

**Report to: Linda Johnsrud, Interim Vice Chancellor for
Academic Affairs**

School of Pacific and Asian Studies

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External Review

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Table of Contents

I. Topics and Issues

A. SPAS Overview

B. Faculty

C. Curriculum

D. SPAS Area Centers/Achievements

E. Funding/Facilities

II. Regional and Area Centers

A. China

B. Japan

C. Korea

D. Pacific

E. South Asia

F. Southeast Asia

III. Conclusion

I. Introduction: The review team was charged with conducting a multi-level review of SPAS and its various components. As such, we received numerous documents of previous self-reviews, NRC reviews, and data regarding SPAS. We conducted a site visit of four days during which we met with faculty, students, staff, and administrators and conducted open-ended interviews regarding the strengths, weaknesses, and suggestions for the future of SPAS. In the pages that follow we will present our findings in three parts. Part I will focus on topics and issues that are relevant to the School as a whole. Following this discussion, in part II we will focus on the principal constituent parts of SPAS: the regional and area studies centers. Finally, in part III we will offer some general conclusions and recommendations although many of these can also be found in the relevant sections of parts I and II. This is a composite report of four reviewers and thus writing and presentation styles differ somewhat.

I. A. SPAS Overview—Observations and Recommendations:

What follows are some observations and recommendations on the general organization and scope of SPAS and the Dean's office. Given that SPAS is changing its organizational relationship to the general University of Hawaii (hereafter UH) administration, it is possible some of these observations will not be relevant.

- **Overall administrative alignment:** When viewed from the outside, the University of Hawaii has several important areas of excellence and distinction. Asian and Pacific studies are one of those areas. Universities cannot do everything and need to make decisions on where to concentrate resources in niche markets. UH has long been known for Asian and Pacific studies and it is probably prudent to continue to protect and strengthen an already strong program. The review team believes that an organization such as SPAS whether it is a school, college, or institute, is essential in terms of maintaining this strength as well as in such areas as fund-raising, contract and grant success, National Resource Center (hereafter NRC) applications, and so on. It is in this sense that SPAS plays an important role in the overall coordination and representation of Asian Pacific studies at UH Manoa. The new reporting line of the Dean may affect the ability to perform this role. It is our view that however SPAS fits into the new

reorganization, it is essential that it maintain as much autonomy as possible within the new structure and it is equally important for SPAS (and probably the other units as well) that the head continue to be a Dean. The experience of the reviewers and other colleagues who head up international schools/colleges/institutes is that if the head is expected to engage in fund-raising, networking, forging inter-institutional linkages, as well as having a seat at the table for resource allocation within UH, the title of Dean is essential. We have found in Asia that one is simply not taken seriously if the title is director or “assistant” something. SPAS would not be competitive with mainland counterparts in the region.

- The reorganization of SPAS as part of the college of arts and sciences is an important new development and one that can be positive given some caveats. Important features of SPAS are its links to professional schools in law, management, education, and other professional areas. One risk in such a reorganization, and one which some of us have experienced at our own institutions, was that the professional school linkages were lessened and the specific schools eventually went off on their own as resources were clustered in the social sciences and humanities. It would be important for SPAS and the College of A&S to assure that the linkages with professional schools remains strong and vibrant, as it is likely that these will be areas that will figure prominently in Asia Pacific Studies in the future, and are natural targets for fund-raising. It would be important for the Chancellor to find a way within the new reorganization for SPAS to continue to function in a cross-campus manner and to continue to provide the high profile for Asian/Pacific studies for the whole campus and not only A&S.
- Related to these observations we noted that SPAS, if anything, needs to increase its “brand” identity. Especially in light of the recent name change, it would be important for UH and the Dean to heighten the profile of SPAS so that it becomes as well known as other such units across the mainland (the Jackson School at the University of Washington, the International Institutes at UCLA and UC Berkeley, SAIS at Hopkins, and so on). This organization would be a wonderful naming opportunity for a prominent alumnus and/or donor.
- We believe some form of advisory body, perhaps constituted of the relevant Deans and appropriate Vice Chancellors at UH be formed to meet regularly with the Dean of SPAS so that coordination and information sharing can be effected in such areas as curriculum, FTE allocation needs, fund-raising, library support, and so on.
- There appears to be variation in center director set up funds; some directors are half time, some full time. There does not seem to be a standard mechanism for allocating center director support. Perhaps some sort of standardized released time, plus ninths, plus stipend, etc. according to budget and size of center be considered to allow for equity while at the same time providing sufficient support for the unit in question.
- In meeting with the staff of SPAS we found high morale, and from the testimony of faculty both within and outside of SPAS, high regard for their efficiency and competence. More than one person outside of SPAS described SPAS as a “well

oiled machine”. There seems to be, however, wide variation of staff support across centers and within SPAS. While some sharing of responsibilities is currently being done more efficiencies might be achieved along these lines. At first glance it appears that there is a high ratio of staff to faculty in SPAS but as we learned more about the organization it is clear that SPAS serves many units and faculty across campus, not just those under its purview. Given the wide-ranging campus-wide support for Asian Pacific Studies SPAS might even be short-handed in some ways. A review of staff needs might be in order.

- **Fundraising:** It seems clear that SPAS is in a unique position to serve as a significant fund-raising school of the university. Indeed, it already has a track record in extramural fund-raising with endowment funds totaling almost 10% of the total UH Mānoa endowment amount. This ability to raise extramural funds in international studies has been the case at other institutions with similar organizations such as the University of Washington, UCLA, Michigan State University, and UC Berkeley among others. UH should invest strongly to assist SPAS in this fund-raising effort with a dedicated development officer with Asia Pacific regional experience.
- **Interdisciplinarity:** By its very nature, SPAS is an interdisciplinary unit with area and regional centers and interdisciplinary teaching and degree programs. SPAS is currently proposing a cross regional/discipline funding proposal. This is one mechanism that has been used effectively in some universities to develop a fund, through development or shifting of resources, to seed cross regional/discipline research efforts. It is a way to have SPAS be more than the sum of its parts as well as support interdisciplinarity across campus. This should be encouraged and supported in the new reorganization.
 - Progress toward interconnectedness between centers is good and should be further pursued; perhaps there could be more in the way of regional research and service activities.
 - SPAS and the centers already are exemplars of interdisciplinarity at a time when this is being touted as central to higher education reform in US higher education. Perhaps SPAS could serve as a model for the more traditional disciplines in the social sciences and humanities as they strive to cross borders and stretch the boundaries of knowledge, and indeed, we were pleased to hear the Chancellor indicate that this was indeed her view of SPAS.
- **FTE:** There remains the issue of faculty FTE and faculty renewal for SPAS areas. As the NRC report notes, UH is fortunate to have both breadth and depth in Asian Pacific studies and to keep that edge will require a faculty renewal model that now may be formulated in the environment of the College of A&S. Departmental and disciplinary priorities may not coalesce with those of SPAS and the bargaining position of the Dean of SPAS may be reduced in the new reorganization. An administrative arrangement of institutional FTE allocation or some such mechanism may be considered as a way to protect the strength of SPAS and Asian/Pacific studies while at the same time giving the Dean some leverage with the more traditional departments and disciplines. Such models have been utilized effectively at UC Berkeley, UCLA, USC, U. of Pittsburgh among

others nationwide. Such FTE would be allocated to SPAS but distributed through wide consultation to relevant departments where appointments would be made to assure that UH keeps its edge in this distinctive area.

