

PROGRAM REVIEW
COLLEGE OF ARTS AND HUMANITIES
UNIVERSITY OF HAWAI'I, MANOA
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University of Hawaii, Manoa
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As one of the four colleges of Arts and Sciences at the University of Hawaii, Manoa, the flagship university campus of the state of Hawaii, the College of Arts and Humanities is a leading center of liberal arts education and research. It has eight departments and one program (the Academy of Creative Media), training students for bachelors, masters, and doctoral degrees. It enrolls some 11,000 students every semester and has over 1600 undergraduate majors and graduate students. In addition to its location in one of the world's most enviable physical settings, the College has a number of strengths that should make it not just a major center of learning in Hawaii and the Pacific but a model for research universities in the twenty first century.

Strengths

The College's last Program Review, in 2010, expressed concern at the lack of a mission or vision statement for the unit. We are pleased to note that the College moved swiftly to address this criticism by convening a retreat of department chairs in 2011 at which a mission statement for Arts and Humanities was written. The resulting statement addresses a number of issues, but in particular it emphasizes the specific focus of the College on Asia and the Pacific:

"The college, because of the geographical location of our university, is especially conscious of the present and future importance of Asian and Pacific regions and offers unique opportunities for the study of the histories, arts, philosophies, religions, cultures and peoples of these areas." [from Third/ Year Progress Report]

Our review team observed that most departments have embraced this mission and offer a wide variety of offerings focused on Asia, Hawaii, and the Pacific. To give a few examples, American Studies' emphasis on United States interactions with Asia and the Pacific have made it a distinctive department in the field; the international reputation of Philosophy is largely built upon its focus on Asian and comparative philosophy; and Religion, History, and Theater and Dance all have faculty specialists in the study of Hawaii; the ethnomusicology track in Music offers a focus specifically in those areas. Moreover, this focus often exists in a large context emphasizing global and transnational studies. World history, for example, is a signature theme of the History department. In general, this concentration on Hawaii, Asia, and the Pacific serves both to give Arts and Humanities a unified and distinctive research profile while at the same time connecting it

to some of the most prominent intellectual trends nationally and throughout the academic world today. This specialization in global context has enabled some departments in the College to carve out a leading reputation in their fields. In general faculty research productivity seems strong, comparable to other flagship research universities.

We also noted that, while many students, faculty, and staff had major concerns and at times complaints about the conditions of their study and work, at the same time most seemed happy to be in the College and in general morale was very high. Both undergraduates and graduate students strongly praised their professors for being accessible and invested in their own educational success, and many faculty expressed satisfaction at the spirit of collegiality and community shared by their colleagues. The academic and support staff, who at times complained strenuously about how they were viewed by the faculty, nonetheless talked about how much they enjoyed working at this university, and interacting with students and professors. One of UH-Manoa's greatest successes thus seems its ability to foster a level of faculty/student interaction more typical of a liberal arts college with the research productivity associated with a research 1 university.

Another important aspect of the College's emphasis on Hawaii, Asia, and the Pacific is a very strong level of community engagement. UH-Manoa in general is very conscious of its position as the one research university in the state, and takes seriously its mission of preserving and fostering the cultures of the islands. History, for example, works closely with the library's Hawaiian collection to promote the study of local history, and the Academy for Creative Media emphasizes enabling students to tell their own cultural stories. American Studies houses a dynamic program in historic preservation, the only one in the state. This engagement with local and regional concerns further underscores the importance of the College both to its own students as well as to people throughout Hawaii and the Pacific.

We would be remiss in not noting a final strength of the College of Arts and Humanities, its Dean. Peter Arnade has been in his position for four years, having arrived after the last Program review of the College. During his tenure he has taken several concrete steps to bolster the intellectual and organizational vitality of the College, including developing new programs like digital humanities and a reorganized Humanities Council. He has also been very active in fundraising for the College. During our meetings many people throughout Arts and Humanities praised his efforts as dean.

Issues and Concerns

While the students, staff, and faculty we had a chance to meet clearly enjoyed being in the College of Arts and Humanities, at the same time many voiced serious concerns and at times complaints about the condition of the College. At the base of most of these lay thorny questions of resources. Like most public research universities, in recent years the University of Hawaii, Manoa has had to deal with declining budgetary allocations from the state legislature, which it has largely sought to compensate for by increasing tuition.

This combination of straitened resources and increased costs for students, compounded by a lack of certainty about the university's financial future, has created a challenging environment for the College.

We were also concerned about support for the College in the UH system in general. While both the VCAA and interim Chancellor have close ties to the Arts and Sciences and seem very supportive, we note that the Strategic Directions proposal of the UH system says virtually nothing about the importance of the arts and humanities for the state. Given that UH-Manoa will soon receive a new Chancellor, this is troubling. We very much hope that the UH President as well as the state authorities will take the time to understand the importance of this College to making UH-Manoa a leading research university in the 21st century.

Although financial matters far and away dominated the complaints expressed to us by people in the College, they were not the only concerns. We also heard criticisms of various programs, college and university structures, key shortages of faculty, and curricular issues. Although many of these issues are in fact rooted in a shortage of resources, they do merit consideration on their own.

It is of course beyond our authority to demand a major shift in the College's revenue base. More modestly, what we can do in this review is indicate the impact of these resource issues on the College's program, and suggest some ways to address them. In particular, we consider it important to focus on low-hanging fruit, on problems that could be resolved without major allocations of new resources, or at least those where a minimal investment would most likely produce maximal returns.

College and University Organization

The issue of college organization confronted us at several points. All universities have their administrative peculiarities, and UH-Manoa is no exception. The fact that literary studies are not in the Humanities is unusual, as is the separation between Communicology (in Arts and Humanities) and Communications (in Social Sciences). Such separations are worth reconsidering, as is the place of Arts and Humanities in the administrative structure of the university more generally.

The Program Review of 2010 strongly criticized the absence of a true Provost or Executive Vice Chancellor at UH-Manoa. The current system divides responsibility for making academic decisions with resource implications between the Vice Chancellor for Academic Affairs, Reed Dasenbrock, and the Vice Chancellor for Administration, Finance, and Operations, Kathy Cutshaw. We were glad to learn that these two individuals seem to work together well, but in general we share the concern of the previous program review team and agree that an academic administrator should have the ultimate authority over decision-making that directly impacts academic programming.

The College of Arts and Humanities is one of four colleges of Arts and Sciences at UH-Manoa, along with Social Sciences, Natural Sciences, and Languages, Linguistics, and

Literature. We met with the four deans together, and they seemed to have not only a collegial relationship but also some structures for meeting regularly and working together. On a campus with as many different academic units as this one, it might nonetheless be advisable to have a stronger structure that represents the entirety of liberal arts education and research. Such structures are never easy, especially because they risk in effect reducing the status of deans of very large and complex colleges to associate deans, but we consider it worthwhile to explore ways to bring the four Arts and Sciences colleges together more systematically.

During our visit a number of individuals discussed the possibility of combining Arts and Humanities with Languages, Linguistics, and Literature. There seems to be strong interest in this among the administration, but many faculty and staff were more skeptical, asserting that the idea needs to be developed much more systematically and transparently, with clarification of the advantages of such a union, given the constrained resources of both units. Moreover, some felt being housed in a larger unit would mean less contact with the dean. While a merger of these two units could potentially offer many advantages, these are valid concerns, and we hope they will be duly considered in any reorganization plans. UH-Manoa is currently searching for a new Chancellor, and we imagine whoever is chosen will have a lot to say about these questions.

Enrollment and Financial Management

As the 2010 Program Review indicated, higher enrollments are key to the vitality of the Arts and Humanities departments, especially when it comes to securing new faculty lines. Unfortunately, in the intervening six years since the last review the situation has worsened significantly, both for the College and the University as a whole. Whereas in 2010 the university had 20,005 undergraduate and graduate students, today it only has 18,865. For the most part this reflects a decline in the number of graduate students, from 6,224 to 5,176, although undergraduate numbers have also dropped somewhat. The number of students served by the College, including students in classes (SSH), majors, and graduate students have also dropped, sometimes precipitously. Since 2010 the number of students majoring in Arts and Humanities departments has fallen by 30%; Student Semester Hours (SSH) by 14%.

During our visit we heard both numerous explanations for this problem, and some ideas about resolving it. Like most other public universities recently, UH-Manoa has gone through tough times in terms of state funding, experiencing a 26% budget cut in 2010. As a result, in-state tuition has doubled in the last ten years, now costing \$10,000 per year. The fact that this is still relatively low for public research universities comes as cold comfort to Hawaii residents. Another factor seems to be competition from other public universities, notably UH-West Oahu. The university has been experimenting with a number of solutions, in particular increased summer session offerings, online courses, and attracting more international and out-of-state students.

