

**The Department of Sociology
University of Hawai'i at Hilo**



**Self-Evaluation Report in Fulfillment of the Policy and Guidelines for
Academic Program Review Under the
Ho'okahi Ka'ilau Like Ana: Wield the Paddles Together (2020)
Spring 2020**

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I. Mission Statement, Goals of the Department of Sociology, and Ties to the Purpose Set Forth by the University

As a discipline sociology is credited both with data-driven theoretical understandings of our social world and the application of such knowledge for the betterment of society – locally and globally. It is also the discipline with the foremost expertise in the study of social inequalities both in our current context and historically. Furthermore, sociologists articulate how inequalities and bias operate in various institutions and sectors, including within and across national and international governments, non-governmental organizations, and private entities. Finally, other disciplines have been birthed or heavily influenced by sociology: social work, criminology, gender and women studies, education, and human geography among others.

As such the mission of the Sociology Department at UH Hilo is “to provide students with the basics of theoretical and applied sociology. These basics include the application of sociological theory and research methods to the understanding of social processes, organizations, groups, and institutions.” In addition, the department maintains cross-listed courses across campus, actively contributing to majors including Administration of Justice and Political Science, Drama, Education, Gender and Women Studies, Japanese Studies, Nursing, and participates in the Pacific Island Studies and Indigenous Public Health Certificate.

Our goals for student learning are congruent not only with the discipline’s larger project but also UH Hilo’s mission and vision. As a department our objective for sociology students to “develop a critical understanding of social events and processes, resting on an underlying appreciation of social theories and the insights these yield about the structure of societies, the processes embedded in these structures, the nature of social change, and how all of these affect people in their everyday lives.” Sociology majors and minors should also develop basic skills in sociological research including quantitative and qualitative methods. Substantive courses relating to specific social identities such as indigenous communities, genders and sexualities, and race and ethnicity create an understanding of the interconnectedness of social events and processes. Core courses demonstrate how social research and theory can inform our understanding of society. Both major and minor options are organized around basic courses in statistics, research methodology, and theory. In addition, sociology majors have the opportunity to select a specialized option in Island and Indigenous Sociology focused on the social and environmental conditions of island and indigenous societies.

UH Hilo’s mission is to inspire “learning, discovery and creativity inside and outside the classroom. Our kuleana (responsibility) is to improve the quality of life of the people of Hawai‘i, the Pacific region and the world.” Our Department’s program of study, range of courses, and community service and applied opportunities is a direct reflection of the campus mission and motto ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi, one learns from many sources.

Along with our breadth of courses that serve various Departments, programs, and general education requirements at UH Hilo, we offer a major, minor, an option in Indigenous and Island Sociology, and “two plus two” pathways from Hawai‘i Community College to UH Hilo for a degree in Sociology including the Indigenous and Island Sociology option.

In addition, along with its applied learning emphasis, globally and locally grounded courses, and with the establishment of its new option in Island and Indigenous Sociology, the department of Sociology speaks both to UH Hilo's recognition that "the island community is one of the most ethnically diverse populations in the nation, rooted in a strong indigenous host culture" as well as to UH Hilo's vision to support "every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai'i, and promotes skilled participation in a global society."

Despite the challenges of having only four permanent faculty, the Sociology Department at UH Hilo serves numerous Departments in achieving the wider campus goals with its vision towards E lawe i ke a'o a mālama, a e 'oi mau ka na'auao, those who take their learnings and apply them increase their knowledge.

II. Executive Summary by Department Chair

The UHH Sociology Department conducted its last program review during Spring of 2006. Prior to that, our Department evolved from a joint Department (with Political Science) to a department with its own distinctive profile and mission. The current self-study has provided us with an opportunity to examine both change and continuity in the department, assess our strengths and limitations as a program, and to re-examine our mission in the context of the broader Strategic Plan for this campus. Student learning objectives reflect the comprehensive character of this University and its social context as a unique island community constituted of diverse cultural and socioeconomic groups. Our program both in its theoretical and practical dimension stresses student learning through critical thinking, research, sociological knowledge, observation, and writing. The majority of our students join the workforce upon graduation, often in the human services environment which also speaks to UH Hilo's "commitment to workforce development for the new economy and its emphasis on applied research and learning to benefit the island, state, and region."

Faculty engage with community groups by providing expertise in program evaluation and policy analysis. As such, community-based organizations including businesses, non-profits, and government agencies have benefited from working with the faculty and students of this Department. Departmental interns and students in our research courses have made contributions across the spectrum of these organizations. In fact, we see our graduates in leadership positions in many of them. Sociology is proud of its role in building the leadership and workforce capacity of Hawai'i Island.

As described above, the mission statement and student learning outcomes goals in Sociology are in remarkable alliance with UH Hilo's mission and vision particularly on several accounts: its applied focus and dedication to developing Hawai'i's workforce, courses that address our island and indigenous communities and global society, and support of ethnic and racial diversity on campus through the critical course work it offers. During the past several years, the Department has built on this trend by creating an option in Island and Indigenous Sociology with courses that are consistent with the Hawai'i Papa Ke Ao O (HPOKA) system initiative. This initiative promotes indigenous sociological learning, research, and community service."

While Sociology does provide ample support to UH Hilo's General Education Requirements, given its range of courses, the Department should become an even richer contributor to the university's range of general education requirements. Though applications have been and will be made to bring several courses to serve the Global and Multi-Cultural Perspectives requirement, no Sociology course yet satisfies this requirement. Sociology does contribute to the University's Quantitative Reasoning Requirement with SOC 280 Statistical Reasoning and lab SOC 280L. Due to its cross-listing with Drama, SOC/DRAM 243 Drama of Hawai'i and the Pacific helps to fulfill a Humanities Requirement, and as expected a number of Sociology courses fulfill the Social Science Requirement. The department also contributes three courses each to the campus's Hawai'ian Pan-Pacific (HPP) and Global Community Citizenship (GCC) Requirement. However, given the number of courses it offers on the Pacific region, indigenous communities,

*For further information on this system initiative, go to: <https://www.Hawai'i.edu/offices/op/hpokeao.pdf>.

global contexts, and applied learning, Sociology is well placed to better contribute to the HPP and GCC Requirements. The department however has been quite successful recently in adding to the Writing Intensive (WI) courses, offering on average more than two WI per semester in a range of courses and levels for the last three years.

The Sociology Department has remained rather steady since its last program review in 2006. This includes the overall cost of running the program, course offerings, number of majors, and rates of graduation. Along with maintaining a traditional core curriculum in the discipline it has also maintained an applied learning focus. However, we have substantially expanded our offerings in four important arenas of sociology. We have removed courses that were taught by a recently retired faculty and added courses that are taught on a three semester rotation to widen the breadth of upper level courses relevant to our contemporary social context, especially for majors. In the last several years we have increased offerings in both Public Health and Gender and Women's Studies, two subfields with a long history and substantial following in the discipline which are also experiencing, in equal measure, a rebirth of academic attractiveness by students and scholars alike, a third arena of department growth, is represented by subfields such as Sociology of Development or Political Economy of the World Systems (PEWS), which has congealed since about the time of our last program review into the subfield of Global and Transnational Sociology gaining centrality in the discipline. The fourth, a new option which includes courses in Indigenous and Island Sociology, is at the cutting edge of the discipline, with the American Sociological Association (ASA), our central professional organization, approving just this year an Indigenous Peoples Section.

Our future goals, in addition to continuing to meet expectations for general education courses, include developing upper-division courses to strengthen our applied focus, courses that contribute to indigenizing the major, and to other substantive areas in keeping with contemporary Sociology as a discipline. In the last year, we also have a prepared a memorandum of understanding (MOU) with Hawai'i Community College (HCC) for 2 years of study at HCC and 2 years at UH Hilo, as a path for students beginning their academic careers in the community college to graduate with a Sociology degree from UH Hilo in a timely fashion. Finally, the Department hopes to expand its early college offerings across the island and efforts have been made to offer an introductory course at Hawaii Academy of Arts and Sciences (HAAS) to be available to the community in Pāhoā, a town in which a high rate of high school graduates selects not to attend college. A face to face early college course will not only benefit UH Hilo but could also attract more Hawai'i based students to a college degree. For the last three years, our current temporary instructor and lecturer have successfully taught our introductory courses helping the department to replenish its majors after a high rate of sociology student graduation, 29.6 average per year, between academic year 2016-17 and 2018-19. A central need for the department is to return to five permanent faculty. The department has been relying on a yearly highering of a temporary instructor to meet the regular programming of lower and upper level courses and to serve its new option in Island and Indigenous Sociology.

Table 1. Proposed Instructional Schedule Based on Scheduling for Previous Years (2017-2020)*

Faculty	Fall	Spring
Tenured Faculty	Methods/Methods Lab Upper Level Course	Methods Upper Division (<i>distance learning</i>) Upper Division
Tenured Faculty	Theory Internship Upper Level Course	Internship Upper Division Upper Division
Tenured Faculty	Lower Division Class Upper Division (<i>distance learning</i>) Upper Division (<i>distance learning</i>)	Upper Division (<i>distance learning</i>) Upper Division (<i>distance learning</i>) Upper Division
Tenured Faculty	Upper Division Upper Division Chair Release	Lower Division Upper Division TCBES
New Hire – Tenure Track Faculty	Lower Division Lower Division Upper Division	Lower Division Upper Division Upper Division
Lecturer	SOC 100 SOC 100 KS Early College	SOC 100 SOC 100 SOC 260 SOC 301
TOTAL	12 Content Courses 4 Required Courses 1 Internship (in load) 1 Early College Course 16 TOTAL Courses	12 Content Courses 3 Required Course 1 Internship (in load) 1 Graduate Level Course 16 TOTAL Courses

*The above table is based on course offerings over the last three years with an average class size of approximately 22 students. In previous years Sociology offered an average of 18 credit courses as well as course overloads. In addition, the Table assumes a full teaching load (less chair release) of four permanent faculty. Given course buyouts from grants, sabbaticals, or course reassignments due to university service, the scheduled proposed is unlikely to remain consistent. Furthermore, the Table demonstrates Sociology’s reliance on non-permanent faculty to instruct regularly offered upper level courses, a specialty course (SOC 301 Intro to Social Work) that always fills to capacity with 35 students enrolled, and introductory courses. If the department were to rely only on its permanent faculty as listed, less than half of its offerings would be available each semester and this does not include course reassignments. Sociology was not informed of the availability of a permanent position in 2019, and therefore could not proceed with a hire as did other departments. Sociology *should not be penalized even in the current climate* because of its reliance on temporary instructors, for example in the reduction of course offerings, as it was in recent years.

In Sociology's 2006 Program Review, then chair Dr. Sarah Millman wrote in her evaluation that "The most crucial additional resources would be new faculty positions." This would improve "our depth of offerings in selected areas" as well as "the range of topics covered. Additional faculty would also ease our reliance on lecturers." The Department sought two additional permanent faculty positions to its five permanent faculty on record in 2006.

Since 2006, the ebb and flow of enrollment at UH Hilo have shifted with economic change and distribution of state resources. During this period, FTE Student-Faculty ratios in Sociology remained above 20 students. Since Fall 2016, the Department has been operating with four permanent faculty after a faculty retirement, far less than the seven permanent positions desired. Recognizing the state's economic challenges since the 2006 and under current economic circumstances, seven faculty must remain a long term goal. However, returning the number of permanent faculty to five, should occur immediately, given that it would not substantially increase the costs associated with running the department. Unfortunately, unlike most Departments across the UH Hilo campus, and all those in the Social Science Division, that have been offered permanent positions, the Sociology Department has not, for any clearly stated reason, given its comparative needs. Sociology depends on a yearly hiring of a temporary instructor, which is impractical, requiring faculty to serve on yearly search committees, and does not help build the potential and direction of the department. Especially, as the reoccurring temporary hire is in the area of expertise that serves to instruct the additional courses in Island and Indigenous sociology as well as service traditional ones, such as SOC 310 Race and Ethnic Relations and SOC 340 Socialization and Identity. Furthermore, as the data presented demonstrates, despite our limited number of permanent faculty, sociology has been successful in attracting a substantial number of majors and graduating a distinctly higher rate of students than other majors in the Social Science Division, with the support of its temporary instructor and lecturer.

The predicament for sociology has been that CAS and Academic Affairs administration were seeking to reduce lecturer and temporary instructor taught courses, without affording sociology a permanent hire. Rather, administration attempted to reduce our overall course offerings, despite the department having a record of successful course enrollments and course buyouts or drawing funds to campus. This has been particularly difficult to manage given that many departments, even those with new hires, continue to depend on long term instructors and lecturers.

Another area for growth identified in the previous program review was to increase the achievement of grants. Faculty in the Department of Sociology have maintained active research agendas. To that end they have achieved some success in gaining internal grants for research but also for professional development and programming from within the University, and also the wider UH System. In addition, these internal grants have provided funds for research that have helped improve UH Hilo's retention of students, identified pathways for formerly incarcerated women to pursue higher education, and gauged response to natural disasters in Hawai'i. Professional development grants permitted us to bring experts to campus to speak to the department's growth in island and indigenous studies with events open to other departments and programs on campus, and to contribute to diversity programming by inviting sociologists with expertise from under-represented groups such the Latinx and queer communities. Finally, the receipt of a 1.1 million dollar NSF ADVANCE Partnership Grant (#1725604) on which the chair

serves as PI, is dedicated to recruiting, retaining, and improving the employment circumstances of women in STEM fields at UH's community colleges and UH Hilo. The NSF award has provided ample funds in terms employing students, salary savings, and Research and Training Revolving Funds (RTRF) to the university, although the department has not directly benefitted with additional resources.

Faculty productivity is evident in our teaching, scholarship, and service to UH Hilo and to the wider UH Hilo community. It is not an overstatement that, given our various strengths, including our temporary instructor and lecturer, we excel in all three arenas which will be detailed in subsequent sections.

Regarding instruction, Sociology continues to attract a large number of majors and courses that provide direct engagement with the wider island community. In terms of UH Hilo's recognition that "one learns from many sources," Sociology instruction includes on-line teaching modalities, huaka'i or field trips, expert visitors to classrooms, internships, community centered research, and data collection. Several students have been hired with the support of research grants. Along with contributing to curricula by adding our own new option, Sociology was also an equal contributor in the creation of the interdisciplinary Indigenous Public Health Certificate. Finally, over the last three years our lecturer has taught early college courses at Kamehameha Schools that have been well received and requested yearly and upon which we hope to expand.

In terms of scholarship, faculty are actively publishing articles in peer-reviewed journals and edited volumes, two faculty members expect to have books published within the next year, and much of our scholarship addresses pressing social issues. Faculty present their papers in professional research conferences as well as in community centered venues. Due to the benefit of research grants and other sources of funding, Sociology students have also been able to attend professional conferences. Others have been hired to work on faculty grants and research projects in recent years.

Service to UH Hilo includes participation on campus-wide committees such as the Gender and Women Studies executive committee, the Tropical Conservation and Biology and Environmental Studies Executive Committee, on search committees and Tenure and Promotion committees, in addition to actively supporting university athletics and student affairs. Due to the activity of its temporary instructor faculty member, Sociology is also involved in UH Hilo's suicide prevention effort, Black History Month, and the Community of Hei project which is in collaboration with the Mōkaulele Program, a Title III Native Hawai'ian Serving Institutions Grant under the Office of the Chancellors at the University of Hawai'i at Hilo and Hawai'i Community College and the HawCC Hawai'i Lifestyles Program, UH Hilo Student Health & Wellness Programs, and the Kīpuka Hawai'i Student Center in an effort to revive and promote the Hawai'ian tradition of string art to help support student learners, as well as faculty and staff.

The Sociology Department has also been active in the advancement of the Hawai'i Sociological Association, a 43 year-old organization, returning its annual conference to UH Hilo after 30 years on a bi-annual basis which has recently engaged high school students and community participants from Hawai'i Island. Our community involvement also includes participation in Native Hawai'ian cultural activities and events, advancing progressive practices in the criminal

justice system, and creating and maintaining student internships which serve the Hawai'i community at large.

The Sociology Department stretches its faculty resources by offering several of its core courses, SOC 280/280L, SOC 380, SOC 390 (beginning Fall 2020) on an annual rather than a semester basis. The Department also holds some of the highest enrollment caps in the SS Division. Despite this less-than-optimal situation, we have graduation rates between 24% to 34% of our majors in the years from 2005 to 2016. In the last year on record, our graduation rate increased to 47.9% percent of majors with 33% identifying as Native Hawai'ian, among the highest in the Social Science Division (see Tables 4 and 5) and much of the campus as measured by UH Hilo's Institutional Research Office. In addition, in the recent past when many departments were losing majors, Sociology, given its high rate of graduating majors, was able to sustain relative stability in terms of majors as recognized by our previous interim Chancellor in her meeting, December 2017, with the department.

Our course offerings are populated by both majors and non-majors, the latter making up the majority of our lower division courses. Our face to face upper-division courses are populated by higher percentages of majors, along with majors from other disciplines looking for complementary electives.

In terms of student learning, our department relies upon progressive assessments of learning culminating in senior seminars that all majors are required to take. Students may also take advantage of internships that combine sociological insights and practical experience, primarily in human-service settings. Advanced students have the opportunity to apply what they know in a senior-level research practicum or senior thesis if they opt for the Island and Indigenous Sociology track. Our majors demonstrate success in multiple avenues as will be documented. This includes coordinating community events on campus, activities via the Sociology Club, attending conferences and giving presentation. Many of our graduates move on to graduate programs within the UH System and across the US, find gainful employment in the human services, and even go on to be Vice Chancellors, such as Vice Chancellor of Student Affairs Dr. Farrah-Marie Gomes. In a 2019, the UH Foundation study commissioned on a study on UH Hilo graduates and determined that 99 percent were employed with over a third in positions earning above \$75000.

