

PROGRAM REVIEW
COLLEGE OF ARTS AND HUMANITIES
UNIVERSITY OF HAWAI‘I, MĀNOA
April 29, 2010

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The College of Arts and Humanities is a vibrant eco-system of engaged faculty, staff, and students. With eight departments and 150 full-time and temporary faculty members, the College reaches over 11,000 students each semester, a substantial figure when one considers that the University, as a whole, has a current enrollment of 20,005 students (13,781 undergraduates, 6,224 graduate students). Approximately 1,700 are Arts and Humanities majors with Art and Art History as the most popular program for undergraduate majors and American Studies as the largest graduate program. We were impressed with the level of engagement and mentorship we found among Arts and Humanities colleagues. Students receive a level of individual attention one would expect to find in a small liberal arts setting and we encourage the College to emphasize this premium on teaching as central to its mission statement and as part of its “branding” or “messaging” to potential donors. In many of its course offerings across departments, faculty members provide the equivalent of a private liberal arts education within a public research university.

The College of Arts and Humanities possesses considerable strengths in all areas of research, teaching, and service. With selective investment in resources, the departments have the potential to rise in reputation and national rankings.

First, all departments have a strong *East-West, Asian, Hawaiian, Trans-Pacific, or Transnational* orientation or focus. From History to Theater and Dance to Philosophy, the College appears well poised for cross-university collaborations and the recruitment of students from Asia. Connections within UH-Mānoa are critical to this strength; in better times, the East-West Center also provided research support for Arts and Humanities faculty and graduate students. Synergies among colleagues with Asia and Pacific expertise within departments could be further fostered by an investment in new initiatives, such as cluster hires.

Interdisciplinary teaching is at the heart of the College with over sixty classes that reach across disciplines and departments. As an example, one undergraduate expressed appreciation for the blending of humanist inquiry and social science research in the courses offered by Speech. As noted by American Studies students, the sharing of faculty and cross listing of courses, particularly with History and English, enhance both the undergraduate and graduate experience.

Community Connections are a priority in the College, in concert with the mission of the UH strategic plan. As the flagship campus in the system, UH-Mānoa has no significant competition and despite the recent \$66 million in reductions from the state, the campus still enjoys relatively strong state support vis-à-vis other public universities on the mainland. Over 75,000 individuals visit the campus for arts events and—with needed capital investments to upgrade or build performance spaces for Theater and Dance—

these numbers could soar. Community partnership programs in Art History, American Studies, and Philosophy provide valuable training for their undergraduate and graduate majors, especially through internships with local non-profits, schools, and museums.

Morale among faculty, staff, and students seemed higher than we expected given the persistent fiscal crisis (and, the downright hazardous facilities in the case of Theater and Dance). We were heartened by the degree of genuine collaboration among the four Deans—their mutual respect and high regard provide a model for other administrators in a similar reporting relationship. While the 38 support staff members are significantly over-extended, their “can-do” attitude helps to maintain a positive and productive work environment. Their commitment to students, faculty, and each other was clearly evident in our meetings and further cuts to their ranks would be crippling to the everyday operations of the College. We worry that a “survival” mentality may erode the considerable energy, dedication, and goodwill among faculty and staff in the College of Arts and Humanities.

All of the departments are reasonably healthy in terms of collegiality and enrollments. Research productivity and teaching effectiveness run through the School with some variations. We elaborate on the areas of excellence in the individual program reviews. The College of Arts and Humanities appears well aligned with the stated objectives of the University of Hawai‘i, Mānoa to offer a solid and diverse university education distinguished from others by the campus-wide emphasis on the Pacific and Asia.

The majority of the critical issues we have identified appears to be systemic to the entire University rather than unique to the College and should be addressed at the highest levels. These issues can be categorized as follows:

Mission

The College of Arts and Humanities lacks a clear and convincing mission. What is the identity of the College within the consortium of Arts and Sciences colleges and the University as a whole? Given the individual attention paid to teaching and mentorship, can the College brand itself as providing a liberal arts experience within a large public research university? Does this mission include preparing well-educated global citizens? The College should capitalize on its position as an interdisciplinary powerhouse in East-West and transnational studies. Moreover, it should emphasize its array of community connections—partnerships in the schools, internships with non-profits, and cultural events (to name a few). Indeed, engagement with students, with global issues, and with the community are simultaneous and while discussions about a mission statement have occurred within departments, there needs to be a larger conversation by members of the College. Chairs and administrators should work together across colleges to solve problems in interdisciplinary education between units, especially around the thorny issue of team teaching. There are pockets of real depth in departments (e.g. Chinese philosophies, histories, and religions) that would be enhanced through heightened collaboration. In selecting classes, enterprising undergraduates and graduate students have figured out these interdisciplinary strengths. Through an active discussion

about a coherent mission for the College of Arts and Humanities, faculty members may discover productive avenues for research and teaching with peers in other units.

Strong Vice-Chancellor for Academic Affairs /Provost

The current decentralized structure of the Arts and Sciences Deans acting in harness does not work. A strong Vice Chancellor for Academic Affairs (or Provost) will bring cohesion, coordination, and vision to the Arts and Sciences and to the campus. Academic Affairs normally receives support by an empowered vice chancellor, one with budgetary and executive authority, who can thus act as a champion for the faculty's interests, including faculty evaluation, start-up, facilities, research support, and welfare. Other vice chancellors understandably must focus on their own specific domains and the Chancellor has to oversee all, without micro-managing any, and also focus on external constituents. The Vice Chancellor for Academic Affairs (VCAA) would mind the store on a day-to-day level while the Chancellor, as the leader and face of UH-Mānoa, could dedicate more time to cultivating donors, lobbying legislators and other government officials, and planning international and system-wide initiatives.

Representing the core of undergraduate education, the Arts and Sciences Colleges play a critical role in undergraduate enrollment, retention, and success. In the absence of a true provost, deans seem less able to craft collaborative initiatives or launch bold research projects that cut across colleges, no matter how well intentioned. Without a champion or captain, the parts do not add up to a whole greater than their sum. Without an overarching vision, articulated by that champion and reinforced through clear incentive structures, the institution simply cannot move forward in terms of teaching, research, and service.

To address this urgent need for unifying leadership, a Vice Chancellor for Academic Affairs must possess the budgetary authority attached to a provost-level position. This authority is the only way the VCAA/Provost will have the ability to prod colleges and departments to collaborate on such issues as performance-based tuition budgeting, interdisciplinary programs, cluster hires, and other initiatives. Furthermore, given the leadership vacuum, the Vice Chancellor for Administration, Finance, and Operations, is placed in the unenviable position of making academic decisions, which extend beyond her purview as the campus CFO. Though impeccably capable and professional, Vice-Chancellor Kathy Cutshaw must make decisions, given the current structure, which should be made by Vice Chancellor for Academic Affairs Reed Dasenbrock. To meet the campus's undergraduate enrollment goals, a strong Vice Chancellor for Academic Affairs needs to be vested with the responsibility and the authority for undergraduate education

All four Arts and Sciences Deans have explicitly requested this unifying leadership. Furthermore, the interim status of three of the four Deans must be regularized so that they may take ownership of their Colleges. We encourage Dean Tom Bingham to put his own imprint on the College of Arts and Humanities. Having a strong Vice Chancellor for Academic Affairs, who can function as an executive dean to coordinate the leadership provided by the four college Deans, will allow those Deans to concentrate on their units, rather than feeling responsible for all of Arts and Sciences. While the Deans have a wonderful sense of collaboration not always found among administrators in their

situation, the constant meetings and consensus-building necessary to function under the current decentralized model saps them of energies that could be focused on their particular programs and initiatives.

Financial Planning

The lack of a realistic distribution formula hampers the College of Arts and Humanities. The College delivers 12 percent of campus instruction, but receives only 9 percent of the budget. Current budgeting practices appear based on “historical” factors, rather than performance-based criteria. Discussion of performance-based budgeting is not new to the campus, but several faculty members expressed doubt that this change would be embraced by the central administration. However, Vice Chancellor Cutshaw indicated that UH-Mānoa will gradually phase in some form of performance-based budgeting and there exists a stark realization of the inequities built into the current system, including an underinvestment in the Arts and Humanities. Furthermore, the tuition generated by the Colleges of Arts and Sciences appear to cross subsidize other campus sectors.

How will UH-Mānoa close the gap in 2012 with regard to faculty payback of furloughs? This question looms over implementation of current strategic planning and any new initiatives that may be on the horizon. This concern certainly affects initiatives related to enhancing undergraduate education, graduate student funding, and future faculty hiring. Planning for 2012 should be a pivotal priority for the campus and the system.

Given the current weaknesses as well as the unpredictability of state funding, the University must invest in expanding its support of development fundraising. To have only two Foundation officers assigned for all four colleges in Arts and Sciences is woefully inadequate, no matter how talented and hardworking the individuals. The College of Arts and Humanities has raised only five million dollars over the last five years, a small amount in comparison to amounts garnered by the College’s aspirational peers. The Deans and selected faculty ambassadors need to be brought into the advancement process as partners, not impediments. Successful development revolves around “friend-raising”—matching the visions of like-minded colleagues and community members. Deans and faculty should be the engines for development and we encourage the four Deans to collaborate, in consultation with Vice-Chancellor Dasenbrock, on a case statement for Asian, and Trans-Pacific initiatives as well as for critical local needs, especially the Music and Dance and Theater facilities. In order to facilitate grants by faculty, we encourage Dean Bingham to explore a pay for service protocol with the Social Science Research Institute. This service would alleviate a significant burden on faculty whose research and curricular expertise are heavily dependent upon grants (e.g., historic preservation and museums studies).

