

## COLLEGE OF ARTS, LANGUAGES, & LETTERS

Context: The university was not able to fulfill our commitment on positions and funding following the merger, but we are committed to working with the new college to increase enrollments in key programs that are critical to our mission, and to explore new areas.

### Academy for Creative Media

#### *Summary Recommendations*

- Reallocate faculty positions to ACM to support enrollment growth.
- Consider a program fee to support equipment purchases and software upgrades.
- Develop articulation agreements with the UHCCs, using the College of Education's model of articulating learning outcomes rather than direct course articulation.

#### *Details*

- Faculty FTE is incredibly low at 6.42 given the number of majors (242 and growing). By comparison, American Studies currently has 11 FTE for 14 undergraduate majors and 36 graduate students. Suggest reallocating positions within CALL, with the goal of increasing faculty FTE to 12-14 to support the increase in students.
- The program was recently modified to accept incoming freshmen, which partially led to the rapid increase in the number of declared majors.
- The chair recently modified the program to establish a track in Digital Cinema. The track, which requires portfolio submission for admission, positions the dept. to develop a BFA.
- Students in ACM are advised by the faculty, who each take on a portion of undergraduates. While this model provides career advising for the students, there is a need for a professional advisor to take on the work of ensuring students get the courses they need and progress towards degree. Recommend an additional APT to support student advising.
- UHWO successfully developed 2+2 articulation agreements with the UH community colleges. Given the differences in course work, UHM has not been as successful in aligning the curriculum. Recommend that the dept. use the College of Education's model of articulating based on learning outcomes to get closer to a 2+2 articulation agreement.

## **Department of Art & Art History → Department of Art & Design**

### *Summary Recommendations*

- **Temporarily** top-out the MA in Art History.
- Move Fashion Design & Merchandising from CTAHR into the department.
- Collaborate across disciplines on a BA or BFA in Design (effective 2024 or later)
- Decrease the number of concentrations in the BFA/MFA programs.
- Rename the Department “Art and Design.”

### *Details*

- The Department offers the BA, BFA, and MFA in Art, and the MA in Art History. There are 224 enrolled in the BA (down from 461 in 2012), 37 in the BFA, 4 in the MA, and 14 in the MFA. Tenure-track FTE is 18.25.
- The BS in Fashion Design and Merchandising is offered in the Department of Family and Consumer Sciences (CTAHR). There are 74 enrolled in the program (down from 129 in 2012).
- Recommend that the Department work with Engineering, Architecture and other units towards a BA or BFA in Design (effective 2024 or later). To support this new direction (and with the addition of Fashion Design), recommend that the name of the department change to Art and Design. Example: [Purdue University Dept. of Art & Design](#).

### *Art & Art History*

- The Art BA has concentrations in Studio Art and Art History. The BFA and MFA have concentrations in ceramics, drawing/painting, electronic art, glass, graphic design, print media (which includes digital imaging, photography, printmaking), and “sculpture + expanded practices.” The MA in Art History offers concentrations China, Japan, the Pacific, South/Southeast Asia, and Modern/Contemporary art. Recommend that the faculty review and decrease the number of concentrations, particularly in the BFA and MFA programs.
- The MA in Art History has been on the “small programs” list for a number of years, and the last program review identified concerns that may be contributing to the small size. The graduate seminars needed for the program are taught infrequently as there are only 4 students enrolled. Per the program review team:

*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. – 2016 External Review Report, page 18.*

Recommend **temporarily** stopping out the Art History MA, if the faculty can modify the program to attract more students.

### *Fashion Design & Merchandising (CTAHR)*

- The BS in Fashion Design & Merchandising is housed in CTAHR. Moving the program into CALL offers more opportunities for collaboration with faculty in Art and the costuming faculty in Theatre/Dance. The Arts & Humanities program review team noted the following:

*Fashion Design... 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. – Page 33*

- The program could be modified into a BA or BFA and include a focus on Asia and the Pacific. The CTAHR program review team recommended that the faculty work with faculty in Shidler to shore up Merchandising.