Our challenges in sustaining meaningful assessments are in large part due to our limited resources and number of faculty. Tracking student success would require time to be afforded by UH Hilo administration to engage in such activities or the addition of a permanent faculty. All faculty regardless of their status of permanent, temporary, or lecturer actively advise students, support their endeavors, and seek opportunities for their advancement.

As sociologists we recognize the importance of data collection, but we also hold a very clear vision of the challenging socio-economic environment globally, in Hawai'i, and for indigenous communities, even before the current health and economic crisis which will require a sociological imagination like never before. Our new emphasis on island and indigenous societies, including our health and well-being and applied emphasis, makes us suited for leading efforts and supporting our community, making a permanent position for Sociology all the more

necessary. In class based survey of majors in SOC 200 Careers in Sociology, over eighty-five percent of students stated that they sought employment in a position that would serve their community. As a department we have sought to equip our students with an awareness of contemporary social conditions, the impact of colonial legacies, and gender, race, and ethnic constructs, but most importantly how to be agents of change and contribute to communities locally or globally. We believe that this commitment helps to explain our enrollment numbers, our graduation rates, the workplace success of our majors.

III. Program Organization

Background and Program Components

The mission of the Sociology Program at the University of Hawai'i at Hilo is to deliver a quality undergraduate education in the study of social relations. In delivering this program, our priorities include the development of critical thinking on social issues through a combination of research, sociological knowledge, observation, and writing. Our orientation is comprehensive, stressing both practical application and theoretical understandings. The department seeks to expand the existing body of sociological theory and knowledge and to provide sociological information to the larger community and region.

The main outcomes we seek for our students are:

- A critical understanding of social events and processes.
- Basic skills in statistics, research methods, and social theory.
- Ability to apply the skills and understandings they have developed to social situations.
- Preparation for subsequent educational, occupational, and life experiences.
- Awareness of the social needs and conditions of their island community
- Globally framed understanding of our political, economic, and social circumstances.
- Place-based sociological analysis with consideration of local and/or indigenous perspectives.

The goals of the Sociology Department support the objectives set forth in UH Hilo's 2011-2015 Strategic Plan.² The Plan identifies the following (among others) as central objectives:

- Emphasizes studies of the environment, cultures, and societies of Hawai'i, the Pacific, and East Asia, and make full use of Hawai'i Island ... for hands-on learning and as a research laboratory
- Meet the needs of the island and state for professional and pre-professional studies
- Develop community service opportunities that help students attain new knowledge and skills

We offer a number of courses which are enrolled in not only by Sociology students but by students in Political Science, Administration of Justice, Education, Gender and Women's Studies, Nursing, and the TCBES graduate program, thereby supporting the professional development of students in a range of majors. The Sociology Department is an important contributor to the General Education Core and the University's Integrative Requirements.

- Writing Intensive
- Hawai'i Pan-Pacific
- Global and Community Citizenship
- Social Sciences

² The UH Hilo Strategic Plan has not been updated as of August, 2019.

An additional focus of the 2011-15 Strategic Plan, Goal 3, is to “*Foster a vibrant and sustainable environment within which to study, work and live.*” This goal relates to providing a learning environment suitable to different categories of students: commuters, residents, and distance learners. Our courses are delivered primarily in the traditional way, but our online offerings have grown significantly over the last decade. Several courses each term are scheduled for evenings to make them accessible to students who are employed full-time during regular working hours.

The Sociology Major and Minor

The curriculum is organized to meet two primary goals. One is to provide the best selection of courses to meet the learning objectives set for our majors and minors. The second is to fulfill the needs of the University General Education core and service courses for other Departments. Given the limitations of staffing, the Department has had to be very careful in developing its course offerings each year to meet these goals. We have attempted to balance the two sets of demands and make our limited instructional resources stretch to cover both adequately and as efficiently as possible.

The learning objectives for the major and minor have been developed in accordance with guidelines set by the American Sociological Association. The curriculum matches that recommended by both the American Sociological Association and Alpha Kappa Delta, the national honor society in Sociology. The major and minor center on a set of core courses that reflect the fundamental skills and knowledge of the discipline.

Our core courses include several that are standard at Sociology departments in the US. These are comprised of an introductory course to provide students with a sense of the range and diversity of topics covered by the discipline, Statistical Reasoning and Research Methodology to provide the core research skills and tools, and Social Theory to provide an introductory understanding of the major theoretical paradigms in the discipline and the role of theory in science. We continue to offer SOC 200, Career Opportunities in Sociology which utilizes guest speakers from the community to provide students with information on the range of careers they can pursue with their training in Sociology as well as what they can expect from these careers and how best to prepare for them. This course also introduces students to the different options in graduate study that are most likely to be of interest to them.

Majors and minors are also required to take elective courses (two for the minor and four for the major) within the discipline to pursue their interests in more depth. In these courses, they are expected to apply the skills and knowledge gained in core courses to substantive areas of study.

As a capstone experience for majors, we also require three senior level seminars. These seminars feature active discussion, oral presentations, and a research paper on a topic of the student’s choosing within the area of the seminar theme, in which they are expected to demonstrate their mastery of the skills and knowledge in application. Over the last several years

3 Please visit <https://hilo.Hawaii'i.edu/catalog/sociology.php> for degree requirements and our on-line catalog.

our senior seminars have been offered in a range of subfields that represent our permanent and temporary faculty expertise including, Gender and Women Studies, Work and Organization, Criminal Justice, Island and Indigenous Studies, Public Health, and Globalization.

To meet these obligations, the department seeks to offer each of the core courses at least once per year, a minimum of two seminars every semester, and several elective courses each semester. In addition, the department offers courses each summer session to allow students to continue their progress.

Several Sociology courses can be applied towards the Social Science Area requirement for General Education (see Table B, Appendix A). Our SOC 100 and SOC 200 courses serving GE requirements do not have prerequisites; thus can be enrolled in by any interested student. The department has made an effort to offer three sections of its Introductory course each term including an on-line offering. These are normally capped at 40 students per section to provide enough seats to meet demands for General Education needs. In addition, the Statistical Reasoning course has been utilized by a number of departments as a service course. Statistical Reasoning is a vital skill for most graduate programs, yet many departments on campus do not offer their own statistics course. As a result, many departments will recommend their students who aspire to graduate school to take the Sociology Statistical Reasoning course as preparation for their graduate plans. We regularly enroll students from Communications, Geography, and pre-Nursing in our statistics course, as well as a scattering of students from other non-sociological majors. The department offers Statistical Reasoning once a year to meet the demands of both the major/minor and units outside Sociology. This course is prerequisite for our course in Research Methods, which is also offered once a year (see Appendix B for four year maps).

Indigenous and Island Sociology Option

The Indigenous and Island Sociology Option was approved in Spring 2019 and implemented Fall 2019. The track was created to enhance the Sociology Department and its offerings, not replace its regular degree. The option holds the same required courses as the Sociology Major but adds a series of requirements including SOC 253 Island, Indigenous, and Environmental Sociology, which serves as an introductory course to the field, SOC 391 an internship dedicated to Native Hawai'ians, Indigenous communities, or organizations that serve this constituency, and a Senior Thesis dedicated to island or indigenous centered research topics. Additionally, the upper level coursework requires the selection of at least three courses focused on island or indigenous topics as listed in the catalog. The option was created as a response to student demand and with support of Uluākea, a faculty development program of the Kīpuka Native Hawai'ian Student Center. Though the option was recently approved and has not been promoted or formally introduced to UH Hilo and majors with promotional materials (funds have been set aside in Spring 2020), two students are set to graduate with the new option in Spring 2020, and three current students have selected this option.

Two plus Two Pathway from HCC to UH Hilo for Majors

Two plus two pathways refer to the development of a four-year trajectory by which a student can initiate pursuing a major at Hawai'i Community College, the community college that serves Hawai'i Island, and complete it at UH Hilo. Presently, two four-year maps (see Appendix B) have been agreed upon by our Department Chair and Division of Social Sciences Chair at Hawai'i CC and facilitated by Shelby Wong, Curriculum Catalog Specialist and is awaiting signatures of an MOU by both campuses. General Education requirements are largely completed at the community college, as well as required lower level courses, while upper level course work is completed at UH Hilo. One map is for the regular sociology major and another for the Island and Indigenous Sociology option.

Given that Sociology has operated with four permanent faculty for the last three years, achieved over a million dollars in research grants, contributes to a range of majors and programs, with all faculty members (permanent and temporary) actively engaged in professional and community service, and holds one of the highest graduate rates of students including one of the highest rates of Native Hawai'ian student graduates in the last year, it is likely one of the most efficient departments on campus. Furthermore, though Sociology has relied on a lecturer and a temporary instructor due to its shortage of faculty, because of salary savings due to course buyouts, the average cost of a course taught by lecturer is \$1359.81 for 16 lecturer instructed 3 credit courses (or 48 credits for \$453.27 per credit) over the last three years or a total cost of \$21757.02 to the department.

Sociology declined by one permanent faculty member as of its last faculty review due to the lack of replacement of faculty retiree in Fall 2016. In Spring 2017 faculty accepted overloads to meet the student demand of previously scheduled courses. In late Spring 2017, an Emergency Assistant Professor was hired to instruct our introductory courses, instruct courses in the Island and Indigenous Sociology option, and serve to replace some of the coursework for the faculty member on a semester long sabbatical. In August 2017, the chair received an NSF grant which requires a substantial number of course buyouts to complete the required research and requested the extension of the temporary Assistant Professor position for Spring 2018. In the following Spring, a search committee was created to hire a "temporary instructor" to teach courses in introductory Sociology, courses in Indigenous Sociology, and other traditional upper level courses. The department also hires lecturers to fill our course demands. In Spring 2019 an Emergency Instructor was hired again to instruct our introductory courses, upper level division courses in indigenous studies, and other upper level courses.

Sociology has been unable to hire in recent academic years due to administrators not communicating with the chair regarding the availability of a position. In the future, the program hopes that the interactions between various administrative levels ensure a smooth and successful hire which can be streamlined and made more time efficient. While the department hires faculty with MA Degrees to instruct lower level courses, it selects those with PhDs in Sociology or related fields to instruct upper level Division courses. On average, the Sociology Department hired a combination of lecturers and a "temporary instructor" to teach seven courses for every semester in the last three years. Our average class size and student faculty ratio (which includes lecturer and instructor taught courses) fits neatly within the Social Science Division's average

number of students enrolled per course, confirming the necessity of at least one, if not two additional permanent faculty members in Sociology, given the number of permanent faculty in other departments in the Social Science Division, and that in recent years more than half of our courses are taught by non-permanent faculty.

Table 2 below provides a comparison of Sociology with other departments in the Division of Social Sciences. The table reveals the comparative success of Sociology to maintain a sizable number of majors even after graduating a considerable percentage. The table also show that given our ratios and number of majors and graduates, Sociology is distinctly under-represented in the number of courses compared to other departments in the division. The is particularly acute given the extent to which the department serves multiple programs and non-majors, providing both face to face and on-line courses that meet the needs of many majors across campus.

Table 2. SS Division Departments by Number of Courses (not including internships, labs, or thesis courses) Available and Students Graduating in Spring 2019

Social Science Undergraduate Departments	Number of Undergraduate Courses Available in Fall 2019	Students graduating Spring 2019
Anthropology	18	11
Geography/ES	20	16
History	12	9
Political Science	16	9
Psychology	29	55
Sociology	12*	21

*Due to the Chair’s advocacy a section of SOC 100 was returned to the schedule. The chair also approached the Interim Chancellor and current Chancellor advocating that two courses that CAS administration removed were reinstated in the department offerings in Fall 2019 as the chair originally scheduled. These includes SOC 320 and SOC 470. Though courses were added in late June and late August respectively, both succeeded in gaining enrollments of 20 students.

The Sociology Department continues to offer a traditional degree in the discipline which includes an applied focus. As stated above, our core or required courses can be found across multiple WASC campuses. One possible addition is to introduce a Qualitative Research methods course in lieu of or in addition to statistical reasoning. Another is the addition of a contemporary theory course as alternative or in addition to the current theory course which focuses on classical Sociological theory. Both these courses additions are available in Sociology Departments across the US.

The major addition to the program is the Indigenous and Island Sociology option and the two plus two pathways for a major from Hawai’i Community College. The new Indigenous and Island Sociology option is reflective of the current rise in interest in indigenous studies as is evident in the increase of indigenous centered courses, programs, and department throughout US higher education and our discipline’s recent establishment of an Indigenous Peoples section in the American Sociological Association. The option also serves UH Hilo’s and the UH system’s mission towards place-based learning and efforts to indigenize curricula to make content and delivery more relevant to Native Hawai’ians and our student body generally.

Our commitment to applied learning and continuation of internship opportunities in various government and public offices such as Child and Family Service includes decades long relationships with various organizations and serves the state's interest towards workplace development. In addition, our Department serves the region as many of our Pacific Island students return to their island nations and find gainful employment in government and public service. Finally, in comparison with several of UH Hilo's peer institutions that offer a BA in Sociology, including Delaware State University, SUNY Purchase, Savannah University, and Coastal Carolina University, we are consistent with the required trinity of a sociology BA including an introductory course, methods, and theory along with upper level course requirements. These Departments also offer minors and include more than one specialized track or option (for example criminology, health and aging, social justice) within the Sociology Degree. UH Hilo's Sociology Department might consider developing another option or track alongside its general degree and Island and Indigenous Sociology option.

Our non-traditional courses include our Statistical Reasoning Lab, Internships, Senior Thesis and on-line courses. Ensuring compliance with UH Hilo Credit Hour Policy is largely left to the faculty member and assumes their commitment as professionals. The Statistical Reasoning Lab (SOC 280L) requires lab time with the instructor and is therefore easily measurable in terms of compliance. The internship offered by the current chair requires a signed MOU by herself, the student, and the Supervisor of the internship, and an informal check in with students interning, modeled after the MOU developed by the History Department. Another faculty has long term relationships in government offices with long held agreements of student work hours. In addition, the faculty requires weekly meetings with student interns. Faculty who teach on-line courses have worked closely with UH Hilo to benefit from on-line instructional support. In addition, Sociology has been offering on-line courses for greater length of time than many departments. We have not seen the need to develop an external measure of accountability of credit hours and trust the faculty in their professional expertise.

Program Resourcing

The department's primary expenditure is on Regular Employee Payroll. Based on the figures in our KFS Report (see Appendix H), this cost most dramatically jumped in June 2015 when a fifth faculty member was added to the Department in August 2014. The academic year ending June 2016 represents our highest cost. This may be explained with promotion of a faculty member from Assistant Professor to Associate Professor as well as the department's dependency on course overloads taught by senior faculty. For the academic year ending June 2017, our Employee Payroll cost drops after the Fall 2016 semester and decreases again in June 2018, although one of our faculty members was promoted to Professor in this year, the chair made an effort to reduce the number of course overloads taught in the department. In the academic year ending in June 2019 our costs likely increase due to another faculty member's promotion to Professor. We expect an overall increase at the end of this academic year, due to another promotion of faculty member, this time from Assistant Professor to Associate Professor. The increase in Payroll Employee costs are associated with the success of Sociology Faculty in gaining promotion. The department currently has no Assistant Professors, who are essential for breathing new life into a department. A new permanent hire would likely not dramatically increase the cost of running the Sociology department, if the temporary instructor position is

discontinued, and even if the number of lecturer sections increases. We venture this will remain well below the cost of operating most departments.

A limited fiscal analysis demonstrates the cost-benefit as well as programmatic benefit a hiring a permanent faculty in Sociology. Current salary is estimated at \$63000 for our instructor with Ph.D. to teach upper division courses. A new tenure track faculty would begin with an estimated salary of \$70000. The increased cost to the department is approximately \$7000 for a proposed permanent Tenure Track faculty in lieu of a “temporary” instructor, that requires us to hire yearly demanding faculty time and effort. In addition, this forces us to list the instructor of courses as Staff, which is less attractive to students who prefer to know the name of the instructor.

If our main lecturer’s courses were maintained at three course in Spring semester, based on the most recent compensation data in sociology of the lecturer’s salary per course (3 x \$4800 = \$14400) and fringe at 62.49 percent (\$8998), the total cost to the department is \$23398 per semester. In the Fall semester, our lecturer’s third course is a taught as an early college course for Kamehameha Schools, though fringe should remain the same, the department’s cost of salary is reduced by \$4800. Therefore going forward with the programming in Table 1, which also includes an additional lecturer taught course, SOC 301 (that fills to capacity of 35 students yearly) at a rate of \$4800+\$101 fringe based on the 2.12 percent rate, the total lecturer cost to department is estimated at (\$1440+\$8998+\$4800+\$101+\$9600+\$8998) \$46806. The cost and proposed programming assumes no course buyouts by grants or otherwise, though one is scheduled for Fall 2020 at a salary rate of \$12208 (plus 58 percent fringe) which will reduce the cost of seven lecture taught course to \$34,598 for the 2020-2021 academic year or about \$4942 per course including fringe costs.

In the KFS Report for the Department (see Attachment I), lecturer fringe (line C105) is listed as \$608 in the year ending June 2018, though two lecture course were taught in Fall 2017, three courses were taught by the same lecturer in Spring 2018, as well another lecturer taught course that semester. It would seem that the fringe charged for year ending in June 2018 should be higher. In the year ending June 2019, according to the KFS Report, \$16751 in fringe was charged to the department, which seems to be a more accurate reflection of fringe costs. During this year we had a lecturer teach three courses in Fall 2018 and Spring 2019, as well as SOC 301 traditionally taught by the same lecturer.

