AUTHORIZATION TO PLAN AN ACADEMIC PROGRAM
University of Hawai'i at Hilo

2. Requesting Campus: UH Hilo, CAS, Women’s Studies
3. Planning Chair and Members: Chair, Marilyn Brown (Director of Women’s Studies); Susan Brown, Amy Gregg, Katherine Besio, Lynn Morrison, Faith Mishina, Kirsten Mollegaard; Lauri Sagle; Sarah Marusek; Katherine Young; Leah Ruppenner. This planning committee is composed of faculty from the Women’s Studies Advisory Committee, who will bear primary responsibilities for establishing degree requirements, including core and elective offerings.
4. Degree Proposed: Gender and Women’s Studies (B.A. and Minor)
5. Need for the Program

   a. Program Description

   The UH Hilo Gender and Women’s Studies degree program has evolved from the Women’s Studies certificate program. The name change recognizes that gender is a social and cultural category in a wide spectrum of masculinities and femininities. Gender and Women’s Studies addresses heterosexual as well as gay, lesbian, bisexual, transgender, intersex (GLBTI) issues and is concerned with understanding the role of human sexuality and gender in diverse contexts. Gender and Women’s Studies will be an interdisciplinary degree program in the College of Arts and Sciences and will focus on the significance of gender in all aspects of human lived experience, especially in the formation of human identities, cultural practices, economic relations, and social institutions.

   The proposed degree program builds on the current Certificate Program in Women’s Studies. Except for two core courses taught by the current WS Instructor, the entire Certificate Program is delivered by existing faculty across eleven departments (across two Colleges) who teach these cross-listed courses as part of their units’ regular offerings. The degree program will be delivered in the same way, leveraging these interdisciplinary courses in a cost-effective manner. The designation of WS (and, later, GWS) is of reciprocal benefit to participating Departments in that this content is a catalyst to increasing both faculty and student interest.

   Our program will be an interdisciplinary forum that exposes students to multifaceted, diverse perspectives on gender-related issues. These issues include an in-depth understanding of the social construction and cultural significance of masculinity and femininity; ethnicity, race and social class; the biological and cultural aspects of sex and reproduction; sexual orientation; gender roles; gender as an organizing factor in social, economic, and political institutions; childhood socialization; the representation of sex and gender in media and the arts; as well as historical and current perspectives across cultures. Gender and Women’s Studies also offers a strong theoretical background in a variety of critical perspectives, which examine how institutional policies, hegemonic cultural practices, and patriarchal traditions intersect with our lived experience.

   The University of Hawai‘i at Hilo offers high quality undergraduate liberal arts and professional programs. Gender and Women’s Studies supports the University’s goal to prepare students to meet the demands of both profession and citizenship. Lower-division courses provide study in disciplinary subjects, basic theory and methodology, and the development and application of skills. Upper-division courses pursue advanced theory, applied methods, independent research, and internships. Students will be encouraged to develop projects relevant to their personal and professional goals. The UH Hilo Gender and Women’s Studies degree program will offer flexibility and support for students to develop the skills necessary for post-graduate work and/or career opportunities. Through Gender and Women’s Studies, a critical part of the liberal arts and professional education offered at UH Hilo is that students come to understand the social structures of gender
that influence the professional workplace as well as other aspects of human experience. Gender and Women's Studies offers students a strong emphasis in advocacy, leadership skills, critical thinking, effective writing and research in the social, scientific and cultural context of the Asian-Pacific basin. Its content will move us toward understanding issues of gender equity and globalization, particularly in the Pan-Pacific context.

Another crucial goal of education is the empowerment of students. In the UH Hilo Gender and Women's Studies program, empowerment of students has both outward and inward goals. Outwardly, the student of Gender and Women's Studies learns to challenge institutional barriers, demonstrates interdisciplinary participation in the workplace, and acquires an increased awareness of working with others of different cultures and genders. Inwardly, Gender and Women's Studies enables students to extricate themselves in a constructive and intelligent manner from reductive structures or conflicts. This latter empowerment enhances self-esteem creating a strong and positive attitude that encourages further education.

1) **Program learning outcomes:** Learning outcomes for Gender and Women's Studies are consistent with those developed by the National Women's Studies Association. Institutional members of NWSA include not only women's studies programs but programs identified as gender studies, feminist studies, and other related fields. Program learning outcomes are:

Baccalaureate candidates (and minors, to a lesser extent) should be able to define, give examples of, apply, and/or demonstrate the following in papers, reports, oral presentations, and other performances:

- social constructions of sex and gender; shifting definitions of "woman" and "man"
- cross-cultural, historical, and contemporary variations in conceptions of and attitudes toward gender, reproductive rights, violence
- feminism, women's activism, and women's contributions to history, culture, politics, etc.
- intersectionality of race, class, gender, sexuality; interlocking oppressions
- critical thinking and writing, including critical self-reflection and effective oral and written communication

2) **Program Justification:** Women's Studies at UH Hilo combines the widest range of interdisciplinary perspectives in Humanities and Social Sciences at UH Hilo. The creation of a Gender and Women's Studies BA degree will expand the scope even further to include courses from Natural Sciences and Business & Economics. The proposed degree in Gender and Women's Studies provides both breadth and depth in its courses of study, preparing students to develop academic and life skills that will examine social, ethnic, class, sexual and gender diversities from a range of disciplinary perspectives. This degree program will be consistent with the "Vision for 2020" portion of UH Hilo's Strategic Plan that identifies us as a "... community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives." The interdisciplinary nature of this program and its learning outcomes for students will move UH Hilo toward accomplishing this vision. (The Strategic Plan has been approved on the UH Hilo campus and will be submitted to the BOR in Fall 2011. See section 5a.5) of this document for a full discussion of this degree's relevance to the UH Hilo plan. (A copy of the UH Hilo Strategic Plan is attached.)

Since 1993, 80 students have completed certificates in Women's Studies, with six students completing Liberal Studies-Women's Studies B.A. degrees. Five Liberal Studies-Women's Studies degrees were earned in the last five years. We anticipate that the newly introduced degree program will parallel the experience of the recently instituted major in Women's Studies at UH Mānoa. Prior to the introduction of their Women's Studies degree program, UHM Women's Studies students pursued the major via Interdisciplinary studies. In 2005, there were 12 such WS majors. By May of 2011, only a few years
after BOR approval, there were 68 majors enrolled in the Women’s Studies degree program. We anticipate that a similar trend will ensue here at UH Hilo with the inception of our new program.

In 2007 an instructor was hired to teach core Women’s Studies courses and oversee administration of the certificate. Figure 1 shows Student Semester Hours (SSH) taught between AY 2004 and 2011 for WS-alpha courses as well as cross-listed WS courses taught in various Departments.

Figure 1.

In the most recent five years, the Instructor and affiliated faculty from other Departments have delivered an average of 1,112.4 SSH per academic year. With the exception of the two WS alpha courses (delivered by the WS Instructor), all courses originate in other academic departments as routinely offered courses. The interest by both students and faculty has been increasing, particularly since 2007-2008 with more courses being cross-listed each semester and the development of new courses in critical areas such as feminist and gender theory.

Another insight into the level of “internal support” for this degree comes from students themselves. Faculty conducted an anonymous survey in Women’s Studies classes (including cross-listed ones) during the week of October 10, 2011. (These are the students who are the most likely to serve as a “market” for the degree.) The total number of students surveyed was 258, of whom nearly 75% (193) were women, 24.4% were men, with the remainder transgendered (8%). The majority (80.2%) reported being Hawai’i residents. Most students were Seniors (52.3%) and Juniors (28.3%). The students represented 32 majors from all colleges at UH Hilo. Nineteen students reported that they are currently pursuing the certificate program in Women’s Studies. Most (90%) had not taken many WS courses. Of the total (258), 83% of the sample agreed or strongly agreed that there should be a Gender and Women’s Studies Major at UH Hilo. And, 86% agreed that there should a Gender and Women’s Studies Minor at UH Hilo. Seventy students (27%) agreed or strongly agreed with the statement that if a major in Gender and Women’s Studies were an option at UH Hilo, they would major in it. Given that this is a sample consisting primarily of Seniors and Juniors (80.6% combined) who have already declared a major, we conclude that there is strong support for this degree. In addition, 36% (93) said that they would pursue a minor in Gender and Women’s Studies if it were available.
A degree program in Gender and Women’s Studies at UH Hilo will serve important “external” needs in Hawai‘i County. The insights that gender brings are fundamental to addressing many of the complex social problems that impact this community. Whether it concerns the diminishing number of young Hawai‘i Island men in higher education or investigating patterns of family violence, we need to build the capacity of local institutions to understand gendered dynamics. Hawai‘i Island leaders applauded the anticipated program as a means of building capacity in the workforce to address these issues (see letters attached). Hawai‘i County Prosecuting Attorney Charlene Iboishi writes in support of this new program: “... it is clear that there are gender differences that have been demonstrated in the criminal justice response to criminal offenders. Our desire is to enhance our community’s understanding and capacity to respond to the unique dynamics of gender in education, the workforce and the institutional programs involving the courts, especially in the psycho-social dynamics that lead to victimization and criminal behaviors.” Ms. Iboishi adds: “The proposed Program can help build the workforce and human capital in this community to develop the appropriate responses to gender specific dynamics in the interdisciplinary fields of social sciences, humanities, administration of justice and law, political science, psychology, and business.”

Another partner in the community, Heidi Koop, Director of Hawai‘i Island Programs for Child and Family Services (one of the largest human services providers in the State and a significant employer), writes: “As our mission is “Strengthening Families and Fostering the Healthy Development of Children,” we are aware of the importance of understanding the gendered power relations in families and the effects on children. In our Domestic Abuse, Sexual Abuse and Crisis Response programs, we very deeply understand that staff must be very well trained in Gender and Women’s Studies. In addition, this is an excellent opportunity to provide a career path to talented and goal-oriented students who can continue with graduate programs such as MSW and Psychology.”