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## Department of American Studies

### *Summary Recommendations*

- Move Historic Preservation to Architecture. Continue collaboration.
- Consider partnering with Interdisciplinary Studies (IS) in the BA in American Studies in order to increase exposure and enrollment.
- Eliminate direct admission to the MA program (current enrollment 6).
- Continue efforts to right-size the PhD program and focus on better supporting doctoral students.
- Pursue collaborations with Ethnic Studies and joint hires with disciplines within CALL and Social Sciences.

### *Details*

- Between 2012-2019, enrollment in the undergraduate program decreased from 46 to 14 (now 12); enrollment in the master's program from 13 to 6; and the PhD program from 43 to 30. Over the same period, faculty FTE remained relatively stable, and now sits at 11.
- The decreasing enrollment, especially within the undergraduate program, was noted in the program review in 2014 when enrollment had dropped to 24. The team recommended the Dept. pursue the initiatives they had developed to increase enrollment, but these do not seem to have produced results.
- The decrease in enrollment in the doctoral program (from 43 to 30) may have been deliberate, as previous program reviews recommended that this program be downsized to better support students.
- Suggest the Department work closely with Interdisciplinary Studies to attract undergraduate students to increase enrollment.
- Recommend the Department increase collaborations with Ethnic Studies as there is some course overlap. Only a few courses are cross-listed. Both departments would benefit from collaborating with the UHCCs to increase the number of lower division courses that could transfer to UHM.
- Enrollment in the MA program has decreased considerably. Suggest offering the MA only as an exit option for doctoral students (no direct admission).
- The faculty member who now serves as Interim Dean of the School of Architecture had administered the Historic Preservation Graduate Certificate. This is now handled by a lecturer in American Studies, and enrollment has decreased considerably. Recommend moving the program to Architecture, but continue collaboration with American Studies (through course cross-listing).
- There appears to be a number of faculty with course releases to serve as the heads of initiatives, etc. May need to examine faculty workload policies.

## Department of Asian Studies

### *Summary Recommendations*

- Consider partnering with Interdisciplinary Studies on the BA in order to increase exposure and enrollment.
- Monitor enrollments across the MA in Asian Studies and MA in Asian International Affairs.
- Work with the professional programs to develop joint degree pathways and Asia-focused concentrations within professional degrees.
- Tenure faculty in the disciplines (inside and outside of CALL) rather than in the area centers/program.
- Begin work towards securing the NRC in East Asian Studies.

### *Details*

- Undergraduate enrollment has decreased from 76 in 2012 to 32 in 2019. Recommend the Department work with Interdisciplinary Studies to attract students to increase enrollment.
- Enrollment in the MA decreased from 39 in 2012 to 28 in 2019. Per STAR, current enrollment is down to 19. The new MA in Asian International Affairs has 10 students. Even with the new program, graduate enrollment has remained stable at 28-29 students. Recommend the faculty examine whether the Asian International Affairs program is pulling enrollment from the Asian Studies program rather than attracting new students.
- Suggest working closely with the professional schools to develop joint degree pathways, and Asia-focused concentrations within professional degrees. Per the review team:

*SPAS has a very large number of affiliated faculty via its constituent area Centers (for Pacific Islands Studies, Japan, Korea, China, Okinawa, Southeast Asia, the Philippines, and South Asia). What are less evident are visible connections between SPAS and law, management, education and other professional areas referred to in the previous review report (2008). We believe real efforts must be made to strengthen SPAS relationships to faculty in other units on campus... This is especially true of new initiatives undertaken by units on campus in and with Asian universities (we heard of one such initiative recently launched in the architecture school). — 2015 SPAS External Review Report, page 6.*

- Depending on the plan for the area centers, there may no longer be a need to tenure faculty in Asian Studies or the area centers, but rather house these in their respective disciplines to build up Asia-Pacific area specialists within departments (and to teach across programs). The program review team recommended a hybrid approach:

*For tenured faculty who are affiliates through one of the SPAS centers, the option could be offered to transfer 50% of their appointment to SPAS, with the goal of*

*developing 50% of their courses as cross-listed courses between their original home department and SPAS. For individual faculty members, the intellectual attractiveness of such an arrangement is the opportunity to participate institutionally in the success of both their disciplinary department and the inter-disciplinary program to which their scholarship speaks. – Page 7.*

## **Department of East Asian Languages & Literature**

### *Summary Recommendations*

- Suggest reallocating faculty and I2 positions from Japanese to support Korean and Chinese.
- Collaborate with the Asian Studies Area Centers to secure NRC funding.
- Monitor enrollment and support students in the flagship programs.