The College has had its own budgetary challenges. In 2013 it had to absorb a 3% budget cut. Moreover, it has had to support union-mandated faculty wage increases, in effect an unfunded mandate.

For the College, the decline in enrollments is part of a broader crisis affecting the humanities and social sciences nationwide, something we have all experienced. With the exception of Natural Sciences, all the Arts and Sciences deans noted a similar situation. We were impressed with some of the efforts of individual departments; for example, American Studies now offers instruction to its faculty and graduate students in how to teach online courses. The Dean has made building enrollments a priority for the College. Clearly, however, much more is needed. It is important to enable students to take courses and sign up for majors in the College as easily as possible. We learned, for example, that students who double major can only count one major, something that might disadvantage Arts and Humanities departments with the potential to attract students also majoring in the sciences. Attention to attractive and easy to negotiate websites, as well as designing captivating lower division courses to introduce potential majors to the department, should pay off in higher enrollments.

Enrollments are particularly important because they may become, more than before, the key to resource allocation at UH-Manoa. The VCAA suggested that the university is moving away from its traditional budgeting model based on historical precedent toward one that focuses more on performance metrics like enrollments. Given that this issue came up in the last Program Review of the College, we suspect that such a transition will be gradual, although here again the new Chancellor may have her or his own ideas. In any case, it will probably be increasingly important for Arts and Humanities to find ways of bolstering its enrollments, and to do so without engaging in zero-sum practices that pit one department against another. The College will need to build upon its already strong practices of interdisciplinary and cross-disciplinary collaboration to persuade undergraduates to consider its course offerings. It will also need to explore the structure of general education at the university, making sure that its departments are well represented in required courses.

Undergraduate Education

As public research universities are made increasingly dependent on student tuition by the decline of state funding, the quality of undergraduate education has become more important than ever before. We met with undergraduate majors from throughout the College, and were impressed by their very high levels of satisfaction with their majors, in particular with their interactions with the faculty. Time and time again students praised professors both for the quality of their classes and for their attention to them as individuals. At the same time they expressed concerns about the financial condition of the university and rising tuition in particular. Many work off-campus, some holding multiple jobs in order to make ends meet, and all complained about the high cost of living in Honolulu. Yet they emphasized the positive nature of their student experience in general. Students did express a desire for more scholarships and research funding as well

as more internships. Some also wished for more online courses, which they said were easier to negotiate given their busy schedules.

Of course we were only able to meet with a small percentage of the College's undergraduate students. Statistics tell a somewhat different story. UH-Manoa's six year graduation rate of 56% is slightly higher than the national norm but well below the average for flagship state universities. The large majority of those that don't finish in six years leave the university rather than taking longer to get their degrees. Almost all departments in the College are experiencing declining enrollments, measured by SSH, the number of undergraduate majors, or both. Within the College, time to degree varies significantly among the departments, as we will see in the sections of this report devoted to them.

As at most large universities, oversight over the undergraduate academic experience is divided between a number of stakeholders, including the department, the college, and the university as a whole. We were very impressed with the Manoa Assessment Office, which has not only developed sophisticated metrics for measuring student learning outcomes but more importantly has gotten buy-in from most departments in the College. In general, the university has performed well in recent accreditation reviews. The College has also made some progress in improving the undergraduate experience. Since 2010 the number of online courses has increased from 18 to 33, and more Arts and Humanities students are participating in international education programs. One absence was a strong focus on undergraduate research in the College; developing such programs would make Arts and Humanities more attractive to top undergraduates both in Hawaii (high school and transfer student applicants) and out of state.

Advising

Good advising is critical for student success. It is particularly critical in the arts and humanities, which are being erroneously dunned for "leading nowhere" that students need the most support to plan coherent programs that will satisfy not only the students but their parents as well. This is crucial not only for time to degree but also for graduation rates—both significant issues for the campus. In 2012 the Arts and Sciences deans reorganized their shared advising unit, CASSAS, bringing together the advisors of Arts and Humanities with those of Languages, Linguistics, and Literature. Given the closely aligned nature of undergraduate programs in those two Colleges, we applaud this move. However, some important challenges remain. The ratio of students to advisors in the new unit is shockingly high, at 697 to 1—not only more than twice the nationally recommended norm but also higher than the College's own advising program in 2010. Even if a projected reduction of that number students from July 1st occurs when the unit doesn't advise the NS-P population as it does now, the ratio will be 435 to 1. The Advising Office for the Colleges of A&H and LLL needs two more advisers—one to replace the adviser who retired on April 1, 2016 and one additional.

The advisors we consulted emphasized the importance of online electronic help. At present students can download the many forms that are necessary for various types of

actions that fall under advising. But they must walk those forms from office to office to get them approved. Admissions and Records purchased the NOLEJ software that could reduce this time-consuming process, but they did not purchase the Workflow Capability component that would permit electronic circulation of forms with signatures. In the home-grown degree auditing system, there is no capacity to put confidential notes on record. Nor is there storage for documents pertinent in the advising process (doctor's notes, for instance). Furthermore, the system can audit only one major at a time. Manual check is required for comparison with a second major. Minors and certificates are not auditable. In order to work with a third major, it is necessary to do a "what if?" inquiry.

The point for advising is this: If efficiency can be achieved by electronic means, then advisers have more time to TALK with students. The main point of advising is after all guiding students about courses and clusters of learning that make sense for their interests and for their futures.

Graduate Education

UH-Manoa has the only PhD programs in the state, in addition to many masters degree offerings. Like the undergraduates, many of the graduate students highly praised their faculty for going the extra mile to mentor them and support their career ambitions. To a much greater extent, however, the graduate students we talked with complained about the financial challenges they had to confront in pursuing their educations.

The level of financial support for graduate students in Arts and Humanities is unacceptably low for a major research university. The main type of support for graduate students is GAships, and this program has two main problems. First, there aren't enough of them to go around. This is a problem for the College's departments in general, especially because they at times have to limit enrollments in large classes due to a shortage of GAships at a time when the College is trying to boost enrollments in general. The paucity of GAships means graduate students can't rely upon them as a stable funding source. Second, the salaries they pay are far too low. In 2013 the university began raising graduate stipends, but this does not seem to have had a major impact so far. Time and time again, we were told that the GA stipend did not pay a living wage in Honolulu, so that many graduate students had to supplement their earnings with outside jobs or family contributions.

Closely related to this financial challenge is a shortage of money for travel to conferences and research collections. Some funds do exist, but they are rarely adequate to permit even one trip per year. Given the university's geographical isolation, this poses a serious handicap for many graduate students, and their inability to travel to conferences also hurts the visibility of the College and UH-Manoa in general among American and international scholars. We were also surprised and disconcerted to learn that there is very little campus housing for graduate students, and no housing or other facilities for graduate students with young children.

The 2010 Program Review called for reducing the number of PhD students so as to fund them better. We feel this is a decision best left to individual departments, but one that should be considered. There should definitely be greater attention, at both the departmental and College levels, to placing graduates students once they finish their degrees. In particular, not only many arts and humanities departments but also national organizations like the National Endowment for the Humanities and the Mellon Foundation are exploring ways of placing humanities PhDs in non-academic careers. The College would do well to explore such possibilities as well.

We realize, of course, that there are financial limits to what the College can do for its graduate students. We nonetheless encourage its leaders to think creatively about even small steps it can take to improve their financial situation. Not only is it important for the only research university in the state to have vibrant graduate programs across all fields, but given the specific orientation of the College and the university toward Hawaii, Asia, and the Pacific, its graduate students have much to contribute to their fields at the national and global level.

Other Issues

Faculty hiring has largely stagnated over the last few years, so much so that the College's 5 Year hiring program is essentially in abeyance for the moment. Several departments, notably Religion, complain of major shortages and gaps in their curricula at both graduate and undergraduate levels, to the point of worrying about their viability for the future. We noticed a resultant crisis of faculty morale in certain departments as a result. More robust enrollments in the future will be key to addressing this problem.

Staff. Many department have critical staff shortages. In particular, the absence of dedicated staff for the undergraduate programs can also impact enrollment in courses and majors. Morale and professional development opportunities seem good, but we did at times here complaints about overwork and underappreciation.

Research and Performance Facilities remain underfunded. There has been some progress in renovating music facilities, but the campus (and for that matter, Oahu in general) still lacks a major concert hall. The campus library has a sizeable collection and several excellent special collections, but budgetary constraints have forced it to suspend new acquisitions several times in the last few years. These are not the characteristics of a major research university.

