

FINAL REPORT

**REVIEW OF THE COLLEGE OF LANGUAGES, LINGUISTICS, AND
LITERATURE**

UNIVERSITY OF HAWAI'I AT MĀNOA

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Introduction

This report has been written at the request of Dr. Reed Dasenbrock, Vice Chancellor for Academic Affairs [VCAA] at the University of Hawai'i at Mānoa and constitutes a full program review coordinated by Vice Chancellor's Office. The last program review of the College of Language, Linguistics, and Literature was carried out in 2007.

The four team members have complementary specializations which together cover much of the breadth of the College. The team was provided with extensive documentation in advance of the visit, including the Dean's executive report, self-studies by each of the six academic departments within the College, materials from the previous program reviews, student surveys, and extensive quantitative data on a wide range of measures. The team held several conference calls with relevant UH staff members and Dean Bley-Vroman during the summer and early fall of 2013. The campus visit was held October 21st to 23rd. At that time, the team met with a wide range of College constituents (including Chairs, LLL faculty, students, staff, senior administrators, assessment specialists, faculty with interdisciplinary connections to the College, and advisors) and toured College facilities. Each team member was assigned the primary responsibility for one or two departments and served as the primary author drafting each report (Bailey, SLS; Genetti, Linguistics; Lerer, English and LLEA; Shapiro, EALL and IPLL). The report is jointly produced and reflects the work, observations, and opinions of the committee as a whole.

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College Overview

The College of Languages, Linguistics and Literatures has strong thematic cohesion around the College theme, “the power of the word.” The College contains six departments, all of which place language at the center of their research and teaching missions:

1. Department of East Asian Languages and Literatures (EALL);
2. Department of English;
3. Department of Indo-Pacific Languages and Literatures (IPLL);
4. Department of Languages and Literatures of Europe and the Americas (LLEA);
5. Department of Linguistics; and
6. Department of Second Language Studies.

The College has international-grade expertise in applied linguistics and offers a remarkable breadth of language courses, including languages from across Europe, the Pacific region, and Asia. Especially notable is the number of less-commonly taught languages of the Pacific and Asia; indeed this is the only campus in the world to offer instructional programs in some of these languages. Of course, the language departments do not only teach language per se, but extend their curricula to encompass the associated literatures and cultures, and the histories of these regions. Paired with this extensive coverage of languages, literatures and cultures are internationally recognized departments of linguistics and second-language studies. The College’s Asia-Pacific focus capitalizes on its cultural and geographical advantages so as to create an integrated profile that is appropriate to and in accord with the UH’s overall educational mission.

In addition to the six departments, the College has responsibility for a number of Centers, including the National Foreign Language Resource Center and the Korean Language Flagship Center, both internationally recognized for their excellence. There is also an extensive set of computer labs with designated functions. These Centers and labs serve not only to support the teaching and research missions of the units, but also as points of interaction that weave the six departments together into a cohesive community. However, not all parts of all departments are equally vested in these structures, and there are some areas of the college that remain insular. This issue will be discussed more fully below.

One of the hallmarks of the Mānoa campus is its strength in indigenous scholarship. Although the Hawaiian language program has moved into the

Hawaiʻinuiakea School of Hawaiian Knowledge, other indigenous languages are taught within IPLL. In addition, a major research focus of the Department of Linguistics is the documentation of endangered languages and indigenous knowledge systems, especially within the Pacific. This area is ripe for further development; a recent initiative on biocultural diversity is a significant step in this direction.

The mission of the College aligns closely with the campus' strategic plan and directly furthers the goals outlined there. The Dean presents his work from the perspective of Hawaiian *kuleana*, or areas of responsibility; the visiting review team saw these as the six pillars of the College:

1. Kuleana to provide undergraduate liberal education (provision of general education courses and broadening students' understanding of the world and society);
2. Kuleana to serve as a source of expertise for the university and community (sharing expertise in ways that advance university members beyond College boundaries);
3. Kuleana to provide high-quality majors (provision of high quality programs accessible to students that allow them to complete degrees within appropriate timelines);
4. Kuleana to educate advanced scholars in our fields (through graduate study);
5. Kuleana to expand human knowledge itself (advancing research and pushing the frontiers of knowledge).
6. Kuleana to serve society, especially to the State of Hawaii and the local community, as well as the broader public.

These kuleana are realized in numerous ways, as will be evident in the remainder of this report. The outreach to communities beyond the campus boundaries was especially evident. These include courses that service minority communities in Honolulu, public cultural events or lectures, public training in language documentation, and many other laudable activities. The Language Roadmap Initiative is a quite current example of how LLL extends its expertise in service to the State.

Faculty

According to data provided by the office of the VCAA, the LLL faculty includes 143 ladder-rank faculty members, 41 Instructors, and 2 specialist faculty members, as well as an additional core of part-time lecturers. The ladder-rank faculty includes a number of highly distinguished and productive scholars, who have contributed to LLL's national and international reputation as a center of excellence around language research. The College has recently made some very impressive junior hires, scholars who would be in demand at any university in the world. The non-ladder faculty includes Instructors on three-year contracts as well as part-time Lecturers. The ratio between tenure-stream and non-tenure-stream faculty is healthy, when considering the College as a whole, although there are considerable differences in this ratio in different departments. Overall, the faculty is collegial and engaged, helpful to students, and committed to success.

The demographics of the faculty suggest that there will be need for substantial hiring in the College over the next five to ten years. One of the most significant challenges facing the University is the recruitment and retention of faculty members. Although there have been exceptional recent junior hires, there have also been people lost to other universities. The College needs not only to woo faculty to its beautiful campus, but also to provide recruited faculty members with every opportunity to succeed professionally and to thrive personally. The current standard start-up package for an entry-level faculty member in the College is \$10,000, which appears low compared to some or all of the College's benchmark institutions. While we recognize that different faculty members will have different research needs, we recommend that the campus provide funds to the Dean of LLL to double the resources available for start-up, and that packages be enriched accordingly. We understand that a sizable percentage of indirect costs from grants are set aside for start-up funds. Even doubling the Dean's current budget for the entire College would cost less than the start-up funds required for a single faculty member in many of the science fields.

We understand that UH salaries are set by the Union and funded by the Legislature, so they are not under the direct control of the campus-based administrators. We do note that many faculty members experience significant financial stress, that there is insufficient faculty housing, and that the current University loan program does not provide meaningful savings. We exhort campus leaders to continue to exert influence and lobby appropriate agencies on behalf of the faculty. Since the University directly impacts the State in developing

talent for local industries, providing innovations that spin off start-ups and non-profits, educating the populace on the complexity of their multicultural society, training teachers, and improving the health and wellness of the Hawaiian community, ensuring that the University is staffed by top faculty will yield long-term benefits for the economic and social success of the state and region. Achieving this goal will require the provision of competitive packages of faculty support.

The faculty is aware that the context of unionization, budget cuts, and close oversight by the Legislature makes it hard for the University to be nimble in response to opportunities and in addressing challenges. This situation directly impacts morale; members of the College perceive themselves as being hampered, a view expressed in a variety of ways throughout our visit. We understand that there is currently a hiring freeze; however, the Vice Chancellor for Budget, Finance, and Operations was quite hopeful that some restoration of cuts would be forthcoming soon. We recommend that the normal processes of faculty recruitment be restored as soon as feasible, and that the faculty be informed of changes and timelines in faculty hiring as soon as concrete information is available.

Moving to research, teaching, and faculty assessment, it is important to note that there is some unevenness in both the research productivity and the teaching effectiveness of the faculty. While this will be true of any university, our impression is that in this case faculty salaries are not connected to research productivity and quality teaching. As a result, the faculty lacks incentives to bring projects to completion or to put time into teaching improvement. We therefore recommend that the University work with the union that represents the faculty to reinstitute regular merit reviews, and thus incentivize both productive research agendas and the improvement of teaching.

As we understand the current state of affairs, the College and the UH as a whole lack a uniform system of student evaluation of teaching that permits cross-departmental and intra-departmental comparison of teaching effectiveness, although teaching evaluation forms can be devised by individual departments or units. While we agree that effective evaluation of teaching needs to take into consideration many factors, the lack of a consistent system-wide means for compiling data on teaching effectiveness is a weakness that we believe should be addressed. We recommend therefore that the University strengthen the system of student and peer evaluation of teaching in such a way as to facilitate the statistical and cross-departmental comparison of teaching effectiveness.

As mentioned above, many faculty members in the College are significantly engaged with people in other fields around shared topics of interest. Such collaborations allow for the emergence of new ideas that drive research innovation. However, this quality is not evenly distributed across the College. In some departments there is little interaction across faculty members and across faculty sub-groups; this is especially true of some language programs. These isolated “silos” result in lost opportunities for engagement and overall improvement. In order to build bridges across groups, we recommend that the Dean provide programming that promotes conversation and research interaction around themes of common interest and incentivizes faculty participation. The number of possible cross-cutting topics is limitless; examples include immigration, multilingualism, identity, pre-modern literatures, colonialism, computer-aided language learning, language assessment, and issues of race, gender, and nationality. The success of the campus-wide bio-cultural diversity initiative exemplifies the benefits that can arise from broadly based interdisciplinary projects.

As a final point related to the faculty, we note that it is healthy to have regular rotations of department chairs, who bring new ideas and new energy to a department and collectively build its legacy. Our impression is that succession planning in the College can be improved. We recommend that the Dean provide leadership training for appropriate faculty at the Associate Professor level, as these future leaders will ensure the long-term strength of the College.

Graduate Programs

Graduate students are at the core of any research university. They sit at the nexus of the teaching and research missions. They attract the faculty, who thrive on the perennial influx of new energy and new ideas. They significantly contribute to faculty research and they then propagate that research throughout the world.

LLL offers graduate degrees at the M.A. and PhD levels in Chinese, Japanese, Korean, English, Linguistics, and Second Language Studies. M.A. degrees (but not doctorates) are available in French and Spanish. Institutional data show a drop in enrollment of about 4% since 2010; this decrease can be primarily attributed to a decline in English from 97 students in Fall 2010 to 72 in Fall 2013. The largest increase in that period is in Second Language Studies (from 96 in Fall 2010 to 103 in Fall 2013).