The costs of Lecturer Payroll in academic years concluding in June 2018 and June 2019 also require further explanation. NSF course buyouts cover a significant portion of the total costs of lecturers over the academic year because NSF compensates at a rate more than twice of which UH pays lecturers. See Attachment K which provides NSF salary savings and cost of “replacement” lecturer. For academic year 2017-2018 the Sociology Department was granted \$21302 from NSF for two course buyouts, although the two lecturer taught “replacement” courses cost the department (\$9150 + \$226 fringe) \$9376 (see Attachment K). The total salary cost of the five lecturer taught courses for the year ending June 2018 was \$24400 (see Attachment I). Therefore, the total cost of five lecturer taught courses (not including a sixth that was compensated by early college instruction at KS) to the department was \$3706 if we credit the faculty’s NSF salary savings to the department.

For the academic year ending June 2019, the Department was granted another \$11890 for a single course buyout of which the salary paid the lecturer was \$4707. The total salary cost of six lecturer (not including a seventh compensated early college instruction at KS schools) taught courses was \$35782 (see Attachment I). It is unclear, based on the compensation rate of lecturer why the cost of lecturer salary jumped by \$11382 in the year ending June 2019 (see Attachment K) from the previous academic year. The increase should be closer to \$4800 as there was only one additional lecturer taught course from the previous year. Nonetheless, if we credit the faculty's NSF salary saving to the department ($\$35782 - \$11890 = \$23892$) the total cost of six lecturer taught courses, including fringe cost of \$16751, ($\$23892 + \$16751 = \40643) is \$6774 per course. However, if we assume that the cost of six lecturer taught courses to be (6 x \$4707) \$28242, the compensation rate of our lecturer taught courses, instructed by the same lecturer, in year ending 2019, then the total cost of lecturer taught course including fringe ($\$28242 + \$16915 - \$11890$) is \$33267 or \$5544 per course including fringe for the year ending June 2019. In any case, the Sociology has been extremely efficient managing its offerings, regardless of NSF course buyouts. However, despite NSF course buyouts offsetting the overall cost of its lecturers in recent years attempts were made to reduce its course offering due its reliance on a temporary instructor and lecturers that compliance with the federal grant depend upon.

In recent years, the Department also has been quite successful in applying for internal campus-wide or System-wide grants and receiving them. While these are listed in Table 12 in Appendix F awards in the last five years include: Iselle-related research grant (\$2300) in 2014-2015, the Chancellor's Diversity Committee Award (\$1000) and Travel Award for (\$2200) in 2015-2016, the Chancellor's Professional Development award (\$3700) and Seed Money Grant (\$8800) in 2016-2017, the Chancellor's Diversity Grant Award (\$462) and Student Success Award (\$1000) in 2017-2018, and the Chancellor's Diversity Committee Award (\$2400) and Small Research Grant Award (\$1500) in 2018-2019. We have successfully procured these grants to support the efforts of the department including support of the Hawai'i Sociological Association, which benefits our students, our own active research activities in which we actively engage students, and development of the Island and Indigenous Sociology Option.

These awards have substantially supplemented the costs for the Department to meet its core elements, mission, and goals as funds distributed to Departments by the campus have considerably dwindled over the decade. They demonstrate the dedication of the Department's faculty to seek various avenues to support our program and research.

The amounts listed under Current Expense (line B040) combine the Regular B-Budget that is awarded for Department expenditures by the University with the internal awards distributed to a Department as they are deposited in the Department's Accounts. Therefore, the amounts in the KFS Expenditures Report for the Department does not reflect the B-Budget provided to the Department. Table 3 below distinguishes the expenditure of the Department through awards gained by effort of application and merit for an award between 2015-2019.

Table 3. Department Internal Funding and Awards

	Ending June 2015	Ending June 2016	Ending June 2017	Ending June 2018	Ending June 2019
Awarded Funds	2300	3200	12400	1462	3900
Current Expense as Listed Actual Current Expense	6171	5971	14768	8503	11360
(less awards to Department)	3871	2771	4068	7041	7460

In sum, between the course buyouts and the internal department awards the grand totals of the department's operating costs funded by the College and the Division are less than what is provided on the KFS Report. Furthermore, the NSF ADVANCE grant also brings to the University Research and Training Revolving Funds (RTRF) that are used to support internal research awards among other costs at the university. Given the financial benefit of this external award it would benefit the Sociology Department to be provided some direct return on this award to support its own faculty research, the participation of its students in research and conferences, and its programming as is customary across US campuses when such large grants are gained to support and incentivize further applications of such high stakes grants. Nonetheless, the Sociology Department has optimized its spending by continuing to seek out smaller and internal grants to support the development of its program and students. It is important to recognize that the Department of Sociology provided \$31648, to UH Hilo over the last three academic years (as deduced from NSF funds for course buyouts (\$45400) less the salary and fringe of a replacement lecturer (\$21881), plus RTRF funds (\$8129). We note further that the Department of Sociology did not receive additional resources or funding for students, programming, or faculty research, as a result of these contributions. These funds must therefore, benefit other units and financial operations of UH Hilo, an important contribution of the department.

IV. Evidence of Program Quality

Our numbers of majors and graduation rates demonstrate the success of the Department in allocating its human and financial resources. Our carefully developed four year maps also provide clear paths towards graduation for students pursuing either the traditional Sociology BA, or the option in Island and Indigenous Sociology--whether or not the student transfers from HawCC. Furthermore, the required courses are scheduled on a yearly basis and modified as necessary. For example, the required methods courses have been scheduled consecutively, in Fall we offer SOC 280 and SOC 208L and in Spring SOC 380. Our theory course, SOC 390, will now be offered in the Fall, but in recent years was offered in both semesters. Recognizing the reduction in student enrollments, the Department adjusted its offerings. The required introductory course for the Island and Indigenous Sociology Option, SOC 253, was offered in Fall but has been shifted to Spring to attract new students who complete SOC 100 in the Fall semester.

The information presented in Appendix A is a summary of the data provided by the Institutional Research Office for the purpose of this Program Review. The overall indication when reviewing data from all five categories including: 1. Course Count Information, 2. Annual Course Information, 3. Course Delivery, 4. Graduation and Placement, and 5. Cost of Delivery demonstrates a remarkable degree of consistency for the last five years.

Especially revealing is that despite two faculty promotions from Assistant to Associate, and two promotions from Associate to Professor, as well as salary increases due per our Board of Regents (BOR) Contract, the cost of delivery as measured by cost per SSH demonstrates no significant change. We find this somewhat problematic as it demonstrates that despite Sociology's success at maintaining majors and graduating its students, and unlike all other Departments in the Social Science Division, the Department of Sociology has not been offered a permanent position by administration. A substantial change has been the percent of FTE in Distance Learning Courses. In general, the data presented under annual course information remains consistent for the past five years and indicates that sociology continues to serve its majors, students in the College of Arts and Sciences, as well as supporting students from outside the college, likely with their GE requirements.

In terms of Course Delivery our class sizes remain relatively consistent despite overall enrollment drops at UH Hilo (see Attachment H). Over the last few years, we have introduced new courses, that usually have lower enrollment particularly when they are new course offering listed as SOC 397/398 with regular course numbers. Therefore, our average class size may increase in the future as many of these courses have now become part of the core curriculum and will be offered regularly. In our most recent financial year, there has been a substantial increase in the percentage of courses delivered by lecturers, another indication of the necessity for a permanent hire as is the reduction of the number of full time equivalent Full Time Faculty. Through the academic year ending in June 2017 the Sociology Department was able to manage its own schedule. However, since Fall 2017 members of the college administration have played a heavy handed role interfering with the scheduling of the Sociology course offerings. For example, for Fall 2019, the college administrator attempted to reduce Sociology's course offerings to twelve three-credit classes including only one at the 400 level. This kind of limited

schedule was unusual as compared to other departments in the SS Division, sociology scheduling practices in previous years, and limits our majors' opportunities for a timely graduation. Given the compensation the department is provided for course buyouts, the reduction of offering seems to penalize the department for course reassignments. As show in Table 2 two courses were returned to the schedule, SOC 320 and SOC 470, with enrollment of twenty students each, demonstrating that sociologists have the expertise to design a successful sociology schedule. Attempts to reduce Sociology course offerings occurred all semesters of the last three years and targeted classes include our regularly offered courses such SOC 340 Socialization and Identity and SOC 301 Intro to Social Work. The latter depends on the expertise of a lecturer in Social Work, and could not be taught by any of our permanent faculty as recommended by CAS administration. The same interference was attempted for the Fall 2020 schedule which would have reduced Sociology offerings by four courses, despite the department receiving funds for course reassignments. However, the chair successfully advocated for their return. While university resources may limit the scope of offerings, its seems that Sociology has been unduly burdened, demanding an enormous amount of time towards scheduling and not being permitted, as in other departments, to determine their schedule including which classes may need to be cancelled because of enrollment numbers or otherwise. Sociology should be entrusted to complete its own scheduling.

Student Success

We have continued to graduate a substantially high percentage of majors, and in most recent years have graduated just under 40 percent of our majors. Furthermore, our rates of graduating Native Hawai'ians have remained above ten percent and our last two years demonstrates a substantial increase with 51 percent of our graduates identifying as Native Hawai'ian in 2019 and 36 percent in 2018 (see Tables 2 and 3 below). We have 17 students expected to graduate this Spring and the program continues to maintain a substantial number of majors. Our new course offering in indigenous sociology as well as the increase of courses in current social issues such as gender, globalization, and health are likely to have contributed to consistency in our number of majors even when many departments at UH Hilo experienced a decline. Recognizing that the collection of institutional data for our campus is under development, Tables 4 and 5 below is based on IRO and STAR data. Our last year on record demonstrates solid success which we hope bodes well for the department's future, despite the clear difficulties our campus, like all others will likely face for the near future.

Table 4. 2018-2019 SS Division Departments – Undergraduate Graduation Data and # of Permanent Faculty

Department/Major	# of Majors	# of Graduates/NH	%NH Graduating	%Majors Graduating	#Permanent Faculty
Anthropology	39	14	28.5	35	6
Geography*	59	14	42	24	5
Environmental Studies	6	5			
Environmental Science	71	14			
History*	33	8	62.5	24	5
Political Science*	80	10	47	31	5
Administrative Justice	29	24			
Psychology*	215	65	37	30	11
Sociology	75	35	51	47.9	4

*New hires, History, circumventing Sociology’s priority in SS Division hires, placed a job advertisement which was later retrieved.

Table 5. 2017-2018 SS Division Departments – Undergraduate Graduation Data and # of Permanent Faculty

Department/Major	# of Majors	# of Graduates	%NH Graduating	% Majors Graduating	#Permanent Faculty
Anthropology*	34	10	40	29	6
Geography	44	13	43	29.5	4
Environmental Studies	22	9		40	
Environmental Science	73	10		13.5	
History	39	13	30	33	5
Political Science*	32	42	28	76	5
Administrative Justice	96	21		21	
Psychology*	225	57	24.5	25	11
Sociology	73	28	36	33	4

*New hire in Anthropology, Political Science search, and failed search in Psychology

Faculty Productivity and Quality

The Department of Sociology has been operating with four full time faculty since Spring 2017 which has required it to depend on a temporary instructor and lecturer ever since. Although we do not have the stability of a fifth full time faculty which would greatly assist with carrying out the various service duties required of a department including the regular assessments now expected of departments, we have benefited from the consistency of having the same two persons serve in the instructor and lecturer role and contributing to the program. See Appendix F for a summary data of faculty productivity and quality as requested in our guidelines.

In Sociology three of the four permanent faculty have achieved promotions in the last five years, and two of them have also secured tenure. We also have two faculty members who have publicly

indicated the possibility of retirement in the near future, and two are set to go on sabbatical. In addition, one member, to complete grant research work, has regular course buyouts. The Sociology Department lacks the necessary number of faculty to meet its regular needs, but are woefully under-served when we begin to consider how the department will meet the various departures of faculty, both temporary and permanent. In addition, without adding a new permanent faculty, the department is now top heavy with senior personal. The department has not had the opportunity for a permanent hire since 2014.

Teaching

Over the last five years the Department of Sociology has considerably revised its curriculum while remaining steadfast to a traditional Sociology Bachelor of Arts degree. It has done this along three avenues: increasing its range of course offerings, though decreasing the overall number of courses offered per semester. These include courses that address contemporary social issues, adopt courses to on-line teaching modalities, and the creation of the Island and Indigenous Sociology Option and 2 plus 2 pathways with HawCC.

The Department has added a whopping twelve new courses to its program (see Table 7 in Appendix F for a list of courses) in the last five years. Five of these courses are at the 400 level increasing options for senior seminars required by students, five are offered at the 300 level which not only attract majors but also seem to attract students outside of our major who have specific topic interest. Four courses were also archived or removed from current programming they include SOC 342, SOC 345, SOC 357, and SOC 371. Two courses, at the 200 level, support our new Island and Indigenous Sociology Option, and one was upon an invitation by Dr. Justina Mattos in Drama. The Department welcomes the new relationship with this program. While the additional courses breathe new life into the program, they are predominately mainstream in the discipline to sociology and many of these courses also serve the Gender and Women Studies program.

Several of these new courses contribute to the Island and Indigenous Sociology Option. While Indigenous Sociology is emergent in the discipline, it is central to UH Hilo's mission. These courses provide a place-based approach and support a better understanding of Hawai'i's social context that will benefit the majority of our students who select careers in applied Sociology and the human services within Hawai'i. The addition of new courses demonstrates the commitment of the Sociology faculty to innovate, remain current with the discipline in its course offerings, and to develop courses that not only meet the needs of our majors but also serve a range of departments and programs across our campus.

The department has increased its online instruction options considerably. Because many Sociology majors have multiple responsibilities and some live on other areas of the island, offering a wide array of online courses is an important way in which the department works to make an education in the Sociology Department an accessible and equitable process. While most of the core courses in Sociology are offered in a face to face setting, several 300 level courses, as well as SOC 100 – the introductory course, have been redesigned for online instruction. Many of these courses are cross listed with other majors or serve as electives for other majors, as well as certificates. These online courses are quite popular with students. In the past, faculty have been

willing to open additional sections of courses in order to accommodate the students on long waitlists. However, by policy of the university this should occur occasionally as it requires overload compensation paid on per credit basis according to rank and diverts time from research and service.

As described earlier the Sociology Department contributes to a range of programs. In particular, a large number of Sociology courses are cross-listed with the Gender and Women Studies program and our courses may very well serve that program's backbone for the social analysis of gender and sexuality. Two Sociology faculty members are considerably active in this program's executive committee and have been largely responsible for advancing the Gender and Women Studies program application into a permanent major. Additionally, the Sociology Department contributes to the Tropical Conservation Biology and Environmental Science (TCBES) Graduate Program with one of its faculty serving on the Executive Committee and teaching a required environmental focused qualitative methods course. In addition, a Sociology faculty and an instructor participated in the development of the interdisciplinary certificate in Indigenous Public Health. Though the certificate is housed in Kinesiology and Exercise Science (KES), it was an effort that involved faculty from KES, Sociology, Pharmacy, and Gail Makukāne Lundin, PI and Program Director of the Native Hawai'ian Serving Institutions Program.

Research

Sociology faculty have maintained considerably active research agendas while delivering high quality instruction to the campus. In addition, to publishing their own research in peer review outlets, faculty have engaged students in their research. Research grants have been particularly beneficial in providing faculty an opportunity to hire undergraduate sociology students to work on the grant and benefit from research training by the faculty. Faculty have also actively engaged in presenting their research at professional conferences nationally, internationally, and locally as well as bringing students to these venues. Faculty have also offered students the opportunity to co-author. Table 7 in Appendix F showcases faculty publications in the last five years. Students benefit directly from faculty researchers who have distinct fields of social research but are aligned in maintaining a sociological and feminist lens. The range of research interests among our faculty, including those of our instructors and lecturers, permit us to contribute to growing an intellectual community at UH Hilo. Especially lacking on campus has been advocacy and recognition of the importance and centrality of social science in making sense of our current world and grounding in it. A useful endeavor for the department to lead might be a forum in which we can share among students and colleagues, social science research we are developing for publication.

As well as demonstrating success in publishing and remaining committed to our research agendas, despite the limited resources afforded by UH Hilo to support faculty research with more active support, Sociology faculty have remained engaged in their professional organizations – attending them, presenting at them, and also providing organizational service which is described in Table 11 in Appendix F. Despite the challenges of attending conferences from Hawai'i, Sociology professors have made an effort in the interest of remaining current in their fields, particularly its most recent members of the department.

Finally, as described in the Executive Summary, Sociology Faculty have been successful in receiving grants, one of the shortcomings identified in 2006 in the previous program review (see Table 10 in Appendix F). Faculty have sought internal and external grants and funding to support their research and supported students to participate as research assistants. In the last three years the substantial NSF grant received by the chair has afforded Sociology to hire four of its undergraduate students, one which presented in a regular session at the American Sociological Association with a graduate research assistant to the project. Another student was given the opportunity to co-author a book review. Another faculty member received UH Hilo's Seeds Research grant that provided her the opportunity to employ students to participate in her research. Faculty members have also generated publications and presentations from the funds they have received.

Service

Our full time Faculty members, instructor, and lecturer are all actively engaged in various levels of service. This includes efforts at the department level and on campus, on the committees of academic departments, promotion and tenure committees, as well as service to our discipline, locally, nationally, and internationally. See Table 10 in Appendix F for a summary of the campus, professional, and community activities in which Sociology Department members engage. In addition, Sociology faculty members have written and attained various awards and grants in service of the program, professional development, and to draw attention to current topics of diversity. See Table 12 in Appendix F for a summary of these activities.

