



UNIVERSITY
of HAWAII[®]
MĀNOA

May 29, 2014

MEMORANDUM

TO: Tom Apple, Chancellor

VIA: Reed Dasenbrock, Vice Chancellor for Academic Affairs

FROM: Denise Eby Konan, Dean
College of Social Sciences

SUBJECT: Reorganization Proposal for the College of Social Sciences, Dean's Office

SPECIFIC ACTION REQUESTED:

We request your approval to add a functional unit within Support Services under the Dean's Office in the College of Social Sciences entitled Office of Student Academic Services.

RECOMMENDED EFFECTIVE DATE:

Upon your approval.

ADDITIONAL COST:

There will be no additional cost, the reorganization will be covered within the College's internal reallocation of funds.

PURPOSE:

The purpose of this reorganization is to add a functional unit within Support Services under the Dean's Office in the College of Social Sciences entitled Office of Student Academic Services. The addition of this unit will consolidate and serve the College's 12 academic units providing the following services: pre-major and major advising, student engagement opportunities, service learning opportunities, graduation, post-graduation and alumni activities under one office. This will improve the operations of the College and the future goals and direction of the College.

BACKGROUND

Pursuant to Administrative Procedure A3.101 *University of Hawaii Organizational and Functional Changes* dated March 2008, reorganizations that:

- a) do not have an impact on BOR policy and/or laws
- b) do not create, eliminate, or significantly change responsibilities of programs reporting to the Board or President;
- c) do not incur significant additional expenses; or
- d) do not have significant programmatic impact on the University may be approved under delegated authority by the Chancellor for reorganizations that are two (2) supervisory levels below (APM A3.101, Section 3b).

This reorganization proposal has been reviewed and discussed with faculty and staff members. The details of the reorganization are outlined in the attached Executive Summary and proposal.

ACTION RECOMMENDED:

It is recommended that the attached reorganization proposal for the College of Social Sciences Dean's Office be approved.

Should you have any questions, please contact Denise Eby Konan at 956-6570 or at konan@hawaii.edu.

Attachments:

- Executive Summary – Attachment 1
- Narrative – Attachment 2
- BJ/BT Position Worksheet – Attachment 3
- Current Organizational Charts and Functional Statements – Attachment 4
- Proposed Organizational Charts and Functional Statements – Attachment 5
- Letters and Responses – Attachment 6

APPROVED/DISAPPROVED:

Tom Apple
Chancellor

Date

Reorganization Proposal
College of Social Sciences
University of Hawaii at Manoa

Executive Summary

Instructions: Complete each section below and clearly indicate “None” or “N/A” where appropriate.

I. Purpose:

The proposal seeks to streamline all advising and other student services within the context of the UH-Manoa Institutional Learning Objectives, which can help provide students with a sense of how the entire degree fits together. The reorganization will add a functional unit within Support Services under the Dean’s Office entitled Office of Student Academic Services. The addition of this unit will serve the College’s 12 academic units providing the following services, including but not limited to: admissions, scheduling, pre-major and major advising, student engagement opportunities, service learning opportunities, graduate, post-graduation and alumni activities under one office. This will improve learning and success for students within the College.

II. Major Elements of the Proposal:

This reorganization proposes to:

- Create a functional unit within the Dean’s Office to be named Office of Student Academic Services. This unit will be headed by a Director who will be from among its faculty and serve on a three-year rotation appointment.
- Move the following reporting lines for the following positions from their respective departments to the Office of Student Academic Services.

#82188 Assistant Specialist from Sociology
#84891 Associate Specialist from Ethnic Studies
#84944T Assistant Specialist from Psychology
#84875T Associate Specialist from Dept. of Urban & Regional Planning
#79702T Academic Support from Dean’s Office

III. Resource Impact:

A. Budget

1. What is the estimated cost of the reorg?

No additional funds are required. The reorganization will reallocate funds internally. In anticipation, the College has funded two permanent positions totaling \$137,436. In addition, temporary positions are funded through a cost-share of Department and College Outreach funds, totaling \$246,137 (salary plus fringes). Temporary positions involve both new positions and a redescription of duties for existing staff. We anticipate a reorganization of the Colleges of Arts and Sciences Student Academic Services (CASSAS) that will further supplement advising resources.

