**College of Arts and Humanities Program Review: Third Year Update**

**Peter Arnade, Dean**

**March 11, 2019**

The College of Arts and Humanities Third Year update concerning its 2016 program review must focus entirely on a single issue: the proposed creation of a new college that integrates the College of Arts and Humanities, the College of Languages, Linguistics and Literature, and the School of Pacific and Asian studies into a single academic unit. The formation of an enlarged college addresses some key recommendations of the evaluators in Arts and Humanities’ program review: more interdisciplinary initiatives, attention to enrollments, enhanced ability to retain and recruit faculty, and the need for further extramural support for academic programs and student success.

The process for designing the new college is fully underway and about to begin the formal consultation period with the Academic Senate and Faculty and Staff unions. Between May and December 2018, a Design Committee comprised of faculty, staff and administrators of the three academic units in question met regularly to develop a proposal for the new college and undertook consultations with faculty and staff in the affected units. The Interim Chancellor’s timeline to launch the New College (a placeholder name is The College of Arts, Languages and Humanities or Letters), should formal consultation proceed apace, is July 1, 2019. The upshot is that there will be no College of Arts and Humanities by the start of academic year 2019-20.

For both AH and the units with which it will be combined, a matter of singular focus must be the noticeable decline in both the number of majors in the departments and overall SSH. Chart 1 below details the trend downward in majors and chart 2 details the declines in SHH for all three units between 2012-17.

