

School of Pacific & Asian Studies



Considering Reorganization

Why Reorganization is Being Considered

- The College of Arts and Sciences is currently being examined for possible reorganization
- A decision on that process will be made at the end of the fall 2007 semester
- It calls for renewed focus on a liberal arts education, undergraduate and graduate retention rates, increased trans/interdisciplinary research and teaching
- SPAS is tangential to the discussions, as it sits outside of Arts and Sciences; this may be an opportunity, however, to improve upon SPAS organization and components

Reasons to Consider Reorganization

- Departure of Hawaiian Studies has created an opportunity to look at the resulting organization to see how it may be improved
- Opportunity to refine our mission and develop an administrative structure that best fits the way that mission is accomplished
- Opportunity to enhance the interdisciplinary nature of SPAS



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- Joining Asian and Indo-Pacific languages/literatures would mutually strengthen the programs
- Complements/strengthens other programs that already tend to be interdisciplinary in nature (e.g., EALL)
- To avoid confusion between languages and area studies, a new model will streamline service to students

Reasons *Not* to Consider Reorganization



- Mergers have not necessarily been proven to work, at least not at UHM
- Small units aren't necessarily bad, and may actually be more efficient
- Conversely, a larger school may be unwieldy



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- Resulting disparities in such areas as faculty research support, salaries, teaching loads, and goals for hiring new faculty
- Interdisciplinary approach of Pacific and Asian Studies may be lost in competing foci
- Loss of branding as a Pacific and Asia strength

Questions Guiding the Process

- Does it increase efficiency of operation without sacrificing quality?
- Does reorganization improve services to students, faculty and staff?
- Does it focus on undergraduate students as well as graduate students?
- Does it enhance the research mission?



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- Does it improve the public image of the school and the university?
- Does it provide a stronger identity though it disposes of an older, better known identity?
- Does it create new opportunities for students, faculty and staff in research, collaborations, resources, etc.?



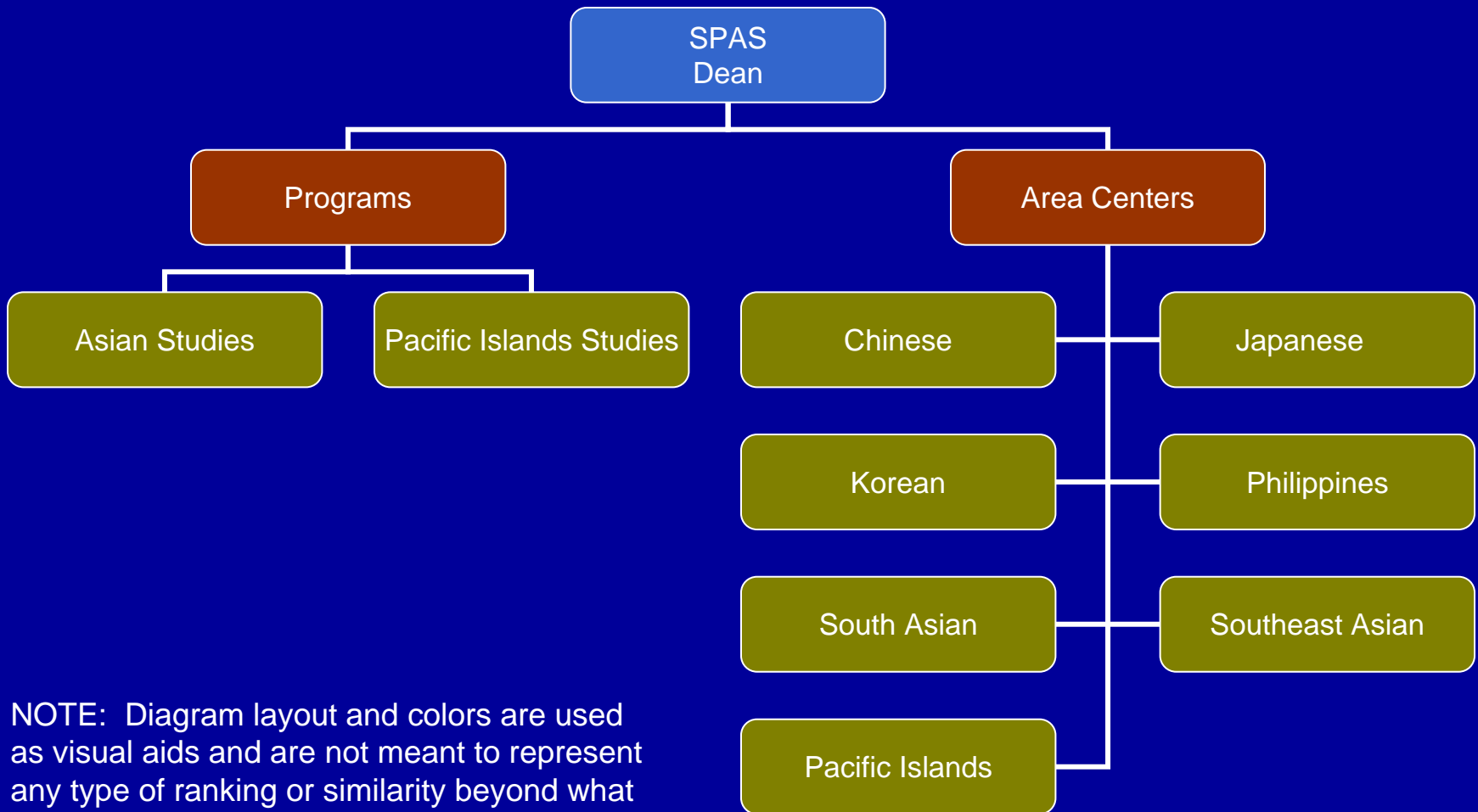
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- Does it improve the programs that are included?
- What will the measure of a successful reorganization be?