Development. Dean Arnade has engaged actively in development work, with impressive results, bringing in \$3 million of external funding. The College desperately needs more development staff, however; at this point it only has one person it shares with LLL and the Library. Given that good development professionals should be able to fund themselves, this should be a priority for the College.

Conclusions

The College of Arts and Humanities has a number of strengths. It has creatively embraced the specific mission of the University of Hawaii-Manoa, and in some fields is using that focus to achieve national and global recognition. Its students and faculty work together well, in an atmosphere sometimes more reminiscent of a small college than a major university. It has also established an impressive level of community service, underscoring its strength as a major resource for the state of Hawaii. Under the dynamic leadership of Dean Peter Arnade, it has initiated a number of promising projects, including a working group on digital humanities and a proposed Humanities Institute.

Financial shortages are clearly the leading challenge faced by the College. There are many needs, and it is up to the leadership of the College to prioritize those needs, hopefully based on which investments will yield the maximum impact. Here are three suggestions:

- 1) Multiyear packages for Graduate Students. Both faculty and graduate students mentioned this idea time and time again. Even if this only consisted of two or three years of guaranteed GAships, this would make a real difference in both attracting and retaining the best students.
- 2) More Travel Funds for graduate students and faculty. It is indeed ironic that those working in global fields of study, a major theme for the College and UH-Manoa in general, have little ability to travel and do research outside the state.
- 3) Funding for Undergraduate Research. This would not only underscore the new face of undergraduate education, but also help attract and retain the best undergraduates. The College might consider, for example, an undergraduate research conference.
- 4) Increase in Resources for Development and Grant Applications. Both these fields could use more staffing, which should directly lead to increased resources for the College.

We are grateful to many people, including VCAA Reed Dasenbrock, Dean Peter Arnade, and Associate Dean Thomas Brislin, for making our visit possible. In particular we want to thank Lori Furoyama and April Goodwin for all their many helpful emails and suggestions, and the way in which they seamlessly organized our visit. Finally, we wish to express our gratitude to all the staff, faculty, and students who went out of their way to meet and talk candidly with us. We very much enjoyed getting to know the College of Arts and Humanities and the University of Hawaii, Manoa, and we wish you all the very best now and in the future.

Academy for Creative Media

ACM was established in 2004 as an interdisciplinary B.A. program. In 2010 the unit joined the College of Arts and Humanities, offering a B.A. in Creative Media. When the present review is completed, the Department will initiate the process for shifting from probationary program to an established permanent one in the College. In keeping with the UH System's Strategic Plan and also the explicit mission of the College, the ACM nurtures achievement in explorations of multicultural media forms rooted in personal experience and with emphasis on Hawai'i, the Pacific and Asia through an integrated program of theory, writing and cinematic skill. ACM empowers students to develop their own unique voices, with an understanding and sensitivity to indigenous concerns and protocol regarding culture and environment in an aim to foster cultural producers and scholars. With approximately 150 students already credited to the major, it is one of the fastest growing in the university. To the credit of the program, student productions are winning prestigious prizes and graduates are now going to the top programs--New York University, the American Film Institute, the University of Southern California and Chapman College.

The ACM is unique among creative media programs in the Hawai'i higher education system in two primary ways. Unlike Communication at UH that focuses on studies of game production and on the internet including journalism as well as (in conjunction with ICS) digital archiving of films and television shows produced in Hawaii, the focus of ACM is on digital cinema and animation. Unlike both Communication and the ACM programs in the community colleges and other four-year institutions (West Oahu most particularly), production studies at ACM Manoa are undergirded and deepened by courses in critical studies. Students this reviewer observed working in the animation lab expressed appreciation of this by stressing the importance for example of cultural understanding and issues of representation that are present from the first moments of production in the various media. This undergirding role of critical studies is reflected in the curriculum in several ways, among them the purposeful complementarity of courses—ACM360 Indigenous Aesthetics in Critical Studies with ACM355 Oral Tradition to Screenplay and ACM455 Indigenous Filmmaking in the digital cinema track, for instance.

Matters for attention

- Facilities

Plans for localizing the ACM in the existing KHET structure appear to be proceeding apace, with anticipation high among members of the faculty. With the struggle for dedicated space for programmatic needs of even the most basic sort to be shortly behind them, the faculty will be able to shift from the intensive process of curriculum development and establishment of opportunities for students internationally and in the community over the past decade to such matters as refinement of that curriculum, plotting more concrete paths through the tracks for example, and increasing possibilities for professional internships that foster students' career paths. Equally important, localization

of the program in one space will enable creation of a much greater sense of community among faculty and students. This includes planning and working toward a BFA degree in the future (building on the already-existing requirement of a capstone project for the B.A. degree) and eventually an MFA in Creative Media. As noted by one professor, production of long as well as short forms of digital cinema and animation should be possible for ACM Manoa students as it is for students in programs on the mainland.

--Related to facilities, two concerns were voiced:

Refurbishing of the heavily-used older KHET structure is drastically needed (ideally *before* the building is re-occupied!), i.e., painting, replacement for carpeting and other basic matters having to do not only with quality of the work environment but health as well.

Need remains for a dedicated screening room wherein students and faculty alike can experience, analyze and critique not only visual but audio and other elements of student productions. Such a space could be shared with other programs in creative media on the campus. A likely location is the long-hoped for UH Performing Arts Center.

- Administrative support

Some members of the faculty expressed uncertainty about the support for the ACM on the part of administrators above the level of the Dean of the College. This appears to relate mostly to issues of salary for equity and for faculty retention and also distribution of resources for equipment and FTE positions.

Equipment

For any program in the creative media, the matter of equipment for instruction and production is a serious matter. This requires support at all levels of the administration. Ideally, an endowment would be raised that yields c. \$100,000 annually. The existence of a separate ACM System is a greatly complicating factor that other types of academic programs need not negotiate.

--Related to this, one request and one recommendation were voiced:

Request that an inventory of equipment that has been funded by ACM System be made in the interest of that equipment remaining permanently at ACM Manoa;

Recommendation that a Board be formed at System level with representation from each ACM program for the purpose of overseeing allocations.

Faculty

Bolstering of the faculty is needed in two areas—Critical Studies and Animation. In the case of Critical Studies, the need has been caused by the diversion of Prof. Tom Breslin to administrative responsibilities and also the regrettable loss of Professor Konrad Ng to other positions; not only is he a superb teacher, but he is skilled at fundraising. The need

in Animation was caused by the separation of Prof. Valerie Mih over the issues of inadequate facilities and equipment for instruction.

--Related to this, hope is strong on two counts:

For critical studies, it is hoped that Prof. Breslin will return to teaching at some point before he retires. Having learned that Konrad Ng misses teaching, it is hoped that at some point he can be lured back to UH—if not for full-time teaching, in an administrative capacity. In any case, it is important that Critical Studies—the underpinning for the production aspects of the program—be restored to strength. The need is felt for instance for courses on the history of film, the history of animation that cannot be offered at present as appropriate for studies in the humanities. The faculty considers it important to reiterate (lest anyone not understand) that Critical Studies are an academic specialization just as fields of production are.

For animation, it is understood that a position has been allocated by the College for search in Fall 2017. There will be great relief when that actually materializes, as evidence of the strong support by the Dean.

- Collaboration with other academic units and the community

For ACM students and those in other units, greater formalized collaboration among the faculty across campus would be highly beneficial. This could be facilitated, for instance, through a Humanities Center such as that proposed by Dean Arnade. Please see the enumeration of points raised by the ACM students who attended the meeting during the reviewers' visit.

Conclusion

The conclusion of this reviewer is that the future of this recently-established academic program at the University of Hawai'i looks very bright. With a fine and accomplished faculty of professors, lecturers, other instructors and knowledgeable support staff, with energetic, engaged, serious students, with support of campus administrators, and with its clear focus on Hawai'ian, other Pacific and Asian cultures, this young program is poised for a position as one of the University's most significant academic programs.