To be a truly world-class university requires being able to recruit the best and brightest from across the world and across all sectors of society. Departments report that this is a challenge, due to the low levels of financial support and the high cost of living in Hawai'i. We learned during our visit that LLL funds students near the lowest steps of the GA salary scale. Fortunately, this funding has recently been increased and it is scheduled to rise again soon. Even so, the vast majority of graduate students queried report that they must take out student loans to make ends meet, and that even a simple studio apartment is unaffordable on GA wages. The available graduate student housing is insufficient to provide for the graduate population and is surrounded by undergraduate dorms, which makes it difficult for students to study. We recommend that the University continually strive to increase the financial support and low-cost housing options for graduate students. Competitive financial packages typically include five years of support by fellowship or employment, and at least some summer support. Funds for research and conference travel are also inadequate and should be increased. At other universities there are many successful examples of productive fundraising for graduate fellowships and other support; we recommend that graduate fellowships be made a campus priority in future fundraising campaigns.

Another important tool for the recruitment of graduate students in LLL is the campus visit. There is nothing so powerful as full immersion in the graduate environment to allow students to envision their possible future on a campus. Especially given that UH will never be able to out-spend private universities, it is imperative that it attracts students with the excellence of its programs, faculty, and graduate students. We therefore recommend that campus-visit funds be allocated to each department annually. If that is not possible in the current fiscal climate, then we recommend that the College work with the departments to explore effective low-cost ways of recruiting graduate students. Examples include making video recordings of student testimonials and putting them on department websites, hosting "webinars" or video conference calls about the graduate programs, using Skype for virtual interviews or to allow applicants to attend graduate classes, and partnering with Peace Corps Masters International for the SLS MA degree.

We were astonished to learn that UH does not pay fully for graduate students' health insurance as an integral part of their financial packages. Students have the option of purchasing insurance through the University Health Services, but the rates exceed what GAs can afford. Many students report being uninsured, although some reported that the Affordable Care Act has allowed them to obtain

health insurance for the first time since they arrived in Hawai'i. One student even reported that he was on Medicaid. It will be important for the University to address this issue both for the well-being of the current graduate students and to boost its competitive advantage in recruitment. We recommend that the University provide health insurance as part of the GA benefit, or, at a minimum, provide education about the Affordable Care Act, insurance options, and how to access low-cost insurance.

Undergraduate Programs

At the undergraduate level, LLL supports the general education of UH Mānoa students through the writing curriculum, foreign language courses, and courses that fulfill focus requirements. Overall, the curriculum for the majors seems appropriate. There are strong connections and effective articulation with local community colleges. In addition, LLL offers majors in Chinese, Japanese, Korean, Philippine Languages and Literatures, English, Classics, French, Spanish, German, Russian, and Second Language Studies. The number of students enrolled in LLL majors is growing -- a notable accomplishment, given a reported national decrease in majors in the humanities, linked to an increase in majors in the so-called "STEM" fields..

Based upon our interviews and the data we were provided, student satisfaction with the quality of education in LLL appears to be high. Based upon our meetings with undergraduate and graduate students and the results we were given of various student surveys, students in LLL are generally satisfied with the quality of the education they had received in the various departments in LLL. This is not to say that that concerns were not raised by individual students or groups of students. Some undergraduates expressed dissatisfaction with the academic advising in Arts and Sciences, contrasting their satisfaction with the advising in their home departments to dissatisfaction with University-wide advising. We hope that the coming re-designation of advisors specifically to LLL students will help to address these concerns. In addition, several students with whom we spoke were disappointed that required courses had not been available to them when they needed those courses in order to graduate. This concern was exacerbated by mixed messages and unclear information they had received in advising sessions.

Space and Facilities

The physical condition of the buildings we visited range from adequate to extremely poor. Faculty and staff in some departments, most notably EALL and IPLL, expressed serious concerns about the quality of the office space made available to them and pointed out the contrast between the quality of the space in their units and the quality of space provided to other departments, some outside of the LLL. It is clear to us that these concerns are real and need to be addressed. The most serious of these involves severe overcrowding, with unacceptably large numbers of faculty, staff, and graduate student assistants sharing single offices. This problem was most acute in the space occupied by IPLL in Spalding Hall. Similar concerns about overcrowding, although not as severe as those involving IPLL, are applicable to other units in LLL.

Overcrowding was by no means the only problem exhibited by some of the buildings we visited. Some buildings clearly were in need of renovation or repair. Faculty in some units expressed the view that the physical condition of these buildings posed a health risk. At the least, working in substandard physical conditions has a negative impact on the morale and on self-perception of the faculty. The fact that some of the worst space is allocated to instructors of languages of historically marginalized groups carries an unfortunate symbolism that runs counter to the campus ethos around diversity. We were glad to learn that the campus currently plans to take care of the backlog of projects over the course of the next 6 years, and that Kuykendall is the highest priority on the campus budget request; it is critical that the campus follows through with this plan.

In the short run, we recommend that the Dean direct each unit to provide a list of any issues in the physical space that could directly impact the health and safety of the campus community (e.g., mold problems, broken railings, falling plaster or ceiling material, open elevator shafts, broken stairs) and that a master list of these problems be forwarded to the Vice Chancellor for Budget, Finance, and Operations. She has assured us that funds are available to take care of such issues and that those that are reported can be addressed.

In addition to the physical plant, LLL facilities include a number of computer labs, located in Moore Hall. These are large and clean, and they appear to be equipped with quite recent equipment. They include labs with specialized equipment (such as the Eye-Tracker Lab in SLS and the phonetics lab in Linguistics), and some departments have department-level servers. The labs are

set up in a traditional manner, with each workspace having a desktop computer; over time, it will be worth considering innovative models of structuring labs (for example, providing collaborative workspaces with large monitors that students can connect to their laptops, thus creating the potential for an interactive climate). While a new replacement policy for the equipment has been put into place, it has yet to be reliably funded, a concern expressed by faculty.

Although the labs are well equipped, classrooms are not IT-enabled, which holds back the faculty who want to use 21st-century pedagogical techniques. We recommend that the campus consider instituting a student fee to support instructional technology on campus. This approach (approved by student vote) has been effective at UC Santa Barbara College of Letters and Science, which based its proposal on a similar measure at UCLA.

Secretarial and Technical Staff

The College benefits from the presence of a professional civil service staff that provides administrative and technical support. Although there were some calls for increasing the office staff in some of the self-studies, this topic did not come up during our visit, except in discussions with SLS faculty members. The recent loss of an experienced full-time APT, who was shared half-time in English and half-time in Linguistics/SLS has had an impact on those departments. The position is now open for applications; however, the faculty are concerned that a half-time commitment to Linguistics/SLS is insufficient and argue that the workload justifies an increase to 1.0; a quick external view suggests this concern is valid. We recommend that the College consider the arguments for this increase and fund it if possible.

In our meeting with the staff, there were complaints of lack of civility by some faculty members who reportedly yelled at the staff and used inappropriate language. We are unable to judge how common such incidents are or whether they involve the actions of a very small number of faculty members. Nevertheless, we recommend that the College work to instill a workplace environment in which staff members are viewed as critical and valued partners in the academic enterprise. Ways to do this might include discussing the role and professionalism of the staff as part of the orientation of new faculty, explicitly discussing this issue with department chairs and asking them to discuss it with their faculty, and having panels that include both faculty and staff members as

panelists (for example, on graduate student advising). Providing opportunities for training and growth also furthers the professionalization of the staff.

Development

The College has been able to take advantage of some development opportunities and has sometimes successfully raised funds from foundations and has received gifts from private donors. Our impression is that increased efforts in this direction would prove to be highly fruitful and that there is significant untapped potential. We understand that the Foundation is in the process of recruiting a new development officer to work with both LLL and the College of Arts and Humanities. We have learned that the Foundation gift fee will soon increase from 3.5% to 5% and we recommend that when this happens, each of the two Colleges be given a full-time development officer.

Conclusion

In the review of the College conducted in 2007 it was noted that “LLL represents a coherent, even cohesive, set of programs and faculty research and is, in fact remarkable nationally in its structure.” What was true about LLL in 2007 continues to be true in 2013. The College, through its various departments and programs, has an internal configuration and set of emphases that are remarkably consistent with the UH’s broader mission and sense of place. In many ways, the College has made considerable progress over the state of affairs described in 2007. Some departments have enhanced their national and international reputations. The awarding to the UH of the nation’s only Korean Language Flagship is one marker of the growing status of UH as a important national resource for instruction in the languages, literatures, and cultures of Asia and the Pacific Region. That the review committee has identified concerns and problems that should be addressed (some of which were identified in earlier reviews), should not take away from the broad observation that within the limitations imposed by funding and other constraints, LLL and its constituent units do an excellent job in providing and promoting education centered around a common intellectual enterprise, namely the study of languages, literatures and cultures, and linguistic structures and histories, with particular reference to particularities of Hawai’i and the broader Asian-Pacific region.

Recommendations

1. We recommend that the campus provide funds to the Dean of LLL to double the resources available for start-up, and that packages be enriched accordingly.
2. We recommend that the University work with the union that represents the faculty to reinstitute regular merit reviews, and thus incentivize both productive research agendas and the improvement of teaching.
3. We recommend that the University strengthen the system of student and peer evaluation of teaching.
4. We recommend that the Dean provide programming that promotes conversation and research interaction around themes of common interest and incentivizes faculty participation.
5. We recommend that the Dean provide leadership training for appropriate faculty at the Associate Professor level, as these future leaders will ensure the long-term strength of the College.
6. We recommend that the University continually strive to increase the financial support and low-cost housing options for graduate students. Funds for research and conference travel are also inadequate and should be increased.
7. We recommend that graduate fellowships be made a campus priority in future fundraising campaigns.
8. We recommend that campus-visit funds be allocated to each department annually. If that is not possible in the current fiscal climate, then we recommend that the College work with the departments to explore effective low-cost ways of recruiting graduate students.
9. We recommend that the University provide health insurance as an integral part of the GA benefit. If this ideal is unattainable, then at a minimum we recommend that the University provide education and instruction to students about the Affordable Care Act, insurance options, and how to access low-cost insurance.
10. We recommend that the Dean direct each unit to provide a list of any issues in the physical space that could directly impact the health and safety of the campus community and that a master list of these problems be forwarded to the Vice Chancellor for Budget, Finance, and Operations.
11. We recommend that the campus consider instituting a student fee to support instructional technology on campus.
12. We recommend that the College consider funding the position of an APT with a half-time commitment of Linguistics/SLS as a full-time appointment as soon as funding makes this feasible.

13. We recommend that College work to instill an ideology of administrative staff as critical partners in the academic enterprise. They are higher-education professionals who enable the work of the faculty and the success of the students, and who should at all times be treated with due respect.
14. We have learned that the Foundation gift fee will soon increase from 3.5% to 5% and we recommend that when this happens, each of the two Colleges be given a full-time development officer.