Undergraduate Education

The University of Hawai‘i, Mānoa emphasizes the importance of undergraduate education, but there is a critical need for more accountability. On a campus-wide level, there is a weak honors program. Indeed, on April 10, 2010, an article in *Kaleo*, the student newspaper, decried the lack of resources and staff for the honors program. The current academic adviser will soon leave her position without any indication that a

replacement will be hired. Last fall, the long-time administrative staff member retired and her position frozen. Even the director noted he was weighing his options. The current space, a small partition in the Student Success Center, reflects the apparent low priority placed on honors education. Out of a campus with over 20,000 students, an honors program with only 420 undergraduates does not reflect well on a campus that “strives for excellence in teaching.” Indeed, a more robust honors program might well attract more talented in-state students, making Mānoa a “destination of choice,” to quote by Chancellor Virginia Hinshaw. These changes will be crucial to the success of the Enrollment Growth plan.

A 56 percent graduation rate over six years is low for the campus as a whole. The time-to-degree statistics for the College of Arts and Humanities vary from 5.0 years for Religion (the smallest major with 40 students) to a high of 5.89 years for Art and Art History (the largest major with almost 500) with a College time-to-degree average of 5.52. We recommend that each department work out a comprehensive, realistic four-year matrix of courses (Music has already done so) to ensure that all core-required courses are offered on a regular basis. In some departments, like American Studies and Speech, faculty members monitor closely undergraduate progress and offer vital research opportunities and career advice. In other departments, such as Philosophy, there appears less oversight of individual undergraduate majors.

There are also points of disjuncture with local community colleges with regard to transfer credits. Students can enter UH-Mānoa as juniors with over 90 hours of credit. Several undergraduates indicated that their community college advisors encouraged them to stay longer at their institutions and take courses they did not need for transfer. Others remarked that they had received substantial misinformation from their community college advisors.

We are concerned about the lack of standardized teaching evaluations. While applauding the voluntary evaluations through the new e-café, we believe that assessment by instructors should go hand-in-hand with assessment by students. In particular, written comments can flag potential problems in classroom dynamics that a chair or dean can address promptly before they develop into larger issues. Systematic valuations provide concrete benchmarks of teaching excellence by evaluating performance on a campus-wide basis. Such metrics can be useful in the pursuit of state funding and private gifts as well as in external program evaluations.

With the exception of advising, the National Survey of Student Engagement (NSSE) scores seem low. Particularly noteworthy were declines in service learning participation and the decline in substantial interaction between individuals of different races or ethnicities, which is surprising given the student demographics of UH-Mānoa. On March 4, 2010, the local newspaper *Star Bulletin* featured a fairly critical story on the NSSE scores (“UH-Mānoa scores low in survey of students”). Given the strong East-West, transnational strengths of the College of Arts and Humanities, colleagues could provide substantive leadership in cultivating a climate of public service in the most diverse state

in the country. Social justice appears as a pillar in UH-Mānoa's Strategic Plan but the NSSE scores indicate a different reality at the undergraduate level.

From the NSSE scores and our conversations with undergraduates, students generally seem very satisfied with the advising they receive at both the department level and the College of Arts and Sciences Student Academic Services (CASSAS). But with only eight academic advisors, the ratio of advisors to students is 1 to 650. To compound matters, CASSAS lacks a welcoming space for students with its current warren of offices and no defined reception area. We suggest greater collaboration with the Student Success Center, which handles a good deal of undergraduate traffic and stands out as a hub for studying on campus. Perhaps with appropriate resources, CASSAS might contemplate a move to the Student Success Center, which is housed in Sinclair Library, an iconic 1950s building drenched in sunlight. We were very impressed with the advisors we met and appreciated their insights on assessment, graduation rates, NSSE scores, and on improving articulation with community colleges.

Graduate Education

All of the departments underscored the importance of graduate education with enrollments ranging from 14 in the M.A. program in Speech to almost 70 in the M.A. and Ph.D. programs in American Studies. Five departments have enrollments well above 50 students. The smallest faculty/graduate student ratio is 2.48 for Theater and Dance and 6.19 in American Studies. All graduate programs have serious needs with regard to basic funding, travel for research and conferences, instructional technology, and library resources.

We were shocked at the paucity of graduate funding: 75 percent of enrolled students are unfunded. Moreover, the average stipend of \$13,000 is much too low, especially given the cost of living on Oahu. Furthermore, \$13,000 falls far short of fellowship packages offered by peer institutions. With rents in excess of \$1,000 per month and with a gallon milk topping \$8.00, we easily understood why most students juggle one to two jobs in addition to their academic studies. Even so, we were struck by the surprisingly high morale among graduate students who prize the mentorship and research opportunities afforded them by their departments.

Graduate Dean Peter Garrod appears to function on a science model and does not acknowledge that extramural funding in the Arts and Humanities does not come close to supporting faculty research, much less graduate students. How are graduate scholarships and fellowships distributed across the campus? What are the accountability measures for tuition remission and scholarships? These key questions remain unanswered. A strong Vice Chancellor for Academic Affairs could negotiate for an equitable share of graduate resources.

There should be greater articulation between enrollment in undergraduate classes and graduate assistantships. Most research universities use a set formula; for example, one graduate assistant for every fifty to sixty students. Small discussion sections in large courses would enhance the undergraduate experience.

Given the current funding situation and the general crisis in humanities doctoral education (see *The Chronicle Review*, April 9, 2010), we urge departments to exercise greater selectivity in the admittance of Ph.D. students. For instance, a 50 percent acceptance rate for history doctoral applicants seems high for the current market. Fewer doctoral students with better funding should be a goal for the College of Arts and Humanities. Departments should also carefully monitor student placement and publicize their placement rates.

Other Issues

The lack of tech support was glaring in every unit. We recommend that the College of Arts and Sciences establish its own IT unit, but one not responsible for the OIT infrastructure. Instead, a College IT would offer customized attention to the instructional and research needs of faculty, staff, and students. Indeed, IT staff members could supervise a student computer lab dedicated to the Arts and Humanities. Moreover, they would be in a better position to obtain substantial discounts on equipment for the Colleges through volume buying.

The remaining administrative staff members in the College of Arts and Humanities have been stretched to the breaking point. Further cuts to staff support undermine the day-to-day operation of units.

As elaborated in the program review for Theater and Dance, performance spaces for students are abysmal, if not hazardous. Seed money to renovate (or replace) existing space represents a wise investment of resources given expected returns in community attendance and donor stewardship. Part of the capital campaign should be dedicated to enhancing the cultural arts at UH-Mānoa, especially with regard to providing performances spaces worthy of a dynamic and innovative Departments of Music and Theater and Dance.

Planning for the Future

We encourage an internal reallocation of resources in support of new interdisciplinary initiatives, ones that would build upon the College's *East-West, Asian, Hawaiian, Trans-Pacific, and Transnational* research and teaching strengths. Cluster hires would bring a renewed synergy as well as foster more expansive connections. These hires could be made through a competitive FTE process in which departments would collaborate with one another in formulating interdisciplinary proposals for faculty lines that meet both departmental needs and a newly defined mission of the College of Arts and Humanities. For greater impact, these cluster hires should be not confined to a single college. The FTE competition should occur at the Arts and Sciences level as well as within the Arts and Humanities.

Chairs should be actively involved in developing a five-year plan for the College of Arts and Humanities, one that clearly defines its mission and fosters cross-department collaborations. Rather than focusing on survival, we encourage our colleagues to focus on a strategically vibrant future (in other words, to dream). As retirements occur, rather than

replacing one specialist with an identical specialist in the department, departments should discuss how vacant lines could be best utilized to meet student needs and the research profile of the College as a whole.

The College of Arts and Humanities should be more entrepreneurial; this includes encouraging grant writing and the creation of summer programs. A summer program in the Arts might be attractive to undergraduates on the mainland and in Asia. East-West summer programs across various disciplines could also be tailored specifically for international students. We encourage faculty, chairs, and the Dean to explore these revenue-generating partnerships with the Outreach College.

Until the current budget situation (12 percent of the teaching, 9 percent of the funding) is ameliorated by performance-based budgeting, the College of Arts and Humanities should claim more resources for instruction, both from the central administration and from the students themselves. Fees for art, music, dance, and theater classes are routine in comparable institutions and would provide departments with some discretionary funding. Lab fees for certain courses in Speech may also be appropriate.

Enrollment growth will be crucial to protect faculty lines. Rather than cutting 10 to 15 percent of faculty lines, educate 10 to 15 percent more students on the faculty base already in place. Speeding up time-to-degree and a solid honors program will amplify the visibility and desirability of Arts and Humanities majors among undergraduates. In addition to the individual mentorship and engaged teaching in which most departments take great pride, there needs to be a more coordinated management of undergraduate education, one that extends beyond the authority of the academic professionals at the College of Arts and Sciences Student Academic Services. We recommend the appointment of an Associate Dean for Undergraduate Education who would oversee advising and assessment as well as manage and plan for enrollment.

We recommend serious discussions around issues of mission, performance-based budgeting, the three-year faculty furlough payback, enrollment management, development, cluster hires, and a strong Vice Chancellor/Provost model. Advance planning is essential for this dynamic eco-system of Arts and Humanities to thrive. Indeed, the College of Arts and Humanities demonstrates much promise in raising its reputation and the higher national rankings that can occur with selective investment of resources.

