

COLLEGE OF ARTS, LANGUAGES & LETTERS
October 9, 2020

Dean's Preface

Since the MBT's release of its recommendations for consideration, faculty in CALL have been engaged in extended consultations and discussions with each other and with the dean and two associate deans. These consultations included one CALL open forum attended by around 185 participants, meetings with chairs, meeting with departments, departmental leadership, and some graduate students, and with the MBT and departments. As a result, CALL departments (and one Center which chose to respond in support of departments) have prepared a comprehensive set of responses contained in this report.

I would like to offer some prefatory comments to the reports.

Principles

- Faculty and Graduate students have deeply engaged with the MBT and its recommendations. The departmental responses are specific, concrete, and speak to the value of each's programs, curricula, degrees and scholarship/creative work.
- CALL recognizes the pandemic-inspired budget challenges UH faces. Even as departments make the cases for their disciplines and degrees, they are eager to be active partners in how best to shape Mānoa's future and affirm the values of shared governance.
- CALL is new, so change is not only familiar to its faculty, staff and students, but the essence of its institutional establishment.
- CALL's disciplines are the foundational liberal arts pillars of the modern Research University; CALL sees itself as both central to Mānoa and ready to engage beyond our college to partnerships with professional schools, research units, fellow academic colleges and our broader public.

Practice and the Future

- Departments do have faculty teach across the curriculum, but are redoubling their examination to ensure this is the case.
- CALL has been engaged in its fledgling months in reviewing workload and teaching load in the context befitting a R-1 university. I want to underscore that our outstanding scholars are also impressively committed teachers. We embrace the scholar-teacher model.
- The MBT suggestions to partner with interdisciplinary studies is taken under advisement from the relevant departments as an effort to enhance smaller B.A. and B.F.A. degree programs, including American Studies, Asian Studies, and Pacific Island Studies, among others. The departments will explore ways in which working with ID might bolster enrollments in their respective degree programs and help to raise visibility.
- BAM recommendations and better articulation and transfer agreements with our community colleges are fine suggestions we are reviewing.
- The MBT stop-out suggestions for certain degree programs resulted in much conversation among ourselves and with the MBT. These were among some of the hardest and also most productive conversations. They are still in progress. Responses have varied, and they included: a possible one year stop out to rethink the curriculum (Religion MA); rethinking the size of admitted new students (Art History MA); a case for a newly reconfigured French MA grounded in Francophone Oceania; and work tightening up and consolidating some BA and MA degree programs, including Theatre and Dance's and LLEA's BA degrees (for LLEA, into a single BA with degree

- tracks). We are also redoubling our exploration of online offerings through outreach and other platforms, and in the case of one department, IPLL, doubling down in this direction.
- CALL's creation, and the MBT's suggestions too, have led to a heightened attention to interdisciplinary collaborations and partnerships among departments, including, to take one example, Music's doctoral program in ethnomusicology and Theatre's doctoral program. We also have discussed facilitating better the ability of faculty to offer cross-listed classes and to teach in departments other than their home department. There are some practical concerns by faculty about SSH attribution to departments in cross-listing, especially given the current system of rewarding SSH to the faculty of record's home department. I would encourage the OVCAA and Provost to help address more systematically the cross-listing matter to lessen perceived obstacles to cross listing.
 - MBT's recommendation that Communicology leave CALL for CSS's School of Communications is a work in progress and has the support of both college's deans in parallel conversation concerning Communications' Media Arts program's relationship to CALL's Academy for Creative Media.
 - MBT's suggestion concerning CTAHR's Fashion Design and Marketing program moving to CALL is under active consideration as a possibility FDM is exploring among its options.