### *Details*

- The Chinese, Japanese, and Korean Divisions have roughly the same number of tenure track positions (6-7), but the number of instructors varies greatly, with 10 in Japanese, 3 in Korean, and 1 in Chinese. The external review team (2013) recommended that some of these lines be reallocated from Japanese to support Chinese and Korea.

*The balance of faculty lines among the three programs clearly is reflective of an historical carryover from an era in which the Japanese program was the dominant one at the UH, with programs in Chinese and Korean less developed. It is clear, however, that in recent years there has been a sustained increase in interest, both in Hawai'i and nationally, in Chinese and Korean. – 2013 LLL External Review Report, page 20.*

- The graduate programs were recently merged down from 6 to 2, possibly in response to the 2013 program review, as well as the small programs report. Admission is stopped out to the individual Chinese, Korean and Japanese graduate programs.
- The Chinese and Korean flagship programs will need support/attention as a result of the pandemic, as the study abroad requirements will be a challenge. Enrollment is difficult to monitor centrally as these are concentrations within the larger degree programs.

## Department of English

### *Summary Recommendations*

- Review faculty workload and course release policies, particularly for center directors and area heads.
- Develop a strategic hiring plan to build towards 3-4 areas of strength.
- Review curriculum and modify to address excessive breadth; ensure courses taught meet the needs of the program.

### *Details*

- While still large, enrollment in the BA has declined considerably, from 294 in 2012 to 185 in 2019 (currently 171). Enrollment in the MA has decreased from 38 in 2012 to 18. Enrollment in the PhD program is currently at 45 (down slightly from 53 in 2012).
- Tenure-track FTE dropped from 43.46 in 2014 to 29.00 in 2019.
- The external review team suggested the faculty review their course offerings to address excessive breadth issues.

*The Department is to be commended for this breadth. It is unclear, however, from the Department's materials just what the relationship is among these different areas. For example, has the Department maintained a traditional, canonical curriculum and simply added new courses; or, are those courses as listed really vestiges of the past, relatively undersubscribed or not regularly taught? – 2013 LLL External Review Report, pages 24-25.*

- The review team noted the need for a strategic hiring plan that will build to areas of strength. In addition, the expectations for faculty scholarship and their role in supporting the curriculum should be addressed. Per the review team:

*...it is clear that many long-serving faculty have shifted their teaching and research interests away from the traditional areas in which they were originally hired. For example, faculty originally appointed in period defined British literature have moved into the study of science fiction, folklore, and global culture. Some faculty appointed in areas of literary criticism have moved into creative writing. – Page 23.*

- The scholarship productivity is uneven.

*Broadly speaking, the generational difference in the English Department faculty is also a professional difference: that is, a younger, more recently appointed professoriate that is professionally ambitious, critically engaged, and active in scholarship...The challenge for the UHM Department is to bring a more productive, professionalized research faculty into positions of departmental leadership; to find ways of moving less productive faculty out; and to channeling research support to those faculty who have significant research profiles. – Page 23.*

- Recommend reviewing faculty workload, and in particular, course releases granted to serve as area chairs, center directors, etc.

## Department of History

### *Summary Recommendations*

- Consider hiring recent PhDs as adjuncts.
- Collaborate with the Asia/Pacific area centers on hiring priorities.
- Develop strategies to increase enrollment; consider BA/MA pathways in History and with other disciplines within CALL (including Classics) and Social Sciences to attract students. Consider a BA/PBC pathway in Education.
- Review workload policies with respect to course releases.
- Work with the UROP program to expand research opportunities for undergraduates.

