

Dean's Response to the College of Social Sciences Program Review

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I. Introduction

The College of Social Sciences (CSS) is grateful to our external reviewers for their three-day visit to assess our programs, scholarships, and student experiences: Cynthia Berg (Dean, College of Arts and Sciences, University of Utah), Steven Leigh (Dean, College of Arts and Sciences, University of Colorado), Mark Peceny (Dean, College of Arts and Sciences, University of New Mexico), Vicky Wilkins (Senior Associate Dean, School of Public Affairs, American University). CSS Department Chairs and I recognize their efforts to assess, listen, and carefully review their programs. We especially appreciate that they recognized the leadership role that CSS is playing in our disciplines as highly productive researchers, and as one of the largest and most significant Colleges at the University in terms of our student outcomes. The review team also understood the very unique mission that CSS has to strongly serve our highly diverse population of students, and in so doing, transform lives and opportunities for the people of Hawai'i.

I also would like to express my personal gratitude to the team who worked so hard to make this Program Review Process a strong opportunity for feedback. Nancy Marker, SSRI, provided outstanding overall project management and oversight. Bill Morrison developed excellent online tools to ease the burden of reporting for the Department Chairs. Kelly Park also provided exceptional assistance in the management of the process, coordination of the visit and warm reception for the reviewers. Associate Dean, Ross Sutherland, and I provided overall leadership for the Program Review Efforts. Our Department Chairs worked hard to develop quality self-study reports and to coordinate faculty and student participation in the site visit process.

The Program Review report was shared with the faculty. Chairs were invited to submit corrections of fact as well as responses to the report. Corrections of fact were provided to the OVCAA and the report was updated. These responses were instrumental in crafting our CSS response to the report.

[Note, at this time several important corrections of fact (e.g., names of offices and abbreviations for positions) and typographical mistakes remain in the report. For posterity and

clarity, we hope that a 'track changes' version that we provided earlier can be used to correct distracting errors.]

The College of Social Sciences welcomes the valuable feedback provided on all our operations and activities. The College strives to be a leader at the University of Hawai'i at Mānoa in terms of delivering outstanding programs to our undergraduate and graduate students, relevant and excellent research that serves to advance the frontier of knowledge on pressing issues to Hawai'i and globally, and serve as a source of expertise and advancement for our community. We will be using the feedback of the Program Review report to guide our efforts over the coming years.

In this response to the Program Review Report, we observe several overarching themes that we will use to shape our activities and efforts for improvement in the years to come.

II. University and College Organizational Structure and Practices

In the eloquent words of the report:

When the University of Hawai'i Mānoa successfully delivers a flagship quality education to its students, it transforms their lives and transforms our society. As American society becomes more ethnically diverse and more inequitable, everyone's student populations are going to look more like UHM's students of today. This provides the University of Hawai'i Mānoa with an extraordinary opportunity to become a national leader in delivering a flagship university education for the emerging American majority.

The report praised the leadership role that CSS plays in advancing UHM's unique mission most especially as the lead driver of efforts to dramatically improve four, five and six-year graduation rates especially among underserved and Native Hawaiian students. In summary, it is noted:

Despite the significant challenges the university and college face in an increasingly difficult budgetary environment, we are impressed by how much has been achieved by the College in pursuit of this mission.

Strong critique was delivered regarding the campus context, most especially concerning how major and significant issues that were present in the 2009 study persist. The lack of a budget model that responds to student needs and activities was a major concern to the reviewers.

The report called on the President to stabilize campus leadership and restructure relations between UHM, UH System, and our sister campuses to avoid redundancies and better serve the State. While many of their comments are directed beyond the College, we at CSS commit to play our role in matters of organizational structure.

At the College level, structural changes were advised to advance multidisciplinary opportunities in areas of research and teaching. Stronger partnerships could be forged to advance aspects of our activities involving quantitative research (Economics, Geography, DURP, Psychology and Sociology), biosciences (Anthropology, Geography, Psychology), and qualitative and humanities (Women's Studies, Ethnic Studies, and parts of other fields). Notably, cross-College collaborations around curriculum could elevate the visibility of our programs to students as well as advance research.