Departmental Responses to Manoa Budget Team Suggestions

Academy for Creative Media

Department of American Studies

Department of Art and Art History

Department of Asian Studies

Department of Communicology

Center for Southeast Asian Studies

Department of East Asian Languages and Literatures

Department of English

Department of History

Department of Indo-Pacific Languages and Literatures

Department of Languages and Literatures of Europe and the Americas

Department of Linguistics

Department of Music

Department and Center for Pacific Island Studies

Department of Philosophy

Department of Religion

Department of Second Language Studies

Department of Theatre and Dance

Appendices

A. Department of Communicology

B. Department of Languages and Literatures of Europe and the Americas

C. Department and Center for Pacific Island Studies

ACADEMY FOR CREATIVE MEDIA

As a department, the faculty discussed both the committee's recommendations and the unit response.

At this time ACM has 285 majors and eight faculty members. The department appreciated the Budget committee's recognition of the need to support the growth of ACM even during these dire fiscal times. We do understand that with the current fiscal crisis, these changes will take time, but we wanted to share our departmental needs as well as address the committee's suggestions and the unit response.

RESPONSE TO GENERAL SUGGESTIONS

This year the department will explore articulation agreements with the community colleges using the College of Education as a model. Articulation Agreements have been a challenge for the department in previous years, we have therefore for instance created an unofficial transitional agreement for animation majors coming out of Kapiolani Community College.

We have looked at the possibility of a department fee but looking at the numbers it seems that the per class fee assessed will actually provide more support for equipment purchases and software than the single program fee.

FACULTY SUPPORT

Having a "Media Arts Track" in the School of Communication has created confusion with the Manoa Advising Center, CALL advisors and undergraduate students. The Chair and faculty met with both advising centers this summer to clarify the ACM curriculum. Faculty support the transfer of the two media arts faculty into ACM should that possibility arise. However, there is a concern that the administration will see this move as a significant addition to ACM faculty numbers and that this will slow if not deter any future hires. While we would welcome the Communications faculty members, their areas of expertise will actually create a duplication of some of the faculty strengths and will not help in many areas in which we definitely need support. The duplication is especially apparent in the areas of screenwriting and directing. The department currently has three faculty members who teach screenwriting. Only one of the two "Media Arts Track" faculty members actually helps to fill the gaps in the curriculum.

ACM made adjustments to the curriculum last year and to the requirements of the three tracks, we therefore need to offer track requirements once every semester in order for students to have a reasonable time to degree. We therefore need additional digital cinema faculty who can teach specific required classes in the ACM curriculum. For example, at this time we have only one faculty member who teaches producing, a class that is required of ACM majors in all three tracks. We need additional faculty who can teach in other areas such as our advanced production classes and techniques classes such as cinematography, editing and sound. Having only one faculty member in these areas also limits ACM's ability to teach advanced courses and further develop the digital cinema curriculum. Adding a skilled and flexible faculty member to the production track is key to the continued growth of the program, foster innovation and address any time to degree concerns.

ACM's core track Creative Media, will be the most impacted track as we move into a portfolio system for Animation and Digital Cinema this semester. This track requires seven Critical Studies classes, three of which are also a requirement of all ACM students. At this time, we are able to offer many of these Critical Studies classes only once a year. Adding a Critical Studies faculty member especially one that focuses on the required classes, Ethics, Indigenous Aesthetics and Genre is critical. Our lack of GAs/Grading support also limits the number of students who can enroll in our Critical Studies classes. As seen in the popularity of ACM 255 which has enrolled just under 100 students for the past two semesters, our Critical Studies classes could have a much higher cap and attract students from across the university but only with the support of GAs or graders.

The animation track is growing in popularity, currently 70 ACM majors are enrolled, yet we only have two full-time animation faculty members. ACM needs an additional animation faculty member. At this time the

department is only able to offer our required introductory animation courses once a year instead of every semester. This limits the number of students who are able to enter into the animation track and slows the time to degree for animation track majors. The animation faculty also have several courses that are critical to develop as they will keep students on top of cutting edge technology, techniques, and workflows that are being adopted in the industry. These classes will allow the students to be a part of virtual production which is considered the future of filmmaking and what Hollywood is turning to in order to continue production in the pandemic. At this time there is no room for growth or innovation.