We thank everyone for the gracious reception and for the candid, insightful conversations at every turn. We gratefully acknowledge Krystyna Aune, Interim Associate Vice Chancellor for Academic Affairs, Wendy Pearson, Program Officer, and Holli Kihara, Secretary to the Associate Vice Chancellor for Academic Affairs. Their professionalism, hard work, and *corazón* made our visit most enjoyable as well as productive. We hope that our findings will generate spirited discussions and prove useful in future planning.

Department of American Studies

Overview

The Department of American Studies offers the B.A., M.A., and Ph.D. degrees.

With 11 FTE, the department is comparable to most of the largest American Studies departments on the mainland, but its strengths in transnational, indigenous, Hawaiian, and Asian-Pacific American diasporas set it apart from its peers. Beginning as a graduate program in 1964, American Studies at UH-Mānoa is an intellectually vibrant department, one that models interdisciplinary research and teaching. We were impressed by the curricular linkages with other units in the College of Arts and Sciences, especially with History, English, and Anthropology. Furthermore, the department leads in faculty diversity where six people of color hold tenured or tenure-track positions. This department stands at the forefront of transhemispheric American Studies, the current driver of the field internationally. No other American Studies program on the mainland can match this emphasis on the transnational, particularly with its focus on Asian-Pacific peoples and migrations. Only Asian American Studies at UCLA can boast of greater depth. In addition, the department has specialists in religion, popular culture, film, history, literature, and critical race theory, areas one would find in a top-tier American Studies department. As the self-study reveals, American Studies fits squarely within the UH-Mānoa Strategic Plan, especially with its Hawai‘i/Asia-Pacific orientation and commitment to public history.

With doctorates from Yale, Oxford, Brown, Boston College, Rochester, Minnesota, UCLA, UC Berkeley, and UC Irvine, most senior and all junior colleagues have a level of research productivity comparable to their mainland peers. The author of four monographs and a Guggenheim Fellow, chair David Stannard is perhaps best known for *American Holocaust: The Conquest of the New World*, required reading in many classes on Native American history. Associate Professor Robert Perkinson published *Texas Tough: The Rise of a Prison Empire*, a timely book that has received much acclaim, including glowing reviews in *The New York Times* and *San Francisco Chronicle*. Indeed, American Studies professors connect the past to the present in powerful ways through their scholarship, teaching, and community engagement. For example, assistant professor Vernadette González curated a local art exhibit, visually translating her scholarship on U.S. militarism in the Philippines. Interdisciplinarity is not a goal for these colleagues, but a daily practice, one that informs their research, teaching, and community engagement.

In 2008-09, the department generated 3270 SSH, including 2286 lower division hours. Non-majors comprised 97% of this enrollment. The number of non-majors dropped at the upper division level to 87%. Graduate students outnumber undergraduates about 2:1, but the department has made gains in attracting majors, reporting a 47% increase over the last five years. Undergraduates praised Professor Vernadette González for her dedicated mentoring as department advisor. Student comments like “She’s awesome” and “cares about my future, not just my courses” were typical. The major itself appears quite flexible

as students can take nine of the required thirty hours outside the major. The curriculum reflects departmental strengths in Asia-Pacific Americans, transnationalism, and critical race theory as well as courses one would expect to find in any robust American Studies program. The department emphasizes undergraduate research and writing with a senior capstone essay that requires original research.

As the self-study reports, graduation rates correspond with rates in the College and the campus. The average time-to-degree is 5.50 years compared to the UH-Mānoa average of 5.18 and the College of Arts and Humanities average of 5.52. During the interview session, only one student (out of 20) declared American Studies as a major during his/her freshman year; most discovered their passion as juniors or seniors.

With a multicultural and social justice emphasis, along with strong mentoring, American Studies faculty stand ready to assist the campus in raising its National Survey of Student Engagement (NSSE) scores. Indeed, in a recent Vice Chancellor Academic Affairs survey on teaching, 93% of undergraduates gave high marks to American Studies for fostering a climate of respect and 96% stated that the program provided “a safe learning environment.” Students enrolling in American Studies classes have ample opportunities for discussing issues of race, gender, empire, and global citizenship (to name just a few). Colleagues have won a number a teaching awards including the UH Regents’ Medal for Teaching Excellence.

American Studies has a strong graduate program, the largest in the College of Arts and Humanities and the sixth largest in the College of Arts and Sciences, However, within Arts and Sciences, American Studies ranks twenty-fourth in faculty size. With almost 70 M.A. and Ph.D. students, the faculty/student ratio is approximately 6:1. Individuals from the mainland and the Pacific Rim apply to American Studies given its strong reputation in transnational, Asia-Pacific, and indigenous studies and according to the self-study; the quality of applicants has increased. Twenty percent of current graduate students are from the Asia-Pacific region. The department also does a good job recruiting native Hawaiian students. While no placement figures are available, graduates have found teaching positions throughout Asia from Doshisha University to Seoul National University as well on the mainland and in Hawai‘i. Others work in Hawai‘i or on the mainland in the public history and non-profit community sectors. As an example, one recent graduate heads a community redevelopment agency in post-Katrina New Orleans.

During the interview session, graduate students expressed concern about budget cuts affecting library facilities, especially inter-library loan and the film archive. And a running concern threaded throughout the reports involves the paucity of graduate funding coupled with the high cost of living. This combination offers a serious roadblock to completing any degree in the College of Arts and Humanities.

The interdisciplinarity connections found in the undergraduate curriculum appear even more pronounced at the graduate level where students are not only required to take courses outside the department but also to include one outside member on their dissertation committees. During the interview session, graduate students expressed a high

level of satisfaction from faculty mentors in American Studies, English, and History. Interdisciplinarity cuts both ways as graduate students from over 15 departments in the College of Arts and Sciences have asked American Studies faculty to serve on their dissertation committees. Extending its influence beyond the campus, the department has launched a joint M.A. degree with Ewha University in South Korea.

The Programs in Historical Preservation and Museum Studies have made substantial impacts within the local community and the schools through its internship programs and Teaching American History grants. A development campaign should be launched in order to garner much needed support for the programs, perhaps along the line of the Inouye Chair in which a renowned public historian could offer a short-course and help design future projects.

The Department seemed squeezed for space, especially for staff and graduate students. The refurbished conference room seemed light and spacious.

Staffing was much more of a concern, especially with regard to day-to-day administration and assistance with grants. American Studies has only one full time secretary as the position of graduate secretary has remained unfilled due to budgetary constraints.

Critical Issues

1. Graduate Student Support

We recommend the department strive for a smaller doctoral program with better-funded students. Greater articulation between undergraduate enrollment and graduate funding would advantage American Studies. A formula of providing one graduate assistantship per fifty to sixty students seems reasonable and realistic. The department should explore opportunities to work with development staff for graduate fellowships and internships. Competitive fellowships in the Arts and Humanities, supported by the Graduate Dean, would enhance opportunities for students in areas not supported by large-scale extramural research grants. Finally, teaching in summer programs would provide classroom experience and financial support.

2. Indigenous Studies

Fitting squarely within the UH-Mānoa Strategic Plan, a tenure-track position in indigenous studies would complement an already strong department. This position is vital given the increase in undergraduate majors (47% in the last five years), large graduate program, and upcoming retirements. A scholar with training in public history or community arts would also contribute to museum studies and historic preservation. This position would be integral to many proposals for cluster hires that strengthened the Asia-Pacific forte of the College of Arts and Humanities.

3. Historic Preservation and Museum Studies

Housing the only history preservation program in the state, the department has community obligations that require additional resources and staffing. At the present time, one secretary handles all department business, a daunting juggling of multiple demands. In order to facilitate extramural grants, we encourage a pay for service protocol with the Social Science Research Institute. This service would not only mitigate the current burden on faculty but also increase the volume of grants. Instead of spending time attending to the minutest detail on a single application, principal investigators could pursue several grants simultaneously. Given the persistent fiscal crisis, it seems unlikely that a visiting professorship in public history can be renewed without extramural support along the lines of the Inouye Chair.

In short, American Studies is a forward-thinking department with a good balance of established scholars and dynamic junior colleagues. Reflecting the multicultural realities of Hawai'i, they are also public intellectuals whose influence extends beyond the campus and the academy. At the forefront of teaching from transhemispheric standpoints, American Studies has both global reach and community connections. Indeed, transnationalism is much more than a scholarly pursuit, it is a lived experience.

Department of Art and Art History

Overview

The Department of Art and Art History offers the B.A., B.F.A., M.A. and M.F.A. degrees.

This department offers undergraduate and graduate degrees in art studio, with specializations in ceramics, drawing and painting, electronic art, fiber, glass, graphic design, photography, printmaking, and sculpture; and the B.A. and M.A. in art history, with specializations in the history of Pacific and Asian art.

By balancing a comprehensive grounding in the arts with a strong focus on the arts of Asia and the Pacific, the department's curriculum and programs are well aligned with the objectives of the University of Hawai'i, Mānoa to offer a solid university education that is distinguished from other universities by the University's campus-wide emphasis on the Pacific and Asia.