Appendix

Points raised by the majors

1. Ideas for outreach

- Improve the Dept. website and keep it updated. The program is really good and information about it should be disseminated more effectively.
- Start a New Zealand exchange program, a Pacific film exchange program on the model of the Shanghai exchange program.
- Collaboration with high school film production programs—at Waianae, for instance. Projects in film, journalism, animation.
- Faculty lobby campus UROP program for more funding for creative projects

2. Ideas for academic program

- Mentoring in terms of networking for the students—helping students get to the next level after graduation:
 - Faster dissemination of information on opportunities that become available locally. Get an intern from Communications to help, for instance—someone good at social media.
 - Internships for animation track students in the commercials-producing industry that thrives on Oahu.
 - Producing editors for the commercials industry to fill the lacuna in Hawaii of local editing houses.
 - Arranging internships on the mainland (Disney, for instance) for students in animation track.
 - Consistent alerting of students to UROP opportunity (funding for projects)
 - Internships for animation track students in the commercials-producing industry.
 - On website post a list of equipment available to students.
 - Making available lesser-quality, portable equipment for student check-out.
 - On website or on social media creating a space where students can submit information on their projects and call for collaborative assistance from other students. This could be a joint effort of all academic units where students with different expertise could communicate. Communicaion, Music, Languages, Anthropology and History (consultation about the culture)for examples.
 - For production of promotional material for ACM by the campus or the department, working with ACM students rather than out-sourcing. This could be a source of student income. At present ACM students are not allowed to do internships with Communications to produce promotional materials or the University as a whole. This is apparently an ongoing activity with the video journalism website changed each week.
 - Inviting staff from Honolulu Film and the State Film Office to offer workshops on the process for getting permits—a major factor for student work on their projects that needs to be begun well in advance.
 - On website, add up-to-date information on permitting procedures. Downloadable forms, instructions.
 - Staff support for Lilly who has to spend much time scheduling work spaces for students. (This will be ameliorated when shift to the KHET building is a reality.)

•Ideas for courses

- More classes in animation.i e., an intermtmediate course on techniques so there would be a three-course sequence from introductory to advanced production of one's own project. Some community colleges have had better facilities and equipment and more instruction than Manoa.
- At least one course on writing for TV (which has a broader reach than film).
- More editing courses (ACM372 is the only one). Want advanced level.

- More courses for cinematographers: lighting, sound, editing. Make ACM310 a two-semester sequence.
- A more widely-distributed master list of campuswide related courses available for elective credit. Courses relating to film—in American Studies, for instance. Where beneficial, consider cross-listing of courses to ensure enrollment.
- Longer lab hours for animation students desperately needed because equipment must remain in the lab.

3. Facilities and equipment

- Before move to KHET building, cleaning and refreshing all spaces by painting, replacing carpets, etc, and also renovating where needed.
- Using resources we have to get what we need: for equipment, volunteer making commercials for local vendors in exchange for equipment.

Department of American Studies

Six years ago the Program Review of Arts and Humanities gave the American Studies department high marks in a number of categories. The visiting team noted the strength of the faculty and their strong community spirit, the department's creative embrace of UH-Manoa's Strategic Plan, and its well-articulated educational plans for both undergraduate and graduate students. They called it "a forward-thinking department with a good balance of established scholars and dynamic junior colleagues."

Six years later we find American Studies to be, if anything, even more impressive. There is a palpable sense of energy about the place that we felt in our interactions with faculty, graduate students, and undergraduates. Like other departments in the College, American Studies has enthusiastically adopted the university's emphasis on Hawaii, Asia, and the Pacific. The majority of the professors in the department work on some aspect of these themes, often in combination with other fields in American Studies. Notably, four members of the faculty work on Hawaiian Studies. As a result, the department is distinctive among American Studies programs nationally not only in having this particular focus, but indeed in having a regional specialty at all. American Studies also has an excellent mix of senior and junior faculty, ranging from very prominent full professors to dynamic assistants and associates. The faculty as a whole has an excellent record of publication, and with the right mix of resources should be able to establish itself as a national leader in the field. It is also very important to note that the faculty is particularly diverse in terms of both gender and ethnicity, a factor which contributes to its excellence and sense of community. In addition, American Studies is a leader in the College's efforts in community engagement. It houses the only program in Historic Preservation in Hawaii which, like the department's program in Museum Studies, awards a certificate to students who complete the program. Finally, the department takes interdisciplinarity seriously, cultivating relationships with a wide variety of scholars in the College and beyond.

Since the last Program Review American Studies has moved energetically to address some of the suggestions made by the visiting committee. In 2011 the department hired Professor Brandy Nalani McDougall to fill the faculty gap in Indigenous Studies. It also just hired a research specialist, Noelle M.K.Y. Kahanu, to promote Native Hawaiian programming and grantsmanship in the department and the College. In terms of graduate education, it increased admission standards for new graduate students and improved funding packages, instituting multiyear GAships and dissertation fellowships. In terms of undergraduate education, it has created an Honors program as well as developing more online courses. Finally, in 2014 the department became the home editorial office of *American Quarterly*, the journal of the American Studies Association and the most prestigious scholarly publication in the field.

This is an impressive set of achievements for the last few years, and as a result morale in the department seems quite high. The faculty we met with (and most members of the department took the time to attend the meeting) seemed very engaged both with us and with each other. We were particularly impressed by our meeting with the undergraduate majors. They spoke very enthusiastically about the faculty and their experiences with advising in the department. Of particular note, none of them intended to major in American Studies when they first enrolled in the university, but ended up doing so because they liked the courses and got good advice about the program. They also praised the small size of the department, which they viewed as a close-knit community. The graduate students also expressed great satisfaction with their experience in the department. All in all, American Studies has a great number of strengths that make it a model department in many ways.

As with other departments in the College, resource challenges loomed large in our discussions, and to an important extent were related to declining enrollments. The number of undergraduate majors shrank from 32 in 2010 to 25 in 2014, and the number of graduate students declined by a similar percentage (this decline was entirely among MA students, the number of PhD students remaining the same). Overall, SSH dropped by roughly 20% in this period, in particular due to the shrinking of the graduate program. It is important to note that in the spring of 2015 SSH rose significantly, resuming an upward trend that stalled in 2012. As noted elsewhere in this report for the College as a whole, a large number of American Studies undergraduates are double majors, which raises the question to what extent is the department's contribution to their education recognized statistically. In terms of resources, American Studies is doing relatively well among the College's departments; it was able to fill all its open FTEs in the last few years, for example. Yet in general its operating budget is unstable and at times inadequate. The staff is excellent but stretched thin, notably by the absence of a dedicated staff person for the undergraduate program (something which makes the enthusiasm of the undergraduate majors all the more remarkable). Both faculty and graduate students recommended more five year aid packages to attract the best students to the program, and both groups complained about the lack of adequate funding for travel. Graduate students also noted that GAships did not pay enough to live on in Honolulu. Undergraduates spoke about the need for more research funding and also

appealed for the restoration of an internship program in the department. They also recommended a greater investment in distance learning, which given the fact that so many work off-campus would make taking department courses easier.

The department is well aware of the relationship between student enrollments and financial resources, a relationship which promises to grow closer in the future. It has already taken some steps to address this problem, notably investing in more online courses and streamlining the undergraduate major to facilitate both greater retention and a shorter time to degree. To a certain extent, the decline in graduate student enrollments corresponds to the department's own plans for shrinking the program and to the recommendations of the last Program Review. We would strongly recommend American Studies continue its efforts along these lines, as well as searching for external sources of funding. Given its strength in fields like Hawaiian studies and historic preservation, we feel the department has a lot of potential for pursuing development strategies that would translate into increased resources down the line. Overall, we are confident that if American Studies continues in its current course it will remain a very strong department at UH-Manoa and in the field of American Studies in general.

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, with specializations in ceramics, digital art, fiber, glass drawing & painting, graphic design, photography, printmaking, and sculpture, whilst the B.A. and M.A. in art history offer unique specializations in the history of Pacific and Asian art. It is a gem of a department with a highly functional physical plant, equipped with strong fabrication studios and sophisticated art making equipment (routers, laser cutters, rapid prototyping gear, an impressive glass works, all augmenting traditional wood, metal, etc.) and Asia deepens its rich context.

Issues Arising

Interviews revealed a deeply committed faculty and staff with very high standards. But, declining faculty, continuing budget cuts, overwork, and research support reductions have impacted staff morale. Of note is the loss of 3 positions: (1) one in drawing & painting; (2) one in sculpture; and (3) one in graphic design. Students were especially displeased by the lack in the graphic design area as this has caused some to wait an entire year to take design courses, often lengthening time to degree. That said the Art Gallery/Museum is totally unfunded, and director has wisely undertaken an aggressive search for outside funding. Overall, “draconian” cuts lower morale, leave no room for “aspirational thinking.”

2010 to 2014 student statistics reveal a decline in student headcount from 529 to 364. Whilst overall SSH also declined (5,273 to 4,432), the percentage of overall SSH taken by non-majors has increased to 60.5% (up from 50% in 2010-11). Undergraduate graduation rates have remained stable, averaging between 109 and 107 per year, whilst graduate degrees have declined somewhat, averaging around 10 per year, with only two in 2014-15. Likewise, graduate applications, conversion, and yield have declined in numbers: completions have been largely marginal. It is clear that recruitment and student success will require some attention going forward. Within this context, the department has significantly reduced time to degree from 5.89 years in 2009 to 4.39 (BFA) and 3.71 (BA).