At the departmental level, faculty, instructor, and our lecturer advise our students and welcome this as opportunity to get to know our majors, support their future goals, and identify opportunities for them on campus. This includes meetings with our students during office hours, especially during the advisement period, but also participating in 'Opihi Student Success programs which were developed by Student and Academic Affairs to facilitate student graduation and student retention. The Sociology Department also participates in transfer day events at the Community College on our island, however we have yet to have the opportunity to participate in transfer day events that are coordinated to visit community college campus on other islands. This is a missed opportunity, especially as our Department offers a major and an option that are distinct from the two other Sociology BAs in the UH System. The recent addition of UH West Oahu as a four-year campus offering BAs should provoke UHH administration to provide departments that produce successful graduation rates opportunities to meet with potential students across the archipelago.

At the Department level service is provided to majors by provisioning them with a resource room. While students care for the room, it would not succeed without a faculty managing the facility. It is also the meeting location for the Sociology Club. The Sociology Club organizes both social events and community service projects, providing a context both for building social ties among students including majors and non-majors and developing a fuller understanding of the community.

In supporting its majors, the Department of Sociology and the scholarly orientation of its faculty has facilitated professional conferences to occur on campus, such as the aforementioned Hawai'i

Sociological Association. Sociology faculty have also served the organization as President, Vice-President, and in local coordination of its annual conference. Though the event occurs on our campus, not all Sociology faculty participate regularly and this also seems to be a missed opportunity for engaging with the wider sociological community in Hawai'i and with scholars worldwide and to further support forums for our students. Another symposium coordinated by the Department of Sociology has been the Gender, Fashion and Globalization Student Conference which occurred in 2015, 2017, and 2019. This conference includes presentations by students who have researched the production history of a garment, and also invites an expert from the community in fashion or garment production to speak as keynote. The event has had attendance by the public. One faculty member was a board member and then Vice President of a significant professional organization that shares a Departmental focus on applied sociology, the Association for Applied and Clinical Sociology. Another has served on the book review committee for a major award of the Society for Social Problems. These professional service endeavors indicate that the faculty of the Sociology Department are recognized for their abilities and service to the larger professional community.

Additional contributions of service are credited to the department's temporary instructor's activities in suicide prevention, Black History Month, and the Community of Hei. Due to the recognition of this work serving indigenous students, the instructor was invited to attend the Uluākea Emerging Leaders Program: Pāmaomao Lumbee during the Spring 2018, and was invited to attend the Pāmaomao in Utah for the Spring 2020 semester. This type of service directly benefits the success of students and supports UH Hilo becoming a more inclusive place. Our lecturer has also volunteered her time to support student success by participating in the UH System effort to develop free and affordable materials for students in SOC 100. She also participated in the 31st Annual Hawai'i National Great Teachers Seminar to the benefit of our students and the Department in general. In addition, one of our faculty member is active in supporting UH Hilo athletics including sporting events and attention to our student athletes.

Finally, like members of most academic departments, several Sociology members are active participants in their various professional organizations, serving as session organizers, on book award committees, external reviewers, on boards, executive committees, nomination committees in their respective organizations.

An arena in which the Department of Sociology faculty members seems to show limited participation is in faculty governance. For example, in recent years our faculty are not represented in faculty congress committees or the Chancellor's Diversity Committee. In addition, we do not serve in any official capacity in the University of Hawai'i Professional Assembly (UHPA) or the College of Arts and Sciences Faculty Senate. This may be due to the fact that many of us are stretched thin or that we prefer service work in which we have a more direct connection with our students or intellectual community. However, given the kind of expertise sociologists hold of the structure and organization of institutions, department members should be taking a more active role.

Our faculty members contribute to the local community through various avenues. A faculty has also contributed service to the Hawai'i Island Chamber of Commerce Sustainable Tourism Task Force and served on the Downtown Hilo Visioning Task Force and the Hawai'i Island United Way Strategic Management Committee, as well as consulting for non-profit agencies on needs

and impact assessments. In addition, faculty members have been invited to present their research in various community forums. Our instructor extends her work in suicide prevention to the wider community by serving as Chair for the Hawai'i Island Prevent Suicide Task Force, as a member of the State Prevent Suicide Task Force Steering Committee, and by co-facilitating suicide prevention trainings across the island. She is also a member of the Gay Straight Lesbian Education Network (GLSEN) Hawai'i Chapter as the coordinator for Hawai'i Island, and supports Gay and Sexuality Alliances in K-12 schools and provides Professional Development for their staff. Another faculty member has provided research and evaluation services consistently over a decade to community non-profits and government agencies. These projects have served as vehicles for student training and employment.

V. Future Program Goals and Resource Requirements

The primary future goal of the department is to build cohesion among its faculty and operate as a department without undue interference especially in hiring and programming decisions. In addition, the department must improve upon its assessment of student learning outcomes. The proposed annual assessment plan and curriculum matrix developed by the chair for this self-evaluation (see Appendix D and E) should offer guidance to the department to establish regular, progressive, and meaningful evaluations of its instruction and the delivery of its program by our most important constituent, its students.

Just as central is being provided a long overdue permanent position to the Department. We have been functioning for three and a half years with an emergency/temporary temp instructor and a lecturer who together instruct approximately fourteen courses per year or an average of seven per semester including upper level courses. This is particularly urgent in lieu of the upcoming temporary and/or permanent departures from instruction by our faculty. Our proposed programming demonstrates that cadence of sociology course offerings, regardless of course buyout, depends too greatly on non-permanent faculty. To be fully running, the Sociology Department should add two, not one, permanent faculty members as was indicated in the program review of 2006 and demonstrated in our current numbers.

In regards to curriculum, the Sociology Department can direct attention to the wide range of new courses and the option in Indigenous and Island Sociology and work towards having more of its courses accepted in the fulfillment of GE requirements. Areas of sociological instruction missing in our program include immigration and environmental sociology, two areas that are important current topics and would be attractive to our student body.

Faculty continue to pursue their research agendas, and seeking grant support is one way that faculty can continue in their research and support our students. Therefore, affording faculty course reassignments to pursue external grants, as occurs in other programs and colleges at UH Hilo, would be useful for Sociology.

The Sociology Department needs to regain control over its scheduling of courses and its record of success in filling its classrooms should be recognized. In addition, the appreciation across campus that new course offerings may take a cycle or two to build a following should also be recognized for Sociology which offers innovative, current, and traditional programming in the discipline.

In conclusion, the Sociology Department has much work to complete in figuring a way forward as a collective. Our individual successes in instruction, research, and service and broader contributions to UH Hilo has been incredibly beneficial to the campus, our students, and our discipline. However, in recent years, despite the attraction of grants and development of new programs and success in research, the Sociology Department has not drawn the positive attention or resources it deserves.

APPENDIX A. Quantitative Data and Tables

Summary Table of Institutional Research Data

	FALL 14	FALL 15	FALL 16	FALL 17	FALL 18/19	
1. Course Count Information (per academic year)						
a. Number of Majors	87	77	77	84	73	75
b. Number of Minors	7	16	16	12	11	
2. Annual Course Information						
a. Number of Student Semester Hours (SSH) offered by term	1234	1420	1130	1009	1086	
b. Number of Full Time Equivalents (FTE) Course Enrollment (SSH divided by 15 for undergraduate and by 12 for graduates)	82.3	94.7	75.3	67.3	72.4	
c. % FTE own majors	41.17	40.13	38.76	47.67	42.82	
d. % FTE majors within college	35.09	38.37	47.52	37.26	35.17	
e. % FTE all other students	23.74	21.50	13.72	15.06	22.01	
f. % FTE Writing Intensive courses	3.40	4.01	13.01	9.22	5.25	
g. % FTE GE courses	55.92	50.42	58.58	73.74	54.79	
h. % FTE DL or online	7.29	15.85	19.65	24.68	24.59	
3. Course Delivery						
a. Average class size – Face-to-Face (computed as # registrations / # classes)	23.1	24.1	22.6	19.4	18.9	
b. Average class size – DL/Online	30	25	18	27.7	22.3	
c. Number of FTE Full Time Faculty	2.50	3.42	3.0	2.75	1.75	
d. Number of FTE Adjunct Faculty (lecturers)	.75	.50	.50	.58	1.83	
e. % SSH taught by Full Time Faculty	76.92	87.23	85.71	82.50	48.84	
f. % SSH taught by Adjunct Faculty	23.08	12.77	14.29	17.50	51.16	
g. FTE student-faculty ratio (FTE course enrollment / FTE total faculty)	25.3	24.2	21.5	20.2	20.2	
4. Graduation and Placement						
a. Number of degrees earned	26	31	23	26	18	19
b. % of Majors graduating	29.88	40.25	40.25	30.95	38.3	46.6
c. % of Native Hawai'ian graduates	10.3	22.02	11.00	13.09	13.6	24ditto
d. % of Graduates w/ Recipients						
e. Number of Certificates and Minors	1	1	2	0	2	
5. Cost of Delivery						
a. Budgetary allocations	437255	453147	435682	399282	425182	
b. Cost per SSH	354.34	319.12	385.56	395.72	391.51	

Notes:

Budget Allocations are provided as ending in June of Academic Year. The Course Information, Course Delivery, Graduation and Placement, are provided in the Fall of Academic Year. To best correspond Budgetary Allocation to with Course Information, Course Delivery, Graduation and Placement, we apply the budget allocation of the end of the Academic Year. For example, for Fall 2013 we apply the Budgetary Allocation of "Ending June 2014."

The Budgetary allocations reported subtracts the internal grants awarded to the department which is incorporated into its Current Expenses as well Course Buyouts via external funds (see section under Program Resourcing for detailed explanation). In addition, the Lecturer Payroll fringe in Year 2019 is calculated as \$16751. There is no clarification why the jump in fringe costs, as there has been no major change in the employment of lecturers in Sociology. Therefore, I apply \$608.55, the fringe charged for the previous year, and subtract \$16142.45 from the Budgetary Allocation reported on KFS Report (although as recognized in the report \$16142 may reflect actual fringe costs rather than the \$608. In addition, the department RTRF generated after taxes and various charges as reported by Dawn Namahoe, is \$1664, for the year ending June 2018 and \$6465 for the year ending in June 2019. RTRF dollars brought to the campus have been deducted from the cost of delivering the program as they contribute to reducing the general cost of running the campus.

APPENDIX A. Quantitative Data and Tables (cont.)

Breakdown of Course Distribution in the Department of Sociology

Table A – Sociology Degrees, Options, and Minor			
Specific Courses Required in the Major	Tracks / Options / Areas of Specialization	Certificate Courses	Minor Course Requirements
SOC 100*	SOC 100*		SOC 100*
SOC 200*	SOC 200*		SOC 200*
SOC 280-280L*	SOC 253*		SOC 280-SOC 280L*
SOC 380*	SOC 280-280L*		SOC 380*
SOC 390*	SOC 380*		SOC 390*
	SOC 390*		
	SOC 391*		
	SOC 440*		

*Courses required as designated major, major with option, minor

Table B – GE Courses and Yearly Enrollments Offered By the Department of Sociology							
Course	Frequency	Yearly Sections	2018	2017	2016	2015	2014
SOC 100	<i>sem</i>	7**	86	104	98	161	167
SOC 253	<i>yr</i>	1					
SOC 260	<i>sem</i>	1	23				
SOC 280-280L	<i>yr</i>	1	31	36	41	29	21
SOC/DRA 243							
SOC 320	<i>yr</i>	1	11		31	27	20
SOC/WS 363	<i>sem*</i>	1		33		11	
SOC 370***	<i>yr</i>	1	17	20	19		
SOC 391	<i>sem</i>	2	9	17	9	12	10
SOC/JPS 414	<i>infreq</i>				15		
SOC 480	<i>yr</i>	1	18	24	26	22	23

Notes:

Frequency: *sem*-every semester, *yr*-once a year, *infreq*-infrequently. SOC 363 is offered every third semester. The Sociology Department was forced to reduce the number of its SOC 100 offerings reflecting the reduced student enrollment in SOC 100. Data at IRO for SOC 370 available only for 2018-17. STAR and LAULIMA used to supplement it. Data for SOC 320 is only available for 2014-2016. SOC/JPST 414 was offered in Spring 16 as a 498. SOC 363 was offered in Spring 2015 as SOC 394. In Spring 2017 and Spring 2019 it was offered as SOC 363. MYUH final grades was used to supplement numbers not available on IRO, these are highlighted in yellow. SOC 253 was first taught in Spring 2019. SOC 260 after not being taught since Fall 2011 was reintroduced quite successfully and now is being offered every semester. SOC/DRAM 243 was also introduced in FALL 2018. SOC 320 was mistakenly listed in Spring 2018 possibly explaining its lower enrollment.

Table C – Service Courses								
Service Course Alpha #	For What Program?	Frequency	Yearly Sections	2018	2017	2016	2015	2014
SOC 243*	DRAM							
SOC 300	WS				29			30
SOC 310	WS	yr		33				
SOC 320	WS	yr		11	X	31	27	20
SOC 324	POLS	yr		30	33	31	30	32
SOC 326	POLS	yr						
SOC 328	WS	yr		47		58	33	36
SOC 331	WS				30			
SOC 340	WS						36	
SOC 360	NURS	yr						
SOC 363	WS				33		11	
SOC 377	WS	sem			14			
SOC 407	WS					17		
SOC 408	WS				26		15*	
SOC 409	WS			15				
SOC 414	JPST	infreq				15		

Notes: The cross-listed courses are as listed in UH Hilo’s 2019-2020 Course Catalog. Courses and numbers highlighted in yellow had no or limited data on IRO site and supplement with MYUH final grades. * SOC 243 was recently approved and was not offered until 2019-2020. *SOC 400 was listed as a 394 in 2015. For those highlighted in yellow information was missing from university data.

APPENDIX B. FOUR YEAR MAPS

Department's Four-Year Maps include: 1) Bachelor of Arts in Sociology 2) Bachelor of Arts in Sociology, Island and Indigenous Sociology Option 3) Hawai'i Community College and UH Hilo 2 + 2 Liberal Arts/Associate in Liberal Arts, Sociology Concentration to BA in Sociology 4) Hawai'i Community College and UH Hilo 2 + 2 Liberal Arts/Associate in Liberal Arts, Sociology Concentration to BA in Sociology, Indigenous and Island Sociology Option.

(See Attachment G)

Appendix C: Student Learning Assessment

According to UH Hilo's external accreditor, the WASC Senior Commission of University and Colleges (WSCUC), "Institutions of higher education have a responsibility to document that students acquire knowledge and develop higher-order intellectual skills appropriate to the degree earned." This mandate comes from the U.S. Department of Education which requires universities to ensure "baseline levels of acceptable quality and performance" in order to participate in the distribution of federal student aid. Below is a list of what WSCUC considers "core competencies" and a minimum level of skills that all undergraduate students, regardless of their major, should master by the time they graduate with their baccalaureate degrees. These are skills that are not taught by any one class, but are mastered through the collective study of multiple disciplines and subjects. Included is Sociology's Assessment of these skills where available.

Written Communication/Critical Thinking

UH Hilo's statement on Information Written Communication:

The ability to logically construct a line of reasoning in well-organized and eloquent prose that effectively communicates information, makes a convincing argument, and/or expresses important viewpoints to an intended audience is a marketable skill in the professional world.

Sociology's Program Learning Outcomes link to Core Competency in Written Communication through our commitment that:

"Sociology majors and minors should also develop basic skills in social research, equipping them to apply what they have learned in real-life settings."

2013-2014

Process of Core Competency Assessment:

A random sample of ten final papers was drawn from SOC 430 (Seminar in Social Change). The chart below shows average scores for the sample across the four rubric dimensions. The weakest of all scores can be found in the line of reasoning scores (critical thinking), with an average score of 1.7 (of a possible 4), suggesting students are close to but have not achieved 'emerging' competence. None of the other average scores surpass 'emerging' competence (3).

SOC 430 Final Paper - Average Scores N=10

Assignment:

Students will engage in a policy analysis in which they focus on a specific issue then write an op-ed suitable for publication. Paper Requirement include a three to five pages paper with sources.

Line of Reasoning	1.7
Organization and Structure	2.5
Content	2.1
Language/Prose/Syntax	2.6

Action Taken in Response to Results:

Meet with the Department to discuss the nature of written assignments at the 300 level, ensuring that students are exposed to the Sociological literature. SOC 380, our research methods course, and SOC 390, our theory course, should be primary targets for increasing competency in critical thinking. Learning outcomes for all courses should be reviewed.

2017-2018

The University conducted a Written Communication Assessment this year but Sociology did not participate.

2019-2020

The University conducted an assessment of its Writing Intensive Courses. Sociology completed an assessment of SOC 377 Writing Intensive (WI) Indigenous Feminisms, cross-listed with Women and Gender Studies.

Rubric and Scoring of SOC 377 Final Writing Assignment

Student	Reader 1				Reader 2			
	Learning of course materials (vocabulary)	Prose/ Discourse	Analysis/ Insight	Total	Learning of course materials (vocabulary)	Prose/ Discourse	Analysis/ Insight	Total
1	3	3	3	9	3	3	3	9
2	3	2	3	8	3	2	3	8
3	3	3	3	9	3	3	3	9
4	3	3	3	9	3	3	3	9
5	3	2	3	8	3	2	3	8
6	3	2	2	7	3	3	2	8
7	3	3	2	8	3	3	2	8
8	3	3	3	9	3	3	3	9
9	3	3	3	9	3	3	2	8
10	3	3	2	8	3	3	3	9
11	2	2	2	6	2	2	2	6

The above table demonstrates the efficacy of a writing intensive courses in Sociology. The evaluations of Readers 1 and 2 were made of a Final Essay Paper that required students to identify central principles of Indigenous feminism and make an analysis. The papers were revised two times prior to submission including based on peer reviews and global revisions recommended by the faculty. The scores demonstrate that for most students, opportunities to revise papers, as required for writing intensive designation at UH Hilo, support student success in writing. Scores ranged from 1-3 for the three areas of evaluation.

