

**Reorganization Proposal
College of Social Sciences
University of Hawaii at Mānoa**

**Note: Comments regarding the attached draft
are due to [Jordan Higa](#) by Thursday, October 31, 2013.**

Executive Summary

I. Purpose:

One of the key factors identified in the 2006 UH-Mānoa “Leavers Survey” was that undergraduates received inadequate levels of academic advising. As one of the Colleges that serves the most students and majors, a new model of academic advising and student advancement is being proposed. The goals of this reorganization are to provide a multifaceted approach to academic advising that meets the needs of a diverse student body, and to enhance the overall undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them (i.e., internships, global experiences, service learning, mentoring, study abroad, and practicums).

Furthermore, with the decentralization of CASSAS (Colleges of Arts & Sciences Student Academic Services) and the need for each of the individual Arts & Sciences Colleges to take responsibility for their own academic advising, the College of Social Sciences (CSS) proposes to create an Office of Student Academic Services to serve current and potential majors. To ensure the efficiency and effectiveness of these services, oversight for department advisors will move to this new office. With the development of this new “office”, the College expects the number of majors to increase significantly, the retention rate of CSS majors will increase, and the time to degree of CSS majors will be reduced. Additionally, students that take advantage of some of the various educational opportunities offered through the College will enhance their chances at meaningful employment.

II. Major Elements of the Proposal:

This reorganization proposes to:

- A. Create a unit under the Dean’s Office to be named Office of Student Academic Services.
- B. (i) Move the reporting lines for the following advising positions from their respective departments to the Dean of the College of Social Sciences via the Director of Academic Advising (position to be created and filled).

1. # From A&S (Nishida)
2. #From A&S (Sekiguchi)
3. #From A&S (Salunga)
4. #From A&S (vacant)
5. # From Sociology

(ii) Move the reporting lines for the following engaged student learning positions from their respective departments or office to the Dean of the College of Social Sciences.

6. #From Ethnic Studies
7. # From Dean's Office (Louise Kubo)
8. # From Dean's Office (Steger)

III. Resource Impact:

A. Budget

1. What is the estimated cost of the reorg?

If approved, positions 1 through 4 will come with funding currently allocated to CASSAS, i.e., \$200,828. Positions 5-8 are currently funded internally by the College, totaling \$ 240,046.

2. Are additional funds needed:

Yes, while several positions are being handled within the College's current allocation, additional funding will be required to fund additional academic advisors, an IT Specialist, an Assistant/Associate Specialist in Hawaiian Advancement, and additional support staff.

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

Initially this reorganization will not result in cost savings, and is not cost neutral. As noted above, additional funding is necessary to support a new holistic model of academic advising and academic engagement in the College. With time we envisage a significant increase in tuition dollars to the College. This will be a direct response to an increased number of majors, an increased number of students taking CSS courses, and thus resulting in a significant overall increase student semester hours. Additionally, with a predicted increase in retention rates, additional tuition monies will be generated that otherwise would have been lost to UH-Mānoa.

B. Operational

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

The responsibilities for faculty and staff will become more focused and tailored to one college. Currently the advising efforts are spread thinly across four Colleges (Arts & Humanities; Languages, Linguistics, & Literature; Natural Sciences; and Social Sciences).

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?

Yes, additional personnel will be required. Specifically, to meet the needs of our students we will need to add new lines for faculty advising and advancement specialists, office and IT support staff. With the decentralization of CASSAS, the College will be allocated three faculty specialists and one APT. With over 1,900 undergraduate majors, and five departments with annual major counts over 250 per year (Communications, Economics, Political Science, Psychology and Sociology) additional advising specialists and support staff are necessary.

3. Will there be a reduction in faculty/staff? If so, what steps are planned or have been taken to ensure proper consultation?

No

4. Identify faculty/staff positions impacted by the anticipated changes.

From A&S (Nishida)
#From A&S (Sekiguchi)
#From A&S (Salunga)
#From A&S (vacant)
From Sociology
#From Ethnic Studies
From Dean's Office (Louise Kubo)
From Dean's Office (Steger)

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?