The faculty of the department is, on the whole, strong: tenure-track and tenured members of the faculty are drawn from a healthy diversity of educational backgrounds across the United States, insuring that fresh and varied perspectives are brought into the program, while the lecturers (typically with UH- Mānoa degrees) round out the roster of relevant specializations. The department has successfully recruited a new cohort of junior faculty, whose energy, creative ideas, and productivity augur well for the department's continued health moving ahead. With a few exceptions, the faculty is successfully producing creative works and research publications, locally on the islands as well as abroad both on the mainland and in Asia: given the constraints of location (particularly, the cost of shipping works to the mainland), it is noteworthy that a respectable number of the studio faculty are exhibiting their work outside of Hawai'i. Despite the heavier workload of at least 5 courses per year (compared to the norm of 4 courses taught in many other departments), the faculty is engaged in keeping the program current as well as comprehensive (by, for example, rethinking its Foundations courses). This engagement extends to the faculty's equal commitment to its students, not only through course instruction but also through mentoring, advising, and professional development: members of the faculty are positive about their students, especially the undergraduates ("fantastic" is how the department chair described them), and this perception was generally reciprocated by the students in on-campus interviews with undergraduate and graduate students alike.

With 24 faculty teaching over 500 undergraduate and graduate majors, and approximately 43% of the five-year average of all undergraduate majors in the college, the department is also the college workhorse. The emphasis on undergraduate majors directly aligns the department with the university's own renewed focus on undergraduate education. This holds true, even though the department's SSH has declined over the last five years, from 6,253 to 5,378, largely because of a 10% cut in course offerings as a result of cuts in the number of lecturer positions in response to budget cuts. Given both the department's higher-than-average faculty workloads, and the fact that the department has shifted its

teaching load from lecturers to regular faculty in recent years (lecturers have gone from teaching some 40% to 25% of courses), this decline in SSH cannot easily be corrected: it would require either restoring the lost funds or moving more expensive lines for regular faculty into less expensive lines for lecturers. Such a shift in faculty lines would effectively destroy the department's identity as a comprehensive academic program combining research and teaching by turning it into a service program on the community college model.

The department's coherent curriculum of some 100 courses offered in art studio and art history is complemented by the rich and varied exhibitions and accompanying publications mounted by the Art Gallery and the department's visiting artist program called "Intersections," both of which play an important role in broadening as well as deepening the department's educational offerings while also providing students with vital professional training and experiences in gallery and museum work. The department's ties to—and presence in—the local community, including a strong connection with the Honolulu Academy of Art, which should be maintained, complement these experiences. In keeping with these connections, the department should consider integrating the context of Hawai'i more systematically into its studio program, paying particular attention to how art, culture, and ecology interact on the islands: the Art and Ecology and Land Arts programs at the University of New Mexico might provide an instructive example of how an education in studio arts can be rethought in the 21st century in order to prepare students to practice their art in interdisciplinary, socially responsible, and environmentally conscious ways. The Academy of Creative Media offers further—if thus far neither clearly nor fully articulated—potential for both interdisciplinary collaboration within the College and workforce development in the local economy: the College and University should study and define this potential.

The department's programs, faculty, and students are supported by a generous 3-floor facility: built in 1976, the Art Building has clearly benefited from its recent, much-needed renovation. At the same time, however, more renovation urgently remains to be done in terms of elevators, restrooms, air conditioning, etc. In the longer term, the facility would benefit from an expansion (perhaps partly above the existing Art Gallery) to relieve the pressure on crowded studio labs, provide necessary preparation and shipping space for the Art Gallery (currently carved out of actual exhibition space), and provide undergraduate studio and lecture space. Equally pressing is the constant pressure to maintain an extensive inventory of equipment, especially at a time of declining university revenues that have largely eliminated funding for operational expenses.

The department's use of student fees (Supplies Reimbursement) offers an important if not complete solution to this problem of maintaining and replacing equipment: the department should be encouraged to work closely with both the College and the University to develop a comprehensive schedule of both short-term course fees (specific to individual courses) and longer-term department fees (levied to support the more general programmatic needs to students). At the same time, the possibility of levying fees to hire support staff should also be considered. The department reports that it has retained its APT and Civil Service Staff, unlike other departments that have eliminated staff in

response to budget cuts, yet it nonetheless notes the need for staff support in its many labs: shifting that work to faculty is not sustainable in the long term, while the University's budgetary problems make new funding for staff unlikely in the foreseeable future. The department should also be encouraged to pursue alternative sources of funding in the form of research grants and private endowment gifts: in the past, the department has had success in these areas, including grants to the Art Gallery and gifts to support the operations of the Glass Lab: with proper University (research) and Foundation (development) support, the department could have even greater success in the future. Indeed, the department report states the willingness of the faculty to "become more entrepreneurial," though it must be emphasized that success in this venture will require dedicated staff support to assist and guide the faculty.

Critical Issues

As the preceding overview makes clear, the Department of Art and Art History is a strong and vibrant contributor to the larger educational objectives of both the College of Arts and Humanities and the University of Hawai'i. Apart from the challenges noted above, however, the department faces two critical issues that should be addressed in the near future:

1. Time to graduate:

At 5.89 years, the department has the highest average in the college of years needed to earn a degree. This both disadvantages students and adds another burden on the programs and faculty. To address this problem, the department has taken an important first step by cutting its B.A. and B.F.A. degree requirements to credits more closely comparable to cognate programs. But more must be done: department needs to work out a comprehensive four-year matrix of courses to insure that all core required courses are regularly offered; faculty need to track and advise more closely and carefully students on completing their requirements; and the program needs to connect instruction more systematically with professional development in order to focus students on their career objectives.

2. The program is at maximum capacity:

With 24 faculty teaching over 500 undergraduate and graduate majors, the program is dangerously close to being overextended in terms simultaneously of faculty workloads, adequate space in its facility, available equipment, and staff support: even with higher than average teaching loads, this is not sustainable. This poses a threat to the advising, mentoring, and professional training of students: despite the faculty's clear concern for its students, those students noted that their faculty advisors were frequently rushed and imperfectly informed when meeting with them, and they further felt that their career training and mentoring could be improved. A second troubling consequence of this overextension is that the education offered to graduate students is compromised by having them take a core of upper-division undergraduate lecture and studio courses instead of a fully dedicated curriculum of graduate courses. Another victim of

overextension is the potential Ph.D. in Art History with a concentration in Asian and Pacific art: while this is an attractive and logical possibility, especially given the University's general strengths in Asia and the Pacific, such a program expansion is not viable until the department establishes a sustainable balance between its faculty and students. To realize that absolutely necessary objective, the department should systematically review its admission criteria and standards, tabulate the results (and patterns) from its educational outcomes assessments, revise as necessary its curriculum at both the undergraduate and particularly the graduate levels, and develop a plan for admitting and guiding a realistic number of students through its programs based on a five-year projection of faculty positions, areas of expertise, and feasible schedule/number of courses to be taught.

Department of History

Overview

The Department of History offers the B.A., M.A., and Ph.D. degrees.

Comprising 33 FTE faculty, the department appears mid-sized when compared to mainland counterparts, but its strengths in Asian, Pacific and Hawai'i history make it competitive in relation to research expertise on these subject areas with almost any program in the country. Indeed, few programs anywhere can match these strengths and none have the surrounding and powerful reinforcement of this strength afforded by other units at the University of Hawai'i, Mānoa, and the campus as a whole, which affirms Asian-Pacific-Hawaiian expertise as a strategic priority. The department is also recognized as a leader in world history, which further complements the Asia/Pacific strengths while also providing a broader unifying framework for the study of non-Asian, non-Pacific subject areas.

The faculty is strong, drawn from programs such as NYU, Cornell, UC Berkeley, Wisconsin, Columbia, Harvard, and the University of Hawai'i Mānoa. As the departmental self-study states and a vitae review confirms, "anecdotal data seems to indicate that the quality and quantity of the academic work of members of the UH Mānoa's Department of History compares favorably with peer programs." For historians, this means full professors have produced at least two or more single-authored monographs from major presses or the equivalent in peer-reviewed articles, associates have a book plus other peer-reviewed work, and assistants have some significant work in progress that will yield a book or its equivalent before the tenure decision, with a trajectory that shows promise for continued productivity.

One of the most important aspects of the department's faculty is its recent dramatic growth, jumping from 22 FTE in 2005 to its current plus 30 size. This growth has very important consequences and will serve as the focus of later sections of this report, when we turn to consider critical issues and make recommendations.

In 2008-09, the department generated 5508 SSH, comprising 2739 lower division hours overwhelmingly consumed by non-majors, 2431 upper division hours (63% taken by non-majors), and 338 graduate hours (29% taken by non-majors).

The major requires a reasonable mix of depth and breadth while also providing flexibility. The senior thesis requirement has posed a problem for some students. The number of undergraduate majors in the department has been remarkably constant for the last several years. There were 255 majors in 2003-04 and there were 257 in 2008-09.

As the self-study reports, graduation rates are more or less average: "History undergraduate average graduation time is 5.23 years compared to the UHM average of 5.18 and the college average of 5.52. 36.5% graduate with the M.A. in 5 years (College average is 61.5%) while 58.0% of the Ph.D.s graduate in 10 years (College average is 57.5%)."

Graduate students whose research foci align with the department's competitive strengths in Asian/Pacific or world history did not attend the interview session with the review team. Those who did attend the session praised the department and its emphasis on world history but also indicated that if one was not doing work in those fields where the department was uniquely competitive, it did not necessarily make sense to matriculate here. (This mirrored some concerns expressed among faculty that suggested an incipient divide between those who pursue what would be deemed "traditional" core areas on the mainland but are somewhat paradoxically deemed secondary here, e.g., European history).

