



UNIVERSITY
of HAWAII
MĀNOA

Colleges of Arts and Sciences
College of Social Sciences
Office of the Dean

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June 3, 2009

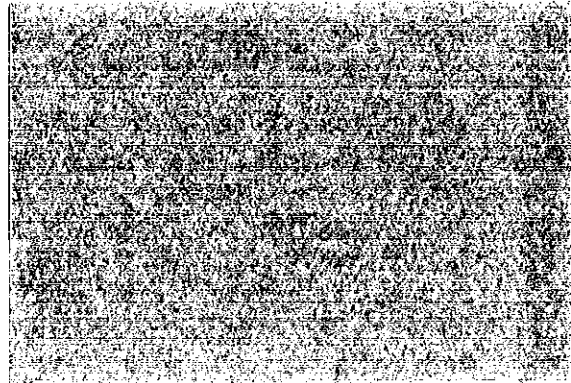
MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Richard Dubanoski *Rich*
Dean

SUBJECT: Social Sciences Program

Attached are corrections to the Program Review Report of the College of Social Sciences from the external review team. Corrections to the College Overview were made by the Dean's Office and corrections to the individual units were made by the department chairs and program directors and summarized by the Dean's Office.



Program Review
The College of Social Sciences
College Overview
Corrections

Page 1, Para 1:

The college is comprised of nine academic programs, two programs, one center and one institute, not ten academic departments and three programs.

Page 2, Para 1:

Over the past five years, the college's faculty has grown by 11.50 FTE (about 7%), not 15.7 FTE about (12%). But over the past four years, the college's budget has grown by only 6%, not 9%. The increase in budget was due mainly to collective bargaining increases during the past five years.

Page 2, Para 4:

When I asked the chairs and directors to respond to the reviewers' concern that "There are generational divisions within several departments regarding the direction the department should be heading and the fields it should emphasize, they unanimously indicated that there were no generational divisions.

Page 2, Para 5:

There are probationary faculty with University of Hawaii, Manoa, degrees in four departments and in the Social Sciences Research Institute. All were hired after a national search and deemed to be most qualified; most had professional experience elsewhere before their employment at the university. It should be noted that 85% of all the probationary faculty have degrees from universities other than the University of Hawai'i.

Page 3, Research Section

I asked Dr. Velma Kameoka, Director of the Social Science Research Institute, in consultation with me, to make corrections to the Research Section of the College Review. Attached is her response. I would make an additional correction to a statement on Page 3, Para 5 in which the review team stated that administrative support . . . "tends to favor those faculty whose research can be funded by agencies that will provide full ICR." This is not correct. Support in the form of seed grants and travel awards has been given to faculty whose research interests vary widely.

Page 4, Para 4

The Chancellor and the Vice Chancellor for Academic Affairs have specifically voiced concern about low level of graduation rates and have been developing plans to address this problem.

Page 5, Para 3

The rules for allocating TA positions at the college level are very transparent. The policy is detailed in College Focus II, Section IV, Part B: Graduate Assistantship Allocation.

Page 5, Para 7:

While Native Hawaiian values do inform the atmosphere of the college, it is the academic and scientific values that serve as the basic foundation of the college.

Page 6, Para 1:

While sexual identity and disability should be part of the college's dialogue and commitment, I'm not sure how we collect valid data on these dimensions. For example, I don't know how we can collect accurate information on one's sexual orientation without being intrusive, if not illegal. The college has always accommodated the needs of our disabled faculty and students.

Page 6, Para 7:

In general, the college has had a long-standing and supportive relationship with the campus IT office. There could be more support services for the management and storage of scanned administrative documents for data standards, security and compliance purposes, and for data backup and recovery. Like other units on campus, the campus IT office is understaffed and undersourced.

Page 7, Para2:

The review team was "deeply concerned about the lack of effective campus and university leadership on many fronts." Let me address their concerns. The Vice Chancellor for Research and Graduate Education has been, in my estimation, a very effective leader. Please see response by Velma Kameoka. Also under the present campus leadership, there has been much work being done to develop plans to improve undergraduate education, curriculum, advising, graduation rates, facilities, informational technology, internal financial model, alumni relations, and fundraising.

