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MĀNOA

MEMORANDUM


September 15, 2010

Office of the Dean  
College of Arts and Humanities  
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MANOA CHANCELLOR'S  
OFFICE

TO: Reed Dasenbrock  
Vice Chancellor for Academic Affairs

FROM: Thomas R. Bingham   
Dean, College of Arts and Humanities

SUBJECT: **A&H Departmental Response/Plan to Address Recommendations  
from Program Review**

The program review provided a brief overview and critical issues for each of the 8 departments within the College. This document provides the department-specific plans to address the issues raised in the program review report. These plans were developed by the departments in consultation with the Dean and the Associate Dean.

### American Studies

#### 1. Graduate Student Support

The Committee praises the department for its very large and strong graduate program, but recommends reducing the size of the doctoral program, while seeking more external funding for those students. The Department is already in the process of doing both those things. As the undergraduate major continues to grow, under the strong leadership of the Undergraduate Chair, Vernadette Gonzalez, the Department has instituted a more stringent policy of admitting only top applicants to our doctoral program. The Department appointed Professor Dennis Ogawa to chair a committee that will seek to generate greater external support for our graduate and undergraduate students. Professor Ogawa is our most experienced and successful faculty member for this task, having in the past brought several endowments for graduate student scholarships and awards to the department.

#### 2. Indigenous Studies

The Committee recommends as "vital" the appointment of a faculty member specializing in indigenous studies. With the support of the Dean and the VCAA, the Department will hire a faculty who specializes in indigenous studies to start in Fall 2011.

#### 3. Historic Preservation and Museum Studies

The Committee recommends strengthening the Historic Preservation and Museum Studies programs with the addition of at least one new faculty member trained in public history or a

related discipline. It also recommends an aggressive effort to seek external funding for these two programs. While unable to add the suggested new faculty member(s), but the Department will begin the process of seeking a joint MA degree in Historic Preservation and Museum Studies, in addition to the certificate programs currently offered. The MA degree should strengthen both programs, increase enrollments, and thus make the case for more faculty and for external funding stronger. The Department is also exploring other avenues for generating external grant support. Finally, the Committee recommends bringing staffing of the department back to full strength, following the loss in 2009 of both the department and the graduate secretaries. While the department secretary has been replaced, the state hiring freeze continues to block the replacement of the graduate secretary. The Department plans to fill the position on a permanent basis as soon as the hiring freeze is lifted. In the meantime, with the help from the Dean, we will ensure that there is adequate stopgap support for the position.

### **Art and Art History**

The Committee points out that the Art and Art History Department's curriculum and programs are well-aligned with the objectives of the University of Hawai'i at Mānoa to offer a solid university education that is distinguished from other universities by balancing a comprehensive grounding in the arts with a strong focus on the arts of Asia and the Pacific.

#### **1. Time to Graduate**

The Committee recommends that the Department make efforts to reduce the length of graduation of majors. Specific recommendations include, creation of a comprehensive four-year matrix of courses to insure regular offering of all required core courses; better tracking and advising on program requirements; connecting instruction more systematically with professional development in order to focus students on their career objectives. The Department plans to implement the following actions to address this recommendation.

First, in order to better track the graduation time and improve student advising, the Department will create a data collection system of all Art majors. Better data on Art majors will help the Department document the graduation length more accurately, and identify the barriers for prompt graduation. The Data collection system will include:

- Name / Permanent Contact Information / Degree Program
- Sem/Yr of declaration as an ART major
- Overall GPA at time of declaration
- Credits in ART at time of declaration, from where
- Date of Inactive status
- Sem/Yr of degree completion
- Overall GPA at time of graduation
- Credits earned in ART in excess of degree requirement

Second, the Department has completed a four-year matrix of courses to insure that all core required courses are regularly offered. Individual programs will work out their own four-year matrix of courses to insure that required media-specific courses are similarly available. Having these matrix will enhance the quality of advising, particularly for students with assigned advisors outside of their program.