Recent rise in student lab fees causes some discomfort: the ceramics fee increased from \$40-55 to \$105 in 2014 per year per student, and there is a pending proposal to increase the fee for graphics design and digital imaging courses from \$110 to \$285, largely due to an increase in Adobe licensing fees. Ceramic lab remains in need of some \$700K in upgrades to address issues ranging from asbestos offing from kilns to the need for adequate electrics for equipment.

Graduate intro to research method class, it seems, is not consistently rigorous, often featuring the idiosyncratic trajectories of the instructor. GTAs are often self-directed with little oversight. Third year of a graduate financial package is often clawed back to make offers to new applicants! Art History GTAs frequently leave after one year.

Undergraduates noted the absence of courses on the art history of glass, one of the department's signature programs. Others complained there are too many art history classes, perhaps more could be put online. No color photo chemistry taught, and the equipment is old. Photo history classes are rarely offered in sequence. Seems there is little support for fiber area. Spray mount box broken for five years. Many broken easels are never repaired. Woodshop is often locked, limiting access. There is no student lounge area. Graphic design, a high demand area, is oversubscribed, necessitating long waits (one year) for some interested students.

The notion of strategically enhancing online enrollments to balance the small practice based class enrollments of the department makes sense. Indeed, several art students suggested placing more academic study courses on line to facilitate provision of more time in studio for art majors.

Whilst declines in student majors combined with increased percentages for non-major enrollments substantiate a national tendency, this points to a potentially positive solution to some of the issues confronting the department. Perhaps conscious effort might be invested in increasing non-major enrollments as a means of producing added funds to cross-subsidize small exquisitely crafted programs in the arts.

Department of Communicology

Does Communicology really “fit” within the College of Arts and Humanities, given that it does primarily social science research? Does not the name “communicology” seem a little contrived? These questions may be raised. However, there is no question that the Department is doing great work, in education, research, and service.

The Department of Communicology was formerly known as the Department of Speech. It assumed its present identity in 2011. It offers a BA degree program in Communicology, or “ComG,” as it is called rather affectionately by students, with about 100 majors at present, according to the Department’s own statistics. It has a small MA program with about 15 students. The Department is seeking to introduce a PhD program. Currently, it has nine tenure-line faculty members and one full-time instructor. In addition, two senior members of the Department have been seconded to University central administration, serving as Assistant Vice-Chancellor for Undergraduate Education and Dean of Graduate Education, respectively.

The ComG undergraduate program attracts not only a healthy number of majors but also minors. COMG151 “Personal and Public Speech” and COMG251 “Principles of Effective Public Speaking” are enormously successful General Education courses. They are under the charge of one instructor on a temporary contract at present. It is with good reason that the Department is seeking earnestly to convert this into a permanent position and to recruit a second course coordinator. This seems entirely justified and deserves full support.

The undergraduate students we met with are without exception highly satisfied with the program. Some report that they switched their major to Communicology because they were inspired by the course(s) they took. They are happy with the professional attachment opportunities available to them; they enjoy the research experience that the program provides; they are confident about their employment prospects or for some, admission into law school; and they cannot praise enough the dedication of their professors. They also made two points of constructive criticism: that there are some overlaps in the courses they took and that some course outlines could have been clearer, especially those courses that look at communication from the perspectives of biology or evolutionary science. These comments reflect the maturity and thinking ability of the students. It is perfectly understandable that students without a strong background in science may find such courses more challenging, and instructors should always take into account the background of their students when designing their syllabi.

There is evidence of proactive student engagement, and service learning opportunities and other co-curricular activities seem plentiful. Students report favorably of the advice they receive and the “networking” sessions the Department organizes for them. The Department also seems to have made timetabling into an art, providing a flexible schedule that would allow their students to graduate without unnecessary delay, which could serve as a model for other departments. Using data from UHM’s Institutional Research Office, the Department ranks highly within the University in terms of the “number of degrees awarded per faculty member.” There is an equally strong record of

outreach and public engagement. Based on performance, there is a compelling case for awarding the Department with some additional teaching support.

The graduate students interviewed also expressed a high degree of satisfaction. They feel that the courses on offer prepare them well for further studies, or a career in education or business. The Department self-assessment indicates an excellent record of placing their MA graduates in some of the best communication doctoral programs in the US. One student alleged that the Department's grievance procedure stands in need of improvement. This may relate to a specific case, as the Department Chair explains. Without prejudice, the Review Panel agreed to make a note of the comment in its report.

Whereas the former Department of Speech focused on "oral communication or rhetoric," ComG aims to be at the forefront of contemporary communication research. It has a particularly strong reputation in the field of intercultural communication, with special reference to Asia and the Pacific, which aligns well with the University's overall strategic direction.

Mainstream communication research falls very much within the domain of social science. It collaborates closely with Psychology, Sociology, and other social science disciplines to understand the "processes and functions" of communication. With a highly productive faculty, both in terms of input (grants) and output (publications, among others), the Department now seeks to extend the boundaries of communication research beyond social science by drawing fresh insight from the natural sciences. We applaud this effort. Neuroscience can certainly shed new light on the processes of communication, for example. Big data analytics would also be important to understanding communication in the age of social media and networking.

New research of this kind is inherently interdisciplinary, and it is already defining the research agenda of the top communication schools. It may be the case that closer ties between the Department of Communicology and the Department (or School) of Communications in the College of Social Sciences would contribute even more to the vision and mission of UHM. There are historical reasons for maintaining them as two separate departments, we understand. No doubt, it will be a point of discussion for the University as it embarks on a new five-year strategic plan. While an organizational review would likely put the University in a better position to advance its objectives, the important point remains that interdisciplinary learning and research should not be hampered by existing institutional structures. From what we have seen, Communicology can galvanize cross-school teaching and research, regardless of which college it is housed.

The Department is keen to establish a PhD program. While it certainly has the capacity to do so, and the Panel agrees that the aspiration is entirely laudable, it may be prudent to work out fully the financial commitment required. The Department has nine graduate teaching assistantships at present. There seems to be a suggestion that these can be shifted to supporting PhD students. However, it is unclear whether this would then adversely impact the MA program. There is also an interdisciplinary PhD in

Communication and Information Studies at UHM. The Panel understands that the program has a strong ICT focus. Nevertheless, it is unclear whether that should remain unchanged as the field of communication and information studies continues to evolve, or whether it could not be made more open or inclusive.

The Department has good facilities, with a newly refurbished Interpersonal Behavioral Lab. Nevertheless, as Communicology proceeds in its new research direction, it will require more lab space and equipment support. External grants may be able to cover the latter, but the University should be prepared to look into the Department's space requirements, if it were to remain an independent unit. In many ways, its needs would be similar to those of a Psychology department.

It is refreshing to see a department that is not in “maintenance” or “damage-control” mode, but is actively “projecting ahead,” as the self-study report puts it. There is a strong sense of dynamism in the Department, a clear desire to stay ahead of the curve, and a pronounced confidence that it can be among the best in the world. It deserves recognition and every support.

Department of History

The History department currently has 29 FTE faculty, down from 33 in 2010. Although its curriculum covers all fields in terms of both teaching and research the department's strength is Asian and world history. Roughly half the department's faculty focus on Asia and the Pacific), giving it a strength in the field comparable to the largest history departments on the mainland. It is thus a major example of a department embracing the broader mission of the College, and the university in general, to develop a regional specialty that has at the same time global implications and significance.

The department's focus on world history deserves special mention. After the untimely death of Jerry Bentley, a pioneer in the field, in 2012, History hired Fabio López Lázaro to replace him, its one faculty hire in the last five years. The department also hosts the *Journal of World History*, the leading journal in the field, which Lázaro edits. The department thus leads the field, which is not only increasingly popular in the historical profession but also enables UH-Manoa to recruit historians who have diverse research specialties and at the same time embrace global perspectives in their research and teaching. A major challenge is that world history continues to be widely considered as a teaching field rather than a research specialty, even in an era of transnational history. The department has the potential not only to make its mark in the field but to shift the importance of world history in the discipline as a whole, but this will take commitment, hard work, and resources.

Resources are a key challenge, because in terms of numbers the History department is in decline. The previous Program Review noted that the department had grown significantly between 2005 and 2010, adding 11 faculty, but that this growth had not been matched by student enrollments. Since 2010 the department has shrunk by four faculty,

and enrollments have declined sharply, from 170 undergraduate majors and 70 graduate students in 2010 to 134 majors and 44 graduate students in 2015. The number of SSH has also decreased from 5,248 in 2010 to 4,869 in 2014. As the department notes in its self-study, this latter figure represents a decline of less than 8% at a time when faculty strength has dropped by over 12%. It also notes that History attracts many double majors, raising the question of to what extent they count towards History enrollments.