2. Are additional funds needed:
With CASSAS, the professional advisor load lags significantly below national standards set by the National Academic Advising Association (NACADA). However, UH-Manoa must still address the significant shortfall in advisors within Arts & Sciences units and beyond. The College intends to operate within existing resources until new resources become available.
3. Will the reorg result in cost savings or be cost neutral?
This reorganization will supplement existing advising staffing levels and will utilize resources more efficiently to the degree that major and general education advising efforts are more integrated. As this reorganization will improve student retention and progress to degree, it will generate student tuition funds. Thus the reorganization will be cost neutral.

B. Operational

1. What is the overall impact on faculty and staffing responsibilities, if any?

The proposed change will reflect a change in locus. Student academic services for the College will be consolidated into one unit. There should be no impact on faculty and staffing responsibilities.
2. Will additional faculty/support personnel be required? If so, what is the plan to obtain the additional faculty/staffing to successfully implement the reorganization?

None, College already funds two permanent positions and three temporary positions.
3. Will there be a reduction in faculty/staff? If so, what steps are planned or have been taken to ensure proper consultation?

There is no reduction in faculty/staff.
4. Identify faculty/staff positions impacted by the anticipated changes.

#82188 Assistant Specialist, move from Sociology

#84891 Associate Specialist, move from Ethnic Studies
#84944T Assistant Specialist, move from Psychology
#84875T Associate Specialist, move from Dept. of Urban & Regional
Planning
#79702T Academic Support, move from Dean's Office

C. Space

1. Will additional space outside own resources /allocations be required? If so, has the Vice Chancellor for Administration, Finance, and Operations (VCAFO) or designee been consulted?

Space has been committed by the Vice Chancellor for Academic Affairs.

IV. Consultation:

At a Chair's Council retreat on August 29, 2012, the consensus was that student academic services was a priority item for the College given the disconnect of student academic services for our majors. A faculty-driven task force was formed to prepare a proposal on how to address student academic services. The findings were summarized in a document entitled "*Student Service Proposal – Beyond Advising: The College of Social Sciences Hub*" and submitted to the Dean in May 2013. The proposal was also published on the College's website in May 2013. In September 2013, at the annual Chair's Council Retreat, the report was presented outlining the recommendations to the Chairs and Directors of the College. The Chairs and Directors were asked to share these materials and the reorganization proposal with their units and to engage in a conversation about enhancing the overall student experience in the College. A synthesis of the comments from each academic unit was forwarded to the Dean's Office. The proposal was distributed electronically to the CSS faculty and staff and comments were solicited. There were two College-wide Dean's Hours giving faculty and staff opportunity to discuss and give their feedback.

The overall reaction to the reorganization proposal has been very supportive.

I. **Implementation**

The reorganization will be implemented upon approval and this will formalize and reflect how the functions will operate.

Reorganization Proposal
College of Social Sciences
University of Hawaii at Manoa

Narrative

I. INTRODUCTION

- A. Provide an overview of the College/School/Department and a snapshot outlining the current situation of the unit(s) involved in the reorganization.

The current model of advising is outdated, especially as students must go through layers of advising. In addition, transformational experiences such as service learning, internships and study abroad are fragmented. Advising and mentoring varies across departments, and students may not be aware of the UH-Manoa Institutional Learning Objectives (ILOs) and the integration of their major with general education curriculum or engaged learning opportunities. The proposal seeks to streamline all advising and other student services within the context of the ILOs, which can help provide students with a sense of how the entire degree fits together. The addition of this unit will improve the operations of the College and the future goals and direction of the College. The Office of Student Academic Services will provide advising programs and services for the College and its 12 departments, including including but not limited to: admissions, scheduling, pre-major and major advising, student engagement opportunities, service learning opportunities, graduate, post-graduation and alumni activities .

- B. Specify the objectives/goals of the new-restructured unit(s) involved in the reorganization.

The primary objective of creating this unit is to effectively address the strategic goals of the University, UH-Mānoa, and the College of Social Sciences (CSS); and to provide enhanced educational opportunities to our majors by streamlining the current structure. The creation of the Office of Student Academic Services will enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at UH Mānoa. Additionally, the goals of this new office are to increase undergraduate retention, increase graduation rates, and decrease time to degree. For undergraduate education to be successful, student advising must be made a central part of the process. Advising must transcend the instrumental and instead can be used to provide each student with a narrative framework that helps them understand the meaning, integrity, and importance of their degree. A “one-

size-fits-all” model of student advising means that highly motivated students may find mandatory advising to be a waste of time, while those who need additional help may have difficulty securing the time they need or identifying appropriate sources for assistance. Thus, advising needs to be multifaceted, and designed to ensure that all students receive the advising they need.