Department of East Asian Languages and Literature

Overview

The University of Hawai'i's Department of East Asian Languages and Literature [EALL] is by any standard a first-rank unit that enjoys a strong national and international reputation for its contributions to the teaching of and research into the languages, literatures, and cultures of China, Japan, and Korea. The Department clearly is effective in fulfilling a broad mandate, as articulated by the UH-Mānoa's Strategic Plan, "to build upon [the UH's] strengths, including [its] unparalleled natural environment, and tradition of outstanding Asia Pacific scholarship." The Department's three programs, in Chinese, Japanese, and Korean, overall all do an excellent job in providing instruction in three languages that are of immense cultural importance not only to the State of Hawai'i, but that also have ever increasing global reach and significance. The various degree programs and certificates offered by the Department are appropriate to a unit of EALL's stature and prominence. As asserted in the unit's self-study, over the approximately half-century of its existence, EALL has successfully transitioned itself from a unit whose primary function is to deliver language instruction to one having a more complicated mission that strikes a balance among language instruction, the offering of courses on literature, linguistics, and culture, and the training of both undergraduate and graduate majors.

Faculty and Research

By national and international standards, EALL is a large department, having a not inconsiderable number of tenure-track and non-tenure-track appointments. The EALL position count for Spring 2013, lists 26 tenure-track appointments and 20 I-2 Instructors of various kinds, as well as 27 part-time lecturers. Seven faculty lines were listed as vacant. Of the tenure-track faculty, 13 are in Japanese, seven in Chinese, six in Korean, and one that spans both the Japanese and Korean programs. The distribution of language concentration among the more senior professors is tilted towards Japanese, while the newer junior appointments have reflected attempts to add faculty in Korean and Chinese. A wide range of research specializations are represented by the faculty, distributed among language pedagogy, linguistics, and literature. The deep concentration of faculty in language pedagogy, which is in part a legacy of the department's profile and emphases over the past decades, is as great as that of any department

of East Asian languages in the western world. This is hardly surprising, given UH's institutional strength in and commitment to applied linguistics and second-language learning. The department also has a strong cadre of theoretical linguists working in a diversity of linguistic sub-fields, including phonology and phonetics, syntax, sociolinguistics, pragmatics and discourse grammar, and historical and comparative grammar. The literature and culture faculty is smaller than the aggregate of applied and theoretical linguists. Its members provide coverage in both modern and pre-modern literatures, cultural studies, comparative literature, gender studies, critical theory, film studies, and visual culture. Research productivity among the faculty is generally high, with some faculty members having international reputations in their areas of specialization. Despite the fact that the relative geographical isolation of UH makes it difficult and expensive for faculty to participate in national and international conferences, most faculty in EALL are professionally active in arenas connected to their fields.

Enrollments and Majors

Data with regard to student enrollments and number of majors in EALL generally support a positive picture of the health of the department, although there are some areas of concern. The number of majors (both undergraduate and graduate), although falling to 375 in 2011 from a peak of 410 in 2009-2010, is still larger than it was in 2007-8 (343). Korean has shown a sharp growth in this five-year period (from 38 to 80), while the number of majors has grown slightly (53 to 55) for Chinese and diminished somewhat for Japanese (252 to 240). Graduate enrollment has fallen in Japanese and Chinese, but increased noticeably in Korean. The number of SSH taught has more or less held steady for the Department as a whole, with enrollments in Chinese up by 18%, those in Japanese down by 16%, and those in Korean up by 36%. Inferences drawn from these data are not incompatible with trends seen nationally, namely a graduate diminution of enrollments and majors in Japanese coupled with an increase in Chinese and, more recently, in Korean. The relative strength of demand for courses and degrees in the three languages covered by EALL is an important consideration with regard to future planning for the department, given that the present staffing patterns may reflect patterns of demand reflecting earlier decades. It is likely, however, that in the near future, growth in demand for instruction in Korean and Chinese will continue, and that for instruction in Japanese will hold steady or decline. It should also be noted that the strong student enrollment in courses offered in EALL is aided by UH's two-year language requirement. In 2011-12, 89.4% of lower-division SSHs were taken by

non-majors, as opposed to 57.4% at the upper-division level and 17.5% at the graduate level. In terms of degrees awarded, the lion's share of them continues to be earned in Japanese at the undergraduate level. The number of undergraduate degrees awarded in Chinese (10 in 2010-11) is worrisome, given that the overall demographics of the UW and national trends would predict more robust interest in majoring in the language. The number of graduate degrees awarded has varied considerably in recent years, with only one in 2007-8, but 12 in 2009-10.

Teaching, Curriculum, and Programmatic Direction

The array of degrees, minors, degree tracks, and certificates is appropriate to a department of EALL's stature and mission. Certificates and minors are offered for all three languages. It is not clear, however, whether any constructive purpose is served by offering both certificates and minors, given that the functions of both are relatively similar. As is common in large departments of East Asian Languages and Literature, BA, MA, and PhD's degrees are offered, with the graduate degrees technically labeled as degrees in East Asian Languages and Literatures, as opposed to Chinese, Japanese, or Korean. A noteworthy feature of the curriculum in EALL is the Korean Language Flagship, the only such program for Korean in the United States, which makes available B.A. and M.A. degrees in Korean for Professionals. The existence of a Masters level program in the Korean Flagship is unusual, with most Flagship programs offering only B.A. programs.

The course offerings of EALL are extensive, with particular strength in language instruction at the elementary through advanced levels. At least four years of foundational course work are available for each of the three languages. Each of these programs also has various options built into them. The Korean and Japanese programs, for instance, offer "regular" and "conversational" tracks. The Chinese program makes available a Business Chinese track. All the languages make available courses for advanced work in conversation, grammar, and composition. In addition, each of the three language programs offers an array of courses on the literatures, cultures, and linguistics of their focus language. At the graduate level, the Department offers appropriate selections of advanced classes and seminars. Each of the three language programs offers an extensive and impressive array of courses that facilitate the acquisition of a high degree of proficiency in the various target languages.

Although the array of courses taught in EALL with respect to each of Chinese, Japanese, and Korean is extremely impressive, the set of courses that cut across the linguistic and geographical divisions of the Department is limited. To a great degree, this is reflective of a general tendency towards “siloization” that is evident in the Department as a whole. Students and faculty in the EALL generally identify themselves first with regard to whether they are part of the Chinese, Japanese, and Koreans programs, and secondarily, at least in the case of faculty, with regard to their being specialists in language pedagogy, linguistics, or literature. As a result, the departmental community is effectively partitioned into three, and possibly even nine, quasi-autonomous realms, with little integration of those realms.

The inability of EALL to fashion a departmental identity that is separate from that of its constituent programs is a concern. One means of addressing this problem is the creation of courses that treat East Asia as a whole. In particular, courses dealing with topics that span the linguistic divisions of the Department (e.g., pre-modern literatures of East Asia, women’s literature, language and cultures of East Asia, writing systems of East Asia), as well as courses that articulate with units outside of the Department. At present, the Department’s website lists courses in the Department only under the rubrics of the three constituent languages. There is no rubric on the website for courses germane to the Department as a whole.

External Relations and Resources

To a great extent, EALL enjoys excellent relations with various heritage communities in Hawaii and benefits from considerable support from those communities. The Department and its units place appropriate emphasis on effective articulation with Hawaii’s system of K-12 schools and community colleges. This is fully in keeping with UH’s and LLL’s stated mission of providing service to the state of Hawaii as a whole. The Department both benefits from and contributes to the success of the various Area Studies Centers (i.e., China, Japan, Korean, Okinawa) housed in the School of Pacific and Asia Studies) as well as the Title VI National Resource Center for East Asia. UH is the recipient of a FLAS Fellowship grant for East Asian Languages, in part reflecting the institutions strength in instruction in Chinese, Japanese, and Korean. EALL benefits from having a National Foreign Language Resource Center at the UH, which gives EALL access to a wide body of expertise on best practices in foreign language curriculum design, language technology, and pedagogy. The Asia

Collection, housed in Hamilton Library, is a strong asset for the programs in EALL, having excellent materials in both Asian and European languages related to the languages, literatures, and cultures of East Asia. In general, there is a healthy and mutually beneficial relationship between EALL and the Area Studies Centers and Title VI Center for East Asia. Some complaints were heard, however, that the articulation between the Chinese Program in EALL and the China Studies Center is not as strong as it should be.

Facilities

As is the case with other units in LLL, the amount and quality of office space for faculty staff is a concern. As mentioned earlier, EALL is a large unit, but the amount of office space available to the unit is inadequate for the Department's needs. The quality of the offices in Moore Hall is adequate, but the quality of the space in Lincoln Annex is poor by any standard. Much of the space in the Annex seemed to be in need of renovation or replacement. The poor quality of the facilities in Lincoln Annex has already become a morale issue for some faculty and staff in EALL.

Conclusions and Recommendations

The big picture with regard to EALL is that this is a first-rate department in a University that places considerable importance on teaching and research on the broader Asian-Pacific region, within which East Asia is of pivotal importance. The resources available for instruction in the three languages covered by the Department are extraordinary indeed. The Department draws from and contributes to the overall strength at the UH in matters related to language instruction and applied linguistics in general. The allocation of resources across the three languages, however, is somewhat of a concern. The balance of faculty lines among the three programs clearly is reflective of an historical carryover from an era in which the Japanese program was the dominant one at the UH, with programs in Chinese and Korean less developed. It is clear, however, that in recent years there has been a sustained increase in interest, both in Hawai'i and nationally, in Chinese and Korean. The Department has for some time been attempting to address this need to "rebalance" its faculty by adding faculty lines in Chinese and Korean. But it still has a ways to go and it is clear that as faculty retire, more attention will need to be given to future trends in the demand for instruction in East Asian languages and literature, with less concern about

historical patterns of staffing. When faculty hiring priorities are formulated, they need to be done in a way that reflects the needs not of individual programs, but of the Department as a whole.

In addition, the lack of integration and articulation across the three constituent programs in EALL needs to be addressed, with attention paid not only to creating new courses that address common themes, but to building a sense of departmental, as opposed to individual program, identity. New courses can also be developed that build not only upon synergies within EALL, but also on the synergies that exist between programs and faculty within EALL and those in other Colleges. Another problem that needs addressing in EALL is the relatively low number of majors in Chinese. It is recommended that particular attention be paid to developing strategies that will increase the number of undergraduate majors and graduate students in Chinese. And lastly, UH needs to address longstanding problems with regards to office space for the unit. The situation with regard to Lincoln Annex would appear to be the most serious of these concerns.