Third, the Department will incorporate professional development skills in a more organized manner within the degree programs. The department will examine the following 3 different options to achieve this goal, determine which is the best feasible option, and then implement it in collaboration with the Dean.

Option 1: A 3-credit course offered annually (required for all BFA and MFA majors, optional for BAs)

Option 2: Three rotational 1-credit courses offered every semester (required for all BFA and MFA majors, optional for Bas)

Option 3: Non-mandatory workshops

## **2. The Program is at Maximum Capacity**

The Committee notes that with 24 faculty teaching over 500 undergraduate and graduate majors, the program is dangerously close to being overextended in terms simultaneously of faculty workloads, adequate space in its facility, available equipment, and staff support. This overextension will likely to have serious negative consequences, and it is recommended that the Department systematically review its admission criteria and standards, tabulate the results (and patterns) from its educational outcomes assessments, revise as necessary its curriculum at both the undergraduate and particularly the graduate levels, and develop a plan for admitting and guiding a realistic number of students through it programs based on a five year projection of faculty positions, areas of expertise, and feasible schedule/number of courses to be taught.

It is the conclusion of the Department that the overextension identified by the Committee 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. This is further compounded by the lack of resources to replace or upgrade equipment resulting in faculty having to fundraise for equipment and/or engage in constant makeshift repairs and renovations. The most viable solution would be in the forms of FT faculty lines, resources for equipment and lab support staff or additional GA positions. To address this issue, the Department proposes to conduct a review of the department vision and mission, and articulate a five-year projection of faculty positions and areas of expertise.

The Department is of the opinion that neither an increase nor decrease in the quantity of majors addresses the overextension issue. Our majors count has hovered around 500 for over a decade, and our facilities can accommodate this volume of students. However, the Department is very much interested in increasing the quality of our majors, and proposes to investigate the

possibility of the (1) changing our acceptance criteria, and (2) instituting gate-keeping devices for all studio program areas.

### **3. Long-term Issues**

The Committee points out that the Academy of Creative Media offers further potential for both interdisciplinary collaboration within the College and workforce development in the local economy. The Department agrees with this assessment and proposes to explore with the ACM a possibility of creating an ACM Certificate for Art majors.

The Committee points out that department's use of student fees (Supplies Reimbursement) offers an important if not complete solution to this problem of maintaining and replacing equipment, and recommends that the department should be encouraged to work closely with both the College and the University to develop a comprehensive schedule of both short-term course fees (specific to individual courses) and longer-term department fees (levied to support the more general programmatic needs to students). Department already initiated efforts to create a lab fee proposal. The Department also will engage in a proposal to impose an Arts Fee to be charged to all UHM students each semester, and a pre-determined amount will support the Department exhibition and visiting artist/scholar program. The most recent draft of this proposal articulates \$40,000 to go toward this end. The Departmental goal is \$80,000.

## **History**

### **1. Junior Faculty Mentoring**

The Committee notes that there is the need to mentor junior faculty at the Department, and recommends that the Department should forge a partnership with relevant campus offices and officials to connect junior faculty with relevant resources and support programs. The University already has OFDAS which administers a junior faculty mentoring program. The College also has a Junior Faculty Research Award which junior faculty can apply for a course reduction to increase their time devoted to research. The Department will encourage junior faculty to take full advantage of these existing resources. In addition, the Department chair will call meetings every semester in which the DPC chair and the department chair can discuss and provide additional mentoring to the junior faculty regarding contract renewal and tenure and promotion.

### **2. Undergraduate Education**

The Committee points out that the recent growth of the Department presents an important opportunity for the Department, and that the History can expand the number of its undergraduate majors. The Department agrees with this assessment and will encourage faculty to approach high-achieving students in their courses and encourage them to become history majors. In addition, the Department will look at ways to adjust the teaching of (especially) lower-division courses to see if that might translate into more students electing to become majors. As another way to increase majors, the Department proposes to look at alternatives to our thesis

requirement. The chair will first form an ad hoc committee to investigate the alternatives to thesis and to develop a recommendation for action to be discussed by full faculty.

