



UNIVERSITY
of HAWAII®

MĀNOA

MEMORANDUM

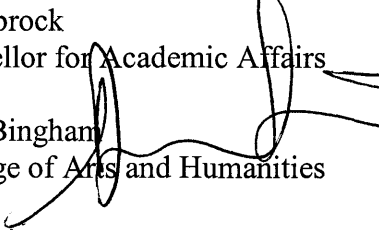
RECEIVED

11 JUN -1 11:25

MANOA CHANCELLOR'S
OFFICE

May 31, 2011

TO: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Thomas R. Bingham

Dean, College of Arts and Humanities

SUBJECT: Program Review, one year progress report

COLLEGE

Issues identified by the external reviewers, designated as action items by the College

The College will review and work to clarify and invigorate its mission through collaboration with and in consultation with faculty and chairs.

At the annual Department Chair retreat held in August 2010, the DC's started with a clean slate and wrote new vision and mission statements. Both were circulated to faculty for comment, revised, and circulated once more before adoption in November 2010.

The College will develop a five-year hiring plan that considers the revised College mission, student needs, the College scholarship profile, interdisciplinary initiatives, and the goals outlined in the Chancellor's New Directions document.

We will begin this discussion in Fall 2011.

The College will work with the departments of American Studies, History, and Philosophy to engage the faculty in discussions regarding the merit of quality vs. quantity, and to work towards a review of admission standards for Ph.D. students.

Initial discussions have met with mixed reception. The actual issue is adequate resources being available for the number of graduate students the departments would like to support. All three departments feel that the current level of assistantships alone are not sufficient to make us competitive for the top tier students. All three departments agreed to explore other venues to generate additional graduate student support.

American Studies increased its admission standards for Fall 2011 and accepted a smaller incoming class. A committee was appointed to explore leveraging summer and Outreach funds

with matching funds from donors. A previously established endowment intended for graduate student support is still “underwater.”

History faculty resources can support additional graduate students, but the department understands that current undergraduate enrollment does not support a request for additional assistantships. The department is looking for ways to generate revenue for fellowships.

Philosophy’s attention is currently focused on regaining vacated faculty positions. We are not aware of any ongoing discussion regarding adapting the number of students to the available resources. As noted below, one faculty member has taken the initiative to acquire partial funding (80%) for two GAs from the Freeman Foundation. To encourage further activity along this line, the College is providing the additional 20% needed.

Discussion will continue.

The College will promote and encourage distance education as an entrepreneurial activity, expanded summer session offerings for UHM students, and developing summer programs to attract new “customers.”

When the College began returning 50% of summer session “profit” to the departments two years ago, departments began to expand their offerings. More and varied courses were offered by A&H last year, but an across-the-board drop in summer enrollment resulted in overall lower enrollments. Several departments revised their offerings this summer to be more attractive to students. Enrollment numbers are pending as of this report.

We talked with Distance Course Design and Consulting group in the College of Education about their services in support of developing online courses. Since the high cost of development (\$20,000+ per course) is an obstacle for the departments, the College offered to front the development cost in return for a share of the proceeds until the development cost has been paid, after which all proceeds would stay with the department. Some chairs expressed interest in this arrangement, and the Speech chair met with DCDC to explore further. Speech is offering an experimental on line course this summer with the intent to continue in Fall 2011. Some of our newer faculty have expressed interest but are hesitant to devote the necessary development time until they have attained tenure. As of this date there are no new courses in development.

The College will take steps to expand A Semester in Hawaii by increasing spring enrollment and explore expanding into the summer sessions.

We are initiating additional marketing strategies, such as a redesigned website and new marketing materials. We have also created a blog and increased our Facebook advertising. Associate Dean Lee and ASH director Anna Womack will be making a one week tour in Fall 2011 of the schools from which most of our students come in order to renew connections with

the appropriate campus offices. We are considering a secondary publicity campaign that emphasizes the unique cross-cultural studies in the Arts.

Director Womack is working with Music and Theatre & Dance to determine the feasibility of offering a cluster of related summer courses with special focus on Asian theatre and/or music, targeted for students from the mainland.

We continue to lose a number of students each year because they are not allowed to take business classes. We will reopen discussions with Shidler to see if opportunities can be created.

To encourage grant writing, the College will explore a pay for service protocol with SSRI and other campus grant support offices.

Associate Dean Lee has had numerous discussions with SSRI, RCUH, and potential A&H PI's. Our preliminary conclusion is that such a pay for service relationship with SSRI *may* be appropriate if our grant activity shows an increase. SSRI's current focus is providing post-grant support, which the A&H dean's office is capable of handling at the current level. SSRI resources are already stretched, so a pay-per-service agreement would probably require SSRI to increase personnel.

Our analysis and feedback from the potential PI's indicates that the greatest need for our faculty is pre-grant support: writing the application, creating the budget, etc., which SSRI does not provide. We arranged for a grants workshop especially designed for A&H faculty, presented by ORS in April 2011. Despite broad and repeated publicity, only two faculty took part.

Clearly, we are facing more than an issue with support infrastructure. Feedback after the workshop points to a need to a) incentives submitting grant applications, and b) take a few faculty and hand-in-hand walk them through the application process so that they are not intimidated by the process, which will hopefully lead to, c) a success story or two that can be the model and inspiration for other faculty.

During the time until the next progress report, we will look into a) and b) with the goal of having 2-3 grant applications submitted.

In its memo of November 8, 2010, the OVCAA identified four additional themes to be addressed.

A Focus on Graduating Students

The College continues to focus efforts toward time to degree and retention by:

- fully supporting the mandatory advising initiative. A&H has taken it two steps further by (a) requiring students to see faculty advisors, thus engaging students with faculty early on, and (b) requiring one advising session per year for juniors and seniors. Several departments have mandatory advising every semester through graduation.
- frequently encouraging faculty advisors to use the online 4-year plans.
- monitoring department course offerings to ensure that courses for majors are available as projected in the 4-year plans.
- providing funds to support social functions that foster a sense of connection among students and bring students and faculty together.
- encouraging and highlighting the importance of good teaching by awarding A&H excellence in teaching awards, which include cash awards for the recipients. It is noteworthy that since we began the awards two years ago, four A&H faculty have received the BOR medal and one the Chancellor's award.
- requiring department chairs to test-drive the recent freshman pre-registration module, which brought to light a number of important revisions before the process "went live."
- investing College resources (as well as recent tuition return funds) in course pressure points, such as Speech 151/251 and Art foundation courses. The Speech courses are sought after by students of all majors. The demand for the Art courses was significantly increased when they became required for Architecture freshmen.
- Allocating additional support to PHIL 110, such as an additional grader and an additional TA.

