturer in the department.

In addition to paying close attention to its own undergraduates, the Department is rightfully proud of its leadership role in the Freshman Seminar program. During the past two years the Department has offered over one-half of the Freshman Seminars in the College. Each seminar involves the identification of and recruitment of a senior student who receives credit for running a seminar for ten freshmen under the mentorship of a faculty member.



**Graduate programs:** The department had 62 students enrolled in its graduate programs in 2007-08. During that year it awarded 19 M.A. and 3 Ph.D. degrees. The department has identified several structured learning outcomes for its M.A. and Ph.D. programs and makes a serious effort to assess the achievement of these outcomes. The department was ranked 76<sup>th</sup> in the 1993 NRC rankings of graduate programs. Its ranking in the comparative study of Asian societies would likely be much higher given the strong emphasis on this area in the department.

The department carried out a survey of its graduate students in April 2007. The students identified a number of strengths of the department's graduate program and also suggested some areas that could be improved. Areas of strength included the exposure to qualitative research, the opportunities to be involved in teaching and research, and the opportunity to participate in departmental governance. The graduate students saw a need for faculty to be better informed about degree requirements and for opportunities for all members of the department to get together on equal footing.

**Diversity:** The self-study notes that the department is one of the most diverse department in the university, with 39% Caucasian, 52% Asian, and 6% Hawaiian and Pacific Islander. Thirty-nine percent of the faculty members are female.

**External relations:** The department has a long history of involvement with the local community, and with communities throughout the Pacific Rim. It hopes to build on existing connections in research, service, and teaching in the future. The department has little experience in developing connections with its alumni from the undergraduate or graduate programs. Such individuals can be of great use to the department as it tries to increase opportunities for community involvement and pursue external sources of funds.

**Resources:** The self-study asserts that the amount and condition of physical space has been a problem for some time. The Chancellor noted the challenges faced throughout the university in modernizing and maintaining its existing physical space and buildings. The department has a graduate secretary and an administrative, professional, and technical staff person. Two undergraduate students assist these two individuals. These are very modest resources for carrying out an enterprise of the size of the department. Faculty members expressed a lot of concern about lost lines in the department and the current fiscal challenges facing the university and the department. They were frustrated at being asked to carry the same number of majors and classes with fewer personnel.

**Effectiveness of administration:** The department governs itself well and is able to fiscally manage its undergraduate and graduate programs. The departmental organizational structure is clear to everyone. The main problem as identified in the self study is not the effectiveness of either the departmental or college administration but the morale in the department due to only 9.5 of the 16 faculty members lost to retirement, death, or departure for other reasons between 1995 and 2009 being replaced. Nonetheless the department strives hard to build a climate of collegiality through social events and joint business meetings for faculty, staff, and students.

**Strategic opportunities and recommendations:** Among the strategic opportunities available to the department are:

1. Continue to provide leadership in undergraduate education for all students in the university through commitment and involvement in the Freshman Seminars and other programs. The College of Social Science is firmly committed to the AAC&U Liberal Education for America's Promise (LEAP) Program. Many of the Structured Learning Outcomes in the department's undergraduate program map well on the Essential Learning Outcomes in LEAP. The department can build on this and be a leader for liberal arts education.
2. Although there are reasons to maintain an interest in and commitment to the areas of race and ethnic relations, the sociology of crime, law, and deviance, and the sociology of medicine, health, and aging, the area that seems to provide the best opportunity for further development in terms of graduate education and research is the Sociology of Asia and the Pacific Region. The department is in a relatively unique position to build a strong program in this area at a time when this area is acquiring increased international importance. It has in some ways been moving in this direction.

The department should take advantage of its existing leadership role in liberal arts education and become even more of a leader in this area. It should also explore how it can best use its limited faculty resources to build a stronger graduate program. The projected retirements in the next several years provide an opportunity to think about how to reallocate faculty lines by area to build the prominence of the department in a critical area while maintaining responsibilities to the university and the state.

## Department of Urban & Regional Planning

**Overview:** The Department of Urban and Regional Planning is a predominantly graduate program although it does provide a limited amount of instruction for undergraduates. The mission of the department is to train students to serve in policy and planning roles in governmental and nongovernmental organizations, especially in Hawaii, Asia, and the Pacific Basin; develop and apply new knowledge to the field of planning; and provide public service to organizations in need of assistance. The department feels it has a special responsibility to provide planners and public service to the state of Hawaii.

**Faculty:** The number of probationary and tenured faculty FTEs in the department ranged between 5.5 in 2003 and 8 in 2008 according to the information provide to the review team by the College. These faculty members are widely respected as evidenced by the last accreditation report from the Planning Accreditation Board. This report recommended that the department be reaccredited for the longest possible term because of its exemplary record. Three faculty members won significant awards between 2003 and 2008. The faculty members in the department are concerned because at least four faculty members could retire in the next four years and it is not clear if the department would be allowed to replace them given the global economic crisis.