One presumes those graduate students who focus on Asian/Pacific topics benefit because of the alignment with the department's and campus' comparative strength. While matriculated at the university, they, like the faculty, benefit from the University of Hawai'i Library System's "excellent and up-to-date collection on Asia, the Pacific, and Hawai'i which is strongly supported by state funding and by supplemental funding from the National Resource Centers for East Asia, Southeast Asia, and the Pacific." Additionally, grants that flow through these centers and through some history faculty affiliated with them also benefit graduate education in History. Upon graduation, History Ph.D.'s training in Asian/Pacific or world history appear to be competitive for faculty positions elsewhere.

Graduate student satisfaction surveys produced scores typically ranging in the upper 2s to lower 3s across a wide range of topics, including advising, morale, etc. These are not particularly high scores, but they are also not alarming.

Graduate students noted the challenge presented by the cost of living on Oahu. The department is concerned more generally about the absence of sufficient and sufficiently robust graduate assistantships, which it feels make its offers much less competitive and impairs its ability to attract the best students.

The Department felt that its facilities were adequate and a quick tour of the main building where it is housed provided no reason to doubt this.

Departmental staffing was much more of a concern, but the paramount concern voiced by the department related to graduate assistantships.

Critical Issues

1. Junior Faculty Mentoring

With the rapid growth of faculty, particularly probationary faculty, come many challenges and opportunities. Among these is the need to mentor junior faculty and smooth their transition toward tenure. To ensure this goal is met, the department should forge a partnership with relevant campus offices and officials to connect junior faculty with relevant resources and support programs. Unfortunately, there appears to be a lack

of systematic and sustained framework of support for junior faculty in the college and on the campus. For example, there is no organized Research Intensive Semester program in place to enable junior faculty in the humanities to focus more exclusively on their research projects for a semester. More generally, the department study states: “The History faculty does remain concerned, however, about future retention and retirements in order to remain competitive with its peers. Faculty salaries, research and travel funds, and family (housing, partner hire, personal leaves, and childcare) are all issues raised by prospective faculty who often cite benefits offered by other universities.” Solving all of these problems will not be easy. Perhaps a focused or targeted pilot program might be introduced in History to at least start tackling this challenge?

Specifically, could the department, working in partnership with the College Dean, the Vice Chancellor for Academic Affairs, and others, craft a pilot program to support its junior faculty members, a program that would then be evaluated and considered for expansion to other probationary faculty members? The rationale for this is the unusual concentration of recent hires in History.

2. Undergraduate Education

This growth also presents an important opportunity for the department and campus. Having increased its tenure track faculty numbers by nearly 50% in little more than 5 years, it is noteworthy that the number of majors has remained level. This suggests that the department has capacity to expand the number of its undergraduate majors. This is important because history is a very important discipline that should be one of the powerhouses on any major research campus and because the UH-Mānoa campus values undergraduate education, anticipates enrollment growth, and may be moving toward a funding model that rewards SSH and mentoring of majors.

To confirm that the capacity is there, the department should compare the number of majors it supports with comparably sized history departments at comparable universities. On first impression, it would appear that the current number of majors is below what could be expected. For example, at the University of Massachusetts Amherst 28 tenure-track faculty in History attract more than 400 majors. At UH-Mānoa as many tenure-track faculty support only 220 majors.

If the benchmark comparison confirms capacity, several questions follow: Has the department’s undergraduate program caught up with its faculty growth? Is the major right-sized? If not, are there any proactive steps the department can take to recruit more majors? Are there any intrinsic blockages preventing undergraduates from seeking the major? Specifically, is there sufficient flexibility regarding the thesis requirement? May students fulfill that requirement with a portfolio of work completed in multiple courses instead of a single long thesis paper? Should the thesis option be reserved for those majors who wish to receive honors, as is the practice on many campuses? Every department has to continually rethink its major and given the twin forces of departmental faculty growth and campus/system financial crisis, this is an opportune time for History to reconsider its major, to showcase its value.

3. Increasing Graduate Assistantships

Related to this nest of issues (increased faculty size, right sizing SSH production and the size of the major) is the desire to gain increased support for graduate assistantships. In a salutary statement, the department avows a desire to work with the Foundation to engage in fundraising to gain fellowship support for its graduate students. This is a worthy, if difficult, approach, and should be pursued. Another important one, perhaps less difficult, but just as worthy, is to seek to negotiate with the administration an appropriate funding formula yoking increased graduate funding to increased production of SSH and majors. Currently the department's ratio of instructional expenses to tuition revenue is 1.0, below the College average, and even below that of Theater, which is normally a more "expensive" discipline than History when evaluated in these terms. By increasing SSH, the department can shift its ratio toward the positive side, that is >1.0 . In these times of extreme fiscal challenge, that would help the campus a great deal and it seems reasonable to argue that the department should receive additional support for graduate assistantships to help it manage this increased instructional contribution.

In short, the Department of History is unusually well positioned, thanks to recent hiring, to lead the campus in terms of developing pilot mentoring programs for junior faculty, for expanding its role in the instructional mission of the campus, and for gaining new support for its graduate program as the new funding model becomes more transparent and critical, during a time of great financial stress.

Department of Music

Overview

The Department of Music offers B.A., B.Mus., MA, M.Mus., and Ph.D. degrees.

The Department of Music, led by Professor Lawrence Paxton, is a mid-size (at UH) instructional unit composed currently of 21 faculty members, of whom 12 are full professors, 3 are associates, and 6 are assistants. The department served approximately 194 students in '08-'09 ('10 data was not available). Its instructional budget was ca. \$2.8 million. The number of majors (compared to its five-year average) is clearly increasing; the faculty members appear to have augmented their numbers by one in the same time period.

Because it is impossible (anywhere) to provide tenure track faculty for all instruments necessary to ensembles and to an orchestra, the department hires part-time adjunct faculty, but the number of these has decreased from 42 (2 years ago) to 31 currently (according to Paxton). Staff support is not strong at five positions – one of which is currently unfilled. Clearly this is the effect of budget cuts.

The Department of Music is fully accredited by NASM (National Association of the Schools of Music), which is to its credit as that body has high standards. There are no other available external rankings that can be used to assign a quality standard to this unit and, frankly, this is not unusual in the United States today. Seen through their vitae the faculty members of this unit are productive (to varying degrees), possess strong professional credentials, and received their terminal degree from strong academic institutions. These vitae list numerous awards and fellowships over the years. The faculty 'mood' appeared to be good, remarkably so in light of current budgetary difficulties. In general, the faculty strongly praise their students and the students think the same of them.

Strengths within this program lie in the areas of the ensembles and in ethnomusicology, which is very highly regarded. Indeed, the emphasis on Asian music is a hallmark of this program, something that is echoed throughout Theatre and Dance and in the college as a whole. The students, both undergraduate and graduate, rated the instruction they are receiving highly, and value the advising and mentoring by the faculty. Strength in the performance area appears to be concentrated in the small and medium ensembles. Lack of placement records make it difficult to accurately gauge the record of the graduate program, although the anecdotal evidence is that the graduates (especially in ethnomusicology) are in demand.

At the undergraduate level, time to degree in Music is a bit over the college average at ca. 5.5 years. Here (and elsewhere) one of the factors is the amount of time students spend working on or off campus in order to make ends meet. Students agreed that many spend more than 20 hours a week employed and agreed that this put a brake on progress. However, too few faculty members in key areas produced a similar result. In the Music curriculum, a student who missed or failed a key course in sequence might need a year or more to get back on track as several courses are taught infrequently. This reveals a major

weakness in that teaching by tenure-track faculty must be high if adjuncts decline (as noted). In several areas, only one tenure-track faculty member is responsible for an instrument or track within music.

Undergraduate students commented very favorably about the rigor of the instruction they received as well as upon the level of advising provided. Faculty members were seen as 'open', although some wanted more 'input' into decisions such as the choice of repertoire. With the exception of facilities, IT, and instruments, the student experience is very positive.

Graduate students generally echoed the support of the undergraduates, while noting that lecturers (presumably adjuncts) had no office hours, and one suggested this was because they had no offices. Stipend levels, for those who possessed them, were seen as too low for the economy in which they had to live – and that seems indisputable. Indeed, 7 TAs (funded by a total of \$105,000) is not much support for a graduate program in a unit like Music. Of course, there is other support (\$16,000 in tuition remission, \$25,000 for (a) fellowship in Ethnomusicology, and ca. \$16,000 for scholarships), but this too is not much, although I could not determine what proportion of graduate students was unfunded – it appeared well over 50%. That is, I would argue, about four times what it should be. The total numbers in the program can decrease, but without an increase in aid, this problem will not be solved.

The on-line Music Education degree appears to have good quality, strong enrollments, and is self-sustaining. Likewise, the Department has established good partnerships with local music organizations, among them the Honolulu Symphony (albeit currently in difficulties), the Hawai'i Youth Symphony, the Hawai'i Symphony Chorus, and the Hawai'i Youth Opera Chorus.

Critical Issues

1. Facilities

It should be noted here that the lack of a Concert Hall on campus is a major obstacle to symphonic development in Music as the Department must find space elsewhere, usually at a rental fee that makes covering costs difficult. The difficulties experienced by the Honolulu Symphony exacerbate this problem. It is hard to attract either quality students or large donors to the campus when one performs in high schools due to lack of space.