In addition, the programs with the longest time to degree (BFA Art, BM Music, BA Theatre & Dance) have been encouraged to revisit their curriculums to look for efficiencies and to include time to degree discussions during advising. Art reduced their BFA by 12 credits and their BA by six—we look forward to updated data confirming improvement. We will work with Music and Theatre & Dance to attempt to ascertain reasons for their above average time and create plans accordingly.

Graduate Students

The general concern expressed by the OVCAA is that "...we need to do more to support graduate students..." The two suggestions were to create additional assistantships to support key gateway undergraduate courses and through an active development campaign.

As reported above, additional assistantships have been allocated to Speech and Philosophy to support these courses. Religion has received additional GAs to support Rel 150. The other departments have yet to develop appropriate courses.

College resources will remain an issue. Further allocations based on SSH will be helpful, but it will be awhile before the College budget will allow us to invest in additional assistantships without taking funding from other critical areas.

Our development officer, who also covers LLL and the University Libraries, has begun to explore funding possibilities for the humanities, including for graduate students. Results have thus far been elusive. As the OVCAA has noted, the Arts create significantly more interest among donors than the humanities. While we will continue to pursue graduate student and humanities funding, we must focus most of our attention on the programs that show the most potential and the best results.

New Programs

We concur that the undergraduate mission is a higher priority than providing the additional faculty resources needed to enhance or to create new graduate programs. This priority has been clearly communicated to our departments.

Facilities

We are grateful that UHM is investing in a new building to replace the Temporary Dance Building. We will continue to work to make the Kennedy Theatre addition a reality.

DEPARTMENTS

American Studies

American Studies has made admirable progress on its stated goals. The faculty have raised admission standards for the graduate program in order to focus on quality and to be able to focus more support on fewer students. A senior professor with a record of bringing in endowments for graduate student support is chairing a committee to seek additional external resources.

We look forward to seeing data in the three-year report showing the results of the shifting emphasis to undergraduates.

Supported by the Chancellor, a new position in indigenous studies was successfully filled, to start Fall 2011. The position for the part-time graduate coordinator has also been successfully, providing critical support to the graduate program.

Given the need to focus on undergraduate education and the College's financial situation, it is unlikely that an additional faculty position will be allocated to support a proposed joint master's degree in Historic Preservation and Museum Studies.

Art and Art History

As reported above, the department took significant steps toward reducing the time to graduation by (a) reducing the number of credits in the BFA and BA degrees, (b) pledging to offer upper division courses at a frequency that will allow students to graduate in four years, and (c) agreeing to encourage students, through advising, to graduate sooner. As at the campus level, the reasons for the long time to graduation are unclear. The department is attempting to collect and analyze data regarding the status of students at the time they declare their Art major (total number of credits, credits in art, transfer vs. original UHM student) as well as data regarding the total number of Art credits upon graduation, number of Art courses taken per semester, etc. While much of this information can be gleaned from STAR, it is a large task to analyze over 500 current majors plus recent graduates.

The department feels that the solution to over-extension is in additional resources for lab support staff, equipment, and faculty lines. Since this is not likely to occur in the near future, we encourage the department to look to other solutions. We support the department's proposal to require a B grade in pre-requisites as a way of increasing the quality of the students in the major. This may also contribute to slightly smaller undergraduate program, which would put less stress on available resources. It is also possible, however, that higher standards will lead to more, but higher quality, students. Either result will be a positive direction.

The department successfully requested approval to charge lab fees and course fees to help cover the high cost of consumables. While this will help bring stability in the long run, because the fees collected are not released until the following fiscal year, the College is required to absorb the total cost for the first year of implementation (approximately \$200,000). In addition, the department is preparing to take advantage of the excellent work it has done maintaining a communication network with alumni by starting an annual campaign to establish an alumni scholarship endowment/fund.

Discussions with the Academy for Creative Media regarding an ACM certificate for Art majors are underway.

History

To address the need for junior faculty mentoring, the department, (a) refers the faculty to the OFDAS programs, and (b) brings the junior faculty together with the department chair and DPC chair to discuss issues around personnel actions. These are satisfactory first steps and follow the suggestions of the review team. We have discussed with the department chair the possibility of assigning senior History faculty as mentors and have concluded that external mentors will be more appropriate. The remaining "junior faculty mentoring" issues raised by the review team actually pertain to general faculty support, such as "... salaries, research and travel funds, and family (housing, partner hire, personal leaves, and childcare)..." for which the College does not have either the resources or the authority to address.

The department experiment with offering smaller sections of World History in order to attract more history majors is laudable but will be difficult to assess. Discussion regarding the senior

project/thesis as a possible deterrent has paused pending a student survey. These are good initial steps, but we would like to see plans that reflect active, rather than passive, recruitment.

We concur with the department chair's assessment and the review team's comments that undergraduate enrollment must increase in order to justify additional graduate assistantships. The College already allocates assistantships according to a formula that is 50% based on undergraduate SSH. History has a potential source for graduate fellowships in revenue generated by the Journal of World History. The College is working with UH Press to make those funds available to the department.

Music

We concur with the OVCAA that construction of a concert hall is unlikely in the near future.

Four issues were included under the department plan for "Graduate Education," and satisfactory progress has been made in all. (1) The department and graduate chairs will continue to remind faculty and graduate assistants of the 20-hour per week maximum workload. However, we feel that it is up to the students to immediately report infractions if the problem is to be effectively addressed. (2) The department chair convened the Ethnomusicology faculty to discuss the perception that they do not "get along" and therefore make it difficult to put together graduate committees. We suggest the chair revisit the issue with graduate students prior to the three-year progress report to monitor progress. (3) The department is creating a procedure to enable students to apply for conference travel support. We look forward to seeing the final policy. (4) We're not certain that the department plan for the "students' sense of need for support for placement at time of graduation" addresses the students' concern. The steps taken since the plan was formulated are laudable and are an improvement, but they occur at admission and at infrequent moments during the degree, rather than at time of graduation. We suggest the department work with the students to determine what sort of support they are looking for.