### **3. Increasing Graduate Assistantships**

The Committee notes the strong desire of the Department to increase graduate assistantships to improve our Ph.D. program. At this time, the Department proposes to review the state of our Ph.D. program before making additional plans for increasing GA positions. As a first step, the Chair will form a committee charged with looking at the state of our PhD program. One of the issues it will examine is the acceptance rate of our doctoral program, as well as ways to maximize funding opportunities for our doctoral students.

## **Music**

### **1. Facilities**

The Committee notes that “the lack of a Concert Hall on campus is a major obstacle to symphonic development in Music, as the Department must find space elsewhere, usually at a rental fee that makes covering costs difficult.” The Music Department concurs with the assessment that the absence of this major facility affects the growth and development of the department academically, performance wise, and in terms of our ability to foster outside financial development. Therefore, the Department will take a somewhat different approach to this problem from what it has done in the past, both with the administration and with interested outside donors. Instead of expecting a dedicated Concert Hall that is under the control of the Department, we would like to support a campus wide “Performing Arts Center.” This center will belong to the campus of UH Mānoa, but the department will be able to use the center for our large concerts. The Department hopes that this new approach might help the administration and possibly the legislature to see the overall importance of the funding for such a facility. The Department welcomes an opportunity to work together with the administration and the UH foundation to work together toward building the Performing Arts Center.

### **2. Graduate Education**

The Committee notes several critical issues related to graduate education as follows. The Department proposes to take the steps outlined below to improve these issues.

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

The Graduate Chair will create a document that informs both students and faculty of the rules for work responsibilities for TAs. The document will include key points such as: hours per week cannot be more than 20 hours per week, the Department Chair serves as their immediate supervisor and concerns or complaints should go directly to the chair. This document will then

be distributed to graduate students and faculty, and will be posted in the appropriate areas on the website for reference.

*b. Faculty members in one area do not “get along” and it is difficult to put committees together.*

The department chair will meet with the area in question and discuss this particular problem. The area will then come up with a procedural document that will help students facilitate the assembly of their committees and will also inform the faculty of their responsibilities to serve on these committees.

*c. The dearth of financial support for conferences.*

The department will ask the graduate faculty to meet and discuss this problem and see what existing monies in and outside the department already might be available to students. Also the discussion will include looking for outside donations from strong supporters of specific areas throughout the department.

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

The department will again ask the graduate faculty to take up this issue and remind faculty that at the initial advising session for each graduate student this concept of “placement” must be addressed. In music this is extremely important since “placement” is complicated and different for each individual area and discipline.

### **3. Development**

The Committee recommends that “fund-raising should be a major opportunity for Music.” To address this recommendation, the Department is establishing an overall plan for its continuation of development.

Step 1: All ensembles begin to establish a network of supporters through sign-up sheets, emails, etc. This contact information will fill a database the department may use for informative mailings and development activities.

Step 2: Once the database is established, a departmental plan for targeting these individuals will be devised. Large concerts, visiting artists, and special organized events will be the hallmark of this plan. The lack of concert hall was mentioned here but until this barrier is removed, other University venues might work for some of these initial activities.

On the Academic side, faculty will be strongly encouraged to seek outside grants, and will be informed that the College is poised to provide support for grant activities.