Quantitative Reasoning Assessment

UH Hilo's statement on Quantitative Reasoning:

Students may not need to be mathematical wizzes, but all individuals need to understand numbers and what they mean (and don't mean). Often, poor arguments are based on haphazard or misuse of data and statistics—completing a college degree ensures students will have the ability to identify & solve problems from a quantitative perspective through the critical collection and scrutiny of data and how to best visually produce data in ways that are effective.

2014-2015

The University conducted a Quantitative Reasoning Assessment and submitted a report on August 2015. The test was provided to students in MATH 205 and lower. Sociology was not part of this campus wide Assessment.

2018-2019

This academic year, the campus assessed Quantitative Reasoning. Departments were asked to administer a short quiz to capstone/400-level classes this semester. Sociology faculty had requested an on-line option for this quiz. However, it was not administered.

Oral Communication/Critical Thinking

UH Hilo's statement on Oral Communication:

Oral Communication refers to verbal/oral eloquence (spoken language). Students should be able to choose appropriate language for any given audience (professional or casual), and deliver a message or main points through an organized and engaging speech or presentation that may employ visual aids, body language, and other non-verbal elements that enhance the meaning or argument put forth.

The Department has not established program learning outcomes or student learning outcomes for this Competency.

2016-2017

Process of Core Competency Assessment:

Five (n=5) presentations were evaluated by two sociology faculty members. Average scores for each category were high. The average score was 3.6/4 for Organization, 3.8 for Content, 3.7 for Language, and 3.3 for Delivery. This indicates that Sociology Majors are developing competency in oral communication.

SOC 409 Project Presentation

Assignment:

10–20 minutes presentation of Case Study on Social Movement Organization.

Rubric:

Rubric Introduction/ 5 points, Summary of Literature Review/5 points, Research Questions/ 5 points, Explanation of Method/ 5 points, Explanation of Theory/5, Case Analysis/ 15 points

Action Taken in Response to Results:

In response to the findings we will develop formal program learning outcomes, including oral communication, and post these publicly. We will consider any program inefficiencies (such as tracks and prerequisites) that may further improve oral communication training for senior seminar courses. We will emphasize further delivery, which was the lowest measure.

Information Literacy

UH Hilo's statement on Information Literacy:

College-level writing often stresses proper citation formatting in terms of bibliographies and cited material. However, Information Literacy is also about learning to avoid plagiarism (whether intentional or unintentional) as well as locating and utilizing credible sources of information as opposed to just taking anything from the internet as “fact.” Universities try and instill in students an ability to question and to reject information or arguments that are clearly inaccurate or false.

2015-2016

The Department did not participate in the assessment for this competency.

Cultural Diversity

UH Hilo's statement on Cultural Diversity:

Because UH Hilo is located in a very specific place in Hawai‘i, we hope to instill in our students a better understanding of this unique place and its unique peoples and cultures, including the values and histories of Native Hawai‘ians. We also hope to push students’ understanding of the larger world that is home to differing religions, lifestyles, and beliefs; and, we hope to instill in students a sense of empathy and shared interests for even the most difficult and polarizing of issues.

The Department will conduct an assessment for this competency by the end of the academic year 2019-2020.

Critical Thinking

UH Hilo's statement on Critical Thinking:

Critical thinking is about analysis, decision-making, planning, and the synthesis of information and evidence into one’s own work that results in a unique, insightful, and purposeful “product”—whether that be a scholarly paper, an artistic composition, a field experiment, or a lab report. There is no separate rubric for this skill as it is embedded in four of the above-stated competencies.

Collaborative Skills, Civic Participation, and Applied Learning

UH Hilo's statement on Collaborative Skills, Civic Participation, and Applied Learning:

Students are encouraged formulate a rational project that contributes to the environmental, economic, social, or intellectual betterment of the local community or global forum. Articulate how their activity contributing to increased awareness of local or global issues on campus. And define what aspects of his/her group projects with peers contribute to the intellectual development of all involved.

APPENDIX D. THE DEPARTMENT OF SOCIOLOGY CURRICULUM MATRIX

Course	Program Learning Outcomes and Core Competency Connection						
	Explain Major Theoretical Frameworks (/Information Literacy/ Critical Thinking)	Identify processes and structures of social inequalities with an intersectional perspective gender/sexuality/race/ethnicity/Indigeneity/class (Information Literacy/Cultural Diversity)	Distinguish Between Macro, Meso, Micro social structures and Identify Mechanisms of Social Change (Information Literacy)/Critical Thinking)	Understand and Explain how various social forces impact everyday lived experiences in contemporary society. (Information Literacy/Civic Engagement)	Develop applied skills in quantitative and qualitative methods, including collecting, interpreting, and reporting data (Quantitative Reasoning/Written Communication)	Identify scholarly sociological literature and develop literature review (Written Communication/Critical Thinking)	Develop Skills in presenting independent research and apply knowledge and research to current social concerns and community project (Oral Communication/Civic Engagement)
SOC 100	I	I	I		I	I	
All 200-level courses	D	D	D	I	I		I
SOC 280/380					D	D	D
SOC 390	M		M	D			
All 300-level courses	D	M	M	D	D	D	D
All 400-level Courses	M	M	M	M	M	M	D
SOC 440/480	M	M	M	M	M	M	M

I=introduce D=develop M=exhibit mastery

APPENDIX E. THE DEPARTMENT OF SOCIOLOGY PROPOSED ANNUAL ASSESSMENT PLAN

Outcome	Year	Direct Evidence	Indirect Evidence
Identify basic sociological concepts and purpose of social research and theory. (Critical Thinking/Written Communication)	AY 1	Selected sampling of papers from SOC 100 and SOC 260.	Majors focus group (SOC 260)
Demonstrate skills in statistical analysis and understanding of Research process. (Quantitative Reasoning)	AY 2	Selected sampling of papers from SOC 280/280L and SOC 380 to evaluate analysis and presentation of data analysis.	Major focus group (SOC 380)
Distinguish differences among sociological perspectives and levels of analysis -- micro, meso, macro. Information Literacy	AY 3	Selected sampling of papers from SOC 390, and 300-level & 400-level courses.	Majors focus group (SOC 390)
Orally Present Independent Research to Class or Conference (Oral Communication/Critical Thinking)	AY 4	Faculty attend and listen to oral presentation of research in SOC 363 and/or SOC 409 either in class or at a student conference.	Self-Reflection Statements (SOC 363)
Demonstrate cultural sensitive to Hawai'i and Native Hawai'ian knowledge systems (Cultural Diversity/Information Literacy)	AY 4	Selected sampling of papers from SOC 320, SOC 370, SOC 377, and SOC 470 to evaluate of cultural diversity in Hawai'i context.	Majors focus group (SOC 470)
Show participation in community service and/or research (civic engagement/Oral Communication)	AY 5	Report on SOC 391 Student Internships, collect paper from SOC 480 and SOC 440.	Majors focus group (SOC 391)
Apply and/or integrate a range of analytical methods and theories to the study of society (Critical Thinking)	AY 6	Selected sampling of papers 400-level electives	Alumni Survey

APPENDIX F. Faculty Productivity and Quality Data and Tables

Table 6. Full-Time Permanent Faculty by Rank, Instructors, and Lecturers

Faculty	Rank	Year of Promotion (within last 5 years)	Future Sabbaticals	Impending Retirement	Course Releases and Buyouts
Marilyn Brown	Professor	2017		Possible	
Marina Karides	Professor	2018	Academic Year 2021-2022		<u>2017 -18</u> 2 Buyouts plus chair <u>2018-19</u> 2 Buyouts plus chair <u>2019-2020</u> 2 Buyouts plus chair
Lindy Hern	Associate Professor	2019	Spring 2021		
Alton Okinaka	Associate Professor			Possible	
Yolisa Duley	Instructor				
Laurie Mengel	Lecturer				

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 7. New Course Offerings in Sociology Faculty Developed in Last Five Years

Course	Faculty
SOC 243 Drama of Hawai'i & the Pacific	Justina Mattos (Drama)
SOC 253 Island, Indigenous & Env	Marina Karides
SOC 331 Queer Studies & Contem Society	Marina Karides
SOC 350 Global Sociology	Marina Karides
SOC 360 Health Care Policy	Lindy Hern
SOC 363 Globalization, Gender, Fashion	Marina Karides
SOC 377 Indigenous Feminisms	Marina Karides
SOC 407 Gender Inequality in Pop Culture	Lindy Hern
SOC 408 Island Feminism	Marina Karides
SOC 414 Global Social Movements & Japan	Marina Karides
SOC 440 Senior Research Thesis	Faculty
SOC 470 Indigenous Health & Well-Being	Yolisa Duley

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 8. Publications by Year and Faculty Members in Last Five Years

Faculty	Year	Publication
Karides	2021	<i>Sappho's Legacy? Food and Convivial Economics on a Greek Isle</i> , New York: SUNY Press.
Karides	2020	“An Island Feminist Approach to Scholar Activism” in <i>Gender and Island Communities</i> edited by Helene Pristed Nielsen and Firouz Gaini. Abingdon, UK: Routledge
Karides, Rita*, Aloua, and Stotter	2020	“An Island and Intersectional Analysis of STEM Faculty Careers in Hawai’i” in <i>Gender and Island Communities</i> . Abigdon, UK: Routledge.
Karides and Widener	2018	“Race, Class, Privilege and Bias in South Florida Food Movements,” In <i>Food and Poverty: Food Insecurity and Food Sovereignty among America’s Poor</i> , edited by L. Hossfeld, B. Kelly, and J. Waity. Vanderbilt University Press.
Karides	2017	“An Island Feminism Perspective: Convivial Economics and the Women’s Cooperatives of Lesbos” Pp. 78-96 in <i>Island Geographies: Essays and Conversations</i> , edited by E. Stratford, Advances in Human Geography Series, Routledge.
Karides	2017	“Why Island Feminism?” <i>Shima: The International Journal of Research into Island Cultures</i> 11:1:30-39.
Hern	2020	<i>Single Payer Healthcare Reform: Grassroots Mobilization and the Turn Against Establishment Politics in the Medicare for All Movement</i> . New York, NY: Palgrave Macmillan
Hern	2019	“We Need Community”: Assessing the Impact of Faculty, Administration, Advising, and Campus Social Life on the Transfer Student Experience on an Island Campus <i>Journal of Applied Social Science</i> 13(2), 115–138.
Hern	2019	“Resisting “Politics as Usual”: Opportunity, Narrative Practice, and Grassroots Mobilization in Two Eras of the Movement for American Health Care Reform.” <i>Journal of Historical Sociology</i> 32(3) 360-377.
Hern	2018	“Derby Dames and Gender Games: Empowerment and Critical Gender Performance in the Derby Girl Revolution” <i>Critical Perspectives on Gender and Sport</i> . Edited by Curtis Fogel. Common Ground Publishing. Invited, Revised, Reprint of earlier 2010 article.
Hern	2016	“Navigating the Borderland of Scholar Activism: Narrative Practice as Applied Sociology in the Movement for Single Payer Health Care Reform” <i>Journal of Applied Social Science</i> 10(2): 119 – 131

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 9. Professionals Presentations and Location by Faculty in the Last Five years

Faculty	Year	Presentation and Location
Karides and Duley	2020	“Navigating Hawai’i’s Contentious Higher Education Environment: Are We Indigenizing?” Marina Karides; Yolisa Duley. Paper to be presented at the Annual Meeting of the Society for the Study of Social Problems, August, San Francisco, CA.
Karides	2019	“An Island Feminism Approach to STEM Academic Careers.” Paper presented at the Annual Meeting of National Women Studies Association, November, San Francisco, CA.
Karides	2019	Marina Karides. “Queer Economics, Convivial Economics: The Lesbian Enclave of Skala Eresos.” Paper to be presented at the Annual Meeting of the Society for the Study of Social Problems, August, New York, NY.
Rita and Karides	2019	Nathalie Rita and Marina Karides. “Post 1965 Migration and STEM Faculty in Island Societies” Paper to be presented at the Annual Meeting of the American Sociological Association (roundtable), August, New York, NY.
Karides and Stotter	2019	"STEM Careers at Community Colleges: An Island and Intersectional Approach to Workplace Equity," March, Paper presented at the Council for the Study of Community Colleges, San Diego, CA, March.
Karides, Rita, and DeCambra*	2018	Marina Karides, Nathalie Rita, Kaylee DeCambra, “Something Specific About Hawai’i: Place-based Faculty and the Search for Equity in Community Colleges,” Paper presented at the Society for the Study of Social Problems (SSSP), Philadelphia, PA, August.
Karides	2017	“Opening Statement: A Rationale for Island Feminism” Paper presented at A Transnational Dialogue on Island Feminisms, National Women Studies Association, Baltimore, November.
Karides	2017	“An Island Feminist Approach to Bullying, Discrimination, and Hazing at Isolated Institutions of Higher Education.” Marina Karides. Paper presented at Pacific Sociological Association, Portland, Oregon.
Karides	2016	“Empiricizing Island Feminism: Constructs of Island Masculinities and Sex Tourism.” Paper present at the International Small Island Studies Association Islands of the World XIV Conference in Mytilini, Lesvos, Greece.
Karides	2016	“Localism and Islandism: Resisting Neo-liberalism Through Food (An Examination of Lesvos and Hawai’i Island). Marina Karides. Paper present at the International Small Island Studies Association Islands of the World XIV Conference in Mytilini, Lesvos, Greece.
Karides	2016	“The Sociological Significance of Islands.” Marina Karides. Paper presented at the Annual Meeting of the Society for the Study of Social Problems, August, Seattle, Washington.
Karides	2015	“Community Rhythms, Convivial Economics, and the Triumph of Greek Resistance to Neo-liberalism.” Marina Karides. Paper presented at the Annual Meeting of the Society for the Study of Social Problems, August, Chicago, Illinois.

Karides	2015	“Queer Economics, Post-Coloniality, and the Lesbian Enclave in Eressos.” Paper presented at the Annual Meetings of the American Sociological Association, August, Chicago, Illinois.
Karides	2015	“Island Development and Economic Alternatives: A Comparative Perspective.” Marina Karides. Paper presented at Hawai’ian Sociological Association. February, Honolulu, Hawai’i.
Karides	2016	“From the Caribbean to the Mediterranean and into the Pacific: Gender Studies, Island Studies, and How An AAUW Educational Foundation American Fellowship Launched a Career.” Sponsored by the American Association of University Women-Hilo, Hawai’ian Community College, Hilo, Hawai’i, September.
Hern, Floyd, and Krueger	2019	“Engaging Students in Applied Sociology Through Activist Community Engagement” Association for Applied and Clinical Sociology, Portland OR
Hern and Floyd	2018	“Scholar-Activism in the Current Era: Experiences, Issues, and Practices for the Future” Conference Workshop. Hawai’i Sociological Association
Hern	2017	“There is No, No!”: Scholar-Activism for Progressive Health Care Reform During a Regressive Period” Association for Applied and Clinical Sociology, Cleveland OH
Hern and Dodd*	2017	“A Single Prayer for Single Payer: Examining Language in the News as an Indicator of Opportunity for Health Care Reform (1990 – 2016)” Association for Applied and Clinical Sociology, Cleveland OH
Hern	2017	“Onward to Single Payer”: Opportunity, Narrative Practice, and Grassroots Mobilization in the American Movement for Health Care Reform” American Sociological Association, Montreal Quebec Canada
Hern	2017	“Going on the Offense While Playing Defense”: Narratives of Hope and Resistance within the Single Payer Movement During the Trump Era” Society for the Study of Social Problems, Montreal Quebec Canada
Hern	2017	“Native, Local, Haole: Ethnic Identity and the Transfer Student Experience on a Diverse Island Campus”Hawai’i Sociological Association Honolulu HI
Hern, Karides, McKay, and Haas*	2016	“Preparing for Lava, Wind, and Water: Community Responses and Applied Outcomes Following Multiple Natural Disasters in Hawai’i.” (Presented by Lindy Hern) Association for Applied and Clinical Sociology, Denver, CO
Hernd and Lloyd	2016	“Progressive Health Policy in a Progressive State: Examining the Impact of the Affordable Care Act on Health Care Policy and Practice in Hawai’i” Association for Applied and Clinical Sociology, Denver, CO
Hern	2016	“Students Take the Field: Teaching Sociology Through Applied Projects on a Diverse Island Campus.” Association for Applied and Clinical Sociology, Denver, CO
Hern	2016	““It’s Happening In Hawai’i”: The Impact of State Level Health Policy Reform on the National Movement for Health Care Reform” Hawai’i Sociological Association Hilo, HI

Hern, McKay*, and S. Brown	2015	““I Just Came Here to Complain and Eat Pizza”: Doing Applied Sociological Research on Transfer Students at a Public University” Association for Applied and Clinical Sociology Montgomery AL
Hern	2015	““Tea Baggers” and “Zombies”: Examining the Interaction Between Progressive and Conservative Social Movements” Society for the Study of Social Problems, Chicago IL
Hern, McKay, and S. Brown	2015	“Transfer Student Retention on a Diverse Campus: Problematizing Educational Justice at a Hawai’ian University” Society for the Study of Social Problems Chicago IL
Karides, Hern, McKay, Haas*	2015	“Archipelagic Response to Environmental Problem: Politics and Place in the Hawai’i Islands” (Presented by Lindy Hern and Remi McKay). Society for the Study of Social Problems, Chicago IL
Hern	2015	“A “Transformation of Intentions” in Hawai’ian Health Policy: How the ACA Affected the Implementation of Health Policy in a Progressive State” Midwest Sociological Society, Kansas City MO
Barhkoff, Duley, and Eleution	2019	“Weaving the Ka’ao of Ki’i and Academia” Harald Barkhoff, Yolisa Duley, Rebecca Eleution. Paper presentation at He Au Honua Conference, University of Hawai’i, Maui College, Maui.
Duley and Low	2019	“Lessons Learned and Imagined Futures to sustain a culture of health and well-being at the University of Hawai’i at Hilo”. Yolisa Duley, Emily Low. Paper Presentation at the Prevent Suicide State Conference; Hope, Help, Healing, Honolulu.
Duley, Jacobs, ‘Āpiki, Armantiad, Miner-Ching, and Rivera*	2018	“Creating a Community of Hei in Educational Settings; A practice for personal, professional and community well-being” Yolisa Duley, Rebecca Jacobs, Traven ‘Āpiki, Caterina Armantiad, Candice Miner-Ching, Renee Rivera, workshop and panel presentation at HSA Annual Meeting, UH Hilo.
Duley	2017	“The Ecology of the Homestead: Life-giving indigenous practices to sustain well-being”. Yolisa Duley. Paper presentation at HSA Annual Meeting, Windward Community College, O’ahu.
Duley	2016	Knowledge, Agency and Resistance: Indigenous women’s well-being in a changing social world. Yolisa Duley. Paper presentation at HSA Annual Meeting, UH Hilo.
Mengel	2018	“Between Two Islands: Japanese Women between Oshima and Hawai’i in Migration.” Paper presented at the 39 th Annual Sociological Conference, Hilo, Hawai’i February.

