

COLLEGE FOCUS Part Two

Organizational Philosophy and Value-Driven Governance

I. The College's Organizational Philosophy

The college's organizational philosophy consists of its core values and fundamental principles. These concepts serve two important purposes: first, as the foundation for the college's institutional climate--its tone, atmosphere, and the way we interact with one another; second, as the basis for the college's governance system--the way we consider issues and make decisions.

College Values. The core values of the College of Social Sciences have their origin in the tradition of academic collegiality and excellence.

Collegiality. A collegial body is one that shares commitment to mutual respect, openness, and cooperation.

Mutual Respect. Of all human values, mutual respect is basic to effective human relations. It fosters harmony and civility. It enables people to disagree on issues, but maintain their shared commitment to the college's overall purpose and mission.

Openness. Sharing information openly is central to maintaining credibility and trust in the college's governance activities and processes.

Cooperation. Through teamwork, the college is able to make the best use of its human resources...the faculty, staff, and students.

Excellence. Excellence is defined as a continuous striving to improve the college. It sets the stage for positive, ongoing institutional change and evaluation.

Based on commitments to collegiality and excellence, the College of Social Sciences seeks to become an exemplary organization, one with a vibrant academic climate, a clearly-defined mission, and a strong sense of unity and trust.

II. The Virtues of Value-Driven Governance

The goal of a value-driven governance system is to apply core values, as a matter of routine, to all governance issues and decisions. By applying core values consistently and equitably, a value-driven system of governance achieves integrity. Such a system

helps to maintain a climate of unity and trust. Where there is trust in college governance, people are inclined to infuse the college's core values into their individual and collective endeavors thereby setting a positive tone and atmosphere for the entire college. Conversely, mistrust in governance sets the stage for inertia wherein faculty and staff go their separate ways, follow their personal agendas, and finally disengage.

III. Applying Core Values to College Governance

The link between values and actual practice is the key to true value-driven governance. The popular phrase, "walk the talk," makes the point. With respect to the college, if the "talk" is collegiality and excellence, then the "walk" would be a type of governance that is based on respect, openness, cooperation and continual improvement. Such a governance system would be known for good information sharing, good consultation and planning, clear communication of decisions, good follow-up to ensure that decisions are properly and fairly implemented, timely problem solving, and the willingness to critically evaluate performance. This is true for the college overall and each unit within it.

Information Sharing. The college's commitment to openness demands that information be shared as widely as possible. People should have the information they need to take advantage of opportunities and to plan effectively for their futures.

Planning. The college's commitment to its core values requires open planning systems with broad participation in developing goals, initiatives, and action plans. People should have the opportunity to provide input and to help develop responses to proposed initiatives and plans.

Decision-Making. The college's commitment to its core values encourages wide consultation and involvement in decision making. Decisions should be directly communicated to people who are most affected by the outcomes.

Implementing Decisions. Good implementation involves careful follow-up. There should be clear accountability to help ensure that decisions are carefully implemented so they do not "fall through the cracks."

Problem Solving. Occasionally, problems will arise unexpectedly that require a quick decision bypassing the college's governance system. When these situations occur, decisions still must be made in accordance with the college's core values. To ensure good information sharing and continuity, "short fuse" problems and resolutions should be brought back to the appropriate point within the governance system for review and incorporation.

Evaluation. A college committed to excellence must strive to become better in all it does. While evaluations are never easy, the college and each unit must be willing to conduct routine performance evaluations of its climate, focus, mission, systems, services, and programs. Evaluations based on respect, openness, and cooperation can be productive and helpful.

IV. College Governance Systems

The value-driven organization strives to establish strong links between its values and actual governance systems. An institution that develops a strong foundation of core values, such as collegiality and excellence, is more likely to be guided by these values than by rules, authority, politics, power, and so on.

A. The Budget System

The Budget System, based on core values, is an equitable, open, and cooperative system. The process is designed to encourage wide participation in planning and decision, to support college-wide and departmental/program projects, to facilitate long-term planning, and to assure a balanced budget.

Budget Process. The dean establishes an estimate of the college's budget for the fiscal year with the actual budget set by the Mānoa Chancellor. From the college budget, allocations are made in four major areas: personnel, operating, phone, and development costs.

First, an allotment is set aside to cover salaries and stipends for permanent FTE and temporary personnel (e.g., lecturers). Next, a sum is allocated to cover college and unit operating expenses. Operating costs allotments for units are based on a formula that includes specific criteria and weightings. Phone allotments are based on specific criteria. Finally, allocations are made for college development projects with the balance of the budget allocated to the units according to the proportion of salary savings generated by each unit. Please see Appendix I, College of Social Sciences Budget System, for details.

