

College of Social Sciences
Program Review 2015-2016 Three Year Update
May 2019 (final submission June 30, 2020)

Denise Eby Konan, Dean

During the Academic Year 2015-16, the College of Social Sciences (CSS) underwent Program Review, including a report by external reviewers from peer institutions. The recommendations and findings of this report have continued to guide the Departments and College in our strategic actions over the past three years. The reviewers identified the core mission of UHM and how CSS plays a leadership role.

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

(Program Review of the CSS, May 8, 2016)

The 2015-16 Program Review provided detailed feedback to each of the major units in the College. Each unit has incorporated the recommendations into their academic planning and implementation. This report includes a compilation of unit-level three-year progress reports, as of January 2019. As is evident, each Department used the Program Review process to undertake substantive changes. A few notable examples are:

- **Anthropology** updated general education offerings with ANTH 220: Quantitative Reasoning for Anthropologists (FQ).
- School of **Communications** undertook a workplace audit and developed guiding principles and operating procedures to address School climate.
- **Economics** responded to the call for more undergraduate econometrics and developed a concentration in Quantitative Economics. Economics is the first CSS program to launch a fully online

BA, and the inaugural BAM program – 5 year BA-MA pathway.

- **Ethnic Studies** hired an African American scholar who is also leading the UHM Black Students Association. They co-host the acclaimed Nā Ko'oko'o Native Hawaiian Leadership program with Political Science.
- After conducting research through surveys and peer evaluation, **Geography** changed its name to **Geography & Environment**. Department majors are now on the rise.
- Scholarship and methodology have been the emphasis of the Department of **Political Science**. University Press books and journal articles demonstrate expertise in Global and International, Political Theory, Indigenous Studies, Futures, among other areas.
- Our largest student program, the Department of **Psychology**, has streamlined its fields into four primary areas and is making progress at offering multi-year GAships with careful coordination of TAships, grants, and departmental funds. Recent vacancies place pressure on faculty capacity in this unit.
- An outstanding achievement of **Public Administration** has been its accreditation by NASPAA, after a multi-year application process. The program is rising in rankings as a top graduate program according to USNWR.
- The **Public Policy Center** and **Matsunaga Institute of Peace** are providing leadership for a proposal to offer a new interdisciplinary undergraduate BA in Public Policy (joint with PUBA, DURP, ECON, and other departments). The leave of absence of Dr. Maya Soetoro Ng has created a significant leadership void, at a time when coordination with the Obama Foundation could provide great opportunity. CSS will try to address this challenge with a strategic hire contributing to PPC/MIP and the new BA program.
- Leadership and staff change in **Sociology** has addressed key issues of administrative processing and provided substantive growth in support for graduate students. Challenges with faculty vacancies were partly addressed through internal faculty movement, although the unit remains highly dependent on lecturers.
- The primary recommendation to the Department of **Urban and Regional Planning** is to partner with other programs to add capacity and bolster student demand. New BAM Pathways with Global Environmental Sciences (GES), and collaboration with PUBA and PPC/MIP to develop a BA in Public Policy are highlights. DURP will be a key element of a planned reorganization into a School of Public Policy.
- Small in faculty count, **Women's Studies** is among the most efficient programs in the UH System. High demand for courses has generated substantial SSH per faculty. It is pressing to augment faculty resources due to high reliance on lecturers, perhaps through internal reallocations. The program is very innovative and has launched a Fully Online BA and is developing a new undergraduate certificate program.

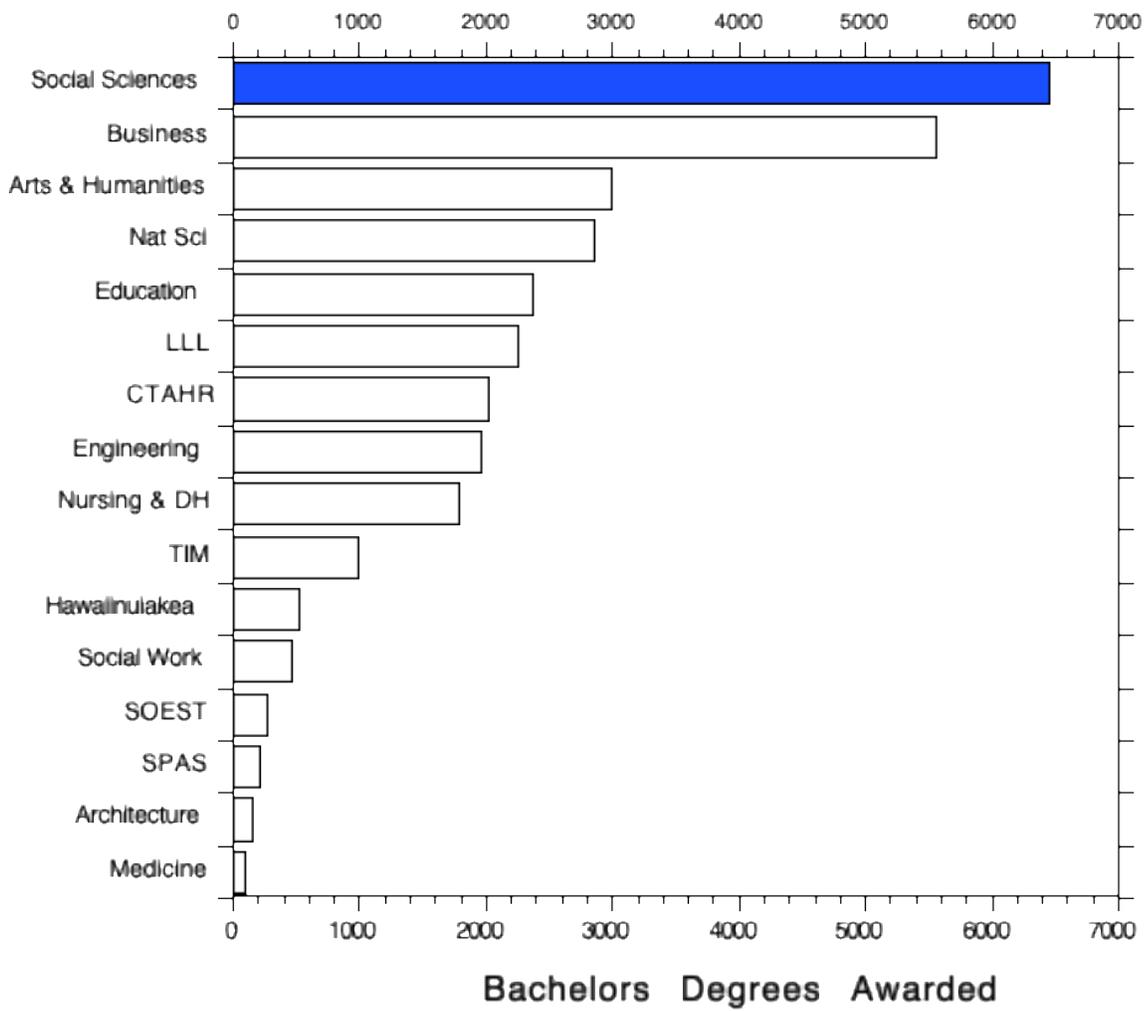
The Program Review 2015-2016 highlighted several CSS signature programs and provided cross-cutting recommendations.