Nonetheless, this decline represents a major problem for the department. There are various reasons for this, including the more general crisis of student enrollments in history and the humanities nationally. Changes in General Education requirements, which enable students to fulfill history requirements outside the department, have also had an impact. The situation is serious enough to make us worry about the development of a vicious circle. For example, the fact that four faculty lines are vacant has hurt the department's ability to maintain its curriculum, which in turn hurts enrollments. Department staffing has declined from 4 to 2 fulltime individuals, who are both dedicated and highly praised, but stretched thin. In particular, the department lacks a dedicated undergraduate advisor.

The lack of resources and uncertainty about the future has had a definite impact on faculty morale. The professors we met with criticized the atmosphere of shortages, in particular the fear that the 4 FTE lines currently open would remain vacant. They also focused on the lack of travel and research funding, especially for tenured faculty, and the cutbacks to the library collection which have left fields like Chinese history at risk. In addition, like many other faculty in the College, they argued for more stable graduate student funding to help recruit and retain the strongest students.

Faculty in the department continue to produce scholarship at a level expected of top research universities. One area of potential concern, however, is the heavy concentration of faculty at the associate ranks: 19, as opposed to 8 full professors (two of whom are expected to retire soon) and 2 assistant professors (who will both hopefully get tenure soon). This rather unusual demographic configuration needs to be addressed, in part by providing faculty the research opportunities they need to advance. The previous Program Review criticized the lack of mentorship of junior faculty in History, and the department should consider both developing this more as well as taking the needs of associate faculty into account.

We met with both undergraduates and graduate students in the department, and as we have found elsewhere in the College, we encountered both great praise for the faculty and concern with the financial challenges of studying at UH-Manoa. Both groups spoke at great length about how helpful the faculty was, 24/7, and how happy they were with their studies in general. One consequence of this faculty activity is that the department has an unusually strong chapter of Phi Alpha Theta, the national history honors society. The undergraduates we met clearly enjoyed working closely with faculty on research, and the graduate students were at least as supportive of their professors. The graduate students also complained vociferously about the lack of GAships, the low pay especially given the

high cost of living locally, and the lack of travel money. They also voiced concerns about placement in career positions after earning their PhDs.

In general, the History department does a lot with the little resources it has. It teaches a wide range of students, many of whom have little familiarity with historical analysis, while at the same time providing an enriching experience for those who do. Faculty also work very hard to mentor and guide their graduate students. We note with admiration that the department does not employ adjunct faculty, something unusual in most research universities, and wonder if it might consider doing so, especially its own recent PhDs. We also think the department should give more consideration to tracking its own graduates, which is the first step in developing a fundraising program that could help provide more resources. But steps like this are hard to take without increasing enrollments, which is the main challenge facing the department. We hope that History will be able to work with the College and University leadership to develop plans that will help turn this situation around. We note that the department is actively revising its web presence and hosting more open houses to attract potential students; working with Advising to publicize job opportunities for history majors and developing more online courses might also help, as well as revisiting the structure of General Education requirements. This is a fine department that we hope will be able to prosper in the future.

Department of Music

The Department of Music is a mid-size (at UH) instructional unit composed currently of 21 faculty members, of whom 12 are full Professors, 3 are Associate Professors, and 6 are Assistant Professors, distributed among the fields of music scholarship (Western music history and ethnomusicology), composition and Western music performance. Part-time adjunct faculty are hired for instruction in the many performance specializations offered by the department, ranging among Javanese and Balinese gamelan along with a number of other Asian practices, Hawaiian choral repertoire and hula, European vocal, choral and orchestral music. The number of undergraduate degree programs offered through such instruction is prodigious: the Bachelor of Arts with five tracks (musicology, ethnomusicology, piano/voice/instrumental, Hawaiian Music, Music Theatre); the Bachelor of Education in Music in conjunction with the Bachelor of Education degree offered elsewhere on campus; the Bachelor of Music with two tracks (composition, and instrumental music/piano/voice). Graduate degree programs are offered at both the Master's and Ph.D. levels: Master of Arts with three tracks (musicology, ethnomusicology, Music Education) and the Ph.D with those three tracks and also composition. There is also a post-Baccalaureate Certificate in Music who already have a BA or BM and wish to obtain initial basic teacher certification in choral or general music or in instrumental music Furthermore, there is an arts minor in Music Education. According to Chair Paxton, the online Master of Arts in Music Education is being discontinued for pragmatic reasons; once a hallmark and unusual offering, such a program is now commonplace in the United States and it is no longer useful for the university.

The department is widely touted for its unique blend of academic and practical instruction in the traditional and contemporary musics of the Pacific region and Asia as well as in Western music—the former in keeping with the mission of the University of Hawaii and the College of Arts and Humanities to emphasize special attention to the Pacific and Asia. This permits the university an enormous number of opportunities for connections, indeed, collaborations with the multi-ethnic community in which it is situated and the department is to be lauded for avidly pursuing those opportunities for students in all their specializations—and indeed, for the community itself. Such collaborations are also fostering fundraising for the department, which is very appreciative of gifts that help sustain elements of instruction such as the many performance ensembles. One additional benefit to the university from this widely-ranging educational emphasis is the unusual (if not unique) nature of the undergraduate and graduate programs in music composition that are designed to expose students to a rich variety of multicultural practices and aesthetics while developing compositional technique.

Matters for special attention

1. Facilities

Appreciate was expressed for the long-term, consistent support of the ethnomusicology program including facilities on the part of Professor Emerita Barbara Smith. The Department is also very pleased with the upgrade of their facilities that was very recently completed with the support of Dean Arnade and upper administrators.

One part of the facilities that has been requested for a number of years but for which support is not yet in sight, however, is a hall that will properly accommodate the student orchestra and other large ensembles with good acoustics and amenities such as a Green Room. This is now seen as compatible with hopes for a Performing Arts Center for the whole campus—a space planned for sharing with other arts programs including Art, Theatre and Dance, and Creative Media. This would finally provide for the whole island of Oahu a gathering space for audiences of 600-800—a size much more appropriate for university purposes than the major concert hall in the center of the town which is simply too big. It is hard to think of a capital city in the United States that does not have such a space. Let it be said that “hope springs eternal” for such a facility.

2. Academic program

Accreditation

The Department of Music is accredited by two organizations—WASC as the whole university is, and also the National Association for Schools of Music (NASM) whose purpose it is to monitor standards for preparation of professional performing musicians for European and Europe-derived repertoire. The number of stipulations for such preparation made by NASM is appropriate for conservatories of music outside universities, and for Schools of Music within universities. This program, however, is a Department of Music and most departments of music do not belong to NASM because they wish to structure their academic program to avoid the constraints of the NASM stipulations in curricular design and funding priorities. Fortunately, some exceptions have

been made for this program by NASM—permitting Hawaiian choral music to satisfy a requirement for “Western choral music,” for instance. Although Chair Lawrence Paxton considers it of the utmost importance for his Department, others’ experiences have shown that NASM accreditation is not the factor that gains the best students access to admission to a conservatory or School of Music graduate program; rather, it is the quality of education that students gain in the program from which they graduate—which quality can be controlled independently.

Given all the requirements for accreditation by NASM, it is important for the Department to be clear about how funding priorities are established so that resources go sufficiently to all the aspects of this Department’s program (namely, Asian and Pacific musics and music scholarship as well as Western musical performance). Material provided for this review mentioned, for instance, that recruitment efforts were being made through scholarships and other means to improve the quality of the students admitted, but the examples given were all in the area of Western music performance. Do recruitment efforts extend to students of Hawai’ian musical practices as well, for example?

Teaching load

The teaching load for professors of music is 3-2, which in comparison with some other programs in the humanities would be considered overload. No one minds, however, because this overload permits the department as a whole to have enrollment in some courses small. Some music courses as in the other arts need to be taught to small groups and also individually.

The Graduate program

Size of the program

The Department is satisfied with the size of its graduate program despite the very real need for greater resources to support graduate students. Their rationale is understandable, given the number of subjects they consider it important to encompass. The number of students in any one program turns out to be small—a minimal cohort size in each instance. This is not unusual in humanities (and some social science) departments wherein there are multiple specialized tracks. A one-size fits all approach to graduate enrollment in all departments is likely to prevent the formation of cohorts in multiple tracks, thereby greatly affecting the quality of life for the graduate students. That reality should be taken into consideration in the plans and effort to raise funding support for graduate students.