**I.**

**AH, LLL, & SPAS SSH Fall 2012‐2017**

Fall 2012 & Fall 2017 SSH by academic units (source: IRAO)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Fall 2012** | | | **Fall 2017** | | | **Difference** | | | **Difference (in %)** | | |
| **Undergrad** | | | **Grad** | **Total** | **Undergrad** | **Grad** | **Total** | **Undergrad** | **Grad** | **Total** | **Undergrad** | **Grad** | **Total** |
|  | **Academic units** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** | **SSH** |
| A&H | Academy for Creative Media | 1359 |  | 1359 | 1043 |  | 1043 | ‐316 |  | ‐316 | ‐23.3% |  | ‐23.3% |
| A&H | American Studies | 2659 | 369 | 3028 | 2097 | 250 | 2347 | ‐562 | ‐119 | ‐681 | ‐21.1% | ‐32.2% | ‐22.5% |
| A&H | Art | 4743 | 122 | 4865 | 3297 | 108 | 3405 | ‐1446 | ‐14 | ‐1460 | ‐30.5% | ‐11.5% | ‐30.0% |
| A&H | Communicology | 2568 | 110 | 2678 | 2605 | 107 | 2712 | 37 | ‐3 | 34 | 1.4% | ‐2.7% | 1.3% |
| A&H | Dance | 894 | 88 | 982 | 737 | 60 | 797 | ‐157 | ‐28 | ‐185 | ‐17.6% | ‐31.8% | ‐18.8% |
| A&H | History | 4386 | 318 | 4,704 | 3243 | 181 | 3424 | ‐1143 | ‐137 | ‐1,280 | ‐26.1% | ‐43.1% | ‐27.2% |
| A&H | Music | 2831 | 255 | 3,086 | 1758 | 169 | 1927 | ‐1073 | ‐86 | ‐1,159 | ‐37.9% | ‐33.7% | ‐37.6% |
| A&H | Philosophy | 1692 | 172 | 1,864 | 1155 | 110 | 1265 | ‐537 | ‐62 | ‐599 | ‐31.7% | ‐36.0% | ‐32.1% |
| A&H | Religion | 3192 | 71 | 3,263 | 1824 | 87 | 1911 | ‐1368 | 16 | ‐1,352 | ‐42.9% | 22.5% | ‐41.4% |
| A&H | Theatre | 1522 | 229 | 1,751 | 954 | 322 | 1276 | ‐568 | 93 | ‐475 | ‐37.3% | 40.6% | ‐27.1% |
|  | **TOTAL A&H:** | **25846** | **1734** | **27580** | **18713** | **1394** | **20107** | **‐7133** | **‐340** | **‐7473** | **‐27.6%** | **‐19.6%** | **‐27.1%** |
| LLL | East Asian Languages and Literatures | 7782 | 415 | 8,197 | 6545 | 313 | 6858 | ‐1237 | ‐102 | ‐1,339 | ‐15.9% | ‐24.6% | ‐16.3% |
| LLL | English | 7688 | 438 | 8,126 | 6151 | 503 | 6654 | ‐1537 | 65 | ‐1,472 | ‐20.0% | 14.8% | ‐18.1% |
| LLL | Indo‐Pacific Languages and Literatures | 3249 | 11 | 3,260 | 3379 | 33 | 3412 | 130 | 22 | 152 | 4.0% | 200.0% | 4.7% |
| LLL | Languages and Literatures of Europe and the Americas | 7371 | 139 | 7,510 | 5635 | 114 | 5749 | ‐1736 | ‐25 | ‐1,761 | ‐23.6% | ‐18.0% | ‐23.4% |
| LLL | Linguistics | 1866 | 317 | 2,183 | 1575 | 331 | 1906 | ‐291 | 14 | ‐277 | ‐15.6% | 4.4% | ‐12.7% |
| LLL | Second Language Studies | 1735 | 614 | 2,349 | 1458 | 464 | 1922 | ‐277 | ‐150 | ‐427 | ‐16.0% | ‐24.4% | ‐18.2% |
| LLL | Translation and Interpretation | 78 |  | 78 | 108 |  | 108 | 30 |  | 30 | 38.5% |  | 38.5% |
|  | **TOTAL LLL:** | **29769** | **1934** | **31703** | **24851** | **1758** | **26609** | **‐4918** | **‐176** | **‐5094** | **‐16.5%** | **‐9.1%** | **‐16.1%** |
| SPAS | Asian Studies | 682 | 189 | 871 | 638 | 85 | 723 | ‐44 | ‐104 | ‐148 | ‐6.5% | ‐55.0% | ‐17.0% |
| SPAS | Pacific Islands Studies | 447 | 109 | 556 | 435 | 102 | 537 | ‐12 | ‐7 | ‐19 | ‐2.7% | ‐6.4% | ‐3.4% |
|  | **TOTAL SPAS:** | **1129** | **298** | **1427** | **1073** | **187** | **1260** | **‐56** | **‐111** | **‐167** | **‐5.0%** | **‐37.2%** | **‐11.7%** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Natural Science** | **35300** | **2754** | **38,054** | **33759** | **2412** | **36171** | **‐1541** | **‐342** | **‐1,883** | **‐4.4%** | **‐12.4%** | **‐4.9%** |
|  | **Social Science:** | **32968** | **3746** | **36,714** | **28014** | **2918** | **30932** | **‐4954** | **‐828** | **‐5,782** | **‐15.0%** | **‐22.1%** | **‐15.7%** |
|  | **Hawai‘inuiākea Schol of Hawaiian Knowledge** | **7913** | **216** | **8,129** | **6596** | **311** | **6907** | **‐1317** | **95** | **‐1,222** | **‐16.6%** | **44.0%** | **‐15.0%** |

\* Formula for % in Difference: (Fall 2017 ‐ Fall 2012)/Fall 2012

**II.**

**Number of degrees awarded: 2012-2017 FY comparison (Source: IRAO)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** | | |  | |
|  | **2012FY** | **2017FY** | Difference | in % |
| Arts & Humanities | 322 | 234 | -88 | -27% |
| Lang, Ling & Lit | 225 | 243 | 18 | 8% |
| Natural Sciences | 252 | 320 | 68 | 27% |
| Social Sciences | 668 | 643 | -25 | -4% |
| Hawai`inuiakea Sch Hawn Knowledge | 39 | 61 | 22 | 56% |
| Schl of Pacific & Asian Studies | 22 | 17 | -5 | -23% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graduate** | | |  | |
|  | **2012FY** | **2017FY** | Difference | in % |
| Arts & Humanities | 106 | 67 | -39 | -37% |
| Lang, Ling & Lit | 96 | 90 | -6 | -6% |
| Natural Sciences | 88 | 88 | 0 | 0% |
| Social Sciences | 146 | 113 | -33 | -23% |
| Hawai`inuiakea Sch Hawn Knowledge | 12 | 9 | -3 | -25% |
| Schl of Pacific & Asian Studies | 21 | 18 | -3 | -14% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total** | | |  | |
|  | **2011-12** | **2016-17** | Difference | in % |
| Arts & Humanities | 428 | 301 | -127 | -30% |
| Lang, Ling & Lit | 321 | 333 | 12 | 4% |
| Natural Sciences | 340 | 408 | 68 | 20% |
| Social Sciences | 814 | 756 | -58 | -7% |
| Hawai`inuiakea Sch Hawn Knowledge | 51 | 70 | 19 | 37% |
| Schl of Pacific & Asian Studies | 43 | 35 | -8 | -19% |