- One important function of organizations such as SPAS is to look ahead toward future faculty FTE needs. This can be accomplished by conducting campus-wide assessments of faculty needs, garnered through systematic interviews with Deans and department chairs in both A&S and the professional schools. Even during periods of scarce resources these data are important to assure that faculty renewal considers the needs of Asian and Pacific Studies. Additional comments on faculty issues will be found below in I.B.

I B. Faculty

Faculty: Faculty, staff, and students constitute the heart of any educational institution. SPAS is fortunate that it has excellent people in each of these three capacities. In fact, its faculty is nationally and internationally renowned, distinguished in all the areas of Asia and the Pacific Islands that it covers. Moreover, these faculty members are impressive because they are not only outstanding scholars in their area studies fields but also in their disciplinary specialties. In addition, many of them are award winning teachers and prominent in the public life of Honolulu and in the state of Hawaii. Thus, as scholars, teachers, and citizens they contribute significantly to the mission of the state and the university to develop deeper and better understanding of Pacific and Asian societies and peoples.

In all, the School has seventeen faculty FTEs but not all the lines are currently occupied. There appears to be seven core faculty in Asian Studies and four core faculty in Pacific Island Studies. The rest of the positions are either held by faculty brought in from other units to administer one of the centers of the School or currently are vacant.

Most of the core faculty are, by discipline, drawn from the social sciences or humanities or arts disciplines. They all possess impressive area studies depth and breadth, qualifications that make them vital assets for the individual missions of the centers and for their success in competing nationally for the Title VI National Resource Centers grants.

On the whole, SPAS faculty members are of diverse backgrounds, by gender and by ethnicity. They are mostly senior, with not many at the junior ranks.

Many of the faculty can be counted among the leading scholars in their fields and disciplines, their high profile scholarly credentials all too apparent from their distinguished record of publications. Highly active and visible scholars, many of the senior faculty have published extensively—books and articles in premier journals—and are much sought after, as their involvement in major conference and symposia nationally and internationally indicates. Their standing in the profession is also evident from the leadership positions many hold or have held in national and international organizations,

including one member who was recently the president of the Association for Asian Studies, the premier and largest scholarly organization of Asianists in the world.

SPAS faculty are also strong in teaching and service. Many have been recognized for their teaching talents, and many are among the more active faculty in serving the local, national, and international communities through public activities. A few have even won professional awards and prizes for their distinguished contributions as scholars and teachers.

The ranks of SPAS faculty are greatly strengthened by its external faculty—not only those who are recruited to fill administrative posts in the School but also those who are affiliated with its individual centers. A listing of the people involved with the centers is impressive not only because it highlights the large numbers of people who serve the area studies programs of the School but also because it shows the disciplinary diversity and interdisciplinary nature of area studies. They come from both the A&S and most of the professional schools.

To cite a few examples taken from different sources, the Center for Chinese Studies lists “45 faculty members in 23 departments who teach more than 200 China-related courses,” the Center for Japanese Studies identifies “39 professors, 14 language instructors, 2 library specialists and a *chanoyu* instructor who offer approximately 150 courses in 18 department units,” the Center for Korea Studies counts “thirty-three outstanding scholars in Korean studies in disciplines as diverse as economics, political science, sociology, communication, speech, urban and regional planning, business administration, education, library science, and public health,” and the Center for Southeast Asian Studies lists “approximately 55 resident and visiting faculty [who] teach a wide range of courses . . . which include an exceptionally strong program in language.”

That so many colleagues from so many external units participate in the scholarly, pedagogical and public life of SPAS reflects well on the area studies commitment of faculty across the schools and colleges of UH. It also speaks to the excellence of the centers that individuals and units outside of SPAS are willing to support its area studies and interdisciplinary enterprise.

At the same time, it also indicates that SPAS generally and its constituent centers specifically play the primary leadership role in furthering the Asia and Pacific interests of the university and the state. It does so by functioning as the core and the hub for all relevant area studies scholars and teachers across campus and by coordinating and sponsoring partnerships and collaborations among them through projects and activities that are funded by center endowments and/or federal Title VI monies. Indeed, the significant sums of money that the Title VI grants pour into pedagogical, scholarly, and outreach activities relating to East Asia, Southeast Asia, and the Pacific Islands both enables and facilitates partnerships across UH, thus creating synergies between and among individuals and units campus wide.

That affiliated faculty are essential to the success of SPAS and its centers can also be considered a weakness, as this relationship is everywhere else in the country where institutions have area studies programs that exist independently of discipline-based departments. As the core faculty of SPAS is well aware, they have little control over faculty recruitment and retention in other units. For instance, they cannot do much about choices external units make, such as when other departments choose not to replace their area studies colleagues with like-minded scholars or if they decide to reduce their interest in supporting area studies.

The number of affiliated faculty each and every center in the School depends on in order to round out their expertise epitomizes how critical this relationship is to the effective functioning of SPAS. Indeed, most centers identify many more faculty as their own than there are members in all of SPAS. Consequently, it is in the interest of SPAS to continue to deploy its resources so as to influence their colleagues in kindred units to collaborate in recruiting people who will serve the needs of its centers. Being able to use some of its flexible lines to recruit faculty administrators from other units is clearly one huge advantage that SPAS has to maintain in order to uphold and enhance its area studies mission. So is the fact that the school has other grants and endowments that it can also put to good use.

Another way to ensure that SPAS remains the outstanding school that it is at UH—one of the brightest jewels in the UH crown as one person put it—is to add to the ranks of its faculty utilizing a method of FTE allocation such as the one noted in the previous section of this report. China and India could do with additional positions: in the case of the former because the departure of Dru Gladney, an internationally renowned scholar of China, has thinned that center's ranks considerably and at a time when that country is emerging as one of the major powers of the world; and in the case of the latter because it is represented in SPAS by a single faculty member and by a center that is not as robust as it used to be and at a time when that region is emerging as another major world area.

A larger cohort of faculty either in SPAS or institutional FTE dedicated to Asia/Pacific studies will also help with workload issues, from easing the number of credits that each faculty member carries each semester to the advising and service they all have to perform for one or more centers to the committee work they all do in the School as well as outside of it. Surprisingly, few people commented about any of this or about salaries except to note that UH salaries tend to be on the low side and not commensurate with the high cost of living on the island.

Furthermore, additional faculty will enable SPAS to begin the difficult task of strategizing about developing an optimum mix of area studies and disciplinary strengths. Does it have enough (or need) people covering each of the key countries/regions of Asia? Does it need to have social science, humanities, and arts scholars/teachers in certain proportions? Do some areas deserve bigger representation either because they are not well represented now (e.g., South Asia) or because they have risen in strategic importance to local, national and international interests (e.g., China)? These are some of the questions that SPAS will have to face as it plans its long-term future and as it

considers its mission in relation to the changing realities and priorities of UH and the wider world.

Strategizing about future faculty hires and replacements now is also timely given the current demography of the core faculty. As elsewhere, SPAS faculty, too, are increasingly graying, reaching an age when many could choose to retire. Should that happen in the next few years would SPAS be able to continue to retain its excellence as a world-class faculty? Or will junior faculty replace senior faculty? And will new hires maintain or alter the current mix of area and disciplinary specialties? These are important decisions that will have to be made in this critical time of transition.

