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College of Arts and Sciences – Sociology Review Committee
University of Hawaii at Hilo
200 West Kawili Street
Hilo, HI 96720

Dear Faculty, Administrators and Committee Members:

It is my pleasure to send you the completed Sociology Department external review report, **External Review for the Sociology Department of the University of Hawaii at Hilo.**

Some Introductory Thoughts

We are conducting this review with some particular constraints and late in the academic year semester ending. The external reviewer did not visit the specific instructional site, and had to conduct interviews through Zoom and other communicative media that are highly limiting. Even so, the reviewer did give a disciplinary organizational keynote at UH Hilo earlier in the year, February, and managed to meet some faculty and students, and to get “a look around” including, however briefly, the community and a cultural social movement location. The topic of presentation was immensely relevant to university – community relations in general, and to curricular/instructional approaches and concerns to the social sciences and the sociology department in particular.

Therefore, I will write this review up in ways that are meaningful and appropriate, yet less standardized and bureaucratic, with foci which is holistic in bringing in local, national, intercultural and global issues / influences, particularly from an indigenous perspective, and similarly comprehensive of curriculum and instruction, management and administration, community and societal, and related views that assist an evaluation of the Sociology department and programs associated with it at University of Hawaii at Hilo.

Primary sources for evidentiary analysis and conclusions for this review initially came from Interviews (arranged by the department Chair) with all faculty from the department, (two full professors, two associate professors, a Lecturer and an Instructor) each at least one hour in length and conducted via Zoom online; and three interviews of representative administrative personnel (ALO for UHH, Dean designee, VCAA designee) an hour each; with all aforesaid faculty and administrators extremely forthcoming and very informative. (Interviewees listed in Endnotesⁱ) Data and information sources, along with university provided sites, fleshed out the rest of the sources for conducting this review. (endnotesⁱⁱ)

Consistent with my personal and professional background, I will address four broadly defined arenas of evaluation – **curriculum**,ⁱⁱⁱ **instruction** and **student population**; **faculty**^{iv} and **professional development**; **program management**^v and **administrative concerns**; and, **community relations**^{vi} and **societal interactions**; – followed by a set of **observations**^{vii} and a limited set of **recommendations** or possible directions for the entire complex to consider, within creative frameworks I will call the Ideal, the Realistic, and the Constrained.

Finally, and a most important consideration in that this was underscored by both faculty and the administrator interviews, is that the self-study conducted by the department under the guidance of its current chair, is a most significant effort that includes all necessary data or program descriptions in order to conduct a review, even if restricted to traditional program evaluation methods. Additionally, the work is entitled in respect to Native Hawaiian culture and Indigenous perspectives in general – “**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 – with an Executive Summary that can and will be used as a base standard for this review.

I – The Curriculum, instruction and student population;

First let me state that the sociology curriculum at University of Hawaii at Hilo appears strong, appropriate and sufficiently comprehensive so as not to warrant further change, (some suggestions herein notwithstanding, only meant as suggestions in consideration of future directions and/or the growth of the curricular offerings and faculty development). Also, instructional approaches appear to be considered and generally on target for levels that can be assessed for effectiveness. Finally, the department has a student population that is sufficiently numerous by FTE account in comparison to other college departments (social sciences, see VCAA Designee report) with good graduation rates with a small flux attributable to less measurable changes in the university and community (Dean Designee) that should be tracked for later assessments, but certainly can be reported as stable.

Curriculum as it stands now is integrated with a standard sociology course offerings – SOC 390 Sociological Theory, SOC 280/280L Statistics, SOC 380 Research Methods – which when combined with Introduction to Sociology and Social Problems (or similar), on the lower division levels, and a capstone or topics class, for graduation (which makes an excellent assessment tool) generally follows undergraduate programs recommended by the American Sociological Association, with some variation over methods areas, that I will address later in this review,^{viii} making up sociology requirements in most institutions of higher education.

Some programs offer qualitative methods training as an alternative to statistical analysis such as alternative or comparative historical, this might be something for the department to consider, which the self-study also considers. The experience of the eternal reviewer suggests that so-called Community Based Research (CBR) methods have proven to be an effective replacement modality, especially for programs that see their focus as being “applied” and in addition very close to what has been termed Indigenous Methodologies, (see my notes^{ix} there is considerable literature I can refer the reader to upon request)

Upper level courses are required by the degree, and the range of new courses that have been offered meet contemporary interests of students and diversify previous offerings. These include courses in gender, Indigenous studies, island studies, global sociology, and health, – (refer to self-study, online listings semesters) – that are effective and commonly seen for departments offering four year degrees, and are effectively comprehensive for a relatively small department and student enrollments and loads, within the UHH system.^x

Furthermore, the curriculum and course offerings have recently been infused with selective courses with an emphasis on the new Island and Indigenous Studies option, that meets internal, university, community, system-wide and multi-ethnic global objectives. The option is consistent with the campus and UH system goals of becoming a model serving Indigenous institution with perspectives and knowledge that enhance these standard sociology curricula.