We conclude, therefore, that this is a Degree that will be greeted with enthusiasm by both faculty and students, as well as making an important contribution to the workforce, community leadership, and the capacity of that leadership to address a range of complex questions and challenges.

3) **Economic Development:** Since Gender and Women’s Studies and similar degrees are new to employers, there are very little data available concerning their impact on economic development. We anticipate that the program will provide the same tangible and intangible benefits of liberal arts programs that are critical to an educated citizenry and the workforce, in combination with those benefits conferred by post-baccalaureate education.

4) **Workforce Needs:** Because of the interdisciplinary nature of Gender and Women’s Studies, students will have a wide range of options for careers and professional life, including nursing; health care; law enforcement; administration of justice; social work; psychological counseling; K-12 education; public policy and planning; advocacy; conservation; and environmental sciences. Attached in the Appendix are letters from area employers, leaders of State and County Agencies, and others who see this program as building the capacity of the local workforce (some of which are referenced above in Section 2). One of these community supporters is Blayne Hanagami, Hawai‘i Branch Manager of the State of Hawai‘i Department of Labor and Industrial Relations. His letter (attached) supports the program based on his expertise in workforce development, writing, “Thank you for proactively strengthening gender equity and, consequently, investing wisely in our human capital for Hawai‘i Island.” The letter from the Director of Hawai‘i Island Programs of Child and Family Services (also referenced above) echoes the need for training in this area and its importance in the human service field. (CFS is a very significant Hawai‘i County employer.) Ms. Gabriella Cabanas, Manager of the Human Resources Department of the County of Hawai‘i concurs with these assessments, writing that the program will help to “... qualify persons for many jobs in management, human services, law enforcement, and counseling positions not only in government but in the private sector as well.” (Letter attached.)
5) **Program Alignment with System and Campus Mission/Strategic Plan and Outcomes:**
The outcomes of the Gender and Women’s Studies Program support the strategic goals of the UH Hilo campus in key areas\(^1\), particularly Goals 1, 2, 4, and 5 as highlighted below:

Consistent with Goal 1 of the UH Hilo Strategic Plan (attached), students in Gender and Women’s studies will demonstrate critical thinking skills that are relevant to issues of diversity, advocacy, knowledge creation, and global (especially Pan-Pacific) change. Allied faculty will provide an environment that fosters mentoring. This is particularly important for female and other students from groups experiencing marginality. Students will learn through internships and service learning experiences that connect students to research, policy-making, practice, advocacy, cultural, and justice activities.

In support of Goal 2 of the Plan, Gender and Women’s Studies is well-positioned to become a center of teaching and research excellence on our campus. The Certificate Program already draws upon the contributions of an excellent faculty. Two allied faculty were the 2011 recipients of Excellence in Teaching Awards; the Instructor for the Women’s Studies Certificate received the award in 2010.\(^2\) Allied faculty have a strong record of engaging students in research projects, providing all-important undergraduate research experience. The organization of this Program will support faculty-to-faculty mentoring, with a strong interdisciplinary approach to fostering professional excellence. Interdisciplinary programs today promote cutting-edge teaching and knowledge creation; this new Program will bring a strong interdisciplinary focus to UH Hilo, in keeping with emergent trends in higher education.\(^3\)

The principles of Gender and Women’s Studies are inextricably linked to issues of diversity (in support of Goal 4), reflecting the multicultural heritage of Hawai‘i, the Pan-Pacific, and acknowledging the diversity of human sexual identities. An understanding of the intersections of gender and indigenous identity represents a vibrant direction for our campus to highlight in teaching, research, and advocacy. Further, through an understanding of the ways in which social processes and institutions are themselves gendered, we provide a valuable perspective on social and cultural change in the State Hawai‘i.

In support of Goal 5, the Gender and Women’s Studies Program builds the capacity of the community’s workforce and leadership needs by promoting an understanding of gender as a fundamental aspect of organizations and institutions. The Program learning outcomes promote the skills sets like critical thinking and communication that are necessary in contemporary workplaces. Graduates will be ready to take on leadership roles, particularly as part of organizations that deal with critical social issues affecting Hawai‘i’s families and institutions. Internships in the Program will connect students with the workplace, especially in agencies of government and the non-profit sector.

Gender and Women’s Studies affirms and supports the University of Hawai‘i System Strategic Outcomes and Performance Measures (2008-2015) and their underlying values of “academic rigor and excellence, integrity and service, aloha and respect.” The degree will contribute to the expansion of Hawai‘i’s educational capital by serving diverse groups of students including non-traditional age women.

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\(^1\) The Strategic Plan has been approved on the UH Hilo campus and will be submitted to the BOR in Fall 2011.

\(^2\) Sarah Marusek, Political Science, received the Francis Davis Award and Lauri Sagle, English, received the Chancellor's Award for Excellence in Teaching in 2011. Amy Gregg, Women’s Studies Instructor, won the Chancellor’s Award for Excellence in Teaching in 2010. Faith Mishina was a recipient of the Chancellor’s Award for Excellence in Teaching in 1997.

and men, many of whom are low-income and Native Hawaiian students from underserved regions (especially of Hawai‘i Island) who are looking for a relevant course of study. Our excellent faculty will offer mentoring and extra-curricular research opportunities that will attract, retain, and graduate students who are first-generation college and low-income students, thus increasing the educational capital of the State. This degree will also prepare students for effective engagement and leadership in a global environment by providing a curriculum that promotes respect for diversity, gender equity, and multiculturalism in the trans-Pacific context. Students will be well-prepared to compete in the global context, particularly in view of the interdisciplinary and global nature of the curriculum in Business, Humanities, and the Social Sciences.

5.b. Existing UH Programs

1.) Similar Degrees in the UH System: The BA program in Women’s Studies at UH Mānoa is similar but the proposed major at UH Hilo will be the only Gender and Women’s Studies Program in the UH System.

2.) The proposed program will not be redundant to the Mānoa Program. The UH Hilo campus has enjoyed a collaborative relationship with Meda Chesney-Lind, Director of Women’s Studies at UHM, who supports the establishment of a degree program in Gender and Women’s Studies at UH Hilo. Although we are not organizationally equipped to do a joint program, we do expect a collaborative relationship that will benefit the overall profile of these disciplines in Hawai‘i.

See the attached letter from Meda Chesney-Lind, Director of Women’s Studies at UHM (September 9th, 2011) and copied to VCAA Dasenbroot at UHM. VCAA Simmons of UH Hilo consulted with VCAA Dasenbroot on September 11, 2011.

6. Planning the New Program
   a. Planning Period

1) The planning period will be from May 2011 to May 2012. Significant faculty involvement in planning has preceded the “official” planning period. Therefore, the planning period has been “frontloaded” with substantial work already having been completed.

2) The planning process will include establishing MOU’s with contributing departments ensuring that courses are regularly offered. In fact, most courses are already offered every year or every other year. Some of these fulfill requirements in the new General Education program. The Director of Women’s Studies will meet with department and division chairs whose courses will contribute to the program to establish that core courses to the major will be offered regularly and can be staffed within departmental budgets. This has been the long-established process used by the existing Women’s Studies Certificate Program. Once the program is developed, it will be reviewed via the established UH Hilo curriculum review process.

3) The anticipated date for submitting the program for approval is May 2012, with the new program to be implemented in August 2013.

4) The planning period will entail no budget or workload additions as the work will continue to be handled by the existing planning committee, the Women’s Studies Advisory Group, and the Director of Women’s Studies. During the planning period, the Director of Women’s Studies will draw a one-course release per year, funded by the CAS Dean’s Office.

5) The program will be sustained much in the same way the existing interdisciplinary major in Administration of Justice has been sustained for well over a decade at UH Hilo, through student

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4 Professors Susan Brown, Lynn Morrison, and Marilyn Brown, to identify a few, have involved students like these in faculty-research projects.
tuition and existing faculty resources. This is the same organization format as the current Women's Studies Certificate.

6) The proposed program is consistent with UH Hilo's accreditation standards.

7) Gender and Women's Studies is a Program within the Social Science Division of the College of Arts and Sciences.

b. Description of Resources Required

1) This program will be delivered by the current Instructor and existing faculty who now cross-list courses with the Women's Studies Certificate Program, one of whom is the Director of Gender and Women's Studies. This program can commence and move forward with the current resources. As already noted, the majority of courses are ones that would be routinely offered anyway. Based on student demand for courses and the availability of resources, we will request a new faculty position at a later stage of the program. Dr. Marilyn Brown, Associate Professor in Sociology, will be Director of the program for the next 3 years (see Appendix for her CV). Her Department Chair, Dr. Thom Curtis is aware of and supports this commitment as does the Dean of the College of Arts and Sciences. Existing faculty, including the current instructor, will deliver a set of core courses foundational to the major. Should a new faculty member be approved at a later date, that person would serve as Chair of the program and provide long-range planning and administrative oversight. Dr. Brown will take on these roles for now.

The 2011-2012 catalog included 37 Women's Studies courses, most of which are cross-listed with Women's Studies through affiliated faculty. In addition to the cross-listed courses, there are a number of "special topics" courses and others now in the process of approval that will also be cross-listed or offered as standard courses by the Women's Studies instructor. Two recently hired tenure-track faculty in Political Science and Sociology now contribute feminist political theory and gender theory to the curriculum, increasing its rigor. UH Hilo-CAS recruitment efforts now cite teaching and research on gender as desirable qualifications, which will be an impetus to expanding our already highly qualified faculty. Long-range planning for the degree includes the awarding of dual appointments to participating faculty, in their "home" department as well as Gender and Women's Studies.

