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November 23, 2009

MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Edward J. Shultz
Interim Dean 

SUBJECT: Program Review One-Year Progress Report

We appreciate the efforts of the Vice Chancellor's office and other participants who have helped guide the School of Pacific and Asian Studies (SPAS) through this process of program review. Pursuant to Peter Quigley's memorandum of November 20, 2008, we have responded below to the points raised. We do need to note that SPAS encompasses two academic programs and eight area studies centers. SPAS convenes monthly meetings that include the center directors and program chairs to discuss and determine policy. Collectively we strive to coordinate and complement our distinct and sometimes separate initiatives. Below under each area we first present the Pacific Islands Studies Program and the Center for Pacific Islands Studies and then focus on the Asian Studies Program and the various Asian areas centers.

1. Campus-wide Faculty and Staff plans

SPAS in general strives to assure that current Asia and Pacific related faculty positions will not be jeopardized, and reaches out to deans to promote new positions in Pacific and Asia. SPAS has five .50 FTE "loan" positions that it shares with various departments for a period of three years to recruit and retrain faculty in specific areas of need. These positions are distributed dynamically since academic is fluid, rather than locked into a long range plan. Target areas are determined through the SPAS directors and chairs meetings.

The Center for Pacific Islands Studies (CPIS) has an affiliate faculty of close to forty, spread out across disciplines that include American studies, Anthropology, Art, Botany, Economics, English, Ethnic studies, Geography, Hawaiian studies, History, Indo-Pacific languages, Linguistics, Music, and Sociology. Others are from the College of Education, Hamilton Library, School of Medicine, and the Richardson School of Law. Most faculty are located in their respective departments. Their courses are part of the center's

instructional program, and they serve on student committees and the center's editorial boards. The departments of history, Indo-Pacific languages, and Anthropology are the three that CPIS has the closest affinity, in terms of relevance to our students' backgrounds and interests. The staff of the Pacific Collection in the Hamilton library also has a very close working relationship with CPIS. Through the NRC grant, CPIS provides substantial financial support to the Indo-Pacific languages program, particularly in the teaching of Samoan, Maori, Tahitian, and Tongan. The Center also provides financial support to the staff of the Hamilton library's Pacific collection to travel to Melanesia, Micronesia, and Polynesia (on a rotating basis) to acquire rare print and audio materials that cannot be accessed through other means. There were efforts to fund a position in Pacific politics that unfortunately fell through, but the hope is that this position could be revived when the economy improves. The history department, on the other hand, is well staffed as far as Pacific and Hawaiian history are concerned.

Asian Studies Program (ASP) like Pacific studies has affiliate faculty in American studies, Anthropology, Art, Botany, Economics, English, Ethnic studies, Geography, History, East Asian and Indo-Pacific languages, Linguistics, Music, Dance and Sociology. Others are from the College of Education, Hamilton Library, School of Medicine, and the Richardson School of Law. Most faculty are located in their respective departments. Their courses are part of the ASP instructional program, and they serve on student committees.

The Center for Japanese Studies (CJS) Executive Committee has in the past seeded positions in other departments and in 2008 voted another .50 FTE (seed, faculty recruitment) in SPAS for Japanese studies to go toward a new hire in modern Japanese literature. This was not implemented owing to the budget crisis of the last year. CJS is working with the Center for Okinawan Studies (COS) on cultivating faculty interest in Okinawan studies (such as offering seed money for inserting Okinawan studies as a component of existing courses or research in Okinawan studies).

In 2006, the Center for Korean Studies (CKS) launched a bold fundraising project to raise two million dollars for endowed chair professorships. The Korea Foundation has already contributed one million dollars and asked that we match that amount with our own fundraising efforts. In three years, through the generosity of alumni and the Korean community both here and in Korea, the CKS has raised over \$760,000 of our one million dollar commitment. We expect to raise the remaining \$240,000 by the end of 2010. CKS also partnered with the Law school to raise funds for a tenured position in Korean law.