#### **4. Enrollment Growth**

The Committee recommends that the Department grow enrollment. Indeed, “if more students who were qualified in music stayed home the program would be stronger.” However, as the Committee also notes in the report, it would require significant resources to strengthen the faculty, to increase student aid and to enhance other support such as advising and IT infrastructure. Given the current budgetary reality of the University, it is the conclusion of the Department that we will focus on enhancing student quality rather than on increasing enrollment size. The department will initiate discussion with faculty to look for ways to implement a quality program while keeping the enrollment numbers robust. Financial aids and assistantships can be offered to high “quality” incoming students who are evaluated through the audition process and application materials, and continuing students through “boards” and assessment. Extending into the community, helping already established music programs through our faculty expertise would be another way to influence local students to stay here at UH. We will investigate a possibility of establishing a “preparatory program,” open to local students on weekends. If we can find adequate funding mechanism for this type of program, it has a potential to help the Department reach the “public-ivy” status mentioned in the report.

### **Philosophy**

The Committee points out that the Department of Philosophy has a distinguished record of contributing to the core strength of the University of Hawai’i in Asian and Pacific studies. The Committee identifies two critical issues for the Department. The first centers around undergraduate education, and the second around the Department’s (alleged) insular vision.

#### **1. Undergraduate Education**

The Committee notes that the Department of Philosophy needs to work harder to meet the needs of Mānoa undergraduates – especially the unclassified ones that fill our intro-level courses. The Department agrees that we can improve in this regards, and commit ourselves to do better.

At the outset, it is important to note that the Department serves two distinct groups of undergraduates. We have undergraduate philosophy majors and we have a much larger number of undeclared lower-division students. Each has its distinctive needs and challenges.

For students who are philosophy majors or minors, we have an Undergraduate Chair (Tamara Albertini) who meets with and tracks their progress. We are implementing a plan to assign each of our majors to a faculty mentor who can devote more personalized attention to academic and other needs. An end-of-year reception was initiated last year to acknowledge undergraduate successes. More broadly, the Department gives what we think is reasonable attention to the structure of the major (and the minors) and, although undergraduate majors take a back seat to students in our MA and PhD programs, they remain prominent on our radar screens. We have developed a course and instructor evaluation form that is distributed in class at the end of each term. The completed forms are treated as public records. Graduating seniors submit a 1-page

narrative evaluation of the philosophy program. Periodically, a selection of student papers is assessed by a faculty committee in an effort to gauge the impact of our instructional efforts. Student learning outcomes are listed on every syllabus and it is to be hoped that we will make progress on a curriculum map during the coming year.

Where the Committee's concerns have purchase is with the second group: the much larger number of students enrolled in our lower-division service and feeder courses. The students taking these may not have declared a major or, if they have, it is unlikely to be philosophy. Those are the courses that are most commonly assigned to graduate students and lecturers. It is a problem at Mānoa that (with the exception of English 100), no courses can be reserved to freshmen. Accordingly it is common for most of the students taking intro-level courses to be sophomores or above, and for instruction to be pitched above Freshman-level, leaving many first time students behind. Faculty advisors are not available to undeclared students.

At Mānoa, research and graduate students receive our highest priority, undergraduate majors our second highest, but undeclared lower-divisional students are our lowest priority, often receiving far less than the attention they deserve. Accordingly more than 20% of Mānoa's incoming freshmen fail to enroll for their sophomore year. Even worse, many of these students complain about bad experiences to friends and family members, giving rise to the struggle we have had keeping enrollment up. We are well past the point where we can take our incoming freshmen for granted. Our history of neglect requires a change in the University's culture. The shortcomings observable in the Philosophy Department mirror deficiencies endemic at UHM and, indeed, at many research universities in the United States. I currently serve on one of the Vice Chancellor's working groups charged with improving retention. While it is heartening that the problems have finally attracted long overdue attention, we have been advised there will be no funds available to address them.

All that said, we are commencing a dialog this semester with Monica Stitt-Berg on improving the department's assessment efforts. Some of us are hoping that, within that process, we will be able to look more carefully at what we are doing. Our ill-starred introduction to logic course is beginning to receive new attention this term, though we don't expect to be able to discern improvement until the end of this academic year. And there may be movement toward developing multidisciplinary Freshman-only courses that will address the needs of that exquisitely vulnerable group even as they strengthen graduate programs. Personally, I concur with the Team's observation that the future existence of our excellent graduate program may, paradoxically, depend upon our success with undergraduates.