Whether SPAS retains its current structure or becomes part of a larger college, it has to have autonomy and decision-making power over the hires and replacements it will have to make in the coming years to sustain its national and international excellence in Asian and Pacific Island studies. The core and affiliated faculty of SPAS make it what it is today: the home of seven centers of excellence in Asian and Pacific Island Studies.

I. C. Curriculum

The curriculum of the Asian and Pacific Studies programs is based on course work that is interdisciplinary, relies on course offerings from other academic units and strong language courses of study for most of the Centers. The unique nature and objectives of each Center under SPAS is reflected in the activities and course work that are pursued in the various programs. The diversity of faculty interests and funding sources is also apparent in the curriculum of each Center. The emphasis given to research, outreach activities and teaching varies amongst the Centers. Some Centers are more interested in contemporary issues while others pursue more traditional approaches to area studies. The curriculum approach being pursued by each Center reflects the emphasis given by individual centers. A more fuller and integrated approach to curriculum across the entire School needs to be pursued.

The curriculum at the graduate level is strong, coherent and clear to students who participate in the Masters programs. The curriculum at the undergraduate level needs to be strengthened, especially for Pacific Island Studies. The interim dean acknowledges the weaknesses of the undergraduate program and suggests that the opportunity to provide more coherence and rigor will be enhanced by the proposed integration into the College of Arts and Sciences. The majority of the course work in the undergraduate programs is offered by non-SPAS units and is provided on a cooperative basis. Being in the same unit will enhance the collaboration and facilitate working together in various courses.

The need to work on more “interdisciplinarity” (discussed above) is acknowledged by all. The programs are inherently reliant on several disciplines and connections to professional schools. These linkages should be more clearly specified and reflected in the course work offered in SPAS programs. In addition, there should be consideration given developing an additional introductory course that covers all of the geographic areas under SPAS. This would increase identification by students of SPAS and also require more

collaboration by the faculty of the various centers. Students indicated an interest in such a course as well as concern about the sequencing of the introductory courses. Pre-requisites should be more clearly identified and adhered to. There were also concerns expressed that the contemporary courses sometimes end with the Vietnam War, a time when most students were not even born.

The different approaches used by each Center to coursework reflect the unique development and origin of each Center. The existence of Centers in Hawaii is a combination of local interest and community strength as well as attention to national concerns and international trends. Curriculum goal-setting is difficult in this environment since course work and emphasis responds directly to the expertise and concerns of individual faculty members, the interest of local community leadership and national trends and concerns. In order for the curriculum to meet a wide variety of interests, it must be based on a full discussion and resolution of the direction of the various Centers and SPAS as a unit.

The existence of Centers for Philippine Studies instead of being part of a Center for Southeast Asian Studies and the proposed Center for Okinawa studies instead of being part of the Center for Japanese Studies are direct responses to the heritage communities that are prominent in the life of Hawaii's society. Local interest and support are keys to the success of programs at the University. However, the School and the University must be mindful of national priorities as determined by funding agencies and the emerging importance of certain areas of the world. The growth of India's economy and prominence of other parts of South Asia has to be considered in the calculation of which Centers to support and cultivate. The lessons for the emerging curriculum of SPAS are many. These must be reflected in the coursework that cuts across all of the constituent parts of SPAS as well as the development of individual courses.

In addition to the level of support given to individual Centers, there must be more frequent discussion about the direction of the curriculum being pursued in each individual Center. Some Centers focus more on traditional cultural/historical studies of the countries being studied whereas others pay more attention to contemporary issues. Some, like the Center for Philippine Studies give special attention to diasporic issues. Others, like the Center for Chinese Studies, deal with a country so large and complex, an effort to specialize should be considered. Formal and regular attention and discussion of the appropriate balance given to these issues across all of the Centers should be part of the SPAS agenda.

The use of technology and distance education in course work needs greater attention. An effort to use internet technology to encourage student to student contacts and discussion groups in various countries was made. After the cessation of funding, only the Center for Philippine Studies continued the effort. Student reports are generally positive on this distance education initiative. Student to student contact with countries and under the auspices of institutional networks should be encouraged. Approximately 40% of all students have studied abroad. The use of distance education technology will provide

more direct contact for the remaining 60%, improve instruction and enhance research opportunities. It will also facilitate faculty to faculty contacts.

Students are generally content with the curriculum and the quality of instruction except as outlined above. There is some concern expressed with student advisement, but there are many students who are satisfied with the services that they have received. Students also noted that there need to be increased opportunities to meet students from other Centers. A common student lounge as well as more interdisciplinary and common course work will facilitate these contacts and improve instruction.

I. D. SPAS Area Studies Centers' Achievements

In Part II we will focus on each Center's strengths and weaknesses individually. Here we will highlight what we consider to be some specific achievements of SPAS Centers for China, Japan, Korea, the Pacific Islands, the Philippines, Southeast Asia, and South Asia. Combined, their successes provide much of the driving force for Asia-Pacific programs throughout the university. The centers' many achievements distinguish UH as a leader in area studies, cross-disciplinarity, community outreach to Asian heritage groups, and fund raising. Major successes in each of these areas demonstrate that a comparatively small program can have wide ranging influence both locally and internationally. A more complete and contextualized discussion of the Centers is included in the narrative sections that describe broader SPAS region specific programs (for example, in East Asia and Pacific Island Studies). The following points are a sampling, necessarily selective, to highlight several significant achievements within the Centers.

Center for Chinese Studies (CCS):

-- CCS, the Center for Japanese Studies (CJS), and the Center for Korean Studies (CKS) are U.S. Department of Education Title VI National Resource Centers for East Asia. This designation provides substantial funding for the teaching language and non-language course for these regions. The Centers also receive Foreign Language and Area Studies Grants, also through the Department of Education, for advanced language training and dissertation research for graduate students.

-- CCS has undertaken major programs publishing projects to create a wider understanding of Chinese affairs and promote Chinese language acquisition. This effort, supported by the University of Hawai'i Press, has resulted in major publishing projects for language reference works (e.g., *ABC Chinese-English Dictionary Series*), scholarly journals, and monographs.

--CCS together with UH's East Asia Council has led in the Modern History of East Asia Project, a unique cooperative effort that brings together scholars from the PRC, Japan, and Korea to cooperatively write a non-vituperative history of the contentious pasts of these three nations and their people.

--CCS in collaboration of the Beijing Foreign Studies University has established the Confucius Institute to promote Chinese language and culture and foster extensive local outreach.

Center for Japanese Studies (CJS):

-- CJS has successfully used its endowment of nearly \$4 million to fund curriculum development, faculty and student research projects, and major international conferences.

-- CJS, CCS, and the Center for Korean Studies (CKS) are U.S. Department of Education Title VI National Resource Centers for East Asia. This designation provides substantial funding for the teaching language and non-language course for these regions. The Centers also receive Foreign Language and Area Studies Grants, also through the Department of Education, for advanced language training and graduate student dissertation research.

-- CJS supports the Hamilton Library's Japanese Collection, one of the finest archives of its kind, through the Japan Studies Endowment and the National Resource Center federal grant.

-- CJS has wide ranging ties both with the Hawaii Japanese heritage community, the Consul General of Japan in Honolulu, and many other groups with an interest in Japan in Hawaii. These relationships provide cooperation and funding for the Center's outreach activities, student scholarships, and exhibitions, conferences, and other programs. These activities at home are paralleled by extensive ties and exchanges with universities in Japan that bring international students and scholars to UH.