Department of English

Overview

With its unique constellation of more than forty tenured and tenure-line faculty, the UMH Department of English is poised to become a unique center for research, teaching, and public outreach in the areas of Pacific studies, creative writing, and cultural criticism. Building on its long-standing strengths in biography and life writing, folklore and children's literature, and rhetoric and composition, the Department seeks recognition not just as a vital support unit for the College and the campus as a whole, but as an active and professional research program. Recent, well-documented success in the PhD program, together with an influx of newer, high-professionalized faculty, enhance the Department's research profile and enable it to make a powerful case for resources and renewal.

Among the key successes of the Department are its ability to recruit competitive junior faculty (ten over the last four years); its ability to place its PhD students in tenure-track positions; and its sustaining of an undergraduate program with over 300 majors and minors. The Department also should be recognized for its campus-wide contribution to general education in its staffing of English 100, composition, and its commitment to having tenure-line faculty rotate through as teachers in this sequence.

Among the challenges facing the Department are the retention of its competitive junior faculty; its ability to recruit the PhD students it wants, given the comparative paucity of funding; its ability to energize and mobilize its large undergraduate student population to take an active role in Department life; and its struggle to maintain faculty morale and professional high standards in the face of a declining physical plant, office space, and pedagogical support structures.

Among the most exciting opportunities for the Department are the potential establishment of a Creative Writing MFA, drawing on the unique foci in Pacific cultures, live writing, and identity studies, as well as on the appointment of some excellent new faculty in the area.

Research and Faculty

The Department provides a good overview of its accomplishments in research in its own self-study: For example, twenty scholarly book publications, ten creative writing book publications, and many articles, book chapters, conference presentations, and creative works have been produced in the last five years by the entire faculty.

A review of the faculty CV's enables a more textured account of this activity and, more broadly, of the research profile of the department as a whole. In addition, discussions with faculty members point to some distinctive features of the Department's research profile.

Broadly speaking, the English Department had long been known as focusing on canonical British literature; the study of biography, folklore, and children's literature; and personally-focused, creative writing. While some of these strengths remain, it is clear that many long-serving faculty have shifted their teaching and research interests away from the traditional areas in which they were originally hired. For example, faculty originally appointed in period-defined British literature have moved into the study of science fiction, folklore, and global culture. Some faculty appointed in areas of literary criticism have moved into creative writing.

There are some productive faculty publishing work that would be on a par with any large, research English Department at a public university. There are recent books from the University of California Press, Vanderbilt University Press, Wesleyan University Press, and The University of Hawaii Press. There are also creative writers who have published prolifically with small presses.

But it would not be unfair to say that there is a substantial number of faculty who have remained at the Associate Professor rank for extended periods; who have not published monographic scholarship with university presses; and who have not maintained active profiles through conferences and collaborations. There are several faculty who list, as major publications, items that are clearly (and at times explicitly) labeled, as "self-published. There is a surprising number of faculty who have one- or two-page cv's. It is true that most large departments have such faculty. The challenge for the UHM Department is to bring a more productive, professionalized research faculty into positions of departmental leadership; to find ways of moving less productive faculty out; and to channeling research support to those faculty who have significant research profiles.

Broadly speaking, the generational difference in the English Department faculty is also a professional difference: that is, a younger, more recently appointed professoriate that is professionally ambitious, critically engaged, and active in scholarship. Broadly speaking, as well, it would appear that those faculty who will be most successful in the English Department will be those who embrace its unique cultural mission and its critical foci. Those faculty who will be less successful will be those who prefer to pursue their own professional activities, using the Department as a home for or springboard to broader scholarly or creative work. In sum, the Department is moving towards the position of a unique niche in the professional world of literary study. Those faculty who will be most rewarded and successful in the Department will be those who can articulate a productive place for themselves in that niche: that is, in the broader areas of Pacific literary and cultural study, and distinctive forms of creative and life writing.

An additional factor in building the faculty profile is the relationship with students. While, in the past, appointments may have been made for “coverage” or “field” representation (and, in addition, for curricular coverage of a traditional literary history), some appointments have recently been made (by the Department’s own admission) in response to perceived graduate student needs and interests (most pointedly, a recent appointment in 18th Century British Literature with an emphasis on queer studies – an individual who left after a very brief time for a more prestigious position). It is unclear whether appointments made in response to graduate student, critical interest will be of individuals who can be retained in the face of competing offers from other institutions.

Teaching, Curriculum, and Programmatic Direction

As already noted, the Department is moving away from a traditional coverage curricular model to a model grounded in the uniqueness of the region, its history, and its demographics. The college catalogue of courses truly looks like that of no other Department. Courses that would be familiar on any campus (e.g., British and American literature surveys, courses keyed to genres, courses in such critical areas as gender studies and race studies) stand side-by-side courses that may well be unique: e.g., Ethnic Literature of Hawai’i, Literature of the Pacific, Philippine Contemporary Literature, Modern Pacific Women’s Poetry. The Department is to be commended for this breadth. It is unclear, however, from the

Department's materials just what the relationship is among these different areas. For example, has the Department maintained a traditional, canonical curriculum and simply added new courses; or, are those courses as listed really vestiges of the past, relatively undersubscribed or not regularly taught?

Conversations with members of the Department point to a real commitment on the part of more recently-appointed faculty to bridging the cultural and the canonical. Those faculty with traditional areas of expertise (e.g., Renaissance, 18th-century British literature) have made clear that their teaching explores global issues in British literary culture as well as relationships between the reading of historical texts and the writing of creative non-fiction, poetry, and fiction.

On this visit, it is impossible to judge the success of the Department's curricular plan and local teaching, as no undergraduate students came to the meeting with the external reviewer.

Four graduate students came to the meeting with the external reviewer. They expressed enthusiasm for individual faculty, but offered important comments on the graduate student experience.

The PhD Program and Creative Writing

The Ph. D. program has developed into a distinctive, graduate training program. While the materials provided by the Department do not point to a broad, national (or international) placement record, the materials do show that many recent PhD's are employed in areas of teaching and research. Some of them are teaching at the non-tenured level at local campuses and high schools; a couple have been hired into the UH English Department itself. By far, the greatest number of employed recent graduates is in the area of creative writing. With four exceptions, all of the books published by graduate alumni since 2009 (as recorded by the Department) are creative works (the four critical works appeared from Wayne State University Press, the University of Minnesota Press and two from the University of Hawaii Press).

Conversations with the graduate students, and a review of materials, point to the following broad responses. The Department is bringing in about four to six new PhD students per year. The Department does have limited resources for supporting these students, and some receive competitive fellowship awards that relieve them from teaching for a year. The graduate students do not, by and

large, act as TA's in sections of large lecture courses taught by tenure-line faculty. Instead, they teach freshman composition, sophomore literature courses, and some 300-level undergraduate courses. Many of the students in the graduate program have a previous connection with Hawai'i and/or the UH campus. Those who do not were specifically attracted to the Pacific focus of the program and the faculty. Several of the students have been able to combine creative and critical work.

By far, the most adventurous, engaging, and prolific group of faculty encountered during the review is the Creative Writing faculty. This is a group of focused writers and teachers, clearly committed to the broad Pacific focus of the campus and, in particular, to the challenges of identity politics, language, and cultural representation in life writing. Several of these faculty are also concerned with exploring the ongoing creative traditions of the Pacific Islands and their peoples. If this reviewer could make one, explicit recommendation, it would be to secure and support this faculty with the formal establishment of an MFA in Creative Writing. Such an MFA would appeal to students from areas throughout Asia, the Pacific Islands, and the Pacific coasts of North and South America. It would help build a new generation of creative writers of the Pacific Rim. And, it would chisel the profile of the UH English Department, affirming its position as a department truly unlike any other.

Physical Plant and Support Staff

The state of Kuykendall Hall is abysmal. Whole stretches of walls and windows are inoperable. The building leaks. The elevators work sporadically. The classrooms are, by and large, only marginally adapted to contemporary teaching technologies (e.g., laptop projectors). The bathrooms are poorly maintained. The status of the building has had a clear effect on the morale of faculty, students, and staff. Given the inability of the University to initiate an effective renovation of the building in the near term, the only possibilities for amelioration are local: for example, there is a newly-renovated room in which composition teachers meet with students. The walls are painted, there is new carpet, the room is kept clean. This is low-threshold work, and this room (a base-line resource at any other campus) stands out in sharp contrast to the rest of the building. Graduate students are bunched together in small, ill-equipped offices. The staff manages to keep an excellent disposition in the face of changing technological needs and challenges. While several faculty, staff, and graduate students went out of their

way to express enthusiasm for individual colleagues, courses, or experiences, the general mood of the Department appears to be one of low-grade dysthymia.

Recommendations

1. The Department needs to be understood, supported, and appreciated as a site of genuine and original research and teaching. It provides more than a general service to the campus.
2. Resources should be found and made available to support active, professionally competitive faculty. Such faculty should be counseled and supported in applying for external grants (e.g., NEH, ACLS, Guggenheim, and the like), internal forms of support (wherever available), and travel to conferences and research sites.
3. Start-up funds for new faculty should be focused on such research and professional support.
4. The Department, College, and Campus should actively explore the establishment of an MFA in Creative Writing, taking advantage of a new, energetic, and distinctive faculty and potential student population.
5. The Department, College, and Campus should work together to identify selected sites of physical renovation in order to improve overall morale, enhance the teaching experience, and attract students to participate in the life of the Department. In the absence of a full-scale renovation of Kuykendall Hall, smaller, site-specific renovations on the model of the writing-advising room should be explored.

Department of Indo-Pacific Languages and Literatures

Overview

The University of Hawai'i's Department of Indo-Pacific Languages and Literatures (IPLL) is an academic unit that has no counterpart anywhere in the world. Because of this lack of comparable departments, IPLL is a unit whose activities and function need to be understood relative to the overall mission of the University of Hawai'i concerning its student population and broader constituency.

IPLL is entirely an undergraduate unit. It offers no graduate programs and only one major (with two distinct options). The Department sees its mission as being "to provide the highest quality of instruction in the languages, cultures, and literatures of Hawai'i and the Indo-Pacific Region," further elaborating that this goal involves "research, innovation, and leadership in the preservation, perpetuation, and revitalization of languages to promote language proficiency and cultural understanding for students, the academic community, and the extended community." The geographical region stated as falling within the purview of the Department, referred to as the "Indo-Pacific Region," is vast and subsumes what might otherwise be thought of as five distinct world regions, namely the Middle East, South Asia, Southeast Asia, Austronesia, and Oceania. At present, IPLL is offering instructional programs in a total of 15 languages (Arabic, Cambodian (Khmer), Filipino [Tagalog], Hindi, Ilokano, Indonesian, Maori, Persian, Samoan, Sanskrit, Tahitian, Thai, Tongan, Urdu, and Vietnamese). Language instruction in some other languages (Chamorro, Marshallese) is available on a less regular basis.