Budget Procedures. The budget of each unit is recommended to the dean by the chair/director after consultation with and agreement by the unit faculty. After the dean discusses the budget with the chair/director and reaches agreement with her/him, the dean approves the unit budget. If during the year any major change in this approved budget is to be made, the faculty must be consulted and the new budget must be approved by the dean. If unanticipated salary savings occur in a unit after the budget is approved, the money is assigned to the college. The savings will be used by the dean to support college or unit activities which are in keeping with college and unit goals.

During a year of budgetary restriction, reduction and/or shortfall, part of or all salary savings from units will be assigned to the college. Furthermore, during this period, the overall operating allotments may be reduced to offset the restriction, reduction and/or shortfall after consultation with Council of Chairs and Director.

April 30 is the college-wide internal deadline for receipt of all fiscal documents by the Dean's office. On June 30 of each fiscal year, unencumbered balances from each unit will be rolled over into the unit's account for spending in the following fiscal year.

Any unit that overspends its budgeted allotment for the fiscal year is restricted by that amount in its next year's budget. This restriction includes deficits in summer school revenues.

The budget process is reviewed once a year and, if necessary, revised. Budget information may be accessed through chairs, directors, or the dean.

B. Graduate Assistantship Allocation

The college's core values will serve as the bases for the equitable and efficient allocation of graduate assistantships (GAs) across the departments and programs. While the specific uses of GAs depend on the particular needs of the units, there are two important, general uses: to enhance the undergraduate experience and to recruit excellent graduate students.

The college has 12 units, of which three (ES, PEACE, and WS) have only undergraduate programs, one (PubAd) only an MA program, one (URP) no undergraduate program but MA and PhD programs, and the rest (seven) both undergraduate and full-fledged graduate programs (MA plus PhD). Given this diversity of programs and given the purpose of GA stated above, the college will allocate a total of 75 GAs in the following manner:

- **36 GAs** on the basis of their share of the total undergraduate SSH of the college
- **18 GAs** on the basis of their share of a 4-year average of PhD student enrollment
- **18 GAs** on the basis of the effectiveness/quality of PhD programs. Currently, we use the reciprocal of the ratio of the number of PhD students admitted to the total number of PhD applications as an indicator of the "quality" of the program. This is an input-based measure of quality, presumably saying something about the quality of students being admitted. We propose, instead, to use an output-based measure that indicates the degree of success in producing PhDs. Specifically, we use the ratio of the annual average of the number of PhDs granted over a 4-year period to the annual average of PhD students enrolled in the program over the same period. By dividing this ratio with the sum of the ratios for all units we get the share of GAs to be allocated to a given unit
- A minimum of one GA to each unit

Allocations will be made on a two-year cycle. Units may convert some of its GA allocations into cash and use it to fund instruction-related activities such as graders and scholarships.

Allocations will be made on a two-year cycle. Departments and programs are encouraged to obtain externally-funded sources for GAs (grants, contracts, and private foundations) so that graduate students will have continual support throughout their academic study, especially for research work.

C. Workload Policy [Revised (10/14/09)]

Preface

The workload policy of the College of Social Sciences is based on the principles of collegiality and the goals of scholarship. Thus, equity and fairness are sought across the College regarding the workload for each of its faculty. Furthermore, the combination of

the different elements of scholarship (i.e., teaching, research, and application) and citizenship that constitutes the entirety of faculty workload may vary from faculty to faculty, allowing each of them to take full advantage of his/her unique talent and energy.

BOR Policy

According to BOR policy, *“The instructional faculty the University of Hawai‘i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member’s professional qualifications....”* Furthermore, the policy states that the standard teaching assignment at Mānoa for full-time instructional faculty shall be 24 semester credit hours per academic year at the University of Hawai‘i at Mānoa. *But, “[in] recognition of the diverse responsibilities of the University and its faculty, each Chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the University unit and program.*

Scholarly Components of Faculty Workload: Teaching, Research, and Application

Faculty scholarship in the College consists of teaching, research, and application. The time devoted to each component of scholarship may vary not only across faculty but also across the lifetime career of individual faculty. Thus a faculty member may at present devote more time and energy to one particular component of scholarship but later on may choose to focus on other components. So, while different faculty may be involved in different components of scholarship at different phases of their career cycle, there is nonetheless a high level of overall scholarship within the unit and across the college.

1. Teaching: As teaching is a fundamental element of scholarship, every faculty member of the College is expected to contribute to both the undergraduate and/or graduate curricula so that students can be assured of receiving a quality program and graduating in a timely manner. Because the university budget allocation depends increasingly on enrollment, teaching duties must include considerations that lead to maintaining or expanding enrollment levels. Faculty may have a teaching load less than the standard mandated by the regents when their activities in other components of scholarship warrant a reduction in teaching workload.
2. Research: The University of Hawai‘i at Mānoa is a Carnegie Doctoral Research Extensive University and, therefore, the scholarship of research is an essential part of every faculty member’s workload. Writing and obtaining grants/contracts are an important part of faculty research and will thus be taken into account in the scholar’s workload.
3. Application: The College is committed to the scholarship of application—that is, application of the professional expertise of our faculty to address consequential community/global issues.