APT SUPPORT

The suggestion of an APT position in advising is very welcome. The current faculty are unable to provide advising for all of our majors and in the past year ACM has relied on the CALL advising center for support. Having an in-department advisor would be helpful to both ACM and the Advising Center and allow the faculty to focus on career advising, mentoring, teaching and course development.

We also wanted to address our staff needs in the media center. At this time, we have one person who works in the media center that now services a department of 285 students. The media center had one person when it had less than half as many majors. This is an incredibly challenging job for one person and additional support is needed to avoid burnout. ACM has lost two other media center directors in the last five years and such disruptions have a negative impact on the students and the educational goals of the department.

DEPARTMENT OF AMERICAN STUDIES

We fundamentally object to measuring the value of any department by the number of majors and the size of the degree/certificate programs. The Department of American Studies offers a range of courses at all levels—most of them enrolled to the max—that critically interrogate America’s past, present, and future and its place in the world, especially the Pacific and Asia. We produce important scholarship that advances knowledge about America, particularly the (mal)functions of democracy, justice, and citizenship. We are the editorial home of the flagship journal of the largest professional organization in the field. As such, we contribute to the essential liberal arts education of students across UHM and the making of the engaged citizenry in democratic society which is of paramount importance in our time.

That said, we are eager to explore ways to do our job even better and serve the mission of UHM as a public university even more effectively.

Responses to the Summary Recommendations

Move Historic Preservation to Architecture. Continue Collaboration.

With Professor Chapman gone and no prospects for hiring a new director, we do not have sufficient expertise or resources to sustain and grow the HP program. Therefore, we would be willing to have the program relocated to Architecture which is better equipped to provide the training required by the profession. If that were to happen, we hope to build a more robust collaboration with Architecture. As part of such a collaboration, we request Architecture to consider making some programmatic changes so that American Studies courses on architecture, built environment, and material culture will be built into their curriculum. One way to do this could be to require all Architecture students to take AMST423/ARCH473 “History of American Architecture.” As the relocation of HP will mean that our department will be losing an entire program that currently makes up one half of our public humanities offerings, we hope that the administration will provide some additional resources to help bolster the Museum Studies program and the public practice dimension of our department more generally.

Consider partnering with Interdisciplinary Studies (IS) in the BA in American Studies in order to increase exposure and enrollment.

We are already an interdisciplinary program that not only allows but encourages students to take courses in related departments, giving students a great deal of flexibility in creating a course of study that fulfills their goals and needs. We have an intra- departmental curriculum and structure that serves undergraduate majors, including the Undergraduate Chair in charge of recruiting and advising students. We thus do not see compelling reasons to partner with IS in any formal capacity. However, if there are specific ways in which IS can serve our department—such as having IS advise students with interest in related areas to consider majoring in American Studies and/or cross- listing some of our courses on interdisciplinary research methods with IS—we would be happy to work with them.

We are exploring various ways to increase visibility and enrollment, e.g. having more faculty teach lower-division courses, connecting potential majors with current majors and our alumni, social media, outreach to community colleges and high schools. Some of these efforts are already bearing fruit; as of now, our major is 60% larger than it was this time last year. We are also considering creating a new undergraduate certificate program in public practice with an Indigenous and Native Hawaiian focus, which will provide professional as well as intellectual training that will lead to careers in the public humanities. But in order to raise visibility, we also need the university's support in addressing some structural issues, such as reconfiguring the design of the GPS system that works against programs like ours.

Eliminate direct admission to the MA program.

We reject this proposal. Many of our graduate students come with undergraduate degrees in other fields/disciplines. They thus not only welcome but often need an introduction to, and exploration of, the field through the MA program before committing to the PhD program. Some MA students go onto the PhD program in our department or elsewhere and succeed because of their MA training; other MA students go on to careers in various professions such as museums, media, nonprofit organizations, and teaching.