2. Graduate Education

Despite their good attitude and praise for the faculty, graduate students noted a number of issues, among them:

- workload for TAs is perceived to be high, more than 20 hours per week regularly.
- faculty members in one area do not 'get along' and it is difficult to put committees together

- they state that little, if any, support for IT is available (there is no IT lab)
- the instrumental standard of undergraduates was seen as relatively unprepared
- the lack of a Concert Hall stood out
- all complained about the dearth of financial support for travel to conferences
- the same was true of their sense of support for placement at time of graduation

Faculty and students alike agreed that the renovation of Music's current quarters has made it a good place to teach and study and even to practice and rehearse – but not for the orchestra. All agreed that the lack of a Concert Hall is a major obstacle to significant growth in quality. And that lack IS a major problem. The existence of a library with strength in music is very good, but the publicity and fund-raising that should be tied to large concerts (even opera) on campus is an opportunity missed.

3. Development

Fund-raising should be a major opportunity for the campus and for Music. In recent years this has begun, but is evidently only in its infancy. Careful attention to this area can be significant – a new Concert Hall, of course, would be a major step forward and is never easy to do, but the 'vision' is an easy one to elaborate and should be a major part of the campus 'vision'.

4. Enrollment Growth

Under the general header 'opportunity' is the proposal for expansion of UH-Mānoa's enrollment. That idea could work in Music and the argument behind enrollment growth, that too many residents leave to pursue their education on the mainland, seems to apply to Music. If more residents stayed home, if more students who were qualified in music stayed home, the program would be stronger. But it would also mean strengthening the faculty (who are overworked now), providing more student aid, advising, IT infrastructure, and a quality educational experience – one that better approximates that of a public 'ivy'. This would, it seems clear, also lower time to degree and allow UH-Mānoa to handle more students annually.

Department of Philosophy

Overview

The Department of Philosophy offers the B.A., M.A., and Ph.D. degrees.

Specializing in comparative East-West philosophy, the department emphasizes this traditional core strength: “Since its founding in 1936, the mission of the UH Department of Philosophy has been to sustain programs that foster East-West comparative philosophy while offering a solid foundation in Western philosophy.” This strength is consistent with and supportive of the university’s general objective of offering a well-rounded university education while distinguishing itself in the area of Asian and Pacific studies.

The department currently numbers some ten tenure-track and tenured members of the faculty, who are responsible for teaching nearly equal numbers of approximately 50+ undergraduate and 45+ graduate students (since the quantitative information provided was both incomplete and inconsistent, all numbers are approximations). Faculty numbers have declined by some 30% from an historic high of 15 in the 1990s, which parallels similar declines in graduate enrollment: while undergraduate enrollment has fluctuated up and down since 2003-2004, the quantitative data documents a drop from a high of 54 students in the M.A. and Ph.D. programs in 2003-2004 to a low of 44 in 2008-2009, a gentle but still noticeable decline that is set against the much steeper decline stated in the report from some 65 graduate students in the 1990s to some 45 at present, for a 30% decrease overall. This largely correlates with the other data, which shows fairly stable lower-division SSH, fluctuating upper-division SSH, and declining graduate SSH between 2003-2004 and 2008-2009. Fortunately, the department’s problems do not extend to its facilities, which fully support the department’s programmatic needs (and are benefiting from a renovation of the building air conditioning), and to its staff, which is similarly sufficient for its current needs.

The quantitative data justifies the department’s insistence that “the loss of faculty positions in the Philosophy Department is taking its academic tool and, if not reversed, would lead to shutting down of our graduate program.” But while this might be a reasonable position to take in normal times, the current budgetary crisis faced by the University of Hawai‘i makes less likely the ideal solution of simply adding more faculty to reinforce the graduate program. A more comprehensive analysis of the situation is required. The department chair, in his interview, listed the department’s priorities in terms that were corroborated in other interviews. In ranking order, those priorities are: 1) Faculty Research; 2) Graduate Majors; 3) Undergraduate Majors; 4) University Students. This indicates an institutional gap between the department and the University’s renewed focus on its undergraduate students, which is tied to a larger goal of increasing undergraduate enrollment and consequently tuition revenue. As part of the College of Arts and Humanities, itself part of the greater Arts and Science consortium, the Philosophy Department belongs to that part of the University with an important, perhaps primary, role to play in this undergraduate initiative. The future existence of the graduate program of the Philosophy Program may paradoxically depend on the viability of its undergraduate program.

The faculty has a solid core of serious and productive scholars (though the report's statistical summary of faculty publications reveals that some faculty are more productive than others). This productivity is tied, in significant part, to the two international journals edited by the faculty, *Philosophy East and West* and the *Journal of Chinese Philosophy*: with the first journal in its 60th and second in its 36th year of publication, both are well-established contributors to the department's international visibility and reputation. Further strengthening the department is the international depth as well as breadth of its faculty, so that having on its faculty native speakers from relevant countries reinforces the department's strengths in Asian philosophies. Recent hires indicate that the department intends to continue this intellectually healthy practice. The challenge facing the department is the need to think strategically, rather than reactively, of how best to maintain its historic strengths even if it does not receive the wished-for additional faculty lines. At the very least, the department should: 1) develop a long-term plan for faculty retirements and core replacements, 2) temper its resistance to using lecturers to complement regular faculty, and 3) conduct an interdisciplinary survey of parallel strengths in cognate departments across the university, where both existing positions and future cluster hires could be used to fill gaps with the department itself. The interdisciplinary Islamic Studies program is an excellent first step towards this third recommendation, yet remains an exception at present to the general rule of department self-sufficiency.

The department's emphasis on scholarly research and expertise is aligned with its small but solid graduate program. Indirect evidence, including the report's list recording the department's placement of Ph.D.s over the last five years, as well as a productive discussion with the department's graduate students, suggests that the program is indeed successful at preparing, mentoring, and then placing its graduate students in academic careers. The challenges faced by the graduate students are twofold: 1. the need identified and addressed above to maintain a coherent core of relevant faculty; 2. the continuing shortage of adequate funding in the form of assistantships and fellowships. While the department currently has 7 teaching assistantships, two established fellowships and another 2 trial fellowships, it is regularly admitting many more graduate students than it can support financially. Rather than rely exclusively on the University itself to solve this problem, the department should take advantage of its distinguished history and international reputation going back to 1936 and work actively with the Foundation to secure endowments for fellowships. This same strategy should also be pursued with the objective of established endowed professorships, and securing funding for the continued publication of the department's two journals, especially the *Journal of Chinese Philosophy* that, apparently, is at risk.

The department's fruitful synergy between faculty research and graduate education does not seem to extend to its undergraduate program. Despite the relatively stable SSH, the undergraduate program and its students were largely invisible during the interviews: placed a distant third (and fourth) by the department chair, ignored by the faculty in their interview, and indirectly confirmed by the undergraduates, who boycotted their interview session (alone among all the student groups interviewed). While such negative evidence

is hard to evaluate, it points to a disappointing lack of engagement between the faculty and their assumed students. The only other, equally discouraging, piece of evidence that surfaced during the campus visit was the unfortunate reputation of the department's course in logic, part of the University's core, as a killer course in which students were more likely to fail than learn the fundamentals of logical thought.

Critical Issues

As the preceding overview makes clear, the Department of Philosophy has a distinguished record of contributing to the core strength of the University of Hawai'i in Asian and Pacific studies. At the same time, however, the department faces two critical issues that should be addressed in the near future:

1. Undergraduate Education

The undergraduates need attention. At a time when the university has made undergraduate education one of its priorities, the department needs to make undergraduate students one of its priorities as well, both in terms of how it prepares, advises, and supports the professional development of its students, and in terms of its larger contribution to the general education of UH-Mānoa students. This is as much a matter of culture as it is practical problem: the department needs to value its undergraduate students as much as it values its graduate students

2. Vision

The program is insular. Despite some tentative connections with cognate programs like Religion, the department seems relatively disengaged from both the university and from the larger community of Hawai'i ; two exceptions to this are the previously noted interdisciplinary Islamic Studies program, and the successful Philosophy in the Schools program. But the Islamic Studies program remains an exception to the rule, while cuts in public school funding have put at risk the Philosophy in the Schools program. Again, the solution to this problem is as much a cultural issue of awareness as it is a practical matter of engaging with the university through interdisciplinary initiatives and a renewed commitment to community engagement.

Department of Religion

Overview

The Department of Religion offers B.A. and M.A. degrees.

Comprising 8 FTE faculty, the Department of Religion offers a B.A. major and a nationally distinctive M.A., while contributing mightily to general education, producing more SSH per faculty (943) than any department on campus (campus average=341) to yield a hyper-efficient Tuition/Instructional Expense Ratio of 2.04. The faculty members are top-notch, coming to UH-Mānoa from leading doctoral programs (e.g., Columbia, Munich, Geneva, Chicago, Copenhagen, Santa Barbara) known for producing stellar scholars of religion.

In 2009, 42 undergraduate students were majoring in Religion, learning “about the histories, beliefs, discourses, and practices of the world’s various religions.” As with other religious studies departments in public universities, the department’s approach to the volatile subject of religion is non-theological and does not privilege western traditions. Far from it. The department, known for its expertise in Asian and Pacific religions, challenges students to take all religions seriously and to consider objectively the complexity of human religious expression, including lived religions in Hawai‘i . The number of departmental majors has more than doubled over the last decade, mirroring the documented increased interest in this subject among undergraduates nationally. With the recent hire of a faculty member whose research expertise is Islam, there is every reason to think the number of majors will remain at this level or increase.