### *Details*

- Undergrad enrollment decreased from 172 in 2012 to 83 in 2019 (currently 96). Graduate enrollment has fallen from 50 to 36 over the same period (currently 32). Faculty FTE decreased slightly from 29.17 to 27.17 over same period. The faculty size does not seem to be in alignment with the number of majors, given the enrollment decreases.
- Consider developing combined degree pathways within History and across disciplines to attract majors and increase graduate enrollment in the Department.
- Suggest developing combined pathways with Education towards the MEd in Teaching or the Post-Baccalaureate Certificate in Secondary Education.
- Suggest prioritizing Asia-Pacific specialists in hiring, in collaboration with the area centers.
- The review team suggested that the department look to alumni to serve as adjuncts, which could offset any losses in FTE.
- Recommend reviewing faculty workload and course buyouts for faculty to serve as directors of centers, certificates, and other initiatives.
- The program review was light on recommendations beyond increasing enrollment, tracking graduates, and publicizing job opportunities for students.

## Department of Indo-Pacific Languages & Literature → Center for Indo-Pacific Languages

### *Summary Recommendations*

- “Pause” offering all low-enrolled IPLL languages through AY21, possibly 2022. (Check terms of NRC grants for Southeast Asian and Pacific Island Studies)
- Stop-out the BA in Philippine Language & Culture; consider offering a Philippine Studies major equivalent through Interdisciplinary Studies instead.
- Rebrand the unit as a Center, in collaboration with Outreach College.

### *Details*

- There are 26 enrolled in the BA in Philippine Language & Culture (up from 8 in 2012), and of these 20 are secondary majors.
- There are 11 tenure-track faculty, 5 non-tenure-track FTE, and 5.23 lecturer FTE.
- The BA in Philippine Language and Culture is almost entirely taught by I2s and lecturers (and one APT). The program has been on the small programs list for a number of years. Several programmatic changes were made that appear to have been successful at increasing enrollment, however the reliance on lecturers to offer the degree program is troubling. Suggest stopping out the degree and working with Interdisciplinary Studies to establish a concentration in Philippine Studies instead. By incorporating courses across CALL as well as the Social Sciences, this should increase the number of tenure-track faculty teaching in the program (and possibly enrollment as well).
- In addition to the BA, the Department offers language courses in Arabic, Cambodian (Khmer), Chamorro, Filipino, Hindi, Ilokano, Indonesian, Maori, Samoan, Sanskrit, Tahitian, Thai, Tongan, Urdu, and Vietnamese. Many of these classes are low enrolled. The Dean should work with Outreach College to rebrand IPLL into a Center for Indo-Pacific Languages, and work with instructional designers to develop online language courses for targeted populations (heritage and graduate students across the US; and special populations (defense/military, etc.)). The program review team also suggested that an investment in online learning could attract students globally.

*Therefore the fact that many of the faculty members in this department are engaged actively in remote and online learning makes good sense. The potential market for instruction in Marshallese, just to pick one example, may be extremely limited. But it is also global in nature. By building upon its expertise in remote and online language learning and the production of instructional materials, aided by the UH's expertise in second-language learning and language technology, IPLL and the UH serve an international function as the premier center for the dissemination of knowledge concerning the languages of Oceania and the broader Pacific region. – 2013 LLL External Review Report, page 33.*

## Department of Languages & Literature of Europe & the Americas

### *Summary Recommendations*

- Stop-out the BA in German.
- Continue multidisciplinary collaborations in Classics with Religion/Philosophy and History.
- Develop combined degree pathways for Classics (History/Philosophy), French and Spanish (Education).
- Review workload policies.

### *Details*

- The Department offers the BA in Classics; BA and MA in French; BA in German; BA in Russian; and BA and MA in Spanish. Additional language courses are offered in Greek, Italian, Latin, and Portuguese.
- Tenure-track FTE is 17.08 and non-tenure track FTE is 13.75. The Department is divided into divisions (as noted below), each with a divisional chair, undergraduate advisor (faculty), and graduate chair (as applicable). Recommend reviewing workload policies (course releases).

### *German Division*

- There are 16 students enrolled in the BA (of these 6 are secondary majors), up from 7 the previous two years, and up slightly from 14 in 2012.
- There are 3 tenure-track faculty, two instructors, and one lecturer.
- The degree has been on the “small programs” list every year, unable to meet the threshold of an average of 10 graduates per year (3-year average). Recommend a stop-out of admission.