## **2. Vision (Insularity)**

The Department does not agree that the members of the Philosophy Department fail to collaborate, first, with elements of the larger community, and second, with other elements of the University. Thus, instead of proposing a plan to address this point, we offer selected evidence to demonstrate that the Department has been a strong collaborator in and out of the University.



As regards extra-mural collaboration, we have a strong record of accomplishment. The Team recognized the prominent success of the Philosophy for Children (p4c) program, shepherded by Tom Jackson. We are presently working in several Hawaii Department of Education elementary, middle, and high schools. The ties are strong with the College of Education and the efforts have had international significance. It should be noted that we are moving toward the establishment of a p4c Hawaii Center, formalizing collaboration with the College of Education.

Two of our faculty have served on the Board of the Hawai'i Council for the Humanities: myself and Tamara Albertini.

My work in ethics and health care – and professional ethics generally – has led to a rich involvement with the larger community. I am currently serving on the Ethics Committee of The Queen's Medical Center, having helped to establish their Committee more than two decades ago and formerly having chaired it. In the next few weeks I will be giving ethics talks at Kaiser Permanente and at Queen's. I am a regular faculty member for the Weinberg Fellows program, providing education in professional ethics for executive directors of Hawaii non-profits. I also serve as an expert witness in ethics-related court cases, often donating my time pro-bono. Nationally, I have worked to lay the groundwork for the development of a code of ethics for clinical ethics consultants and, with Stephanie Feeney, I am the co-author of a code for the National Association for the Education of Young Children. I am a recipient of the University's Clopton Award for Community Service.

Since 1939, the Department has put on East-West Philosophers' Conferences that are, in part, aimed at serving, through public lectures, the entire community. We are presently hard at work with the next instantiation, to take place in May, 2011. The conference will focus on the clash between commercial and cultural values. Most of the funds for the event are contributed by the Hawaii business community. Roger Ames is the current conference Director. But in addition, he directs the Asian Studies Development Program (a collaboration with the East-West Center), edits the *China International Review* and *Philosophy East and West*, and serves on the UH Press Board of Editors.

As regards intra-mural collaboration, the Philosophy Department has, since at least the Chairmanship of Larry Laudan, stressed "bridge-building" as the key to its long-term success. The root idea was to enlarge the constituency of Philosophy beyond philosophy professors and philosophy students; to make the Department valuable to a broad range of stakeholders. So courses in medical ethics, business ethics, philosophy of mathematics, philosophy of biology, environmental ethics and so on, would mesh with the concerns of faculty from other units. Our faculty are commonly featured in programs put on by other units. Professors Bontekoe, Albertini and Ames, for example, regularly give talks to the Mānoa ROTC program. Beyond that, the roles philosophy faculty play in governance can display our distinctive competencies in a favorable light. In recent years we have presided over academic senates at Mānoa and one of us – Mary Tiles, recently retired – was elected President of the faculty union.

In the context of the University, the Team rightly recognized the work of Tamara Albertini in building an interdisciplinary Islamic Studies Program. Beyond that, our faculty regularly serve on dissertation and examination committees in other departments and, likewise, many faculty from other units serve on ours.

One collaborative effort merits special attention. Roger Ames is currently teaching a graduate seminar – on War – in collaboration with faculty from four departments other than Philosophy. It is, we would say, not the case that the Department distinguishes itself by its insularity; its inability to play well with others.