There is also every reason to think the intense popularity of the department’s undergraduate courses among non-majors will endure or increase. REL150, Introduction to the World’s Religions, “is consistently the most popular FG course offered at UH-Mānoa, with approximately 1,000 students enrolled each semester.” The course fulfills general education requirements and explores subject matter that appeals to contemporary undergraduates eager to prepare themselves for citizenship in a globalized, multicultural, interconnected world.

Student evaluations of undergraduate offerings are quite positive, with most scores hovering around 3.0, with slightly lower scores received for facilities (2.96) and career preparation (2.82), and higher scores registered for faculty mentoring (3.25) and learning outcomes (3.67). Majors seem quite happy and provide comments such as the following: “The professors in the Religion department are fantastic. They did become my mentors.”

Graduate students in the M.A. program could not say enough positive things about the level of attention and intellectual support they receive from faculty. They very much confirmed what the department’s statement avowed: that graduate students in this program receive world-class mentoring and enjoy an enviable faculty/student ratio.

The M.A. provides two tracks, Plan A (thesis) and Plan B (non-thesis). The department recently revised the latter working in partnership with the Assessment Office. Either

option prepares students for further study or for teaching in community colleges. The thesis option has proven to be the more popular option and, according to students, it is the one best defined in terms of learning outcomes and career pathways.

The department wisely and strategically focuses its masters program “on the religions of Asia and the Pacific.” This taps the faculty’s expertise in those religions and their relevant languages. This focus also fits the program’s geographic location, makes use of collateral resources on campus, and aligns with the university’s strategic priorities. Not surprisingly, students from around the world who aspire to gain entry into the highly competitive doctoral programs of religion are drawn to this masters program. It provides a superior foundation that has enabled UH-Mānoa graduates to matriculate in doctoral programs at Princeton University, the University of California at Berkeley, Duke University, Claremont Graduate University, University of Texas Austin, University of Indiana, Ohio State University and Sterling University in Scotland.

Critical Issues

1. Junior Faculty Retention and Renewal

As with other departments in the college, there is concern about the ability of the campus to retain junior faculty, who are dismayed by the relative lack of support for their research (including conference funding and release time) and demoralized by the daunting cost of living on Oahu. The concern about retention is even more acute in this department due its size. In this department, a single departure or retirement constitutes a loss of more than 10% of the department’s faculty capacity and may wipe out coverage of an entire world religion!

2. Continued Implementation and Communication of revised Plan B (non-thesis)

As noted above and in its statement, the department proactively undertook a review and revision of the non-thesis master’s track. While this technically “closes the loop” on the assessment process, it does not complete the work itself. There still appears to be some need for communication and consolidation of understanding of what Plan B consists of and what its goals or purposes and outcomes should be. Graduate students interviewed by the review team stated that the faculty themselves still seem somewhat divided about these questions in relation to Plan B. Is it viewed universally as a viable track for those who do aspire to apply to doctoral programs or not? When should students make the decision about the writing of a thesis and how well are they advised when they make that decision? In short, the department was correct to perceive a need to rework Plan B and it now needs to continue that conversation internally until a clear consensus is reached, consolidated in shared expectations, ratified in written materials and consistently practiced in advising and mentoring of graduate students.

Every campus needs departments that provide robust service to general education. At the University of Hawai‘i , Mānoa, the Department of Religion does that to a heroic degree. But it does more than provide service courses. It provides an undergraduate major that increasingly attracts student interest, has vital relevance to life in multicultural crossroads Hawai‘i , and has increasing relevance in the contemporary world. And it provides a

niche masters that is competitive with almost any in the country in terms of its coverage of Asian and Pacific religions. In short, thanks to its dedicated faculty, this is the little department that can. It warrants respect and support, for it ably carries its weight and more, generating good numbers while also sustaining high quality and distinctiveness.

Department of Speech

Overview

The Department of Speech offers the B.A. and M.A. degree.

Although the department has 10 full-time faculty FTE, the teaching strength of the department relies on 7 tenure-track or tenured professors and 2 full-time visitors. Three senior members currently serve in administrative positions: Assistant Vice-Chancellor for Undergraduate Education, Interim Associate Vice Chancellor for Academic Affairs, and Interim Associate Dean for the College of Arts and Humanities. Speech is a robust department in all areas: research productivity, teaching strength, campus citizenship, and community engagement. Rather than griping about an administrative “brain drain,” colleagues take pride in the accomplishment of their peers even though they are stretched quite thin at the department level. The fact that Speech can offer all required courses for the major every semester is a testament to careful scheduling and faculty flexibility.

With doctorates from Stanford, Cornell, Ohio State, Michigan State, University of Buffalo, University of San Francisco, and the University of Arizona, most senior and all junior colleagues have robust research agendas and Speech ranks tenth nationally in the fields of intercultural communication and Asian communication research. For the academic year 2009-10, the department newsletter reported over 30 research articles published or in-press. Speech has a strong Asia-Pacific orientation with four faculty members receiving their baccalaureates at top-tier Korean universities. Rather than aim for coverage, Speech has built an excellent reputation around intercultural communication as a research area shared by all faculty. Moreover, professors routinely involve their graduate students and undergraduates into their research projects and co-authored papers and presentations are common. This spring, at the Western States Communication Association conference, the UH-Mānoa Speech contingent walked away with the best undergraduate paper and the top paper in intercultural communication.

In 2008-09, the department generated 4583 SSH, comprising 2941 lower division hours with non-majors comprising 99% of this enrollment. This figure dropped significantly at the upper division level to 61%. Undergraduate majors (82) outnumber MA students about 6:1. Faculty members have a close working relationship with undergraduates from research activities to bowling outings. Student-centered learning appears in the forefront of the curriculum as the department emphasizes communication competencies, especially interrogating the cultural aspects embedded in verbal and non-verbal discourse. Undergraduates appreciate the blend of humanistic inquiry and social science research as well as the dedication of the faculty. “At first, they [the courses] kick your butt, but then you really get into the material and the professors are chill.” Faculty members treat students with great respect and lack of pretense, inviting interaction inside and outside of class. In the words of another student: “We are equals in the class; of course, the professor is the smarter equal.” Like other units in the College, Speech demonstrates how a comfortable learning environment and academic rigor are not mutually exclusive. According to the self-study, the “majority” of classes require research projects and several require the production of a “journal-style” essay based on original work.

As the self-study reports, graduation rates correspond with the College and the campus as a whole. During the interview session, not a single student (out of 25) started UH-Mānoa as a Speech major; most discovered their passion in their junior or senior years. However, given the design of the curriculum and the frequency with which core requirements are offered, students can finish the program relatively quickly. Robust summer offerings and mandatory advising at the department level also enhance time to degree. According to a recent Vice Chancellor Academic Affairs survey on teaching, 75 % reported that finished in three years or less once they discovered the major. In addition, 90% indicated if they had to repeat their college experience, they would still choose Speech as a major.

With an intercultural communication emphasis, along with energetic mentoring, Speech is well poised to assist the campus in raising its National Survey of Student Engagement (NSSE) scores. The self-study elaborates how classes tackle issues of prejudice as expressed in verbal and non-verbal behavior, prompting students to examine their own behavior and “expand their abilities to see others’ ways of understanding the world... more mindfully and sensitively.” Students enrolling in Speech courses, moreover, have ample opportunities to interact with peers. The Speech Communication Society seeks “to create a safe environment while providing opportunities for service, career, academic, and social events.” Since 2002, three faculty members in Speech have won the UH Regents’ Medal for Teaching Excellence. Despite the budgetary challenges, faculty and student morale seems very high and there exists a genuine camaraderie within the unit, one in which students are viewed as individuals and many as colleagues.

Speech has a small, but vibrant, M.A. program with 14 students, the smallest in the College of Arts and Humanities. The department has a solid reputation as a “feeder” school for some of the best programs on the mainland, including Arizona State, Michigan State, University of Texas, University of Arizona, and UC Santa Barbara. 25% of the M.A. students pursue a PhD. Graduate students appreciate the close mentorship and opportunities for research. In the words of one student who will pursue a doctorate next year: “I have been challenged and molded by the outstanding faculty who clearly make it their mission to help students succeed.” Because of the pressures of undergraduate teaching, the program has remained small, yet it is not as selective as one might expect with a 70 percent admission rate for the M.A. program. Yet, the success of current and former students speaks volumes about the quality of the graduate program. While no placement figures are available, M.A. graduates who completed their doctoral training elsewhere teach at University of Maryland, Indiana University, Penn State, Oklahoma, and Syracuse. The department also hired one its former graduates.

During the interview session, graduate students expressed concern about the visiting faculty members and made passionate pleas for their lines to be converted into tenure-track positions. They also desired a doctoral program in Speech, primarily to continue their fruitful research collaborations with faculty. Perhaps since their program is of a shorter duration, Speech students did not underscore the paucity of graduate funding with the same urgency as their doctoral peers in American Studies. However, they did desire additional teaching opportunities and fellowships.

Through its research programs, the Department of Speech has forged effective community partnerships. As example, Dr. Hye-ryeon Lee has collaborated with the American Cancer Society and other local organizations in garnering extramural funding for tobacco prevention research. Since 2002, she has served on the governing board of the Coalition for a Tobacco-Free Hawai‘i. Dr. Amy Hubbard, moreover, incorporates a service-learning component in many of her classes. The lack of administrative grant support certainly hinders opportunities for research funding. Again, we encourage a pay for service protocol with the Social Science Research Institute. This service would not only mitigate the current burden on faculty but also increase the volume of grants.