2) Library Resources: Many Women's Studies classes are already being offered by the Arts and Sciences faculty at UH Hilo. The library supports these Women's Studies classes with resources in the current collection.

3) Physical resources: No new physical resources are needed to deliver this program.

4) Additional resources: no additional staff or positions are required.

5) c. Five-Year Business Plan.

The degree program in Gender and Women's Studies will be delivered cost-effectively with no new resources. Existing faculty including the current WS Director and Instructor, as well as affiliated faculty, are already teaching the courses in the WS/GWS curriculum. (The WS Director, Marilyn Brown, Associate Professor in Sociology, will receive one course release per academic year, per the CAS Dean.) Apart from the two WS alphas, the remainder of the program is comprised of existing courses in other departments.
Business Plan Narrative:

A. Rows A.1. – A. 6. Includes salary costs for the full-time instructor who delivers the WS alpha courses. It reflects that the current instructor position will be maintained for the program. We have also indicated the cost of one course release per semester for the Program Director. Salary increases (3%) and fringe (39.37%) are included. The line item for Library reflects that the degree will proceed based on existing resources. Total expenses in this section include supplies.

B. Projected course enrollments are obtained from 2009/2010 enrollment figures for WS courses. This figure is maintained throughout so numbers are conservative.

C. Projected majors are likewise conservatively based on recruiting 10 students per year (includes majors and minors). In the fifth year of the program, we anticipate recruiting 15 students.

D. and E. We anticipate delivering a minimum of 17 course sections per AY. Given the 14 qualifying courses on the schedule in F 2011 and a similar number anticipated for SP 2012, this is also a minimum. These sections will total 51 credits.

F. and G. SSHI based on recent data from the Office of Institutional Research. Tuition rates include known increases.

H. and I. Total revenues come from tuition; no additional revenues are anticipated at this time.

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<th>YEAR</th>
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<td>PROGRAM COSTS</td>
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<td>(A.1.) Faculty (Existing Instructor)</td>
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| REVENUES | | | | | |
| (B.) Projected Course Enrollments | 375 | 375 | 375 | 375 | 375 |
| (C.) Projected Major Enrollments | 10 | 20 | 30 | 40 | 45 |
| (D.) No. of Courses | 17 | 17 | 17 | 17 | 17 |
| (E.) No. of Credits | 51 | 51 | 51 | 51 | 51 |
| (F.) SSH | 1125 | 1125 | 1125 | 1125 | 1125 |
| (G.) Tuition Rate/Credit | 213 | 235 | 235 | 235 | 235 |
| (H.) Total Revenue from Tuition | 239,625 | 264,375 | 264,375 | 264,375 | 264,375 |
| (375 x 213 x 3 credits) | (375 x 235 x 3 credits) | (375 x 235 x 3 credits) | (375 x 235 x 3 credits) | (375 x 235 x 3 credits) |
| (I.) Other Sources of Income | 0 | 0 | 0 | 0 | 0 |
| TOTAL Revenues | 239,625 | 264,375 | 264,375 | 264,375 | 264,375 |
7. **Impact on current courses or programs.**

The primary intended impact of the B.A. program in Gender and Women's Studies is to provide an interdisciplinary degree program which students find both compelling and relevant. The major is also expected to increase retention at UH Hilo by offering a program unique to the UH system. In addition, new courses developed as part of the Gender and Women's Studies major likely will contribute to other existing majors at the university.

8. **If this program is multidisciplinary, provide evidence of commitment for support.**

Attached is a list of courses currently being offered and faculty teaching these courses in Gender and Women's Studies.

The Instructor would continue to deliver the introductory courses (that also contribute to the General Education program) and two intermediate courses. Faculty in a variety of other departments (i.e., Communication, English, Anthropology, Geography, History, Philosophy, Psychology, Sociology, Political Science, Languages and Linguistics, and Management) offer courses that currently are cross-listed with Women's Studies. These courses would continue and contribute to the Gender and Women's Studies major.

The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers (April 27, 2010.)
Reviewed by:

Campus Chief Academic Officer:

_____ Recommend

Comments:

[Signature]

Print Name

Date

Chancellor:

_____ Approved

_____ Disapproved

Comments:

Donald O. Straney
Chancellor, UH - Hilo

[Signature]

Print Name

Date

Council of Chief AcademicOfficers (Systemwide Consultation):

Comments:

(A copy of the signed document is provided to the Office of the Executive Vice President of Academic Affairs/Provost.)
August 29, 2011

Dr. Marilyn Brown
Department of Sociology
University of Hawaii – Hilo

Dear Marilyn:

I am pleased to appoint you as the Coordinator of the Women’s Studies Certificate Program for a 12-month period, effective August 1, 2011 through July 31, 2012. Thank you for agreeing to take on this important job.

We both share a common vision of elevating our Women’s Studies Certificate program to a baccalaureate degree program in Gender Studies here at UH Hilo, and I ask that you work collaboratively with our Women’s Studies faculty to make this vision a reality. I know there is a lot of work to be done, and a lot of obstacles to overcome, but I am confident that with your leadership, we can build a first-rate undergraduate program in Gender Studies here at UHH. I am confident that you are the best person to lead this effort.

Good luck and best wishes as Coordinator of the Women’s Studies Certificate Program. As its administrator, you will receive a one-course (three-credit) reassignment for the 2011-12 academic year to work on, and champion, the Gender Studies program proposal through its various review stages on and off-campus. As well, you are invited to join the Social Sciences Chairs at our monthly informational meetings. Please contact Adele Koyama to get on her mailing list to be informed of scheduled meetings.

Sincerely,

Randy Y. Hirokawa
Dean, College of Arts and Sciences

Copy: Kenith Simmons, VCAA
       Kerwin Iwamoto, HR Director
       Chris Frueh, Social Sciences Division Chair
       Thom Curtis, Sociology Chair
April 17, 2011

To: Kenith Simmons
    Interim VCAA

From: Randy Hirokawa
    Dean, College of Arts and Sciences

Re: Support for Gender/Women's Studies Program at UHH

This is to express my support for the creation of a Major/Minor in Gender and Women's Studies in the College of Arts and Sciences at UH Hilo. This program will be built on the strong foundation of the existing Women's Studies Certificate Program and the expanding array of courses already offered by faculty in the Social Sciences and Humanities Divisions.

While Women's Studies programs exist in the UH System, the proposed Gender and Women's Studies major will be unique. It will be informed by contemporary scholarship in the areas of gender and sexuality and, at the same time, draw upon the historic strengths and solid scholarship long associated with women's studies. Courses in the major will also contribute to General Education at UHH.

More and more, we are finding today that the most interesting and exciting programs are those that are located in the interstices between traditional disciplines. These interdisciplinary programs provide students and faculty with opportunities for scholarship and teaching that are heretofore unavailable in "silod" disciplines. The proposed Gender and Women's Studies program is such a program. I strongly support the Authorization to Plan for this new Program.
MEMORANDUM

September 1, 2010

To:   Dr. Randy Hirokawa, Dean  
       College of Arts and Sciences

From: Dr. Christopher Frueh, Chair  
       Social Sciences Division

RE: Support for Women’s/Gender Studies Program Major at University of Hawaii at Hilo

This memo is to express my support for the proposed Women’s/Gender Studies Program Major at University of Hawaii at Hilo. This comes after extensive discussions with you, Dr. Kathryn Besio, and other relevant faculty, as well as review of program/course proposals. I support the course offerings of the proposed major, and there is support at the Division and College level for the proposal. This major represents an important addition the Social Sciences curriculum.

I thus, I confirm my support for the Women’s/Gender Studies Program Major at University of Hawaii at Hilo and its proposal for Authorization to Plan.
15 November 2010

Dear Kenny,

I have been asked to let you know that members of the English department enthusiastically support the implementation of a Gender and Women's Studies major. We will continue to cross-list appropriate courses with Gender and Women's Studies. The major will be an important asset to UHH, which has a large, under-served GBLT community. Furthermore, anyone considering a career in education, law, law-enforcement, psychology, health services and HR will benefit from the study of in-depth perspectives on our gendered social world. I can personally attest that the students that I teach in my literature classes are in need of and benefit from these perspectives.

Sincerely,

Jennifer Wheat
Chair of English
Marilyn M. Brown, Ph.D.

University of Hawai‘i at Hilo
200 W. Kawili St., UCB 346
Hilo, Hawai‘i 96720-4091

Work: (808) 933-3184
Home: (808) 985-8570
E-mail: marilyn@hawaii.edu

ACADEMIC POSITIONS HELD

2011-2012 Director, Women’s Studies

2003-Current Associate Professor, Department of Sociology, University of Hawai‘i at Hilo (Associate rank and tenure in 2009)

2006-Current Graduate Faculty, Sociology Department, University of Hawai‘i at Mānoa

2000-2001 Instructor, Department of Sociology, University of Hawai‘i at Mānoa

EDUCATION

Ph.D., Sociology, University of Hawai‘i at Mānoa, 2003
Dissertation: *Motherhood on the Margins: Rehabilitation and Subjectivity among Female Parolees in Hawai‘i*

M.A., Anthropology, University of Hawai‘i at Mānoa, 1995
B.A., Anthropology, Wellesley College, 1992 (Phi Beta Kappa, Magna cum laude)

AREAS OF SPECIALIZATION AND TEACHING

Main Areas of Interest: Criminology (Corrections; Reintegration of Former Prisoners; Gender, Race/Ethnicity and Crime; Corrections and Families; Inequality and Criminal Justice Policy)

Other Specializations: Colonialism and Criminalization; Hawai‘i Legal History; Program Evaluation in Criminal Justice; Social Cost Analysis of Criminal Justice Policies; Culture and Rehabilitation; Gender and Social Control; Governmentality

Courses Taught: Crime & Delinquency; Juvenile Delinquency; Race, Gender, and Crime; Seminar in Corrections; Social Institutions; Introduction to Sociology;
RESEARCH AND PUBLICATIONS

Peer Reviewed Journal Articles


Other Academic Publications


Papers in Progress

“Juvenile Justice in Hawai‘i: A History of the Industrial School”

“The Establishment of Carceral Institutions in Hawai‘i”


Reports and Other Professional Writing


CONTRACTS, PROPOSALS, AND GRANTS

Contract (UHH/RCUH) Contract with County of Hawai‘i Prosecutor’s Office for Substance Abuse Indicator Plan for Hawai‘i County. $12,850. (In progress)

Contract (UHH/RCUH) with County of Hawai‘i for Hawai‘i County Drug Court Evaluation. $23,909 (Completed Fall, 2010).