This list of languages requires a bit of commentary. The Urdu program is not fully autonomous, but is effectively an extension of the Hindi program. Of these language programs, several (e.g., Arabic, Hindi, Persian, Sanskrit, Thai, Vietnamese) have counterparts at other universities in North America. Other languages (e.g., Chamorro, Marshallese, Tahitian, Maori) are offered nowhere else in North America. The total configuration of languages within the confines of a single department, however, is unique to UH.

It should be noted that until seven years ago instruction in Hawaiian was provided in IPLL. It has been moved out of IPLL, and even out of LLL as a whole. It now resides in the Hawai'inuiakea School of Hawaiian Knowledge,

which functions as an autonomous college having its own Dean. There it is integrated with other aspects of Hawaiian studies.

Faculty and Research

IPLL possesses a moderately sized faculty comprising 15 tenure-stream faculty members and four instructors, in addition to a fairly large core of part-time faculty. Although the total number of faculty members is not small, given the fact that this faculty is distributed over 15 language programs, most of the programs in the Department are staffed by few faculty members, in some cases as few as one. The research areas of the tenure-stream faculty are primarily in various aspects of language pedagogy and instruction, applied and theoretical linguistics, and language technology, although some faculty members have specializations in literature, creative writing, religious studies, cinema studies, and cultural studies. Given that this is primarily an undergraduate unit devoted largely to language instruction, research productivity of the tenure-stream faculty is good and appropriate to the various areas of specialization within which members of the faculty work.

Most of the members of language faculty are professionally active and many play leading roles in the national organizations dealing with specific groups or languages or the teaching of less commonly taught languages. Many faculty members have training or certification in oral proficiency testing or other areas related to language instruction. The Department has exceptional strength in the writing, production, and dissemination of instructional materials, with several faculty members having authored widely used textbooks for the languages they teach. The unit also has expertise in online and remote language instruction. This strength is particularly important to the Department given that several of the languages taught in IPLL are taught nowhere else in North America and the instructional materials authored by IPLL faculty serve a national and international function.

Enrollments and Majors

There can be no escaping the conclusion that data with regard to student enrollments, number of majors, and number of degrees awarded in IPLL do not paint an entirely happy picture. This is a unit with relatively few majors and many language programs with extremely small enrollments. It is difficult to

envison circumstances in which this state of affairs is likely to change in the immediate future. To be sure, the Department benefits from UH's strong two-year foreign language requirement, which ensures a steady stream of students into all of UH's language programs. This stream does not flow, however, with equal strength into all of UH's language programs. The total number of SSHs taught in IPLL is low for a department of IPLL's size, although the increase from 2,848 to 3,286 does represent a growth of 15.4% over a five-year period. In IPLL, three language programs, i.e., those for Filipino, Ilokano, and Samoan, have healthy enrollments (i.e., over 300 SSHs taught in Autumn Quarter), with the remaining language programs having either low or very low enrollments. There can be little doubt that the removal of Hawai'ian has had a negative impact on the aggregate enrollment figures for IPLL, leaving the Department with few language programs having a significant enrollment. The number of majors has fluctuated between 7 and 12 in the five years between 2007-08 and 2011-12. The number of degrees awarded has increased from 3 to 11, which is likely a result of the increasing visibility and success of the BA degree track in Philippine Language in Literature. The fact that this degree track is the only one available in the Department, however, is likely to restrict the potential for growth in the Department's overall number of majors and degrees awarded.

Teaching, Curriculum, and Programmatic Direction

At present, IPLL offers a restricted range of degree options. As noted above, there is only one undergraduate degree program available in the Department, a BA in Philippine Language and Literature, which is partitioned into Filipino (Tagalog) and Ilokano tracks. It is possible to pursue a BA with concentrations in other languages (Hindi, Indonesian, Samoan, Sanskrit, Thai, Vietnamese) under the aegis of Interdisciplinary Studies. An undergraduate certificate is available for some of the languages in the Department. One minor is offered by the Department, in Filipino and Ilokano Language and Culture, which parallels the BA in Philippine Language and Literature.

The curriculum in IPLL is strongly tilted in the direction of language instruction, which is not surprising given the overall mission of the unit, its lack of graduate programs, and its relative paucity of degree tracks. With regard to most of the languages in the Department, four years of instruction are available, thus allowing students to obtain a high degree of proficiency in the languages. The strength of language offerings in IPLL, however, has unintended consequences with regard to the Department's ability to expand its set of non-language

courses. Because many of the language programs in IPLL are effectively “one man, one language” programs, the instructors in these programs are fully engaged in classroom teaching and materials preparation. Since enrollments are generally low in these programs, these faculty members teach more individual classes, spanning numerous levels, than faculty in some other departments. As a result, there is little flexibility in their ability to modify their teaching schedules and to develop new non-language course offerings. This is not to state that IPLL does not offer courses other than those related to language instruction. Such courses do exist, particularly with regard to the better subscribed languages. But there can be little doubt that the Department’s ability to enrich its non-language offerings is limited by the need to offer as many levels of instruction in languages as are currently being offered.

In many ways, the strength of IPLL, which lies in the number of languages it offers and the number of levels of each language that are provided, is the reverse side of what can be considered a weakness, namely the tendency of each of the languages programs to see itself as a self-contained silo, independent of the other programs in the Department. Faculty members are fully invested in their language programs, whether in Samoan, Thai, or Khmer, and are extremely energetic in promoting the study of individual languages and in accommodating the needs of students for advanced study. The individual language programs are linked to appropriate overseas programs through which students can expand their competence in the languages beyond the levels attained at UH. But there is little evidence in the Department of a collective sense of common enterprise.

This situation is not helped by the fact that the Department’s offerings subsume a vast geographical area, extending from the Middle East through Oceania, thus making it difficult for the individual language programs, or groupings of language programs to articulate well with each other. It certainly is not at all obvious how a language program in Arabic can articulate easily with one in Tahitian. Some faculty members expressed concerns about such matters of articulation and have begun to think about how best to address them. Faculty in Indian languages, for example, noted that it might be possible for the programs in Hindi, Urdu, and Sanskrit to find common ground with the programs in Persian and Arabic. The removal of instruction in Hawaiian from IPLL, while having the beneficial effect of integrating the study of matters relating to Hawaii into single administrative unit, also had the negative effect of removing Hawaiian language from a unit having responsibility for instruction in other Polynesian languages, thus weakening the ties between instruction in Hawaiian and that in Samoan, Tahitian, etc.

External Relations and Resources

As described in its self-study and evidenced through interviews with faculty, students, staff, and administrators, IPLL enjoys exceptionally strong relations with various heritage communities in Hawai'i and benefits from considerable support from those communities. The Department and its constituent programs place emphasis on serving the broader community and in availing themselves of the cultural resources made available by those communities. The Department takes part in or arranges a wide range of cultural activities that both support and enhance the operation of the various language programs. This is fully in keeping with UH's and LLL's stated mission of providing service to the state of Hawai'i as a whole.

The Department both benefits from and contributes to the success of the various Area Studies Centers (i.e., Pacific Island Studies, Philippine Studies, South Asian Studies, Southeast Asian Studies), the program in Muslim Societies in Asian and the Pacific, and the National Resource Centers for Southeast Asia and for the Pacific Islands. Despite the removal of instruction in Hawaiian from IPLL, faculty in IPLL maintain productive and cordial relations with colleagues in HSHK. IPLL also benefits from the excellent resources of the University's library system, which has first-rate holdings relating to the geographical regions covered by the Department, as well as extensive vernacular language materials that support the operations of language programs. The language technology center located in Moore Hall and its staff members provide excellent support for these language programs. The Department also benefits from the presence in LLL of strong academic units dedicated to theoretical and applied linguistics, as well as to language pedagogy and technology.

The Department is able to lend support to several initiatives (e.g., German-Indo-Pacific Initiative, French Oceanic Initiative) that widely build upon UH's strength in Pacific Island studies to define new and creative foci for the study of European languages and cultures.

Lastly, the availability of FLAS Fellowships for some languages, provided under the aegis of grants for the U.S. Department of Education, is undoubtedly a great asset to the UH and facilitates the study of key languages at advanced levels. The elimination by the Department of Education of Pacific Island languages from the set of languages that can be supported by FLAS awards, however, was undoubtedly a serious blow to IPLL and the programs it offers.

Facilities

As is the case with other units in LLL, the amount and quality of office space for faculty and staff in IPLL is a concern. There is no way of sugarcoating the judgment that the space in Spalding Hall occupied by IPLL is extraordinarily poor and an embarrassment to the Department, College, and University. There is little good that can be said about it. Faculty, staff, and teaching assistants suffer severe overcrowding, with as many as eight people crammed into single offices. The rooms themselves are in poor repair, with some faculty and staff members reporting their belief that these conditions constitute health risks. No doubt there are financial and historical explanations for why the space in Spalding occupied by IPLL is so poor, but there be little doubt that the failure to address longstanding concerns about the quality of this space is having negative effects of the morale of faculty and staff in the unit.

Conclusions and Recommendations

In many ways, an evaluation of IPLL cannot be carried out in the same way that an evaluation would be carried out of a more conventionally configured department of languages and literature at a public flagship university. This unit is unique in its configuration and its configuration makes sense only in relation to the broader context of the University of Hawai'i and its mission with regard to the Pacific region as a whole. In many ways, the strengths of IPLL are the flip side of what can be considered the weaknesses of the unit. The obvious strength of IPLL is a large concatenation of language programs relevant to expanding, preserving, and disseminating knowledge about the Pacific region. There are instructional resources available through this department that are available nowhere else. But this reality is also connected to the fact that many of the language programs that are at the core of this unit's curriculum also have, and are likely to continue to have, small enrollments and attract few majors. Therefore the fact that many of the faculty members in this department are engaged actively in remote and online learning makes good sense. The potential market for instruction in Marshallese, just to pick one example, may be extremely limited. But it is also global in nature. By building upon its expertise in remote and online language learning and the production of instructional materials, aided by the UH's expertise in second-language learning and language technology, IPLL and the UH serve an international function as the premier center for the dissemination of knowledge concerning the languages of Oceania and the broader Pacific region.