Current Organization

SPAS



NOTE: Diagram layout and colors are used as visual aids and are not meant to represent any type of ranking or similarity beyond what is already defined.

SPAS: What Works?

- Pacific Islands Studies and Asian Studies have excellent reputations and have graduated many prominent leaders in Asia, the Pacific and the rest of the world
- Specifically serves areas for which the university is known and around which the strategic plan is crafted
- Relative autonomy helps in raising more funds and providing flexibility in their use

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- Area Centers are well-established nationally, recognized through Title VI National Resource Center grants, with Pacific Islands being unique among all; would they be jeopardized by a reorganization?
- Title VI grants have totaled over \$9.5 million in eight years (00-07 AY), with \$4.25 million of that distributed as Foreign Language and Areas Studies (FLAS) scholarships benefiting approximately 200 students

Other Units Possibly Included in a New Model

International Programs

International
Programs
Asst Vice
Chancellor

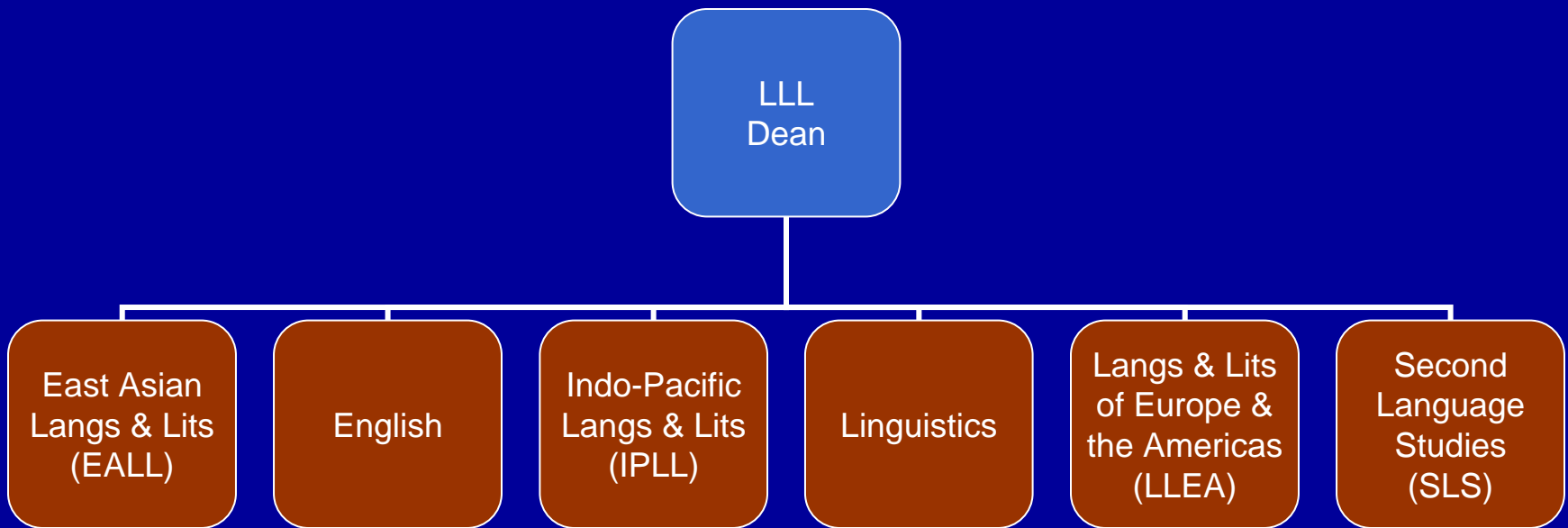
Study Abroad

Intl Student
Services

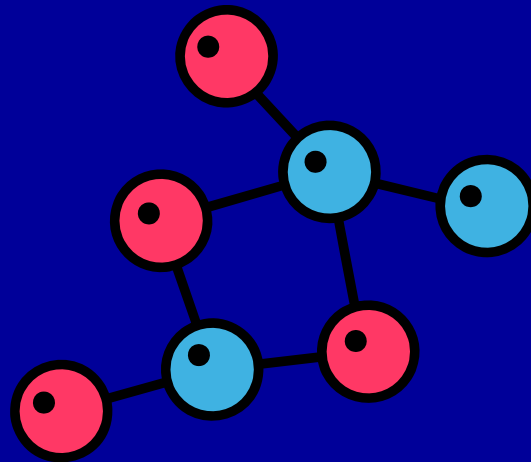
Faculty & Scholar
Immigration
Services

Exchanges

College of Languages, Linguistics and Literatures



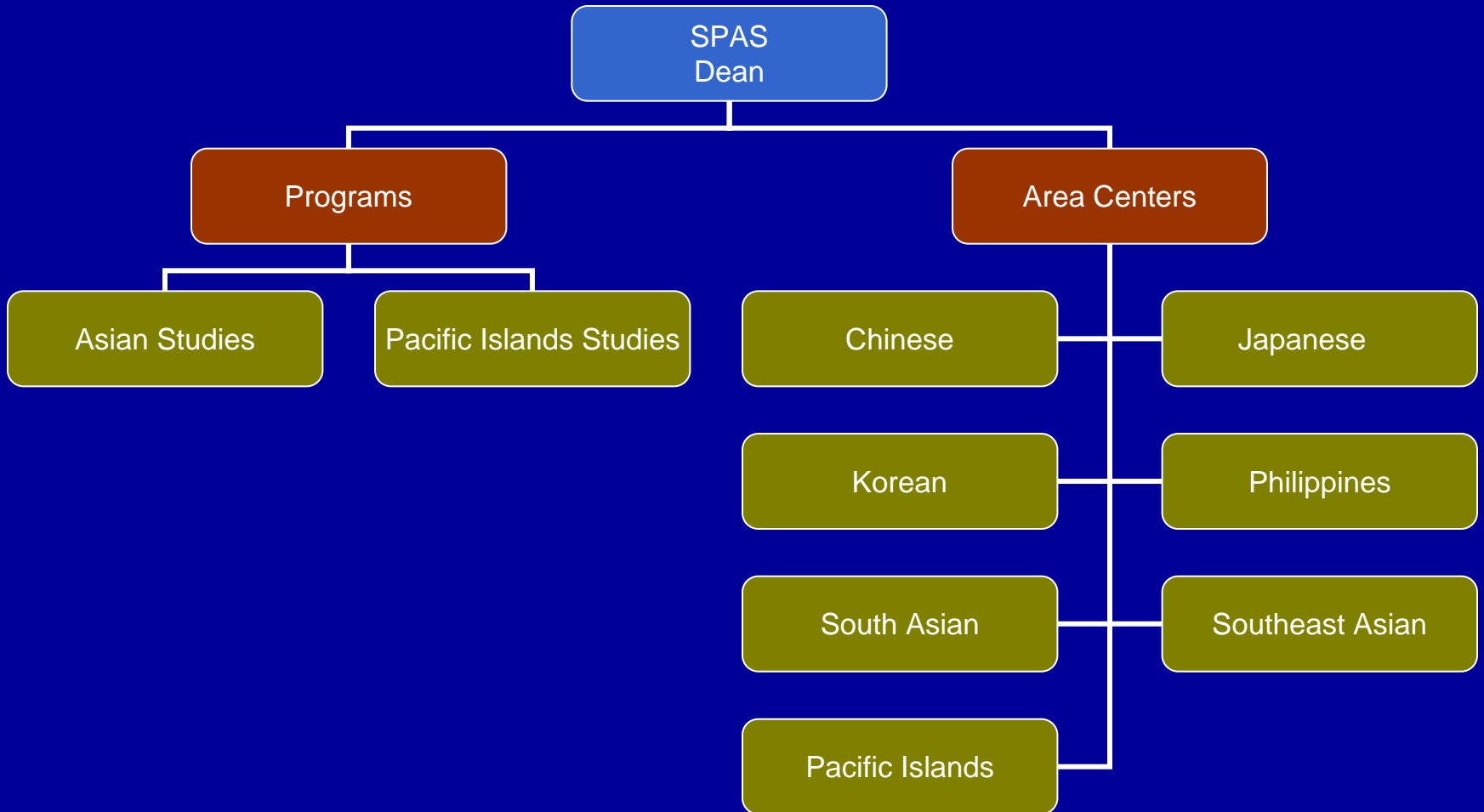
Models



Possible Models

- Model 1: No change
- Model 2: Languages repositioned within SPAS
- Model 3: Form School of International Studies with SPAS programs, Languages, and Second Language Studies.
- Model 4: SPAS would reposition under the Assistant Vice Chancellor for International Programs
- Model 5: SPAS repositioned under College of LLL
- Model 6: Reposition SPAS in Arts and Sciences to be an area-theme option for students

Model 1: No Change



Model 2: Languages under SPAS

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graph TD; A[SPAS Dean] --- B[Area Studies]; A --- C[Asian and Pacific Languages]
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SPAS
Dean

Area Studies

Asian and Pacific
Languages

Model 2: Advantages & Disadvantages

- Advantage
 - Concentration of personnel and resources complementary within same school
 - Linking area and language studies is an advantage in applying for federal funding
- Disadvantage
 - Work hours and pedagogical issues; tenure criteria

Model 3: School of Intl Stds

International
Studies
Dean

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graph TD; A[International Studies Dean] --- B[Area Centers]; A --- C[Pacific Islands and Asian Studies Programs]; A --- D[Asian and Pacific Languages]; A --- E[Second Language Studies];
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Area Centers