III. Academic Innovation

The Program Review report highlighted several signature projects within the College, noting:

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

Key innovations since the 2009 Program review include the following:

1. **The Creation of ACCESS.** Launched in 2015, Advising, Civic, and Community Engagement in the Social Sciences (ACCESS) provides a hub for student services and high impact opportunities within the College. The reviewers lauded the effort as a crucial tool to address student persistence and retention. At the same time, they noted issues with turnover of advisors (and the lack of sufficient advising resources), and a benefit of co-locating advisors and services to provide more integrated support. The College will explore the essential staffing and programmatic needs required to transform ACCESS into a more flexible 'one-stop shop'.

2. **Development of a Daniel K. Inouye (DKI) Institute or School involving public policy.** The expertise of Vicky Wilkins, Senior Associate Dean from the School of Public Affairs at American University was instrumental in this review. She saw tremendous opportunity for CSS to develop a world-class school through a restructuring of our existing programs in public administration, public policy, peace, urban and regional planning, amongst other strong assets in the College. Noting that a very strong partnership has developed over the course of several years between the CSS and the DKI Institute, Wilkins and the review team concur that our vision to restructure *“into a School of Public Affairs is an outstanding idea and would create a highly visible unit within the College.”* Valuable advice was provided in terms of areas of emphasis, fundraising, global partnerships, community and civic engagement, and leadership development that will be instrumental as we further explore this opportunity.
3. **SSRI and Extramural Fundraising.** Efforts to build research support within the context of SSRI were noted as an emerging strength of the College. Further attention to advancing SSRI as a research incubator, service center, and research program unit is identified as a worthy investment opportunity in the years to come.
4. **Global College Initiative.** The review team highlighted several pilot efforts that the College is framing under its ‘Global College’ efforts. Global College provides pre-College programs and pathways to prospective students from Hawai‘i high schools and UH Community Colleges, regional community colleges (west coast and Pacific islands), and globally. An Aloha Pathway guaranteed transfer agreement has been negotiated with West Valley College which allows students to transfer with junior standing (the first agreement of its kind for a community college outside the State of California).

IV. Undergraduate Education

We appreciate the Team’s recognition that the newly established ACCESS is a well-timed investment in supporting student retention. However, the Team also notes that ACCESS should be designed to adapt quickly to potential unanticipated opportunities and problems. For example, advisor turnover and training advisors to oversee students in only a limited number of departments have the potential to reduce the flexibility of broadly advising students across a

number of disciplines if the specifically trained advisor goes on vacation, unexpectedly retires, or leaves ACCESS. The comments below address these important issues.

ACCESS is currently in the process of revising its structure to include all College of Social Sciences (CSS) undergraduate advising in one place, i.e., Dean Hall. This one-stop advising shop was the original vision in the early planning stage of what is now ACCESS. No longer will students seek department advisors located in individual departments for specific degree requirements and seek general advising elsewhere for GenEd requirements and petitions to withdraw from classes or to graduate. Rather, all advising and graduation issues will be conducted for the most part by ACCESS advisors. ACCESS advisors will play the major role of keeping students on track to graduate in a timely manner and may recommend participating in extracurricular activities such as civic engagements and internships that could broadly expand the education of the social science student. The current department advisors, however, will be necessary for informing students on the benefits of majoring and graduating with a specific degree.

This restructuring of ACCESS advising is beneficial to social sciences students because ACCESS advisors are very knowledgeable about the full range of social sciences degree requirements and academic policies, which many Department advisors are unaware and may give misinformation to the undergraduate student. Another benefit of having a small dedicated group of ACCESS advisors for social science students, as opposed to the large number of diverse Arts and Sciences advisors in the previous advising structure, is the smaller group of advisors will become very familiar with social science students and more personally committed to advising the students. Notably, ACCESS advisors attend workshops to obtain information about changes occurring in other colleges that impact advising across the UHM campus. The ACCESS Director also meets monthly with the Arts & Sciences key advisors associated with the Physical and Biological Sciences, Arts and Humanities, and Languages, Linguistics and Literature to discuss a range of advising issues that affect all majors. Other monthly meetings attended by the ACCESS Director are the UHM Academic Procedures Committee and Council of Academic Advisors. These meetings are valuable in becoming informed of new advising directions and policies coming from the Vice Chancellor of Academic Affairs. Thus, although undergraduate advising is now conducted by individual units within the different Arts and Sciences Colleges,

the information across these units is widely shared and ACCESS advisors are aware of up-to-date information for students who are interested in taking courses outside the social sciences.