Civic Component of Faculty Workload

Service to the unit, college, and/or University is an important and time-consuming endeavor of faculty and is thus to be counted toward the faculty workload.

The College of Social Sciences Workload Form (College Focus II, Appendix II) lists various metrics that measure faculty accomplishments in the above components of Faculty Workload.

Responsibilities of Departments/Programs

The specifics for workload policy are delegated to the departments/programs in the College. Specification of duties is the responsibility of the chairs/directors, undertaken in consultation with individual faculty members. It is also the responsibility of the chairs/directors to assure that there is equity in the workload across the faculty in their units and that the workload enhances scholarship. In implementing the workload policy the chairs/directors will consult with the faculty, a collegial process based on the information provided in the Workload Form (Appendix II) and guided by the principles laid out in the Assessment of Faculty Activities (Appendix III).

D. Selection of Department Chairs/Program Directors

Appointment of department chairs/program directors shall be made consistent with the principles of collegiality and excellence. The procedures, while they may differ from unit to unit, should involve the participation and vote of the unit's faculty and, whenever possible, the input of the staff and students. The goal is to gain consensus for a candidate who will lead the department/program with respect to its values and mission. While the appointment is the formal responsibility of the dean, in practice, it is based on the recommendation of the departmental/program. Appointments are generally for three years, but are renewable annually.

E. Selection of Permanent Faculty

Permanent faculty constitute one of the college's most important resource, and by far its most significant investment. Because subject matter, methods, and degree programs of the departments/programs differ widely, a range of criteria is used for selection of new faculty. In general these include judgments about research skills, teaching ability, application interests, and collegiality. Each unit decides the priorities to be considered in selecting faculty and is responsible for its own search process. The process, however, should include the participation and vote of the unit's faculty and, whenever possible, the input of the staff and students. The goal is to gain consensus for a candidate who will enhance the department/program with respect to its values and mission. All hiring is done according to affirmative action, EEO, and ADA philosophy and procedures.

F. EEO, Affirmative Action, and Retention

The College of Social Sciences is an equal opportunity/affirmative action institution and does not discriminate or tolerate disrespect on the basis of race, color, national origin, sex, religion, disability, age, or sexual orientation in any of its departments, programs, policies, procedures, or practices.

With respect to hiring, the college is sensitive to the fact that historically certain groups have not had equal access to faculty and staff positions, and is committed to rectifying

imbalances resulting from past practices and circumstances. The College will pursue this rebalancing by two strategies: 1. Seeking excellent candidates from underrepresented groups; 2. Hiring those from underrepresented groups when candidates are equal in strength.

With respect to its daily activities and life the college seeks to create an environment which is both sensitive to differences in race, ethnicity, culture, gender, disabilities, age, religion and sexual orientation, and appreciative of how these differences enhance our work and learning experience.

The departments and programs, especially their chairs and directors, play critical roles in the development and retention of new faculty. To assist new members of the faculty, departments and programs should make conscientious efforts to establish a collegial, professional work climate. While the cost of living in Honolulu is important retention issue to new faculty, the institutional support they receive, their relations with chairs/directors and colleagues, their experience with personnel committees during their probationary period, and their sense of participation in intellectual and cultural life are also critical factors. Each of us is responsible for creating a collegial climate and enhancing the professional development of our colleagues.

G. The Contract Review System

There are two types of contracts which must be reviewed periodically, those for probationary faculty and those for faculty on limited-term (non-tenure-track) contracts. UHPA/UH Agreement establishes the context within which contract renewals for probationary faculty must take place¹. The college views the contract review as an important means of evaluation of the faculty member's professional and personal qualities. Contract review is of great value to the faculty member and the unit and, thus, should be conducted in a thorough manner. For the faculty member, such a review allows for an objective and thorough assessment of strengths and weaknesses which can be used by the faculty member to enhance her/his professional development. For the unit, it is an opportunity to assess and guide a faculty member's fit into the values, goals, and needs of the unit as well as an opportunity to facilitate the retention of the faculty member by enhancing her/his development. If the faculty member's contract is not renewed by the unit, it has first rights to the position.

The UHPA/UH Agreement includes "personal qualities" as a criterion in the review which is interpreted in the college to mean collegiality; i.e., joining the college's commitment to mutual respect, openness, and cooperation.

College values dictate that the faculty on non-tenure-track contracts be dealt with fairly and equitably and be given ample notification when their contracts are not to be renewed. While University regulations make assessments of limited-term faculty by personnel committees optional, requiring only assessments from chairs/directors, common sense dictates that these be handled in a manner similar to that of probationary

¹ Specific details of the Contract Review are contained in the most recent UHPA/UH Agreement.

faculty. Further, written narrative assessment of their strengths and weaknesses should reflect the major duties assigned to them. For example, if the primary duty of the faculty member is teaching, it is not appropriate to weight research efforts heavily.