"The Center for Chinese Studies (CCS) has received continuous supports from the Confucius Institute for implementing various language and culture programs on campus and in the community. The UH-Beida (Peking University) Exchange Program and Visiting Scholar's Program have been crucial in promoting scholarly communications between UHM and Chinese institutions. CCS' "Star Talk" language summer camp and instructor's training program has been recognized nationally for its academic and pedagogical excellence. A new CCS director has been elected and a new executive board formed. CCS continues to lobby the hiring of China studies faculty on campus specially

in the humanities and social sciences. Recent hires include faculty in religion, anthropology, and sociology."

The Center for Southeast Asian Studies (CSEAS) has limited leverage in developing faculty-wide staffing plans but has supported a recently tenured Professor of Khmer, and a specialist on Indonesian studies in Political Sciences who should move on to G funds in August 2010. CSEAS has pushed for some years for a replacement for Dr. Alice Dewey in Anthropology, a high priority, but with no success thus far. Much depends on the attitude in the departments and the priorities that they put in place. These are rarely focused on world areas. Certainly research/teaching of need include wider faculty expertise on fields related to Islam (banking/economics, religion, languages, anthropology, sociology, political science) particularly in Southeast Asia and Asia as a whole.

The Center for South Asian Studies (CSAS) has played a leadership role in advocating for hires in South Asian studies in departments across campus, especially the Hindi/Urdu hire in which SPAS played such an important role. CSAS continues to support IndoPacific Languages and Literatures (IPLL) attempts to add Urdu to the offerings more fully.

2. Cross regional interdisciplinarity

SPAS has been considering for a number of years ways to enhance the interaction between Pacific and Asia studies. In the past, courses overlapping the Pacific and Asia have been introduced and additional linkage will be pursued in the future. However as noted below, such linkages need to be carefully considered and constructed. In the spring of 2008, following the successful completion of program review, SPAS faculty met to discuss priorities. There was consensus that SPAS needed to continue to develop courses that bring Asia and the Pacific together. In the spring of 2008 and 2009 SPAS hosted system-wide workshops to pursue ways to increase regional interdisciplinarity throughout the UH system. SPAS has also fostered a program titled "Asia Pacific in the News" which attempts to introduce topics of special interest to audiences by drawing on the unique resources of our UHM faculty. Finally SPAS has successfully launched the Muslim Societies in Asia project which seeks "to be a resource center for academics and the general public seeking information on Muslim societies in Asia." The Center for Southeast Asian Studies has been hosting this project.

CPIS introduced *Pacs 108: An Introduction to the Pacific*. A section of this course focuses on the geography of the Pacific region. This course has a component that involves students working closely with a Pacific islands organization or community. Further, the center has used National Resource Center (NRC) funds to support the enhancement of *Pacific Worlds*, a nonprofit indigenous geography project for Hawai'i, Pacific, and US mainland schools, created by Dr. Douglas Herman of Towson University.

As ASP faculty note crossing regions (say between Southeast Asia and Japan) is not *ipso facto* a desirable feature since it can "water-down" the in-depth study of a particular