Graduate curriculum in the music scholarship tracks

With musicologist Kate McQuisten who offers a focus on the topic of music for film, there is opportunity to begin rethinking the formulation of instruction in Western music history that has long been predominantly in terms of chronology. Likewise, with the increasing emphasis in ethnomusicology on questions raised from the perspectives of cultural theories, I would encourage the ethnomusicologists to consider ways in which their curriculum might help the graduate students better prepare for the competition for jobs that they will face as the interest in theory of various sorts—cultural, cognitive,

ecological for instances--burgeons. It is commendable that ethnomusicology graduate students are taking seminars in pertinent other departments where theory is offered (linguistics, dance ethnology, history, religion, anthropology, etc.), but there does not seem to be opportunity for them to hone their exploration of theory in multiple seminars offered by faculty in music as they do in the superb “living laboratory” of musical practice. It takes some time and considerable guidance for students to become adept at thinking theoretically as they consider new questions about the musics and musical cultures on which they are focusing.

It is concerning that, with ethnomusicology touted as “the hallmark of the Department of Music”—including being significant for the composition program, three of the professors in the website list have retired (Barbara Smith decades ago, Hardja Susilo (deceased), and Ricardo Trimillos (retired for several years, but still recalled to offer the only seminar on topics in ethnomusicology, this term on sound studies—another burgeoning area of interest). Two (Byong Wong Lee and Jane Freeman Moulin) of the three others have been teaching for many years and are likely to be thinking about retirement. The Department should be encouraged to think ahead, with an eye to recent needs of graduate students in this important graduate program for the field of ethnomusicology. The Dean and other administrators should be alerted to the potential impending need for infusion of FTE positions. Logically, this would include appointment of a professor with specialization in Hawai’ian musical culture since that subject is a track in the B.A. degree program.

Time to degree

Time to degree in the graduate programs of the Department of Music appears to be on track, with the exception of the ethnomusicology program. While most ethnomusicology programs in the US take a slightly longer time for students to complete than those in other specializations due to the necessity of field research, there are ways in which this problem for students can be ameliorated. One major way is rethinking the process for completion of the M.A. degree. While requiring an M.A. thesis is a hallowed tradition from the days of Prof. Barbara Smith, it turns out to be a major bottleneck through the M.A.--Ph.D degree progression as the process works at present. Most ethnomusicology programs have abandoned the requirement of the thesis, using the time for other purposes such as gaining perspective on the field as a whole (through, for example, a master reading list that could be regularly updated) as well as a written exam on the basic literature on one of the student’s proposed areas of specialization. A study of various other ethno graduate program’s structures would be helpful for ideas for this and also for the exam structure at the Ph.D. level which appears to be another good candidate for time reduction.

Whatever continues or changes with regard to requirements for the ethnomusicology graduate degrees, the policies and procedures need to be articulated clearly in formal written form—a Graduate Handbook.

In the 2010 review of the Department, concern was expressed about the lack of cooperation among faculty in one area of the curriculum. It affects, among other things,

time to degree and the quality of the educational environment as students find themselves in awkward political situations. For the good of this program going forward, this simply must be resolved.

Conclusion

Despite a very few present challenges for the Department of Music, it offers a robust program of instruction with faculty who love what they are doing and where they are doing it. The Department plays an important role in the University's outreach to students in the state of Hawai'i, in the Pacific region and in Asia (particularly East Asia), offering them quality education in the arts and preparing them to be torchbearers for the uniqueness of the mission of this institution.

Department of Philosophy

The Department of Philosophy is recognized internationally as a leader in Asian and Comparative Philosophy. Graduate students in Philosophy from around the world choose to come to UHM for that reason. The Department's flagship journal, *Philosophy East and West* is widely acknowledged to be the leading journal in this field. *Journal of Chinese Philosophy*, which published its first issue in 1973, is also an established journal and continues to do well. Indeed, very few academic departments can claim to have two premier journals under one roof. The Department's longstanding association with the East-West Philosophers' Conference adds to its stature. It is playing a leading role in the World Consortium for Research in Confucian Cultures. There are other achievements that are worthy of note, but suffice it to say that the Department's standing is not in doubt. While the Department continues to enjoy a strong reputation, it is also going through a critical transition, with senior faculty retiring or near retirement.

The Department offers BA, MA, and PhD degree programs. The undergraduate curriculum is well structured, with good coverage of Western philosophy and Asian traditions. According to the Department's self-study, there are currently 47 majors in the BA program, which reflects healthy student interest. Its courses in logic, ethics, philosophy of art and other areas appeal to students from across the College and beyond. It plays a commendable role in the interdisciplinary undergraduate certificate program in Islamic Studies. The capstone seminar, undergraduate Philosophy conference, student essay competition and other programs provide students with valuable research experience. One suggestion that may be made is that the Department perhaps should invest more in developing technology-enhanced learning, which is not evident in the Department's self-assessment or other material provided.

Discussion with undergraduate students during the review visit indicates strong student satisfaction. There is some concern among the students present about employment prospects. Although we note that PHIL493 "Philosophy for Children" is conducted as a practicum module with students spending time working in a public school, more

internship opportunities should be provided. The majority of the students in the major will be joining the workplace after graduation. The curriculum should be planned with these students in mind, and not the small number of students who might be interested in pursuing graduate studies, for whom special attention can always be given. Internships can provide students with an early start. Studying abroad for a semester should also be encouraged, which may combine internship on a credit-bearing basis. Given the Department's enviable standing in Asia especially, there could be rewarding opportunities for students. Some effort in cultivating entrepreneurship would further strengthen the curriculum, which may include working in or starting a social enterprise. Admittedly, there is only so much space in the major curriculum. The Department may wish to look beyond the 30 credit hours currently required in order to offer a fuller major. In the past, the education model for departments may be to focus on the core subjects of the discipline concerned, while leaving the "rest" to the University. This may need to be reviewed in the light of the changing needs of graduates in the 21st century.

The MA and PhD programs enroll about 40 students at present, which is a fairly large number for a relatively small department with a faculty of thirteen—or more precisely, twelve, as one of the faculty members has been on unpaid leave since 2013 pursuing a medical degree in Canada. Discussion with graduate students indicate that many are from other parts of the US and they chose to come to the Department because of its strength in Asian and comparative philosophy, which few other universities can match. The placement record for the Department's PhD students is very good.

However, there is strong student dissatisfaction due mainly to inadequate funding support. This seems to be corroborated by the Department's self-study, which indicates that there are only nine teaching/research assistantships, three scholarships of lesser amount, some part-time lectureships, and a sum of \$75,000 for tuition waivers. Although the number of graduate students present at the discussion session was small, only about ten, and not all were equally vocal, it seems clear that they faced real difficulties. One student reported that there is an erosion of community spirit, as a result of the scarcity of resources for a relatively large graduate population. The high cost of housing was also mentioned.

The Department reports that it has begun "to think carefully about what the appropriate size should be" of its MA and PhD programs. Specifically, there is concern about the declining enrolment in the MA program. Without a sizeable MA cohort, it is argued, there will be difficulties in mounting graduate seminars. According to the Department, there are currently 12 MA students, and for the spring semester of 2016, there were no applications to the MA program at all. Right-sizing is always challenging. The Department has indicated that more effort will be devoted to securing grants that would provide additional research assistantships, and to fundraising. Nevertheless, it may be that the Department will need to accelerate its discussion on the appropriate size of its graduate programs, as the Department Chair suggests in his concluding comments. The selectivity of new MA students in each admission exercise is about 50%, whereas that for the PhD program is about one-third. While respectable, these are not perhaps particularly outstanding figures. The yield or acceptance rate, however, is on the decline. There is

perhaps reason for the Department to be more selective and to make sure that the top students do accept its offer and are adequately supported for their entire candidature.

The Department has “an aging faculty,” and there is the imminent retirement of Professor Roger Ames, whose contribution to the field of Chinese and comparative philosophy has been immense. It is encouraging to learn that a replacement position at the senior level has been approved and that a suitable candidate has been identified. It reflects well on the Department that it is able to attract strong candidates. The reputation of the Department is hard earned and built over a long period of time. It has to be safeguarded, especially as competition increases among universities in the age of academic rankings. Faculty renewal is critical at this juncture to ensuring the Department’s continued success. For this Department at least, there may be reason to front-load a couple of tenure-track positions, in anticipation of other faculty retirement. As Asian philosophy or “East-West comparative philosophy” covers a large area, going forward the Department may need to define its peaks of excellence more explicitly. Research support especially for high-performing junior faculty should be considered as a retention tool. Research travel is more costly in Hawaii given its geographical location, and this should be recognized.