**Research:** Members of the faculty have received over \$5 million in funding over the past five years. This is expected to double with the funding of the National Disaster Preparedness Center. The number of publications produced by the department has increased significantly since the previous period when it was measured.

**Undergraduate programs:** The department does not have an undergraduate program.

**Graduate programs:** The Masters Program in Urban and Regional Planning produces between 10 and 15 graduates each year. The Ph.D. program is relatively new but it is working well for students who were admitted in 2004 and onward. At least two students have graduated with their Ph.D.'s. One of the great features of the program is the integration of faculty research and faculty service projects into the curriculum. This gives a real hands-on approach to many of the classes. The program has identified some significant structured learning outcomes that are tied to the history and current practice of urban and regional planning. In addition to monitoring students in classes and in semi-annual reviews, the department requires students to engage in a capstone project that is reviewed by faculty within the department and by community members, practitioners, and others outside the department.

**Diversity:** The faculty is very diverse, probably the most ethnically diverse faculty of any urban and regional planning program in the United States. It is also over 50% female. The student body is also one of the most diverse in the country with over 62% of the students being female and 73% students of color. The curriculum and research reflect the diversity of the faculty and students, and the proximity to indigenous groups in the Pacific area, East Asian and Southeast Asia. Among the courses offered are one on gender and diversity and one on indigenous based planning.

**External relations:** The department is extensively involved in the community, probably more extensively than any other department in the College of Social Sciences. This is, in part, because of

the nature of the educational and research activities of the department, but it is also due to the strong commitment of the faculty and many students in the department to be of use in the local community. Members of the department consult with governmental officials, serve on advisory boards, participate in educational programs designed to increase public awareness of planning and related policy issues, and do everything they can to bring their knowledge and expertise to bear on important problems in the region.

The department takes advantage of the position and influence of some of its alumni to create more opportunities for current students. However, it has not yet engaged in a systematic effort to develop a strong connection with alumni or get involved in fundraising activities.

**Resources:** The department feels well-equipped with computer resources. It has a Geographical Information Systems (GIS) laboratory, a specialized research lab with a high end work station, and a computer lab for word processing and related activities. Much of this equipment and the personnel needed to maintain and support it has been provided by external grants secured by members of the department. The self-study does not identify any unmet staff needs or identify any serious problems with space. One concern among the faculty has to do with longer term resources issues. The question is: will Hawaii be able to continue to base its economy on the military and tourism? If these economic pillars weaken, it is not clear what will take their place.

**Effectiveness of administration:** The department is a well-governed unit characterized by collegiality and a shared vision among faculty about future directions. It manages its internal affairs well and does a good job with the resources that it has available to it. It has managed to leverage external funding for research and public service projects in ways that provide support for the overall operation and the instructional mission of the department.

**Strategic opportunities and recommendations:** The department has been very effective at taking advantage of the region in which it is located. The mission of the department involves an outward orientation in that the department needs constantly to explore the public service, research, and instructional opportunities provided by the community and region. The recent focus on sustainability and the advent of a center on disaster preparedness provide new opportunities for engaging with the Hawaii, Pacific, and Asian communities.

The department should continue in the directions in which it is moving. It should make sure it maintains contact with its alumni and takes advantage of the resources, networks, and opportunities that they can provide for the department and its students.

## Women's Studies Program

**Overview:** The Women's Studies Program has been in existence for a number of years. The field as a whole began approximately 40 years ago, and has matured considerably in the past decade, with many programs becoming departments, developing undergraduate majors, graduate certificates, and master's programs. There are now about fifteen doctoral programs in Women's Studies, with others in development. The Women's Studies Program at UHM is clearly a very strong program; indeed, it operates at the level of an academic department and it would be appropriate to enact that change of status in the near future. The program emphasizes multicultural and global education and research on issues of gender, sexuality, ethnic and national diversity, and social justice. The program provides a rigorous and integrated academic experience for students interested in feminist research and analysis, offering a coherent program of study in contemporary scholarship in a Pacific-Asian context. The program investigates gender, race, class, colonialism, sexuality and other vectors of power and identity in shaping history, psychology, anthropology, economics, sociology, political science, philosophy, literature language, art, drama, education, law, medicine, and biology.

The mission of this program is clearly compatible with the mission of the larger university. Indeed, Women's Studies epitomizes the UHM mission; the program generates and transmits knowledge pertaining to democracy, social justice, and human diversity.

As a relatively young academic field, Women's Studies is not yet included in national or international ranking systems. Because the program faculty include both nationally eminent senior scholars and excellent more recent hires, as well as offers remarkable depth in transnational feminist studies, the UHM Women's Studies Program would likely be considered among the top thirty or so programs in the U.S.