Pacific Islands and
Asian Studies
Programs

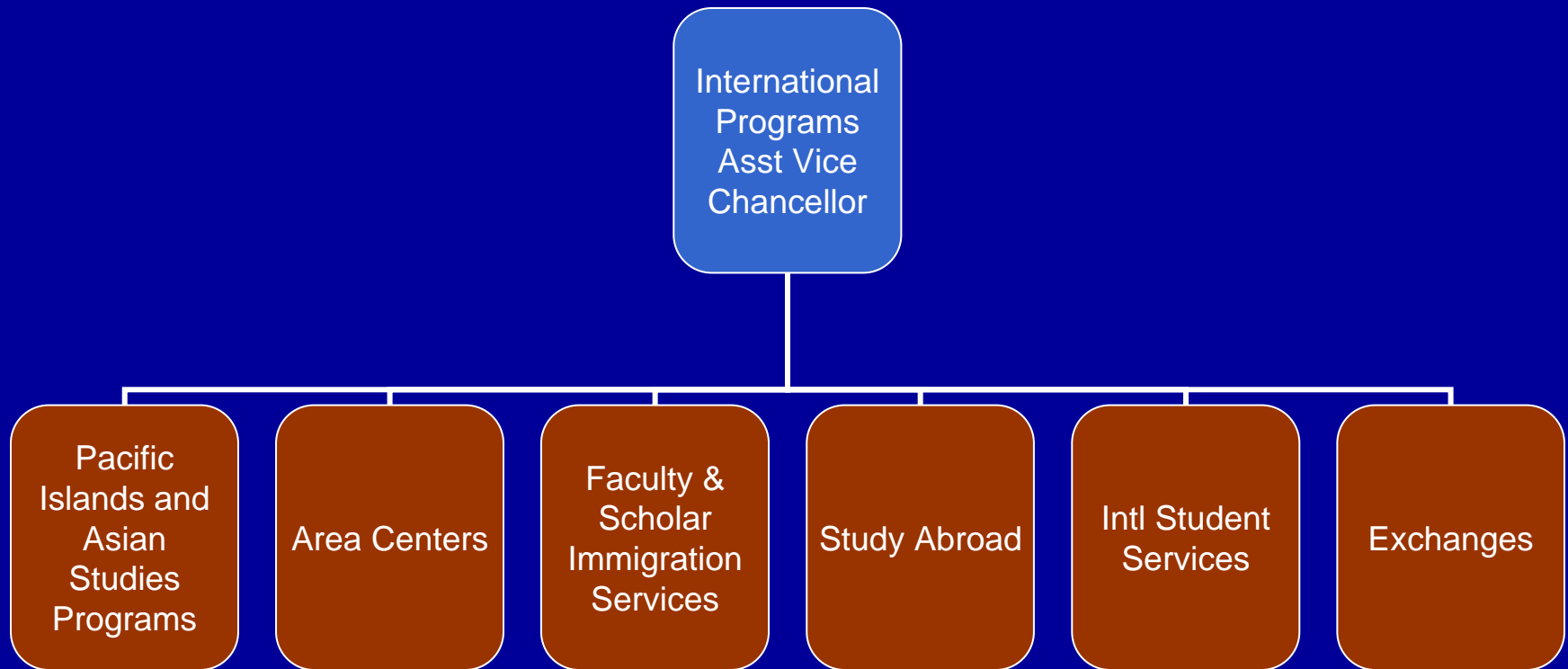
Asian and Pacific
Languages

Second Language
Studies

Model 3: Advantages & Disadvantages

- Advantage
 - Larger critical mass
 - Diverse functions
 - Strong linkage to international programs
- Disadvantage
 - Loss of ASPAC identity