AH’s numbers are revealing: a 27.1% decline in SSH between 2012-17, but so too are LLL’s and SPAS’. It is true that Mānoa overall enrollment has also declined in these five years. It is also true that all three academic units have shrunk in terms of permanent faculty size as a response to these numbers. That said, neither entirely justifies nor fully responds to these enrollment challenges.

Over the last three years, AH has made enrollments a matter of concern, and in response, has undertaken a variety of reponses which include better outreach and recruitment efforts, and revisiting curriculum offerings where appropriate. We continue to focus on the development and refinement of our joint Academic Advising Center with LLL. There is no single solution to a complex challenge that has echoed national trends in the arts and humanities and which has in turn generated a good deal of higher education literature. The proposed new college will combine the arts, languages and broader humanities and allied fields (SPAS) into a single academic unit to invigorate curriculum, break down sihlos, and address redunancies where they might exist. To this end, the “Design Team,” tasked in May 2018 with proposing a structure and design for the new college, adressed directly how to improve enrollments. Among its area of focus were the following:

1. Better positioning of AH/New College’s offerings with the General Education curriculum, to ensure the departments are able to enhance opportunities for a vigorous presence in the GE course offerings. The Mānoa GE program has undergone program review in 2017-18. AH/New College will carefully follow the Academic Senate’s General Education Committee’s recommendations about changes to the GE requirements and offerings and be ready to seek new GE opportunities for our coursework.
2. More thoughtful and proactive recruitment efforts of majors through better promotional literature, the continued refinement of the joint LLL-AH advising center, and the use of new digital media for outreach and messaging.
3. A frank assessment of departments’ health; an exploration of where course offering redunancies exist and how to tackle them; and discussions concerning new interdisciplinary certificate programs that might be attractive to non liberal arts majors who could package their university and GE requirement with the liberal arts curricula we offer, for example a health and humanities one and an environmental humanities one.

The full-time bargaining-unit 7 faculty in AH and LLL are not as large as they were in 2012 (LLL’s reduction is the largest, with 27 faculty less than 2012, whereas AH’s is 7). Going forward with hiring plans, AH/New College must think more shrewdly and strategically about faculty who might serve more than one department, with the ability to teach across a few disciplines. An integrated College will make such conversations less cumbersome. Examples might include History and Pacific Island Studies, Philosophy, Classics and Religion, Languages and related humanities departments (especially with faculty hired to teach smaller langauges where modest enrollments will require the person to have subject area expertise elsewhere), and so forth. What is more, small programs might consider combining with a similar small program (rare, but not impossible) and where departments don’t have academic coherency, new configurations ought to be considered. On this last point, the Design Team proposed detaching the Pacific Island language faculty from the Department of Indo-Pacific Languages and Literature, and combining them with the Pacific Island studies degree program in SPAS, thereby creating a new department of Pacific Island Languages and Studies, and morphing IPLL into the Department of South and Southeast Asian Studies.

The New College also proposes two new possible centers to coordinate interdisciplinary research and pedagogy: 1) a Humanities Center and 2) a Center for the Study of Language. The Humanities Center was first proposed by a committee of faculty drawn from the College of AH and LLL in 2013. Owning to lack of funding, it did not move forward, though the effort was revived in 2017, this time with a strategy to solicit donor support for it. The Mission Statement of the proposed Center underscores its purpose to coordinate humanities program on campus and serve as a bridge to the wider Oahu community.