But there are also issues concerning the Department that need to be addressed. One of these concerns articulation among the constituent geographically-based constituent programs of the Department. Articulation among these groups is weak and there is little sense of an overarching common sense of departmental mission or purpose. Developing such a sense will not be easy, but attempts need to be made to do so. One way is through increased attention to the development of courses and curricula that are thematically based and that span language and geographical divides. More activities, symposia, conferences, and the like should be arranged that promote a common departmental culture. In addition, thought should be given to allowing students to major or minor in the Department in programs other than in Filipino Literature. The current mechanism through Interdisciplinary Studies is not an attractive one. It is possible that a common major in Indo-Pacific Languages and Literature, which could be satisfied with regard to any of different languages, might be an improvement over the current state of affairs. But such a new major would only be an effective means of building community if its requirements include common courses that span the geographical and linguistic divides of the Department. And lastly, the current situation with regard to the physical space occupied by the Department is intolerable and should be addressed as soon as possible.

Department of Languages and Literatures of Europe and the Americas

Overview

With its eighteen professorial faculty and two dozen instructors and lecturers, the Department of Language and Literatures of Europe and the Americas teaches a remarkably large and engaged undergraduate population. Many of its faculty have been drawn to UH because of their specific research and teaching interests in the “global” European experience. Many faculty members have developed or enhanced their specializations in, for example, the Pacific Francophone world; the Hispanophone experience in western South America, the Philippines, and Hawaii; and the German colonial and economic experience in the Pacific Islands. Offering BA degrees and two MA degrees (in French and in Spanish), the Department has, overall, managed to sustain a unique research profile in the face of reduced resources. Given the influx of four recently appointed assistant professors, the Department is well-poised to take an energetic lead, not only in the study of European languages and literatures, but, more broadly, in the study and teaching of literary culture campus wide.

Among the key successes of the Department have been its ability to recruit highly competitive junior faculty in the past few years. Such recruitments may well revitalize the program in Russian; may recalibrate the program in Classics; and may sustain the programs in German, French, and Spanish. Students at both the undergraduate and graduate levels seem engaged and enthusiastic about the Department – though both undergraduate and graduate students are acutely aware of faculty losses, especially in French, that affect their ability to take required courses and graduate in a timely way.

Among the challenges of the Department are, in particular, restoring lost faculty lines due to retirement and separation. This challenge is acute in the Latin America and French area: while the French section does maintain a distinctive Francophone, global approach, it is clear that they are increasingly unable to deliver a traditional, literary historical coverage.

Among the most exciting opportunities for the Department are the student and faculty travel and study/research abroad programs; growing relationships with Tahiti; and a new sense of western South America as contributing distinctively to a Pacific culture.

Research and Faculty

The Department provides an excellent overview of its accomplishments in its own self-study. Read in tandem with the faculty CV's, it is clear that many of the tenured and tenure-track faculty are actively pursuing professional projects, publishing, and international collaborative activities.

There are productive faculty members publishing work that would be on a par with that of any language and literature department in a large public university. Books have recently appeared from Bucknell University Press, the University of Arizona Press, and Brill. Several faculty have received significant awards for their work (e.g., from the Modern Language Association) and grants (e.g., from the ACLS and NEH).

Overall, the faculty has managed to adjudicate well between those who have pursued literary/critical professional publication and those whose work has been in language, linguistics, and pedagogy. Most impressive, however, is the group of recently appointed new faculty. It is clear that this group is deeply committed to an understanding of the mission of UH and the distinctive place of European literatures in that mission. These faculty members have been working with students to build affinity groups in language areas. They have sponsored and supported activities designed to bring undergraduates into the classroom. They have produced a cohort of thoughtful and engaging graduate and undergraduate students (the attendance and participation at the student meetings with the external reviewers was most impressive).

It cannot be stressed too strongly that, at present, the Department faculty recognizes that the need to replace, if not individuals, then at the very least teaching and research areas. To put it more pointedly, the French area is particularly affected by recent faculty losses. To put it more generally, the areas other than Spanish may sense that they need to compete with a large, dominant unit that has an immediately accessible hold on potential students.

Finally, it should be stressed that, given this influx of new faculty, all effort should be made to mentor them into scholarship, teaching, and administration. Building a cohort of future departmental and campus leaders is essential to sustaining the Department's success. Having Department leadership come from faculty who are professionally engaged, prolific, and intellectually ambitious would do a great deal to sustain and enhance the Department's profile and

would also enable it, potentially, to receive more resources and positive attention from the campus.

Teaching, Curriculum, and Programmatic Direction

As already noted, the Department as a whole is constantly negotiating between a traditional coverage curricular model, on the one hand, and a more regional, site-specific, cultural model on the other hand. Courses and foci in Pacific Francophonie, in particular, have been particularly successful.

In meetings with graduate and undergraduate students, it is clear that the Department faculty individually delivers on a level of academic mentoring, personal support, and professional training. Undergraduates in particular were distinctively disappointed in the College's advisors, whom they claimed were unaware of the shifting offerings of courses and who were unable to offer meaningful guidance on completing degrees on time.

Distinctive among the undergraduate students who met with external reviewers was a group of military veterans who made it clear that the GI Bill supporting their education compelled them to finish in no more than four years. Recent faculty changes and the occasional lapse in course offerings are, they argued, making this attainment increasingly impossible. This problem was, it may be added, not apparent to the leadership of undergraduate education on the campus.

It was also clear from conversations with the students that there may be a gap between their own expectations for courses (e.g., in modern and contemporary literature and culture) and some of the faculty's desire for more traditional historical coverage courses.

Finally, given an influx of funding for Russian, the Department should work in a focused way to assess the real nature of a Russian program on the campus, its potential student body, and its research profile.

Physical Plant and Support Staff

The condition of Moore hall is not abysmal, but it remains a work in progress. The Chair of the Department made a special effort to show this external reviewer

a particularly well-renovated men's restroom. The tour of classrooms, offices, and support spaces reveal a functional level of physical plant, but with a recognition that graduate student TA's and other non-tenure line teachers were often squeezed together in limited space with very limited resources.

Recommendations

1. The senior administration should make clear to the faculty what the timetable will be for releasing FTE's for searches, so that the Department can prepare for upcoming searches and, furthermore, inform its students that new appointments are imminent. Faculty separations, especially in French, are acute and are leading to students disappointed with their time to degree progress and faculty disappointed with their ability to cover curriculum.
2. Younger and more recently appointed faculty should be brought into the larger administration of the Department. Incentives and support should be offered to those faculty members who can take on program and, ultimately, Department leadership. Academic leadership should be coming from academically successful, professionally ambitious faculty.
3. Start-up funds for new faculty should be increased and focused on supporting research and professional activities.

The Department of Linguistics

Overview

The Department of Linguistics was founded in 1963, so it is now planning the celebration of its 50th anniversary. Throughout that period it has been respected for its strong tradition of fieldwork leading to the production of grammars and dictionaries for dozens of languages of the Indo-Pacific region, and especially its focus on Austronesian languages, historical-comparative linguistics, and linguistic theory. Its leadership in Austronesian is in part attested by the fifty-year history of *Oceanic Linguistics*, the leading journal in its field, published by the University of Hawai'i Press and edited by UH faculty or alumni.

Since the time of the last program review, the Linguistics faculty has deliberately instituted a slate of activities that have served to raise the Department's visibility in the field of language documentation and conservation. This endeavor has included the inauguration of the online journal *Language Documentation and Conservation*, which has become the international flagship of the field. The Department has also instituted the biennial International Conference on Language Documentation and Conservation, which draws hundreds of participants, including members of Indigenous communities. It inaugurated an innovative M.A. program in language documentation and conservation. In addition, it hired Professor Lyle Campbell, who brought to the Department the online Endangered Language Catalog, a project involving dozens of linguists around the world, which, through its connection to Google, has had more than a million viewers. These activities have had a two-fold impact: They have remarkably raised the visibility of the Department and established its international leadership in this field. In turn, they have served to further reify language documentation and conservation as an independent linguistic subfield in its own right. The Department's claim that it is arguably the best school for language documentation and conservation in the world is accurate.

However, there is much more to the Department than this brief introduction indicates. Complementary to its work in language documentation, the Department has a long record of research into linguistic theory and the biological and cognitive underpinnings of language. Following contemporary trends, this strand of research is now primarily realized through computer-assisted experimental methodologies. The faculty members in this area are capitalizing on related strengths elsewhere in the College through joint research projects and the

sharing of labs and other facilities. The Department narrative of the self-study contrasts the “documentation” side of the department with the “experimentalist” side, but it is important to point out that the faculty recognize the potential for weaving together these two strands; they are not seen as being in competition, but rather as interacting and mutually informative. This view was also clearly articulated by the graduate students, some of whom are now doing experimental work on endangered languages, a development that has the potential to allow innovative advances in both fields. This work could significantly impact theories of language acquisition, linguistic and cognitive structure, language shift, and language revitalization. Thus the experimentalists, rather than being eclipsed by the prestige of language documentation at UH, are likely to be significantly advanced by it.

Faculty

The Department of Linguistics has 11 full-time faculty members. A decision was made to “barter away” two positions in exchange for more GAships, a move which significantly solidified graduate student funding and aided recruitment. Assuming the size and number of the degree programs stays constant, the faculty seems to be about the right size.

Regarding productivity, the Department tally of publications in Table 1 of the self-study lists a total of 22 publications in 2011 and 24 in 2012, a respectable output for a faculty of eleven members. Each year includes one book or textbook, publications which typically represent greater research effort and higher levels of distinction than a single article. It should be noted that book chapters in linguistics are quite often peer-reviewed and develop out of invitation-only symposia. Such works should thus be given the same weight as peer-reviewed journal articles. The visiting team takes issue with the Department’s internal policy of (presumably minimum) annual productivity of one journal article per year, which is described as “the standard benchmark in peer programs.” At UC Santa Barbara, one of their benchmark institutions, this would be considered a laudable goal for an Assistant Professor, but one expects greater levels of productivity from more senior scholars. (It should be noted that the Linguistic Society of America recently passed a resolution that appropriate evaluation and credit should be given to non-traditional scholarly projects, such as online dictionaries or pedagogical materials. Accordingly, the Department should be asked to include such works in its annual reports.)