- I. **The Creation of ACCESS.** Launched in 2015, **ACCESS** has become a campus leader in advising, community and civic engagement. This student services unit helps students navigate resources by partnering with offices like Study Abroad (an advisor sits in Dean Hall), Office of Veterans Affairs (with a student lounge in Saunders Hall), and the Mānoa Career Center. A workplace audit by Amrita Mallik will provide the basis to strengthen ACCESS even further.
- II. **Online degrees and certificates.** The College is working closely with UH Online and Outreach College to launch fully online BA degrees in Economics, Women’s Studies, and IS Social Sciences of Oceans. The *temporary* hire of Laura Armer has greatly enhanced professional development and quality assurance for these programs.
- III. **Social Sciences Research Institute.** CSS administrative support has been significantly restructured so as to concentrate research services within SSRI and to provide pre-grants awards. Faculty grant submissions have increased substantially as a result. A next step will be to hire a dedicated Associate Dean of Research.
- IV. **Public Policy reorganization.** The assembly of several small programs into a School of Public Policy will raise visibility, bring synergies, and address current resource constraints. The long process of establishing a new BA in Public Policy has slowed our movement on this initiative. Currently under review by Mānoa Faculty Senate, and modification in response, we hope to move forward with the BA in the coming academic year 2019-2020.

The College continues to be a major force in shaping the future academic success of students at UHM. The College is forward-looking, dynamic, and its award-winning faculty are at the heart of strong and successful educational programs. One of the concerns raised by the 2015-16 Program Review team was the *“drastic erosion of the faculty ranks since the 2009 review.”* During their site visit they noted that the continued lack of investment by the upper administration in one of the most innovative and productive colleges at UHM. The comment that resonated in the first Program Review was reiterated in the most recent review: *“we do a lot with a little.”* One of the main recommendations of the review team was to urge the *“Dean to be bold and set forward an aggressive hiring plan and lobby strongly for the need to rejuvenate the College.”* Without any additional resources or new faculty lines, the College has had to work within the constraints of a legacy budget that has provided limited incentives for having high major counts, generating high student semester hours (SSH), and graduating over 15 percent of the students at UHM. Subsequent to the review, the College made seven hires in academic year (AY) 2017, 14 in AY 2018, eight this AY, and seven are planned for AY 2020. Despite an aggressive plan we are not keeping pace with faculty attrition through retirements, resignations, or terminations. Looking at the numbers, there are 63 faculty still with the College that joined us since August 2011, with seven more planned for next academic year. This is well short of the approximately 84 faculty that have left since 2010-2011, with five more letters of intent to retire in-hand, and at least five more likely in the next one or two years. As faculty are the foundation of CSS, we will need additional counts and funding to sustain our excellence, increase our SSHs taught by faculty, grow our online offerings and degree completion programs, advance new student-centric initiatives (BA in Public Policy, BA in Criminology and Criminal Justice, etc.), and to retain our place as the College that has graduated the most bachelor’s students every year for the last ten years. In fact, our 6,454 BA/BS degrees awarded

(Figure 1) is about 14 percent higher than the next highest college, Business. A strong and thriving College of Social Sciences will help UHM achieve the goals stated in the 2015-2021 UH Strategic Directions document.

Figure 1. Total number of bachelor degrees awarded over a 10-year period (fiscal year 2009-2018) for Colleges and Schools at UHM



Department and Program Three-Year Progress Reports, January 2019

ACCESS Progress Report

ACCESS (Advising, Civic & Community Engagement in the Social Sciences) is committed to providing all undergraduates in the College of Social Sciences (CSS) with major course and career advising, engaging them in activities and internships that extend beyond the walls of the classroom, and inspiring students to become active, productive, community citizens. Our goals are to promote student recruitment, increase retention, and graduation rates in the College.

ACCESS was created in 2015 and has evolved significantly over the last few years. We have stabilized our pool of high-quality advisors and substantially increased recruitment activities, including visiting the UH Community Colleges throughout O'ahu, i.e., Kapi'olani, Windward, Leeward, and Honolulu. In addition, we are attending CC recruitment events on the Big Island, Maui, and Kaua'i. In the last two years, ACCESS has reached out beyond the state and attended recruitment events in California to market the distinctiveness of a social sciences degree at the University of Hawai'i at Mānoa (UHM). Recruitment at the local high school level has also begun with ACCESS advisors working either with counselors or attending events (Explore Mānoa and Mānoa Experience) to recruit high school students.

To facilitate recruitment and graduation, ACCESS is in the process of developing course pathways for all UH CC's, and for select schools on the mainland, e.g., West Valley College, California. These course pathways inform prospective students of the courses taken at their current institution that will transfer as equivalent to UHM GenEd or major degree courses. Thus, students who complete many equivalent courses at their institution will require fewer courses to graduate when they transfer to UHM.

To promote retention, ACCESS now plays an active role in UHM New Student Orientation, which involves ACCESS advisors educating incoming freshman and transfer students to the diversity of opportunities available in the College. Students who declare their major in CSS are integrated into the ACCESS system, which prepares them for a successful academic journey culminating in graduation. Mandatory advising is required especially for freshman and sophomore students. Here, students become aware not only of the necessary GenEd and degree requirements but also of new internships, civic and community engagement opportunities, and study abroad classes.

Notably, data in the last three years show a yearly average CSS student retention rate of 88 percent. This number is higher than the UHM retention rate of 77 percent for first time freshmen. These results suggest that ACCESS Advising and Engagement are able to support a majority of CSS students through graduation.

This past year, two new positions were added to ACCESS. One position involved housing a Study Abroad Advisor with the three other ACCESS advisors in Dean Hall. CSS students can now design clearly-defined degree programs with an ACCESS advisor and consider studying abroad as a means to

accelerate their completion of the required language requirement. We have also hired a lecturer to assist the ACCESS Director of Student Engagement in identifying and offering internships outside UHM to any CSS student. This fall semester, for the first time, 13 CSS students from different departments began their internships. We expect our enrollment to increase with a goal of 40 students in AY 2018-19. These valuable educational internship opportunities improve the students' motivation to remain in college and graduate in a timely manner with enhanced future job prospects.

The Director of ACCESS Engagement, Dr. Ulla Hasager, is playing a leading role in curriculum and faculty professional development both locally and at the national level. An example is the recent recognition of Hawai'i as the first model state for the national initiative Science Education for New Civic Engagements and Responsibilities (SENCER). This SENCER recognition underscores UHM as a Hawaiian and Oceanic place of learning and promoting sustainability. Another example is the continued development of offering civic community experiences that generate innovative solutions for social, behavioral, economic, and environmental issues challenging Hawai'i and the Asia Pacific region.

The number of undergraduate students taking advantage of ACCESS Engagement opportunities as part of their CSS academic course work has grown to approximately 450 in AY 2017-18. The largest groups of participating students are from classes in Anthropology, Ethnic Studies, Political Science, and Sociology. These numbers do not include the additional national and international visiting student groups hosted by CSS, CSS graduate students, or students from other UHM colleges or institutions of higher education.

Future Prospects and Challenges

Since the establishment of ACCESS, advising and engagement activities have grown to meet the demands expected from CSS at UHM. In the future, ACCESS will continue to develop new programs and opportunities for CSS students. We are also in the process of hiring a full-time APT to support the current activities and new initiatives that are under development. For example, discussion is underway to develop a CSS Student-Alumni Network where alumni will offer mentoring advice and perhaps internship opportunities. Other activities include workshops for undergraduates already enrolled at UHM but without a declared major in CSS. These activities will take place every semester to recruit students into the College. Other new informational workshops for students are in the planning stages.