* Student co-authors

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 10. Faculty Research Awards and Grants in the Last Five Years

Faculty	Year	Award	Amount
Brown	2016	Grant (UHH Research Relations). Funding for research project on formerly incarcerated women college students	\$8800
Karides	2017-2021	Marina Karides (PI), Maria Bautista and Joshua Kaakua (co-PIs). “ADVANCE Partnership: Building Relationships to Increase Diversity and Gender Equity in Hawai’i’s Two Year College System” National Science Foundation	\$1,099,959
Karides	2019	College of Arts and Sciences Faculty Research Small Grants, University of Hawai’i at Hilo	\$1500
Karides	2019	College of Arts and Sciences Faculty Achievement Award, University of Hawai’i at Hilo	\$1000
Karides	2016	UHH Research Relations Fund Travel Awards to attend the International Small Island Studies Association Islands of the World XIV Conference in Mytilini, Lesvos, Greece, Travel Committee of the University of Hawai’i at Hilo Research Council	\$2200
Karides and Hern	2015	UHH Disaster/Iselle Research Grant	\$3970
Hern	2013, 2014, 2015, 2016, 2017	UHH Research Relations Fund Travel Awards	\$11000

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 11. Faculty Participation Service: Department, College, Campus, Community, and Profession in the Last Five Years.

Faculty	Year	Activity and/or Role
Karides	ongoing	External Reviewer, <i>Gender and Society</i> , <i>Journal of World Systems Research</i> , <i>Sociological Perspectives</i> , and others less frequently.
Karides	2019-2020	Organizer, Regular Session: Transnational Social Movements, American Sociological Association Annual Conference, San Francisco, CA
Karides	2017-	Chair, Department of Sociology, UH Hilo
Karides	2016-18, 19-current	Member, Tropical Conservation Biology and Environmental Science (TCBES) Executive Committee
Karides	2019	"Gender, History, and Community Colleges: Explaining Diversity Among Academic STEM Faculty in the UH System." Paper presented at the Women in STEM, UH Hilo TCBES Maters Club and Women's Center, February, UH Hilo, Hilo, HI
Karides	2017	"Island Food Systems and the Cooperative Movement." Invited Community Presentation at Hilo Space, September, Hilo.
Karides	2016	"Islandness and Social Research." Tropical Conservation Biology and Environmental Science, M.S. Program, Weekly Seminar, October, UH Hilo.
Karides	2016	Honua-i-Ākea: Transformative Island Stewardship (April 29-30, June 24-26, and August 5-7)
Karides	2016-19	Member, Committee on Committees, Society for the Study of Social Problems.
Karides	2015-16	Member, C. Wright Mills Award Committee, Society for the Study of Social Problems (SSSP)
Karides	2015-2017	President, Hawai'i Sociological Association.
Karides	2014-2018	Member, Executive Board, International Small Islands Association (ISISA).
Karides	2007-	Member, Editorial Board, <i>The Journal for World-Systems Research (JWSR)</i>
Hern	2020	Tenure and Promotion Review Committee
Hern	2019	Research Relations Award Committee
Hern	2016 - current	UH-Hilo Athletic Academic Advisory Committee (AAAC)
Hern	2013 - current	Gender and Women's Studies Steering Committee
Hern	2015 - current	Assessment Subcommittee GWS
Hern	2019 - current	Recruitment Subcommittee GWS
Hern	2017 - 2018	Hawai'i Sociological Association Vice President
Hern	2016 - 2017	Hawai'i Sociological Association Program Committee Chair
Hern	2015 - 2016	Hawai'i Sociological Association Local Committee

Hern	2018 - 2019	Association for Applied and Clinical Sociology Vice President and Program Chair
Hern	2017 - 2018	Association for Applied and Clinical Sociology Vice President Elect and Program Committee Member
Hern	2016 - 2019	Association for Applied and Clinical Sociology Board
Hern	2011 - 2017	Journal of Applied Social Science Editorial Board
Hern	2017 - 2018	Society for the Study of Social Problems SSW Division Graduate Paper Awards Committee
Hern	2018 - current	Hopbrook Institute Advisory Board, Amherst, MA
Hern	2018	Consulted with Hawai'i County Civil Defense Disaster Research Committee
Hern	2009 - Current	Healthcare Now Board Member, Boston, MA.
Hern	2014 - Current	Healthcare Now Board Development Committee, Boston, MA.
Hern	2016 - Current	Healthcare Now Single Payer School Committee, Boston, MA.
Hern	2018 - 2019	Commission on the Accreditation of Programs in Applied and Clinical Sociology Board Member
Duley	2020	Co-chair UH Hilo Black History Month Committee
Duley	2019	External Reviewer: Indigenizing and Decolonizing Feminist Philosophy. <i>Hypatia</i>
Duley	2019	Member: UH Hilo Student Health & Wellness Programs, Search Committee: Campus Health Promotion Specialist
Duley	2019	Co-Facilitator, SafeTALK Suicide Prevention Training: Hawai'i Community College, Manono Campus & UH Hilo.
Duley	2019	GLSEN Professional Development presentation: Creating safe spaces for LGBTQ+ students, Connections Public Charter School, Hilo HI.
Duley	2018	Member, UH Hilo Student Success Committee
Duley	2018	Hawai'i Sociological Association Annual Meeting 2018, Local Arrangements Coordinator.
Duley	2018-present	Member: Interdisciplinary Committee, Indigenous Public Health Certificate.
Duley	2018	Co-facilitator: SafeTALK Suicide Prevention Training: Hawai'i Community College Manono Campus and Palamanui Campus
Duley	2018	Presentation and senior student support: Suicide prevention for youth, Kamehameha School, Kea'au.
Duley	2017 - present	Co-Coordinator: Community of Hei Project, UH Hilo and HawCC
Duley	2017 to present	Hawai'i Island Coordinator, GLSEN Hawai'i

Duley	2017	Co-facilitator: SafeTALK Suicide Prevention Training, UH Hilo, HawCC, Tutu's House, Waimea, HI. and NHERC, Honoka'a.
Duley	2017	GLSEN Professional Development workshop: Working with LGBTQ youth, Connections Public Charter School, Hilo. HI
Duley	2016-2019	Member: UH Hilo Black History Month Committee
Duley	2016 to present	Co-Chair Hawai'i Island Prevent Suicide Task Force
Duley	2016-present	Member: State Prevent Suicide Task Force Steering Committee
Duley	2016	Co-facilitator: SafeTALK Suicide Prevention Training, UH Hilo
Duley	2016	GLSEN Professional Development workshop: Working with LGBTQ youth, Hawai'i Academy of Arts and Sciences, Pahoia HI GLSEN Professional Development workshop: Working with LGBTQ youth, YWCA Healthy Start Program, Hilo.
Duley	2015-Present	Co-Chair: UH Hilo Suicide Prevention Committee
Mengel	2018	Textbook reviewer for Gottfried, Rosalind, <i>My Sociology: An Introduction for Today's Students</i> , Routledge Press, 2018.

APPENDIX F. Faculty Productivity and Quality Data and Tables (cont.)

Table 12. Faculty Grants for Service: Programming, Professional Development, and Diversity in the Last Five Years

Faculty	Year	Award	Amount
Karides	2018	“Indigenous and Island Sociology: Diversifying Perspective” Chancellor’s Diversity Committee Award	\$2400
Karides	2017	“Faculty Workshop Series: Supporting Indigenous Curricula and Instruction at UH Hilo” Chancellor’s Professional Development Fund, University of Hawai’i at Hilo	\$3700
Karides	2016	“An Extended Focus on Africa and South Asia: Gender, Race, and Nation” UH Hilo Diversity Funds.	\$1000
Hern	2018	University of Hawai’i System SEED Grant (For Hawai’i Sociological Association Conference)	\$2400
Hern	2018	UH-Hilo Diversity Grant (For HSA Conference)	\$427
Duley	2020	Uluākea Emerging Leaders Program: Pāmaomao, Utah 3/14-3/21 (Cancelled due to COVID19)	Travel
Duley	2018-present	SAMHSA Garrett Lee Smith Suicide Prevention and Health Promotions Grant, 5% service: Program support	Portion
Duley	2018	Uluākea Emerging Leaders Program: Pāmaomao Lumbee, North Carolina	Travel
Mengel	2019	University of Hawai’i Professional Assembly Award	\$1400

ATTACHMENT G



University of Hawai'i at Hilo – Four-Year Academic Plan 2020-2021
College of Arts and Sciences
Bachelor of Arts (BA) in Sociology

Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
SOC 100 (DS: SOC SCI I)	3	SOC 200 (See note 1)	1	SOC 390 (See note 3)	3	SOC 400-Level Elective	3
DA, DH or DL: ARTS, HUM, LIT I	3	SOC 280 (GQR: QUANT REAS)	3	SOC 400-Level Elective	3	Upper Elective	3
FQ: QUANT REASONING	3	SOC 280L (See note 2)	1	WI Upper Elective	3	Upper Elective	3
DS: SOC SCI II	3	FGA, FGB or FGC: GLOBAL MULTICUL II	3	GE GCC	3	Upper Elective	3
SOC Elective (Rec: SOC 260 or 253)	3	DA, DH or DL: ARTS, HUM, LIT II	3	Upper Elective	3	Elective	3
		DB: BIOL SCI or DP: PHYS SCI	3				
		DY: SCI LAB	1				
Credits	15	Credits	15	Credits	15	Credits	15
Spring		Spring		Spring		Spring	
SOC Elective (Rec: 200 or 300 Lvl)	3	SOC 380 (See note 2)	3	SOC Elective	3	SOC 400-Level Elective	3
ENG 100 (FW: WRIT COM)	3	WI Elective	3	SOC Elective	3	Upper Elective	3
FGA, FGB or FGC: GLOBAL MULTICUL I	3	DB: BIOL SCI or DP: PHYS SCI	3	WI Elective	3	Upper Elective	3
GL: LANG ARTS	3	GE HPP	3	Upper Elective	3	Upper Elective	3
Elective	3	Elective	3	Upper Elective	3	Elective	3
Credits	15	Credits	15	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	30	Total	60	Total Credits	90	Total Credits	120

Upper
45

Notes:

1. SOC 200 Career Opportunities in SOC is offered every Fall and may be taken in the 2nd, 3rd or 4th year.
2. SOC 280-280L should be taken in the Fall of the 2nd or 3rd year, and should be followed with SOC 380 the following Spring.
3. SOC 390 Theory is offered only in the Fall semesters and should not be taken at the same time as SOC 280-280L or SOC 380.
4. Students must earn at least a 2.0 GPA in courses required for the major.
5. At least 45 credit hours must be earned at the 300-400 level (Upper Division).

Rev
3/24/20

ATTACHMENT G (cont.)



University of Hawai'i at Hilo – Four-Year Academic Plan 2020-2021

College of Arts and Sciences
Bachelor of Arts (BA) in Sociology
Island and Indigenous Sociology Option

Students should meet with an academic advisor prior to registration to formulate their own plan.

Upper
45

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
SOC 100 (DS: SOC SCI I)	3	SOC 200 (See note 2)	1	SOC 391 (See note 6)	3	SOC 440 (See note 5)	3
DA, DH, DL: ARTS, HUM, LIT I	3	SOC 280 (GQR: QUANT REAS)	3	SOC 390 (See note 4)	3	SOC Upper Elective Indigenous	3
FQ: QUANT REASONING	3	SOC 280L (See note 3)	1	GE GCC	3	Upper Elective	3
DS: SOC SCI II	3	FGA, FGB or FGC: GLOBAL MULTICUL II	3	WI Elective	3	Upper Elective	3
Elective	3	DA, DH, DL: ARTS, HUM, LIT II	3	Upper Elective	3	Upper Elective	3
		DB: BIOL SCI or DP: PHYS SCI	3				
		DY: SCI LAB	1				
Credits	15	Credits	15	Credits	15	Credits	15
Spring		Spring		Spring		Spring	
SOC 253	3	SOC 380 (See note 3)	3	SOC Elective Indigenous	3	Upper Elective	3
Elective (Rec: SOC 100- or 200- Level)	3	SOC Elective	3	SOC Upper Elective Indigenous	3	Upper Elective	3
ENG 100 (FW: WRIT COM)	3	DB: BIOL SCI or DP: PHYS SCI	3	WI Upper Elective	3	Upper Elective	3
FGA, FGB or FGC: GLOBAL MULTICUL I	3	GE HPP	3	Elective	3	Upper Elective	3
GL: LANG ARTS	3	WI Elective	3	Elective	3	Elective	3
Credits	15	Credits	15	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	30	Total	60	Total Credits	90	Total Credits	120

Notes:

1. Elective courses taken for the Island and Indigenous Sociology track will also count towards general Sociology electives for the BA.
2. SOC 200 Career Opportunities in SOC is offered every Fall and may be taken in the 2nd, 3rd or 4th year.
3. SOC 280-280L should be taken in the Fall of the 2nd or 3rd year, and should be followed with SOC 380 the following Spring.
4. SOC 390 Theory is only offered in the Fall semesters and should not be taken at the same time as SOC 280-280L or SOC 380.
5. SOC 440 Senior Research Thesis should be taken in year 4 but can be in either fall or spring.
6. SOC 391 Internship needs to be with an Indigenous serving organization, and can be taken in the 3rd or 4th year.
7. Students must earn at least a 2.0 GPA in courses required for the major.
8. At least 45 credit hours must be earned at the 300-400 level (Upper Division).

Rev
3/24/20

ATTACHMENT G (cont.)

Hawai'i Community College and University of Hawai'i at Hilo 2019-2020

2+2 Map

Liberal Arts/Associate in Arts, Sociology Concentration to
the Bachelor of Arts (BA) in Sociology



Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall (Hawai'i CC)		Fall (Hawai'i CC)		Fall (UH Hilo)		Fall (UH Hilo)	
ENG 100 (FW: Writ Com)	3	GEOG 102 or HIST 152 of WS 176 (FGB)	3	SOC Elective	3	SOC 400-Level Elective	3
ENG 102	3	SOC 200	1	SOC 400-Level Elective	3	SOC 390	3
MATH 115 or MATH 135 (FQ)	3	DA, DH, or DL: Arts, Hum, Lit II	3	WI Upper Elective	3	Upper Elective	3
PSY 100 (DS: Soc Sci I)	3	HSER 193	3	GE GCC	3	Upper Elective	3
DA, DH, or DL: Arts, Hum, Lit I	3	PSY 213	4	Upper Elective	3	Upper Elective	3
			3				
Credits	15	Credits	17	Credits	15	Credits	15
Spring (Hawai'i CC)		Spring (Hawai'i CC)		Spring (UH Hilo)		Spring (UH Hilo)	
SP 151	3	HSER 293	3	SOC 380	3	SOC 400-Level Elective	3
SOC 100 (DS: Soc Sci II)	3	SOC Concentration Elective	3	WI Elective	3	GE HPP	3
HIST 151 or WS 175 (FGA)	3	SOC Concentration Elective	3	Upper Elective	3	Upper Elective	3
HSER 110	3	SOC Concentration Elective	3	Upper Elective	3	Upper Elective	3
DB: BIOL SCI or DP: PHYS SCI	3	DB: BIOL SCI or DP: PHYS SCI	3	Elective	3	Upper Elective	3
DY: SCI LAB	1						
Credits	16	Credits	15	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	31	Total	63	Total Credits	93	Total Credits	123

Notes:

- HawCC: Requires completion of a Writing Intensive (WI) course and a Hawaiian Asian Pacific (HAP) course for AA degree.
- 1. PSY 213 will count for the SOC 280-280L requirement at UH Hilo, please see the SOC department chair to request the substitution.
- 2. SOC 390 Theory is offered both in the fall and spring semesters. But should not be taken at the same time as SOC 380.
- 3. Students must earn at least a 2.0 GPA in courses required for the major at UH Hilo
- 4. At least 45 credit hours must be earned at the 300-400 level (Upper Division).

Rev

3/13/19

ATTACHMENT G (cont.)