Guidelines for assessing a faculty member's scholarly activities and citizenship are described in Section I: Assessment of Faculty Activities.

H. The Tenure and Promotion Review System

The tenure and promotion process is specified in UHPA/UH Agreement. According to this agreement, certain procedures must be followed in preparing, processing, and evaluating tenure and promotion applications.

For each step within the college, there should be a fair and equitable assessment of the candidate. The evaluation process should involve an open and frank discussion of the candidate based on valid and reliable information. Information should be provided by the candidate, members of the unit (faculty, staff, and students), and sources outside the unit. While the composition of the Department Personnel Committee (DPC) for tenure and promotion may vary from unit to unit, it is important that all faculty members of a unit be involved in the discussion and the recommendation of the candidates. Before the recommendation is sent to the dean, the candidate may request to review the statements of the DPC and chair/director. Before the recommendation is sent to the Tenure and Promotion Review Committee, the candidate may request to review the statement of the dean. Faculty members who are recommended for tenure and/or promotion should enhance the quality of scholarship and the collegial climate of the unit and college. Specifically, it is expected that for tenure and promotion, the faculty member must demonstrate excellence in one form of scholarship (i.e., teaching, discovery, or application), more than a satisfactory level in another, and at least a satisfactory level in a third. Furthermore, it is expected that the faculty member exhibit at least a satisfactory level of collegiality. If the faculty member's application for tenure is denied by the unit, it has first rights to the position. Guidelines for assessing a faculty member's scholarly activities and citizenship are described in Section I., Assessment of Faculty Activities.

I. Assessment of Faculty Activities

Faculty members in the College of Social Sciences have four main responsibilities. Three are related to scholarly activities: teaching, discovery, and application. The fourth responsibility is citizenship. Some activities in application and citizenship are what traditionally have been called "service" at the university level. The delineation between application and citizenship makes an important distinction between these two responsibilities and offers a more inclusive set of activities within each responsibility. The definition, scope of activities, and assessment of each responsibility are described in Appendix III. The scope of activities and the use of specific types of assessment are meant to serve as examples. Use by departments and programs may vary depending upon what is most appropriate to the particular discipline.

J. Retirement Programs

The college will assist any faculty member who wishes to retire by developing a retirement package that is in the best interest of the individual and college. In some cases, total retirement may best meet the needs of the faculty member, both personally and financially. Some faculty members, however, may want to continue their teaching, research, and/or service. In these cases, the chairs and directors in consultation with the faculty member should search for ways to accommodate these needs.

Incentive early retirement (IER) is a program in which the faculty member works part time while drawing retirement benefits. The exact package of work by and specific work responsibility of the faculty member will be recommended to the dean by the chair/director after consultation with the faculty member. IER may be renewed annually for up to three years.

Another option that may be best for some faculty is to go on leave without pay (LWOP). In the case of LWOP, the faculty member's workload and salary are reduced by a certain percentage. The time that the individual is released from his/her university duties allows him/her time to engage in other activities of importance.

Details regarding the relationship between the retirement programs and the unit's budget is found in Appendix I, Budget System.

K. College Awards for Excellence

In order to recognize those individuals who have demonstrated outstanding performance, the College of Social Sciences offers awards for excellence in teaching, research, application and service, and for distinguished retired faculty. Announcements of the awards are made each year and the details of each award are described in Appendix IV, College Awards for Excellence.

L. Research Support Fund

In order to encourage faculty to develop and conduct externally-funded research and training the college provides a variety of awards and incentives, funded by research and training revolving funds, to support and promote research and grant-related activities. These awards are intended to further promote research and grant development by allowing faculty to concentrate on their research obligations, and by providing equipment, travel, personnel, and other forms of research support that are not readily available elsewhere. Funds are available for three types of support: (1) release time from instructional duties for faculty with active research/training contracts or grants, (2) one month of summer overload to support grant-writing, and (3) incentive awards to support grant-writing. See Appendix V, Requests for Research Support, for complete description of this fund.

M. College Travel Fund for Professional Development in Research

Participation in conferences, training and related activities is central to continuing academic and professional development at any university. The unique geographical position of Hawai'i places an unusual burden on the university and its faculty to

participate in professional activities outside the state. The College of Social Sciences provides support for a limited amount of travel grants for professional development, funded by overhead monies generated by contracts and grants awarded to faculty in the college. These grants are intended to promote research by supporting travel to conferences, workshops, and other events that facilitate professional development in research. For complete description of this fund, please see Appendix VI.

N. Course Buyout

On a limited basis, a faculty member is permitted to “buy out” of his/her teaching responsibilities if his/her department can maintain the integrity of its instructional program, i.e., students can be assured of a quality program and graduating in a timely manner. In order to do this, a faculty member’s courses must be covered by other faculty in their department or another instructor (i.e., visiting professor, lecturer or temporary faculty) hired for that purpose.