Yes, the College is working with the VCAFO's designee, Dr. Stephen Meder (Interim Assistant Vice Chancellor for Physical, Environmental, and Long Range

Planning) and his group to identify suitable space that is outside the College's current allocation. This space should be located in a visible and central manner. Furthermore, it will need to be inviting to students and create a sense of community.

IV. Consultation:

All offices affected by this proposal have been in discussion and aware of this reorganization proposal. With the CASSAS decentralization initiative moving forward, the College convened a task force that met throughout the fall 2012 and spring 2013 semesters. This task force included faculty and staff representatives from the College and CASSAS. Their findings were summarized in a document entitled "*Student Service Proposal – Beyond Advising: The College of Social Sciences HUB*" and submitted to the Dean of the College of Social Sciences in May of 2013. This document and the Reorganization materials were provided to the Chairs and Directors of the College at their annual retreat, September 6, 2013. *The Chairs and Directors were asked to share these materials 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 were forwarded to the Dean's Office.*

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

V. Implementation:

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

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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 College of Social Sciences (CSS), and its current faculty count of approximately 150, is a major force in shaping the future success of undergraduate students at UH-Mānoa. On an annual basis, the College accounts for the most undergraduate student semester hours taught (67,000), graduates over 600 students, has over 1,900 majors, and over 22,000 'students' take our classes. Currently CASSAS (Colleges of Arts & Sciences Student Academic Services) is the advising wing for the Colleges of Arts & Sciences (comprising four colleges: Arts & Humanities; Languages, Linguistics & Literature; Natural Sciences; and Social Sciences). CASSAS advisors currently deal with over 5,000 majors, offer academic advising for four degree programs (BA, BS, BFA, and BMus), deal with more than 40 different majors. Additionally, they also offer academic advising for a variety of minors and certificates in over 20 academic areas. With reorganization the academic advisors in the College of Social Sciences will deal with two degree programs (BA and BS), 10 majors, five minors, four certificates, and approximately 1,900 majors. The current "one-size-fits-all" model of CASSAS advising will be revised and replaced with a multifaceted approach that ensures that all students receive the advising they need, when they need it. Currently, majors in the CSS have core advising with the CASSAS and their respective major department for major requirements. This has resulted in confusion, and inadequate levels of academic advising. In addition, availability of information on transformational opportunities such as service learning, internships, practicum experiences, research assistantships, and study abroad have been fragmented and either handled by each department or attention may not even be paid to establishing these opportunities. With the College creating the Office of Student Academic Services, professional advising staff will be coupled with professional engaged student learning staff to provide students with a more holistic educational experience.

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

Development of the Office of Student Academic Services is in keeping with College's deep commitment to undergraduate education and providing meaningful learning experiences to our students. Targeted, student-centered advising combined with an expansion of experiential learning opportunities are directly in line with goals stated in the University of Hawai'i at Mānoa 2011-2015 Strategic Plan. For example, **Goal 1: A Transformative Teaching and Learning Environment**; and **Goal 3: An Engaged University**. Additionally, our efforts are consistent with the learning outcomes developed by the Association of American Colleges and Universities LEAP (Liberal Education and America's Promise) initiative and adopted by the Mānoa Faculty Senate, i.e., integrative learning, collaborative assignments, and global and community-based learning that combine to foster deep learning which goes far beyond content mastery.

By addressing specific concerns about inadequate advising on campus and by offering 'value-added' opportunities for student engagement, the objectives and goals of the Office of Student Academic Services are:

- Enhance the overall undergraduate learning experience
- Increase interest in Social Science courses, and expand the number of majors
- Increase the retention and graduation rates for undergraduate students, especially first-time students
- Decrease the time to degree completion

II. RATIONALE FOR THE REORGANIZATION:

- A. Provide background and relevant historical information.