The department has made impressive strides in development in the last few years. However, while step 1 of the plan is clear (establish networks, collect contact information), it is not clear what the next step(s) will be. We look forward to seeing the department's plan soon. We also note that student help can be quite effective in collecting and organizing friends and alumni information, rather than waiting for an APT vacancy to be filled.

We concur with the department chair's conclusion that, under current circumstances, it is better to focus on improving the quality of music majors rather than quantity. We also think that improving the quality will attract more students. It is not clear, however, how moving lower-achieving undergraduate students to the BA program will enhance student quality. In addition, we would like to see plans for improving student quality that address the student experience at strategic points after the audition process.

Philosophy

We applaud three notable achievements related to undergraduate education: (1) the first Undergraduate Philosophy Conference, in collaboration with Hawaii Pacific University; (2) completion of the department undergraduate curriculum map; and (3) marked improvement in retention in Phil 110. In addition, a new faculty member who begins in Fall 2011 will be able to share Phil 110 teaching responsibilities. We look forward to continued improvement in retention and in grades (not available at the time of this report) for Phil 110, and to engagement by increasing number of Philosophy faculty.

Achievements 1 and 2, as well as the first undergraduate awards ceremony, are noteworthy steps toward engaging their majors. We look forward to more indicators that there is broad recognition among the faculty of the importance of undergraduate education both for major and for non-majors. As the review team notes and as has been conveyed to Philosophy chairs on numerous occasions, an important key to regaining faculty lines and to acquiring additional assistantships will be through an invigorated undergraduate program.

The department report takes issue with the review team's finding that "the department seems relatively disengaged from both the university and from the larger community of Hawai'i." We welcome evidence to the contrary. While the Faculty Senate resolution regarding collaboratively-taught courses and the cluster-hire proposals are important steps, these are other solutions to teaching/working collaboratively.

Religion

Lack of research support was a prominent concern cited regarding junior faculty retention and renewal. The department took the laudable initiative to designate a portion of its summer session revenue to provide research and teaching stipends and we commend the department for taking this step.

The department made significant progress toward finalizing the revision to the Plan B option. We look forward to final approval and "rolling out" in Fall 2011.

Speech

The review team correctly expressed concern regarding the effect of having three faculty serving in administrative positions and being replaced by temporary faculty or graduate assistants. In the last year the College used existing resources to convert one of the temporary positions to tenure track, providing additional stability and additional manpower for advising and service.

The department disagrees with the review team assessment that additional faculty resources would be required to launch a Ph.D. program. Given the perception that Speech faculty are already stretched thinly, it is difficult to imagine how the additional responsibilities of dissertation committees and advising in a robust program could be incorporated into the department without impact.

The department successfully sought permission to change its name to Communicology, effective Fall 2011. We are now doing the necessary paperwork to change the name of the degree.

Theatre & Dance

We share the department's puzzlement regarding the review team's observation that there is little collaboration between Theatre, Dance, and Music. There are numerous collaborations throughout the year, particularly between Theatre and Dance faculty and students. The most visible is the annual Asian Theatre productions, which requires very significant participation by Asian Dance students. In addition, the Music Department has been providing musicians for many mainstage and lab theatre productions for a number of years.

That being said, we recognize that there is room for improvement at the operational and philosophical levels. We have implemented a reorganization of duties for department administration that more accurately represents the level of collaboration already taking place and that will hopefully lead to an increased sense of a unified department.

The review team reiterated our long-standing concerns regarding the state of the facilities. As reported above, Dance will soon be moving into a new building located on upper campus, an improvement in many aspects. We have allocated funds to the department for cosmetic upgrades to much of the backstage area, to be completed this summer. Meanwhile, the Kennedy Theatre addition awaits...

We enthusiastically applaud the department's efforts to begin its own development campaign. Two events, organized wholly by Theatre & Dance faculty with support from Music and the UH Foundation, were staged to support production costs and next year's presentation of *Oklahoma!* The Friends of Kennedy Theatre is an organization that, with revitalization and guidance from the department, has the potential to generate significant support.

The department's desire to engage in indigenous theatre awaits the outcome of a proposal to the Chancellor's strategic hire initiative for a collaboration with Hawaiinuiakea.

SUMMARY

A&H departments have made significant progress on what the review team identified as "Critical Issues"—far more than under previous methods for Program Review. We will continue to work on those issues. In addition, we will encourage the departments to revisit the review team's report to identify and engage significant issues identified in the narratives, beyond those designated as critical.

Of particular concern is the above average time to graduation in Art, Music, and Theatre & Dance. While students report difficulty in obtaining classes or that classes are not offered, our

May 31, 2011
Page 10

records indicate that these departments were adhering to four-year plans (to schedule courses) well before the campus undertook its online initiative. We intend to work with the arts department undergraduate coordinators to collect data from “senior seniors” to find the actual reasons for delayed graduation.

American Studies

1. **Doctoral and Undergraduate Programs and Graduate Student Support.** The Department has raised its admission standards for 2011-2012 doctoral applicants. The current pool of admitted doctoral students likely to enroll in Fall 2012 is of a generally higher caliber than in the past and, consequently, their number is smaller than commonly has been the case. This is by design. It is worth noting, however, that two of our currently graduating PhD students have been nominated for the most prestigious dissertation awards in the field, and both of those dissertations focus on US-Asia/Pacific cultural and political relations, in concert with the UHM and departmental mission statements.

At the same time, the undergraduate major is growing: While the number of 2011 undergraduate major graduates is expected to be approximately the same that it was in 2010, at last count we anticipate a increase of approximately 50% in the number undergraduate American Studies majors in 2012 compared with 2011.

Professor Dennis Ogawa is heading a committee that is exploring increased external financial support for our graduate students. These efforts include the possibility of leveraging departmental income from Summer and Outreach teaching to seek matching funds from alumni/alumnae and other individuals for graduate scholarships and awards. The department already has endowed accounts in the UH Foundation (including one with an initial endowment of \$135,000) designated for graduate student financial support, but national economic conditions have brought those endowments to a standstill. However, that situation has now begun to change for the better. It should be noted as well that university support for graduate student assistance in this and similar departments remains at a level that is far lower than at any comparable institution of which we are aware.