For example, the present campus administration under the Chancellor is developing plans to re-invigorate the undergraduate education/curriculum based, in part, through AACU's initiatives of Greater Expectations, and Liberal Education and America's Promise. The Vice Chancellor for Academic Affairs is also formulating new plans to improve undergraduate advising which, in turn, will help improve graduation rates. From my perspective, the main problem is one of quantity, not quality; i.e., as pointed out in the review, there are too few advisors for the number of students. The Vice Chancellor for Administration, Finance, and Operations (VCAFO) has been doing a fine job in trying to improve both the facilities and the budget process. I believe that greater attention has been given to the repair and maintenance of the campus buildings. Major renovations, such as Gartley Hall, need more attention. The VCAFO recognized that the present internal financial model is in need of a major overhaul. Steps are being taken to

do this. It is my understanding that the campus information technology is under effective leadership; again, the problem is lack of adequate resources. The Arts and Sciences has always had a strong alumni backing; the difficulty is reaching the tens of thousands of alumni with a two-person operation. Given the size of the operation, the alumni/community relation office has accomplished many impressive achievements—formation of alumni chapters, organizing alumni reunions, etc. The fundraising arm of the Arts and Sciences has the same problem—too few development officers for too many units in the Arts and Sciences.

UNIVERSITY OF HAWAII AT MĀNOA

Social Science Research Institute

MEMORANDUM

DATE: May 28, 2009

TO: Richard Dubanoski
Dean, College of Social Sciences

FROM: Velma Kameoka 
Director, Social Science Research Institute (SSRI)

SUBJECT: Errors of fact regarding SSRI, grant administration, and Vice Chancellor for Research & Graduate Education (VCRGE) in the external review team's "Program Review of the College of Social Sciences, May 14, 2009"

Listed below are my observations of factual errors contained the external review team's report on the college's program review.

1. The external review team wrote: "It is not clear to us what role the SSRI plays" (p.3; 4th para., line 6). It is important to clarify that the Office of the VCAA *excluded* SSRI from the college's 5-year review of academic programs. Therefore, the report prepared by the college did not contain a section describing SSRI, the Institute's mission, research programs and projects, principal investigators, accomplishments, self-assessment, etc., as did other academic programs included in the program review. As Director of SSRI, I met briefly with Dr. Edward Donnerstein, chair of the review team in a meeting scheduled by the VCAA's Office to answer questions about sponsored projects in the college. The Institute's faculty, staff, and graduate research assistants as a "program" did not meet with members of the review team as did other academic programs included in the college's program review.
2. Since SSRI was not included in the college's program review, the review team's comments and evaluative feedback pertaining to the Institute appear to be based on misinformation or insufficient data about SSRI and its role in the college. A reasoned assessment of SSRI and the sponsored research enterprise in the college should consider the following information:

SSRI is a core unit of the college and provides the foundation for the college's sponsored research enterprise by facilitating and supporting sponsored research addressing social, behavioral, economic, and environmental issues in Hawaii and the Asia Pacific region. The Institute consists of six programs primarily supported by extramural funds. These research programs have excelled and contributed significantly to the college's portfolio of extramural grants and contracts. In the past 5 years, SSRI's programs collectively tripled their level of extramural awards, increasing significantly from \$3.1 million in FY2004 to **\$10.2 million in FY2008, accounting for 72% of extramural funds generated in the College.** In FY 2008,

SSRI's programs also generated 72% of overhead revenues for the College which, in turn, is used to fund research support and travel awards to the college's faculty, as well as SSRI's administrative staff that provides grants administration support to the college. SSRI's research programs are integral to the college's vision of academic and research excellence, contribute to UHM's vision as a premier research institution that "benefits and involves the local community," and is known in the community for advancing understanding of socio-cultural, economic, and environmental issues challenging the state of Hawai'i.