ACCESS not only oversees advising but also evaluates how advising can impact enrollment, retention and graduation rates. Beginning with the Fall 2015, the ACCESS Director has begun to collect retention data of incoming freshman and transfer students in the CSS. Recommendations on how to improve advising will be made after Spring 2017 when data are collected on the progress and retention of students after their sophomore year and 2 years after transferring to UHM. The assessment data on retention is especially important in identifying at-risk students who need mandatory advising in order to continue their education and graduate from UHM. For example, if a student is failing in particular demanding classes then advisors can adjust the student's 4-year graduation plan and alter the mix of difficult and less demanding classes to increase the likelihood that when reenrolling in these challenging classes the student's success in completing these classes should increase.

Transfer students, especially from the community colleges, may encounter other challenges. A common one is the lack of transferability of classes. That is, some community college courses may not transfer as equivalent courses at UHM or accepted only as electives and not counted towards a major at UHM. Consequently, transfer students lose time to graduate and are now required to take additional courses at the higher university cost. Steps are underway to ensure that community colleges in the UH System offer courses that are equivalent to UHM courses. The CSS under the direction of the Dean and ACCESS advisors are starting to align the academic paths between community colleges and social sciences majors at UHM. This strategy of completing relevant major and GenEd courses at the community college will allow these students to immediately declare their social science major when enrolled at UHM. This effort to align community college courses equivalent to UHM major courses is now expanding to community colleges outside of Hawai'i. The West Valley Community College in California is a prime example of the CSS effort to articulate the equivalent courses for mainland community college students to complete before transferring to UHM.

For first-generation, low-income students and underrepresented minority groups, the Dean and ACCESS are taking another initiative to support their enrollment and retention at UHM. This involves exposing, especially the target high school students, to college level courses in their junior and senior high school years. Introductory social sciences college courses are taught

at the high school by UHM instructors. High school students who may not have previously considered attending UHM could potentially benefit from limited college level instruction where they gain exposure and confidence in successfully completing college level courses.

Furthermore, high school students will obtain college level credits that count towards a major when enrolling at UHM.

Another issue involving ACCESS is the growth of online courses. An example is the Department of Psychology which offers the major courses for the BA degree using the online course platform. These online courses are taught by PSY faculty, graduate students and instructional staff with at least MA degrees. Sociology also offers many undergraduate courses for the B.A degree. Psychology and Sociology are often promoted by ACCESS as offering distance learning degree programs that students may want to consider for obtaining a BA degree from UHM. The opportunity to obtain an online social sciences degree is often sought by working adults on Oahu and face-to-face advising can be conducted with ACCESS advisors when needed. ACCESS is now playing a role in also reaching out to those living outside of Oahu. For example, the new Hawai'i Community College Palamanui, located on the west side of Hawai'i island was recently visited by ACCESS to promote our distance learning education programs to their mixed population of young and older adults. ACCESS is now planning to actively reach out to Maui Community College students to continue their college education and get a social science degree by enrolling in our distance learning online courses.

V. Graduate Education

Outstanding graduate education is a core value of the College of Social Sciences. The expert review team was impressed with College's graduate students, and identified numerous strengths of the various programs. They noted that "*there was a breadth and exceptional diversity of students and the topics that they were exploring*". Since our last program review (2008-2009) the quality of the College's graduate degree programs have remained high despite a backdrop of fiscal challenges faced by the campus since 2009-2010. Returning to our earlier program review, one of the main issues associated with graduate education in the College was that many of the programs were too large compared to the level of financial support. Many of the departments paid particular attention to this and made a planned effort to down-size their programs. Between fall 2008 and fall 2015, the College's MA (MPA and MURP) programs reduced their major

count by almost a third (296 to 200 students), and doctoral majors were decreased by about 100 students (375 to 273). Also during this period there was a significant decrease in faculty, a continued decrease in graduate student support from East-West Center fellowships, and permanent graduate assistant (GA) funding from the legislature was flat (64, 0.50 FTE positions). The reviewers observed that “*A common concern throughout the College is the paucity of resources to support graduate students*”. Additionally, they noted that competitive multi-year support packages for GAs were lacking, and this has direct implications for attracting high quality students. Other areas where improvements could be made included increasing the number of professional development opportunities for graduate students. We feel that we can significantly enhance the quality and experience of our students across all of our graduate degree programs as we build from a solid foundation. To accomplish this, and at the same time better prepare our students to succeed in a highly competitive job market, we will consider the following: right-sizing our graduate programs; be aggressive and strategic in faculty hiring; increase the number of graduate students supported via non-recurring monies; explore 3+2 partnerships with prestigious international counterparts; and, pilot new professional development opportunities for our students.