Authority to allow a faculty member to buy out of a course in order to manage or conduct an extramurally-funded research, training, or application project is vested primarily with the department chair or program director with the concurrence of the dean. In general, a faculty member will only be allowed buy out of teaching for a maximum of one course per semester.

On extramural contracts and grants, faculty are strongly encouraged to request contract and grant support for a percentage of their full-time equivalent salary and fringe benefits during the academic year and for summer overload during the summer months. When granting agencies will allow faculty only to budget for summer overload or a replacement lecturer, this may be permitted. Details regarding the relationship between the Course Buyout policy and the unit’s budget are found in Appendix I, Budget System.

In order to allow the departments and programs to maintain the integrity of their instructional programs, the college will return a “net 50%” of the salary savings generated by the department. For example, if the amount of salary savings is \$20,000 and the replacement cost for instruction is \$12,000, the college will return \$4,000 to the department/program which is 50% of the balance of \$8,000 (i.e., $\$20,000 - \$12,000 = \$8,000$). Departments are encouraged not to simply replace a faculty member who has bought out of teaching a course with a lecturer but use the returned salary savings to maximize the benefits of those salary savings to enhance their instructional program. This could include the hiring of visiting or temporary faculty members and/or combinations of a visiting or temporary faculty member, one or more lecturers, or graduate teaching assistants.

O. Space

The allocation of space will be guided by the college’s core values of collegiality and excellence. These principles are the guides that ultimately enable the equitable and effective distribution and re-distribution of the space resources among faculty, staff and

students in the college.

College space should be managed in a flexible manner that responds to changing needs. The Dean's Office is responsible for assessing the overall space needs of the college, working with campus administrators to insure those needs are met, allocating space among units and managing certain common-use spaces. Individual units bear primary responsibility for allocating space assigned to them among faculty, staff and students. This allocation, however, must be consistent with the general principles and guidelines established by the college.

Faculty, staff and students need adequate physical space to support the core university functions of teaching, research, application and service. Because space is a limited resource and because the need for space changes, accommodation of all needs on a timely basis may not be possible. The college and individual units must continually review how space is used and must reallocate as necessary to accommodate changing needs.

Guidelines for space allocation are described in Appendix VII.

P. Parking Assignment

This policy is based on our core values to assure that the distribution of parking permits is equitable, open and cooperative.

First, the number of parking permits requested by faculty and staff for each zone are totaled. Requests from visiting professors, graduate assistants, lecturers, and project personnel are not included when allocating spaces for Zones 1-17; they are automatically assigned zone 20x. Requests for medical purposes and motorcycles/mopeds are handled directly by the parking office.

If the number of requests by unit for each zone equals the number of permits allocated by the parking office, every individual will be accommodated.

If the number of requests per zone is greater than the number allocated, each unit will be given their proportionate share.

If the number of requests is less than the number allocated, the excess stalls will go into a "surplus" pool.

The surplus stalls will be allocated after evaluating:

- distance between locus of office and nearest parking zone
- number of remaining "other on-campus" zones

After the surplus stalls are assigned, the remaining requests will be assigned zone 20x.

An allocation spreadsheet will be given to each chair/director for information purposes. Assignments of permits within your units must be done according to department/program guidelines. These guidelines must be fair, open and agreed upon by members of the

unit. Swapping permits between departments/programs is up to you, but please inform the dean's secretary of any changes.

Please follow specific instructions from the parking office regarding processing of forms. An abbreviated set of instructions can be found in Appendix VIII.

V. The College's Organizational Structure

The College's Organizational Structure

The College of Social Sciences is composed of the dean's office, Social Sciences Research Institute, and 12 academic units that offer a range of degrees: Certificates, B.A.s, M.A.s, and Ph.D.s. The total full time state appropriated permanent positions (FTE) assigned to the College as of 07/01/08 is 240.50. This total count is distributed as follows: 173.00 faculty, 23.50 APT, 14.00 clerical staff, and 30.00 graduate assistants. As of the Fall 2007, the College has 2382 majors (1,297 undergraduate students and 685 graduate students). The units that make up the College of Social Sciences are shown in Figure 1, The College of Social Sciences Organizational Structure.