The Department has a good record of outreach. The Uehiro Academy for Philosophy and Ethics in Education provides a good platform for collaborative research with the College of Education as well as community engagement. It will be important to ensure that the Academy and the Department work synergistically to generate mutual benefit. The Department has good facilities, although some graduate students lament the lack of office space. The undergraduate students we spoke with appreciate very much the “Philosophy lounge hour” initiative introduced recently.

Department of Religion

The study of world religions occupies an important place in a liberal arts curriculum. The Department of Religion offers an undergraduate major as well as an MA degree program. The number of students in the major is relatively small, less than 20 according to the “Data Workbook” given to the Review Panel, or 21 according to the Department’s own counting. However, Religion courses, especially REL150 “Introduction to the World’s Major Religions,” draw a large number of students, accounting for “11% (or more) of the college’s SSH,” according to the Department’s self-study. The MA program in Religion, with 10 students, is deemed a “low enrollment program” under the UHM program review procedure. Aligned with the College’s strategic thrust, the Department focuses on the religions of Asia and the Pacific.

There is a deep sense of crisis in the Department, with its tenure-line faculty numbers now standing at six, excluding Dr. James Frankel who is on unpaid leave at the Chinese University of Hong Kong and is not expected to return. A retirement is expected in 2016, which means that the Department will have only five tenure-line faculty members at the start of the next academic year. Although there are provisions for part-time lecturers, and

despite the fact that the remaining faculty are willing to continue to carry a heavier teaching load, the Department's plea for urgent faculty replacement is certainly justified. The Panel understands that replacement positions have already been approved. This should provide some breathing space for the Department to plan for the future.

The undergraduate students we spoke with are unanimous in praising the dedication of the Religion faculty. Although we do not expect the selected group to be critical, the genuine warmth in their assessment is still heartening. There is evidently deep interest in the subject. The availability of courses is a concern, given the shortage of teaching faculty. This should improve when the replacement positions are filled.

However, a more concerted effort may be needed to address the declining number of undergraduate majors. There is also clear concern about employment prospects among the undergraduates we spoke with. These are of course closely related. Hiring more faculty alone may not be sufficient in arresting the decline in enrolment, and it would be a mistake, in our view, to simply hope for an economic recovery that would bring enrolment back to previous levels. Preparing students for a rapidly changing workplace in the 21st century should be a priority.

In this light, internship should be incorporated into the curriculum. All the students present in the discussion session, in fact, wanted this. Study abroad should be encouraged, especially in Asian countries, where economic growth is still robust. There is no reason why the two cannot be combined, which if planned well would yield an enriching learning experience. While such arrangements may be handled at the university level, departments should also take the initiative in identifying strategic partners and work out a meaningful program for their students. UHM has a strong reputation in Asia, and such partnerships would be welcomed by many universities, each of which would have their own network of internship opportunities. As opposed to the traditional student exchange model where a few student places would be made available with each of a large number of partners, it would be preferable to work with a smaller number of strategic partners on a more structured exchange with specific courses leading perhaps to a certificate or joint minor.

In ensuring good job prospects for students, engagement with employers would also be important. It is noteworthy that one student shared that she had multiple job offers, although she chose to pursue graduate studies in Religion. Her knowledge of Hawaiian traditions proved attractive to employers. The Department may wish to highlight the relevance of its training to both employers and students, while remaining true to its liberal arts ideal in educating students about the religious traditions of the world. Another student, in contrast, shared her unhappy experience at the University's career guidance centre, where allegedly the guidance counselor thought little of what a Religion major could do. This is not a criticism of any person or office. The point is that within the University, every member of staff should believe in the value of an UHM education, regardless of the discipline or degree program.

The Department may also wish to review its undergraduate curriculum. The majority of the current courses on offer are tradition specific—e.g., “Understanding Chinese Religions,” “Understanding Judaism,” etc. Additional interdisciplinary courses may be desirable. Such courses are best team-taught with faculty members from other departments or schools. The School of Hawaiian Knowledge, the School of Pacific and Asian Studies, and the College of Social Sciences would be obvious partners, but there may be others. A second signature General Education module focusing on the role of religions in contemporary Asian society and political economy may complement REL150, which introduces the main tenets of the world’s major religious traditions. A “packaged” study abroad program in Asian Studies—including topics in both the Humanities and Social Sciences—may be a good way to attract top students into the major, as alluded to earlier. Generally, the Panel is of the view that fewer disciplinary barriers or silos should benefit both education and research.

The MA program has a strong placement record for students continuing to pursue a PhD in Religion. The students we spoke with raised concerns about the high cost of housing and the limited course offerings due to the small number of faculty; but on the whole, there is a high degree of student satisfaction. A couple of the students indicated their plans to pursue a teaching career in a community college, while some of the others have plans to pursue a PhD. The focus of the program on the religions of Asia and the Pacific is well chosen and should be supported. The coverage of Hawaiian and other Polynesian traditions is particularly important and helps to distinguish the program. Nevertheless, Asia is a big place, and it would not be possible to equally excel in all Asian religions. The Department has identified Chinese Religions and Islam as its priorities in faculty recruitment. This is entirely appropriate at this juncture. We expect that there will be continuing conversation on the specific Asian focus of the Department. This conversation should not be undertaken in isolation, of course, but with other units in the College and University, to ensure that UHM maintains its position of preeminence in certain areas of Asian Studies.

The Religion faculty are active in research and outreach. The senior faculty members are all established scholars in their fields. The Department is home to a new journal for Hawaiian language and literature. While the publication record looks strong, the record of external grants is perhaps less so. Although research support for the Humanities may be limited, the only sure way of not getting a grant is still not to apply for one. There may be merit to teaming up with colleagues in other disciplines in applying for larger grants. In the broad area of Digital Humanities, for example, the study of religion can be a lead project in a large interdisciplinary research program. As the Department is going through a period of renewal, it may also be suggested that a substantial start-up grant be included in the offer so as to attract the best scholars to UHM.

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, with specializations in Eastern Theatre, Western Theatre, theatre for young adults (TYA), puppetry, Hula and other Asian dance forms, and modern dance. Of note is a new hire and recent launch of a specialization in Hawaiian theatre. Deeply imbedded in community, the department is a major contributor to the local Hawaiian cultural community. The recent completion of a new facility comprising an array of dance studios with contiguous faculty offices has significantly improved morale and reversed the sense of dysfunction cited in the review of 2010-11. A strong feeling of community, greater collaboration both within department sectors and with other practice based college departments has replaced previously observed “relative lack of collaboration.”

Following on the University of Hawaii’s strategic trajectory, the department of Theatre and Dance’s focus on an Asian performance and its internationally unique indigenous Hawaiian cultural expression provides a prominent platform for artistic expression in the Asia Pacific region.

Issues Arising

2010 to 2014 statistics confirm a significant decline in student headcount from 148 to 127. This is disturbing. Whilst overall SSH has also declined (2408 to 2057), the percentage of courses taken by non-majors has stabilized between 88.5% and 85.3%. Undergraduate graduation rates have remained stable, averaging between 36 and 31 per year. Graduate level applications, conversion, and yield have declined whilst completion rates have been largely marginal. Clearly, within this context, advertising, proactive recruitment, retention rates, and student success will require significant attention going forward.

Informants confirmed a totally committed faculty & staff with absolutely rigorous, high standards. Scholars offer numerous book and scholarly articles, whilst practice faculty are active in USITT, ACTF, National College Dance festival, performance studies conference, etc.

That said, there existed a clear sense of powerlessness in the face of continuing budget cuts, faculty decline and diminished research support. Many spoke of self-funded exhibitions, research trips, and the fear of burnout. The department noted the recent loss of one position in Theatre and 1.5 in Dance.

Operationally, undergraduate students noted timing issues for world theatre that often made completion of degree program challenging: one student suggested online offering of the sequence might make for a possible solution.

Fashion Design, an A&S unit, will not take on costume design students from theatre, the only unit on campus actually engaging practice based cutting & draping. And art students who actually produce wearable art also are excluded. Similarly, ACM appears in conflict with A&S over who owns creative writing, screen writing. It would seem that silos exist.

Students feel a need for “transitions to work” experiences, seminars, portfolio preparation courses, internships, etc. for credit, not as a volunteer experience. Students expressed an awareness of time to degree. Some students would like to achieve degree faster. Citing sometimes unavailability of courses, students suggested creating more online offerings, especially academic classes. Online courses, students felt would help alleviate clashes for studio time.

It was noted that design staff need help: shows get bigger, more costly, and more ambitious as resources have diminish. Perhaps undergraduate credit for scene shop work, internships could help. Students felt a need have their work experiences recognized and documented in a form that future employers could easily read. That said, graduate students, similarly objected to becoming unpaid adjuncts, demanding adequate compensation, and documentation for future cv.