VI. Department and Program Issues

The external review committee cited a number of Department and program specific issues and recommendations. A brief summary is provided here.

1. **Department of Psychology.** The Department was commended on their restructuring of PSY 100 and 212 to improve student success and progression. The hybrid online program was also noted as a way to grow undergraduate majors.

The review team strongly emphasized the need to rebuild faculty counts due to the extremely low faculty-student ratios. This need is extremely urgent and would be significantly helped in a more tuition-based model. The Dean thus prioritized hiring in Psychology in AY17.

The review team recommended that the Department seriously streamline the graduate program to focus on 3-4 primary areas of concentration. Funding the large number of graduate students is also an issue for the Department. The faculty are encouraged to write graduate student support into their research grants and expand grant activity.

Graduate students raised issues of concern regarding diversity within the graduate program. The Faculty must pay attention to EEO issues in future hiring, and the diversity training is recommended for all faculty.

2. **Department of Sociology.** The Department was commended on developing a vibrant online program. The review team remarked that the Department must invest significant efforts to make the graduate program more selective in terms of admissions and time to degree completion. Of notable concern, some students are teaching three (3) courses a semester, which will significantly slow time to degree. This practice must immediately stop. Students advocated for colloquium series, potentially at the College level, and professional development opportunities. Faculty were encouraged to build graduate student support into research grants.

Some faculty noted feeling a lack of appreciation by the College leadership, given difficult times with respect to faculty vacancies. Also noted is a lack of grants development support within the Social Sciences Research Institute, SSRI. The Dean recognizes the urgent need to fill vacant positions, which created a morale issue in the Department. In addition to approving a priority hire, she facilitated the move of two faculty from other departments to Sociology. In addition, the Dean is undertaking reorganization of SSRI to provide more research services and investing in grants development workshops and staffing. In addition, she has met with Sociology to discuss their concerns and has been working closely with the Chair.

3. **Department of Women's Studies.** The faculty members are praised as noted scholars in the field. The review team noted that the faculty was too small to adequately provide for the range of programs being planned, including a Ph.D. program in Women's Studies. The Department is encouraged to explore a hybrid interdisciplinary Ph.D. with partnership with other relevant units.

The Dean has been in discussions with WS and encourages exploring a collaboration with Sociology to facilitate a new Ph.D. track in women's or gender studies.

4. **Public Administration Program.** The review team praised the investment made into seeking accreditation with NASPAA. Strengths of the program on which to build include attentive faculty, multicultural curriculum, nonprofit management opportunities, and diversity. With accreditation, this program could be marketed to more students,

especially from Asia-Pacific, and the U.S. continent. Of concern, some faculty are lagging in research productivity relative to peer institutions. Recommendations to hire in the areas of project management and nonprofit leadership guided hiring priorities in the College in AY17. To prepare for a tuition-driven budget model, PUBA is encouraged to develop an undergraduate program and establish articulated pathways into the MPA, and certificate programs in areas of high demand. The Dean is supporting a task force on Public Policy curriculum including these options in AY18, with support from the Daniel K. Inouye Institute Fund.

Space issues were noted, as faculty in PUBA are spread across multiple floors within the College. Consolidation within a single location would build synergy in the program.

5. **Public Policy Center and Matsunaga Institute of Peace.** The faculty were praised for their significant public engagement, and activities around grants. Given their strength with undergraduate students the MIP is recommended to pursue a BA in Peace Studies and to collaborate with the development of an undergraduate program in public policy. In AY17, the Dean launched discussions with AVCAA Cambra to move the Interdisciplinary BA in Peace Studies into the MIP, with administration in the College. She is also including the PPC/MIP on a multi-departmental task force on undergraduate curriculum in public policy (along with PUBA, DURP, and others). Additionally, she is reorganizing SSRI to provide more grants administration support.
6. **Department of Anthropology.** The Department is encouraged to focus its vision to signal strength as a “*leading program in the anthropology of Pacific and Asia.*” The review team noted a decline in majors and enrollment, which may only partially be attributed to declining faculty numbers. The Department is encouraged to be more proactive in recruiting students. Research output is reported to be uneven across faculty. The Department is recommended to assign higher teaching loads to faculty who are lagging in research productivity to meet curricular needs. Undergraduate curriculum could be modernized to highlight a sense of place, with opportunities like “Anthropology of Hawai‘i” and “Anthropology of tourism in Hawai‘i,” for example. Urgently, Dean Hall must be renovated given the antiquated and inadequacy of the space. Also, a renovation of Dean Hall laboratories should be integrated with Geography to