Grant (UHH Research Relations) 2009. Study of Hawai‘i penal history utilizing digitized Hawai‘ian language newspapers. $4,690. (Completed 2010).

Contract (UHH/RCUH) with State of Hawai‘i Department of Human Services. 2009. Evaluation Services for youth group homes. $73,000. (Completed 2010).


PRESENTATIONS AND PANELS


OTHER PROFESSIONAL ACTIVITIES AND CONSULTING

Consultant, Hawai‘i Dept. of Public Safety Intake Services. Evaluator for Coordinated Services Program for Offenders with Co-Occurring Disorders. 2011-2012.

Consultant, Consuelo Foundation. Project Coordinator. Local coordinator for study of the social costs and benefits of incarcerating parents for drug offenses in Hawai‘i. 2007-2009


Peer reviewer for Feminist Criminology, Gender and Society, and Critical Criminology

SERVICE POSITIONS

Local Community Service


Children of Incarcerated Task Force, Hawai‘i County. 2007 (Member).
East Hawai’i Title IV Child Welfare Planning Group. 2004 to present (Member).
Criminal Justice Task Force of Hawai’i County. 2004 to present (Member).
“Going Home” Prisoner Reintegration Task Force. 2005 to present (Member).
Hawai’i County Women Offenders Conference. 2005-2006 (Planning Committee).

Statewide Service

Hawai’i Historic Places Review Board Member. 2010.
Community Alliance on Prisons of Hawai’i. Member (Since 1998)

University Service

Internship Guidelines Committee 2011
Tenure and Promotion Guidelines Committee. 2010
General Education Committee. 2010
History Department Faculty Search Committee. 2009
Education Department Faculty Search Committee. 2009
Political Science Department Faculty Search Committee. 2009
Chancellor’s Service Award Committee. Member. 2008.
Angela Davis Event: Race, Gender, Politics, and Prisons (February 27, 2008), Coordination Committee. 2007-2008.
Political Science Department Faculty Search Committee. 2008-2009.
History Department Faculty Search Committee. 2008.
Anthropology Department Faculty Search Committee. 2006-2007

Professional Organization Membership and Awards

Organization Memberships

American Sociological Association
American Society of Criminology
Western Society of Criminology
Community Alliance on Prisons
Phi Beta Kappa Society, Eta Chapter (Massachusetts)
Awards and Acknowledgments

UH Hilo's Chancellor's Excellence in Service Award 2006
RCUH Travel Award 2009 (Professional Travel to Conference)
RCUH Travel Award 2008 (Professional Travel to Conference)
RCUH Travel Award 2006 (Professional Travel to Conference)
RCUH Travel Award 2005 (Professional Travel to Conference)
RCUH Travel Award 2004 (Professional Travel to Conference)
Faculty, departments, and divisions expected to participate in the multidisciplinary Gender Studies Program

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<th>Alpha</th>
<th>Department</th>
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<td>English</td>
<td>Global Cinema</td>
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<td>Literature of Human Rights</td>
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<td>WS/ENG204</td>
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<td>Intro to Race/Gender Film Studies</td>
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<td>WS/ENG206</td>
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<td>Introduction to Popular Culture</td>
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* Special topics courses to be submitted for permanent inclusion in the catalog.
Women's Studies (WS) Courses 2011-2012

College of Arts and Sciences – UH Hilo

**WS 151 Intro To Women's Studies (3)** An interdisciplinary survey of women in contemporary society. Topics include issues in history, biology, psychology, education, communication, feminism, ethnicity and gender which impact on women’s lives in modern culture. (GenEd/IntReq: GS)

**WS 201 Global Cinema (3)** A course that offers students a critical examination of worldwide cinema. The course will cover film theory and film making techniques from countries such as Germany, Mexico, China, Senegal, Iran, and India. Students will undertake a critical study of various schools of film as they pertain to these national cinemas as well as explore the cultural and socio-political controversies surrounding cinematography. Pre: C or better in ENG 100, ENG 100T, ESL 109 or ESL 100T. (Same as ENG 201) (GenEd/IntReq: GH, GW)

**WS 202 Literature of Human Rights (3)** This course will explore narratives from a human rights perspective, beginning in the era shortly before the adoption of the Universal Declaration of Human Rights in 1948 and extending into the 21st century. Students will focus on geopolitical conditions that contribute to the suppression of human rights in areas around the globe, including, but not limited to, Chile, India, Nigeria, Iran, the Palestinian Territories, and the United States. Pre: C or better in ENG 100, ENG 100T, ESL 100 or ESL 100T. (Same as ENG 202) (GenEd/IntReq: GH, GW)

**WS 204 Intr Race/Gender Film Studies (3)** This course will focus on how race and gender historically shape individual and cultural experiences in America, as expressed in film. Key works that offer portrayals by and about various groups (i.e. gays/lesbian, immigrants, indigenous communities, mixed-race populations, etc.) will be critically compared and examined. Students will also discuss and address evolving audience responses to these works. Pre: C or better in ENG 100, ENG 100T, ESL 100 or ESL 100T. (Same as ENG 204) (GenEd/IntReq: GH, GL)

**WS 206 Intro to Popular Culture (3)** This course offers an introductory study of mainstream manifestations of culture. Students will critically assess production, distribution, and consumption of various popular cultural genres, such as advertising, talk shows, sports programs, music videos and gossip magazines and websites, among many others. Pre: C or better in ENG 100, ENG 100T, ESL 100 or ESL 100T. (Same as ENG 206) (GenEd/IntReq: GH, GL)

**WS 257 Multicultural Literature (3)** This is a course designed for students who want to engage literatures from various ethnic groups in the U.S. The course includes historical context regarding the production of these literatures, providing an overview of how these groups have developed their own literary techniques, genres, and canons. Pre C or better in ENG 100, ENG 100T, ESL 100 or ESL 100T. (Same as ENG 257) (GenEd/IntReq: GH, GL)
WS 300 Family in World Perspective (3) A comparative analysis of family and marriage patterns, mate selection, parent-child interaction, divorce rates, socialization of gender roles, legal sanctions, trends in organization and function. Pre: Soc 100 or instructor's consent. (Same as SOC 300).

WS 310 Race & Ethnic Relations (3) Sociological analysis of the patterns of intergroup relations. Topics include the meaning of race, ethnicity, prejudice and discrimination, and the interactive strategies used by various groups. Emphasis on ethnic processes on Hawai‘i and the Pacific region. Pre: SOC 100 or instructor’s consent. (Same as SOC 310).

WS 319 European Women's History (3) Study of European women from pre-history to the 20th century with emphasis on women's social and cultural roles in western history. Current feminist theory is also studied. (Same as HIST 319)

WS 320 Cross-Cultural Study Of Women (3) Comparative analysis of women's roles and women's lives in different societies. Topics include women's status, life stages, gender roles, images of women and power. (Same as ANTH 320) (GenEd/IntReq: GS, GW)

WS 321 Social Stratification (3) The causes and consequences of institutionalized social inequality. Pre: SOC 100 or instructor's consent. (Same as SOC 320).

WS 324 Culture, Sex And Gender (3) A cross-cultural examination of the development of gender systems and gender roles. Consideration of sex roles and activities as part of the larger gender system. Pre: ANTH 100 or instructor's consent. (Same as ANTH 324) (GenEd/IntReq: GS, GW)

WS 325 Psychology Of Women (3) Issues and topics relevant to the psychological development and functioning of women including sex differences in abilities and behavior, achievement motivation, work, sexuality, pregnancy, childbirth and motherhood, mental health and domestic violence. Pre: PSY 100. (Same as PSY 325)

WS 327 Law and Identity (3) In this course, will politically engage with the legal construction of who we are as individuals and our presence within different communities. The relationship between law and identity involves politically contested frameworks of sexuality, gender, race and ethnicity, ability, and ownership according to both judicial doctrine and contemporary scholarship. As these frameworks shift and evolve, the politics of legal identification sculpt our own social horizons. (Same as POLS 327).

WS 332 Politics of Race & Gender (3) A survey of the historic, legal, political, and social forces shaping society's construction of race, ethnicity, and gender. Notions of power and the political significance of race and gender are explored. (Same as POLS 332).

WS 340 Socialization & Identity (3) The process by which an individual becomes a functioning member of society. Pre: SOC 100 or instructor’s consent. (Same as SOC 340).
WS 342  Sociology of Human Aging (3) Aging as a social phenomenon, including social impact of a growing elderly population, and emerging social patterns among the elderly. Emphasis on the interplay of biological, psychological, sociological and cultural factors of human aging. Pre: SOC 100 or instructor's consent. (Same as SOC 342).