In addition to the typical output measures, research excellence can also be seen in the quite respectable grants record (the NSF/Google funded ELCat is especially notable) and in the many exciting collaborations and new initiatives that the faculty continues to promote. These include projects with other LLL faculty (e.g., the eye-tracker studies with faculty from SLS, and the co-directorship of the Center for Pidgin, Creole, and Dialect Studies). Another College-level initiative is the expansion of the Kaipuleohone archive to include research data from other College departments; it might be helpful to consider whether this archive could be linked to the UH Library as a special collection. An especially exciting new project is the proposal for a center for biocultural studies, which has already served to draw together faculty from across the campus. UH Manoa's particular constellation of strengths makes it uniquely poised to assume a position of international leadership in this area.

The self-study reports that two faculty members are likely to retire in the near future. However, based on information in the CVs, we are guessing that there are five faculty members over the age of 60 and three over the age of 65. Thus the Department could lose close to half of its faculty due to retirements within the next decade. Not surprisingly, these include the most productive and distinguished scholars. The department has made a plea for replacement by faculty at the Associate Professor or Professor level. In general one would hope that the mid-level faculty members would grow to fill the empty shoes, allowing new hires to bring in younger faculty members who guarantee the longevity of the program. In this case, however, we wouldn't reject the idea of more senior hires out of hand, but would look at the order of the retirements and base a decision on the advising load. Junior faculty should not be supervising numerous dissertations, so if retirements result in there being insufficient manpower to service student needs in a particular subfield, then bringing in more senior-level faculty members might make sense. The necessity for an advanced professor will need to be determined on a case-by-case basis and will depend, in part, on the timing and order of departures. The faculty expressed the importance of ensuring that future hires rebuild their historical strengths in Austronesian linguistics and allow the continued link with *Oceanic Linguistics*. This course of action would align with LLL's strong orientation to the Pacific region and is obviously worth supporting.

Graduate Program

The data submitted with this review list the graduate population as twenty Master's students and forty-four doctoral students in 2012, an appropriate number given the faculty size and lack of undergraduate major. The number of applications seems low for a five-year period, but this may be a result of the geographic isolation of the campus. The department is selective, with a 29% acceptance rate, and has a high take-rate at 64% (for the doctoral program). The Department reports losing students to schools with stronger funding packages (five years plus summer support is not unusual). In addition, the faculty states that it formerly received an annual \$4,000 allocation to fly students out for campus visits and that this practice has been discontinued. This situation has likely contributed to the high take rate despite the low financial awards. We recommend that this use of funds to support campus visits be restored.

The average time-to-degree for the PhD at 7.07 years looks good for a program where many students do fieldwork. The time-to-degree for the M.A. at 3.17 significantly exceeds the published two-year standard at this level. The Department should investigate the reasons for this discrepancy and determine in which programs and why students are delayed, and consider making changes if necessary.

The requirements for the graduate degrees are well structured. There are many new innovative courses and there is frequent team teaching. The Department has recently made changes to the milestones, including dropping the oral qualifying exam. In my meeting with the graduate students, they expressed a fair amount of confusion of how these various changes were being implemented and they had formed their own committee to try to figure them out. The Department could consider having a "town hall meeting" at such times to answer questions and address any concerns.

While the Department has completed the necessary annual reports on assessment we found their responses to be rather cursory. In addition, we noticed that the Department has not completed student-level outcomes for either of the graduate programs. Perhaps this reflects a not uncommon attitude toward assessment as an annoying bureaucratic requirement rather than as a useful and substantive path to improvement, which is how it functions when thoughtfully applied. The program-level outcomes of the UC Santa Barbara Linguistics Department could be used as a model to get this process started.

The ten-year graduation rate for cohorts entering between 1992 and 2002 is listed as 65.1%, which is in-line or exceeds national norms. Of the thirty-three PhDs who have completed their doctorates since 2008, the Department reports that seven people are in postdoc or other research positions, ten are in tenure-track faculty positions, eight are part-time and/or temporary lecturers; one is a permanent instructor and seven are unknown. This distribution seems like a very good record for the known alumni. However, the fact that as many as seven are unknown is surprising, given the recency of their degrees.

Another indicator of success in the doctoral program is the number of students who receive extramural awards. The agencies granting these include Fulbright, Fulbright-Hays, the National Science Foundation, the Firebird Foundation, FLAS, the Endangered Language Documentation Program, the Republic of France through the Chateaubriand Fellowship program, and the Genographic Legacy Fund. This impressive list is not only reflective of the competitiveness of the students; it also speaks to the dedication of the faculty in assisting students with grant writing and establishing a grants culture.

Another commendable feature is the engagement of students with the local community, through the Language Documentation Training Center and other programs. This involvement seems reflective of the ethic of LLL and perhaps UH more generally.

The survey responses of the graduate students were quite positive overall and did not raise any significant concerns. The student meeting with a member of the visiting team was very well attended (probably upwards of thirty people); the students are clearly a lively, talkative, and interactive community. They praised many aspects of the program, including the presence of informal discussion groups in a wide range of areas; excellent resources for teacher training and improvement; an effective course on professionalism that covered topics such as how to establish a professional website and how to construct a CV; the strong sense of welcome and support, regardless of whether they are international or domestic students; and the excellent service and extensive knowledge of the secretarial staff.

There were also student complaints. In addition to the expected issues of low stipend levels and a lack of affordable housing, several issues were surprising. First, students stated that they cannot afford health insurance and that there is not an affordable student insurance plan provided by the campus. The Affordable Care Act has made purchasing insurance possible for some students.

Given the critical role of health insurance in the United States, this issue needs to be addressed as soon as possible. Regarding facilities, the students cited the low quality of the sound booths in the phonetics lab, mentioning both insufficient soundproofing and a lack of ventilation. Furthermore, multiple students reported having to turn down opportunities to present papers at conferences due to lack of available funds for off-island travel and related conference expenses.

Undergraduate Program

It is quite unusual for a linguistics department with a productive doctoral program not to have an undergraduate major. When we inquired about this, we were told that the faculty had explored the possibility of starting a major about ten years ago and were met with skepticism by the administration about the number of students the major would attract and career pathways for the students. We believe these concerns are unjustified. As a point of comparison, UC Santa Barbara, a campus of comparable size, reported 141 majors in the Linguistics Department in 2011-12 (some were in the Language, Culture, and Society major and some in "straight" Linguistics) and the numbers continue to rise annually. Linguistics students are well poised for jobs across a wide employment spectrum and for graduate study in a variety of fields. If the Department were to choose to implement an undergraduate major in linguistics, it would likely entail significant growth in enrollments, which may require further faculty and GA resources. The visiting team considers this well worth exploring, especially in that it would provide the opportunity for graduate students to TA in advanced courses, which would not only enhance their financial well being but which would also increase their attractiveness to potential employers. We recommend that the Linguistics faculty revisit this idea in discussions with the administration.

Staff and Facilities

All members of the Department report that they have an excellent and effective office staff; it appears that the level of staffing is adequate to their needs. There is, however, an issue with IT support in the labs. A .5 APT position has been empty for some time. It is good that this position is now being advertised; however, given the extensive lab facilities, even a .5 APT seems inadequate, especially considering the specialized software and maintenance of the servers. If the

campus is able to identify more money for IT support, this would be an obvious need to address.

The Linguistics space in Moore Hall is crowded and sorely needs updating but overall it is of adequate quality. There were concerns about security, especially around the computer labs; these should be addressed so as to protect campus investments. The general lab in the temporary building is problematic. It smelled badly of mold when we visited and had a broken ventilation system. A work order had been submitted for the latter problem, but it was not clear when it would be fixed (and skepticism was voiced about whether the fix would be effective and lasting).

Fundraising

In addition to research grants, the Department has begun other types of fundraising activities and has successfully acquired significant donations from the Bilinski Foundation in support of its graduate program. There is great potential for further development work, which could help address some of the outstanding needs. Perhaps the 50th anniversary is a good occasion to start an alumni-funded conference travel fund. Beyond alumni, there are likely to be people in the local community with strong connections to language who would connect with the Department's mission.

Conclusions and Recommendations

The Department of Linguistics has done commendable work since the last program review and is poised to continue to build to strengths, given appropriate resources as faculty changes occur.

We make the following recommendations specific to this Department; broader issues (such as graduate student support) are subsumed in the College-level report.

1. Replace retirements—at the senior level if there is demonstrated need for supervising dissertations—as they occur; rebuild strength in Austronesian.
2. Continue supporting innovative interdisciplinary initiatives.

3. Restore funding for campus visits to enable continued recruitment of top admitted students.
4. Look into issues with time-to-degree for the M.A. and make adjustments if needed.
5. Consider the advantages and disadvantages of developing an undergraduate major.
6. Increase APT position to full-time, if funds for IT support become available.
7. Fix or replace inadequate sound booths in the phonetics lab.
8. Attend to facilities problems in the general lab in the temporary building and address security issues in Moore Hall.
9. Help department to establish an effective development agenda.

Department of Second Language Studies

Second Language Studies (SLS) is one of six departments in the College of LLL. It offers BA, MA, and PhD degrees to a diverse range of students from Hawai'i and elsewhere. The Dean's summary of the 2013 LLL program review states that "Second Language Studies is widely held to be among the leading programs of its kind in the world" (p. 7).

Faculty

The visiting team concurs with the Dean's view that this is an excellent, internationally recognized faculty. The professors have world-class publication records and recognized expertise on a variety of topics. Several excellent hiring decisions have been made recently, so some outstanding young scholars have joined the SLS faculty. However, there are concerns about keeping faculty members at UH, given the high cost of living and the relatively low faculty salaries. In recent years, several key faculty members have left the UH SLS Department to take up employment elsewhere.

The Dean's summary states that "a department may ask to have a teaching load of 2-2 if there is a system for guaranteeing high research productivity for all faculty members ('something every year from everyone'). This is currently the case in the two departments whose focus is research and doctoral education: Linguistics and Second Language Studies" (p. 7). Clearly the SLS faculty members have lived up to these expectations and have benefited from the reduced teaching load, as evidenced by the quality and quantity of their publications, as documented in their CV's. The course reduction is a very good investment for the university, given the productivity and the scholarly reputations of the SLS faculty. In addition, this team has secured an impressive number of prestigious grants as well as scholarship support for students, as evidenced in pages 12-13 of the SLS report.

The visiting team has no concerns about the use of lecturers (part-time faculty) in the SLS course offerings. The two lecturers that are sometimes called upon are Dr. Dick Schmidt and Dr. Sandy McKay. The former has recently retired from the University of Hawai'i, and is internationally known for his work in sociolinguistics and second language acquisition. The latter is an active scholar who has recently retired from San Francisco State University. She is a well known sociolinguist and the former editor of the *TESOL Quarterly*, a premier

journal in the TESOL field. The fact that courses are sometimes taught by professors Schmidt and McKay is a definite plus for the SLS curricula.