consider the complementarities in the physical social sciences needs. Moreover, deeper collaborations with life sciences is encouraged.

7. **Department of Economics.** The team commends Economics for high-caliber faculty, public engagement, and maintaining healthy undergraduate enrollments. The team noted some lag in the number of majors relative to the high SSH and thus recommended that the Department and College do more to promote opportunities in the quantitative social sciences, and with collaborations with Natural Sciences and Business. The Department is encouraged to offer more courses in Econometrics and upgrading data sciences. The Department has been pursuing a number of efforts to showcase the attractiveness of quantitative opportunities in Economics. It developed the integrated 4+1 BA-MA pathway and is considering a new program in quantitative economics.
8. **Department of Urban and Regional Planning.** The faculty were noted to be strong and internationally accomplished, successful in extramural grants most notably the NDPTC. The Department was encouraged to consider adding undergraduate education and possibly reduce the size of the graduate program (or find new funding sources for doctoral students). The Dean is responding by launching a task force on public policy in AY18, which has an opportunity to integrate DURP into a multidisciplinary effort.
9. **Department of Geography.** Growing the undergraduate major was a top priority for the Department of Geography. SSH and majors may be low because the Department is not visible enough or working closely with complementary programs in Natural Sciences, Shilder, Anthropology, or other. The external review team noted that the Department seems to be lagging other units in the College in a focus on Hawai'i, Asia and the Pacific. There is an opportunity to add focus to the Department by reconsidering its vision. The Faculty are noted to deliver strong research outcomes with extramural funding. Graduate students noted an unevenness in the quality of advising and a lack of coordination relative to work schedules.
10. **Ethnic Studies.** The number of ES majors is very small although increased since last program review, and growth should be a top priority of the Department. It is encouraged to pursue a vision of Oceanic Indigenous studies and continue its emphasis on providing opportunities to Hawaiian and underrepresented students. Faculty productivity was called into question, especially the low rate of publication in peer-reviewed journals. The

recommendation to search for a scholar who can teach about the African American experience in Oceanic ethnic studies has been acted upon in AY17.

11. **Department of Political Sciences.** The Department was praised for its emphasis on Indigenous Politics and that of a *Globally-connected Hawaiian Place of Learning*. Clearly, this is a choice that is not conventional and this team notes that there may be advantage to differentiating itself in this way. Yet, while books are emphasized for promotion and tenure, the Department lags others in the impact of peer-reviewed journal publications. Thus, the Department is encouraged to publish in more visible outlets, including peer-reviewed journal articles.

The team noted that the Department responded to assessment findings and boasts an award winning teaching faculty. The Department is also encouraged to strengthen the quality of the graduate program by requiring qualitative methods and increasing availability and transparency in graduate assistantships.

12. **School of Communications.** The most urgent concern is the significant resource constraints facing the School of Communications. With (at the time) only 9 faculty to service two distinct BA programs and ballooning majors, concern was very high over capacity to deliver the undergraduate and graduate curriculum. Additionally, the School has not identified a clear research focus given disparate fields of study across the faculty. The Communications faculty are encouraged to identify clear areas of distinction where the reputation for research can be advanced. In Journalism, it is encouraged to consider “Professors of Practice.” Collaborating with the College initiative around citizenship and public policy, with DKI, could be a great opportunity for the School.

In response, the College prioritized two faculty hires in AY16 and AY17.

V. Foundations to Success

Several cross-cutting themes of the Program Review report centered on the need to strengthen foundations in order to enable success of the College. Addressing these underlying issues will serve to enable delivery of programs and support the College’s efforts to innovate.