WS 355  Women in Modern Lit & Film (3) Literature and film by and about women from 1900 to the present. Feminist literary theory. Pre: ENG/ESL 100 and 200-level literature course or college level Women's Studies courses or instructor's consent. (Same as ENG 355)

WS 356  Language and Gender (3) Students engage in the analysis of gender as it relates to language and society. Provides students with analytic resources for thinking critically about the relationship between language and social practice. Students gather and analyze data based on current theories. Pre: ENG/ESL 100 or 100T and LING 102, or instructor’s consent. (Same as ENG 356, LING 356)

WS 357  Women and Religion (3) Examines roles of, and attitudes towards, women in various religious traditions. Through both chronological and comparative approaches, explores depictions of women in scriptures and other primary texts as well as women's contributions to each tradition. (GenEd/IntReq: GS, GW)

WS 358  Women in Christianity (3) Examines issues relating to sex and gender throughout the history of Christianity. Emphasizing primary texts, the course will explore writings by Christian women and Christian writings about women. (Same as HIST 358)

WS 360  American Women's History (3) Study of American women from the 17th to the 20th centuries. Special emphasis on women's social and cultural roles. Current feminist theory is also studied. Pre: HIST 151, 152 or instructor's consent. (Same as HIST 360)

WS 368  Latin American Women's Lit (3) Latin American women of the 20th century have lived in vastly different conditions and upheaval spanning feudalism to postcolonial thought. From genocide to authoritarian institutions of torture, Latin women have had to endure turmoil and violent clashes of ideas. This course captures the Latin perspective of four different sociological spaces that women occupy in Latin America: the Indigenous space, the patriarchal latifundio, the mestizo space of markets, and the professional woman under the military governments. Latin American and French feminist theories are used to clarify these contexts. (Same as SPAN 368). (GenEd/IntReq: GH)

WS 378  N. Amer Indig Cultr Survival (3) This course will cover a broad swath of Native American history from the past few hundred years in the context of cultural survival and resistance. The course will begin with a short background in Native American history, but will be more specifically focused on various examples of resistance and incorporation. (Same as HIST 378).

WS 385  Women & Health (3) Reproductive health, immune activity, autoimmune disease, and mental health in women are covered from physiological, psychological, historical and cross-cultural perspectives. Pre: PSY 100. (Same as PSY 385)
WS 392 Japanese Women (3) History of women in Japan from the earliest historical eras, including the Heian aristocracy and evolving samurai culture, through the present. Topics include property rights, family structures, the influence of religion and secular philosophies, effects of political and legal changes, women's role in the economy and its effect on their status and lives, and women's activism. (Same as JPST 392, HIST 392). (GenEd/IntReq: H/A/P)

WS 393 Normality, Abnormality & Soc (3) Philosophical study of how human diversity interacts with social norms. Topics include health and illness, disability, gender and sexual orientation. Perspectives from biology and the social sciences are included in a study of how beliefs about normality vary between cultures, change through time and affect human relations. Pre: Previous work in Philosophy. (Same as PHIL 393) (GenEd/IntReq: GH)

WS 401 Women in Hawaiian History (3) This course examines the lives and contributions of women in the history of Hawai‘i. It considers how events such as the arrivals of foreigners, dismantling of the kapu system, the mahele, epidemics, political changes, world wars, etc., affected the social and cultural lives of women, men, children, and families. Course materials seek to understand how those gendered as "feminine" negotiated, accommodated, and resisted these changes over the last two centuries. (Same as HIST 401). (GenEd/IntReq: H/A/P)

WS 411 Family & Gender in Oceania (3) With a focus on the 19th and 20th centuries, this course examines how historical changes affected the social and cultural lives of women, men, children, and families in Oceania. Throughout the course we will endeavor to explore gendered reconstructions of particular events in the history of the Pacific: historiography, exploration, disease & depopulation, missionization, education, imperialism, colonization and decolonization in general. (Same as HIST 411). (GenEd/IntReq: H/A/P)

WS 420 Family Communication (3) Foundational concepts and theories are introduced. Communication dynamics within families are explored. Narrative, functional, interpretive, and systems approaches to family communication are included. Cultural influences are examined. Conditions necessary for optimal family functioning are addressed. (Same as COM 420)

WS 423 Post-Colonial Literature (3) A critical analysis of the development of contemporary world literature in the wake of the fall of European empires. This class is designed to address the importance of writing in an age of changing national identities, shifting alliances, and volatile conflicts. Texts from African, Latin American, the Middle East, the Caribbean, and Hawai‘i will be features. Pre: ENG 300 or instructor's consent. (Same as ENG 423). (GenEd/IntReq: GH)

WS 430 Gender, Place and Environment (3) Survey of trends in geography of gender related to place, space and the environment. Addresses spatial interactions of gendered bodies of different ages, class and ethnicities. Pre: junior or senior standing or instructor's consent. (Same as GEOG 430). (GenEd/IntReq: GCC, GS)

WS 442 Romantic Literature (3) Poetry and prose from 1780 to 1832. Pre: C or better in ENG 300 or instructor's consent. (Same as ENG 442).
WS 461 Race and Gender in Media (3) This course explores the dynamic interactions between race, gender and the mass media. Specifically, it examines media representations of race and gender and their cultural, sociological, and psychological effects in the society. Pre: COM 260, 360 or instructor's consent. (Same as COM 461).

WS 480 Women and Rhetoric (3) Survey of key female figures that have figured (or not figured) into the rhetorical canon. Analysis of women's use of rhetoric in everyday life and at historic moments and consideration of methodological and theoretical issues intersecting women, rhetoric, and historical research. Pre: C or better in ENG 300 or instructor's consent. (Same as ENG 480).

WS 486 Women in Ancient European Civ (3) Study of European women up to the year 800, with primary focus on the Mediterranean Basin. Themes encompass religion, social customs, and economic activities. Pre: HIST 319 or 323 or 341 or 356 or 360; or instructor’s consent. (Same as HIST 486).

WS 495 Women's Studies Seminar (3) Capstone seminar to be taken in the senior year (or as a second-semester junior). Readings, discussions, presentations, and guest lectures involving advanced analysis of theories about social systems and women's lives. Seminar will facilitate student's application of theoretical material and research toward particular areas of interest. Seminar topics may vary from year to year. Pre: WS 151; 6 credits of upper-division WS courses or instructor's consent.

WS x94 Special Topics in Subject Matter (Arr.) (IO) Special topics chosen by the instructor. Course content will vary. May be repeated for credit, provided that a different topic is studied. Additional requirements may apply depending on subject and topic.

WS x99 Directed Studies (Arr.) (IO) Statement of planned reading or research required. Pre: instructor's consent.
Student Survey on Proposed Program in Gender and Women's Studies

The University of Hawai'i at Hilo currently offers a popular certificate in Women's Studies, with a number of students having majored in Women's Studies through the B.A. in Liberal Studies. Building on this success, a proposal is moving forward to develop a major and minor in Gender and Women's Studies. This will be a multidisciplinary major/minor that exposes students to a wide range of courses and experiences that have gender and women's studies as a central focus. Graduates are expected to become competitive candidates in diverse fields of employment as well as entry into graduate programs.

The following survey is intended to measure student interest in this degree. This is a confidential study for educational purposes. Participation is voluntary, but we hope that you will take a few minutes to fill out this brief questionnaire.

Please return this questionnaire to your professor after completion in class or send to:

Dr. Marilyn Brown  
Director, Women’s Studies  
UCB 346

Or  
c/o Social Science Division Office  
UCB 308

The deadline for responses is Monday October, 17th

For more information about the new Program, Women’s Studies, or this survey, please contact Dr. Brown at 933-3184 or by email at: marilyn@hawaii.edu.

Please complete and return to Dr. Marilyn Brown, UCB 346 or Social Science Division Office by 10/17/11
1. Gender:   ___ Female   ___ Male   ___ Transgender

2. Age: ______

3. Hawai‘i Resident?  ___ yes  ___ no

4. Class Standing:  ___ First Year  ___ Sophomore  ___ Junior  ___ Senior

5. Please fill in your Major/Minor/other information:
   Current Major  ____________
   Minor (if applicable) _________
   Certificate Program (if any) _________
   Unclassified _________

6. Number of Women's Studies Courses taken as an undergraduate:
   ___ 0  ___ 1-3  ___ 4-6  ___ 7 or more

7. Please read the following statements and indicate (by circling the number below your choice) whether you strongly disagree, disagree, agree, strongly agree, or have no opinion (don't know):
   a) The University of Hawai‘i at Hilo should offer students the option of a Major in Gender and Women's Studies:

      strongly disagree  disagree  agree  strongly agree  don't know
      1  2  3  4  5

   b) The University of Hawai‘i at Hilo should offer students the option of a Minor in Gender and Women's Studies:

      strongly disagree  disagree  agree  strongly agree  don't know
      1  2  3  4  5

   c) If the option were available to me, I would major in Gender and Women’s Studies.

      strongly disagree  disagree  agree  strongly agree  don't know
      1  2  3  4  5

   d) If the option were available to me, I would minor in Gender and Women’s Studies.

      strongly disagree  disagree  agree  strongly agree  don't know
      1  2  3  4  5

Please complete and return to Dr. Marilyn Brown, UCB 346 or Social Science Division Office by 10/17/11
Chancellor’s Introduction

This strategic plan is our common five-year guide for building the future of our university, grounded in our unique location and reflecting the deep and enduring respect for one another that characterizes our local community. Our plan outlines how we will enhance our contributions - academic and otherwise - to the diverse, multicultural environment within which our UH Hilo 'ohana/family lives, works and studies.