2. **Indigenous studies.** Following an extensive search that generated applicants from across the United States, Europe, and the Pacific, the department was able to hire an exceptionally fine specialist in Indigenous Studies. She will begin teaching in the department in Fall 2011. We also were able to replace a faculty specialist in Film/Media who did not have her contract renewed. We are very pleased with the high calibre of both these new faculty members.

3. **Historic Preservation and Museum Studies.** Although no movement has occurred in adding at least one new faculty member, trained in public history or a related field, who would be able to work with and strengthen both Historic Preservation and Museum Studies, those programs and the department continue to seek such a line. The same situation holds for the effort to seek additional external funding. Planning continues apace for a joint MA degree in Historic Preservation and Museum Studies, although we anticipate administration and BOR resistance to such a plan unless those programs simultaneously are allowed to expand the size of their faculties--which, at present, is holding at 1.0 FTE for each of them. Both enrollment increases (which are quite possible in each of these programs) and increased external funding (also rich with possibilities) continue to be stymied by inadequate faculty size and by insufficient staff support. Still, despite roadblocks, both those programs continue to graduate stellar students with excellent placement records.

4. Staffing of the Department. Although the department remains less well staffed than it was several years ago, the efforts of the Dean to replace the part-time graduate secretary have been successful. American Studies has hired a replacement for that slot as a casual hire, but it also is in the process of interviewing for an APT to hold that position in place of the casual hire. Once this is done we will be at approximately the same staff strength as several years ago, with the exception of fewer student helpers now than there were then.

DEPARTMENT OF ART AND ART HISTORY (DAAH)
JUNE 13, 2011 - SUBMITTED BY GAYE CHAN, CHAIR

PROGRAM REVIEW - ONE YEAR REPORT

1. TIME TO GRADUATE

TO REDUCE TIME TO GRADUATE, THE BFA AND BA (STUDIO ART) DEGREE REQUIREMENTS WERE REDUCED TO BE MORE IN LINE WITH THOSE OF THE OTHER UHM ARTS DEPARTMENTS.

BFA - REDUCED FROM 75 CREDITS TO 63 CREDITS

BA IN STUDIO ART - REDUCED FROM 48 CREDITS TO 42 CREDITS

THE DEPARTMENT AND INDIVIDUAL PROGRAM AREAS HAVE COMPLETED A FOUR-YEAR MATRIX OF COURSES TO INSURE THAT REQUIRED COURSES ARE REGULARLY OFFERED. THE MATRIX WILL ENHANCE THE QUALITY OF ADVISING, PARTICULARLY FOR STUDENTS WITH ASSIGNED ADVISORS OUTSIDE OF THEIR PROGRAM AREA.

"TIME TO GRADUATE," AS CALCULATED BY THE UNIVERSITY, IS THE PERIOD FROM DATE OF ADMISSION TO THE DATE OF GRADUATION. SINCE MANY OF OUR MAJORS ARE TRANSFERS FROM OTHER DEPARTMENTS THE AFOREMENTIONED FORMULA DOES NOT REFLECT THE ACTUAL TIME TO ACHIEVE AN ART DEGREE. TO ASCERTAIN THE ACTUAL TIME, DAAH BEGAN TO COLLECT DATA FROM TRANSFERRING AND GRADUATING STUDENTS IN FALL 2010. SO FAR WE HAVE DATA FROM 139 TRANSFERRING STUDENTS AND 87 GRADUATING STUDENTS. WE WILL HAVE ENOUGH DATA BY JUNE 2012 FOR TABULATION.

DIFFICULTIES IN GETTING INTO REQUIRED INTRODUCTORY LEVEL STUDIO COURSES HAVE CONTRIBUTED TO INCREASING GRADUATION TIME. IN RESPONSE, WE HAVE 1) RESERVED SPACES FOR ART FRESHMENS AND 2) PARTICIPATED IN FRESHMEN PRE-REGISTRATION.

2. THE PROGRAM IS AT MAXIMUM CAPACITY

DAAH'S MAJOR COUNT HAS HOVERED AROUND 500 FOR OVER A DECADE. SPATIALLY SPEAKING, OUR FACILITIES CAN ACCOMMODATE THIS AMOUNT. INSTEAD OF REDUCING THE NUMBER, WE ARE MORE INTERESTED IN INCREASING THE QUALITY OF OUR MAJORS. SINCE THE OVCAA DOES NOT SUPPORT GATE-KEEPING MECHANISMS SUCH AS RAISING GPA REQUIREMENT FOR MAJORS, DAAH PLANS TO ADD THE GRADE OF B TO PRE-REQUISITES IN ORDER TO CONTROL ADVANCEMENT.

NEITHER AN INCREASE NOR DECREASE IN THE QUANTITY OF MAJORS ADDRESS THE OVEREXTENSION ISSUE IN PERSONNEL. ADDITIONAL RESOURCE IS NEEDED FOR LAB SUPPORT, GRADUATE COURSES, AND THE IMPLEMENTATION OF A PHD PROGRAM IN ART HISTORY.

THE OVEREXTENSION IDENTIFIED BY THE PR IS MOST FELT IN THE AREA OF LAB SUPPORT STAFF (WHERE IT IS CURRENTLY NEARLY NON-EXISTENT) AND FTE FACULTY MEMBERS, WHOSE DUTIES IN LAB AND EQUIPMENT MAINTENANCE ARE EXTENSIVE. THE SITUATION HAS IMPROVED SLIGHTLY DUE TO TUITION MONIES MADE AVAILABLE BY OVCAA WHICH ALLOWED FOR THE REPLACEMENT OR UPGRADE OF CERTAIN EQUIPMENT OR LABS.

WE AGREE WITH THE FINDINGS REGARDING THE SHORTAGE OF GRADUATE STUDIO COURSES AND THE POTENTIAL OF A PHD PROGRAM IN ASIA AND PACIFIC ART HISTORY. THE ONLY SOLUTION IS ADDED FACULTY LINES. A PHD PROGRAM IN ASIA AND PACIFIC ART HISTORY WOULD BE PARTICULAR WELCOMED BY THE HONOLULU ACADEMY OF ART, WHERE A LARGE PORTION OF THEIR EXTENSIVE COLLECTION OF ASIA/PACIFIC ART AND ARTIFACTS HAVE NOT BEEN STUDIED. THIS IS A RICH POTENTIAL FOR PHD STUDENTS TO UNDERTAKE PROFESSIONAL RESEARCH AND CURATORIAL SCHOLARSHIP.