-- CJS is in the process of establishing a Center for Okinawa Studies. This will be the first of its kind in the United States and contribute to creating new knowledge about a place and people in a key Asian region of historic and strategic importance.

Center for Korean Studies (CKS)

-- CKS's endowment (based on a \$2 million Korea Foundation Challenge Grant matched by \$1 million in community contributions) makes possible one of the nations most active programs in creating Korean language teaching publications and promotion of Korean learning.

-- CKS originated and maintains the annual international journal *Korean Studies* and together with the University of Hawai'i Press publishes the monograph series *Hawaii Studies on Korea*.

-- CKS organizes and hosts major national and international conferences on Korean and Northeast Asia regional issues.

-- CKS supports UH's undergraduate, graduate, and faculty constituencies through scholarships, research grants, conference subventions, and subsidies for library acquisitions.

-- CKS is a leading member of the Worldwide Consortium of Korean Studies that since its formation in 2005 has promoted student exchange, faculty scholarly collaboration, and conferences.

-- CKS boasts one of the few programs outside of Korea to offer undergraduate and graduate degrees, including a Ph.D. program, in Korean language and linguistics. This distinctive achievement enabled CKS to become a federal Korean Language Flagship Center, the first and currently only center of its kind in the U.S. The honor came with federal grant funding of \$2 million.

Center for Pacific Islands Studies (CPIS)

-- CPIS is the only Title VI National Resource Center devoted to this regional area. This designation reflects its excellence in research and teaching.

-- CPIS's graduate training program, supported by substantial Department of Education FLAS funding, has produced graduates who have found important positions in the professions, academics, and other fields.

-- As noted in a recent CPIS report, the Center's publications program, including journals and monographs, is "its shining star ... a credit to the university and a cause for celebration among Pacific specialists everywhere."

Center for Philippines Studies (CPS)

-- CPS has a deserved international reputation for expertise on Philippine issues based on its having the largest concentration of Philippine experts on any campus in the U.S.

-- CPS serves as the Secretariat of the International Philippine Studies Conference Board responsible for organizing the leading international conference on Philippine Studies.

-- CPS lively publications program led in the publication of the *Philippine Studies Newsletter* and the *Pilipinas Journal*.

-- CPS's local outreach program to Hawaii's sizeable Filipino-American constituency is the largest program fielded by any of SPAS area studies centers. This activity has generated support and close relations with the Philippine Consulate General in Honolulu.

Center for Southeast Asian Studies (CSEAS)

-- CSEAS is another Department of Education National Resource Center (since 1994) and FLAS recipient. Federal funding amounting to \$6.5 million has accompanied this standing and has been applied to creating a vibrant program of teaching and research.

-- CSEAS's sixty professors and affiliated scholars (resident and visiting) make this Center the largest U.S. area studies center devoted to study of Southeast Asia.

-- Many of the less commonly taught Southeast Asian Languages are regularly taught thanks to CSEAS support. These include Indonesian, Khmer, Thai, Vietnamese, Burmese, and Lao.

-- CSEAS support has helped the Hamilton Library to become one of the largest repositories of Southeast Asian Materials in the world, a resource understandably valued by students and scholars in the U.S. and abroad.

-- CSEAS is taking a leading role in creating innovative programs on Muslim societies in Southeast Asia.

Center for South Asian Studies (CSA)

-- CSA appears to be a program under construction. The importance of South Asia economically, politically, and culturally argues for support for these efforts. Given SPAS successes with developing broad and deep programs for other Asia-Pacific areas it is expected that similar attention and resources devoted to South Asian Studies will yield similar results. Interest among students and scholars at UH suggests that a vibrant program can be built despite the lack of a large heritage community constituency that has helped foster expansion of other Asian-Pacific centers.

I. E. Funding/Facilities

Securing funding resources is critical to the success of any interdisciplinary program. SPAS appears to be adequately funded from Hawaii state sources to maintain basic faculty/leadership positions and specialist positions that reflect the priorities of individual Centers. In addition, there is state funding that is utilized by the SPAS administration to purchase time for faculty from throughout the University. This resource and flexibility to use it should be maintained and enhanced. State sources account for approximately \$4.5 million per academic year.

External funding from the federal Title VI network is impressive. SPAS receives three Title VI grants that in turn support the activities of six of the seven Centers. This external funding from Title VI represents some 95% of the total external funding in 2006-07 (\$1.45 M). In the past, there have been substantial grants from foundations. The endowment efforts of the Centers have been very successful in comparison to the overall UH Manoa Endowment effort. Almost 10% of the total book value of the Campus endowment is for SPAS. The potential for this endowment effort to grow is substantial and the University's administration should support such development efforts for

foundation grants and building the endowment. It should be noted that Centers for Pacific Island Studies and Philippine Studies are not substantially involved in building the endowment. Although it is understandable due to the size of the economies of the areas they represent, a more robust endowment effort needs to be instituted by both Centers.

Concern over inadequate space and poor facilities is widespread. It is clear that this is a campus-wide concern, but the space issue is also a matter of visibility for SPAS and a more collaborative environment for faculty, staff and students alike. There is concern that a proposed SPAS Building is no longer on the list of capital improvement projects (CIP) being considered by the University. Students and faculty need meeting places to enhance learning, collaboration and information sharing outside the classroom. Funding for faculty FTE enhancement has already been referred to above. In short, SPAS seems to be able to leverage its core, state support substantially and if strengthened could very likely achieve even more success in external fund-raising and development.

II. Regional and Area Centers

In this section, we will present a more detailed exposition of the individual area and regional centers and programs, providing some comments on their strengths and weaknesses, as well as suggestions for improvement where appropriate.

II. A. Center for Chinese Studies

The Chinese studies program and the Center for Chinese Studies at the University of Hawaii has both breadth and depth. From the materials we have received for review, it appears that the Chinese component of SPAS is strong and fits well within the mission of the Strategic Plan.

Strengths—General: The strengths of the program are obvious from the program review document and the overall program review for Asian Studies. There is a reported 45 FTE count of faculty with Chinese expertise spread across 25 departments including appointments in several professional schools. Although there is some discrepancy between the number of courses reported in the CCS report (150) and the Asian Studies review (71) this is likely due to a misunderstanding on my part as to how the courses were counted. Nevertheless, course offerings are impressive and cover a wide-range of disciplines and professional areas.

CCS engagement within the broader UH campus and outside of UH is wide-ranging and intensive. Included in this is the well-known ABC Chinese-English dictionary series, a journal of book reviews, a film program, a number of conferences including the distinguished philosopher's conference held jointly with the East West Center, a number of exchange programs, seminar series, and other outreach activities. Particularly impressive among the Center's activities are the Modern History of East Asia project which brought together a high level committee of scholars from the East Asia region to produce a scholarly history in three languages, and the newly organized Confucius Institute. The latter is organized in collaboration with the Beijing Foreign Studies University and funded by the Ministry of Education in China. The focus is on expanding

the ranks of certified Chinese language teachers, distance education for K-12 curriculum development, and promoting Chinese studies opportunities.

Weaknesses: as is the case in most area and regional studies, funding is often insufficient to meet the demands put upon the area, especially in the case of China where university and community demands are increasing. The self-report lists several staff positions that are needed but does not elaborate on how these needs compare with other such centers or which are needed most. A question arises about the .25 FTE for instructional needs and the department or area in need.