Our plan challenges us to do better with what we have, to be innovative and creative as we continue to offer high quality learning experiences for our students, and to ensure a productive working environment for our faculty and staff. It will guide us in making decisions about priorities for the campus, colleges and departments and recognizes that we have an obligation, as a state-supported university, to have broad impacts on our local community. Our plan recognizes that the quality of education for our students is in the hands of our faculty, and that the university as a whole works to support students to help them succeed.

The plan complements the strategic goals and initiatives identified by the University of Hawai‘i system to increase the number of graduates we prepare, to support innovation and economic growth, and to establish an infrastructure befitting a 21st century university. Cutting across all goals of our plan is a commitment to graduating women and men who are prepared to succeed in their professional and personal lives. We will use our strategic plan to recruit, support, challenge, and graduate our students and, in so doing, support the UH system's target of graduating 25% more students by 2015.

Threaded throughout our plan is a profound appreciation for the indigenous history, culture and language of Hawai‘i. We continue to embrace our responsibility to serve students of Native Hawaiian ancestry and to support the UH system's goal to significantly increase the number of Native Hawaiian graduates. We expect to continue exceeding the targets set for UH Hilo in this regard.

Circumstances will change over the next five years and we must be nimble, adjusting our plans to reflect new internal and external realities. This strategic plan is a living document that will be reviewed regularly and critically in collaboration with faculty, staff, students and the community.

I am grateful to the many people who gave so generously of their time and their insights to create this plan. We have drawn upon the rich and diverse intellectual resources of our university faculty, staff, students, alumni and community to learn from our past, review our current position and look ahead to a future that we helped shape. That future will allow all of us to achieve our fullest potential as individuals, to participate in a vibrant and stimulating campus environment, and to contribute meaningfully to the greater community.

This strategic plan will make an enduring, positive difference at UH Hilo, and I commit to working with each of you within the university, our local community and the UH system to ensure its successful implementation.

Donald O. Straney, PhD
Chancellor

* Compared to the number graduated in 2010.
Our Mission

ʻAʻohe pau ka ʻike i ka hālau hoʻokahi! One learns from many sources

The purpose of our university 'ohana/family is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our ʻauleana/responsibility is to improve the quality of life of the people of Hawaiʻi, the Pacific region and the world.

Our Vision for 2020

E launi ʻi ko aʻo a malama, a e ʻoi mau ka naʻunao! Those who take their learnings and apply them increase their knowledge

We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawaiʻi, and promotes skilled participation in a global society.

Who We Are

The University of Hawaiʻi at Hilo is a public university with a comprehensive portfolio of distinguished undergraduate programs, complemented by select graduate and professional degrees that seek to improve the quality of life of the people of Hawaiʻi Island and state.

We are committed to excellence in higher education and learning with ʻaolea. We inspire our students to explore, investigate and discover, through the cultivation of innovation, creativity, and critical thinking. Our faculty and students undertake research activities that enhance both our students' learning and our university's contribution to academia and society.

We seek to reflect Hawaiʻi, its people, history, cultures, and natural environment, and to embody the concept of a "Hawaiian university". As a member of the University of Hawaiʻi system, we embrace our responsibility to serve the indigenous people of Hawaiʻi and to kākoʻo/support Hawaiʻi’s indigenous language and culture.

What We Stand For

- **Access to education**: We provide access to higher education while holding high expectations for all students and providing support for their success.

- **Learning from many sources**: We offer an engaging atmosphere-of-learning where knowledge is created and shared, values and wisdom are preserved, and individuals can learn from one another. Learning occurs not only in the classroom, but in the laboratory, in the field, in the studio, through performance and presentation, in partnerships with our community, and in our everyday lives.

- **Excellence in teaching and scholarship**: We value the integration of teaching with scholarship, connecting instruction with research, service, and professional experiences that empower our students to achieve their academic and career goals. We strive for excellence in teaching by promoting effective and innovative teaching methods that have a positive impact on student learning, while also seeking the advancement of scholarship in its own right.

- **Student-faculty interaction**: We recognize the value of dialogue, discussion and debate between and among students and their faculty, fostered by quality student-faculty engagement and collaboration, and out-of-class experiences.

- **Diversity and cultural infusion**: We celebrate different people, their backgrounds and history, and the unique cultural mosaic of Hawaiʻi that brings the feel of a global community to our local campus.

- **Stewardship of the natural and cultural environment**: We respect the ʻainaloha and appreciate the many lessons it has to teach. We work in partnership with the community to study, protect, preserve and sustain the unique cultural and natural environment of Hawaiʻi Island.

- **Community partnerships and economic impact**: We are dedicated to our role as a major economic and knowledge-based resource for the Island, state and region. We work in partnership with local government and agencies, businesses, non-profit groups, alumni, and other educational institutions to create a positive impact on our students, local community and economy.
Strategic Goals

We have identified six goals to guide us in strategic areas for the coming years. Each of these is supported by a number of actions that when implemented will help us to achieve our goals. In recognition of the challenging economic climate within which higher education institutions operate, the actions are divided into two groups. Priority actions are those which, in a challenging economic climate, we will prioritize to implement over others. These are identified as potentially having the most impact on achieving the associated goal, involve many aspects of the university and/or could have a positive impact on graduation. Supporting actions are other important actions related to the goal that should be progressed as resources allow. The numbering of the goals and actions is for identification purposes only - they do not indicate a preferential order.

Goal 1: Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives

We will prepare students to contribute positively to their communities and a globally competitive workforce. We will instill an entrepreneurial confidence in students by fostering their ability to think critically, develop ideas, and act on those ideas. We will develop and support student scholars throughout their university careers, from admissions to graduation.

Priority actions

1.1 Create and sustain a culture of mentorship among faculty and students that fosters meaningful discussion about degree completion, career options and/or graduate and professional schools. This culture includes traditional advising as well as independent study, research, internships and continued dialogue beyond the classroom.

1.2 Provide every student with an applied learning experience through, but not limited to, increased internships and practica with local businesses/agencies, greater student involvement in faculty research, and artistic and creative endeavors.

1.3 Develop an overview of academic and conduct expectations and provide these to all students to emphasize what they will need to do to get the most from their university experience.

1.4 Identify students who would benefit from academic support, particularly early in each semester, and provide targeted services to help them succeed.

Goal 2: Inspire excellence in teaching, research and collaboration

We will promote intellectual and creative freedom in support of excellence in teaching and research. We view teaching and research as complementary scholarship activities which have a significant impact on our students, our university and our broader community. We will foster a culture and organizational structure that value and support innovation in teaching. We will enhance our research infrastructure and administration to better support research scholarship across the broad range of disciplines represented by our faculty. We will promote innovation through interdisciplinary and inter-service collaborations across the university.

Priority actions

2.1 Support and recognize teaching excellence by establishing a program that is responsible for promoting the development and sharing of innovative teaching and mentoring practices.

2.2 Support excellence in research by working with key stakeholders to generate and implement a strategic plan that addresses research space, faculty mentorship, the balance of teaching and research, instructional-research positions, incentives, grant-writing support, and other infrastructure required to increase extramural funding and research productivity.

2.3 Review and implement changes to the faculty tenure, promotion, post-tenure review and contract renewal policies/practices, and lecturer and instructor contract renewal processes, to fully support this goal and the strategic plan in areas of student advising and mentoring, and more comprehensive measures of teaching quality, teaching effectiveness and academic rigor.
Supporting actions

2.4 Integrate teaching and research to engage students in collaborations with faculty and infuse research into the classroom.
2.5 Forge interdisciplinary and inter-service collaborations that benefit community and student need.

Goal 3: Foster a vibrant and sustainable environment within which to study, work and live

We will work to ensure that our facilities and infrastructure meet the developing needs of our residential, commuter, and distance learning students as well as our employees. Our aim is to develop an attractive and sustainable physical, technical, and organizational infrastructure that engenders a greater sense of pride in UH Hilo as a vibrant and welcoming institution of higher education.

Priority actions

3.1 Meet current and projected housing needs by identifying funds for and developing more student housing, and converting existing on-campus residence halls into a freshman village that would enhance the freshman-sophomore experience.

3.2 Upgrade the university’s technology infrastructure including computer laboratories and classrooms, wireless broadband across all areas of the campus, and new technologies to better support student learning, teaching effectiveness, and research.

Supporting actions

3.3 Create more gathering places and identify a clear piko center of the university to hold and promote social, cultural, educational, artistic, and recreational activities that engage our students, faculty and staff and welcome our alumni and broader community onto campus.

3.4 Demonstrate pride and identity in UH Hilo’s grounds and surroundings by prioritizing maintenance and upgrades of existing buildings and student housing, landscaping and allocating names to university buildings that reflect the natural or cultural environment of Hawai‘i, and improving signage in and around campus.

3.5 Enhance core facilities by providing more hours in essential university services, especially the library, to meet student needs, and by working with the food service provider(s) to broaden dining options by actively seeking and responding to student, faculty, and staff feedback.

3.6 Demonstrate responsible stewardship for Hawai‘i’s precious natural resources by developing an environmental sustainability plan to exhibit leadership in recycling, sustainable resource use, food production, “green” building design, and use of renewable energy sources on campus.

Goal 4: Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i

We value diversity as central to our mission and essential for effective participation in an increasingly global society. We seek to cultivate an inclusive community of people with varied characteristics, ideas, cultures, and world-views where our students, faculty, and staff celebrate difference and respect tradition. We especially embrace our responsibilities to the indigenous people of Hawai‘i. We root our identity in this indigenous heritage and reflect the rich mix of Native Hawaiian, Asia-Pacific, local, national, and international cultures that embody the diversity of Hawai‘i. We will foster cross-cultural awareness to promote an intellectual and social environment that challenges all of us to learn and grow.

Priority actions

4.1 Provide all students with a foundational understanding of, and encourage faculty and staff to learn about, the unique heritage of Hawai‘i and its development from an indigenous base known for its history of embracing diversity.