region. There is no necessary intrinsic value, for instance, in mixing the history of Japan with that of Burma except when dealing with broad themes, such as Buddhism, World War II, Revolution, Colonialism, Nationalism, Modernization, Globalization. These are already currently on the books and addressed both in the ASP curriculum as well as that of several disciplinary departments. Furthermore, ASP does not want to duplicate too much what is being done in other departments, since ASP wants its students to take courses in them, precisely for the reasons being advocated herein. Also, some regions are naturally better suited for crossing than others, so that one does not want to impose a universal dictum just to fulfill an administrative “outcome.” Besides, if more such courses are truly needed, ASP must secure more faculty who have a broader (regional) expertise in Asian Studies than it currently has. The introductory courses offered in Asian Studies already cover geography (e.g. ASAN 201 and 202), and all courses make a concerted effort to provide an interdisciplinary base. Crossing regions interdisciplinarily, however, is not as problematic. There are already ASP courses and programs that address this need that are on-going. For example, the ASP has 19 courses *cross listed* with the following departments: History, Political Science, Ethnomusicology, Urban and Regional Planning, Geography, East Asian Languages and Literatures, Women’s Studies, Indo-Pacific Languages, Pacific-Island Studies, Finance, Art, and Library Science. Additional recommendations for cross-listing might include Anthropology, Art History, Religion, and perhaps Ethnic Studies. Some disciplines such as literature are probably better suited to both regional and interdisciplinary crossings than most and so perhaps more attention should be given this field of study. Currently, the ASP has one ASAN course called “Asia Through Fiction” which uses literature (novels) as a mechanism to cross the major regions of Asia including South, Southeast, and East Asia. As the latter covers only China and Japan, the inclusion of Korea is currently being considered. The same sort of course can be easily done with film, i.e. “Asia Through Film.” ASP also offers a capstone course titled “East Asia Now” and another such course in South Asian Studies. ASP has also developed the Minority Serving Institute which links our Asian Studies program with predominantly black colleges throughout the country. As a long-term goal, the ASP anticipates seeking NRC status for the Asian Studies Program from the US Department of Education to further enhance the integration of pan-Asian intellectual, pedagogic, and human resources across campus. It will surely include the arts, humanities, social sciences, business, languages, perhaps even law, and certainly will be involved in community outreach.

The CKS has provided support to the College of Arts and Humanities for the salary for Dr. Chanju Mun who has been a visiting professor with a joint appointment in the Department of Philosophy and Department of Religion since fall 2007. Dr. Mun is a specialist in Korean, Chinese, and Japanese Buddhism with multiple MA and doctoral degrees. Every semester, he has been teaching two of the following four courses: PHYL 360 Buddhist Philosophy (covering the philosophy of Korea and China), PHYL 760 Seminar in Buddhist Philosophy (reviewing Chinese Buddhist Philosophy and Korean Buddhist Philosophy), REL 203 Understanding Chinese Religions (covering various Chinese religious traditions such as Buddhism, Daoism and Confucianism), and REL 475 Seminar on Buddhism (comparing Tibetan Buddhism and Indian Buddhism).

The National Resource Center in East Asia (NRCEA) has supported a new course in Political Science on Islam in East Asia and the Middle East POLS 333 Two Ends of Asia, and two new courses in Asian Studies, one on aging in East Asia ASAN 491G/ASAN 620 and the second on East Asia technology transfer ASAN 620. NRCEA has also supported the Korean Flagship Program with its new summer intensive Korean language programs for middle and high school students this past summer.

Both CJS and COS offer special incentives to faculty who will place an Okinawan component into an existing courses.

CSEAS encourages the development of cross-departmental courses, but has only limited leverage and as NRC support is temporary it has not been particularly successful in placing such courses on the books as a permanent arrangement. In other words, without some financial or other inducement, it is hard to encourage faculty to work across entrenched lines. Nevertheless, of special note is CSEAS housing the project Muslim Societies in Asia.

The Center for Chinese Studies (CCS) works with other Centers to explore joint conferences and symposia and seeks external funding sources to promote innovative interdisciplinary courses.

3. Reconcile Center Development/Separations

The Center for Pacific Islands Studies remains the only National Resource Center in the United States that focuses on the Pacific. It continues to foster and promote knowledge of the Pacific to Americans. Its mission and goals continue to be in alignment with national priorities. Faculty represent diverse areas and interest of the Pacific region.

However with Asia, in some cases, it may *not* be advisable to “reconcile” some of these “separations.” For example, to outside reviewers of our programs, it may be better to show the Center for Philippine Studies as a distinct entity (hence, revealing the breadth of our program) than to reduce it programmatically and academically by incorporating it with Southeast Asia. It is a fact that the Center for Philippines Studies (CPS) was established by the legislature and thus has a permanent, separate identity from the Center for Southeast Asian Studies which was not created by the legislature. We cannot therefore “reconcile” this separation. Philippine studies does not only deal with the Philippines as a country in Asia but also with Filipinos overseas, particularly the large Filipino community in Hawai‘i. It is also often identified as a Pacific country. On the other hand, a new push to develop sustainable program development through fundraising in the local/national/international Filipino community should be set as a top priority now. CPS has raised funds for three endowments initially worth in excess of \$130,000. As the impressive local response to the Philippine floods indicates, there is money in the Filipino community and CPS could potentially build endowment support similar to that enjoyed by CKS. The long-term ramifications of support for program development outside SPAS cannot be underestimated when looking at the large number of students involved in the languages and cultural studies of the Philippines at this university.