The tables in Attachment H of the self-study provide the FTE counts, graduation rates, and enrollment statistics per course and note any overall increases or decreases within those numbers, as well as general rising/falling rates referred to comparable departments, the university, and/or the system wide data. The self-study summarizes this data on p. 18 Evidence of program quality, and in Tables 4 and 5 on page 24. The Department rise and fall in major is consistent with the campus, however sociology is graduating a higher rate of majors and therefore its contraction of students is reported as due to its graduation rate rather than a loss of majors.

Here is where we make the first reference to courses, internal and cross-listed, that build upon or draw from the Native Hawaiian (language and culture) college, program or offerings – noting the aforesaid data and stats – along with the connections to diversity, ethnic studies, women’s gender LGBTQ and other areas found in Intersectionality in the field of Sociology. These are strengths, especially Native Nations or Indigenous studies, specifically for Hawaii and the UH initiatives.

Observation one – many faculty, students, and obliquely some administrators, and to an extent the self-study, refer to current and past offerings as “applied” both in reference to actual class listings, and to perceived employment activity within communities and social sectors of the island and Hawaii. While some of this language is standard and commonly found in Sociology, this would need development into a formal construct – concentration, option, general program, whatever – to be considered within balanced review parameters. Actually the Community Based Research methods referenced earlier, and under faculty, explicitly express their intersectional approach using the above reasoning.^{xi} Of course, this too would require supported efforts in curriculum and faculty development.

Overall, again with a note toward constraining and potentially contracting aspects of curriculum and instruction from the budgetary and delivery systems, we can state that the overall sociology course offerings, curricula design and instructional delivery by faculty, associated staff and administration, should be left as is. Assessment procedures should be developed for ongoing WASC review as noted in the department self-study and VCAA and Dean Designee reports, and stated by the ALO as^{xii}:

“ALO offers the following recommendations: A. Develop programmatic assessment based on revised SLOs (including themes): Concepts and Theory; Research Skills; (and) “The next urgent step that is needed is to develop descriptors for these SLOs and measurements (i.e. rubrics or tests) that can be used to weigh student skills on artifacts such as written papers or oral presentations. It is also recommended to utilize already existing lower-stakes writing (such as short answer essays) and multiple choice tests which can be quantified to see how many students can “explain how structures and patterns of interaction and social systems affect people in their everyday lived experiences” or “correctly identify major theoretical frameworks” respectively...”

This would lead to a “culture of assessment” that would further enhance course delivery, selection and related measures of success, or areas needing improvement or development.

Set of quotes and statements from interviewed students: (full listing endnotes^{xiii})

Number of students discussed having an “Identity crisis” which is best connected to sociology, including oppression and stereotypes.
Theories have been connected to Indigenous models – this is important for movement at Mauna Kea, that incorporates “white supremacy”
Lots of these look at capitalism, and colonization, about Hawaii, such as the Hula track
Tying studies to Native Hawaiian issues and the program issues
Healing process, “hurt and anger” tied to other ethnicities
ID is connected to Gender and Hierarchies to the mainstream
Theory and methods classes are often based on discussion, versus statistics
Group structure put things into real-life circumstances
More on of sustainability – Native Hawaiian systems that worked, water – use resources, agricultural for markets, how can (we) use these for our island, our state
Environment (studies) is useful, how to employ
Use sociology Native Hawaiian (studies) – current poverty, cost of living, food sovereignty, structural obstacles community connecting with other Indigenous societies, UHH climate – college business does seem to work here - Club – student activities, organizations, sometimes faculty disconnect they don’t all plan together surprised there is not as much trying to revive Pandemic undermined, interfered, shut down classes progress, movement, seems as if some faculty differ over these issues
Day before spring break announced going Online, take this, Not aware – not clear, they were going online “Overwhelmed” 2 (some) professors issued more work,
Need focus on: mental wellness, how will this play out, have the summer to plan out, will Fall have hybrid online classes, Load is High, lot’s of ??’s, lot of extra credit, Hawaii easier to apply, lessened wait time, not able to file, even if eligible, no phone or online to file these all could be studied or part of sociology curriculum
Internships – practicum on hold, student INPUT ON OPEN FALL on social distancing, semester, as above Parole, Probation, Schools i.e. life roadmap (seemed to work)
Assigning work, handing it in on (2 of 16) Zoom classroom,
UH helpful, - creating masks, transparencies Credit/NC students can choose, need 3.0 for scholarship, so on, Grading updated to regular
Native Hawaiian homelands – office of support/or assist

II – Overview of Faculty and professional development;

First I review Faculty size, number and positions – 4 permanent positions, two Professors and two Associate Professors. The department has depended on a temporary instructor for the last three years to teach four courses per semester and a lecturer to teach approximately three with a nod toward strengths, and times of service with potential retirement. The department depends on the instructor and lecturer to offer a program sufficient to attract majors and graduate them as the department’s success shows. Clearly, this would include positions of Lecturer vs tenure-line positions (predominantly senior level), and how this may, or may not, effect current offerings and departmental operations, and how it affects ongoing and future directions or possible developments as drawn out in the other three categories of the review and Recommendations.