Department of Anthropology Progress Report

This progress report updates the Department of Anthropology's previous response of August 12, 2016 to the College's 2015-16 external program review. In addition, we respond to iVCAA Michael Bruno's request to address any need for: (1) multicultural and pedagogical training of faculty and lecturers; and (2) changes in faculty workload.

To begin, we see no need for additional training in multiculturalism or pedagogy among our faculty or lecturers. Cultural relativism and inclusiveness are the foundation of anthropology as a discipline, and our faculty and lecturers have developed and utilize pedagogies based in such principles already. Anthropology emphasizes an integrated approach to social science and humanistic study, using diverse methods that include material, biological, and cultural analysis. Our discipline's traditional focus on the study of "culture" and the "other" is concerned with diversity and cultural understanding. Scholarly activities involve critical inquiry, advocacy and outreach that recognize the value of local and regional pasts and perspectives in a globalizing world. Participant observation and comparative, cross-cultural analysis are central components of these activities. Our program emphasizes intercultural and international studies, with respect for diversity at every level. All of our undergraduate and graduate coursework in the department addresses diversity and global learning in some form or another. UHM Anthropology faculty research and teach about human evolution; race and human variation; gender, sexuality, ethnicity, and indigeneity; social differentiation, inequality, and societal change; and the creation of local and global structures of domination and resistance. Our concern with problems of difference and cross-cultural understanding is reflected in the Department's commitment to developing knowledge of, and for, communities in Asia, Australia, Africa, Hawai'i, and the greater Pacific, with special interest in the indigenous societies of all these areas. Two of our large survey courses (ANTH 151 and 152) carry GenEd Foundations: Multicultural Perspectives (A/B) designations, and community-based and experiential learning goals (pursued through internships, practicums, field schools, outreach, and study abroad) figure strongly in others.

As remarked upon by reviewers, "*the biggest problem facing...the [Anthropology D]epartment*" at present is the reduction in the size of our faculty since the last 5-Year Program Review. The hire of a Hawai'i/Pacific archaeologist two years ago represents a significant step toward redressing this contraction in staffing, as does the January 2, 2019 hire of a senior Pacific archaeologist (and member of the National Academy of Sciences). But additional hires in environmental (cultural) anthropology and cultural anthropology of the Pacific will be essential to maintaining and strengthening the Department's teaching and research reputation in these key thematic areas.

The issue of faculty shortage could be addressed through changes in faculty workload to require less research-productive faculty to teach more, but since low research productivity is often correlated with poor teaching performance, a strategy that imposes higher teaching burdens on the least active researchers may run contrary to departmental interests. It is probably better to incentivize higher levels of research productivity, teaching performance, and service work among our colleagues than it is to impose punitive measures against those who underperform in these same areas. We are working

with the College to develop a fair and equitable workload policy that can be applied systematically across departments.

External reviewers noted the need for additional attention at the Department level to assessment of learning-based outcomes. Since the review, the Department has completed all ILOs/SLOs and has developed distinct, measurable learning outcomes for all of our degree programs. We have also developed a capstone course-based assessment instrument for our BA program and a set of rubrics for MA and PhD defenses. Finally, we developed and submitted a set of seven department-level questions for inclusion in the new Course Evaluation System drawn from our program SLOs that will be used to track and evaluate course outcomes for future assessment purposes.

Reviewers also suggested that the Department explore ways to make elements of our curriculum more appealing to students in other departments, especially those outside the College. ANTH 220 *“Quantitative Reasoning for Anthropologists”* is the first course in the College approved to carry the new General Education Quantitative Reasoning (FQ) designation. We anticipate that it will prove popular not only among social science students, but also among those studying arts, humanities, and languages. Some of our biological anthropology courses now carry DB diversification hallmarks that are proving attractive to Natural Science students. Our medical anthropology minor is drawing students from biology, nursing, and global health studies. In partnership with Oceanography, we recently implemented a Global and Environmental Studies (GES) Environmental Anthropology Track, and have plans to develop a 4+1 program in this area as well.

Notable Department Updates:

- Professor Miriam Stark received the Chancellor’s Meritorious Citation for Teaching in 2016.
- Professor Ty Tengan (0.5 FTE Anthropology / 0.5 FTE Ethnic Studies) received the BOR Medal for Excellence in Teaching 2018.

School of Communications Progress Report

Since the 2016 Program Review, the School has added four new faculty members, raising the total faculty count for Communications (COM) and Journalism (JOUR) to 13. The new positions have enhanced the School's ability to start to meet the needs of the growing numbers of majors in the COM BA program.

Faculty have been encouraged to participate in multicultural and pedagogical training programs. Of note is Associate Professor Patricia Buskirk's participation as part of the core team to UH Mānoa's Truth, Racial Healing, and Transformation (TRHT), which describes itself as "*a national, community-based process to engage people in racial healing and to catalyze efforts to address inequities grounded in the belief of racial hierarchies.*" She went to Washington, D.C. in spring 2018 for a conference preparatory to starting the TRHT campus center at Mānoa. Professor Buskirk is working to include others from the Campus to participate in these meetings, including Dr. Bergstrom from the School of Communications.

The School has the second highest number of undergraduate majors in the College. In AY 2016-2017 the COM undergraduate major count was 266 (including second majors); in AY 2017-2018 there were 271 majors. School graduation rates have shown steady increases, with 95 bachelor's degrees awarded in AY 2008-2009 at the time of the College's first program review, and 132 bachelor's degrees awarded in AY 2017-2018. Overall, the School maintains a strong undergraduate program that provides the basis for attracting students to the COM MA program. The MA program is small and enrollment has been uneven over the years, but the faculty is committed to growing the program and believes that its focus on Asia-Pacific communication is a distinct strength moving forward.

CSS support has enabled the School to hire outstanding graduate teaching assistants. Of note is Nyle "Sky" Kauwelo, a PhD student in the interdisciplinary CIS-PhD program (between Natural Sciences, Social Sciences, and Business), who teaches courses in information and communication technologies (ICT) and has developed a popular course in Esports. In May 2017, Kauwelo was honored with the Frances Davis Award for Excellence in Undergraduate Teaching.

The School remains focused on its students, and makes highlighting student work a priority. Through the support of the Media Lab by the College, JOUR students have written, reported, and produced a television news magazine show, UHMtv, that showcases their work. These programs are broadcast in the fall and spring on KFVE television, giving students access to a wide local audience. Many students have gone on to careers with local and mainland broadcast stations.

The School and CSS continue to work with Campus administration on plans to move the Media Lab from the KHET/PBS Hawai'i building, where it has been since 2001, to Sinclair Library. The move is currently planned for Summer 2019.

With the assistance of Dean Konan, the School has been working with Amrita Mallik, UHM Director of Campus Climate Initiatives, on concerns over faculty climate issues. This assistance is geared toward redirecting energies to focus on substantive programmatic issues confronting the School such as securing new positions, enhancing resources for teaching and research, and teaching and mentoring of students.

The essential structure of the undergraduate Communication program has been in place since at least 2012. In preparation for the next Program Review, the School plans to engage in a Visioning Process for the future in spring 2019. A retreat is planned to discuss issues related to the curriculum and other matters necessary for a clear and coherent plan that the School can follow in the coming decade. At that time, the School hopes to do a more comprehensive review of strengths and challenges of the program.