Similarly with Okinawan Studies: it is one of a kind so it should be highlighted, not made indistinct. Just as Hawaii is different from the rest of the United States, Okinawa is different from the rest of Japan, and thus deserves its own Center. The local demographics, our large Okinawan American population, warrants a separate study of Okinawa. Because of Okinawa's historical relationships with Northeast and Southeast Asia, the study of Okinawa allows us to look at Asia in a different light than any existing Center can. U.S. bases in Okinawa make the study of Okinawa an important geopolitical issue which also parallels Hawaii's situation (U.S. military bases and strategic position). UHM has the only Center for Okinawan Studies in the country; and it was established ahead of the Center for Okinawan Studies at the University of the Ryukyus.

As for South Asian Studies, we certainly agree it needs to be brought back at least to where it was 30 years ago. But in order to do that, especially in preparation for seeking South Asian NRC status, we need first and foremost faculty positions in South Asian languages, then in Asian Studies, and perhaps in Ethnomusicology and/or Dance. With regard to the above South Asia initiative, it should be noted that in the ASP, nine undergraduate courses (ASAN 202, 310, 241, 242, 312, 320, 463, 491, 493) and eleven graduate courses (ASAN 600, 611, 620, 623, 624, 626, 627, 629, 636, 694, 750) have a South Asia component. Through various SPAS activities, the personal, professional and administrative relationship between the South Asia Program and the ASP between 2008-2009 has also taken on a new focus. The goal of reversing the "slow demise" of South Asian studies is therefore underway, but to succeed in a way commensurate to the emerging shape of the world much more funding is needed from the administration for CSAS and South Asian Studies in general.

4. Technological Innovation to increase international experience for students and faculty

SPAS maintains a commitment to technological innovation and recently supported the renovation of its main conference room by installing "state of the art" computer and screening equipment.

Through the office of its Outreach coordinator, CPIS has increased its visibility on the web. CPIS also actively promotes the development of resources that encourage the inclusion of Pacific islands' materials in tertiary courses in Hawai'i and throughout the United States. The CPIS Web site includes a popular syllabus and bibliography collection of over 250 Pacific syllabi across a wide range of disciplines. There is also a film, video, and DVD searchable database of over 3,400 items (Moving Images of the Pacific Islands, at www.hawaii.edu/oceanic/film), as well as maps and other resources for teachers. The center also assisted Prof. Mark Merlin of the UH Botany Department with the construction of a Web site on the plants and environments of the Marshall Islands. CPIS is a co-sponsor of *Pacific Islands Report (PIR)*, an Internet news service at pidp.eastwestcenter.org/pireport. *PIR* is now the most comprehensive news source on the Pacific Islands in the world. It is a unique, invaluable, highly accessible resource for governments, the media, the private sector, and educators at all levels. *PIR* averages over