## **Religion**

### **1. Junior Faculty Retention and Renewal**

The Committee notes that “as with other departments in the college, there is concern about the ability of the campus to retain junior faculty, who are dismayed by the relative lack of support for their research (including conference funding and release time) and demoralized by the daunting cost of living on Oahu.” The Department not only shares the review team’s concern related to junior faculty, but likewise understands that the retention of tenured faculty members poses challenge. In response to concerns related to retention, the Department will offer a research stipend of \$1500 for all tenured and tenure--track faculty member, regardless of rank, to be used for research and teaching from Fall 2010 through Summer 2011. The stipends will be taken from funds earned through the Department’s Summer Session offerings.

Funding may be used for the following:

- Travel costs for presenting a paper at a conference
- Travel for field research
- Computer software related to research or teaching
- Books and journals related to research or teaching
- Student help for a research project or preparation of teaching materials.
- Other items approved by the Chair and the Dean.

Similar awards will be granted in future years, with the specific amount based on the funds earned through Summer Session.

### **2. Implementation and Continued Communication regarding the Proposed Plan B Revision.**

The Committee notes that the work related to the proposed revision of Plan B is not yet complete. The Department plans to take the following actions:

- When the proposed curriculum change to Plan B is approved, make an announcement describing the new Plan B at the appropriate Graduate Student Orientation Session, held in August of every Fall semester.

- Throughout the first three years of implementation, all faculty will participate in the evaluation of all project proposals and will evaluate all project presentations in order to ensure shared expectations, a common understanding of the new process and shared criteria for successful projects.
- Regular discussion at faculty meetings, specifically the September and May Meetings dedicated to Assessment, Regarding recent graduation trends in order to come to consensus about the viability of Plan B As preparation for successful admission to PhD programs. This Information will be shared with graduate students.

### **Speech**

The review of the Department of Speech by the Committee was generally favorable with few critical issues that can be dealt with immediately by the department alone. Included below are our responses to the Committee's assessment.

#### **1. Teaching Resources**

The Committee points out that we are "very thin on the ground" in reference to our shortage of full-time, tenure-track faculty, particularly in reference to the number of student hours we generate. They suggest we might divert lecturer funding toward a tenure-track position. Two of our temporary faculty members are supported by the salaries of two senior faculty currently assigned to administrative posts. The Department of Speech welcomes the possibility of using one of these salaries to fund an additional tenure-track position.

The Department is also investigating the use of distance learning courses to reach a greater number of students. Though the Committee indicates that we were processing a significant number of students already, we are interested in exploring ways that we might be able to do more with what we currently have.

#### **2. Graduate Students**

The Committee acknowledges our faculty and graduate students' desire for a PhD program but believes a PhD program "cannot be implemented without additional faculty or graduate funding." Although we certainly agree that more faculty and graduate funding would allow a PhD program to thrive, we do not agree that a PhD program is out of our reach given our current resources. We fund 6 to 8 graduates already to help provide sufficient sections of our Department's service courses. This need will not be going away, and the value of graduate TAs to meet this need was greatly increased with the ending of support for our lecturers. These positions could be funding PhD students rather than MA students. Further, senior PhD students could contribute to course offerings in a more varied way than MA students, increasing the number and variety of undergraduate offerings. Finally, we are increasing the number of MA

students our program is attracting; this Fall we increased our new MA class by over 50% relative to past years. The additional students are not funded; they are tuition-paying students.

The question of whether we have enough faculty to offer a PhD program would be much less pertinent if our temporary lines could be filled with tenure-track faculty. Our current shortage of tenure track faculty exists not solely because of the University's fiscal situation but because three of our senior faculty serve in administrative posts.

The more important issue is whether UHM is serving the needs of the State of Hawai'i but not having a thriving PhD program in Human Communication. Given that such a program is a staple in more Research I institutions, and that many of our students currently must leave the state (and few return) to earn the PhD, it seems clear that we are not serving the State's needs adequately.

### **3. Nomenclature**

The Committee acknowledges that 'Speech' is an anachronism that does not adequately describe the department's mission or curriculum." However they do not embrace our preference for "Communicology." We appreciate the Committee's thoughts on this matter but the fact that they come from a variety of disciplines other than Speech or Communication gives their thoughts on this matter less weight from our perspective. We are willing to let our argument stand on its own merit.

