Step 3: Second Level Unit Review and Ranking (Deans/Directors/Department Heads)
Using the program review results posted on the Prioritization Process webpage, please complete the below information and submit to ovcafo@hawaii.edu as a word doc or pdf file by **March 15, 2009**. Please ensure the e-mail subject heading reflects the Department/School/College name followed by “Second Level Review.” For example: SOEST – Second Level Review.

Department/School/College: _____Languages, Linguistics, and Literature

The department would fall under which of the following Vice Chancellor’s offices?

__xx___ Academic Affairs
_____ Research and Graduate Education
_____ Student Services
_____ Administration, Finance, and Operations

Advisory Committee Members (list names and titles):
Kimi Kondo-Brown, Interim Associate Dean
Joel Cohn, Chair, EALL
Mark Heberle, Chair, English
Robert Ball, Chair, LLEA
William O’Grady, Chair, Linguistics
John Mayer, Chair, IPLL
Richard Day, Chair, SLS
Graham Crookes, Director, ELI and HELP
Richard Schmidt, Director, NFLRC
David Hiple, Director, LLC
Administrative Unit (e.g. College) Prioritization Summary

This form is to be used to provide a summary of program priorities within an administrative unit (e.g. college). Please list each program identified in the Summary Matrix forms and Optional Guides in a priority category. This Prioritization Summary form should be forwarded, along with all self-review materials, to ovcafo@hawaii.edu for posting on the Prioritization Process webpage by March 15th for the next level of review to take place.

<table>
<thead>
<tr>
<th>New/In Transition</th>
<th>Target for Growth or Investment</th>
<th>Maintenance</th>
<th>Reorganize/Restructure/Merge/Consolidate</th>
<th>Reduce in Size or Scope</th>
<th>Phase Out Close Eliminate</th>
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<tbody>
<tr>
<td>Hindi-Urdu</td>
<td>PhD Linguistics</td>
<td>SEE ATTACHED LIST</td>
<td>Interpretation &amp; Translation Studies</td>
<td>Certificate in Russian</td>
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<tr>
<td>Maori</td>
<td>PhD English</td>
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<td>Intro to Literature Program</td>
<td>Certificate in Languages of Hawaii &amp; Pacific</td>
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<td>BA in SLS</td>
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<td>Certificate in Classics</td>
<td>Certificate in Linguistics</td>
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<td>BA in Chinese</td>
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<td>Certificate in Russian Area Studies</td>
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<td>BA in Korean</td>
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<td>Certificate in German</td>
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<td>Samoan Language Program</td>
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<td>Tahitian Language Program</td>
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<td>Tongan Language Program</td>
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<td>Chamorro Language Program</td>
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Brief Summary (no more than 2 pages)

Please include a brief narrative with an overview of the rationale for placement of the components on the Prioritization Summary form and any supportive or explanatory text or data that will assist higher levels of review in determining the relative priority of each program. You may wish to comment on the program self-reviews.

The College of Languages, Linguistics, and Literature is one of the four colleges of Arts and Sciences. The College places the study of language in its many manifestations at the center of its students’ education. We regularly teach 25 or more languages, many of them unique or rare offerings from the Asia-Pacific region, all of them central to the historic mission of this university and to the liberal arts tradition. We offer a full complement of degrees in the key areas of language, literature, and linguistic study, totaling twelve BAs, eleven MAs, and nine PhD degrees, through our departments of East Asian, English, Europe and the Americas, Indo-Pacific, Linguistics, and Second Language Studies. We also are the home of several vital and important centers, including the federally funded National Foreign Language Resource Center, the celebrated Center for Biographical Research, and the cutting edge Language Learning Center.

The prioritization process at Level 2 consisted of a series of recommendations from the dean, which were then debated by the chairs as an advisory group and also presented to the departments for their input. The dean’s original suggestions were
The programs that we have targeted for growth and investment have been chosen (from among several worthy candidates) for their potential to become leading programs in their fields.

- The Linguistics department has embarked on a new path in their PhD, offering a track in Language Documentation and Conservation, and in the process becoming the only department in the nation to offer students such an option. Language Documentation and Conservation has become one of the most pressing issues facing linguists today, with the number of endangered world languages in the thousands and the prospect of their survival the next half century becoming increasingly remote unless many more linguists can be trained to intervene and avert this loss. Additional faculty lines and GAships are needed to support the department’s ambition of becoming the leading American program in this growing field.

- The English PhD has reinvented itself over the last twenty years, with a new emphasis on Asian-American and Pacific literary and cultural studies. Without abandoning its roots in the British and continental American literary traditions, this new vision of the mission of the English department to reflect and respect its place in Hawai’i has attracted excellent students as well as distinguished figures in Pacific writing, such as Albert Wendt and Witi Ihimaera to our revitalized Citizens’ Chair in English. In order to continue in this important direction (unique among American universities), it is necessary to find support for filling the Citizens’ Chair on a regular basis, as well as to obtain more GAships, which will allow us to attract and support a greater number of promising students of Asian-American and Pacific literature, creative writing, and composition and rhetoric. Additional GAships will also assist in ending the perennial staffing shortage in First Year Writing classes, another extremely high priority.