Hawai'i Community College and University of Hawai'i at Hilo 2019-2020
2+2 Map

Liberal Arts/Associate in Arts, Sociology Concentration to
the Bachelor of Arts (BA) in Sociology, Indigenous Sociology Concentration



Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall (Hawai'i CC)		Fall (Hawai'i CC)		Fall (UH Hilo)		Fall (UH Hilo)	
ENG 100 (FW: Writ Com)	3	GEOG 102 or HIST 152 of WS 176 (FGB)	3	WI Elective	3	SOC 440	3
ENG 102	3	SOC 200	1	SOC 400-Level Elective	3	SOC 390	3
MATH 115 or MATH 135 (FQ)	3	*DA, DH, or DL: Arts, Hum, Lit II	3	WI Upper Elective	3	SOC 391	3
PSY 100 (DS: Soc Sci I)	3	HSER 193	3	GE GCC or Elective	3	SOC Indigenous Elective Upper	3
*DA, DH, or DL: Arts, Hum, Lit I	3	PSY 213	4	Upper Elective	3	Upper Elective	3
			3				
Credits	15	Credits	17	Credits	15	Credits	15
Spring (Hawai'i CC)		Spring (Hawai'i CC)		Spring (UH Hilo)		Spring (UH Hilo)	
SP 151	3	HSER 293	3	SOC 380	3	SOC 400-Level Elective	3
SOC 100 (DS: Soc Sci II)	3	SOC Concentration Elective	3	SOC 253	3	GE HPP or Elective	3
HIST 151 or WS 175 (FGA)	3	SOC Concentration Elective	3	SOC Indigenous Elective	3	SOC Indigenous Elective Upper	3
HSER 110	3	SOC Concentration Elective	3	Upper Elective	3	Upper Elective	3
DB: BIOL SCI or DP: PHYS SCI	3	DB: BIOL SCI or DP: PHYS SCI	3	Upper Elective	3	Upper Elective	3
DY: SCI LAB	1						
Credits	16	Credits	15	Credits	15	Credits	15
Summer		Summer		Summer		Summer	
Credits	0	Credits	0	Credits	0	Credits	0
Total Credits	31	Total	63	Total Credits	93	Total Credits	123

Notes:

HawCC: Requires completion of a Writing Intensive (WI) course and a Hawaiian Asian Pacific (HAP) course for AA degree.

*DA, DH, or DL: Arts, Hum, Lit I requirement - course recommendation HWST 107 (3cr.) which can also be double counted as a HAP req.

1. PSY 213 will count for the SOC 280-280L requirement at UH Hilo, please see the SOC department chair to request the substitution.
2. SOC 390 Theory is offered both in the fall and spring semesters. But should not be taken at the same time as SOC 380.
3. Students must earn at least a 2.0 GPA in courses required for the major at UH Hilo
4. At least 45 credit hours must be earned at the 300-400 level (Upper Division).

Rev

3/11/20

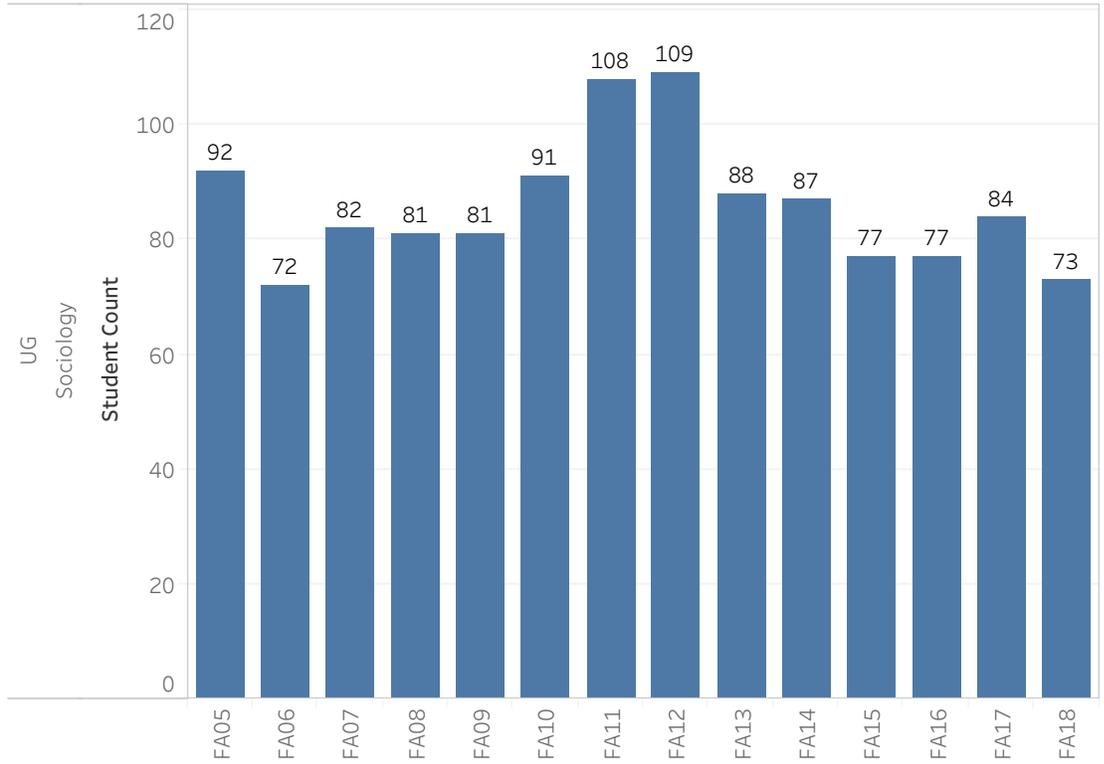
ATTACHMENT H

Enrollment

Select Program:
Sociology

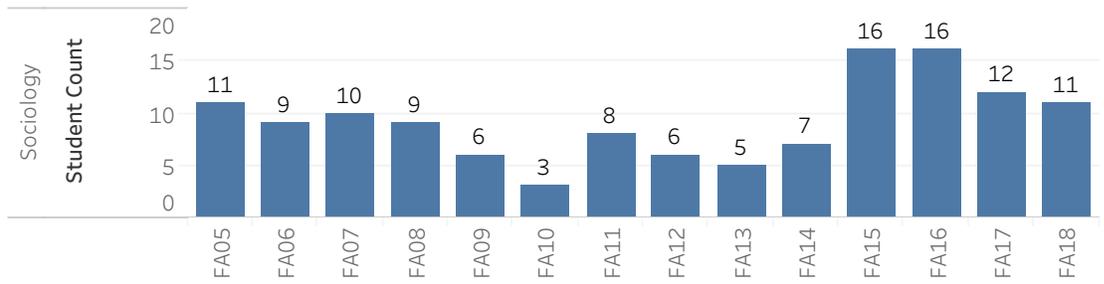
Major Color Legend
Sociology

Primary Major



Minor Color Legend
Sociology

First Minor



Note:

1. Counts are by 1st Declared Major/Minor of the selected program.

Source: IRO_BASE (Census)

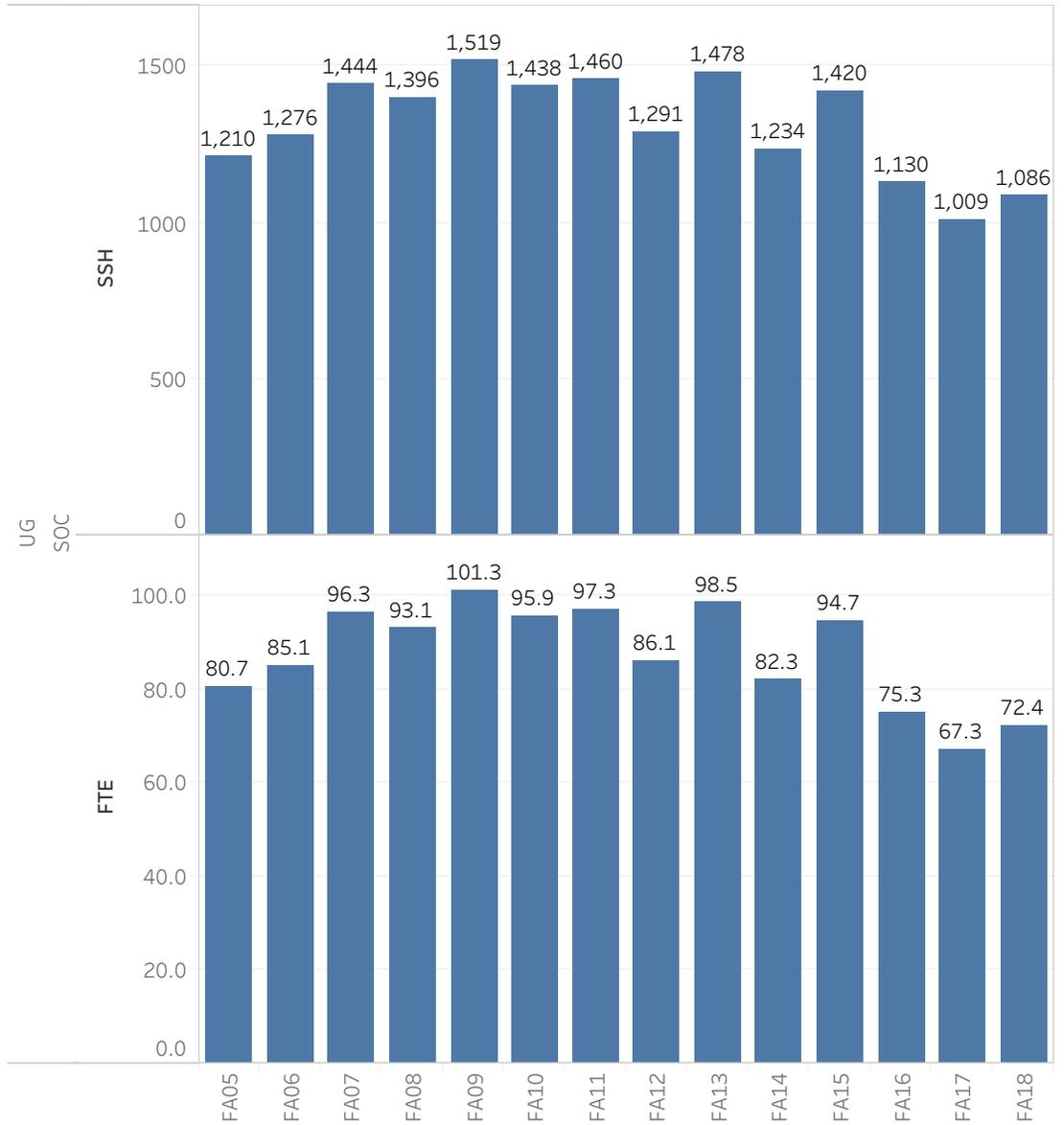
ATTACHMENT H (cont.)

Student Semester Hours (SSH) and Full-Time Equivalent (FTE)

Select Program:
Sociology

Select Subject:
 SOC

Color Legend
■ UG



Notes:

1. For all Course Data: Data excludes courses numbered -99V (Individual Instruction)
 2. Undergraduate FTE Calculation = $SSH/15$. Graduate FTE Calculation = $SSH/12$
- Source: IRO_SOCAD (Census)

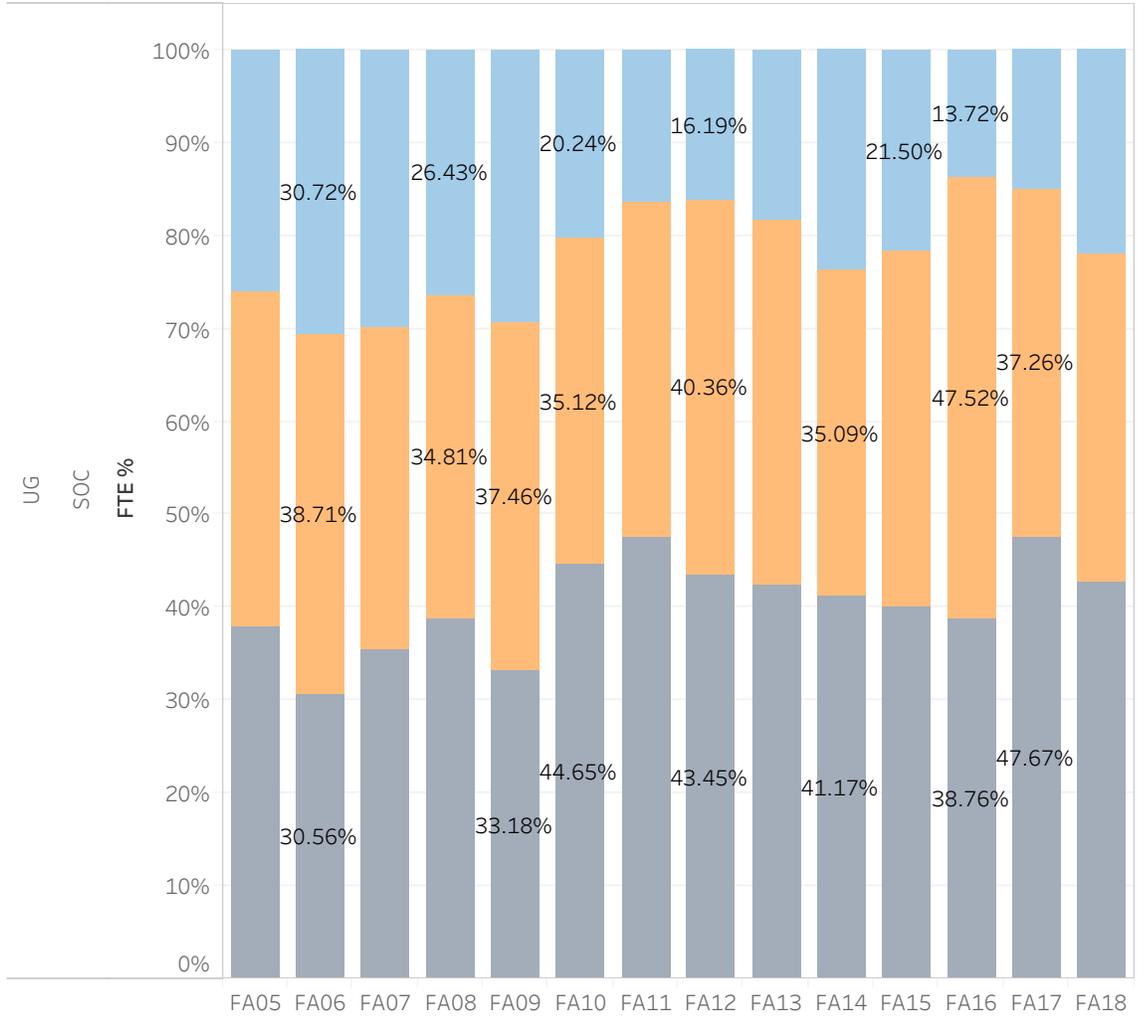
ATTACHMENT H (cont.)

FTE by Major, College, and Other

Select Program:
Sociology

Select Subject:
 SOC

Color Legend
■ Another College
■ College
■ Major



Definitions:

- 1. Major = Percent of FTE from own Major
- College = Percent of FTE from within the College
- Other = Percent of FTE from other Colleges

Notes:

- 1. For all Course Data: Data excludes courses numbered -99V (Individual Instruction)
 - 2. Undergraduate FTE Calculation = SSH/15. Graduate FTE Calculation = SSH/12
 - 3. FTE Totals may not add up due to the classification of the student at Census
- Source: IRO_SOCAD and IRO_BASE (Census)

ATTACHMENT H (cont.)

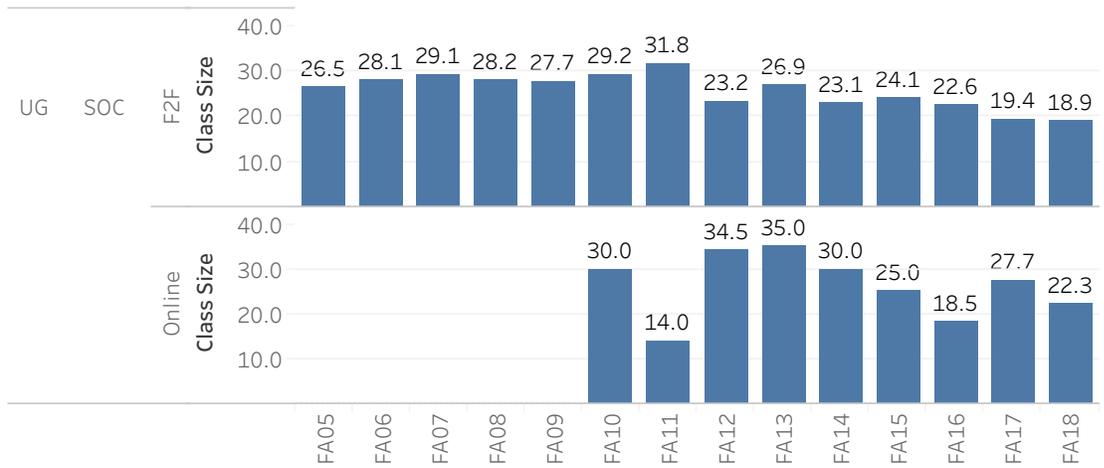
Average Class Size and Student-Faculty Ratio

Select Program:
Sociology

Subject
 SOC

Color Legend
■ UG

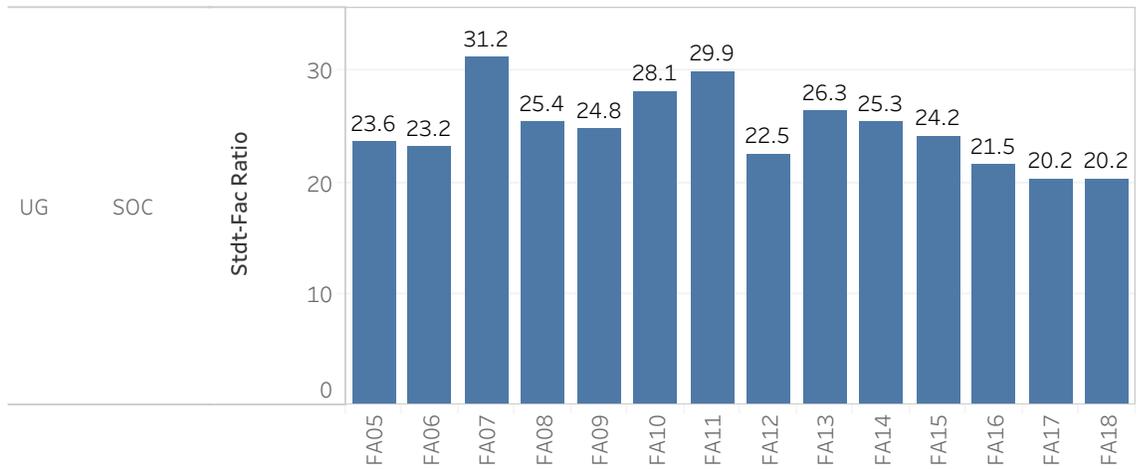
Average Class Size



Notes:

1. For all Course Data: Data excludes courses numbered -99V (Individual Instruction)
2. Average Class Size = Number of Registrations / Number of Classes

FTE Student-Faculty Ratio



Notes:

1. For all Course Data: Data excludes courses numbered -99V (Individual Instruction)
2. FTE Student-Faculty Ratio Calculation = Total FTE Student / Total FTE Faculty

ATTACHMENT H (cont.)