### **Theatre & Dance**

The first critical issue that the Committee notes in the review is the inadequacy of our performance facilities. As in the last 30 years at least, we fervently add our concurrence in the Committee's remarks about the inadequacy of our facilities. As a problem that has been ongoing for forty years, we merely note here that the KT Annex plans are once again at a standstill.

In responding to the Committee's review of the Theatre and Dance Department, we would like to concentrate at this time on three major issues that comprise some qualifying information which our reviewer, Prof. Jim Harris, may have been unaware of in his short visit of a few days. These are the amount and kind of collaboration between Theatre and Dance; initiatives that are underway to develop more work in indigenous theatre, especially Hawaiian-based theatre; and, lastly, fundraising initiatives recently started from within the faculty.

Professor Harris mentions the 'relative lack of collaboration' (end of paragraph #1) and his concern comes partly from testimony of the students themselves (top of p. 2 of the three devoted to T&D). It is true, of course, that the Theatre and Dance degree programs are completely separate; Harris, in urging more 'collaboration,' seems to have in mind the model which is in operation at the U. of Maryland since the multi-million dollar new Theatre/Dance/Performance Studies facility, and which apparently coincided with a complete reconfiguration of the curriculum. That is hardly practical for us at this time, partly because we don't have the stimulating charge of a new facility. Students may not be aware that faculty in both Theatre &

Dance have regularly cooperated with each other when dialogue, for example, is incorporated into Dance pieces, or when choreography might be mandatory in premodern Theatre productions such as *Faust* and *The Oresteia*. While these examples go back some years, we have had more recent manifestations of Youth Theatre students being urged to audition for Dance concerts, and following through; of regular Youth Theatre productions being extensively choreographed with Dance majors; of Dance production classes made up of mixed Theatre and Dance students learning technical skills in the same course; and of recent initiatives to the Music Department to get back a regular schedule of Musical Theatre masterworks, involving Music, Theatre and Dance students, performed in Kennedy Theatre. Theatre and Dance students regularly share programs also in the regular summer experimental *Black Box Black Blocks* production and in Late Night Theatre productions, which sometimes have formal double-bills between Theatre and Dance.

The last page of the T&D Review alludes to the lack of fiscal support for students, and also mentions again the lack of opportunity in certain kinds of collaboration. We are in this regard very interested in developing further work in indigenous theatre, specifically in Hawaiian theatre incorporating Hawaiian language, and invitations are being discussed for certain alumni who are well versed as specialist practitioners in this area. Such theatre productions might prove a fourth recurring Theatre area to our Japan, China, and SE Asian rotation of productions, most of which also incorporate extensive and variegated areas of Asian and Pacific Dance. Another possibility is to stage such theatre, on an experimental basis, in summer. Opportunities will perhaps be afforded by some imminent retirements which could free up positions for an artist qualified to teach indigenous or Hawaiian theatre/dance.

Finally, it is worth noting that the Department is becoming more and more entrepreneurial in the face of rising of costs for scenic materials and student labor for our production season. While it is true, as the T&D Review states, that we are becoming increasingly frugal, we have recently added plans for a regular annual Spring fundraising event, the Backstage Boosters Celebration, in conjunction with UHF support, which will be this year centered around the kabuki production of *The Vengeful Sword*. This event is specifically designed to raise money for production costs. Meantime, Friends of Kennedy Theatre, a separate fundraising organization dedicated to supporting the Department, has started both providing season support as well as selected extramural American College Theatre Festival support, and continuing in its time-honored primary purpose of raising money for tuition scholarships. In the Dance program, Friends of Dance has similar functions for Dance students. These proactive and entrepreneurial initiatives undertaken by the Department and its supporters answer somewhat the challenges mentioned in section two of the T&D Review, 'Support for Students and Productions.'