Figure 1.
The College of Social Sciences Organizational Structure

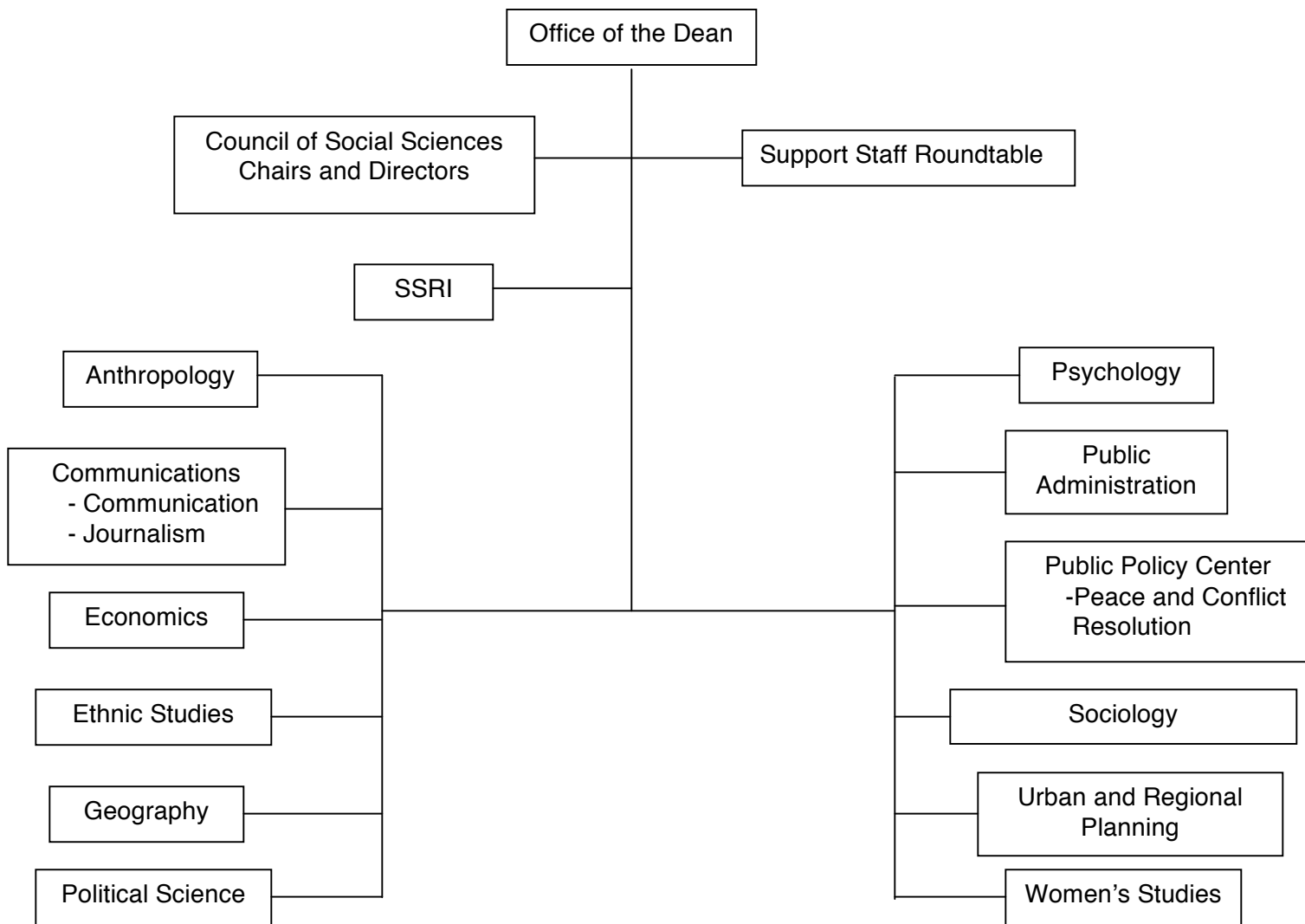


 Table 1.
 The College of Social Sciences Units

Anthropology

Faculty FTE: Total=16.50 Full= 9.00 Associate= 3.50 Assistant= 3.00
 Specialist= 1.00
 Support: Total= 3.00 APT=2.00 Clerical=1.00
 Student Majors: Undergraduate= 107 Graduates= 91
 Academic Degrees Offered: Minor, B.A., M.A., PhD
 Major Academic Areas: Archaeology, Cultural and Physical Anthropology, Discursive
 Practices, Medical and Ecological Anthropology, Applied Archaeology,
 Asia/Pacific

School of Communications

- Communication
 - Journalism
- Faculty FTE: Total= 14.00 Full= 3.00 Associate= 6.00 Assistant= 5.00
 Support: Total= 2.00 APT= 0.00 Clerical= 2.00
 Student Majors: Undergraduate= 415 Graduates= 58
 Academic Degrees Offered: BA in Journalism, BA, MA in Communication, PhD offered
 through Communication and Information Science, Telecommunications
 and Information Resource Management (TIRM)
 Major Academic Areas: Journalism, Organizational/Management Communication,
 Intercultural, International, Telecommunication, Video
 and Multi-Media Production, New Media and Services, Public Relations