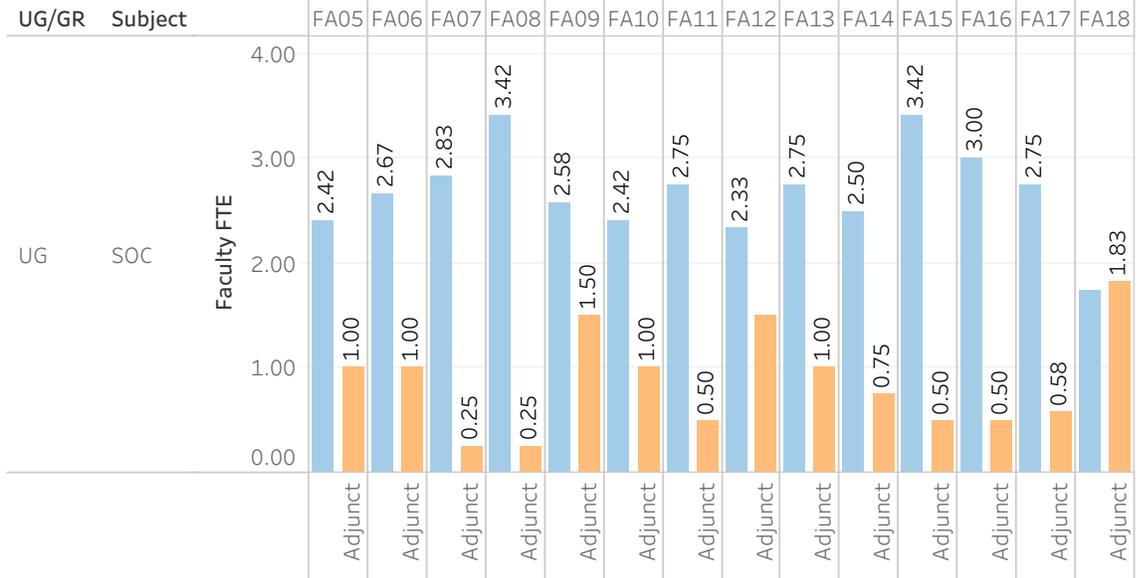
Instructional FTE and Semester Hours (SH) Taught

Select Program:
Sociology

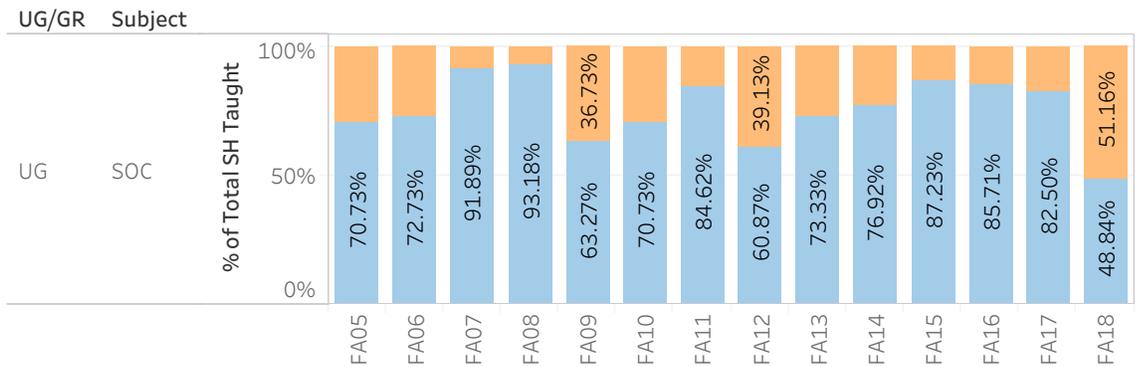
Subject
 SOC

Color Legend
■ Faculty
■ Adjunct

Instructional FTE



% of SH Taught by Instruction



Definitions:

1. For all Course Data: Data excludes courses numbered -99V (Individual Instruction)
2. Faculty = Assistant Professor, Associate Professor, and Professor
3. Adjunct = Instructors and Lecturers
4. Faculty FTE = SH Taught / 12

Sources: IRO_SOCAD (Census) and IRO_OHR (Extract Month: 10)

ATTACHMENT H (cont.)

Degrees, Minors, and Certificates Awarded, by Fiscal Year

Select Program:
Sociology

Degree-Major
All

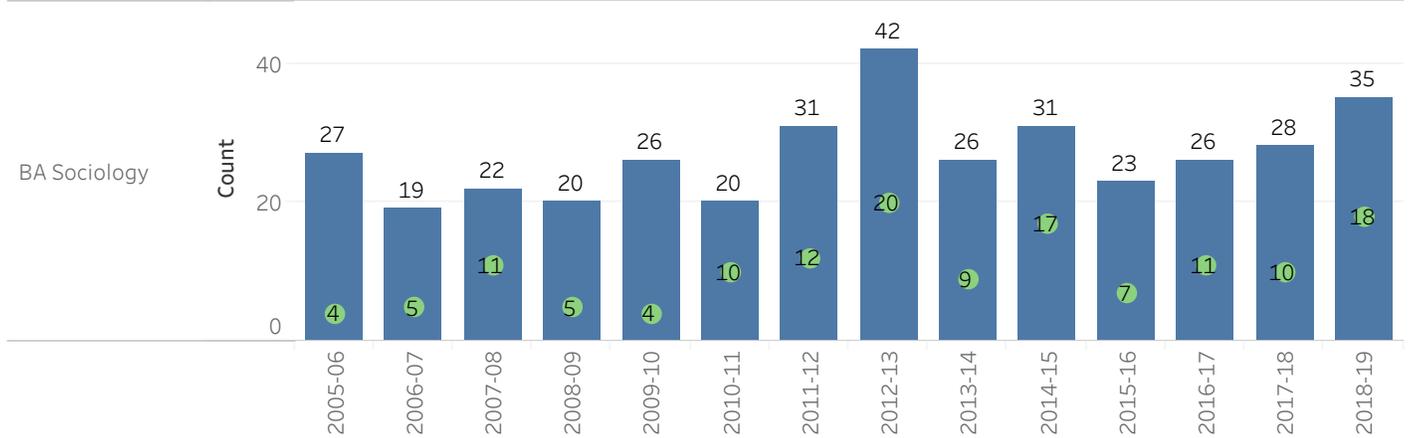
Color Legend

■ UG, Degrees Awarded

■ UG, Native Hawaiian

Degrees Awarded

Degree-Major



Notes:

1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

Minors Awarded

	2005-..	2006-..	2007-..	2008-..	2011-..	2012-..	2013-..	2014-..	2015-..	2016-..	2018-..
Sociology	7	3	1	3	4	2	2	1	1	2	2
Grand Total	7	3	1	3	4	2	2	1	1	2	2

Subject Certificates Awarded

Sources: IRO_DEGREE (EOS) and MST_ACADEMIC_OUTCOME

ATTACHMENT I

KFS REPORT: SOCIOLOGY

Expenditures Detail - Sociology
 FY13 to FY20 (7/1/12 to 2/25/20 Transaction posting)
 Source: eThorty KFS

R1	05-EX-EXPENSES
Account	(Multiple Items)

Sum of FY Actual	Column Labels								
	For the month ending June 2013	For the month ending June 2014	For the month ending June 2015	For the month ending June 2016	For the month ending June 2017	For the month ending June 2018	For the month ending June 2019	For the month ending February 2020	
Row Labels									
B020-Personnel Expense	347,121.77	345,581.06	433,384.16	450,375.94	431,613.39	415,206.96	457,245.65	290,351.13	
B100-Regular Employee Payroll	282,667.69	301,015.53	391,739.97	428,534.43	404,242.05	390,198.24	400,422.95	270,398.69	
C100-Salaries & Wages	279,719.18	288,126.68	380,552.84	414,954.55	379,516.50	377,017.21	393,038.70	267,957.69	
C101-Overload	2,889.00	12,603.99	10,937.86	13,272.01	24,165.01	12,862.00	7,202.00	2,381.00	
C105-Fringe Benefits	59.51	284.86	249.27	307.87	560.54	319.03	182.25	60.00	
B200-Non-Regular Employee Payroll	205.13	0.00							
C102-Casual	201.00	0.00							
C105-Fringe Benefits	4.13	0.00							
B300-Lecturer Payroll	64,248.95	44,565.53	41,644.19	21,841.51	27,371.34	25,008.72	52,533.27	19,828.90	
C100-Salaries & Wages	59,172.12	40,586.31	35,472.06	21,435.30	26,748.18	24,400.17	35,782.11	12,800.03	
C101-Overload								4,800.00	
C105-Fringe Benefits	5,076.83	3,979.22	6,172.13	406.21	623.16	608.55	16,751.16	2,228.87	
B400-Student Help Payroll							4,289.43	123.54	
C103-Student Help-Regular							4,249.05	122.75	
C105-Fringe Benefits							40.38	0.79	
B500-Other Personal Services	0.00								
B040-Other Current Expense	4,121.50	4,619.17	6,171.47	5,971.21	14,768.67	8,503.64	11,360.22	2,171.06	
C106-Services-Fee Basis		200.00	0.00	350.00	500.00	650.00	300.00	150.00	
7100-SVC, NON-ST EMP-OTHER				50.00	500.00	0.00			
7135-SVC, NON-ST EMP-HONORARIA		200.00	0.00	300.00	0.00	650.00	300.00	150.00	
C107-Materials & Supplies	2,711.58	1,547.14	3,187.58	1,010.96	6,531.18	4,288.67	3,981.34	179.07	
3020-OPER SUPP, EDUCATIONAL		431.70	140.00	0.00	1,557.29	749.99	71.50	0.00	
3200-SUPPLIES, OFFICE	2,711.58	1,115.44	2,773.58	1,010.96	4,541.89	3,050.78	1,146.05	179.07	
3300-FOOD SUPPLIES, OTHER							0.00	0.00	
3305-FOOD SUPPLIES, (NON-RESALE)						432.00	1,407.85	0.00	
3400-OTHER SUPPLIES			274.00	0.00		487.90	1,293.97	0.00	
3401-SUPPLIES, ELECTRONIC							61.97	0.00	
C108-Travel-Domestic		964.20	2,048.89	3,624.77	7,094.49	27.60	5,823.88	1,513.43	
4240-TRANSP, IN ST (NE,FNE,NR)					0.00	0.00	1,169.92	0.00	
4250-TRANSP, IN ST (E,NR)			457.39	0.00	2,448.46	27.60	277.33	231.69	
4350-PER DIEM, IN ST (E,NR)					910.36	0.00	1,350.55	224.34	
4352-PER DIEM, IN ST (E,T)			20.00	0.00	20.00	0.00		0.00	
4440-TRANSP, US&TERR (NE,FNE,NR)				1,471.61	984.50	0.00		582.40	
4450-TRANSP, US&TERR (E,NR)		964.20	1,181.50	1,019.00	961.85	0.00	342.79	1,357.60	
4501-PER DIEM, OUT ST, ADV (E,NE,FNE,NR)							1,057.60	(1,057.60)	
4540-PER DIEM, US&TERR (NE,FNE,NR)				1,134.16	0.00		483.51	0.00	
4550-PER DIEM, US&TERR (E,NR)					1,516.33	0.00	897.18	0.00	
4850-OTH TRAVEL, IN ST (E,NR)			295.00	0.00	252.99	0.00	245.00	0.00	
4851-OTH TRAVEL, US&TERR (E,NR)			95.00	0.00				175.00	
C109-Travel-International		1,145.00	0.00				946.72	0.00	
4580-PER DIEM, FOREIGN (E,NR)		645.00	0.00					0.00	
4852-OTH TRAVEL, FOREIGN (E,NR)		500.00	0.00				946.72	0.00	
C110-Print & Publications	39.40	119.50	30.00	245.00	0.00	243.40	280.00	0.00	
3900-PRINTING & BINDING, OTHER				245.00	0.00	243.40	245.00	0.00	
3910-PRINTING	39.40	119.50	30.00	0.00			35.00	0.00	
C111-Utilities & Communication	1,057.52	0.00							
3700-POSTAGE	1,057.52	0.00							
C112-Rentals						627.75	0.00		
5502-RENT-LAND & BLDG, UH FAC						393.75	0.00		
5705-RENT-MOTOR VEHICLE						234.00	0.00		
C115-Scholarships & Fellowships					573.00	1,700.00	0.00		
6500-G-IN-AID, SCHSHIP/FELWSHIP					573.00	1,700.00	0.00		
C117-Others	313.00	643.33	905.00	740.48	70.00	19.50	975.00	328.56	
3501-MEMBERSHIP DUES, INSTITUTIONAL							200.00	0.00	
3600-FREIGHT & DELIVERY CHARGES		163.33	0.00	55.48	0.00				
7217-COMPUTER SOFTWARE LICENSE FEES	263.00	480.00	865.00	685.00	70.00	0.00		150.00	
7220-PHOTOCOPY SVC			40.00	0.00		19.50	0.00	178.56	
7230-REGISTRATION FEE-STAFF	50.00	0.00					175.00	0.00	
7244-PRIZES / AWARDS (REPORTABLE)							600.00	0.00	
Grand Total	351,243.27	350,200.23	439,555.63	456,347.15	446,382.06	423,710.60	468,605.87	292,522.19	

ATTACHMENT J

KFS Budget Status Report

Project	HI 6106440	1725604-NSF BRIDGE UHH	Period	08/01/17 - 07/31/21		
Principal Investigator	Karides, Marina		Award No.	36611	Award Type	C
Indirect Costs Rate	0.32000		Base	MTDC		

Category	Description	Awarded	Current Month Expended	Total Expended	Outstanding PO	Total Cost	KFS Suspense	Available Balance
C100	CGB SAL&WAGE	\$127,509.00	\$0.00	\$72,202.86	\$0.00	\$72,202.86	\$0.00	\$55,306.14
C101	CGB OVERLOAD	\$0.00	\$0.00	\$30,037.33	\$0.00	\$30,037.33	\$0.00	(\$30,037.33)
C105	CGB FRINGE	\$24,635.00	\$0.00	\$31,832.95	\$0.00	\$31,832.95	\$0.00	(\$7,197.95)
C106	CGB SVCS-FEE	\$26,000.00	\$0.00	\$4,712.95	\$0.00	\$4,712.95	\$0.00	\$21,287.05
C107	CGB MAT&SUP	\$4,463.00	\$0.00	\$3,873.90	\$0.00	\$3,873.90	\$0.00	\$589.10
C108	CGB TRVL-DOM	\$23,600.00	\$0.00	\$27,519.26	\$0.00	\$27,519.26	\$0.00	(\$3,919.26)
C113	CGB REPAIRS	\$0.00	\$0.00	\$414.58	\$0.00	\$414.58	\$0.00	(\$414.58)
C117	CGB OTHERS	\$0.00	\$0.00	\$5,264.58	\$0.00	\$5,264.58	\$0.00	(\$5,264.58)
Direct Costs Total		\$206,207.00	\$0.00	\$175,858.41	\$0.00	\$175,858.41	\$0.00	\$30,348.59
	INDIRECT COSTS	\$65,986.00	\$0.00	\$56,274.70	\$0.00	\$56,274.70	\$0.00	\$9,711.30
Grand Total		\$272,193.00	\$0.00	\$232,133.11	\$0.00	\$232,133.11	\$0.00	\$40,059.89
		Awarded	Current Month Expended	Total Expended	Outstanding PO	Total Cost	KFS Suspense	Available Balance

ATTACHMENT K

Semester	Buyout Salary Savings	Replacement	Course	Salary	Fringe	Total
Fall 2019	\$ 12,208.44	Laurie Mengel	SOC 100-002	\$ 4,800.00	\$ 101.76	\$ 4,901.76
Fall 2018	\$ 11,890.44	Laurie Mengel	SOC 100-003	\$ 4,707.00	\$ 2,897.63	\$ 7,604.63
Spring 2018	\$ 10,651.44	Laurie Mengel	SOC 100-002	\$ 4,575.00	\$ 113.41	\$ 4,688.41
Fall 2017	\$ 10,651.44	Laurie Mengel	SOC 100-003	\$ 4,575.00	\$ 113.41	\$ 4,688.41