Since MA and PhD students take the same courses, having an MA program involves no additional cost to the university. In fact, because we direct our GAsip and other graduate funding mostly to PhD students, eliminating direct admission to the MA program would decrease tuition revenue and does not make financial sense in the current climate. We will give further thought to building a 5-year BA-MA program which could potentially grow the MA program.

Continue efforts to right-size the PhD program and focus on better supporting doctoral students.

We will continue this effort. However, in order to better support PhD students, we need more resources from the university, specifically in the form of multi-year funding packages that include a year or two of no teaching obligations, so that we can attract strong applicants into our PhD program.

Pursue collaborations with Ethnic Studies and joint hires with disciplines within CALL and Social Sciences.

We will pursue more cross-listing with Ethnic Studies as well other departments. As we pursue such efforts, we would like the administration to address some of the current structural impediments and disincentives, such as how the SSH gets counted for cross-listed courses.

If given the opportunity to hire new faculty, we would be happy to consider joint appointments with allied departments such as Pacific Island Studies, Ethnic Studies, and Women's Studies. Reflecting on our recent experience with the attempted joint hire with Art and Art History, we believe that a joint hire with another interdisciplinary department would work better than a department with particular disciplinary needs.

SUMMARY

We will agree to moving Historic Preservation to Architecture if we can create a more robust collaboration, such as having some cross-listed courses be part of the requirement for Architecture students, and if we can get some resources to further strengthen the Museum Studies program and the public practice dimension of our department more generally.

We do not see any compelling reasons for a structural partnership with Interdisciplinary Studies, although we would be happy to have IS advise students to consider majoring in American Studies. We would consider steps such as cross-listing of interdisciplinary methods courses with IS.

We reject the proposal to eliminate direct admission to the MA program. Such an action does not make sense either from an academic or a fiscal standpoint. We will consider ways to grow the MA program further.

We will continue our efforts to right-size the PhD program. To offer better support for doctoral students, we will need further resources from the university, specifically in the form of multi-year funding packages with a year or two of no teaching obligations.

We will pursue more cross-listing and other forms of collaboration with Ethnic Studies and other allied departments. We would be happy to consider joint appointments with other departments if we are given the opportunity to hire.

DEPARTMENT OF ART AND ART HISTORY

In responding to the proposed changes to our department, we want to emphasize that the Art and Art History department adds significant value to the projected vision of UHM's role to "prepare more Hawai'i residents for jobs," especially in the sectors of education, design and the built environment, new economies, creative media, climate change resiliency, and tourism. We hope the following summary response can contribute to the planning process.

Proposal to move Fashion Design and Marketing into A&AH

FDM is a largely marketing-focused program which is oriented toward a particular industry (the garment industry). Design is a relatively minimal part of what it does. It would be a poor fit for our department because there is little overlap between our work and most of theirs, and because the professional standards for faculty are so different.

We regularly have students whose interests straddle our two programs, and we would welcome the addition of FDM to the College, especially if it could remove obstacles to cooperation between our two programs for students and faculty who are interested.

Proposal to create BA/BFA in Design, in collaboration with Architecture, FDM, etc.

A general degree in "design" would not prepare UHM students for any kind of work, since different design fields have radically different technical and professional requirements and standards of accreditation.

But collaboration across design fields would be fruitful for the practice and teaching of design campus-wide. We suggest a system of shared courses (design and sustainability, design and social equity, design innovation and entrepreneurship, design history and theory, etc.) which could serve as electives in different design degrees. The process of creating these classes would also help reveal possible avenues for collaborative research.

The best way to support this would be to create a body to oversee and facilitate such collaboration. At the minimum this would be an oversight committee; if resources allowed, an even better approach would be to create a design research center where faculty, researchers and students work across disciplines to solve real-world problems.