1. **Supportive University leadership.** The Program Review was conducted against a backdrop of interim leadership, budget austerity, and campus uncertainty. Trepidation about the campus climate certainly came through to the program reviewers, and was hence identified as a significant issue. Indeed the reviewers noted that the climate had worsened in some ways since the 2009 program review. Several of the key issues that were identified will require support from the President, Chancellor, and others. In the words of the review team: *The review committee was taken aback by the directness of critiques directed to the campus in the 2009 review. That assessment pointed to pervasive problems at university and campus levels in need of solutions that would resolve some of the challenges faced by CSS. Our assessment of university and campus leadership decisions and actions, unfortunately, aligns with the 2009 review. Little seems to have changed.*”
2. **Faculty.** A significant issue identified by the reviewers was the drastic erosion of the faculty ranks since the 2009 review. The budget crisis and austerity measures (which included a hiring freeze) coupled with sustained or increasing student demand has decimated some high-impact departments. Significant problems were identified in Communications/Journalism, Psychology, Sociology, Anthropology, Economics, Women’s Studies and Peace. Gaps in key areas of expertise, high reliance on lecturers, and negative impacts on students were all sited as consequences. The review urged the Dean to be bold and set forward an aggressive hiring plan and lobby strongly for the need to rejuvenate the College. Failure to do so will have dire consequences for the College. To cite the Program Review report: *The College will not be able to sustain excellence in research and graduate education, let alone excellence in undergraduate education, if it does not stop the erosion in faculty ranks. At the very least, the College and upper administration should set as a goal that no department in the College provide more than half of its instruction with lecturers. Today, Communication, Psychology, and Sociology all surpass that threshold. Women’s Studies and Anthropology are not far behind.*
3. **Budget process.** While the College is a significant economic engine for the University in terms of student tuition, current budget allocation models do not reward this. The reviewers noted that the College remains significantly under-resourced. This is undermining quality in several key ways including an alarmingly high reliance on

lecturers, lack of support for graduate students, and lack of a critical mass of faculty in key fields among other things. These issues will require significant changes in the budget distribution models of the University which currently significantly under represents student interests.

4. **Online and distance education.** Programs are encouraged to continue initial pilot efforts in online education in terms of course offerings. Also noted is an opportunity for the College to exercise leadership over the quality of delivery of online programs.

Psychology has developed a hybrid online BA degree which was approved through the WASC substantive change process. Revenues could be enhanced, and program access improved, with stronger efforts in this area.

5. In the words of the report: *The University of Hawai'i Mānoa may be able to fill niches in the online degree market that other universities cannot fill. Departments throughout the College of Social Sciences have special strengths in the study of Hawai'i, indigenous peoples throughout the Pacific, and the connections between the United States and Asia. An online degree that brings together these strengths across units in CSS could reach lucrative national and international markets, especially if the online instruction was combined with capstone experiences in Hawai'i.*

6. **Staffing.** Per the report: *Most staff members were very open to the idea of shared services, but expressed the need for a coordinator to develop the shared services...Staff mentioned that it will be easier to hire new staff members into these shared service positions rather than transferring existing staff into these positions (given staff and faculty expectations).* In order to best optimize staffing resources across the college, as Administrative, Professional, Technical (APT) positions within the departments become vacant, departments are encouraged to participate in the newly-formed shared services model. All shared services APT hires report to the Administrative Officer within the College. All departmental needs are then funneled through a central source within the Dean's Office.

The report also mentions: *Some discussion with staff members revolved around a lack of clarity in terms of job responsibilities. For instance, some secretaries were performing the same duties as APTs, but were reluctant to seek job reclassification for fear of losing their jobs or losing their seniority.* Departments participating in shared services will have

more clarity for staff members as to the role of the APT and secretary. All shared services staff members are trained in fiscal and personnel responsibilities and secretaries will have more clarity as to job responsibilities pertaining to academic support. Additionally, shared services offers coverage in cases of departmental staffing shortages due to retirements, resignations, or extended leaves. In order to best benefit all departments and the College, it is essential to grow shared services by adding new hires, with not only current position numbers but by adding additional positions. It is the goal of shared services to eventually support the entire College. Shared services promotes continuity with staff training across departments and provides opportunities for professional development satisfying an additional recommendation from the report.

Several Departments raised issues with the level of research support offered through SSRI. In response, the College is undertaking a significant reorganization of SSRI to include an Office of Research Administrative Services and an Office of Grants Development. The prior practice of having Departmental APTs simultaneously support PIs and extramural funding is being slowly phased out.