3. ART, CULTURE, ECOLOGY AND LAND

IN LIEU OF ADDITIONAL FT FACULTY LINES DAAH HAS BROUGHT, AND WILL CONTINUE TO BRING, IN VISITING ARTISTS WHO SPECIALIZE IN SUSTAINABILITY TO PRESENT LECTURES AND WORKSHOPS.

4. ACM

CURRICULAR REDUNDANCIES HAVE BEEN ELIMINATED. THE DAAH IS IN CONVERSATION WITH ACM REGARDING CREATING AN ACM CERTIFICATE FOR ART MAJORS.

5. FACILITIES

MAJOR FACILITIES/EQUIPMENT IMPROVEMENTS HAVE TAKEN PLACE.

6. LAB FEE. UH PRESIDENT HAS APPROVED THE COLLECTION OF TWO LAB FEES STARTING FALL 2011.

A- GENERAL LAB FEE – A SINGLE \$35 FLAT FEE PER SEMESTER FOR ALL STUDENTS TAKING STUDIO ART COURSES, REGARDLESS OF THE NUMBER OF STUDIO ART

COURSES REGISTERED FOR, TO COVER THE EXPENSES IN GENERAL USE LABS SUCH AS THE WOODSHOP AND GENERAL COMPUTER USE. ESTIMATED AMOUNT PER YEAR - \$100,000

B- DEDICATED LAB FEES – A VARYING FEE TO BE COLLECTED ONLY FROM THOSE TAKING STUDIO ART COURSES, FOR EACH STUDIO COURSE TO COVER THE COST OF EXPENDABLE MATERIALS, SUPPLIES, EQUIPMENT MAINTENANCE, ETC., FOR THAT SPECIFIC COURSE (FROM \$35 TO \$335). ESTIMATED AMOUNT PER YEAR - \$35,000

STUDENT ACTIVITIES PROGRAM FEE BOARD (SAPFB). UH BOARD OF REGENT HAS APPROVED AN INCREASE OF SAPFB FEE FROM \$2.70 TO \$11 TO SUPPORT EXTRACURRICULAR PROGRAMMING FOR STUDENTS. DAAH EXPECTS TO TAKE FULL ADVANTAGE OF THIS COMPETITIVE SOURCE OF FUNDING TO SUPPORT OUR GALLERY AND VISITING ARTIST PROGRAMS.

DEVELOPMENT. THE DEPARTMENT HAS WORKED CLOSELY WITH UH FOUNDATION TO CULTIVATE DONORS. 1) A \$15,000 DONATION HAS BEEN SECURED TO IMPROVE THE CERAMICS FACILITIES. 2) A DONORS APPRECIATION EVENT IS BEING PLANNED FOR FALL 2011.

TO: Thomas Bingham, Dean
Arts and Humanities

FROM: Mark McNally, Chair

RE: Program Review 1-Year Progress Report

DATE: May 2, 2011

There were three items in the Program Review that we had to address:

1. Junior Faculty Mentoring: The Department encourages junior faculty to take advantage of UHM's resources geared toward faculty mentoring, such as the program run by OFDAS. The Department also encourages its junior faculty to apply for a 1-course release administered by the College of Arts and Humanities; to date, no one in the Department has applied for this release. The Chair began calling meetings of the junior faculty, the DPC chair, and the Chair in the Fall semester to answer questions regarding procedures and expectations for contract renewal and tenure and promotion. As these proved successful, the Chair began calling a similar meeting in the Spring semester as well, primarily to introduce junior faculty to the newly-elected DPC chair for the following academic year.

2. Undergraduate education: The Department was encouraged to recruit more majors. To that end, the Department began offering lower-enrolled sections of World History (60 or 120 students), thinking that such sections would foster an experience that could result in more freshmen and sophomores declaring a major in history. It is still early to assess whether we have been successful with this effort, and so we plan to continue offering a small number of these sections next academic year as well. The other effort related to the recruitment of majors is connected to potential revisions to our capstone course, History 496 (Senior Project/Thesis). An ad hoc committee was formed to look into alternatives to the thesis option for our majors and prepared a report that makes a number of specific recommendations. The thinking with regard to the 496 course is that students interested in history as a discipline are discouraged by the thesis requirement from becoming history majors, opting for other majors without such a requirement. At a Department meeting in which this topic was discussed, faculty expressed concern that we would make such a dramatic change to our major requirements in the absence of "hard data," which can only be obtained by surveying the students. The Department decided to table the report until data had been collected and analyzed. The ad hoc committee prepared a survey of questions in consultation with the campus assessment office.

Since the intention of the Department was to survey current students, against the advice of the assessment office, who wanted us to survey alumni, the Chair decided to hand the whole project to the Department's Assessment Committee, who have now been asked to decide the appropriate group to survey, use or revise the existing survey, and to interpret the data collected. The Assessment Committee will then make a presentation to the Department sometime next academic year.

3. Increasing GA-ships: While members of the Department would like to see the number of GA-ships increased, the enrollment numbers in World History, the only courses that use TAs, cannot justify increasing the number of GAs as TAs. Other members of the Department are more interested in the issue of graduate student support in general, rather than GA-ships specifically, and have asked if more efforts could be made to create fellowships for graduate students. To that end, our Americanists have formed an exploratory committee to see if creating a certificate in the teaching of American history would be viable. If such a program were created, it could generate revenue that the Department could divert to graduate students in the form of fellowships. A second effort is the creation of a fellowship in World History with the revenue generated by the *Journal of World History*. That initiative will be discussed at a Department meeting in early May.



UNIVERSITY
of HAWAII®
MĀNOA

May 5, 2011

MEMORANDUM

To: Reed Dasenbrock, Vice Chancellor for Academic Affairs
From: Laurence Paxton, Chair of the Music Department
Re: Music Departmental Response / Program Review One Year Later

1. Facilities

Because of the economic climate of the State the building of a "Concert Hall" or a campus wide "Performing Arts Center" must be put on indefinite hold.

2. Graduate Education

a. Workload for TAs is perceived to be high, more than 20 hours per week.