It also appears that more could be done with external fund-raising although fund-raising for Chinese studies has been a tough area for many universities. It would be good to know what the priorities are for Chinese studies and how these are communicated to the central administration.

Are there any faculty needs, gaps in coverage? This is not discussed in the report.

Suggestions: Given the complexity and size of China, it is not likely that any given program can cover all aspects of Chinese studies. Institutions have to make choices and it might be useful for SPAS and Chinese studies to begin to focus on where Chinese studies are going in the future. In the UC system, many campuses, UCLA and Berkeley in particular, have launched “China initiatives” of some sort to provide a focus for Chinese studies. At UCLA for example, the Chancellor’s office in collaboration with the Center for Chinese Studies has outlined a China initiative that focuses on one city—Shanghai; three institutions—East China Normal, Fudan, and Jiaotong; and six themes:

- 1) Economic history. Joint project between the economics and history departments.
- 2) "The History Wars" This refers to ways in which historical documents and other evidence are read, understood and often used for nationalistic reasons such as territorial claims and disputes.
- 3) Sociology and anthropology of urbanization and migration into mega cities (such as Shanghai and LA)
- 4) Media and communications. Shanghai and LA are both key centers of artistic creativity and media innovation.
- 5) Translation and the social sciences. Scholars focusing in translation issues, the Confucius Institute and Jiaotong University are developing a program grappling with issues relating to translation in the humanities and social sciences that could lead to the creation of courses at UCLA and in China to train scholars in the social sciences and humanities for translating texts in their disciplines.
- 6) Education: faculty in the Graduate School of Education and Information Studies at UCLA, and counter-parts at ECNU have been collaborating on a project focused on higher education reform, and teacher education.

While this approach does not limit what any individual faculty member might want to do on China, it provides a focus for resource allocation and institutional emphasis in a time of scarce resources. USC has launched a similar effort across town. This example is given simply as an illustration but also to highlight the idea that many universities have decided that to be effectively utilize limited resources, China studies must have a focus.

Given UH's long standing emphasis on Chinese studies it might be useful to have a discussion on the future of this field and where UH's strengths lie, and how this would effect future institutional investments in Chinese studies.

II. B. Center for Japanese Studies

Within the matrix of SPAS programs that are often described as having breadth and depth, the Japanese Studies program is among the broadest and deepest. This is especially evident in undergraduate and graduate education, language teaching, K-12 outreach, and securing external funding. From a primary base in the Center for Japanese Studies, the program works cooperatively and effectively with Centers for Chinese and Korean Studies. Through a vibrant Japanese language training program and affiliate faculty in the disciplines it plays a central role in academic life of the University while reaching out to UH's surrounding community. Japanese Studies at SPAS also extends outward, multi-directionally across the Pacific. It is justifiably renowned for active exchange programs with major universities in Japan and for hosting visiting scholars from the U.S., Asia, and Europe who benefit from rich library resources and the opportunity for intellectual exchange with SPAS scholars. These innovative programs provide a nuanced understanding of Japan's past and present, one that nicely balances humanities, social sciences, and the professions. The overall program is notable for striving to capture Japanese diversity in its complex relations in Asia and answering local demands for programs meaningful for the local Hawaiian Japanese heritage community. A strong and active Japanese Studies program is vital to the University. Steps should be taken to maintain its strength and deal with emerging problems that detract from its continued success.

Undergraduate and Graduate Education

SPAS Japanese Studies program currently enables approximately 60-70 undergraduates and over a dozen graduates at any one time to participate in Japan-related degree programs. Statistics compiled in 2005 indicate that students are taught and mentored by 24.5 FTE faculty in disciplines ranging from Anthropology to Women's Studies with notable representation in the professional schools (for example an FTE in Law). The breadth of course offerings and the number of faculty wholly or partially make Japan an integral part of their teaching and research is unmatched in comparable institutions (e.g., land grant state universities) and rivals programs at better-endowed private and public institutions.

The strength is qualitative as well as quantitative. A past report by external reviewers noted that UH East Asian area studies centers (e.g. China, Japan, and Korea) "... boast a wider number of schools, disciplines, and programs than any other program in the US." Although this statement may need to be qualified for SPAS programs overall because of recent faculty departures, retirements, and the graying of core and affiliated faculty, it is still valid for Japan related programs.

Students from Hawaii, the mainland, and abroad are attracted by this rich variety of opportunities for undergraduate and graduate programs with a Japan focus. They are guided in their programs by a full-time dedicated undergraduate advisor, faculty mentoring in undergraduate capstone projects, and at the graduate level by thesis and dissertation advisors who are respected scholars in their disciplinary fields. Again, the variety of Japan-related programs—in law, business, security issues (e.g., Foreign Affairs Officer program) as well as established fields in the humanities and social sciences-- sets SPAS apart and above comparable institutions in the richness of its curriculum.

Undergraduate students and graduate students can afford to take advantage of educational opportunities thanks to UH's comparatively low in-state tuition rates as well as scholarships and grants. The U.S. Department of Education Foreign Language and Area Studies Program is especially noteworthy for funding advanced East Asian language learning, including specialized programs in Japanese.

Language training, central to the strength of any area studies program, is a major part of Japanese Studies within SPAS. As the East Asia 2005 Title VI proposal notes, Japanese language has the highest enrollment among all foreign languages taught at UH, making it also a critical part of the University's overall language program. Many undergraduate students also use Japanese language to fill second language requirement. While the students' motivation to learn Japanese is in many cases obviously related to the needs of Japanese heritage community and Hawaii's tourist industry, undergraduate and graduate students are also engaged in advanced training related to their graduate and professional school programs. For both undergraduates and graduates there are numerous opportunities for advanced study in Japan that make possible the deepening of Japanese language skills through immersion learning. In a typical year, as many as 75 students will study in Japan). Again, the strength and richness of language learning options distinguishes SPAS and UH from peer institutions.

Although the UH library is not a main subject of this review, it deserves mention for contributing to Japan-related programs and to SPAS overall. The Japan Collection ranks eleventh among U.S. libraries in the number of cataloged materials. The collection is notable for a solid general collection strong in the humanities and social sciences. It is also valued for special collections on Okinawa, the "South Seas," and Hokkaido. These special collections attract students and scholars and should be considered valuable assets. This is particularly true for the Okinawa materials with the launching of a new SPAS program in Ryukyuan studies based in a UH Okinawa Center. The evaluators meeting with a large group of area studies librarians, representing Pacific Island archivists as well as Japan experts, left the strong impression that this group is highly dedicated, creative, and takes professional pride in maintaining and improving UH's Asia-Pacific collections.

Note that internal and external review teams frequently review all of the programs and activities described above. The Dean of Spas has carried out a mandatory five-year review over the years, but the programs are also scrutinized, recalibrated, and improved thanks to the demands of Title VI reporting, preparing funding proposals, and local demands for improvements. The level of SPAS and Japan program scrutiny, analysis,

assessment, and recalibration is unusually strong. Nevertheless, it may at times also be a distraction as faculty and staff are required to spend more time measuring than doing.