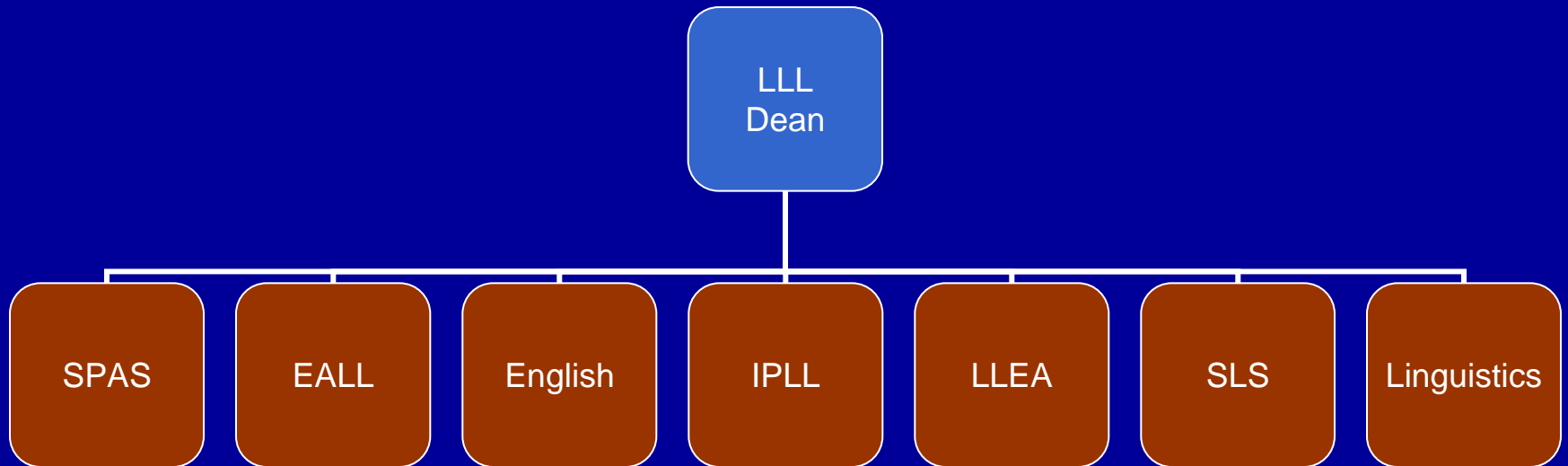
Model 4: SPAS under Intl Progs



Model 4: Advantages & Disadvantages

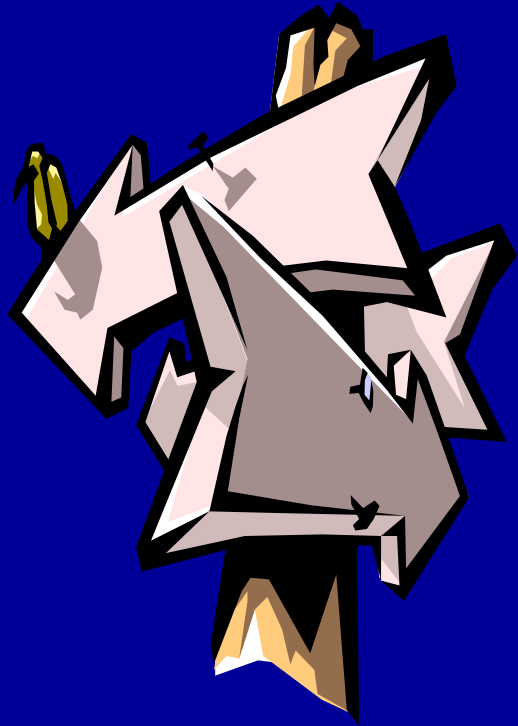
- Advantage
 - Concentration of personnel and resources complementary within same school
 - Strong link to international programs
- Disadvantage
 - current SPAS programs and centers would be marginalized by a larger administrative and service unit
 - Work hours and pedagogical issues; tenure criteria
 - Loss of ASPAC identity

Model 5: SPAS under LLL



Model 5: Advantages & Disadvantages

- Advantage
 - Part of a larger unit
- Disadvantage
 - Has all the disadvantages of the other models



Other Models?

Supporting the Best Model

Model 1: The Best Model

- SPAS is well above the campus average in student retention, graduation rates, and has excellent system of advising; this current structure does not impede progress on these items that are a problem for the campus as a whole.
- Programs and centers regularly partner with language counterparts, as well as with other disciplines across campus, to create the best possible situations for academic programs, student services and research projects

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- The flexibility provided by the current SPAS structure allows for the ease of cross/trans/inter-disciplinary work
- The combining of area studies and languages administratively may provide a problem. The current merger of Hawaiian Studies and Language should be observed closely, as there are many issues that have emerged that may affect future efforts to combine area studies and languages.

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- SPAS is the recognized heart of the university's Pacific-Asia strength and serves as a focal point.
- SPAS structure and flexibility allow it to serve as the locus for the dynamic collaboration of the Pacific-Asia strengths found across campus in all the professional schools, colleges and programs
- In the Pacific-Asia region especially, SPAS carries an excellent reputation, and its current branding supports the mission and marketing of the university

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- SPAS can be seen as very large if the amount of faculty, staff and students it works with, teaches, or supports throughout campus is considered; all the area centers have lists of related faculty, associates and affiliates that connect together the campus and local community.