3. SSRI is *not responsible* for grant administration of individual projects within the college's academic departments. Administrative support for grants at the department level is the responsibility of designated staff members within academic departments (e.g., department's APT, secretary, student assistants, or project coordinator/staff members). As a result, it is not surprising that the review team wrote: "the level of administrative support it provides grant recipients is inadequate" (p.3; 4th para., line 4). This assessment is based on lack of knowledge about the role and mission of SSRI.

SSRI administrative and fiscal officers support and facilitate the college's sponsored projects by providing compliance reviews in the areas of procurement, personnel, and grant management and offering guidance and training for administrative personnel assigned to grants and/or contracts within the college's academic departments. The administrative officers also provide consultation to faculty/staff regarding grant proposals and the administration of awards.

4. The external review team wrote: "There is little clarity about the role of the Vice Chancellor for Research in helping to advance the college's research priorities" (p.3, 4th para., line 9). This statement about the VCRGE also appears to be based on misinformation or insufficient data. The VCRGE has been and continues to be highly supportive of the college's efforts to increase its capacity for sponsored research and training. Examples abound. The VCRGE has directly advanced the college's research priorities by providing funding from RTRF revenues to finance research start-up, including research labs as necessary, for new faculty. In some instances, the VCRGE also supplemented salaries to assist the college recruit outstanding faculty members capable of strengthening the college's academic and research capacity. Due to the VCRGE's support, the college has been successful in recruiting new faculty members with excellent research portfolios or those with outstanding promise to strengthen the research enterprise in the college. The VCRGE has provided support for other research and research education initiatives in the college and I would be pleased to provide further information.

- c: Gary Ostrander, Vice Chancellor for Research & Graduate Education
Reed Dasenbrock, Vice Chancellor for Academic Affairs
Bee Molina Kooker, Interim Associate Vice Chancellor for Academic Affairs

**Program Review
College of Social Sciences
Individual Units**

Corrections

Anthropology

Page 8, para 1, sentence 1: “biological anthropology” and “archaeology” should be swapped.

Page 8, para 1, sentence 3: “archeological” should be substituted for “biological.”

Page 8, middle of para 1: “UNH units” should be UHM units.

Page 8, para 3: 15.5 FTEs should be replaced with 16.5 FTEs.

Page 9, para 5 “archeology of Southeast Asia” should be replaced with “archeology of Asia and the Pacific.”

Page 9, para 7: the statement regarding lab space should be deleted as measures have been taken to eliminate the lab component from introductory courses.

Page 11, para 2: the reference to online instruction in graduate courses should be deleted as the online course expansion is not in the graduate program.

Page 11, para 3, end of the 3rd sentence: delete the hanging word “such”.

School of Communications

Page 11, para 2: the reviewers note the number of undergraduate communications majors as 175. The correct number is 234.

Page 15, para 4: the paragraph starting with “There is an issue...” should be deleted: the review committee was provided with incorrect information on the major requirement.

Page 14, para 6: the reviewers state that the School has 12 FTE faculty. The School has 14 FTEs with two vacant at present.

Ethnic Studies

Page 21, para 3: “there has been some hesitation in the past about close collaboration with other units....” The unit has had close collaboration with other units: it had cross-listed courses with Pacific Studies and History for many years.

Page 22, para 1, line 4: the reviewers state that “a remarkable number of the faculty have PhDs in Political Science.” Only two have degrees in Political Science.

Page 22, para 1, line 6: “small number of majors (11)” The correct number is 23.

Psychology

Page 40, para 1: the reviewers state that “it is the only clinical psychology program in the state.” It is the only clinical *PhD* program in the state.

Sociology

Page 47, para 2: “the number of faculty was 11 in 2008. It was actually 17.25 FTEs of which two were vacant.

Women’s Studies

Page 52, para 4: the reviewers state that “two of the faculty are assistant professors.” Only one is an assistant professor; the other, a joint appointee with Ethnic Studies, is an associate professor.

Page 54, para 1: the reviewers say that the program has an annual budget of \$952,800. The unit’s personnel cost is \$654,857 and other costs are \$41,887, the total budget amounting to \$696,744.

Page 53, line 4: the reviewers state that the number of majors doubled by the end of the fall 2008 to 30. The correct number is 33.