1,000 hits each day. It also produces daily news briefs that are sent out via e-mail to 1,750 subscribers, a number that has more than doubled over the past four years. NRC funds are budgeted as a continuing contribution to the production of *PIR. The Contemporary Pacific (TCP)* is one of the most visible, successful, and public of CPIS endeavors. The inclusion of the journal in *Project MUSE*, the Johns Hopkins University Press electronic subscription list for select journals, has added significantly to its exposure. Subscriptions to the journal's electronic version stand at 1521 (an increase of 50% in the past three years); print subscriptions add another 352 for a grand total of 1,873. Electronic visits have also increased dramatically of late. There were 15,663 article views from January to June 2009, an increase of approximately 50% over a comparable time period four years ago. In 2009, CPIS, in collaboration with the UHM Library, mounted a major initiative to increase access to *TCP* articles by scanning the first 20 volumes and adding them to ScholarSpace, UH's open-access, digital repository. Not only is *TCP* available directly to users via ScholarSpace, research archived in ScholarSpace is also widely distributed through OAIster, a worldwide union catalog of digital resources, further increasing access to *TCP*. Increasingly, as part of its outreach, CPIS is seeking ways to make materials about the Pacific and Pacific issues more accessible to a broader audience through the use of the Internet and community television. CPIS arranges for the taping of conference and other outreach presentations, and these tapes are then broadcast on community cable-television networks across the state, reaching a broad audience. They are also added to our growing list of Web-streamed videos featuring writers, artists, academics, and community representatives at www.hawaii.edu/cpis/resources_3.html. Hawai'i Public Radio's arts and culture reporter and Asia-Pacific reporter have broadcast interviews with our visiting artists, writers, scholars, and public officials, which are then added to our Web site for streaming. CPIS continues to seek ways to respond through the Web to Pacific information resources that have broad public appeal. Our Moving Images of the Pacific Islands online film database is one such initiative. Work has recently begun on a similar database that will consolidate information about, and links to, the growing number of museums around the world that have items from their Oceania collections online for public viewing.

Through the use of outside funding, ASP has hired a special student assistant to assist faculty with uploading course materials and creating electronic versions of paper materials. With the Center for Philippine Studies, ASP offers a joint distance learning course with Ateneo de Zamboanga and Mindanao State University. ASP has been planning to develop an archive of digitized photographic materials of Asia, similar to the program currently found in the Center for Southeast Asian Studies. In the ASP, however, it will be focused on *all* of Asia rather than just Southeast Asia. The plan intends to harness the invaluable resources (mainly in the form of slides and other un-digitized formats) belonging to faculty who have had long careers and/or experience in Asia. Indeed, many are eager to donate them for precisely such worthy academic use especially since they are deteriorating and the medium is rapidly becoming obsolete. The digitized products will then be archived and made available for teaching, research, and community service. For this, either modest university or outside funding will be solicited. A DVD production of "History and Culture of Myanmar" by a Freeman Foundation grant by two faculty members of UH (Manoa and KCC) using the latest technology have been on-

going during 2008 and is expected to be completed in October of 2009. There is already an on-line course on Southeast Asia (ASAN 491P) that was instituted in 2008. The ASP anticipates a few more of these in the near future.

CCS routinely places lectures and special events on-line so that a larger audience can enjoy its programs.

In July 2009, CKS renovated the conference room, not only with new chairs and tables, but also by installing a state-of-the-art computer, projector, and screen. Since then, we have held several colloquium and seminars in the conference room. CKS through Project Muse has its journal Korean Studies online. Bob Huey is currently teaching (fall 2009) JPN 425 Japanese Translation course entirely online. The COS director, Kyoko Hijirida, is working on a website for the Okinawan language.

CSEAS has continued to develop its website to include changes in social networking. The Center has a Facebook presence and our weekly Constant Contact email marketing tool now reaches viewers in 10 countries) and to make it more available for real time interaction from casual visitors, faculty and students, alumni, and students doing research in the field. This provides an "international" delivery/access for minimal cost to provider (CSEAS) and the end-user (people connected to us via the ethernet). CCS maximize available resources on online, via its website uploads video clips of faculty interviews on research and class segments.

5. Strategic Marketing and Recruiting Plan

Both of SPAS academic units and many of its centers have been actively involved in the Manoa experience and college fairs. Furthermore through web page development SPAS programs have sought to recruit students.