### *Classics Division*

- The Division offers the BA as well as courses in Greek and Latin. There are 22 students enrolled in the BA (6 secondary majors), up from 9 in 2012. The degree has been on the “small programs” list every year, unable to meet the threshold of an average of 10 graduates per year (3-year average).
- The divisional chair modified the program for additional flexibility, which seems to have helped with recruitment and retention. Recommend that the chair continue collaborations, working across History and Religion/Philosophy to recruit primary and secondary majors.
- A combined degree pathway with Philosophy and History could aid in recruitment of undergraduate and graduate students across these units.
- Should enrollment decrease, this program could be offered as a major equivalent through Interdisciplinary Studies (and stopped out).

### *Russian Division*

- Admission to the BA in Russian is stopped out (effective Fall 2020). There are 5 remaining in the program (of these 2 are secondary majors). Recommend elimination of the Russian Division after program is terminated.

### *French Division*

- The Division offers the BA and MA, and lower division courses in Italian. There are currently 20 in the BA and 5 remaining in the MA. The BA appeared on the “small programs” list fairly recently, dropping just below threshold of an average of 10 graduates per year (3-year average).
- There are 4 tenure-track faculty and two instructors.
- Admission to the MA is stopped out (effective Fall 2020). The program will be terminated after the students graduate.
- Recommend that the faculty work with the College of Education on a combined pathway with the MEd in Teaching or the Post-Baccalaureate Certificate in Secondary Education.

### *Spanish Division*

- The Division offers the BA and MA in Spanish, and lower division courses in Portuguese.
- There are 19 enrolled in the BA (down from 28 in 2012) and 12 enrolled in the MA.
- Recommend that the faculty work with the College of Education on a combined pathway with the MEd in Teaching or the Post-Baccalaureate Certificate in Secondary Education.

## Department of Linguistics

### *Summary Recommendations*

- Consider developing an undergraduate program (effective 2024 or later).

### *Details*

- Enrollment in the graduate programs has declined, from 65 in 2012 to 51 in 2019. Faculty FTE has remained steady at 11 FTE. There seems to be some capacity to begin work towards an undergraduate program.

- The program review team also recognized the need for an undergraduate program.

*It is quite unusual for a linguistics department with a productive doctoral program not to have an undergraduate major... If the Department were to choose to implement an undergraduate major in linguistics, it would likely entail significant growth in enrollments, which may require further faculty and GA resources. – 2013 LLL External Review Report, page 43.*

## Department of Music

### *Summary Recommendations*

- Consider stopping out admission to selected tracks in the MA.
- Offer Ethnomusicology in the PhD program only.
- Discontinue NASM accreditation (next review scheduled for 2021-22)

### *Details*

- The program offers the BA, BMus, MA, MMus, and PhD. The Department collaborates with the College of Education on a BEd in Music Education.
- Tenure-track FTE is 18.25.
- There are 77 enrolled in the BA (down from 100 in 2012), 18 in the BMus, 13 in MA, 13 in the MMus, and 19 enrolled in the PhD program.
- The BA offers concentrations in General Music, Hawaiian Music, and Musical Theatre. The BMus offers concentrations in Composition, Instrumental, Piano, and Voice.
- Concentrations in the MA program include Music Education, Ethnomusicology, and Musicology. With only one core course in common, the concentrations operate as separate degree programs. We are unable to track enrollment in concentrations, so it's unclear how many students are enrolled in each.
- Recommend stopping out the undersubscribed tracks, and ethnomusicology in the MA program. Doing so will alleviate some of the issues raised in the external review regarding time-to-degree for the MA programs (excerpt below), and concentrate

ethnomusicology at the PhD level, elevating the program. (The MA could serve as an exit option for Ethnomusicology PhD students.) Inspiration: UCLA Herb Alpert School of Music - MA/PHD Ethnomusicology:

<https://schoolofmusic.ucla.edu/admissions/graduate/ethnomusicology/>

*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 MA degree. While requiring an MA thesis is a hallowed tradition from the days of Prof. Barbara Smith, it turns out to be a major bottleneck through the MA--PhD 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 PhD level which appears to be another good candidate for time reduction. – 2016 Arts & Humanities External Review Report, page 26.*