- The department of Second Language Studies has an international reputation as one of the leading, if not the leading, programs of its kind in the world. Currently, SLS offers a highly sought after MA in ESL and a PhD in SLS. Undergraduates who wish to do a bachelor’s degree in English as a Second Language can only do so through the Interdisciplinary Studies program. In fact many do, and the number of ESL students in IS constitutes its largest number of students. Student demand is clear. Recently SLS has collaborated with Kapiolani CC to articulate a possible connection between an AA in ESL there and a BA in ESL here. Support for the creation of a BA program in SLS would help take SLS to an even higher level in its international standing and answer local demand for this kind of training, which offers many vocational opportunities for our own students.

- Chinese is one of the two languages that has shown the most growth over the last decade in America (Arabic is the other). Our Chinese program, while stable as a heritage language, has not demonstrated the growth spurt that has taken place on the mainland, and one of the key reasons seems to be the lack of faculty positions and the dearth of GAships. We have established an excellent collaboration with the Shidler College of Business in the China International MBA (CIMBA) program, and we see the potential for enormous growth in Chinese studies with the infusion of additional resources.

- The Korean program has grown tremendously over the last decade from a headcount of 12 in 1997 to 84 in 2009. This seven-fold growth has brought us national attention as an important site for Korean studies, and with that has come Flagship status as the sole American center for strategic Korean language study funded by the National Security Education Program. To maintain our standing and move to the next level of prominence, we need to hire additional tenure-line faculty (we currently have an FTE of 4.0).

- The Samoan language program has shown a similar growth, but with a smaller FTE of 2.0. As a heritage language, but not offering a BA degree, Samoan attracts several hundred students each semester, both at the introductory and intermediate levels (which satisfy the language requirement) and also in the upper division where heritage students and others pursue advanced study of Samoan cultural and linguistic practices. Samoan has become the largest program in the Indo-Pacific department, outstripping both Filipino and Ilokano, which share a BA. Additional tenure-line and instructor positions are needed for a program like this which is so lecturer-heavy and thus most vulnerable to budget cuts.

The programs that we have targeted for “Reorganize/Restructure/Merge/Consolidate” all share similar traits: they offer students valuable academic training and opportunities. But some have attracted too few students in their current organization (the three European certificates and the three Indo-Pacific languages); one has to rethink how it can best offer its very useful courses to students when resources are limited (the Introduction to Literature program); and another (the Center for Interpretation and Translation Studies) should consider merger with a stronger and larger entity that will offer it the administrative support and the access to faculty that are necessary to ensure language access to all Hawai’i’s citizens.

Among the “Phase Out/Close/ Eliminate” are programs that have consistently failed to attract sufficient students and whose elimination does not damage the mission of the college or of the university.
Advanced Graduate Certificate in SLS
BA in English
BA in Japanese
BA in Linguistics (through Interdisciplinary Studies)
BA in Classics
BA in French
BA in German
BA in Russian
BA in Spanish
Center for Biographical Research
Center for Second Language Research
Certificate in Chinese
Certificate in French
Certificate in Human Language and Computers
Certificate in Japanese
Certificate in Korean
Certificate in Language Acquisition
Certificate in Language and Cognition
Certificate in Latin American and Iberian Studies
Certificate in Professional Writing
Certificate in Spanish
Charlene Sato Center for Pidgin, Creole, and Dialect Studies
English Language Institute (ELI)
First Year Writing Program (English)
French 101-202 Language Program
German 101-202 Language Program
Greek 101-202 Language Program
Hawai‘i English Language Program (HELP)
Indonesian-Malay Language Program
Italian 101-202 Language Program
Language Analysis and Experimentation Labs (LAE)
Language Learning Center (LLC)
Latin 101-202 Language Program
MA in Chinese Language and Linguistics
MA in Chinese Literary & Cultural Studies
MA in English
MA in French
MA in Japanese Language/Linguistics
MA in Japanese Literature
MA in Korean Language/Linguistics
MA in Korean Literature
MA in Linguistics
MA in SLS
MA in Spanish
Minor in Chinese
Minor in English
Minor in Japanese
Minor in Korean
National Foreign Language Resource Center (NFLRC)
PhD in Chinese Language and Linguistics
PhD in Chinese Literary & Cultural Studies
PhD in Japanese Language/Linguistics
PhD in Japanese Literature
PhD in Korean Language/Linguistics
PhD in Korean Literature
PhD in SLS
Portuguese 101-202 Language Program
Russian 101-202 Language Program
Sanskrit Language and Literature Program
Second Language Requirement in Chinese
Second Language Requirement in Japanese
Second Language Requirement in Korean
Spanish 101-202 Language Program
The Arabic Language Program
The Filipino and Philippine Literature Program
The Ilokano Language and Literature Program
The Khmer Language Program
The Thai Language Program
The Vietnamese Language and Literature Program
The Writing Center