The Communication Interaction Laboratory is a welcome (and overdue) addition to the department, providing a state-of-the art facility for faculty and graduate students. This investment by the Dean of Arts and Humanities will facilitate research productivity and mentoring.

Administrative staffing remains a concern with regard to technology support and assistance with grants. A College of Arts and Sciences IT unit could offer customized attention to the instructional and research needs of faculty, staff, and students

Critical Issues

1. Teaching Resources

The Department of Speech is very thin on the ground. Seven full-time faculty, two visitors, and lecturers generate more student hours than “half of the other departments in the College.” Given the Asia orientation of the department, Speech could be included in a cluster hire scenario though the review team recognizes that this type of innovative collaboration would be easier said than accomplished. With a selective investment in resources, perhaps Speech could divert funding for part-time lecturers toward a tenure-track position. An additional tenure-track faculty member seems critical if the two interim administrative appointments are regularized. For instructional resources lost by the lecturer pool, second-year M.A. graduate students might offer more lower-division courses during the summer.

2. Graduate Students

There is a strong sentiment for a doctoral program in Speech. While UH-Mānoa does offer a Ph.D. in Communication and Information Sciences, the curriculum appears substantively different from the intercultural emphasis and methodological approaches offered by this unit. Given Speech’s reputation as an M.A. pipeline, the desire to develop a doctoral program seems justified. However, it cannot be implemented without additional faculty or graduate funding. Regarding support for M.A. students, greater articulation between undergraduate enrollment and graduate funding would advantage Speech. A formula of providing one graduate assistantship per fifty to sixty students seems reasonable and realistic. The department should explore opportunities to work with

development staff for graduate fellowships, extramural grants, and internships. Teaching in summer programs would also provide classroom experience and financial support.

3. Nomenclature

The review team agrees that “Speech” is an anachronism that does not adequately describe the department’s mission or curriculum. However, the team does not embrace “Communicology” as an appropriate descriptor. Other possible names include “Cognitive Communication Science” or a similar term that accounts for both humanistic inquiry and behavioral science.

An energetic community, Speech not only contributes to the campus commitment to diversity and to the Asia-Pacific world, but also attracts substantial numbers of undergraduates to the College. Productive scholars and engaged instructors, faculty promote a feeling of belonging with one another and with their students.

Department of Theatre and Dance

Overview

The Department of Theater and Dance offers B.A., B.F.A. (in Dance only) M.A., M.F.A., and Ph.D. degrees.

What appears to be one department, the Department of Theatre and Dance, is really a weak construction in which two largely separate departments work together in a minimum of areas. This is actually visible, in that the facilities used as Theatre's home are in Kennedy Theatre, while Dance is relegated to four different buildings and the Dance professors have offices in one of the temporary structures while the Director is housed in Kennedy. Essentially, all Theatre classes and productions are in Kennedy, while Dance is spread through Music, and two temporary buildings. Theatre sometimes uses the High School for rehearsals. (Facilities will be discussed separately below.) Students at both undergraduate and graduate levels remarked on the obvious separation of the units – some met for the first time. Unfortunately, the data is mixed because it reflects a single unit so it is hard to 'see' anything more than macros (numbers of students, etc.). The most significant issue here, however, is not data – it is relative lack of collaboration.

The Theatre and Dance faculty are hard working and invested in their students. Indeed, their commitment to their students is what keeps them going these days. There are 12 full-time Theatre faculty and 5 in Dance. This does not tell the full story as emphasis on tracks or concentrations (e.g., Eastern Theatre, Western Theatre, Puppetry, Hula and other Asian dance forms, and modern) are only possible in several cases through the activities of one or two faculty. And the vulnerability is not just visible in 'types' of theatre or dance: in Acting, for example, one faculty member is now responsible for all acting, voice, etc. This is a very precarious structure.

That said, the 'eastern' direction of much of the work in Theatre and Dance is unique and UH-Mānoa is (or can be) a leader in the area. Judged by their vitae, faculty members are productive and committed – collectively, although this varies a good deal, they have produced 14 books and 31 articles since 2003 along with 8 translations and 155 performances! There is no available external ranking for this unit anymore than for Music, but faculty have brought in from intra and extra mural areas, about \$450,000 since 2003. In the arts that's good! The Director of Dance was President of the national body (CODA) for two years and Dance is included in that organization.

Theatre and Dance serve about 93 undergraduates and 69 graduates ('08-'09 data) and here, as in Music, the numbers appear to be rising, not falling. Unfortunately, time to degree is nearing 6 years at 5.86 and is above the college average. Reasons for this are obvious: need to work, difficulty in offering needed courses, and, in fact, also in scheduling them. About half of the undergraduates come from outside Hawai'i and the number is steady. About 55% of graduate applications are accepted and 60% enroll.

Undergraduates and graduates praised their faculty. The courses are seen as rigorous and the department is viewed as an enabler (of student success; this is borne out on a macro level at UH-Mānoa in the NSSE data we saw). Students also complained about too much fragmentation, too little collaboration between Theatre and Dance. One of the comments was that too much of this world is ‘siloed.’

In fact, this seems to evoke some of the issues seen in the NSSE data showing that students at UH-Mānoa do not see themselves, surprisingly, as enjoying close relations with a diverse set of fellow students. Of course, they are also interested in having Musical Theatre and, while the faculty may not agree, this is an area that calls out for collaboration among Theatre, Dance AND Music. It is, obviously, popular, and not cheap, but that is not inherently bad and might pay dividends in a variety of areas including fund-raising.

Some of the comments from graduate and undergraduate students appear to be parts of the enrollment puzzle seen in the Proposal for Enrollment Growth. For example, graduate students were critical of undergraduate lack of commitment and the undergraduates made it plain that graduates of the private schools (high schools) do not attend UH-Mānoa. Likewise, among graduates, few from Hawai‘i enter the M.F.A. program.

Faculty raised concerns about workload and bureaucracy. In addition to a 3/2 teaching schedule and student mentoring, faculty members also had responsibility for the productions of shows. They were clear that they see UH-Mānoa as having too much bureaucracy with too little to show for it. But they emphasized repeatedly how great their students were – it’s what motivates them.

Faculty and students noted their strong connection to the community, the more so as they perform in various groups and hope for jobs in the community some day. But most students envisioned leaving Hawai‘i for a career on the mainland (less so Asia). The faculty were very specific in their enumeration of issues, were more critical, and less ‘together’ for want of a better word. Emphasizing their multicultural offerings and interest, faculty agreed that they were a ‘Window to the Community’

Critical Issues

1. Facilities

Theatre reports that they have only two classrooms for their curriculum (presumably this means rooms they more or less control). Additionally, they cannot schedule classes in performance in spaces needed for productions after 1 p.m. because of their use for performance. And the two spaces (Main Stage and Lab Theatre) are not sound proof so they cannot be used simultaneously.

The problem in Theatre is that Kennedy is simply too old. It was built in 1963 and few facilities that old continue to work without major renovation – indeed, often the renovation is either too expensive or impossible due to the construction of that era. That said – Kennedy looks very nice from the exterior and the interior seating and viewing space has charm. It needs work probably on the scale of that recently accomplished in Music. But it also needs more space, for example for storage, as well as for classrooms. Currently set storage is under the Main Stage and is both a jumble and, in my humble and non-expert opinion, a firetrap. Same for the costume shop. The stage needs work in most areas. Back of House areas are being used for anything but their intended purpose due to space shortage – we met in the women’s dressing room! Theater is, I am told, not accredited by NAST solely due to the facilities issues.

Dance, by comparison, is not in one place, it is all over the place. Hula and Asian dance forms are taught in Music; a temporary building alarmingly close to Athletics is both hot, old, attacked by termites, and home to the faculty (if I have the right temporary building in my memory). But the Director has his office in Kennedy and that makes no sense. Another temporary building near Music is also in use and, not to be denied, the department also makes use at strange times of the High School on campus. None of these are ‘performance’ spaces one is needed. Typically a dance venue is not large and could, if designed carefully, be part of a new Concert Hall or expansion of Kennedy.

2. Support for Students and Productions

Faculty members noted that there were too few international students at the graduate level because of lack of financial aid. All agreed that multi-media and IT support was quite inadequate. There is no college-wide or campus wide purchasing of IT products or provision of expertise. This is an exploding area in the arts and a serious lack in this area can have major consequences. Production costs have evidently been scaled back. To facilitate applications for extramural support, we encourage a pay-for-service protocol with the Social Science Research Institute.

3. Development

Monies needed to renovate (or replace) existing space represents a wise investment of resources given expected returns in community attendance and donor stewardship. All units could benefit by more cooperation in fund-raising by working closely with the Dean and Development. Indeed, part of the capital campaign should be dedicated to enhancing the cultural arts at UH-Mānoa, especially with regard to providing performances spaces worthy of a dynamic and innovative Departments of Music and Theater and Dance.

Theater, Dance and Music need support from the college and campus in many areas – as noted in the overall comments about the college. But all of these units need to develop a culture of ‘strategic’ investment as well as a way to be entrepreneurial. If the distribution of income from summer and special programs could be tied to the departments that generate the revenue in ways that encourage and motivate – all (including the university) would benefit. More collaboration internally would cost little, pay dividends in the form of higher quality, generate more attraction to specific groups, and lay a base for improved grant getting.

Theatre, Dance and Music ARE a window to Hawai'i but they are also a wonderful 'window' to the campus as a whole.