*The Mānoa Center for the Humanities and Civic Engagement coordinates and supports humanities and arts-related activities within the University of Hawai‘i and our broader communities. It will outwardly facing, responsive to the needs of our broader communities across Hawaiʻi.*

*Comprising students, faculty, researchers, and community members, we aim to be a home for the best practices within the arts and the humanities. Attending in particular to our geographical, cultural, and historical locations in Hawaiʻi and the Pacific, the Center provides a civic forum where issues of shared concern among people and organizations in the academy and beyond may be explored through creative endeavor and critical collaboration, co-operative research activities and engaged scholarship*.

The Center for the Study of Human Language emerged out of the College of Languages, Linguistics and Literature during the fall 2018 consultations between the Design Committee for the New College and AH-LLL-SPAS faculty and staff. It proposes the following mission:

*The central intangible that is being lost* {in the merger of colleges and SPAS} *is the sense of affinity between scholars in language related disciplines. To replace that, we propose the creation of a new center, named the Center for the Study of Human Language. CSHL would operate as the other centers in the new college operate: there would be a faculty director, elected from an executive committee (consisting of core faculty members), assisted by one APT position. The faculty director’s role would be to create alliances and relationships amongst language-related scholars across the campus (not just within the new college). As such, the director would create a set of faculty affiliates (on par with current centers’ practice), and establish activities that foster language-related research.*

*A crucial part of the job of the faculty director would be to procure external funding that would help support the activities of the center. Such funding would include research grants (which many in the language science community here at UHM already have great expertise in), federal education grants, university-level funding, philanthropic gifts, etc.*

*In addition to external support, the director’s duties would include hosting regular language-related research talks (speakers from the center affiliates as well as invited speakers from off-campus), facilitate and encourage cross-departmental teaching, advocate for the place of language on this campus (e.g., ensuring general education requirements include sufficient courses on language), etc. The director may also develop particular research and/or programmatic tracks, such as the Cognitive Science Track, the Indigenous Languages Track, etc. and develop or support growing initiatives such as the Multilingualism Initiative (SLS).*

On a related subject, there has been early talk among the arts departments of the formal creation of a School of the Arts within the new college. The chairs of the Arts Departments---Theatre and Dance, Music, Art and Art History, and the Academy of Creative Media—offered the following justification for a school within the new college:

* *Branding the arts with a common identity*
* *As an organizing principle*
* *Cross-department coordination of events and PR*
* *Cross-department calendar and scheduling*
* *Signifies a greater commitment to the arts at Manoa*
* *More prominence and synergy by joining together*
* *Greater visibility and reach*
* *More clout*
* *Possible draw for donors/funders*
* *Platform for more cross-department student activities (i.e. School of the Arts annual student awards, scholarships, symposiums, etc.)*
* *School of the Arts learning communities for incoming freshman*
* *Potential for new certificate programs*
* *Potential for split positions within the School*

Short and Longer-Term goals include:

Beginning Goals

* *Brochure*
* *Website*
* *Arts ACE, 1-2 years of clustered Arts courses for entering undergrads*
* *Collaborative endeavors—paper presentations, student collaborations between depts.*
* *Cross-listed courses, curricular integration and cross-overs between arts departments*
* *Donor cultivation events*

Longer Term Goals

*Create interdisciplinary certificates, potentially in some of the following:*

* *Arts Therapy*
* *Arts Management*
* *Arts and Social Justice*
* *Arts and Environment*
* *Arts Hawai’i /Pacific*
* *Arts Asia*

The New College will not launch with a School of the Arts, but it will pursue some of the goals identified as justification for the formation of a school, and will leave the possibility open for a future school if evidence and resources prove a compelling reason for it.

Finally, both AH for the time it remains a separate college and LLL-SPAS should continue to explore better donor support and will work with UHF new leadership to best position our faculty, students, and academic degree programs to elicit support. A short and long-term development strategy will be paramount going forward. There is new leadership at UHF and therefore new opportunities to redouble efforts in the arts, languages and humanities to seek private support.