The Graduate Chair has prepared a multi-page document that describes the procedures for selecting graduate assistants and the criteria for renewal of their contracts. This document also contains links to relevant areas of the UHM Graduate Division website, which spell out workload. For example:

<http://www.hawaii.edu/graduatestudies/financial/html/financial.htm#assistantships>

This draft document has been submitted to the Department Personnel Committee and, with their input, will be brought before the faculty in the fall. The Department intends to post it on our website and distribute it to faculty and GAs at that time.

The above undertaking will be added to procedures already in place, which occur on a semester basis. The Department Chair and the Graduate Chair meet with all Graduate Assistants at the beginning of each semester to go over GA duties and strategies / procedures for dealing with problems. The Department Chair brings up the twenty-hour limit for duties at this time and tells GAs that problems and /or concerns should be brought to the chair immediately. At the same meeting the Graduate Chair informs students that academic concerns can go there first, particularly as they intersect with GAs' ships. Both administrators work out any problem GAs encounter as employees and as students.

It should be noted here that a substantial number of Music GAs petition to take more than ten credits of coursework. Their perceptions of how heavy their duties are, therefore, may well be skewed by the considerable demands on their time from their extra seminars, ensembles or outreach activities. Still, during the past academic year the Department Chair has also made a point of reminding faculty at the

beginning of each semester about the twenty-hour maximum for GAs.

b. Faculty members in one area do not “get along” and it is difficult to put committees together. The Department Chair has met with this area and brought this particular concern before them. The proposal that the area sets up a “procedure” to facilitate the assembly of their student graduate committees is being drawn up for approval and will be implemented in fall 2011. The area showed concern about this problem and has facilitated a remarkable improvement during this academic year. At the initial meeting the Department Chair pointed out that the perception of this non-collegiality between the area members by the students is just as valid even if the faculty feel this concern is in error or not valid. The faculty agreed.

c. The dearth of financial support for conferences.

The Department is aware that the College is addressing this problem with their own program. Along those same lines the department is formulating a procedure where the graduates could also ask their areas and the Department Chair for assistance in an even and competitive manner. The Department Chair was able to help two graduates this academic year through the department’s foundation account, the “Music Enrichment Fund.” Also the Ethnomusicology Area was able to help one of their graduates by using a foundation account of their own.

d. Students’ sense of need for support for placement at time of graduation.

The Department Chair has reminded faculty that each advisor should discuss outcomes and placement with each student in the initial advising session. Both the student and the advisor should note, sign and record this session in the student file on either: “Graduate Student Statement to Clear Deficiency Via Coursework” form or the Plan A or B progress sheet. Special attention should be given to applied master students and to master students who are not doing a terminal degree. In addition, all doctoral students must take MUS 659 College Teaching, which devotes one or more sessions to a discussion of issues related to the job search and the interview. In this course students are also informed of major sites that post job listings and how to read what the ads are actually saying.

3. Development

The Committee recommends “fund-raising should be a major opportunity for Music”

The department’s initial response is still in motion; all ensembles have been establishing a network of supporters through sign-up sheets, emails, twitter, etc. The Foundation Accounts for these individual performing groups have been growing steadily and the department database is still being developed.

If this seems somewhat slow it should be noted that the Music Department is one “APT” position short. Therefore, collecting, collating, and updating donor information is very time consuming along with keeping a database for graduating students, alumni, etc. The Department will continue to do its best until this vital position is reinstated.

The Department has also been working closely with the Chancellor, College, and the University of Hawai’i Foundation, providing music for many events not only that benefit our Department but for the financial well being of the entire University. The committee was correct stating that “Music” could be a major element in the act of “fund-raising.” So the Department has been co-operating substantially this academic year to help as many campus wide organizations as possible in their need for development.

4. Enrollment Growth

We have continued to promote a quality over quantity approach towards enrollment as was stated in our original response. Since the Music department is down three full-time positions and the lecturer budget is pared down dramatically because of the economic downturn this seems to be a prudent and reality-based approach to enrollment. As stated in the report "it would require significant resources to strengthen the faculty, to increase student aid and enhance other support such as advising and IT support."

Therefore, THE DEPARTMENT PROPOSED TO FOCUS ON ENHANCING STUDENT QUALITY RATHER THAN ON ENCREAING ENROLLMENT SIZE. TO THIS END, WE have set a higher standard for the undergraduate "audition" process used for entrance into the department. At the time of each prospective music major's individual audition the two faculty members who are adjudicating the audition process must answer a new question – "At this point, in your opinion, will the student be able to progress successfully enough to complete a Junior Recital? If the answer is no the students immediately goes to a BA General Degree – if the answer is yes then the student proceeds to the Junior Recital bench mark. Unfortunately if the student is not making the proper progress within two subsequent semesters the original faculty members will meet to discuss either "dropping" the student from the music major program or lowering the student's status to a BA General Degree (BA General Degree in music is a liberal arts based degree with emphasis on the academic and ensemble participation side of music study and not on the individual "applied" side). This will help the department use its precious "applied teaching" resources to greatest benefit.

On the graduate level, to make sure that offers of admission are given only to the most qualified, the department has begun holding folders as they come down from the graduate division and distributing them to the relevant admissions committees en masse instead of circulating each dossier individually. This new procedure allows faculty to be more selective and keep track of the ratio of acceptances/rejections for each degree track. The Graduate Chair has also informed the faculty of the average GPA for admitted students in each track (MA, MM and PhD) and asked faculty to try to select students who meet or exceed that average. This approach should gradually raise the average GPA and the overall quality of the program.

One-Year Progress Report re 2010 A&H Program Review Philosophy Department, May, 2011

While the Program Review Committee commended the Philosophy Department for its distinguished record of contributing the Manoa's core strength in Asian and Pacific studies, it urged the department to work harder (1) to meet the needs of Manoa's undergraduates and (2) to develop collaborative relationships with other academic units.

As regards attending to the needs of undergraduates, we achieved a number of milestones.