Relationships of faculty cluster grouping, even on this small scale, and perceived self-directions or strengths, are multifarious, with the new option including courses in the area of Indigenous and island sociology seems to be serving the major well, doing a good job maintaining and graduating majors.^{xiv} The initiative was timely given the concerns of the indigenous student body at UH Hilo. The new option includes an internship requirement and a senior thesis research project completed on behalf of an island and/or Indigenous community incorporating the applied interests of (all) the faculty in terms of serving community and society. What should be noted, especially as it relates to this “applied” notion, in real life, is how support for initiatives like Indigenous studies or race/ethnicity diversity also play out from faculty (including lecturers) perceptions, and how this might contribute to factionalization (though it certainly doesn’t have to...)

4 tenure(d) line faculty – 2 long-term senior (at least 1 near retirement), 1 senior as Chair, 1 mid-level tenured (senior) with 1 instructor and 1 lecture lecturer positions – 1 years in grade teaching in critical areas, 1 years in grade and experience from the mainland. The instructor has a PhD and teaches upper level courses. From an operational point-of-view, considering possibility of retirement(s) and university not replacing previous retirements, it appears best to treat all faculty as if critically essential, at whatever level they currently occupy (there may be university regulations or union requirements that apply).

Perceptions of faculty in terms of their experience as self-reported, what they value as contributions to the disciplinary stance, needs of the UHH and UH system, and possible resistance to Indigenous initiatives and/or racial-ethnic diversity offerings within racial constructs even if in a general diverse environment, all need to be considered. Herein the artificial dichotomy of “applied” versus Indigenous needs to be minimally discussed, possibly with a nod toward unification and future directions.

We need to discuss the position of Chair, since it is unclear what next year’s plans are. Clearly all levels of review – ALO, Dean designee, VCAA designee, External reviewer – observe a highly effective Chair for the past three years, who has brought external grants, initiated and followed-through with an internal self-study and assessment in compliance, and demonstrated strong support for the Island & Indigenous Sociology option, supported by the sociology faculty and the UH system-wide, and a resource request for a permanent faculty position in the area of Indigenous studies.^{xv}

Statements from faculty (and administrators) interviewed.^{xvi} notes^{xvii}

Love being a sociologist, couldn't be better, (feel as if) am really good fit, global citizen
 Initiate the (papua au we) Indigenous summer institute, very good direction
 Reason – (Indigenous) students not doing as well, graduating lower, starting to happen,
 also struggle, can create their (own) knowledge base – Native Hawaiian families,
 Environmental sociology – (place-based, applied sociology) university “place on the hill”
 Cohesion – communication – climate (in) culture, atmosphere, need respect, shift to
 Soc club is on its own, (tensions) personal v professional to serve all our students – being
 “authentic” (put this with) environmental sociology, the oceans, forests, Review draft
 Place-based Indigenous Track continue to build, offer more classes (3 or 4 courses)
 Localized sociology, the Island, disparities – health focus on senior thesis,
 People are civil, been seen as full-time position, looked at (sexism, racism)
 Being productive – more support, collaboration \$ needing managing a budget, salaried,
 nearing end of fiscal year, money spent, connected to COVID pandemic below
 Everyone in their own way, their “silo” (focus on) community projects
 COVID pandemic, thrown an online class (done by ? before) tools are particular,
 mention authors and approaches in this regard

Seniority, (no computer, needs) lasted 10 years in history feel it, non-traditional students,
 Applied – stress, focused on career, social service, government (psyche only larger grads)
 Curriculum as ASA for small college, 1st 20 years highest performing measures, # grads
 Cross enrollments, high network levels, refinement, operating budget was small, also
 was neglected, past department chair different,
 Not real comfortable with Indigenous track need more faculty with experience (direct)
 too much like modern colonialism otherwise letting them go ahead
 Doing Applied track, can (or did) give up on this track
 rarely take what students want into account – old students as “contacts” – training main
 focus, such as (named) school of social work, throwing resources at them
 what faculty want (more) negative transfer rate w/ (faculty ratio to college)
 no surveys on student wants or Alumni, less focus on indigenous option more Applied
 program achievement standards, graduated 25 or so, falling rates across campus, not
 unique to our campus, see Hawaiian history focus, in Charter schools,
 10% students go into Teaching, applied focus on educational – better teachers