Proposal to rename the department "Art and Design"

We are a fine arts department, with a fine arts approach to pedagogy and method, including a significant commitment to art history; graphic design is one area of many in the studio arts. Renaming the department in this way would obscure the importance of art history and misrepresent the balance between graphic design and other studio art areas.

The design faculty do not see this as a change that would make a significant difference for them; thus we would prefer to concentrate on more meaningful changes we can implement.

Proposal to reduce number of media areas/concentrations in the department

Our array of media concentrations is typical of art departments at peer and benchmark institutions. All students take courses across a range of media areas, and only the BFA (20-40 students per year) has a formal media specialization of any kind, such that cutting

media areas would generally not create greater efficiencies, but only reduce student opportunities.

One of our areas, Electronic Arts, has some overlap with ACM in the techniques it teaches (including video and sound), though not in the way these techniques are used. The instructor in this area plans to retire in the next year or two, and we are unlikely to be able to continue offering courses in this area without him.

It will then be very important for us to work with ACM to be sure our students can learn video and sound techniques where relevant for their fine-arts practice. Many ACM courses in the past have been restricted to majors only but we hope that with increased staffing they can open their courses more widely.

Proposal to stop-out the art history MA temporarily

The art history MA is a low-cost, high-yield program that trains important curators and scholars across the Pacific and the mainland US; it is also a major way in which our department connects to the Asia-Pacific mission of the university. Further, it is hard for us to see how a “temporary” stop-out would not effectively be a permanent one.

Stopping out this program would not save faculty costs, as our need for art history faculty is driven by our undergraduate enrollments.

Small is the right size for our MA. We would, however, like to grow it somewhat. Possibilities under discussion include promoting the plan B (non-thesis) MA and our curatorial thesis option, rethinking the structure of grad seminars and/or the language requirement, and considering the possibility of making a two-year program the default (currently we are two to three years depending on the need for language study).

Replacing the Pacific art historian (recently retired) will be a key part of this, as UHM is one of the few places students can pursue the art history of Hawai'i and the Pacific.

Art history faculty and students are already active collaborators across the campus and the community. This includes area studies centers (Chinese, Japanese, S. Asian, SE Asian), local museums and cultural institutions (John Young Museum, HoMA, HISAM, Society for Asian Art of Hawai'i, Shangri-La), and related programs (especially Asian Studies, Museum Studies and Historic Preservation).

Losing the art history GAs would either require full-time art history faculty to devote themselves almost solely to our intro courses (thus losing the upper-division courses that are a requirement for every studio art degree), or it would require the university to fund adequate lecturer support. But even with adequate funding, we do not think that there are enough qualified lecturers available on O'ahu to teach these courses.

Suggestions for other forms of campus collaboration:

The importance of higher education is grounded in the fact that any expert in any field, whether it be science, health, policy, business or political administration, or cultural leadership, needs to be trained in the importance of ethics, material ecology, critical thinking, creative problem solving, and decision-making. If we can obtain the support of new administrative structures that encourage interdisciplinarity, in which programs are able to cross-list classes, co-teach across disciplines, and share students and expertise, we see potential for growth in the following areas:

Sustainability: at least 1/3 of our faculty are already involved in interdisciplinary efforts to shape sustainable futures: key faculty are working on an environmental arts and humanities component to the SUST certificate and BA program to be rolled out this year. We are also developing significant research and curriculum that involve students in bio-cultural resiliency initiatives in line with Hawai'i Sea Grant and CTAHR programs.

Cultural Economies: Art and Art History supports various areas of Hawai'i's, and the Asia Pacific culture/entertainment/tourist sector. All of our studio areas support craft and practitioner communities alongside Hawaiian and Asia-Pacific Area Studies. Our drawing, print media, and art history courses support ARCH and ACM students. Our art history courses support Hawaiian and Asia-Pacific Area Studies, American Studies, Archaeology, Geography, Urban Planning, and History students. Together our curriculum and research support the sustenance and future of heritage cultures across the Asia-Pacific region.