**Faculty:** There are 7 faculty members, most of them with backgrounds in social sciences. Many women's studies programs have a more humanistic focus, so this social science emphasis is to some extent a mark of distinction. Two of the faculty are assistant professors, one of them a joint appointment with Ethnic Studies. All of the faculty are active researchers and strong teachers, and clearly bring a strong passion to the mission of Women's Studies. All also bring a particular focus in their work and teaching to issues of Hawaii and the Pacific region. The faculty have received various awards and recognitions. It is important to note that several of the faculty are nearing retirement; in a small unit, the effect of these losses will be considerable.

**Research:** The Women's Studies Program faculty excel in interdisciplinary and transnational gender scholarship. One notable indicator of this excellence is their receipt of a nationally competitive three-year Rockefeller grant on Gender and Globalization in Asia and the Pacific. This grant has led to visiting scholarship of more than a dozen intellectuals as well as four volumes of working papers and publication of an edited volume, *Gender and Globalization in Asia and the Pacific; Method, Practice and Theory* (2008).

At a UHM Author's Book Festival earlier this year, WS presented 5 books at the fair, signaling its disproportionately high productivity. Each of these authors is pursuing new book-length research projects. There is a strong record of success in both external and internal grants, academic

publications and presentations at local, national and international conferences. One of the WS faculty has won the UHM Board of Regents Medal for Excellence in Research.

**Undergraduate program:** The undergraduate major took effect in the fall 2007. The program began with 14 majors but more than doubled by the end of the fall 2008 semester, with 30 majors. The overall number of student semester hours has increased from slightly under 1,000 in 2004-05 to almost 1,600 SSH in 2006-07. The program has historically served a large number of local students and female students, but has more recently begun to see an increasing number of both mainland students and male majors. This shift in the gender profile of Women's Studies students is consistent with national trends. The program offers high quality education, continual assessment efforts, active mentoring and advising, and convenes monthly faculty discussions that address issues of recruitment, curriculum and instruction. The program has begun various initiatives to enhance their students' educational experiences. It has established a Women's Studies Club, teaching apprenticeships that are associated with an introductory gateway course, articulation and dissemination of Student Learning Objectives, and career and employment mentoring and advising. The program has recently increased the number of courses it offers through the Outreach College, as a way both of coping with current fiscal challenges and to serve a broader public. These outreach courses have been growing in enrollments and therefore also in their revenue generation.

**Graduate program:** The WS program does not offer graduate degrees, but it does offer a successful graduate certificate program. The certificate program began in Fall 2001 with 5 students, but has grown to more than 20 certificate students in the past year or two. The review committee received strong testimonies from two former certificate students, one who is now the Chair of the Humanities and Social Sciences Division at Honolulu Community College and the other holds a postdoctoral fellowship at the Asian American Studies Program at the University of Illinois. These former students spoke to the rigor of the capstone project required by the certificate program, a project that culminates in a public colloquium. One student wrote that she had never received such attentive and useful feedback from a presentation as she did from the WS faculty and students. They also both note that the WS curriculum and faculty were absolutely essential to their dissertation experiences. The student who now holds a postdoctoral position indicates that her WS training in feminist theory and history has been critical to her effective participation in her new position. They speak to the uniformly high caliber of the WS faculty, as well as to the importance of the interdisciplinary perspectives that underlie all of the WS programs. They also note that WS faculty encouraged their professional development.

**Diversity:** The mission of the WS program includes a central focus on diversity. Three of the seven faculty are women of color. We do not have access to student demographics, but have the impression that there is also a disproportionately high percentage of students of color. The scholarship of all of the faculty includes foci on issues of diversity and social justice. Similarly, the curriculum offered by the WS program, both graduate and undergraduate, is woven throughout by emphases on multiple dimensions of diversity.

**External relations:** WS is also deeply committed to what they frame as the scholarship of application. Their faculty work with many local communities. Among these contributions are pro bono legal work for domestic violence victims and organizations, membership on community boards relating to girls, crime and violence, tutoring dyslexic children, working for reproductive

rights, with immigrant groups and labor unions. Three WS faculty have received community service awards.

**Resources:** The WS program has an annual budget of \$952,800, which is quite generous given the size of the faculty, though commensurate with the large number of SSH they generate per faculty. The office space is also more than adequate, and is centrally located on campus.

**Effectiveness of administration:** The current WS Director and is an impressive advocate for her program. The faculty with whom we met were impressive, and seemed deeply committed both to the program and to their colleagues and students. We were also especially struck by a remarkable number of undergraduate WS majors and minors and an equally remarkable number of graduate WS certificate students who attended our meetings with undergraduate and graduate students. These students were impassioned about WS and very clear that it has been central to the quality of their educational experiences. All of this suggests a supportive and committed program.

**Strategic opportunities and recommendations:** Our primary recommendation is that steps be undertaken to move Women's Studies from program to departmental status. This is a strong unit and should be recognized as such.