1. Under the leadership of Undergraduate Chair Tamara Albertini, we held an undergraduate awards ceremony at the end of the last academic year, acknowledging the achievements of our graduating majors. It was well-attended both by students and faculty.
2. With the collaboration of faculty at Hawaii Pacific University, we hosted our first Undergraduate Philosophy Conference, giving undergraduates an opportunity to present original work to students from other colleges and universities. In addition to students from Hawaii philosophy programs, there were students who were completing their degrees on the Mainland.
3. With the assistance of Monica Stitt-Bergh of the Manoa Assessment Office, the Philosophy Department completed its undergraduate curriculum map. It is expected that the results from this effort will lead to improvements in our program.
4. Thanks to an heroic effort by Masato Ishida in our fall introductory logic course (PHIL 110), the percentage of DFWI evaluations was reduced by more than 35%. We have, in addition, hired a new faculty member who is expected to be able to contribute to the effort to improve student outcomes in this star-crossed offering.

Though the department does not agree that the members of the philosophy department fail to collaborate with the larger of community and other units within the University, we continue to collaborate with various programs in and out of the University as follows. As regards the goal of collaborating with other Manoa programs, we have achieved several preliminary goals that are expected to bear fruit in the future. Although members of the department have essayed collaboratively taught courses in the past, administrative barriers imposed by Banner have discouraged and even prevented formalized offerings involving multiple departments and colleges.

1. At its last meeting this year, the Manoa Faculty Senate approved a resolution spearheaded by the Chair of the Philosophy Department that would facilitate collaboratively taught freshman-level courses, insuring that SSHs, credit and acknowledgement be shared by contributing faculty, departments and colleges.

2. In the same vein, two "cluster hire" proposals were developed and submitted by Philosophy – one on sustainability and the other on Native Hawaiian issues – which, if approved by the Administration, would permit the introduction of collaboratively taught freshman-level courses involving Philosophy and Economics and Global Environmental Studies on the sustainability side, and Philosophy and Political Science, American Studies and Ethnic Studies on the Native Hawaiian issues side. Three departments endorsed the first proposal and four departments endorsed the second. If successful, all departments involved in each proposal would participate in the hiring process, though the faculty member selected – one in philosophy of science and technology in the first instances and in social and political philosophy in the second – would become a member of the Philosophy Department.

In both of these arenas, the Philosophy Department is moving toward a leadership role among Manoa Departments.

Speech
Program Review One-Year Follow-up
Prepared by R. Kelly Aune, Chair

1. Teaching Resources

The Review Committee rightly pointed out that we are “very thin on the ground” in reference to our shortage of full-time, tenure-tract faculty, particularly given the number of student hour we generate. This problem has been exacerbated by having three of our senior faculty working in administrative posts for the indefinite future. Two of these vacant posts have been filled with temporary Assistant Professors.

Current status – With the Dean’s help we have been able to convert one of these temporary lines into a permanent, tenure-tract line. Although this offers no net gain in the number of students we can process, it greatly assists the department by alleviating the advising and service work loads of the remaining tenure tract faculty.

In addition, our faculty are exploring online courses (offering our first this summer) in an attempt to reach more students and use technology to operate more efficiently.

2. Graduate Students

The Committee acknowledged our faculty and graduate students’ desire for a PhD program. They were not, however, sanguine about our ability to manage a PhD program without additional faculty or graduate funding. We have already respectfully disagreed, pointing out that many PhD programs (even at UHM) have comparable numbers of faculty.

Current status – As pointed out above, we have hired an additional tenure-tract faculty member for Fall 2011.

In addition, our GTA positions would provide adequate support for a number of PhD students. Further, the demand for our service courses has led to increases in the number of GTAs we have been funding. Graduate Division also provided us with partial funding for a graduate student to serve as a TA in the Debate and Forensics program. Finally, if we offered a PhD, senior PhD candidates could help with the undergraduate curriculum. It is common practice to help PhD students earn the pedagogical experience and independence by allowing them to manage their own undergraduate courses.

Since the Committee completed their review, three more of our students have been accepted by or moved on to strong PhD programs on the mainland. Another has stayed here at UHM, changing her degree focus in order to pursue a comparable PhD here in Hawai‘i. The demand for a strong Communication-based PhD program at UHM has not diminished.

3. Nomenclature

The Committee claimed, "*Speech* is an anachronism that does not adequately describe the department's mission or curriculum," however they were not particularly supportive of our choice of *Communicology* as a replacement.

Current status – Nevertheless, we persevered and as of this Fall 2011 we will be the first *Department of Communicology* in the country. We – the students, faculty, and alumni – are all very excited about the change and anxious to promote the change with our colleagues around the world.

May 8, 2011

PROGRESS REPORT ON THEATRE & DANCE DEPARTMENTAL PROGRAM REVIEW OF SPRING, 2010

In enumerating progress on implementing some of the critical suggestions made by our Review, we think it better to alter the categories of the critique and instead deal with the suggestions under two broader headings, COLLABORATIONS and ENTREPRENEURSHIP.

1. COLLABORATIONS

Professor Harris' criticism of the apparent lack of collaboration between our two programs was made partly through his own experience at the U. of Maryland and their multi-million dollar facility and their consequent reconfiguration of the curriculum. Before starting to describe several recent initiatives at more collaboration between the two programs, we need to reiterate that our programs indeed, by necessity, are housed in different buildings and facilities, and that the two degrees of Theatre and Dance are two separate academic programs offering different degrees and with different degree structures. In spite of it being possible for students in both programs to take cross-listed courses, there is no chance in the foreseeable future for these two degree programs to be reconfigured into the one portmanteau degree. We do take issue with what appear to be exaggerated imputations of lack of collaborations between Theatre and Dance. As far as facilities are concerned, we have the prospect of a new Dance Building structure on upper campus, but have been asked not to reiterate the old argument we have raised regularly about the inadequacy of our facilities. Here follows a list of initiatives towards more and better collaboration.

1a: COLLABORATIONS BETWEEN THEATRE AND DANCE

Since the Program Review, we have stepped up the incidence of Mainstage productions being more obvious collaborations between Theatre and Dance faculty, and Theatre majors and Dance Majors. Next fall, in our big musical production of *Oklahoma!*, we have a Dance graduate student choreographing a production directed by a Theatre faculty member that will involve close and constant collaboration between the two programs.