Distinctive Programs and Achievements

SPAS Japan Studies programs are notable for several unparalleled programs. To say that these create a niche for SPAS understates their value in keeping UH among the top tier nationally among programs in Asia and Pacific Studies. These highly visible programs include a long-standing commitment to Okinawan studies that has recently culminated in the creation of an Okinawan Studies Center. The program is also well known and highly valued for its ties to both traditional culture through the connection with the Urasenke Foundation and very untraditional commitment to specialized programs such as the Foreign Affairs Officer program, as well as specialized professional training programs in international business, law, public health, architecture, and library science. These programs work to break down stereotypical images of Japan past and present, as do similar programs in other SPAS Centers. Emblematic of this is the diversity of study abroad and university connections with schools in Japan that extend from the Okinawa cultural zone, to the Kansai region, and Tokyo urban area.

A notable achievement of the SPAS Japan Studies programs has been its capacity to raise funds to support for curriculum development, tuition and travel support for students, and sustaining a lively program of faculty research. The list of accomplishments in this regard is long. It ranges from the NRC standing of East Asian Studies at UH, of which Japanese Studies is a leading component unit, to funding from private foundations such as the Japan Foundation, Freeman Foundation, among many others. These outside sources of support have helped distinguish SPAS as a leader in Asian Pacific Studies on a par with comparable programs at the leading U.S. universities (e.g. Cornell, Harvard, University of Michigan, and University of Washington). This standing suggests SPAS programs in Japanese Studies should be considered an investment, not a cost. The program is also one that can be expected to grow to the University's benefit in the future.

Concerns for the Future

SPAS Japan-related programs are strong, thriving, and demonstrate the potential to produce future benefits for students, faculty, and UH's international standing. As with comparable programs elsewhere, the program is of course not immune to changes that come with growth and development.

Among the concerns notable in the Japanese studies program and largely throughout SPAS is a flat or declining rate of growth in the number of M.A. students in programs. It is certainly reasonable to argue that more graduates with advanced training in Asian Studies need not be produced if they have no opportunities for professional or other employment that matches their academic qualifications. The message from the worlds of education, business, diplomacy, military affairs, and the professional schools is that demand for people with an understanding of other cultures, societies, and languages is a pressing need that continues to grow. SPAS Japan-related programs might take a more

proactive stand in cultivating a growth in graduate student enrollments capable of utilizing resources available at UH is such abundance.

A related program is the need to replace a graying faculty and quickly replace gaps in key faculty positions. Bringing new blood and retaining star scholars will help retain and grow both undergraduate and graduate programs. A strong Japan program will also continue to invigorate students engaged in cross regional and cross-disciplinary programs, providing a tonic to SPAS generally.

Finally, SPAS organization needs to be considered to maximize the smooth coordination of programs between area studies such as the strong Japanese Studies program and the language curriculum as provide in LLL. Overall, SPAS has an outstanding reputation for surpassing language programs. Meetings with both area studies faculty and LLL faculty suggest, however, that communications might be improved to foster the creation, funding, scheduling, and teaching of needed language courses. This is a minor issue in a programs that is on the whole thriving and successful.

II. C. Center for Korean Studies

Strengths

The Korean Studies Program and the Center for Korean Studies are clearly strengths of SPAS and are well recognized in the Korean studies community in the United States. At UCLA both John Duncan and Robert Buswell speak highly of the Korean studies program at UH in terms of both its breadth and depth. There are reported to be 33 FTE in a variety of disciplines ranging from language and literature to the social sciences and professional schools. Over 100 courses are offered across a wide-range of disciplines.

Perhaps one of the greatest strengths of the program has been its ability to attract significant funding to allow it to maintain its strength and quality. It is one of the few area and regional studies program to boast its own building and facilities and this combined with endowment funds and other contracts and grants has provided the CKS with a kind of stability envied by other programs. The Dean of SPAS notes in his overview that current efforts are underway to create a Korean Studies Chair through a fund-raising match with the Korea Foundation.

The research activities sponsored by the CKS are significant, including the well-regarded *Korean Studies* journal and a variety of titles in its monograph series published by the University of Hawaii Press. The CKS maintains an active program of hosting both national and international conferences, exchange relationships with several Korean universities, and supporting faculty and student scholarships, research awards and conference grants.

A particular strength is in the area of Korean language and linguistics offering B.A. through the Ph.D. and recognized as a “Flagship” program by the Department of Education in Washington D.C. This is the only such program in the country.

In summary, much more could be said about the value of this program but it is generally recognized by Korean studies scholars as one of the best if not the best such program in the country. It has all the elements of an excellent area studies program with a large core and engaged faculty, a broad curriculum, excellent students, significant research and outreach activities, and, that crucial element, significant external funding.

Weaknesses

Obviously, for almost any area or regional center, more could be covered if resources were available. The CKS report notes faculty lacunae in several areas including art history, religion, philosophy, anthropology and film/theatre. These needs are not prioritized in the report. Given scarce resources it would be helpful if this were done so the CKS could determine where to put their efforts in terms of fund-raising and where to approach SPAS and the UH administration for support. Graduate enrollments seem to have fallen off in the last year. This seems to be a trend across all areas in SPAS.

Suggestions

CKS is in a very good position in SPAS and at UH. The Center should keep a close eye on faculty strengths and possible losses due to retirements and perhaps develop a faculty renewal plan to present to the Dean of SPAS so that this premier center of Korean studies maintains its national and international standing.

II. D. Center for Pacific Island Studies and Center for Philippine Studies

Center for Pacific Island Studies

Description

The Center for Pacific Island Studies (CPIS) continues to be the premier Center for Pacific Studies in the United States and arguably in the Pacific. It is the only Center devoted to Pacific Island Area Studies that receives Title VI, USDOE funding. The faculty is strong, the program is both rigorous and meets individual needs and the publication program continues to be the standard in Pacific Island studies. For other universities interested in Pacific Island studies, CPIS at Manoa is the benchmark.

CPIS has a core of seven faculty and staff members. Four are instructional faculty, one is responsible for outreach activities, and one is responsible for publications and an administrative assistant. Indicative of its strong institutional support, state funds support 6.5 positions. Title VI funding is used to support administrative staff, language instruction travel, outreach activities and materials acquisition. There are 35 students currently enrolled in the MA program.

An emphasis on the Pacific is specifically mentioned in the University's mission statement and CPIS remains the major unit that fulfills this portion of Manoa's mission.

Its role and status as an integral part of SPAS is secure although there are concerns about the level of attention given to the island Pacific. The island Pacific does not generate the level of international, national or local interest as do Asian countries.

When the School included Hawaiian Studies, academic linkages and support within SHAPS enhanced the importance of Pacific Island studies. Student enrollment was significantly higher and local support stronger. With the establishment of the School of Hawaiian Knowledge, the status of CPIS has changed. Much of Manoa's institutional attention has been deservedly directed to the new School, but it will take considerable effort to sustain and grow the CPIS's programs.

Strengths

CPIS is the only National Resource Center-funded program aimed at Pacific Islands. CPIS recognizes its responsibility not only to serve as the only US institution with this focus, but establishes clear formal relations with Pacific universities at Auckland, Otago (New Zealand), Victoria (New Zealand) and French Polynesia. In addition, it has informal relationships with the University of Guam, the University of the South Pacific and the National University of Samoa. The linkages connect CPIS into research networks as well as provide the basis for sharing information on program design and curriculum

The CPIS publications program is extraordinary. The Pacific Island Monograph Series is highly regarded and the *Contemporary Pacific* is the journal of scholarship for Pacific studies. CPIS invests staff resources into this effort and the results are tremendous. This publication effort is combined with the CPIS's support of the Pacific Collection at the Hamilton Library to offer scholars and students the best in printed resources for Pacific Island Studies

The graduate program is strong and offers a balance between traditional and portfolio-based options for completion of the degree. It is mindful of the need to balance course work and requirements between the three geographic regions of island Pacific.