- External reviewers recommended that the Department reconsider the need for NASM accreditation. Several program requirements could be eliminated if the programs weren't accredited. Without NASM, there will be opportunities to streamline the curricula across all degree programs. Per the review team:

*The Department of Music is accredited by ...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...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. – Page 24.*

## Department of Pacific Islands Studies

### *Summary Recommendations*

- Consider partnering with Interdisciplinary Studies in the BA in order to increase exposure and broaden enrollment, and to realize curricular efficiencies in collaboration with a campus institute on Oceania (similar to the BA in Sustainability/ISR model).
- Review recruitment efforts and develop a strategy to attract both heritage and non-heritage students.
- Collaborate with departments (inside and outside of CALL) to include more Pacific areas specialists to expand course offerings. Tenure faculty in their respective disciplines.

### *Details*

- The Department (newly formed and formerly only the Center) offers the BA, MA, and a Graduate Certificate in Pacific Islands Studies. The BA is fairly new (approved in 2012), however the program had been administered for years as a concentration (major equivalent) in Interdisciplinary Studies.
- There are 14 enrolled in the BA, 13 enrolled in the MA (down from 28 in 2012), and 3 enrolled in the Graduate Certificate program.
- Prior to the development of the BA, enrollment in the Interdisciplinary Pacific Islands Studies concentration hovered around 50. In fact, enrollment in the concentration provided the basis for the enrollment projections when the BA program was proposed and approved. Since approval, however, enrollment has not met projections, averaging 17 majors. The low enrollment has delayed efforts to establish the program.
- The BA program is very structured (required courses offered in fall *or* spring), unlike the former concentration in IS, which may be a contributing factor to the low enrollment as course offerings could compete with requirements for other majors, preventing students from double-majoring (there are only 2 secondary majors). Low enrollment only makes this worse, leading to small class sizes or classes that have to be cancelled. The program was modified to try to address this, but it remains very structured. Suggest the unit reexamine the curriculum for more flexibility and consider partnering with Interdisciplinary Studies to increase enrollment.
- Enrollment in the MA program has decreased from 28 (2012) to 13 (2019). This decline is shown across all programs in SPAS.
- Both the BA and MA attract heritage students, however the balance has changed greatly over the last 10 years. In 2015, the program review team noted:

*The overwhelming majority of CPIS students are heritage students: 85% of undergraduates and 70% of graduates. At the undergraduate level the majority have grown up in Hawai'i, but at the graduate level such students are also drawn from the*

*mainland (primarily the west coast) and from places like Guam and American Samoa. -- 2015 SPAS External Review Report, page 28.*

In Fall 2019, there were no students who identified as Asian across the BA or MA programs, and only one who identified as Caucasian. In 2008, however, enrollment in the MA was roughly 50% Native Hawaiian/Pacific Islander (per IRO data, of the 30 enrolled, 6 were Asian, and 7 Caucasian). It appears that a change in their recruitment strategy is creating in a different mix of students, which may be affecting overall enrollment.

- Another consideration is whether an Institute for Oceania would be a better home for the Pacific Islands programs. These would follow the model we have established for ISR, where the undergraduate program would be administered through Interdisciplinary Studies, and all programs would benefit from a wider range of courses across disciplines through increased cross-listing.

### ***Departments of Philosophy, Religion → Department of Philosophy & Religion***

#### *Summary Recommendations*

- Combine the Departments
- Stop-out the BA in Religion, retain the minor
- Temporarily stop-out the MA in Religion (Asian)
- Eliminate direct admission into the MA in Philosophy

#### *Details*

- There are 17 enrolled in the BA in Religion (down from 36 in 2012), and 7 enrolled in the MA (down from 12 in 2012).
- There are 40 students enrolled in the BA in Philosophy (down from 53 in 2012), 6 enrolled in the MA, and 19 in the PhD.
- Religion has 6 full-time tenure-track faculty. Philosophy has 12 full-time faculty.
- The program review team expressed concern about the decline in enrollment in the Religion BA, recognizing that an increase in faculty is not likely to bring a rebound. The team recommended that the department focus on building internships to address concerns about employment. This does not appear to have happened.