Proud to be with department (since 20__) increased capacity for organization governance
 Rigorous curriculum teaches states/methods – applied course – criminology, deviance,
 criminal justice, students get “justice” lead provider to Criminal justice social safety net
 Indigenous studies – build into courses, integrated, Native Hawaiian, commitment to,
 make relevant (implies connect to applied areas)
 Ideas have not changed – provide more skill set in key areas – evaluation – grant-writing
 – policy, i.e. Re – writing core courses as substantive crim justice evaluation
 Health disparities, College of Pharmacy (make connections) \
 Faculty needs – more skill sets in courses, previous listing not in 1st in concentration
 Collaboration – research with other departments, and with Manoa, work with
 community, hungry for what UHH has to offer Cross-listed Institutions – broad view of:

Research services thru CJ (administrative justice, poly sci, criminology)

People share more and better “posts” than in class, students are respectful and kind, (online) in forums, (suggesting improvements)

COVID pandemic Asynchronous “workable” “weekly posting” films w prompts, maps and programs, some marginal worried can lose students depend on “structure” long-term not all courses can adapt to this, see seminars, non-traditional and diverse, need to offer Face-to-face, Faculty-driven, can, do demand new Leadership, (all?) chair, dean, vice-chancellor

Assessment – full faculty participate, grading papers, shared – pull together

WASC – admini. Dean’s office, maybe should work with what we have they don’t have junior faculty - what if senior faculty retired? Would they be replaced? Applied sociology funding for positions, cuts 20% ?, need Instructors, Need Lecturer, get an agreement, position numbers to keep (both) see admin support, Ideal Funding students too

Union reps – funding – Administration facilitate good management What are you doing?

Strategic planning – holes in the curriculum greater numbers than poly sci

Hires on hold – except for essential – Native Hawaiian ? new hire to better align with the larger institutional goals perspective that Sociology trains for employment

Embed Indigenous (studies, position) into the curriculum – Mission – Indigenous highest it’s of Pacific Island (orientation, class, etc.)

Faculty ownership of – assessment, coordination

Academic – quality, transparency, accountability (fiscal)

Note: because of time constraints, this faculty member is not fully reported, however what stood out was strong support for the sitting chair, wanting more Integration studies, with concern for Ethnic Studies and various mixed-race issues, for Indigenous areas, deeply appreciating the position and department...

Note: because of time constraints, this faculty member is not fully reported, however what stood out was concern for departmental morale, some negativity that affects their productivity, having a diversity of experience to help students, linking island studies with senior seminar Thesis work or track, having positive relations to “really want successful” students and programs, putting focus on portfolios for SLO outcomes, an Applied track, links with the health professions (Nursing stressed, with kinesiology, administration) faculty disagreements, more standardized assessment, teaching stats when methods (?), maintaining big ideas with Certificates offered in specific areas...

Note: because of time constraints, this faculty member is not fully reported, however what stood out was a very strong focus on integration of Hawaiian studies in Certificate of Island and Indigenous studies Sociology option, learning from Mauna Kea resistance, transitions from “back to college” and internships, diversity of UH, intersectionality, Hawai’I Papakea-au and # of Indigenous students, 50% of majors Native Hawaiian...

Note: Faculty interviews have been reported as data in their full form so that reviewers may determine for themselves the accuracy of any observations or conclusions I make. I apologize for the last three being shortened condensations, and thank the department for their positive involvement with conducting these interviews and overall reviewing.

III – Consideration of program management, administrative concerns;

I begin this with the observation from Seri Luangphinish that this effort makes a major contribution toward assessment in and of itself (ALO Review of the 2019-2022 Sociology Program Self-Study) and then back that up with what Emmeline de Pillis shared as Dean designee, concerning compliance and assessment procedural support, that Seri and others refer to as a “culture of assessment” falling into a variety of observations about systemic issues and support, as also positively addressed by Matthew Platz as VCAA designee. Note the issues of the Chair position in this regard, as in continuing this effort, perhaps bringing up the next year of ambiguity as well, which affects every level of the review. Administrators also brought up important relationships with various community groups, Native Hawaiians, and Diversity inclusion efforts in relation to the Indigenous initiatives. Some administrators are even more concerned with office or clerical means of support, including archival, while others are looking to system level support.

(Bonnie Irwin, Chancellor; Emmeline de Pillis, Dean Designee; Matthew Platz, VCAA Designee; Marina Karides, Chair of Sociology; Seri Luangphinit, Accreditation Liaison Officer; subject Review of the 2019-2020 Sociology Program Self Study)

There was ample levels of concern for the department in terms of adding, holding on to, or possibly limiting faculty tenure lines, connected to the instructor and lecturer positions in terms of possible budgetary constraints coming from the COVID19 crisis. Support for keeping / retaining the instructor lines were made, along with other employment issues. We discussed various alternative methodologies, such as Community Based Research (CBR) which the external reviewer linked to Indigenous methodologies and approaches, thereby connecting to broader community and societal issues. The department requires a fifth permanent member to complete its course offerings. The possibility of a permanent position has been on the table for the last three years but has not yet manifested, that now should be linked to Indigenous and Island Studies (for Native Hawaiians).