Department of Economics Progress Report

Our Department was reviewed by the visiting expert team just over two years ago. Below are their four recommendations to us followed by a discussion of how we have responded to their suggestions.

1. *Maintain or slightly increase faculty numbers.*

Since AY 2015-2016, we have had two retirements and three contract non-renewals. We have been able to hire four faculty members since then. All four had competing offers from other top research universities throughout the world, but we were able to attract them despite the competition. In addition, we are hiring a fifth person this year which would bring our total faculty count to 20. We would like to hire additional faculty members. However, to do this, we will need to grow our undergraduate program which typically has 220-250 majors per academic year. If we grew it to beyond 300 majors, then we might be poised to obtain additional FTE support.

2. *Consider offering undergraduate econometrics courses more often, serving both majors and nonmajors.*

Moving forward, we will offer “*Introduction to Econometrics*” (ECON 425) once per semester, and “*Economic Forecasting*” (ECON 427) once per year. In addition, we will be offering a new course “*Data Analysis and Visualization*” (ECON 256) at least once per academic year.

3. *Seek to engage students with quantitative interests, actively recruiting students from the Colleges of Natural Sciences and Business.*

We have recently implemented an undergraduate Quantitative Economics Concentration that requires two courses of calculus, a data visualization course which uses R, econometrics and either forecasting or mathematical economics. We hope that this concentration will attract more majors, particularly from the Colleges of Natural Sciences and Business.

4. *Solve staffing problems expeditiously.*

Since the last review, we have filled our secretary position. In addition, we have one in-house undergraduate advisor, a web programmer, two student helpers, and a faculty specialist advisor housed in another unit who assists with Economics advising. Additionally, our unit has joined the College’s Shared Services initiative.

Notable Department Updates:

- We have established an ECON 4+1 BA/MA.
- We have established a 100 percent online BA degree completion program.
- We have received support from the College to provide online tutoring services via the Online Learning Academy at UHM for several of our gateway courses being offered online.

Department of Ethnic Studies Progress Report

In the two years since Ethnic Studies (ES) received its Program Review, we have steadily addressed the areas of improvement identified by the reviewers.

The review recognizes the centrality of ES in promoting the University's mission to become a "*Globally-connected Hawaiian Place of Learning*", and in offering the University and the College a "*strategic advantage*" in teaching and research arising out of our location in the Pacific. The report affirms the new direction that is moving the department toward a research, teaching, and community engagement focus on Oceanic Ethnic Studies. It commends the confidence we give our students to become academically successful, and notes the value that ES students place on the Department's excellent community engagement and service learning opportunities.

I reflect on our progress with regard to the three recommendations made by the reviewers and the steps we have taken in the areas of growth to which the report points.

1. *Develop an M.A. program through Outreach College that combines online and summer session courses.*

We are building capacity to offer an MA program by adopting a three-pronged approach.

- We have adopted several new strategies to recruit majors. Our existing majors express interest in getting a post-graduate degree in our Department. See below on the steps taken to make ES an attractive major.
- We have taken advantage of the VCAA's 4+1 program, BA-MA combined programs to develop two tracks for our undergraduate majors to get a post-graduate MEd in Educational Administration (Higher Education) and Educational Foundations. This is a step toward developing our own MA program to attract our undergraduates. The Department of Economics 4+1 BA-MA program will serve as a model.
- We are also looking to offer professional development for our core faculty so that they can offer online courses. The expertise being offered by the College's new Director of Digital Learning Initiatives is timely.

2. *Faculty should focus attention on publishing in refereed journals.*

We continue our endeavors to publish in refereed journals, and mentor our tenure-track faculty to do so. Several of the mid-career ES faculty are working on finishing peer-reviewed, university press-published monographs. The Department's tenure and promotion guidelines place value on peer-reviewed monographs, more suited to the research areas and methodologies of our current faculty, and also on publications and materials that emerge out of engaged scholarship that the University recognizes as important scholarly contributions.

In the 2016 response to the program review, we noted that the Department made efforts to support the publication of peer-reviewed journal articles through workshops conducted in-house

and at the annual meetings of professional associations relevant to our field. We have conducted and participated in such workshops.

3. *Search for a scholar who can teach the African American experience and reinforce the department's expertise in Oceanic Ethnic Studies*

In Fall 2017 we hired an African American Studies specialist, who has brought new energy and curricular innovations to our Department. The specialist also serves a critical role as the faculty advisor of the Black Students Association, which has been a lifeline for UHM's Black students, including Pacific Islander students who identify as Black. The success of the efforts can be gauged by the fact that more than 100 students, parents, and community members attended the 2018 Black Grad event.

Majors in Ethnic Studies

The Department continues to develop recruitment strategies to attract more majors. Given our mission, our pedagogy, and our commitment to bridge educational disparities, we are well poised to work with "*first generation and non-traditional students*" who are identified by the reviewers in their introduction to the program review as making up a big share of our student population.

The Nā Ko'oko'o Native Hawaiian Leadership Program, which is part of the CSS Dean's Initiative in this area, has been important in raising the Department's visibility among undergraduates and attracting majors.

Since the review, we have been intentionally involved in the dual-credit Mānoa Academy and its student success initiatives, as well as the Mānoa Access Initiative run out of Native Hawaiian Student Services. We continue our work with the Gear-Up Summer Bridge Program and reach out to high schools. We continue to offer tutoring and peer-to-peer mentoring at high schools through our service-learning students.

Development of our Department as "the foremost center for Oceanic Ethnic Studies"

We have been successful in hiring and housing a new faculty member who is part of the CSS Sustainability Cluster and lends the cluster her expertise in Hawai'i and the Pacific.

Departmental stability as faculty members retire

Our ability to thrive as a Department and fulfill the central mission of the College and the University depends on filling the positions that will become vacant through retirements. The reviewers' report was sensitive to the significant challenges that the Department faces with retirements. The reviewers note, "*As with any small department, faculty departures lead to a considerable amount of anxiety about the future and with three retirements expected in the not too distant future, there is some concern about the department's ability to sustain its work moving forward.*" The courses taught by

members of our faculty who are planning to retire focus on Hawaii's rich legacy of multiethnic heritages, and on comparative race and ethnic relations and conflicts. With the retirements coming up, we want to maintain our premier position in Asian American Studies. We need to hire promising scholars whose research interests will reflect the state of that field.

We have a vision to hire in innovative areas in our field. We want to build on the new curricular opportunities offered by the incorporation of the Center for Oral History into the Department. We want to develop our capacity in digital learning, digital storytelling, and enhancing the attention to digital media as increasingly charged sites at which ethnic and racial identities and conflicts are expressed and battles over public policy waged.

Notable Department Updates:

- Professor Ty Tengan (0.5 FTE Ethnic Studies / 0.5 FTE Anthropology) received the BOR Medal for Excellence in Teaching 2018.
- Professors Kent and Labrador received the College's 2018 Excellence in Teaching Award.

Department of Geography & Environment Progress Report

Since the 2016 program review, we have made significant efforts at program promotion. We also are continuing to improve our graduate program and maintain a high quality in our scholarship. One indicator demonstrating our progress: at the time of the 2016 program review, our program was ranked among the top 49 in the U.S. in the National Research Council (NRC) ranking conducted in 2010. Just this year, a new ranking, the 2018 World University Ranking, rated our Department 26th in the U.S.