*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.* – 2016 Arts & Humanities External Review, page 30.

Recommend a stop-out of admission to the BA in Religion, while retaining the minor.

- Enrollment is strong in Religion 150 (only) as it is a popular fulfillment of the FGC general education requirement. Average enrollment across the 10 remaining undergraduate classes was 8.7 in Spring 2020. Faculty workload appears to hover around 3:2, but mostly in the upper-division undergraduate courses needed for the major and master's degree. Lecturers teach additional sections of REL 150, and a handful of 300-level courses. Only 3 grad-level courses (besides practicum, etc.) offered in spring 2020.
- Enrollment in the MA in Religion (Asian) and the MA in Philosophy is small (7 and 6, respectively). We suggest that the faculty work together to develop an innovative program that builds on our strengths in Asia/Pacific religion and comparative philosophy.

## **Department of Second Language Studies**

### *Summary Recommendations*

- Reallocate faculty to Second Language Studies to support enrollment in the undergraduate program.

### *Details*

- Enrollment in the undergraduate program greatly exceeded projections, growing to a high of 80 students. While the Department successfully implemented the BA program without an increase in faculty (current FTE at 12.58), enrollment growth has stretched the department, particularly the staff, with respect to advising. Recommend reallocating faculty and a staff position to support the undergraduate program.
- Faculty research and scholarship is strong in this department, and the graduate programs are recognized internationally. Graduate enrollment is 81.
- The program review team raised concerns about the library collection that may need follow up (if not already addressed), especially given the current budget crisis.

*Problems with the limitations of the library collection should be addressed as soon as possible. Acquiring electronic access to key journals is vital, and could be the focus of a targeted, small-scale fund-raising effort if funds for subscriptions that are not currently available.* – 2013 LLL External Review Report, page 53.

## Department of Theatre & Dance

### *Summary Recommendations*

- Stop-out the Dance degrees (BA/BFA/MA/MFA), retain the Dance minor.
- Stop-out the Theatre MA, retain the BA and MFA.
- Stop-out the Theatre PhD.
- Decrease the number of concentrations in the MFA in Theatre.

### *Details*

- The Department offers the BA, BFA, MA, and MFA in Dance, and the BA, MA, MFA, and PhD in Theatre (8 degree programs). With the recommended admission stop-outs, the number of degree programs would decrease from 8 to 2.
- There are 15.87 tenure-track faculty FTE in the department.

### *Dance*

- There are 17 students enrolled in the BA, 4 enrolled in the BFA, 4 enrolled in the MA, and 7 enrolled in the MFA. The programs are consistently on the “small programs” list.
- Several courses are specific to each Dance degree program (BA, BFA, MA, MFA), which make them costly, particularly the BFA, MA, and MFA, given the low number of majors (4, 4, and 7, respectively).
- The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular.

### *Theatre*

- There are 42 students enrolled in the BA, 2 in the MA, 27 in the MFA, and 12 in the PhD.
- The MA is offered in Theatre and Performance Studies. Enrollment has averaged 3 students since 2012. Recommend an admission stop-out for this program.
- The MFA offers 7 concentrations: Acting; Directing; Design; Playwriting (with sub-concentrations in Western, Asian, Hawaiian, and Theatre for Young Audiences); Asian performance (with sub-concentrations in acting and directing); Hawaiian Theatre; and Theatre for Young Audiences (with sub-concentrations in Acting, Curriculum, Directing, Playwriting, and Puppetry). There is little overlap in curriculum across the concentrations, which is to be expected to a certain extent, but the sheer number of concentrations (and sub-concentrations) leads to a high number of low-enrolled courses that are required. There are 27 students enrolled in the program. It is unclear how many students are in each concentration (concentrations are not

tracked in Banner). Recommend that the faculty review and consolidate or eliminate undersubscribed concentrations.

- The PhD has concentrations in Asian Theatre, Western Theatre, Comparative Asian-Western Theatre, and Performance Studies. It is unclear how many are enrolled in each concentration. The average time-to-degree is long. Recommend a stop-out of admission to this program.

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