Direct statements from the VCAA designee and the Dean designee on management by the current Chair were praiseworthy in having achieved this assessment – ongoing, past, with links to SLO, support through internal and external grants – that they viewed as to be continued by the department, or any other chair. This continuity seemed very desirable for the department and college, and any changes would suggest a lot of attention paid to this position as having a strong set of skills, in assessment and program development.

Different administrative levels of review came up with various concerns, not the least being funding under tight constraints because of the COVID situation, and its potential impact on hiring, budgetary operations, and general university concerns. At the same time there was awareness that the department (apparently not out of the ordinary) was attempting assessment development without sufficient (really without any) support. All reviewers thought the effort to conduct the self-study, after so many years without any, was remarkable and commendable.

Set of statements from administrators: ^{xviii} Note: since each administrative oriented levels of review, and interviews, were well-stated in their own written reports, this is curtailed.

IV – Including community relations and societal interactions; –

The first and most direct influence of the curricular, student-oriented, faculty and administrative concerns of sociology’s review, reflect the differences between how “applied” sociology and the inclusion of Indigenous and racial/ethnic diversity, are perceived. These issues are deeply connected to community relations and societal interactions of the department and the university overall, therefore they should be addressed in this review. Not the least of these, and potentially the most problematic, are or were recent social movement dynamics concerning Indigenous opposition toward the construction of the massive telescopic structures on Mauna Kea, which is symbolic of ongoing relations with Indigenous peoples in general, and Native Hawaiians in particular.

Sociology could take the lead, or participate in leadership toward, the integrated considerations of the original Indigenous people, immigrant colonial history, U.S. takeover and subsequent state-making activities, quite complicated ethnic diversity of the islands, and Pacific Ocean placement of Hawaii in the broader global and transnational networks of the world. This would entail meetings, conferrings and agreements between faculty, student and community representatives, university and governmental leadership inter-disciplinary connections with environmental studies, and a host of other pressing concerns of our modern world. You could refer to the relationship with the Tropical Conservation Biology and Environmental Science (TCBES) Graduate program and the chair’s endeavor with the Executive to build an environment-social science track in the program. This will provide both graduate training and the likelihood of employment. As observed below, these potential social problems are also opportunities in the making. We will move toward making observations and recommendations with that in mind.

Linking with Indigenous studies in general, Native Hawaiian studies in particular, with both comparative/historical and world systems approaches used in application and overall linking to curriculum needs and concerns, we can stress the thrust and contentiousness of Indigenous studies, linking it with both Historical Grief and Intergenerational Trauma lit, along with Transnational & Global Sociology (combined), and Environmental Sociology, where we would stress Intersectionality.

Hawaii’ wiki and the University of Hawaii at Hilo are extremely well placed to interact on local, regional, national and global levels – for general sociology studies and Indigenous studies almost uniquely so, with such a recent history of colonization, dispossession, and combined resistance and revitalization. Any effort to continue in this light is likely to be well received with efforts to form an Indigenous Peoples / Native Nations section within ASA and other organizational and disciplinary concerns and areas of growth.

Set of quotes, experiences and overheard statements from previous visit (not for review)

[note: for a more complete review, as noted in the Introductory thoughts, it would be best to include previous experience and information culled from that visit, in February, 2020, situating broader sociological issues with community and movement issues – however, both for sake of brevity and clarity, these are not contained in this external review report.

Concluding – Noted **Observations and** limited set of **Recommendations**

Review essential and selected recommendations from the administrators reviews, noting possible directions for the department to consider, in sociological frameworks. (also note that the 3 administrative interviews were chock full of valuable information not included)

In conducting this review using the above four categorical evaluation areas above, and in further consideration of various strengths, weaknesses, and existing resources (including human, structural, financial and environmental), this external review will make its overall observations and recommendations, within three distinct yet possibly shared, perspectives of what is needed, what is possible, and what should be done, as a result of reviewing the studies and conducting these interviews. These are what I would or do so call the “Ideal” in relation to the “Realistic” as contrasted with a “Constrained” set of recommendations.

1: the Ideal,

UHH would add 2 new Faculty lines to Sociology, guarantee replacement of retirements, and maintain current instructor and lecturer positions. Maximum support would be given toward the Indigenous option initiatives, including its connection to broader social issues, following strong integration into “applied” sociology which would need to be identified as a generic program or a concentration. SLO’s would be developed to support the/an integrated curriculum that would be linked to other disciplinary offerings. Methodologies for community based strategies and Indigenous worldviews would be incorporated into the curriculum, and institutionally supported for development and system certification. This would suggest required hiring of an Indigenous scholar (based on what is called “Indian preference” under the TERO laws and practiced under sovereignty laws/policies) with expertise in these or related areas.