Below I highlight areas of progress as well as gaps with regard to the suggestions, comments, and observations made by the External Review team in 2016.

Undergraduate Program

One major recommendation from the External Review team, also an area of focus in our own assessment, was the need to grow our undergraduate program. We have been making strategic efforts toward this end and they are starting to pay off.

- 1. *Revamp the Department website:*** We have revitalized the Department website to make it more student-oriented, and we have incorporated a promotional video and social media on the website. We appreciate the help of Bill Morrison from the CSS Dean's Office on these efforts. These changes help reach out to students and potential majors.
- 2. *Promote the major to 100-level classes and at UH CCs:*** We have made consistent efforts to promote our program to students in our 100-level classes (GEOG 101, 102, and 151), and we have also met with colleagues from a number of UH CC's and provided materials on "*What Is Geography.*" Our goal in these presentations is to help students become aware of what our program has to offer.
- 3. *Change the Department name:*** The External Review team suggested that we carefully assess the issue of department name change. We did, spending several semesters collecting information and surveys and consulting with students, alumni and related units in the UH System. Our application for department name change was approved earlier this year. Instead of "Department of Geography" we are now "***Department of Geography and Environment***". The new name fits better with our identity and helps potential majors and the public understand what we do. The name change has started to generate more inquiries about our BA program.
- 4.** We have also revitalized the BA curriculum to offer more flexibility in course selection. In particular, we relaxed the course requirements in subareas. At the same time, we provided a new integrative course, GEOG 325 "*Geography, Environment and Society,*" to help students in the hallmark integrative reasoning of our discipline, as well as to help strengthen our identity as reflected in the new department name.
- 5.** We continue to engage with Outreach College to strategically expand our online course offerings.

6. The External Review team recommended that we expand the reach of our GIS program. To do so, we have submitted an application to establish an Undergraduate GIS certificate. Approval of the certificate by the UHM Faculty Senate is expected at their November 2018 meeting.
7. As cautioned by the External Review team, we did not pursue the addition of a BS major.

The combined efforts listed above have started to show their effect on the growth of undergraduate majors. Last year's count was 45 majors; this year we expect to reach 60-70 based on the current data and trend of new major declarations. In our initial assessment, we believe the department name change combined with our other efforts are making a difference.

Graduate Program

The External Review team pointed out the issue of uneven graduate advising, and our graduate committee has paid attention to the issue. We believe the issues graduate students were having with advising had to do with communication, and our faculty have met and discussed this issue. To help improve our department-wide communication skills, our faculty, staff, and TAs have recently received a training by communications experts.

The External Review team suggested that we consider measures to accommodate student work schedules in our teaching. We have paid special attention for potential scheduling conflicts, especially for GAs, and have helped reallocate GA duties to accommodate their course schedule. At this time, graduate students have not expressed any concerns with our recent course scheduling.

One major concern raised by the External Review team was graduate student funding. Our College-allocated funding has decreased over the years, and we ended up losing highly qualified graduate students admitted to our program for lack of sufficient funds. To overcome these challenges, we have made various efforts to help fund the graduate students who decided to attend our program. In addition to providing students with Achievement Scholarships, we help direct our graduate students to East-West Center fellowships, and other on-campus sources (e.g., HIMB). We build connections with off-campus institutions to help get our students funded. Some of our students have been successful in securing dissertation improvement funds from NSF and other sources. Our faculty are successful in receiving intramural research funding (e.g, CSS-SSRI and Sea Grant) and extramural awards (NSF, Hawai'i DLNR, etc.), and these grants often include the hiring of graduate assistants. As a result of these combined efforts, most of our graduate students are currently funded.

In addition, an emeritus faculty member has recently established a UHF Research Travel Fund to assist our graduate students in their field research endeavors. This will supplement monies made available from our Department budget, as we prioritize graduate student research.

Growth and Gaps in Faculty Lines

The External Review team has highlighted our engagement in the Asia-Pacific area. It's been a long-standing strength, with our expertise in Indonesia (Krisna Suryanata and Lisa Kelley), Thailand and Myanmar (Tom Giambelluca, Mary Mostafanezhad, and Brian Szuster), India and Bangladesh (Reece Jones), and China (Hong Jiang). The addition of a Sustainability Cluster hire to our Department, Dr. Lisa Kelley in 2017, has helped strengthen our area of human-environmental studies as well as research in Southeast Asia.

A related consideration is Hawai'i. Historically our Department has had strength in Hawai'i studies, and has played an instrumental role in the establishment of Hawai'i Studies at UHM. We lost expertise in Hawai'i and the Pacific Island studies with faculty retirements more than a decade ago. At the prompt of the External Review team, we have considered Hawai'i Studies carefully and are considering building up that strength again. In our most recent request for a faculty hire (May 2018), we put Hawai'i Geography on top of our list; however, we did not receive approval by the College to move forward.

Department of Political Science Progress Report

In the 2015-16 program review, the external reviewers made three recommendations to our Department. Each is addressed below:

1. Faculty should make more concerted efforts to publish in high visibility outlets that are receptive to the subject areas and kinds of scholarship in which the Department specializes.

Since the last program review, our faculty have been steadily publishing a strong stream of works in our major areas of specialty: political theory, socio-legal studies, Indigenous politics, international relations, and security studies. Between 2016 and 2018, our faculty published eight single-authored books, with prestigious academic presses including Cambridge University Press, Duke University Press, Cornell University Press, and University of British Columbia Press. Additionally, we published seven edited volumes on which one or more of our faculty members were lead editors. These included books published by Duke University Press, Routledge, and Ashgate Publishing Group.

Since the program review was completed, our faculty have published 29 journal articles collectively. A list of “high visibility” journals in which our faculty’s research has appeared during 2016 – 2018 includes:

| | |
|---|--|
| <i>Political Research Quarterly</i> | <i>Politics, Groups, and Identities</i> |
| <i>PS: Political Science & Politics</i> | <i>Globalisations</i> |
| <i>Annual Review of Political Science</i> | <i>Theory & Event</i> |
| <i>South Atlantic Quarterly</i> | <i>Political Theory</i> |
| <i>Human Rights Quarterly</i> | <i>International Studies Review</i> |
| <i>Social & Legal Studies</i> | <i>Urban Studies</i> |
| <i>Critical Studies on Security</i> | <i>Political Geography</i> |
| <i>Daedalus, Journal of the American Academy of Arts and Sciences</i> | <i>European Journal of International Relations</i> |
| <i>International Political Sociology</i> | |

2. The Department should create a more systematic suite of qualitative methods courses that all graduate students should be required to take.

From Fall 2016 – Fall 2018, we have offered a number of distinct methods courses, as follows:

| Semester | Course number and Title |
|-------------|---|
| Fall 2016 | POLS 600 “ <i>Scope and Methods of Political Science</i> ” |
| Spring 2017 | POLS 605 “ <i>Topics in Methodology: Indigenous/Feminist/Narrative Methods</i> ” POLS 612 “ <i>Hawaiian Political Thought: Theory and Method</i> ” POLS 703 “ <i>Writing Politics</i> ” |

| | |
|-------------|--|
| Fall 2017 | POLS 600 <i>"Scope and Methods of Political Science"</i> POLS 610 <i>"Political Theory and Analysis"</i> POLS 702 <i>"Seminar: Research Methods"</i> |
| Spring 2017 | POLS 605 <i>"Topics in Methodology: Interpretive Methods"</i> POLS 702 <i>"Seminar: Research Methods"</i> |
| Fall 2018 | POLS 600 <i>"Scope and Methods of Political Science"</i> POLS 610 <i>"Political Theory and Analysis"</i> |

POLS 600 is now offered every fall as an introductory graduate-level course. Then over the next year, we aim to offer at least two different 600-level methods courses and one 700-level seminar focusing on methods. We have not changed our MA and PhD program requirements for students, but we are strongly encouraging them to incorporate more methods courses into their degree programs. The main reason we have not increased the requirements is that we feel it would be unfair to do so without being able to provide fuller funding support for our graduate students.