II. RATIONALE FOR THE REORGANIZATION:

A. Provide background and relevant historical information.

The current model requires students to navigate compartmentalized advisors. Advising on the major is provided by the academic department, while general education advising is provided by the Colleges of Arts and Sciences Student Academic Services (CASSAS). Internships, service learning, research opportunities, and study abroad opportunities are not readily presented or coordinated. This mode is outdated.

The reorganization intends to put students at the center of academic services. In a one-stop shop model, general education advising would be integrated with the major (and thus streamlined). In addition, staff involved with engaged learning opportunities (internships, research, service learning, study abroad, co-curricular programs, alumni, recruiting) will coordinate more closely with academic advisors to create an integrated HUB of student academic services. Satellite partnerships will serve high-major departments (currently Psychology, Sociology, Anthropology).

The reorganization proposal was developed based upon the recommendations of a year-long task force on student academic services, chaired by Department of Political Science chair Debora Halbert, and including several department undergraduate chairs and advisors, student services representative, an engaged student learning specialist, and the Associate Dean. This committee was tasked with developing a plan of action for integrating advising into the College infrastructure. The committee met with various interested parties and gathered information which included meeting with the entire CASSAS advising office, VCAA Reed Dasenbrock regarding advising, a representative from STAR, Ron Cambra (Assistant Vice Chancellor for Undergraduate Education) regarding the Mānoa Advising Center as well as advising in general, College of Education representatives regarding their advising process and seeing a demonstration of the software they developed for student advising, Tom Bingham (former Dean, College of Arts and Humanities), Vice Chancellor for Student Affairs, Francisco Hernandez regarding student services and advising issues, and the College of Business advising team regarding their advising approach. Additionally, select committee members attended a seminar with Professor Lawrence Abele (Provost and Executive Vice President for Academic Affairs at Florida State University) regarding advising and best

practices, and select members also attended a UH-Mānoa Council of Advisors meeting to solicit their opinions on the project. Finally, the committee designed and administered a CSS undergraduate major student survey.

- B. Provide a detailed explanation of the conditions and/or factors prompting the proposed reorganization and how they will be addressed by the reorganization. Explain why the current organization is inadequate and whether the reorganization is consistent with the University's strategic, program and financial plans.

The current advising model, focusing on registration and graduation is outdated. A new framework for advising and other student services, within a context of ILOs will help provide students with a sense of how the entire degree fits together. A new advising system focused on the qualitative experience of the student is critical. Based on the meetings, several major issues need to be addressed:

- Advising is fragmented and can be difficult for students to access.
- Students are sometimes given conflicting advice and it can be difficult to schedule meetings with advisers.
- The quality of faculty advising is inconsistent between departments.
- The core requirements are difficult to understand, and their relationship to learning objectives is not made clear to students.
- Students do not know about or have access to other related student services such as internships, service learning, and mentoring opportunities.
- Time to degree and retention rates must be addressed.
- There is a need for clear metrics within the College to determine what will make the process of advising and student services better.

We envision that the overarching Office of Student Academic Services will serve as the HUB of services where students will be able to find information about their degrees, pursue internships, research opportunities, overseas studies, and service learning. These options will be brought together under the common understanding of the ILOs of the UH-Mānoa. The HUB will be designed to reach out to students from the moment they are identified as part of the College through their graduation and then onwards to connect students as alumni.

The following changes will be implemented:

- Orientation

Orientation will be required to integrate each student into university life. The CSS will host an orientation each Fall for incoming students, that is

either part of or in addition to the UH-Mānoa New Student Orientation. While it is difficult to make such an orientation mandatory, we can certainly call it mandatory in order to ensure most students will attend. This orientation will combine all Social Science departments as well as educate students on college-wide educational opportunities. The orientation will use the ILOs to provide students with a better understanding of what the next four years should be about. The College will then engage in ongoing information sessions to continue to recruit students and expose them to the majors in the College.