2: the Realistic,

UHH would add 1 new Faculty line, already partly identified as connected to Indigenous studies option, with the lecturer maintained. Cross-fertilization of instructional offerings with existing and to-be-developed internship programs, connected to applied courses, (perhaps in conjunction with CBR) would be encouraged by UHH in a variety of ways, along with administrative and clerical support for assessment. SLO’s would be identified and mechanisms for meeting those objectives would be deployed and implemented, again with institutional support.

3: the Constrained

UHH would retain all Faculty (tenure) lines, would proffer support for any retirement replacements, and would make the Instructor into a multi-year contract and maintain the Lecturer position. Indigenous options (as supported by overall UH system initiatives) would continue to be further developed, and review committees for identifying and potentially categorizing applied sociology courses would be actively supported by UHH administration, with an ongoing clerical and archival support system that would include formal assessment procedures.

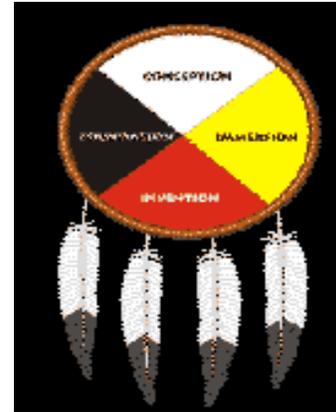
Note: the above recommendations are partly developed and presented because of strong possibilities of financial, economic, instructional and societal constraints and limitations that may affect Hawaii, United States, and our world, as result of COVID-19 pandemic.

External review conducted by: James V. Fenelon, Ph.D (Dakota – Lakota) Professor and Director of Center for Indigenous Studies, California State University, San Bernardino

I can provide copies of any listing.^{xix} Please feel free to contact me on these or any issue. Until then, I remain,
Most sincerely yours, *pidamaya*

James V. Fenelon

James V. Fenelon
Professor of Sociology
Director, Center for Indigenous Peoples Studies
California State University at San Bernardino
mitakuye oyasin



Notes:

ⁱ The following interviews (via Zoom) were conducted during April for this external review: 4/22/2020 – UHH Sociology Students (4); Chair and Professor of Sociology; Instructor – Sociology Department; Professor of Sociology; Associate Professor of Sociology. 4/24/2020 – Professor of English, WASC Academic Liaison Officer; Associate Professor of Sociology ; Lecturer – Sociology Department. 4/29/2020 – Interim Dean, College of Business and Economics (Designee for review); Professor of Chemistry (VCAA Designee for review);

ⁱⁱ The following documents or drafts were considered in conducting this review:
“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)”
Ho’okahi Ka ‘Ilau Like Ana: Wield the Paddles Together Academic Program Review
ALO Review of the 2019-2020 Sociology Program Self Study
Review of the 2019-2020 Sociology Program Self Study (Dean Designee) – draft
Analysis of the Self-Study Document Prepared by the Department of Sociology for the Purpose of Program Review (VCAA Designee) – draft
Laulima (University of Hawaii online learning collaboration system) <https://laulima.hawaii.edu/portal>

ⁱⁱⁱ The reviewer/consultant will **study** the /College’s/Department’s/Program’s **self-study report** in advance of the visit. During the visit, s/he should minimally **consult with the faculty body on curriculum (syllabi) and instructional resources, talk with students and the dean, visit classes, review budget and governance**; inspect physical facilities and library resources specific to the program, and review student support units (i.e. tutoring).

^{iv} S/he will help the **department to clarify its purpose**, as needed, suggest more efficient or **more effective ways of achieving departmental goals** and mission, including more **efficient management of department resources**; the Reviewer may **suggest future initiatives** vis-à-vis regional, national, and international developments in the discipline

^v S/he will **evaluate direct and indirect assessment and other data** (i.e. attrition, retention, graduation) and make suggestions on improving or further developing the **rigor and quality** of the degree program. Ideally, the Reviewer should provide input on **strengthening assessment of student learning outcomes and long-term planning** for direct and indirect assessment

^{vi} S/he will **submit a draft report to the department no more than one week after** the visit. The **reviewer's report and the program's response** must be included in the program review final report, which is then sent to the Dean, the Office of the VCAA, and the Academic Program Review Advisory Committee

^{vii} all current programs writing their reports have been advised of this revision and the specification of the purpose of the review, which is to **show evidence of the "meaning, quality, and rigor" of the degree**. As such, **assessment (of SLOs, resources, etc.) is the primary concern** that need to be addressed.