Another instance of similar collaboration will occur in the spring collaborative Mainstage production between Dance and Youth Theatre, when one professor mostly in Dance, and the other shared by Dance and Theatre, will produce a production almost entirely based

on fantastic Theatre and Dance devices dispensing with dialogue. Dance and Theatre skills will be co-equally featured in this production, with the first half showcasing Theatre skills and the second half Dance skills and the production will take the place of the traditional Mainstage Dance concert. Its title is *Ocean Motions*.

The Theatre Lighting design students and the undergraduate and graduate Dance choreography students now collaborate on the fall and spring Dance concerts. The Student Organization of Theatre and Dance has sponsored a Showcase each semester presenting the work of Theatre and Dance students, and a program of plays and dances *Black Box Black Blocks*, which has now been offered twice and will be again offered next summer. Since the review, there have been two programs of Late Night Theatre involving same-program presentations of experimental theatre and experimental Dance pieces. Some of our students who charge ‘silo’ separation in our Department take for granted the immense participation of Asian Dance students in our iconic Asian Theatre Mainstage offerings every year; this represents a major interface between Theatre and Dance. The relocation of the Dance Building on upper campus will foster even more collaboration between Theatre and Dance majors. Some of our students may not be aware of a pattern in the past wherein for premodern main stage shows there was a lot of collaboration between theatre directors and Dance faculty requested to choreograph period and modern dance highlights—and this pattern of collaboration will continue.

1b: BETWEEN THEATRE & DANCE, AND MUSIC, AND OTHER DEPARTMENTS

Since our Review, the Theatre Professor directing *Oklahoma!* has had a series of meetings with the Chair of Music and plans are afoot between the Departments to guarantee a major Western-style musical theatre production every four years. What has presented a barrier to such an arrangement in the past has been the *ad hoc* nature of personnel planning and fiscal preparation. With a better and more regularized collaborative pattern with Music, both Departments seem poised to make this long-term plan work. But of course Theatre & Dance already undertakes a major collaboration with the Music Department every year as part of each year’s Asian Theatre Training, Production, and Outreach Program, involving classes in Music and the participation of Music students and Faculty in the culminating production. A very strong instance of this is the collaboration of Music, Dance, and Theatre in the training and production for the Kabuki *The Vengeful Sword*.

Similar fruitful possibilities might be developed with ACM, where already the popular Acting for TV, taught by T&D, has been long established; and in Art there has been a record of regular collaboration with faculty who have planned the Page to Stage programs for selected productions, as well as members of the English Department. Dance faculty have also had fruitful aesthetic collaborations with Art faculty. The Asian Theatre faculty has long-term, ongoing collaborations with the Music Department and the Centers for Chinese, Japanese and Southeast Asian Studies. We are looking forward to developing more of these interdepartmental collaborations in the future.

1c: WITH KAWAIHUELANI CENTER

One of our Theatre MFA graduates who also teaches Hawaiian in Kawaihuelani Center is also qualified and willing to stage Hawaiian theatre, both in Hawaiian and English, in Kennedy Theatre, and discussions have begun on her first work being seen in 2012. This would be a most significant endeavor, and might spread to courses in Hawaiian Playwriting and the THEA 462 course, Theatre of Oceania, which has not been taught for some years. Conversations have begun between the Deans of Arts & Humanities, and the School of Hawaiian Knowledge, to bring this special and valuable collaboration about.

2. ENTREPRENEURSHIP

Professor Harris also charges that there has been little entrepreneurial push for Theatre and dance productions and little sense of a “culture of ‘strategic’ investment.” (See Review,, Section 3, development, final page.) and grossly ‘under quotes’ at \$50,000 since 2003 the amount of extramural funding the Department has raised. In fact, through the contributions of its Asian Theatre faculty, this department has been demonstrating a “culture of strategic investment” since the mid-1980’s, with substantial financial “returns” for both the curricular and productions of the department on a yearly basis. Asian Theatre faculty alone raised \$280,286 between fall 2003 and spring 2010, and another \$71,250 between spring 2010 and Spring 2011. Other faculty have been active raising extramural funds, amassing \$50,000 since 2003, as noted by Harris. Through its more than 25 years of fundraising experience, Asian Theatre has developed a variety of funding sources. Through Dance has relied successfully and regularly on NEA grants, and for the last few years Western Theatre has relied quite a bit on HSFCFA.

In the past year, since the Program Review, both the College (with help from UHF) and the Department faculty have picked up the slack of fund-raising from the Friends of Kennedy Theatre, those last major appeal was in August 2009.

The Department production of Brecht’s *The Judith of Shimoda* from the previous season was eventually invited to the Los Angeles semi-finals of the Kennedy Center American College Theatre Festival in February of this year. The Department was delighted and energized when our Dean funded the production touring to Los Angeles with most of the original cast, and the costume designer was awarded a prestigious prize in that category which eventually led to her being national runner-up. Significant additional acts of entrepreneurial initiative and fund-raising took place on home ground with the Chancellor hosting two events called Chancellor’s Row, one on the opening night of *Hamlet* on November 5, and another on the opening night of the Kabuki *The Vengeful Sword* on April 8. Both events were well attended, but the UHF group under Lori Admiral who made most of the arrangements were delighted that the second event attracted 110 people, twice as many as the first, who also stayed for the performance. The Asian Faculty director and the Center for Japanese studies successfully funded and organized an international conference on Kabuki performance held at the East West Center in Fall, 2010, in preparation for the production of *The Vengeful Sword*.

There were also two significant entrepreneurial and fund-raising events which generated money for immediate production expenses. The first of these was held at Orvis and the Ethnomusicology Courtyard and took place on March 13, with a special Musical Theatre program *This is the Song—a Musical Revue* featuring excerpts from musicals performed by Music and T&D students and designed to raise money and awareness of Musical Theatre on campus, specifically next season's *Oklahoma!* production. The evening netted about \$800 but was a success for the substantial audience who attended. The other event was the Boosters Backstage at the Kabuki event, and the event attracted 60 people each paying \$75 for access to all program activities, including food, drink, music, dance, silent auction, behind the scenes tour, and VIP seating for the same night staging of *The Vengeful Sword*. We are planning to hold these events regularly, each semester and though it was very labor-intensive for the faculty and students involved, it brought us in about \$6,000 profit which included a special donation of \$1,000 by the A&H Dean. This award was in recognition of special encouragement of the entrepreneurship of a proactive faculty. Both these fundraising events were directly stemming from the injunctions about entrepreneurship in the Program Review.