4.2 Promote multicultural fluency through learning, training, research, and exchange opportunities for students, faculty and staff to develop awareness and knowledge of self and of others, and skills for effective interaction, communication, leadership, and organizational change.
4.3 Implement a comprehensive plan to cultivate, sustain and reflect diversity in the academic and social activities of UH Hilo. Ensure UH Hilo addresses the unique responsibilities of the state to students of Native Hawaiian ancestry.

Supporting actions

4.4 Support continued revitalization of the Hawaiian language and UH Hilo's position of international leadership in language and culture revitalization by structuring an education incubator for the development of ideas, practices, and qualifications relating to Hawaiian and indigenous language and culture to serve our distinctive campus, our bilingual state, and other indigenous communities.

4.5 Improve higher education access, outreach and support for non-traditional and underserved populations through, but not limited to, select, high-quality distance learning programs island-wide and beyond, increased financial aid, and establishment of child-care facilities on campus.

Goal 5: Strengthen UH Hilo's impact on the community, Island and state of Hawai'i through responsive higher education, community partnerships, and knowledge and technology transfer

We will expand upon our existing partnerships with other education providers on Hawai'i Island and within the UH system to help prepare students for higher education and offer programs that address critical workforce needs. We will also seek to formalize and elevate our role as a significant economic and knowledge resource for the Island by collaborating with public and private agencies to promote knowledge and technology transfer.

Priority action

5.1 Strengthen the P-20 education pipeline of Hawai'i Island by working in partnership with the Department of Education, local public and private schools, and Hawai'i Community College to help create a more seamless and integrated education experience for all students from preschool through higher education that facilitates UH Hilo degree completion.

Supporting actions

5.2 Work with the UH system and community partners to systematically assess and respond to community workforce needs to inform program improvement and development.

5.3 Collaborate with local government and private investors to spark the development of a vibrant college town serving the institution, Hilo, and the broader Hawai'i Island community.

5.4 Support ongoing efforts in knowledge and technology transfer through collaborations with the University Park of Science and Technology, state, national and international agencies, businesses, natural resource-based enterprises, and other community groups to advance research applications, intellectual property, and entrepreneurship.

5.5 Enhance our scholarship and partnerships with the community to responsibly preserve, protect and sustain natural and cultural resources, especially Mauna Kea.

5.6 Work in partnership with other universities and colleges to identify and deliver joint program ventures and/or activities that could benefit Hawai'i Island and state.

5.7 Improve tracking of and engagement with UH Hilo alumni to keep better records of graduate success and to foster lifelong connections to their alma mater as well as new generations of students.

Goal 6: Facilitate organizational excellence through continuous innovation, responsible resource development, and effective communication

We will work to improve our planning, financial and human resource management, and accountability, demonstrating our commitment to the state of Hawai'i. We will ensure that our employees experience a collegial and enjoyable working environment that is exemplified by effective communication, clear processes and procedures.

Priority actions

6.1 Improve internal communication and collaboration within and across units, and among the administration and faculty and staff, to foster greater trust and a culture of collegiality across the university.
6.2 Streamline, clarify and document administrative procedures, particularly related to the submission and administration of grants, fiscal management, and human resources, to facilitate an effective and efficient collaborative working environment.

6.3 Improve fiscal transparency and accountability by identifying budgeting priorities that support the strategic plan, clarifying the roles and responsibilities of those involved in decision-making processes, and regularly reporting on the university’s overall financial situation and itemized allocations.

6.4 Provide an improved new employee orientation, foster professional development opportunities and programs focused on continuous learning and improvement, and recognize and reward significant faculty and staff contributions to the university’s mission.

Supporting actions

6.5 Enhance our visibility by investing in varied and effective strategic marketing and promotion activities that showcase UH Hilo, attract local, national and international students, and highlight the university’s positive impact on Hawai‘i Island, the state and beyond.

6.6 Build financial strength and complement state funding by actively pursuing and developing private investment and innovative revenue-generating strategies that support the goals of the strategic plan.

6.7 Develop and sustain a culture of continuous assessment and planning that will enable the university to track its progress and respond quickly and flexibly to changes in the internal or external environment.

Implementation, Monitoring and Review of the Strategic Plan

UH Hilo is committed to the coordinated implementation of this strategic plan so that its goals can be realized and progress monitored regularly*. We consider this strategic plan as a guide that will be used to inform decision making, resource allocation and unit planning. We will consistently and systematically review the strategic plan in consultation with the campus and broader community, starting with a mid-term review in 2013, to ensure it remains responsive to changes in the internal and external operating environment.

*Progress indicators, along with broader implementation processes and structures, will be developed during 2011 in collaboration with university units and governance bodies, and will form a companion document to this plan.

Members of the 2010-11 Strategic Planning Committee

| Thora Abarca | Barry Mark |
| Kainoa Ariola | Siân Millard (Strategic Planning Coordinator, non-voting member) |
| Kelly Burke (Chair) | Tracey Niimi (alternate student member) |
| James Cromwell | Karen Pellegrin |
| Dee Drozario | Marcia Sakai |
| Mazen Hamad | Elizabeth Stacy |
| Maria Haws | William H Wilson |
| Jackie Johnson | Harry Yada |
| Gail Makuakane-Lundin | Errol Yudko |
SERVING THE STATE OF HAWAI'I

University of Hawai'i System
Strategic Outcomes and
Performance Measures, 2008–2015

Office of the Vice President for
Academic Planning & Policy
May 2008
Introduction

In June 2002, the Board of Regents adopted the University of Hawai‘i System Strategic Plan: Entering the University’s Second Century, 2002–2010. The vision set forth in our plan was predicated on the Native Hawaiian practice of sharing diverse, but finite, resources for the benefit of all and grounded in a unifying mission, an overarching commitment to a culture of excellence and performance, and a set of principles intended to guide the evolution and transformation of the system. Our plan was developed with wide participation of constituencies throughout the University.

During the 2007–08 academic year, the University community and its public revisited the strategic plan. Participants broadly affirmed our strategic goals and the values underlying our goals. They recommended we better differentiate system and campus roles, and establish clear and measurable outcomes to assess performance and progress. Participants agreed that articulating our plan in terms of the higher education needs of the state adds a valued dimension and reaffirms our University’s commitment to serving the state. Based on these recommendations, the University developed this companion piece to our plan which assigns strategic outcomes and performance measures to be accomplished by 2015. This update will guide the future priorities of the University and inform our budget planning process for the next three biennia.

Performance measures assigned to each strategic outcome demonstrate our willingness to be held accountable and enable us to effectively assess our progress. The goals we have set for 2015 are stretch goals, and challenge us to reinvent ourselves. We use quantitative measures to provide evidence of our efforts, but acknowledge that many of our core values—academic rigor and excellence, integrity and service, aloha and respect—while not addressed here, are central to our mission.

Our commitment to increasing the educational capital of Hawai‘i aligns with the Hawai‘i P-20 Council goal of 55 percent of Hawai‘i’s working age population possessing a college degree by the year 2025 and reflects a coordinated vision of our state’s future. The P-20 Council, comprised of leaders in education, business, government, labor, and community, share our belief that all of Hawai‘i’s residents deserve a high quality education. As the state’s sole public institution of postsecondary education in Hawai‘i, we will strive to do our part to reach the 55 percent goal. The University of Hawai‘i is committed to improving the social, economic, and environmental well-being of current and future Hawai‘i generations.
Native Hawaiian
Educational Attainment

To position the University of Hawai‘i as one of the
world’s foremost indigenous-serving universities
by supporting the access and success of Native Hawaiians.

Degree Attainment of Native Hawaiians at UH
GOAL: INCREASE 6–9% PER YEAR

 Fiscal Year

1997 98 99 00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 2015

Undergraduate  Graduate

Note: Goals based on percentage increases every two years (FY09–FY10 = 6%; FY11–FY12 = 7%; FY13–FY14 = 8%; FY15 = 9%).
Source: UH Institutional Research Office for historical data

Hawai‘i’s Educational Capital

To increase the educational capital of the state
by increasing the participation and completion of
students, particularly Native Hawaiians, low-income
students, and those from underserved regions.

UH Degrees & Certificates of Achievement Earned
GOAL: INCREASE 3–6% PER YEAR

 Fiscal Year

1997 98 99 00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 2015

Note: Goals based on percentage increases every two years (FY09–FY10 = 3%; FY11–FY12 = 4%; FY13–FY14 = 5%; FY15 = 6%).
Source: UH Institutional Research Office for historical data
Hawai‘i’s Educational Capital
(continued)

UH Disbursement of Pell Grants
GOAL: INCREASE 5% PER YEAR

Notes: The Federal Pell Grant program provides need-based grants to low-income, first-time undergraduate students or students enrolled in certain post-baccalaureate programs that lead to teacher certification or licensure. The maximum award for the 2008-09 award year (July 1, 2008 to June 30, 2009) is $4,731.
AYO10 figures are estimated. Average amount awarded: AYO10, $2,447, AYO10, $2,480, AYO10, $2,437, AYO10, $2,477, AYO10, $2,613.
Source: UH Office of Student Affairs for historical data

Going Rates of Public and Private High Schools
to UH System Campuses
GOAL: INCREASE 3% PER YEAR

Note: The going rate is the percentage of Hawaii high school graduates entering the University of Hawaii without delay upon graduation from high school.
Source: UH Institutional Research Office for historical data

Going Rates by Geographic Area
Fall 2007

Central O‘ahu
East O‘ahu
Kona
West O‘ahu
Maui
North Shore
Windward
West Hawai‘i
"1-Year" 0 5 10 15 20 25 30 35 40 45 50 55
"4-Year" 0
**Economic Contribution**

To contribute to the state’s economy and provide a solid return on its investment in higher education through research and training.