In the fall of 2012 there was agreement between the four Arts & Sciences Deans to decentralize CASSAS, and this was supported by the Vice Chancellor for Academic Affairs (VCAA). On notification that the CASSAS advising office would be reorganized and each college would develop their own advising model, the Dean of the College of Social Sciences formed a task force. The composition of the committee included one department chair, four undergrad chairs or advisors, an IT specialist, two engaged student learning staff members, the Associate Dean, and three representatives from CASSAS that would potentially move to the College after a reorganization. This committee was tasked with developing a plan of action for integrate advising and engaged student learning opportunities into the College infrastructure. The committee met with interested parties and gathered information which included meetings with CASSAS, the VCAA (Reed Dasenbrock), the Assistant Vice Chancellor for Undergraduate Education (Ron Cambra), a representative from STAR (Gary

Rodwell), staff from the Office of Student Academic Services at the College of Education regarding their advising process and seeing a demonstration of the software they developed for student advising, Tom Bingham who was initially charged with directing the transitional phase of the reorganization, the Vice Chancellor for Students (Francisco Hernandez) regarding student services and advising issues, and the Shidler College advising team regarding their advising approach. Additionally, representatives from the task force attended a seminar with visiting expert Professor Lawrence Abele regarding advising and best practices, and attended a UH-Mānoa Council of Academic Advisors meeting to solicit input on best advising practices. Finally, the committee designed a questionnaire addressing issues of advising and engagement and surveyed students majoring in disciplines within the College of Social Sciences.

- 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 being abandoned as outmoded. A new College of Social Sciences model will combine student-centered professional advising, with a new initiative staffed by engaged student learning specialists focusing on increasing the number of value-added student opportunities. This two-pronged approach will provide students with a sense of how the entire degree fits together. As Arts & Sciences advising is decentralized, the new model will focus on the qualitative experience of the student. Based on the meetings, several major issues need to be addressed:

- Advising on the Mānoa campus is fragmented and can be difficult for students to navigate.
- Students are sometimes given conflicting advice and it can be difficult to schedule meetings in a timely fashion with advisers.
- The quality of faculty advising is inconsistent between departments.
- The core requirements are difficult to understand, and their relationship to institutional learning objectives is not made clear to students.
- Students are not aware of, or have access to other related student activities such as internships, assistantships, practicums, and service learning opportunities.
- Time to degree, graduation rates, and retention rates must be addressed.
- There is a need for clear assessment metrics to determine the overall quality of the student experience.

We envision that the overarching Office of Student Academic Services will serve as the central unit, or HUB, from which students will be able to find information about their degrees, pursue internships, assistantships, receive mentoring, overseas studies, and service learning. These options will be brought together under the common

understanding of the Institutional Learning Objectives of the University. The HUB will be designed to reach out to students from the moment they are identified as part of the College of Social Sciences 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 College will host an orientation each fall for incoming students, that is either part of or in addition to the UH-Mānoa New Student Orientation. This orientation will combine all Social Science departments as well as educate students on college-wide degree options. 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 social science majors.

- Declaration of Areas of Interest/Major

Students who are then interested in the CSS 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 CSS / UH-Mānoa experience includes each of the following aspects designed to provide each student with a holistic degree that is grounded in the Institutional Learning Objectives:

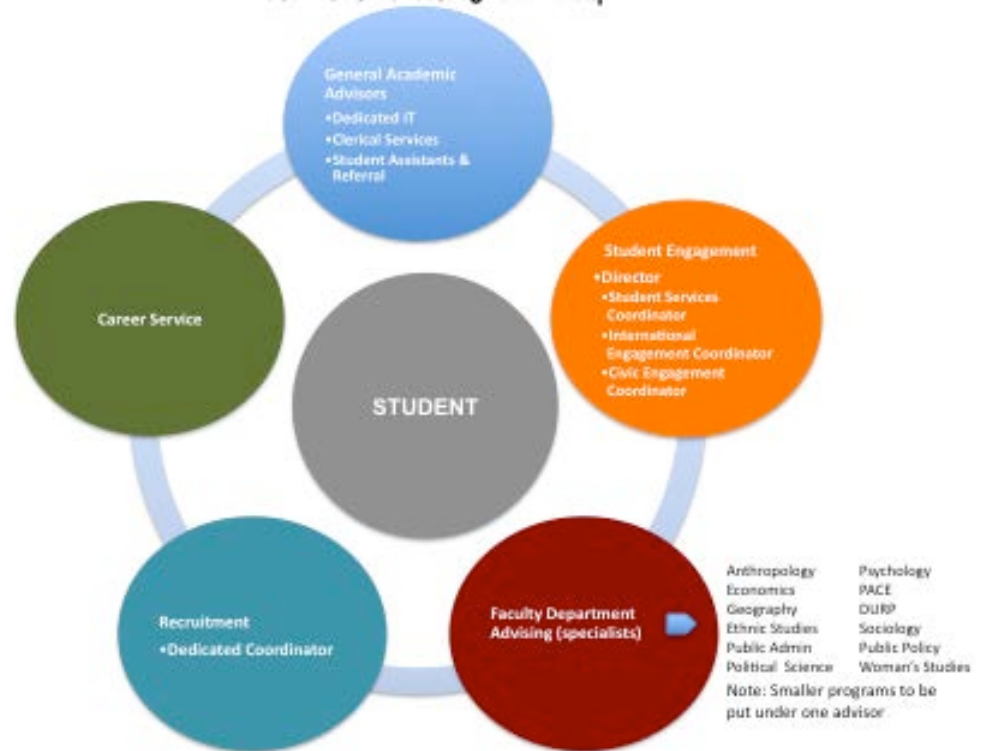
1. General Education Courses – designed to provide students with basic skills and competencies as well as expose students to a diverse set of learning opportunities. The CSS will chart a preferred pathway for students through the general education courses that will best maximize their time and interest.
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.

3. Internships and Research Assistantships – students will be encouraged through advising to take advantage of a range of potential degree- or skill-oriented internships. Additionally, students will be encouraged to engage in research activities through assistantships or practicums under the direction of faculty.
 4. 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. While the Colleges of Arts & Sciences has eliminated the breadth and depth requirements as a whole, the CSS should continue to investigate how to encourage study abroad for all students.
 5. Major course of study – specialization in one or more of the social sciences provides each student with insights into crucial aspects of our cultural, environmental, political, and social lives.
- General Responsibilities for 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 the individualized degree path. We recognize that each student comes 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 figure shown below provides a general overview of the different branches of the new HUB and specific tasks that will be taken on by each branch. Each branch 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 are: General Academic Advising, Student Engagement Advising, Departmental Advising, Recruitment Advising, and Career Advising.

College of Social Sciences Advising Hub Map



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.

The reorganization has been discussed and agreed to by the units below and will proceed with their separate reorganization proposals:

- Arts and Sciences
- College of Arts and Humanities
- College of Languages, Literature and Linguistics
- College of Natural Sciences

- 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.

The advising process in the College of Social Sciences will be streamlined and serviced by professional advisors and those in various areas of student engagement. This will increase student accessibility to quality advising and increase educational opportunities for our students. This will significantly reduce the number of students becoming lost in the system, and provide students with a new suite of opportunities to select from to enhance their overall educational experience. Students will also benefit from increased retention and graduation rates, and identifying with CSS early will reduce time to graduation.

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

Most of the following are redundant and appear in the executive summary

A. Impact on budget resources:

1. What is the estimated cost of the reorg?
2. Are additional funds needed?
3. Will the reorganization result in cost savings or 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.
2. Will additional faculty/support personnel be required?
3. Will there be a reduction in faculty/staff?
No.
4. Identify the positions impacted by position number, classification title, and anticipated changes.

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

Draft #2