Economics

Faculty FTE: Total= 19.00 Full=5.50 Associate= 8.00 Assistant= 5.50
 Support: Total= 2.00 APT= 1.00 Clerical=1.00
 Student Majors: Undergraduate= 290 Graduates= 62
 Academic Degrees Offered: Minor, B.A., M.A., PhD, Undergraduate Certificates
 Major Academic Areas: Economic Development, International Economics, Public
 Economics, Resource and Environmental Economics, Human Resources

Ethnic Studies

Faculty FTE: Total= 8.50 Full= 3.00 Associate= 2.50 Assistant= 3.00
 Support: Total= 1.00 APT= 0.00 Clerical= 1.00
 Student Majors: Undergraduate= 25 Graduates= 0
 Academic Degrees Offered: B.A., Undergraduate Certificate, Minor
 Major Academic Areas: Specific Ethnic History and Experiences, Comparative Ethnic
 Groups, Race and Class

Geography

Faculty FTE: Total= 16.00 Full= 7.00 Associate= 3.00 Assistant= 6.00
 Support: Total= 3.00 APT= 1.00 Clerical= 2.00
 Student Majors: Undergraduate= 38 Graduates= 71

Academic Degrees Offered: Minor, B.A., M.A., PhD, Graduate Ocean Policy Certificate
 Major Academic Areas: Human Geography (culture, development, globalization, social theory), Physical Geography (biogeography, climatology, geomorphology), Environmental Management (coastal, marine, water resources), and Geospatial Techniques (cartography, geographic information systems and remote sensing).

Political Science

Faculty FTE: Total= 24.00 Full= 8.50 Associate= 7.50 Assistant= 8.00

Support: Total= 2.00 APT= 1.00 Clerical= 1.00

Student Majors: Undergraduate= 280 Graduates= 150

Academic Degrees Offered: Minor, B.A., M.A., PhD, Undergraduate Certificates

Major Academic Areas: International Relations, Political Theory, Comparative Politics, Indigenous Politics, Future Studies, Public Law, Public Policy

Psychology

Faculty FTE: Total=25.00 Full= 11.00 Associate= 7.00 Assistant= 6.00

Jr. Specialist= 1.00

Support: Total= 3.00 APT= 1.00 Clerical= 2.00

Student Majors: Undergraduate= 642 Graduates= 100

Academic Degrees Offered: B.A., M.A., PhD, Graduate Certificate in Clinical Psychology

Major Academic Areas: Behavioral Neuroscience, Clinical Psychology, Clinical Studies Respecialization, Community and Culture Psychology, Developmental Psychology, Experimental Psychopathology, Social Psychology, Cognition

Public Administration

Faculty FTE: Total= 8.00 Full= 2.00 Associate= 4.00 Assistant= 1.00

Junior= 1.00 (S2)

Support: Total= 0.00 APT= 0.00 Clerical= 0.00

Student Majors: Undergraduate= 0 Graduates= 58

Academic Degrees Offered: MPA, Graduate Certificate

Public Policy

- Public Policy
- Peace and Conflict Resolution

Faculty FTE: Total= 2.00 Full= 0.00 Associate= 2.00 Assistant= 0.00

Support: Total= 2.00 APT= 2.00 Clerical= 0.00

Student Majors: Undergraduate= 13 Graduates= 33

Academic Degrees Offered: Undergraduate Certificate in Peace Studies and Graduate Certificates in Public Policy Studies and in Conflict Resolution.

Social Science Research Institute

Faculty FTE: Total= 4.00 Full= 3.00 Associate= 0.00 Assistant= 1.00

Support: Total= 8.50 APT= 8.50 Clerical= 0.00

Sociology

Faculty FTE: Total= 17.50 Full= 7.00 Associate= 5.00 Assistant= 5.50

Support: Total= 2.00 APT= 1.00 Clerical= 1.00
 Student Majors: Undergraduate= 262 Graduates= 77
 Academic Degrees Offered: Minor, B.A., M.A., PhD, Undergraduate Certificates
 Major Academic Areas: Comparative Sociology of East Asia, Crime
 and Delinquency, Ethnic Relations, Medical Sociology and Aging

Urban & Regional Planning

Faculty FTE: Total= 10.00 Full= 5.00 Associate= 2.50 Assistant= 2.50
 Support: Total= 1.00 APT= 0.00 Clerical= 1.00
 Student Majors: Undergraduate= 0 Graduates= 75
 Academic Degrees Offered: MURP, Graduate Certificate (Certificate in Planning Studies
 & Certificate in Disaster Management and Humanitarian Assistance),
 Professional Certificate, PhD
 Major Academic Areas: Community Planning and Social Policy, Planning in Asia and the
 Pacific, Land Use, Transportation, and Infrastructure Planning, and
 Environmental Policy and Resource Management, Disaster Management
 and Humanitarian Assistance