^{viii} As the chair describes in the self-study these are the trinity of sociological requirements across higher education institutions

^{ix} Indigenous research methodologies, broadly defined and generically applied, would include what some authors call mutually critical and supportive Indigenous interpretive lens, that include an emphasis on respect, reciprocity, empathy and other decolonizing ethics that are both holistic and relational. We do note there has been significant growth in new comprehensive methods, such as Community Based Research that appear to employ similar stances and approaches, and yet often fail to do so with many Indigenous communities that are also involved in sovereignty struggles within their respective nation-states, that require in-depth knowledge including language, culturally based world-views, and specific historical-political knowledge often far beyond what researchers are prepared to undertake. One case mentioned herein, the NoDAPL movement at Standing Rock, exemplifies these problems perfectly, where both community activists and allied researchers were unaware of the specific reservation-based problems under assault at a local township of Cannonball, which ended up in the re-colonization and invasion of the Oceti Sakowin (on Army Corps controlled lands) and Sacred Stone (reservation lands) camps in February of 2017, and the Tribal Council rejecting the Chairman, voting in a new Chairperson more focused on local dynamics (see Fenelon, 2018, "Standing Rock: Epicenter of Resistance to American Empire" in Trajectories). This illustrates importance of having Indigenous researchers included in design, utilization, and analysis of research methodologies, as we have presented here.

^x "Sociology course offerings support many degree programs in addition to Sociology. Prominent examples are Administration of Justice and Political Science, Gender and Women's Studies, Drama, Japanese Studies and Nursing. Sociology contributes to the Pacific Island Studies and Indigenous Public Health Certificate." (VCAA Designee draft report)

^{xi} The term community based research is increasingly being used across a variety of settings. But what does it mean? CCBR has developed the following working definition. Community based research is research that strives to be: Community-driven -begins with a research topic of practical relevance to the community and promotes community self-determination. Participatory -community members and researchers equitably share control of the research agenda through active and reciprocal involvement in the research design, implementation and dissemination. Action-oriented -the process and results are useful to community members in making positive social change and to promote social equity. Within community based research... • The relevance of the research topic is identified or verified by community members. • The resources of research (financial, expertise, etc.) are shared with community members, particularly those most affected by the research topic. • The research process recognizes and utilizes the expertise that community members have. • The research process recognizes and addresses power imbalances between researchers and community members. • The research process is driven by values, including: empowerment, supportive relationships, social change, learning as an ongoing process and respect for diversity. • The research process and results are accessible and understandable to community members. • The research process and results consider and adapt to the context in which the research is conducted. • The research leaves a legacy, both in terms of the utilization of research results, as well as in the future collaboration among partners.

^{xii} Rather than scrambling to undertake assessment for the sake of program review, the ALO recommends identifying one upper and one lower division course per year based on the four-year map and the curriculum matrix; these course can also double up for core competency assessment and other institution-wide initiatives, such as the WI and Diversity assessments that are underway for the current Spring term. Using one set of student artifacts for multiple measurements would make the exercise efficient, especially if all faculty participated to evenly distribute the scoring. This would encourage faculty to align their definitions of what is "minimally competent" work. This will hopefully spur a collective effort

to bring this data into consideration as the faculty work towards simultaneously weighing enrollment and retention, fiscal efficacy, and future possibilities given the changes that are happening to higher education
^{xiii} Number of students discussed having an “Identity crisis” which is best connected to sociology, including oppression and stereotypes.

Theories have been connected to Indigenous models – this is important for movement at Mauna Kea, that incorporates “white supremacy”

Lots of these look at capitalism, and colonization, about Hawaii, such as the Hula track

Tying studies to Native Hawaiian issues and the program issues

Healing process, “hurt and anger” tied to other ethnicities

ID is connected to Gender and Hierarchies to the mainstream

Theory and methods classes are often based on discussion, versus statistics

Group structure put things into real-life circumstances

Now online movement (because of COVID) has reduced “face-to-face contact” communicating is very hard (past on) “quality of life and work” oppression and inequality (is more apparent) because of the pandemic some students felt there was more content with less context now, with more classes and online more demanding

More on of sustainability – Native Hawaiian systems that worked, water – use resources, agricultural for markets, how can (we) use these for our island, our state

Environment (studies) is useful, how to employ

Use sociology on Native Hawaiian (studies) – current poverty, cost of living, food sovereignty, structural obstacles community and connecting with other Indigenous societies, peoples

UHH climate – college business does seem to work here - Club – student activities, organizations, sometimes faculty disconnect they don’t all plan together surprised there is not as much trying to revive Pandemic undermined, interfered, shut down classes progress, movement, seems as if some faculty differ over these issues