Weaknesses

There are no glaring weaknesses, but there are concerns that need to be addressed. The departure of Hawaiian Studies from the School has created a sense of loss that CPIS needs to recover from. Hawaiian Studies offered more levels of collaboration for faculty, resources and attention when SPAS was still SHAPS. This may be mitigated by a proposed faculty position in Polynesian Studies at the new School of Hawaiian Knowledge.

The proposed undergraduate level program will tax the Center's resources unless additional faculty resources are devoted to the development of the program and instruction when it is implemented. In conjunction with the new undergraduate effort as well as the graduate program, there needs to be a program to actively recruit students.

CPIS has no endowment funds and no real plans to develop a donor base. The University needs to support CPIS in this endeavor and CPIS staff must learn how to secure such funding from the island Pacific. Other Centers in SPAS benefit from an endowment fund and successful fund raising.

In terms of the overall structure of SPAS, Pacific Island Studies is not a high profile program. There should be some consideration given to having more integration and joint efforts among the Centers.

Suggestions

1. Secure and devote faculty resources to the undergraduate program
2. CPIS should raise endowment funds from companies that do business in the island Pacific.
3. CPIS needs to be brought into the life of SPAS to a greater degree through more common activities that cut across all the Centers. More SPAS-wide courses should be considered.

Center for Philippine Studies

The Center for Philippine Studies (CPS) is the only center in the United States devoted to a comprehensive academic program in Philippine studies. It is an area study program that responds directly to the unique nature of Hawaii's heritage communities and the fact that nearly 25% of the state's population can trace their lineage to the Philippines. CPS was established in 1975 as an academic program. In addition to offering a BA with a Philippine focus in the Asian Studies program, CPS offers an MA in Asian Studies with a Philippines major. A graduate certificate program can also be pursued which will lead to a diploma, which includes the statement "Graduate Certificate in Philippine Studies." CPS has an extensive outreach program in Hawaii and provides information and perspectives on Philippine issues internationally and nationally.

CPS has 2.50 FTE's that are assigned to the Director and three specialists at .50 each. The faculty is drawn from a number of departments in the humanities, social sciences and professional schools. CPS relies on the largest group of Philippine experts at any American university. Together, the faculty and the Center sponsor international conferences in Hawaii and the Philippines and has developed a highly productive network by serving as the secretariat of the International Philippine Studies Conferences Board. Recently, the CPS played a central role in the Filipino Centennial Activities in Hawaii. Other outreach activities include the Philippine Studies Colloquium Series, assistance in k-12 education and numerous activities with local Filipino organizations in issues ranging from immigration to fundraising for natural disasters.

Graduate student enrollment has been around 5 for all years since 2001-2002 although there is great interest in the course work. CPS attempts to balance its curriculum and activities by including projects and contacts with Philippine universities and scholars beyond Manila. It shares resources with the Center for Southeast Asian Studies through their common Title VI, USDOE-funded grant. A very strong language program in

Filipino/Tagalog and Ilokano offered by the College of Languages, Linguistics and Literatures enhances the viability of the CPS. It also maintains strong connections to the Ethnic Studies program in the College of Arts and Sciences. It has a strong Filipino-American studies component.

Strengths

CPS offers strong academic programs because of the collaborative relationships it has established over the years with specialists in various dimensions of Philippine studies that have academic appointments in other units. The variety and experience of academic specialists provide students and Center activities depth and quality in coursework and outreach efforts.

CPS offers a very strong outreach programs in the local community through its work with local Filipino-American organizations and the promotion of Filipino studies in k-12 schooling. CPS organizes and participates in conferences at national and international levels. CPS attempts to balance its curriculum and activities by including projects and contacts with Philippine universities and scholars beyond Manila. It is mindful of its connections to a significant heritage population of Ilokanos from the Philippines.

The course offerings appear to be adequate given the level of interest and enrollment in degree programs with a Philippine interest. Uniquein SPAS, the Department of Asian Studies continues to offer an online peer exchange course with a university in the Philippines. Students either online chat or video stream once a week during the course. This use of distance education technology could be a model for other centers.

Weaknesses

Given the level of public support of the Center and size of the heritage community in Hawaii, the number of students at the graduate level appears to be low. There have been only six graduates since 2001. The Center needs to recruit more students and move existing ones towards graduation.

There are few outlets for scholarly work in Philippine studies. The publications work of CPS needs to be supported and revitalized. The Occasional Paper series is a good faith effort but it should be published on a more consistent basis.

Philippine studies are based in large measure on the size of the Filipino population in Hawaii. Attention to local issues, the Filipino Diaspora and the status of Filipino-Americans in the U.S. are significant issues in their own right. The ultimate purpose of the CPS must consider these in some fashion, but knowledge of the Philippines is expected to take center stage. This lively and potentially productive tension between attention to Filipino-American issues and knowledge about the Philippines needs further discussion and clarification.

Suggestions

1. CPS needs to provide more regular outlets for scholarly activity. This is a special responsibility for centers like CPS and CPIS. Journals on their areas of study and interest are not likely to exist without the participation of Centers. There is no other CPS in the U.S. so there is a special responsibility to promote scholarly activity.
2. CPS should implement a student recruitment plan that includes staff resources and realistic goals.
3. CPS should plan for outreach efforts that promote student interest and the dissemination of knowledge as much as good community relations. The scope of the outreach activities is extensive and need to be evaluated and prioritized to meet CPS and SPAS objectives

II. E. Center for South Asian Studies

“[G]iven the growing importance of South Asia in the world,” as the self study report states, “much more can and should be done with regard to South Asian studies at UH.” There is no question that South Asian studies is, at present, not one of the stronger programs in the School and that its relatively weaker condition in relation to the other programs stems from the “period of neglect” it has faced “in recent decades.” No wonder it has stopped accepting master’s level students and only offers two courses a year. Ironically, the Center for South Asian studies (CSAS) is losing its luster at a time when the region has emerged in global importance and has especially become of strategic significance to the United States.

While the Center and its faculty are all too aware of this recent downturn in their fortunes, they are optimistic about what the future holds for them. They rightly emphasize that UH has a long history of supporting South Asian studies and has fortunately maintained a strong library collection in the field. They also point to a remarkable array of activities they have been successful in continuing year after year. These include: an annual spring symposium, the Watumull Lecture Series, a newsletter and a website, the Watumull distinguished visiting scholar that brings a scholar from India to UH (every two years), student scholarships that support the trips of at least three students to India, a colloquium series, and other related initiatives of which the most promising is a new research and pedagogical project focusing on caste.

Given the School’s commitment and dedication to promoting Asian studies broadly defined and its prior and ongoing strengths in South Asian Studies, it needs to consider reinvigorating CSAS. Although South Asian studies does not have an extensive heritage community associated with it residing on the islands, as do all the other centers in SPAS, its significance today is indisputable. It is also a region that the academic and wider community has increasingly grown interested in learning about as is suggested by a couple of students who criticized the School’s lack of coverage of South Asia.