3. *The Department should increase the clarity and transparency in the distribution of graduate assistantships and other resources to support graduate students.*

Since the program review, we have been fortunate to have a new graduate chair, Professor Katharina Heyer, who has devoted a significant amount of time to mentoring students and to working closely with the Grant, Awards, and Hiring (GAH) Committee to increase clarity and transparency in the way GAships and other forms of support are distributed. Our GAH Committee is comprised of both faculty and graduate student representatives. In addition to graduate teaching and research assistantships, our Department offers Achievement Scholarships and travel support. This past year, we also added dissertation completion awards. All of these programs are competitively selected by the GAH Committee.

Notable Department Updates:

- Professor Sarah Wiebe joined our Department as part of the College’s Sustainability Cluster hire initiative in Fall 2017.
- Professor Larry Nitz received the College’s 2017 Excellence in Application Award.

Department of Psychology (PSY) Progress Report

The Expert Review team made five recommendations and our progress in addressing each is discussed below.

- 1. The graduate program is in need of being streamlined and focused. The Department would benefit from identifying 3-4 primary areas of concentration and build upon those together with possible other connections throughout the University. Such partnerships could add depth to the already existing programs.***

The Department is currently in discussions about reorganization. This topic has been brought up by the faculty in the past, and was the impetus for the bridging hires we have completed over the past few years. These hires included a bridge between our cognitive and behavioral neuroscience concentrations, as well as a bridge between our social and cognitive concentrations. We believe these bridging hires have led to enhanced student training, as several students are now being co-mentored by faculty across concentrations. We hope to make progress this academic year in putting together options for reorganization based on Department strengths and future goals.

- 2. Administrative support at the dean and vice-chancellor level is needed for a 3-4 year plan to rebuild faculty lines in the Department. The size of the faculty is completely inadequate in order to deal with the large number of undergraduate majors that the Department draws. Given that the Department graduates the most degrees at the University, this Department should be given top priority to rebuild its faculty strength.***

In terms of faculty hires, we are still down in the number of faculty needed to manage the number of students interested in taking Psychology courses and those who are pursuing Psychology as a major. We have been fortunate enough to hire three new tenure-track faculty members in the past two years, and one temporary visiting professor. Therefore, we are making significant progress, but are still in need of additional positions to be on par with Psychology departments at our peer institutions.

- 3. Funding graduate students should be a high priority of faculty members. Long-term trends in graduate education should be examined so that good projections can be made as to how many years of support can be guaranteed to students. Incentives should be put in place to reward faculty members for writing external grants that include graduate student support.***

We have made great strides in funding graduate students. While we still have a long way to go to be comparable to other universities, we have been able to consistently provide multiple-year funding to incoming graduate students for the past several years. The caveat to this is that often this funding is not guaranteed at the time of admission. Rather, at the end of the first year, students either secure other funding on their own or receive a second year of funding as a teaching assistant after the admission cycle is completed and we have determined that we have “extra” GAships to allocate. Unfortunately, this uncertainty (whether they will indeed be granted another year of funding) increases stress and slows progress for these students. Therefore, in order to improve our recruitment of top students and to improve students’ experiences once they are here, we are developing a plan to

be implemented in the Spring 2019 admission cycle to guarantee all incoming students funding at the time they accept the admission offer. We are working on scenarios for 2-year, 3-year, and 4-year funding to determine which plan will work given the Department budget, outside funding sources from research grants/contracts, and the College allocation. Although in practice this multiple-year funding does not differ significantly from what the department has done for the past several years, we believe the addition of the guarantee at the time of admission will improve our ability to recruit strong students and support them throughout their time at UH. We would like to note that we strongly believe the University should be providing multiple-year funding to graduate students (as is done in most mainland universities), rather than leaving it up to departments; however, in the absence of this, we are committed to do what we can to improve graduate student funding in our Department.

Additionally, the department is currently discussing the possibility of incentives to reward faculty members for writing external grants. A recent survey of the Chairs of Graduate Departments of Psychology showed that often this is a small monetary incentive given to faculty members who apply for grants (e.g., \$500), or in some cases, a course release that allows the faculty member time to write the grant. The Department has not reached any decision about implementing such an incentive system but the discussion is ongoing. Ultimately, any type of incentive would need to be approved by the Dean.

4. Development activities should be targeted toward the clinic, as it is fertile ground for gifts relevant to patient gratitude. Faculty members described that there were several missed opportunities in development with the clinic, as potential donors did not have a clear understanding about how to make a donation that would directly benefit the clinic

The new Department Chair is in discussions with the clinic coordinators on ways to provide donors with specific information on how to support the clinic and its operations. This has been an ongoing process since the program review.

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

Faculty members continue to do research supervision with undergraduates; however, many already have a system where graduate students (or postdocs) mentor undergraduate students. Weekly meetings are scheduled between all parties but day-to-day supervision is often shifted to the graduate student mentors. This approach ensures the continued quality of the research being conducted while also freeing up faculty members to meet other obligations.

Additional notes: One issue identified in the program review was the need for multicultural training for faculty. The Department of Psychology formed a Diversity Committee two years ago to address feedback in the Department by graduate students that they were not being mentored adequately on

diversity issues. Through this committee, we developed a mission statement, and highlighted concentrations, courses, and faculty research in our Department that have focused on diversity in some form. Starting last year, this committee has also sponsored graduate student awards for student projects, theses, and dissertations that focus on diversity. Finally, we have also sponsored colloquium speakers and workshops to discuss these issues. We have both faculty and students serving on this committee, and in fact, much of what has been accomplished has been driven by graduate students. We have yet to document whether these activities have filtered down to the undergraduate level, but we believe that this is the first step in raising awareness among our faculty, staff, and students to the importance of incorporating diversity in our curriculum and our training, as well as improving graduate and undergraduate students' experiences during their time at UH.

Notable Department Updates:

- Professors Kristin Pauker (2018), and Scott Sinnett (2017) received the BOR Medal for Excellence in Teaching.
- Professor Jack Barile received the College's 2018 Excellence in Research Award.
- The Department is currently proposing a Minor in PSY, and a 4+1 BA/MEd with the College of Education.

Public Administration (PUBA) Program Progress Report

The Expert Review team made five recommendations and our progress in addressing each is provided below.

Response to Recommendation #1:

The program review committee identified faculty recruitment as the number one priority in its 2016 report. It noted how the small size of the faculty “*will make it difficult for the Program to reach its objectives and support the initiatives of the Dean.*” At the time, the faculty consisted of four full-time and two half-time faculty members—only just sufficient to meet NASPAA’s accreditation requirement that the Program be staffed by 5.0 FTEs. Since that time, one senior full-time faculty member retired, and two very high-quality, full-time junior faculty members were hired. Two more senior faculty members announced their retirement this year in specialties that are integral to the Program’s curriculum. We have received approval to hire two faculty members in the critical areas of budgeting and nonprofit management for Fall 2019.