More STRESSORS on unemployment, filing claims, how to stress scholarship, keeping monies (scholarship) by getting 12K need good grades to keep physical and psychological and financial all – need Balance, non-traditional students, especially families consider well-being even of good students \ Day before spring break announced going Online, take this, not supposed to have new material (suggesting they did) Not aware – not clear, they were going online “Overwhelmed” 2 (some) professors issued more work,

Need focus on: mental wellness, how will this play out, have the summer to plan out, will Fall have hybrid online classes, the Load is High, lot’s of ?’s, lot of extra credit, students not in a good place to consider curriculum / Testing

No focus on Final exam – not retaining v assignments, partly because of COVID crisis, because of stress- or of what P want,

Hawaii easier to apply, lessened wait time, not able to file, even if eligible, no phone or online to file these all could be studied or part of sociology curriculum

Internships – practicum on hold, student INPUT ON OPEN FALL on social distancing, semester, as above Parole, Probation, Schools i.e. life roadmap (seemed to work) Assigning work, handing it in on (2 of 16) Zoom classroom,

UH helpful, - creating masks, transparencies Credit/NC students can choose, need 3.0 for scholarship, so on, Grading updated to regular

Native Hawaiian homelands – office of support/or assist helping with mortgage

^{xiv} Under the chair’s guidance, this has been successful, however, it is apparently also a source of tension.

The external reviewer is very experienced with this dynamic, even publishing on similar issues at comparable universities, so this is to be expected when conventional paradigms are challenged, especially with presence of controversial social movements, but usually present even under nominally non-contentious situations. The college and university should give credit to the chair for overseeing this development.

^{xv} According the chair, the option received strong support by the campus curriculum committee and was unanimously supported at all levels of administration with the only resource request being a permanent faculty member in the area of indigenous studies.

^{xvi} The following interviews (via Zoom) were conducted during April for this external review:

April 22, 2020

UHH Sociology Students (4 please contact department chair for information)

Dr. Marina Karides, Chair and Professor of Sociology

Dr. Yolisa Duley, Instructor – Sociology Department

Dr. Marilyn Brown, Professor of Sociology

Dr. Alton Okinaka, Associate Professor

April 24, 2020

Dr. Seri Luangphinit, Professor of English, WASC Academic Liaison Officer

Dr. Lindy Hern, Associate Professor of Sociology

Dr. Laurie Mengel, Lecturer – Sociology Department

April 29, 2020

Dr. Emmeline de Pillis, Interim Dean, College of Business and Economics (Designee for this review)

Dr. Matthew Platz, Professor of Chemistry (VCAA Designee for this review)

^{xvii} Note: new issues, constraints, skills and related instructional delivery problems or approaches, (i.e. online) were definitively of great or considerable concern because of the COVID19 crisis causing “stay at home” or “shelter” restrictions, faculty as well as students, with technological issues interfering with pedagogical and possibly even curricular issues over the summer and potentially the Fall. These were brought up in discussions with management and administrative personnel as well, reported below.

^{xviii} Note: managers and/or administrators, review professionals, students and faculty, were all deeply concerned with the COVID-19 pandemic crisis and its instructional delivery and structural issues, that were associated with broader University of Hawaii at Hilo, UH system wide, general academic and institutional life, and combined community relations, along with the social or societal relations, that sustain university life. Therefore these need to be discussed in the following review section.

^{xix} My first book was *Culturicide, Resistance, and Survival of the Lakota (Sioux Nation)*. My second book, co-authored with Thomas Hall, *Indigenous Peoples and Globalization: Resistance and Revitalization*, discusses Indigenous Peoples in general and Native Nations in particular; My latest book *Redskins? Sports Mascots, Indian Nations and White Racism* (Routledge, 2017) illustrative of many academic problems over identity and historical representation for Indigenous Peoples, including genocide of California Indians (Fenelon and Trafzer, 2014) and against the “Sioux” at Standing Rock (use of *Oceti Sakowin*). Finally, my next book, *Indian, Black and Irish: Capitalism, Colonization and Racism in America*, (contracted Routledge) reflects two published works – “From Colonialism to Denial of California Genocide to Mis-Representation: Indigenous Struggles in the Americas” (*American Behavioral Scientist, 2014*) with Cliff Trafzer; and “Indigenous Alternatives to Global Crises of the Modern World System” (*Overcoming Global Inequalities, 2015*) critical to assess the “health” of indigenous societies, (pages 11-12, 14, 15, and model on 13) I explored with Chilean Mapuche scholars, drafted *Strong Hearts for Grandmother Earth: American Indian and Indigenous Sovereignty Over the Land* (“Towards An Indigenous Environmental Sociology” (co-author: Kari Marie Norgaard), in *Handbook of Environmental Sociology* (edited by David Pellow). We are using Community Based Research (CBR) methods adapted to Indigenous protocols / Tribal cultural sovereignty, for our recent work *Native American / Tribal Water and Land – Listening Sessions* where we employ Indigenous graduate students.