An important first step in the right direction is the SPAS plan to use its resources to help support the teaching of Hindi/Urdu. Without language there can be no program. The School must also commit to recruiting additional faculty to teach South Asia content courses, whether this is done through hires in the School itself or seeding positions in other units. Other than the listing of one faculty member as associated with SPAS there seemed to be few others who had much to do with it. Retirements and departures have apparently greatly reduced the ranks of South Asianists at UH. Nor can the program function effectively without a stronger center. To realize this will minimally require upgrading the position of the Director of CSAS and providing adequate staff support for that position.

A strong South Asia center will benefit the entire School by enhancing coverage of a critical world region and by rounding out its Asia-wide interests and emphases.

II. Center for Southeast Asian Studies

Southeast Asia is an area of vital interest to the state of Hawaii as well as to the nation. At UH the study of this major region of Asia is organized and coordinated by the Center for Southeast Asian Studies (CSEAS), one of the most dynamic units of the School of Pacific and Asian Studies (SPAS) and one of its three Title VI National Resource Centers (NRC). In addition, research and teaching about Southeast Asia is also advanced by the Center for Philippine Studies (CPS), which ensures that this critical part of the region is covered in depth by SPAS.

Together the CSEAS and the CPS enable SPAS to serve the UH mission of connecting up Hawaii, Asia, and the Pacific and enhancing the university's leadership in the region. Furthermore, both centers play a vital role in helping UH generally and SPAS specifically recruit students from Asia and the Pacific and diverse students from Hawaii and engage in activities that strengthen the university's ties to local, national, and international communities.

Strengths

By any yardstick, the CSEAS is a national and international leader in the field of Southeast Asian Studies. It has a large and significant cohort of core and affiliated faculty—by its reckoning sixty professors, lecturers and resident/visiting professors. This number alone sets it apart even from its peers at other institutions. In addition, it offers as many as 70 classes with Southeast Asia content every year, which is another notable feature of the program. These classes, moreover, vary topically from traditional area and language studies classes to Business and Tropical Agriculture courses.

Also unusual is the sheer number of languages taught—Indonesian, Ilokano, Khmer, Thai, Filipino and Vietnamese and, on a less regular basis, Burmese and Lao. The CSEAS has also been adept at arranging advanced study of some Southeast Asian languages through

external funding, for example, the teaching of advanced Filipino and advanced Khmer through study abroad programs supported by Fulbright-Hays grants.

The remarkable strengths of the CSEAS are also manifested in its high graduate enrollments. There are not many universities that can boast about having as many as 21 graduate students enrolled in a master's program in Southeast Asian Studies as was the case in Fall 2005. Although that number dropped to 16 during the last fall tallies, it still represents a significant number of graduate students, and even more so if the number for Philippine studies (7 one year and 8 the next) can be added to this total. With or without the graduate students enrolled in the Center for Philippine Studies, the total is impressive, and all the more so because these numbers compare well with the China and Japan programs that usually attract much higher enrollments.

Impressive as well are the outreach programs of the CSEAS. Its activities range from conferences and public lectures to programs and materials aimed at K-12 teachers. The focus on outreach to minority serving colleges and universities is especially commendable. Its film series appears to be a huge draw for the university and wider community. Promising as well is the current and ongoing program on Muslim societies in Southeast Asia run by the CSEAS with the support of its Title VI funding. The program in Southeast Asian Studies and the Center is also fortunate to have an excellent library collection.

One clear indication of the national and international standing of the CSEAS is its recognition as a National Resource Center in the U.S. Department of Education Title VI competitions. For designation as a Title VI center of excellence means that Southeast Asian Studies at UH has sizable and impressive resources in the field and an outstanding record of high profile research, pedagogical and service activities. It also ranks it at the very top of a very small handful of Southeast Asian Studies programs in the country that typically receive NRC status. Moreover, UH has been a Southeast Asian Studies NRC ever since 1994 when it was first accorded this mark of distinction.

Designation as an NRC brings huge dividends to a campus, as it has done for UH. To date, the CSEAS has received \$3.4 million in program development funds and \$3.1 million in Foreign Language and Area Studies scholarships from the U.S. Department of Education. Much of this money flows not only into CSEAS and SPAS but also into the hands of many other units across campus because it supports activities and graduate students throughout UH.

Weaknesses

Success as an NRC notwithstanding, the CSEAS does not appear to be as well supported as some of the other centers. No doubt, it is not as well staffed because it lacks the funding needed to make its half-time director position full-time, as is the case in some centers, and to hire the administrative staff it needs.

If additional funding cannot be secured from SPAS and from central administration, the CSEAS will have to consider pursuing external funding from the local heritage community, difficult though that might be because of the history and economic status of the different Southeast Asian communities in Hawaii, and from foundations and organizations that are interested in this region of Asia. Developing other revenue streams will also help diversify the funding bases of the CSEAS, which is currently largely dependent on Title VI funds from the U.S. Department of Education.

A model program in Southeast Asian Studies, the CSEAS should under the leadership of SPAS consider developing more synergies with the other Title VI centers. There are any number of pedagogical and scholarly programs that can be conceptualized by the three different NRCs that would add to the individual strengths of the different centers served by them. Such programs would have the added benefit of encouraging more collaboration between and among the different centers and strengthening the overall profile of SPAS.

Suggestions

What makes Southeast Asian Studies at UH outstanding is its human capital. Excellent core faculty in the field and equally high profile affiliated faculty in disciplinary units across the university endow it with strengths that have few peers across the country. However, many of these faculty members, while leaders in their areas, are also part of a senior cohort who could choose to retire in the next few years. Were that to happen UH and SPAS have to commit to replacing them, to making sure that the CSEAS continues to have a critical mass of top-notch scholars and teachers in their fields.

The CSEAS is one of the strongest of the very strong centers in SPAS and a great asset to its research, teaching, and service mission.

Conclusion

The review team came away from the SPAS review very much impressed with the overall strength, depth and breadth of Pacific and Asian studies at the University of Hawaii and with the central role played by SPAS in coordinating, promoting, and advancing this field of study. SPAS is clearly one of the shining lights for the University of Hawaii and provides the university with an area of excellence in which it is more than competitive. SPAS was also being reviewed at a time of organizational change that poses both opportunity and risk for the organization. If the transition is handled in a creative manner Asian and Pacific Studies and SPAS will move to another level of excellence, one that will clearly show the comparative advantage of this area for the University of Hawaii, and one that could also demonstrate formidable fund-raising potential. The strengths of the organization clearly outweigh the weaknesses and we have made a number of suggestions for further strengthening the program. At the very least the following achievements of SPAS stand out as significant:

- The high caliber of the faculty, students, and staff

- The organization of SPAS as a separate school and its continuing high profile in the wake of the departure of Hawaiian Studies
- The excellence of the undergraduate and graduate programs and the ability of SPAS to attract students nationally and internationally
- The recognition of three centers as centers of excellence, as National Resource Centers (East Asia, Southeast Asia, and Pacific Island studies)
- The success of SPAS in attracting external funding, federal as well as from foundations and private donors
- The interdisciplinary nature of SPAS and its success in involving other units on campus, including professional schools
- Its success in forging strong ties with the community
- The national and international reputation it has gained in recent decades

It is our hope that the administration will take this opportunity to further build and strengthen SPAS thus assuring that the University of Hawaii continues as one of the premier centers of Asian and Pacific studies, not just in the United States but internationally as well.