The review committee also praised the “impressive” diversity of the PUBA student body. However, the program faculty have not been very representative of the students up to now. The Program prioritized rectifying that mismatch. The two most recent hires (one Asian man, one Asian woman) make the faculty significantly more representative of the student body.

Response to Recommendation #2:

The required “*Introduction to Public Administration*” (PUBA 602) course integrates multicultural approaches and perspectives in every topic covered in the course. We have added a new elective course to our curriculum that we offer every year on “*Indigenous Governance*” (PUBA 641). The lead faculty member on global leadership has been on extended leave so we have not been able to put together additional curriculum offerings focused on global leadership. With future hires we will continue to strengthen our commitment to a multicultural curriculum.

Response to Recommendation #3:

The faculty is committed to receiving feedback from our MPA students and use this input to consider revisions to the curriculum or program elements. Each faculty member conducts a course evaluation and now the Mānoa campus of University of Hawai‘i has established a universal system for all faculty asking six required questions. The PUBA faculty reviewed these questions and added seven more. The faculty wanted to ask questions specifically related to the PUBA mission and its program learning outcomes. This system will be introduced at the end of the Fall 2018 semester.

Each semester, the Chair meets with the incoming students to check in on their progress and provide students the opportunity to give feedback about the curriculum and the program. We reserve time in our monthly faculty meetings to check in with the faculty regarding any student feedback or issues. Recently we had a discussion about plagiarism and are currently designing policies and procedures to

handle this concern. We believe that many students have not been trained in the proper citation systems for paper or reports, so we will be developing a training program for all our students. We have a timetable and a systematic review for course assessments. So far, we have done policy, budgeting, and this year we will do HR. We review student papers and apply our rubric. We then discuss the findings in our faculty meetings.

Response to Recommendation #4:

The Program has taken seriously the suggestion to expand course offerings to the undergraduate level. In 2017, with the support of the Dean, the Program began planning to create a School of Public Policy with the Department of Urban and Regional Planning and the Public Policy Center/Matsunaga Institute for Peace and Conflict Resolution. A key component of the School would be to offer an undergraduate degree in Public Policy, with all three units contributing courses. A structure for the degree has been vetted and the units have received permission to plan from the University.

Response to Recommendation #5:

With the recent hire of two new Assistant Professors (2017), four out of seven PUBA faculty members are now located next to each other on the same floor of Saunders Hall, cultivating both teaching and research synergies to strengthen our program. Although it is nearly impossible to have all faculty in the same space, proximity of faculty offices will continue to be a priority for all future hires.

Public Policy Center (PPC) Program Progress Report

The PPC continues to develop and expand its research on and intensive community involvement in energy transformation in Hawai'i. Since 2016, PPC has received over \$450,000 in grants and contracts related to energy. The PPC has received and is now evaluating its first survey of the attitudes of Hawai'i residents to several topics, including energy transformation. PPC has also received a generous endowment for continued energy research from Professor Sharon Moriwaki on her retirement as senior researcher. Specialist Moriwaki's position was successfully filled by Dr. Sherilyn Wee. PPC faculty are continuing a multi-year (\$1.3 million) contract evaluating child welfare services for the Department of Human Services; has received a \$20,000 contract for facilitated discussions on transit-oriented development from the State legislature; and has also received a small grant to facilitate a legislative committee on medical cannabis.

PPC continues to work toward the development of a much-needed multidisciplinary BA in Public Policy in response to Recommendation 1 below.

Matsunaga Institute for Peace and Conflict Resolution (MIPCR):

Since Spring 2016, student enrollment and the number of courses offered continue to demonstrate strong student interest in peace studies and conflict resolution (Table 1). To further its commitment to global engagement and practical peacemaking, MIPCR has partnered with the Peace Corps to offer the "*Peace Corps Prep Program*" on the Mānoa Campus. The Prep program combines academic coursework, hand-on experience, intercultural skills, and leadership development to strengthen a student's application for the Peace Corps service, as well as to earn a UHM Peace Studies Certificate.

Table 1. Peace & Conflict Education (PACE) student enrollment and courses offered since spring 2016*

| Semester | No. of UG Courses Offered | UG Enrollment | No. of UG Outreach Courses Offered | UG Outreach Enrollment | No. of Grad Courses Offered | Grad Enrollment | No. of Grad Outreach Courses Offered | Enrollment in Outreach Grad Courses |
|----------|---------------------------|---------------|------------------------------------|------------------------|-----------------------------|-----------------|--------------------------------------|-------------------------------------|
| SP16 | 12 | 265 | 3 | 32 | 2 | 32 | | |
| SU16 | | | 10 | 129 | | | 1 | 10 |
| FA16 | 8 | 146 | 3 | 45 | 2 | 18 | | |
| SP17 | 11 | 200 | 3 | 36 | 2 | 31 | | |
| SU17 | | | 11 | 125 | | | 1 | 5 |
| FA17 | 8 | 166 | 5 | 65 | 2 | 18 | | |
| SP18 | 9 | 158 | 6 | 65 | | | 3 | 23 |
| SU18 | | | 11 | 124 | | | 1 | 16 |
| FA18 | 10 | 199 | 3 | 41 | 2 | 8 | 1 | 6 |

*UG, represents undergraduate; Grad, represents graduate.

The importance of MIPCR to the community is illustrated in the over 60 events that we have been involved in since the 2016 program review, including community forums and workshops organized, sponsored, or cosponsored by MIPCR.

1. Give serious consideration to launching a BA in Peace, Policy, and Conflict Studies. Market analysis would be useful in determining the viability of this program and likely enrollments.

MIPCR and PPC are actively developing a BA in Public Policy, which will also involve the Public Administration Program and the Department of Urban and Regional Planning. We hope that this proposal will be approved and can be launched in the Fall 2019 semester. Several new cross-listed classes with PUBA and DURP have been offered this semester and will become part of the BA when initiated.

2. The integration of MPIRC and PPC is still a work in progress and like any good marriage requires care and maintenance. Time and resources should be provided for this purpose. There is a lot that can be learned from these merge (sic) of these two units and the success that they are enjoying.

MPIRC and PPC continue to hold joint Department meetings and share a joint budget, which is under the direction of the Director of PPC. The PPC Secretary and the MIPCR APT consistently assist each other with events throughout the year. The PPC Secretary also assists with the official class scheduling forms and offer letters to lecturers who teach for MIPCR. Finally, in collaborative efforts in the past two years, the MIPCR APT has provided facilitation services to both PPC (through the ACT 230 and ACT 116 Medical Cannabis Groups) and HEPF (during their annual Clean Energy Day at the end of August). The two units regularly cosponsor events. MPIRC and PPC faculty have also been actively working together on a proposal for a BA as discussed in Recommendation 1. When the proposed

multidisciplinary BA is approved, one of its immediate effects will be greater integration, not only of PPC and MIPCR but of other units in the College.

3. *The recent success of winning contracts increases the administrative needs of the unit. An additional staff member should be provided to assist the director and faculty of the Department.*

As noted earlier, PPC continues to be successful in bringing in grants and contracts. We now receive administrative support from the Colleges' Shared Services program for certain general office, travel, and research-related needs. Support has included hiring and handling employment requirements of graduate and undergraduate student assistants, budget oversight, purchasing supplies, and providing advice on human resources and fiscal requirements.