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- Linking SPAS to service units may dilute the academic integrity of Pacific and Asian Studies
- In other models, there may be inequities in teacher workload, flexibility and criteria in hiring and tenure, salaries, etc.

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- SPAS works closely with and connects local and international communities (e.g., Korean Centennial, Filipino Centennial, Urasenke Foundation)
- SPAS expertise, position and networks in the Pacific-Asia region and around the world keep the Mayor and Governor well-connected as they travel and focus their agendas on the region

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- SPAS has academic links with locally-based federal institutions involved in the study of global strategy and security (e.g., East-West Center and Asia-Pacific Center for Security Studies)
- SPAS has consistently loaned out several positions as a way of seeding faculty in different departments (e.g., political science, art, history)

Final Thoughts

- Where do the problems really lie?
- Is focusing on reorganization really the solution?
- There is communication gap between units across campus; reorganization is often the one way to which administrations look for bridging the gaps
- Habit by leaders to judge the university by administrative structures popular on the mainland
- What works best for the Pacific-Asia context?

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- Are there better ways to coordinate and relate what we have as a university?
- Reorganization should at least provide more attention to and improvement in personnel and space and other immediate issues of infrastructure without altering the fundamental character and focus of the programs and centers
- SPAS is small now, but has a lot of room to grow; however, the current constraints on resources do not allow for such an expansion

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- How do the various models for reorganization affect resource access?
- Being that resources (e.g., positions, space, financial aid for graduate students, funds for initiatives and special projects, etc.) are more of a focus for SPAS than (re)organization, which model would provide more resources than it currently has?
- What does reorganization have to do with resources and resource allocation?

End Presentation

School of Pacific and Asian Studies

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