**UH Extramural Fund Support**

GOAL: INCREASE 3% PER YEAR

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Research</th>
<th>Other Contracts &amp; Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>161</td>
<td>140</td>
</tr>
<tr>
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<tr>
<td>2007</td>
<td>404</td>
<td>417</td>
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</tbody>
</table>

**Note:** Other contracts and grants include training, instrumentation, building improvements, conferences, centers, boat operations, art and dance performances, etc.

**Source:** UH Office of Research Services for historical data

**UH Invention Disclosures, Patents, and Licenses**

GOAL: INCREASE 5–15% PER YEAR

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Invention Disclosures</th>
<th>U.S. Patents Issued</th>
<th>License/Option Agreements</th>
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<td>2005</td>
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<td>19</td>
<td>18</td>
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</tbody>
</table>

**Note:** Goals: Invention disclosures received = increase 5% per year, U.S. patents issued = increase 10% per year, license/option agreements executed = increase 15% per year.

**Source:** UH Office of Technology Transfer and Economic Development for historical data
Globally Competitive Workforce

To address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment.

UH Degrees in STEM Fields

GOAL: INCREASE 3% PER YEAR

Note: STEM (Science, Technology, Engineering, and Math) fields defined by Classification Codes and Occupations, 2002–03 (Table 19), GAO-06-114 Federal STEM Education Programs, October 2005.
Source: UH Institutional Research Office for historical data

Projected Annual Vacancies in Shortage Areas Statewide, 2006–17 and Total UH Output, 2006–07

GOAL: INCREASE 5% PER YEAR

Source: Economic Modeling Specialist Inc (EMSI), April 2007 for projected vacancies
UH Institutional Research Office for UH Output (FY 2006–07)
Resources and Stewardship

To acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources for a sustainable future.

Annual Investment Required to Decrease Deferred Maintenance Backlog to $126 Million by 2015

Note: Figures represent 2008 dollars.

UH Funding Sources
GOAL: INCREASE NON-STATE REVENUE STREAMS 3–15% PER YEAR

Notes: Revenue goals: Federal increase 3% per year; Tuition & Fees 5–15% per year; Sales/Services 5% per year; Private Giving (UHP) increase to $50m by 2015. Sales/Services = Sales and services of educational activities and auxiliary enterprises; and all items of revenue not covered elsewhere.
Source: UH General Accounting and Loan Collection Office for historical data
For more information:

University of Hawai‘i System Strategic Plan 2002–2010:
www.hawaii.edu/ovppl/stratplansys.html
Strategic Plan Update main page:
www.hawaii.edu/ovppl/uhplan/

Office of the Vice President for
Academic Planning & Policy
University of Hawai‘i System
(808) 956-7075
appp@hawaii.edu

UNIVERSITY OF HAWAII
An equal opportunity/affirmative action institution
www.hawaii.edu
September 9, 2011

To: Marilyn Brown  
Director of Women’s Studies  
University of Hawai‘i at Hilo

From: Meda Chesney-Lind  
Director of Women’s Studies  
University of Hawai‘i at Mānoa

Re: ATP for Gender and Women’s Studies

The Women’s Studies Program at the University of Hawai‘i at Mānoa welcomes the news that your campus is proposing a new major and minor in Gender and Women’s Studies. We acknowledge the long-standing success of the UHH’s Women’s Studies Certificate program, the strengths among its associated faculty, and research on your campus that emphasizes gender as an organizing principle of social life.

We are confident that the new Program in Gender and Women’s Studies at UHH fills an important student need at your campus. Moreover, the leadership and resources of the new Program will help build the capacity of Hawai‘i Island to address many of the pertinent social, cultural, and justice issues upon which gendered power dynamics are inscribed. The interdisciplinary nature of your program will, like our own, help create varied experiences for your students including opportunities in research, social advocacy, and mentoring. Students with these experiences and an understanding of the centrality of gender in all micro- and macro-level contexts will be strong candidates for employment, graduate studies, and community leadership roles. We anticipate that your program will help raise the profile of this discipline in the State and complement the Women’s Studies Program at UH Mānoa.

I look forward to building on our history of collaboration and engaging in a continuing dialog about the future of the discipline, research, and social advocacy in Hawai‘i.

cc: Reed Dasenbrock, VCAA, University of Hawai‘i at Mānoa  
Kenith Simmons, VCAA, University of Hawai‘i at Hilo
September 9, 2011

Marilyn Brown, Ph.D.
Director of Women’s Studies
University of Hawai‘i at Hilo
200 W. Kawili Street, UCB 346
Hilo, Hi 96720

Dear Dr. Brown:

It is with great excitement and anticipation that I submit this letter of support to you and the Advisory Committee of Women’s Studies in the College of Arts and Sciences. Although great strides have been made towards gender equity and parity, much more still needs to be done. Systemic and long-lasting change takes place primarily when there is an institutionalizing of a social consciousness towards gender equity. When accredited educational institutions such as yours establish comprehensive programs that investigate, reveal, and methodically advocate for workplace equity—irrespective of gender, race, age and religion—communities and local economies prosper!

Only a few short years ago, too many female job candidates would automatically respond to career counselors by saying, “I’ll do any clerical job.” From high school dropouts to college graduates, these responses represented at least a subliminal societal norm that these are the occupations most suited for women. Whereas it is encouraging to no longer hear those patented auto responses, “glass ceilings” and conscious or subconscious discrimination exist in the workplace today.

This proposed program will undoubtedly be a great step towards encouraging our future and present work force (your students), enlightening and educating work places, and empowering communities that we need to live by the adage: Equal work for equal pay!

Thank you for proactively strengthening gender equity and, consequently, investing wisely in our human capital for Hawai‘i Island. Please do not hesitate to contact me at Blayne.S.Hanagami@hawaii.gov or call me at (808) 981-2875 if you need additional information.

Sincerely,

Blayne Hanagami,
Hawaii Branch Manager
September 9, 2011

Marilyn Brown, Ph.D.
Director Women’s Studies
University of Hawai‘i at Hilo
200 W. Kawili St.
Hilo, HI 96720

Dear Dr. Brown:

I support your efforts to seek a new degree program in Gender and Women’s Studies. In our past projects studying women offenders, children of incarcerated parents, and, most recently, Big Island Drug Court, it is clear that there are gender differences that have been demonstrated in the criminal justice response to criminal offenders. Our desire is to enhance our community’s understanding and capacity to respond to the unique dynamics of gender in education, the workforce and the institutional programs involving the courts, especially in the psycho-social dynamics that lead to victimization and criminal behaviors.

The proposed program can help build the workforce and human capital in this community to develop the appropriate responses to gender specific dynamics in the interdisciplinary fields of social sciences, humanities, administration of justice and law, political science, psychology, and business.

Feel free to use me as a strong supporter of this new program in Gender and Women’s Studies. I can provide more details on the reasons that we need the combination of interdisciplinary teaching approach to this complex topic along with research to evaluate the theories and practices to assist the workplace practices, especially in the criminal justice systems.

Mahalo for pursuing this important program.

Very truly yours,

[Signature]

CHARLENE Y. IBOSHI
Prosecuting Attorney

Hawaii County is an Equal Opportunity Provider and Employer
October 14, 2011

Marilyn Brown
Director of Women's Studies
University of Hawai‘i at Hilo
200 W. Kawili St., UCB 346
Hilo, HI

Re: Gender and Women’s Studies

To Whom it May Concern:

As the Director of the Hawaii Island Programs, I welcome the innovative strategies of bringing increasingly valuable undergraduate and graduate programs to the County of Hawaii. As a Social Worker, Clinician and Administrator, I very much support the idea of educating the next generation of social services providers from many aspects.

As our mission is to “Strengthening Families and Fostering the Healthy Development of Children,” we are aware of the importance of understanding the gendered power relations in families and the effects on children. In our Domestic Abuse, Sexual Abuse and Crisis Response programs, we very deeply understand that staff must be very well trained in Gender and Women’s Studies.

In addition, this is an excellent opportunity to provide a career path for talented and goal-oriented students who can continue with graduate programs such as MSW and Psychology. As a very supportive practicum placement organization and a strong supporter of providing education locally, I very much would like to support a new undergraduate program that focuses on Gender and Women’s Studies.

Respectfully,

Heidemarie Koop, LCSW
Director of Hawaii Island Programs
Child and Family Service

Our Mission: Strengthening Families and Fostering the Healthy Development of Children
October 19, 2011

Marilyn Brown, Ph.D.
Director of Women’s Studies
University of Hawai‘i at Hilo
200 W. Kawili St., UCB 346
Hilo, HI 96720

Dear Professor Brown:

This letter is to render support for a new program titled Gender and Women’s Studies for the College of Arts and Sciences at the University of Hawai‘i at Hilo.

As you may be aware, the County of Hawai‘i recruits for many professional positions some of which are in upper and mid-management, law enforcement, and victim/witness counseling with our Prosecuting Attorney’s Office. Persons with a Bachelor’s Degree in Gender and Women's Studies would have an excellent background for these positions and would most likely bring knowledge and skills essential to successful performance of the required duties.

We most certainly would welcome this new program in our community as it creates more opportunities for workforce development. It can also be used to qualify persons for many jobs in management, human services, law enforcement, and counseling positions not only in government but in the private sector as well.

Our best wishes are extended to you and your staff as you endeavor to launch this new program. Please call me at (808) 961-8361 or e-mail me at gcabanas@co.hawaii.hi.us if I can be of further assistance.

Sincerely,

Gabriella M. Cabanas
Human Resources Manager II

Hawai‘i County is an Equal Opportunity Provider and Employer.