Women's Studies Program

Faculty FTE: Total= 7.00 Full= 2.50 Associate= 2.50 Assistant= 2.00
 Support: Total= 1.00 APT= 0.00 Clerical= 1.00
 Student Majors: Undergraduate= 6 (estimated) Graduates= 15
 Academic Degrees Offered: Undergraduate Certificate, B.A., Graduate Certificate
 Major Academic Areas: Women in Asia and the Pacific; Women, Law & Crime; Gender,
 Development and Decolonization; Feminist Theory & Research Methods;
 Women Writers; Intersections of Gender, Race, and Class; Women's
 Health; Women, War and Militarism

A. The Office of the Dean

The Dean

As with all other senior college administrators, the dean of the college has a dual role that involves both college leadership and administration. With respect to leadership, the dean sets the tone for the college by working proactively to articulate the college's basic values and goals. In this sense, the dean tries to ensure that basic college values come alive in defining academic climate and driving its activities and endeavors. Secondly, the dean has oversight for the college's governance system. The goal is to ensure that the system operates effectively and with equal access by all members of the college community. Finally, the dean oversees day-to-day college operations and activities, and represents the College of Social Sciences within the university and to the Hawai'i community at large.

The Associate Dean

The associate dean supports the activities of the dean's office with respect to both leadership and administration. Thus, the associate dean communicates the values and directions of the college as well as has oversight for a number of college activities. In the absence of the dean,

the associate dean represents the college.

The Council of Chairs and Directors

The Council of Chairs and Directors is composed of the associate dean, all department chairs, program directors, and college administrative officers, with the dean presiding over the Council. The principal purpose of the Council is to advise the dean on policy and activities and to serve as a sounding board for new ideas and directions. These include matters such as the values, principles and goals of the college, curriculum development, the budgetary system, College-wide projects, etc. Through its regular weekly meetings, the Council also serves an important mechanism for sharing information and ideas throughout the college.

Support Staff Roundtable

The Support Staff Roundtable is composed of all administrative support staff in the college, with the chief college administrative officer presiding. It serves two main functions: (1) to disseminate information and (2) to provide opportunities for sharing and networking among its members. The monthly meetings are in an open discussion format and discuss such things as accounts management, budgets, administrative procedures, and other matters to help each unit run effectively and efficiently are discussed. The roundtable also provides training on new procedures and on-line systems.

Administrative Officers, Technical Support, Secretarial/Clerical Support

In addition to the Dean's Office, other college support personnel assist every unit. Support personnel are a key element of the college's infrastructure. They are involved with administrative and grant management services that enable the college to meet its fiscal, personnel, administrative, and grant-related obligations. The computer specialists and media specialists offer computer, telecommunication, and multimedia support to the administration, faculty, staff and students of the college with respect to instruction, research, service, and operations. The educational support personnel, in conjunction with faculty, provide a rich academic environment for students.

B. The Departments and Programs

The Department Chairs and Program Directors

The Department Chairs and Program Directors provide unit leadership (establishing academic values and direction, and instituting a collegial governance system) and oversee a range of activities (budget, personnel, curriculum, advising, and program development). They serve as a direct link to the University administration via the dean and as a liaison to other units on campus and to the broader community.

Graduate and Undergraduate Chairs

Graduate chairs are responsible for admissions, graduate curriculum, advising, progress and assessment of graduate students, and degree committees. The chairs are usually appointed by

the chair/director with the support of faculty (e.g., by vote of the faculty). Graduate chair appointments require the approval of the Graduate Dean.

The undergraduate chair is responsible for developing and coordinating the undergraduate curriculum and assuring adequate advising for majors and potential majors. These chairs are encouraged to provide mentoring and tutoring with the assistance of the faculty to undergraduate students when needed. They are usually appointed by the chair/director with the support of the faculty.

Faculty

Faculty are responsible for educating students and for creating, integrating, preserving and communicating knowledge through research, teaching and application. Faculty also provide services in the form of advising and committee work as well as representing the university, college or department as appropriate. Other faculty service extends to all areas of our local community, and the global community, especially to the Asia and Pacific region, and to our professions as they are organized locally, nationally, and internationally.

Administrative, Professional, and Technical Support (APT)

APTs have skills and expertise not commonly available among regular faculty and, thus, bring to the college essential support services without which the college could not function. While the functions that the APTs serve vary from program to program, in general, they provide specialized tasks that benefit administration, research, teaching, and application.

Secretarial and Clerical Support

Secretarial and clerical staff are of crucial importance to the support of the college. They are involved in record keeping and communication services that enable the department/program to meet its fiscal, personnel, and administrative obligations. They also provide continuity of knowledge and skills in the conduct of university business. Their familiarity with regulations and procedures, their effective personal networks, and their communication with the public are all vital to the educational and administrative functions of each program.

Graduate Assistants (GAs) and Research Assistants (RAs)

Graduate assistants and research assistants perform various tasks under supervision of faculty and in support of ongoing instruction and research. GAs and RAs are students actively pursuing advanced degrees.