The proposed B.A. in Pacific Islands Studies will be a new area of growth for the Center. Having been given the authorization to plan (ATP) for a year, Pacific Islands studies is now in the process of putting together the full proposal, for submission at the end of this year. As part of this proposal, it has developed a strategic marketing and recruitment plan that will attract potential students. In the meantime, CPIS continues to be involved in the Mānoa Experience as a means of connecting with students in the community. An approach the Center is contemplating next year is to actually go into the schools to talk about CPIS and our undergraduate program, as well as organize a weekend in which students could visit the university to attend a series of seminars and workshops specifically designed to address anticipated needs they might have before attending university. Some of these seminars could be about how to access scholarships or tuition waivers, what university life entails, the kinds of courses available, expectations of faculty, challenges students might face, and so on. The belief is that this kind of personal approach to recruitment would be more successful than the Mānoa Experience, which for the Center, has not succeeded in drawing more than a handful of students to visit its displays. Aware of the need for the Center to be better known in the community, it is

producing a podcast that includes interviews with its present and past cohort of students, the kinds of support our Center offers, scenes of the university grounds, popular activities for its students, and so on. This podcast will be added to its website. To heighten awareness and appreciation of the Pacific Islands Studies, CPIS hosts annually a film festival that features new films from the Pacific area.

The ASP holds its outreach and recruitment “fairs” on a regular basis, the most recent in October of 2009. The ASP student advisor frequently visits select high scholars to introduce ASP. The ASP faculty on an individual basis also continues to recruit students from overseas whenever they are in the field during their usual research and conference travels. And the ASP website within SPAS’ site is being updated currently and reformulated for more effective recruiting purposes, targeting prospective students from both Hawai‘i and outside, undergraduates as well as graduate students. As to faculty recruitment, the following are gaps in the ASP that will need to be addressed if future NRC status is to be sought, and the Program, to remain viable and credible. The teaching of pan-Asian Literature is a glaring gap, as is South Asian history (as noted above). In addition, if retirements occur as anticipated in the next three or four years, positions in Southeast Asian History, Ethnomusicology, Political Science, along with Asian Anthropology will need replacement if the issues raised above are to be meaningfully addressed. Ideally, the ASP should also have positions in Economics, Geography, and Religion to be truly inter-disciplinary.

CCS continues to strengthen its relationships with the Confucius Institute, the local Chamber of Commerce, and other Hawai‘i groups for Outreach and fundraising. CJS participated in Mānoa Experience, recruiting freshmen to UHM campus who are interested in Japan. Also, CJS is the coordinator for the Japanese Language and Culture floor in Frear Hall. Both are recruitment tools for incoming freshmen.

In August 2009, local broadcaster KBFD produced a 30-minute documentary titled *UH Center for Korean Studies Embraces the World*. It was first broadcast in Honolulu on October 4, 2009, and moreover, it won first prize in the 17th Worldwide Korean Language Broadcaster Conference. In 2008, the CKS established two endowed scholarship programs: the Dong Jae Lee scholarship and the Halla Huhm Foundation scholarship. The first recipients were announced in April 2009. With these two scholarships, the CKS now offers seven types of scholarships totaling more than \$30,000 annually. The CKS hosts several international conferences annually. In July 2009, we hosted the Fifth International Workshop on Korean Studies for Graduate Students, which drew participants from seven countries. In November, the nineteenth annual Japanese/Korean Linguistics Conference will be held at the CKS, and attendance is expected to exceed 100. In 2008-2009 and 2009-2010, the CKS hosted eleven visiting scholars, including Mr. Roh Gap Kwon, former advisor to President Dae Jung Kim. These scholars conduct research, and they have presented six Colloquiums and lectures on various Korea-related topics open to the public. The CKS publishes an international journal titled *Korean Studies* and a monograph series. Both of these are published annually. The CKS website (www.hawaii.edu/korea) offers news and information not only about CKS events but also Korean studies related events held elsewhere. For

example, the website contains a link to the Committee on Korea Studies of the Association for Asian Studies. In the spring of each year CKS hosts a weekly film series on contemporary Korean films which serves as a powerful tool to get students interested in Korean studies.

CSEAS most effective tool for marketing is its Constant Contact email marketing tool, its revamped web site (due to go on-line soon), and its Facebook presence. Like CKS, CSEAS hosts a weekly film series on contemporary Southeast Asian films that has become quite popular among students.