In general, the curricula of the BA, MA, and PhD programs are solid. They reflect wide coverage of important traditional topics in the field as well as some current topics. However, both students and faculty members note that with a larger faculty they would be able to diversify the curriculum and allow greater exploration of contemporary topics in the field.

Data supplied by the College show that the SLS degree programs have all published their student learning objectives (SLOs), they have a curriculum map, and they have collected evidence (2011-2012) about the SLOs. In addition, the results have been summarized and used in the SLS BA program.

SLS Students

In total, three SLS undergraduates and five SLS graduate students (two PhD candidates and three MA students) met with a member of the visiting team. Those particular students were all very happy with their programs and consistently commented on the helpfulness and expertise of their professors.

Of course, the students – especially the graduate students – said the downside of coming to UH is the high cost of living and the tuition expense. Many are working in addition to taking courses. One student reported working 42 hours per week while taking a full course load. Those who had GA-ships were very grateful. Those who did not are hoping to have GA-ships in the near future.

The College is making efforts to increase financial support for graduate students. For example, the Dean's summary stated, "We have also created links between SLS and IPLL by funding SLS graduate students to teach in IPLL" (p. 8). These efforts are to be lauded and supported in the coming months, particularly as the SLS MA and doctoral programs are facing stiff competition from a number of new and established graduate programs in TESOL and applied linguistics.

The students also acknowledged that classes are full and there are few elective options, due to the current budget crunch. They appreciate their professors' willingness to do independent reading courses with them, but would very much like to have specialized seminars in which they could interact with professors and other students about topics of mutual interest. However, in general, they are

proud to be UH students and are anticipating rewarding careers when they graduate.

The Dean's summary notes that "The PhD in SLS is especially competitive, with a 10% acceptance rate, second only to the PhD in Psychology" (p. 2). Indeed, UH SLS PhD holders are widely sought after in the current job market. Two SLS doctoral candidates (Steven Talmy in 2002 and Larry Davis in 2011) have received Doctoral Dissertation Grants from TIRF – The International Research Foundation for English Language Education. (The only other doctoral program that has had two TIRF Doctoral Dissertation Grant recipient is at New York University.)

Along with the generally positive attitude, there was also a slight sense of frustration among the graduate students about access to information regarding requirements. For example, it was apparently difficult for them to determine the difference between a thesis and a scholarly paper (two different exit mechanisms for the MA program). The students said they had helped to create a handbook about such student concerns, but that it is now password protected so it is not accessible to people outside the department. They suggested that it would be a good recruiting tool and should be available to potential students as well as to enrolled students.

The comments from the BA, MA, and PhD SLS students on the 2013 Student Survey are generally quite positive. However, one doctoral candidate did remark, "No clear guidance from some instructors on comprehensive exams. The teaching load is heavy and guaranteed funding (4 years) is too short for a doctoral program, considering the amount of teaching students do in this program."

Undergraduate Program in Second Language Studies

The new undergraduate program in SLS deserves special mention, as much for its promises as for the challenges it has created. As noted on page 28 of the SLS report, the new undergraduate program in Second Language Studies has grown much more rapidly than was expected. When the BA program was started, the SLS team projected enrollment figures of 37 to 39 students. For this reason, no additional staffing needs were anticipated. However, there are now about 90 students enrolled in the new SLS BA program and some help is needed for advising. The current Chairperson of the Department of Second Language

Studies (Dr. Graham Crookes) reports that the person who is serving as the Director of the English Language Institute (ELI) has taken on the additional role as the advisor for the SLS BA program. Dr. Crookes is concerned that that person is now overwhelmed by the sheer number of students he must deal with. The faculty members with whom we spoke concurred with Dr. Crookes' assessment of the situation. They requested the appointment of an S2 staff position to take over the advising responsibilities.

In a sense, the SLS faculty members are victims of their own success. The BA in Second Language Studies has had much more "drawing power" than they anticipated. The external review committee feels that they should be supported in their efforts to grow and support this new program, particularly as (1) it is likely to lead to some SLS BA graduates going on for MA degrees at UH, and (2) it speaks to Dean Bley-Vroman's points about the responsibilities of the College. Specifically, the new BA program contributes to a diverse and dynamic undergraduate curriculum at the university, and – to the extent that some students become interested in language teaching as a result of completing this curriculum – it relates to serving the needs of Hawaii. For all these reasons, the review committee supports the request for an S2 person to support advising for the undergraduate SLS students.

Recruiting Students for Second Language Studies

One concern of the faculty and chairperson in the SLS group is that the application numbers are down for the MA program. We discussed three reasons to which the faculty attributed this drop. First, the high cost of UH tuition and the high cost of living in Hawai'i are having a negative effect on applications. Second, there is an increasing number of good MA programs in non-English-speaking countries (e.g., Japan, Thailand, etc.) that used to be main sources of MA candidates. Third, legitimate and well respected TESOL MA programs are now widely available online (e.g., the University of Southern California, the New School, Anaheim University, etc. – see [Murray \[2013\]](#) for further information). These online offerings are attractive due to their "anytime, anywhere" access, which benefits MA candidates who already have jobs, families, etc., and are thus not mobile enough to uproot their lives and spend two years at in the SLS MA program at UH.

The SLS report discussed the need for recruiting, but there seems to be little college-wide or university-wide interest in actively marketing these programs.

However, there is a low-cost opportunity which would definitely increase the number of qualified applicants for the MA program in SLS. This is the Peace Corps Masters International (PCMI) program run by the US government. The PCMI option is a cooperative arrangement between graduate programs and the Peace Corps. Students apply to both and, if accepted, they complete two semesters of graduate work and then enter the Peace Corps. There they teach English as a foreign language (EFL) and/or do English teacher training for two years. They then return to the graduate program to complete their MA degrees. The advantage to the university is that the TESOL MA Program is advertised on the Peace Corps website for free. An example of the PCMI website information can be found [by clicking here](http://www.peacecorps.gov/learn/whyvol/eduben/univandprog/?program_area=61&state=CA&program_type=masters) or by pasting this URL into your browser: http://www.peacecorps.gov/learn/whyvol/eduben/univandprog/?program_area=61&state=CA&program_type=masters

Library Issues

One matter of some concern is the library. Apparently the current construction project is making it nearly impossible to access books in the stacks. However, beyond the construction – which is a temporary impediment – there are serious concerns that inter-library loan requests sometimes take an unreasonably long period of time for processing. In addition, the graduate students in particular were concerned about gaps in the collections. For example, the *CALICO Journal* and *Language Assessment Quarterly* are not available. Both are directly related to the SLS curricula and should be ordered as soon as possible.

Students also said the library photocopier is a problem and that for some journals (e.g., *Applied Linguistics*) the electronic subscriptions are not complete. That is, while there are print versions of the older issues, there is no electronic access to those earlier issues. Yet the students cannot take the journals out of the library, so while the photocopier is not functioning, their only recourse is to read articles in these journals in the library itself. This old-fashioned approach to accessing library resources is a particular burden for students who must work long hours to support themselves during their undergraduate and/or graduate careers. It should be a priority for the College to ensure that library resources are appropriate, up to date, and widely accessible, either physically or electronically.

The National Foreign Language Center

The National Foreign Language Center (NFLC) at UH is one of only fifteen such centers in the country. This unit and other similar centers on campus provide opportunities for collaboration and research across languages and with colleagues from other programs in the college. The NFLC is internationally known for its publications, particularly on language assessment and pragmatics.

The NFLC brings national and international exposure to the university through its publications, but it also provides two additional important benefits to the university community. First, by involving scholars from various departments in the College, the NFLC help to reduce the “silo effect”. Second, in years when US government spending is not so lean, it provides another source of financial support for UH graduate students.

Facilities

Moore Hall, the long-time home of the SLS MA Program (which has given rise to the entire SLS suite of programs) appears to offer adequate (though uninspiring) office space for faculty members. The graduate instructors, in contrast, are quite crowded. The NFLC is housed in a “temporary” building that was erected in the 1970’s.

The most glaring problem with the SLS facilities lies in the offices and classroom space of HELP – the Hawaii English Language Program. Located on Lower Campus, these classrooms and offices are quite shabby. They certainly don’t make a good impression on students or visitors to UH. This negative first impression is a shame, since many worthwhile students enroll in HELP in hopes of entering UH graduate or undergraduate programs in a wide range of fields.

Joel Weaver, the Director of HELP, pointed out that he had had to install a blanket of foil on the ceiling of his office, because debris from the ceiling was falling on him as he worked at his desk. Having been raised in Africa, Weaver quipped, “I grew up in a developing nation. I can cope. I just didn’t realize I’d be working in a developing nation when I took a job with the University of Hawai’i.”

Staff Issues

The staff support in this unit has not been ideal and recently the Department has felt considerable strain as a result. The visiting team recommends that the College work with the Department and the relevant union to determine the most appropriate way forward to address this issue.

Recommendations

1. We encourage the Dean to maintain the 2-2 teaching load for faculty members in the Department of Second Language Studies. The SLS faculty should be encouraged to continue their high rate of productivity in publications while maintaining their high standard of teaching excellence.
2. The faculty should provide clear, written, readily accessible information about requirements for the various degrees. Perhaps greater coordination with the advising personnel is called for.
3. Problems with the limitations of the library collection should be addressed as soon as possible. Acquiring electronic access to key journals is vital, and could be the focus of a targeted, small-scale fund-raising effort if funds for subscriptions that are not currently available.
4. In addition, some sort of stop-gap measures must be found immediately to enable the students to access the library resources in the stacks while the construction project is ongoing. It is extremely frustrating for the students not to be able to utilize existing resources which they need for their coursework because the construction work is in the way.
5. We support the request for the appointment of an S2 staff position to support advising in the new Second Language Studies BA program. The English Language Institute is a central part of the SLS organization (e.g., for practice teaching, for curriculum design and research projects, for test development projects, etc.). Its administrators should not be spread too thin with BA advising, nor should their energy be diverted into channels other than running the ELI.
6. The facilities in which the Hawai'i English Language Program (HELP) is housed are unsatisfactory. So are those which house the NFLC, but at least

students do not have to take classes there. Since the HELP classes are a first introduction to the University of Hawai'i for some students who wish to matriculate here, they should at least be offered in modern, air-conditioned classrooms.

7. Finally, as noted above, some improvements are needed in the administrative staffing at the Department level.