Department of Sociology (SOC) Progress Report

The Expert Review team made four recommendations and our progress in addressing each is listed below.

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

In CSS, SOC has the lowest ratio of faculty to majors. Currently we have 12 faculty, 257 undergraduate majors (AY 2017-18), 10 MA students and 36 PhD students. Since the program review, we have had one retirement (Dr. Koo), and one impending retirement in Spring 2019 (Dr. Steinhoff). We have added three faculty members: two tenure-track assistant professors (Dr. Darrah, Spring 2016; and Dr. Lin, Fall 2017), and we have accepted an associate professor transfer from the Department of Women's Studies (Dr. A. Kimura). It is quite apparent that, to meet the needs of undergraduate and graduate student population, it is essential to add at least two new faculty members in the next couple of years to achieve a more reasonable faculty to student ratio.

2. *Graduate student support should be a top priority for faculty members. Faculty incentives should be provided to facilitate external grant submissions that include support for students.*

Due to our high undergraduate SSH and size of our PhD program, we are allocated eight GAships by the College. Due to our Outreach Extension and Summer revenues, we have been able to support three more GAships over the past years. Given our current budget constraints, however, this number has been reduced to two in AY 2019. In addition, we have faculty members who are able to support graduate students through their extramural grants. Our graduate students are also very competitive in obtaining research assistantships outside the Department. Currently, we have at least seven students who are able to find GAships in other units across campus due to their solid methods skills. This means that more than half of our graduate students are supported by graduate assistantships inside or outside the Department. We wish to offer more support to our graduate students. However, as mentioned by our former Department Chair, "*Our ability to use Outreach income to support students is limited as long as we must spend \$150,000 a year on lecturers to cover day classes. This is simply not sustainable and can only be resolved with the hiring of more regular faculty to teach the core day program.*" Hence, upper administrative support is essential for the healthy development of our program.

3. *The four graduate student concentrations should be examined and potentially reduced to a smaller number of areas, so that faculty members can better provide in-depth training to graduate students in these areas.*

We collectively believe that these four concentration areas are necessary to provide a quality sociology education and maintain our unique Department identity. We have been working diligently in recruiting faculty into these areas of expertise. As mentioned by our former

Department Chair, *“The problem is not that we have too many areas of specialization, but that we have too few faculty members for the size of our undergraduate demand.”*

4. The staff situation in the Department needs to be resolved either by hiring an APT for the Department or having Shared Services in the Dean’s Office provide these services. This situation seems very serious and needs to be addressed as soon as possible.

After becoming the Department Chair in Fall 2018, I have been closely working with our secretary and student helpers to expand the hours the main office remains open to serve the needs of our faculty and students. Our Department is now part of the College’s Shared Services, and this has significantly decreased the workload of our secretary.

Department of Urban & Regional Planning (DURP) Progress Report

Based on the recommendations of the external review team, DURP is:

1. *Focusing on growing the graduate and certificate programs.*

A faculty subcommittee has been tasked with recruitment initiatives. The Department is also planning to increase its undergraduate course offerings during the summer, especially since the few undergraduate courses offered in the past have been well received and are in high demand. These could also be taught online.

2. *Exploring opportunities to partner with other related disciplines on campus to develop pathway programs.*

The first of these began in Fall 2018 in collaboration with the School of Ocean and Earth Science and Technology. It combines the Bachelor of Science in Global Environmental Science (GES) degree with the Master in Urban and Regional Planning (MURP), allowing students to receive a combined undergraduate and graduate degree in environmental planning in five years instead of six. Other efforts to facilitate collaboration include a dual master's degree with Diponegoro University, a public university in Semarang, Central Java, Indonesia, and 3+2 programs with universities in China (Beijing University Civil Engineering and Architecture, Zhejiang Gongshang University, Hainan Normal University).

3. *Offering several courses in the evening to accommodate students in the certificate programs who are typically part-time.*

The Department is also exploring the possibility of offering online courses to meet the professional certificate requirements.

4. *Supporting faculty in securing externally funded grants.*

This facilitates research and scholarly achievements, national/international prominence, and academic excellence.

Notable Department Updates:

- Professors Priyam Das (2018) and Ashok Das (2017) received the Chancellor's Citation for Meritorious Teaching.
- Professor Daniele Spirandelli received the College's 2017 Excellence in Teaching Award.
- DURP is an integral part of the discussion with PUBA and PPC to develop a new School in CSS and a BA in Public Policy.
- Dr. Philip Garboden joined the faculty in Fall 2018 as the HCRC Professor in Affordable Housing.
- Dr. Makena Coffman became the Director of the Institute for Sustainability & Resilience (ISR), UHM.
- DURP has received approval to hire two new faculty members in Fall 2019, one a joint appointment with PPC.

Department of Women's Studies (WS) Progress Report

The Department of Women's Studies has continued to expand and grow in many aspects. Here, we highlight three areas that respond to the concerns raised by the External Review team and the iVCAA.

1. *Multicultural and Pedagogical Training*

Women's Studies has always been mindful of practicing feminist pedagogy that values different voices and cultures. As we are moving toward offering an online BA degree completion program (under review by CSS), however, we would like to think deeply and carefully about what it means to practice feminist pedagogy in online spaces. Hence, we have invited Laura Armer, the new Director of Digital Learning Initiatives in the College, to provide faculty members, graduate students, and lecturers who offer online courses with a professional development training on how to teach a high quality online course, or what a good online course could look like. Our first training has been arranged for this fall (2018) and subsequent workshops will occur in Spring 2019. We are taking our teaching very seriously. Providing our faculty members and lecturers with excellent pedagogical training, that is specific to the online environment, is essential for our Department.

2. *Climate Issues*

Women's Studies is very aware of the need to build a strong and caring community of students, faculty, and staff. Toward this end, in Fall 2018, we are hosting our first "*Women's Studies Wednesday*" that will be geared toward creating a sense of community among our undergraduate and graduate certificate students. This is a social and informal event. In Spring 2019, we plan to invite affiliate faculty to our "*Women's Studies Wednesday*" as a way to rejuvenate our relationship with faculty in other departments who are doing research on women and gender issues. Having strong ties with faculty in other departments will benefit our students as well as they will be more exposed to other faculty who could be their resources and mentors as well as from whom they could take more courses.

3. *Faculty Shortage Issue*

We are currently over-reliant on adjunct faculty and graduate students to help staff some of our core and large classes. Because all of our faculty members are productive with their publishing record, we do not have any plans to ask them to bear a higher teaching load than what they are currently responsible for.

To address the recent retirement of Professor Susan Hippensteele (Summer 2018) and the transfer of Professor Aya Kimura to the Department of Sociology (2017), we have been given the approval to hire a new assistant professor in Fall 2019. This is a good start, but we will need to add additional faculty members as we move forward to grow this critical major.

Notable Department Updates:

- Our WS students are in the process of applying for Registered Independent Organization (RIO) funding to further sustain their community building.
- In terms of recruiting students, our undergraduate advisor and junior Specialist (0.5 FTE), Penny Kapilialoha Bovard, is doing a program that she calls “*Women’s Studies Recruitment Bus*” in which she does class visits and talks to students about the WS major and certificate.