6. Opportunities for Assessment Program

Both Asian Studies and the Pacific Islands Studies Programs have mandated that all faculty include student learning outcomes in their course syllabi thereby bringing the assessment agenda more directly into their courses.

In the last year, CPIS has hired two full time professors and one part time junior specialist. All three have come in at a time when assessment and learning outcomes are being highlighted and all three have been engaged in developing the necessary skills through meetings with staff from the faculty office as well as through regular meetings convened by the chair of the curriculum committee. Surveys of undergraduates taking the Pacs 108 have been carried out, with the view to determining the kinds of courses the program should offer at the 200, 300, and 400 levels. At the master's level, regular evaluation forms help faculty determine how to improve their teaching skills as well as how to modify the content of their courses based on students' responses. Ongoing discussions continue to take place at regular faculty and staff meetings regarding assessment, particularly now that assessment is becoming more important for our NRC grant, which is now being written.

In ASP there are assessment mechanisms already in place that will help in SPAS' implementation of it. Regular (semester and AY) assessments of courses on Asia by the Curriculum Committee of the ASP and by individual faculty members of the ASP are conducted. There are also in place assessments of faculty teaching by students and Chair on a semester basis. There is in place a regular gathering of statistics of ASP faculty regarding their pedagogic, research, creative, and community service activities on an annual basis.

NRCEA is supporting a language assessment project for Foreign Language Area Studies Fellowship recipients (graduate students at UHM who are studying advanced Japanese, Chinese, or Korean). The project is directed under Dr. Kimi Kondo-Brown. The objectives are to 1) measure the effectiveness of current language programs and make recommendations for changes; 2) provide data that will help faculty advise students on the available programs. In addition the three NRC centers are developing formative and summative program evaluation procedures and instruments to be used in language assessment.

CKS provides opportunities to help faculty develop and implement a program of assessment and appropriate learning outcomes using data to make proactive programmatic and curricular improvements addressing impact on planning and budgeting. Since January 2009, eighteen Korean language faculty members have been developing a Korean language proficiency test to fill a void in Korean language assessment tools. The Center expects to use this test as both an entry and exit test for the MA and BA programs in Korean language. Currently in CSEAS efforts are being made to develop in-house program assessment capabilities. Email marketing and survey tools are also being developed to generate statistics from Center activities, including the CSEAS speaker series, special NRC funded courses, and outreach efforts. This raw data can be used in support of general statistical queries, or surveys and other email/social networking can be tailored to get special data needed for more in-depth information needs.

Other Thoughts

The CSEAS suffers under the lack of financial support enjoyed by some of its fellow centers in SPAS. Although UH Foundation initiated a locally -focused fund raising effort for CSEAS a number of years ago, it was doomed to failure because of the myopic focus on a very small and relatively new SEA community here in Hawai‘i. SPAS/Mānoa should have a dedicated endowment builder who can tailor fund raising efforts to particular communities outside Hawai‘i. With limited staff (1.5 supported positions), CSEAS has now reached its maximum program development output. Future program development and recruiting hinges on building an endowment that can support planned growth over time.

SPAS works closely with many programs across campus and also the East-West Center (EWC). It enjoys a special partnership with the EWC’s Asian Studies Development Program (ASDP) by both planning and providing expertise for ASDP special summer and weekend seminars. These programs which focus on various areas of Asia and the Pacific are held primarily for teaching faculty to gain needed instruction.

Both the graduate program in Pacific Islands and the undergraduate and graduate offerings in Asian studies have been quite successful. Of the recent fall inductees into Phi Beta Kappa, six out of the eight students were Asian Studies majors. Many of SPAS students take advantage of the UH exchange programs and study overseas from six to twelve months. SPAS has also introduced several summer school overseas courses which guide students on a theme course through parts of Asia. Courses in Asia and the Pacific are informative and pertinent to the students life and provide UHM students with excellent insights in the Asia and Pacific region.

c: Interim Associate Vice Chancellor Krystyna Aune
Dean Peter Garrod
Assistant Dean Kenneth Tokuno
Program Officer Wendy Pearson