- Declaration of Areas of Interest/Major

Students who are then interested in the College of Social Sciences will be integrated into the College's advising system. While some students know their major upon entering, most do not. Thus, incoming students will need to indicate a general area of interest (social sciences), and we will strongly recommend that this general categorization occur in the freshman year. We would then encourage all students to have formally declared a major by the end of their sophomore year. However, instead of entering as undeclared, students should declare a general interest in the social sciences.

- General Overview

The UH-Mānoa - CSS experience includes each of the following aspects designed to provide each student with a holistic degree that is grounded in the Institutional Learning Objectives:

1. General Education Courses – designed to provide students with basic skills and competencies as well as expose students to a diverse set of educational opportunities. The CSS will chart a preferred pathway for students through the general education courses that will best maximize their time and interests.
2. Service Learning and Civic Engagement – students will be encouraged through advising to participate in on and off-campus service activities, which will be linked to courses but also help students learn the benefits of community engagement. It may be worthwhile to investigate the possibility of requiring a student service/community engagement option for students.
3. Study abroad/Global studies – our students should not only be grounded in the values of the Hawaii community but also have a global perspective and understanding.
4. Major course of study – specialization in one or more of the social sciences provides each student with insights into crucial aspects of our cultural, political, and social lives.

- General Responsibilities for the Various Branches of the Office of Student Academic Services

Advising will become the key to ensuring students understand the Institutional Learning Objectives, why they matter, and how they relate to their individualized degree path. We recognize that each student comes prepared with different skills and with different levels of risk and resiliency. To that end, advising needs to be tailored to individual student needs. On the whole, student advising will be designed to provide systematic and strong oversight during the first year, with each year after the first shifting responsibility to the students.

The overall design of the advising system puts the student in the center of dedicated branches of advising that serve specific needs of a student as they progress through the system. The different branches of the new HUB will be accountable for their specific duties; however, branches will work cooperatively and in some cases will have overlapping responsibilities to reduce gaps in the student experience. The branches currently envisioned for the HUB include: General Academic Advising, Student Engagement Advising, Departmental Advising, Recruitment Advising, and Career Advising.

C. Explain other alternatives explored.

N/A

D. Explain how the proposed changes will affect current relationships and workflows, including impact on services and relations with other University segments.

N/A

E. List the groups that will be impacted by the reorganization and indicate whether they have been informed/consulted.

CASSAS is aware of this reorganization.

F. Outline the benefits that will be achieved by the reorganization, including efficiencies and service improvements. Explain whether the supervisor/subordinate reporting relationships are properly identified and whether the reorganization will minimize confusion over authority, roles, and responsibilities.

Create clearly defined degree pathways for students in the College of Social Sciences that will increase accessibility to quality advising and hopefully ensure that all students, especially those prone to becoming lost in the system, are able to succeed to the best of their abilities.

G. IMPACT ON RESOURCES AND THE UNIVERSITY

Provide a detailed description of the resource requirements and the programmatic impacts of the reorganization on the University

A. Impact on budget resources:

1. What is the estimated cost of the reorg?

The reorganization will be covered within the College's internal reallocation of funds. The College is already funding two permanent positions totaling \$137,436. In addition, temporary positions total \$246,177 (salary plus fringes).

2. Are additional funds needed?

The reorganization will be covered within the College's internal reallocation of funds. After a trial period, it will be determined if additional resources are needed.

3. Will the reorganization result in cost savings or be cost neutral?

The reorganization will be cost neutral.

B. Impact on operational resources:

1. What is the overall impact on faculty and staffing responsibilities, if any? Explain reasons for the anticipated changes/relocation/reassignment/etc.

No impact

2. Will additional faculty/support personnel be required?

No.

3. Will there be a reduction in faculty/staff?

No.

4. Identify the positions impacted by position number, classification title, and anticipated changes.

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#84891 Associate Specialist, Move from Ethnic Studies
#84944T Assistant Specialist, Move from Psychology
#84875T Associate Specialist, Move from Dept. of Urban & Regional
Planning
#79702T Academic Support, Move from Dean's Office

5. Will there be changes to supervisory/subordinate relationships? If so, identify the impact. Will the changes streamline operations, reduce supervisory span of control, etc.?

None.

**6. Impact on space resources:
Will additional space outside own resources/allocations be required?**

Space has been committed by the Vice Chancellor for Academic Affairs.