Professional Creative Class: Our art and design programs support a significant professional creative class in Hawai'i and beyond. Other fields greatly depend on our skills as communicators to get their information out. With support for expansion and interdisciplinary vision, Art and Art History could develop major interdisciplinary contributions to Information Technology, Architecture, Health Care, and Digital Humanities, among other possibilities.

DEPARTMENT OF ASIAN STUDIES

The study of Asia is a core strength of UHM across the disciplines and colleges, and remains a growth area in Hawai'i. In the business, the military, tourism, agriculture, and tech fields, Asia and the "Indo-Pacific" is a vital area of engagement. Our challenge and aim are to reposition Asian Studies to capture that growth and build our global reputation for excellence in the study of Asia into programs that are relevant to a broad range of local students.

I. Integrity of the Department of Asian Studies. Maintaining FTEs in the Asian Studies Department is crucial to ensuring a long-term commitment to excellence in the study of Asia. The area studies approach complements discipline-based approaches, but is not collapsible into them. Transferring positions from Asian Studies to disciplinary departments would weaken UHM's Asia focus because department priorities shift through time and are rarely area-based.

II. Enrollments/Majors. Asian Studies has taken several steps to address the issue of declining numbers of majors. We welcome this opportunity to develop an even more robust plan.

Short-term (by end of AY 2020-21): The Department of Asian Studies will:
Survey MAAS/MAIA students to gauge whether MAIA is pulling from MAAS.
Work with STAR-GPS to make the Asian Studies major more visible
Complete the proposed revamping of the BA program.
Create ASAN 120, Politics and Poetics of Climate Change in Asia.
Submit a proposal for an Asian Studies GenEd Pathway (with SPAS Centers).
Try to increase cross-listings with other departments.
Explore collaboration with Outreach to expand access to Asian Studies courses.

Medium Term (next 2-4 years). The Department of Asian Studies will
Explore potential for collaboration with the Richardson School of Law, the Shidler School of Business, Public Health, SLS, and Interdisciplinary Studies, to develop dual degree programs or increase the visibility of Asian Studies as an attractive second major/minor option for students across the university.
Explore a 5-year BA/MA or BA/MAIA pathway
Work with SPAS Center Directors on an NRC Preparatory Committee (for EA and SEA).
Explore the possibility of applying for the NRC in International Studies.
Continue to develop student internship opportunities in Hawaii and abroad
Continue to expand enrollment in the Masters in Asian International Affairs Program.

III. A rising tide lifts all boats. Asian Studies suggests working with/through the SPAS area centers to create cross-departmental Asia-Pacific thematic clusters or emphases that could provide direction both for attractive new courses/programs and for external funding. We have a few ideas, and are open to others, but would only pursue them if there is genuine buy-in from multiple departments/Centers/faculty and the CALL/Manoa administration.

DEPARTMENT OF COMMUNICOLOGY

Thank you for the opportunity to provide feedback on the initial suggestions put forth by the Mānoa Budget Team (MBT) to position the University of Hawai‘i at Mānoa in post-pandemic Hawai‘i. We know that a lot of work went into arriving at the MBT recommendations and we know that this work was done with the best intentions to ensure the continued survival and success of an institution we all care deeply about and, for many of us, have invested our life’s work in.

The Communicology Department’s response is based on our understanding of the guiding principles the MBT used, the resources the MBT consulted, our knowledge of the field of communication, and our firsthand knowledge of our department and its degree programs.

The MBT provided two overall recommendations addressing the Department of Communicology (COMG).

“Reorganize the Department of Communicology into the School of Communication and Information Science” (proposed new name; currently School of Communications)

We support this suggestion, and discussions related to faculty governance are underway. We are prepared to work as part of a single administrative unit within a (newly reorganized or created) school, and anticipate a structure with a single head of school and consolidated administrative staff. We believe this reorganization will provide cost-savings, relative to the current organization of units.

We believe that a new school, with COMG and COM degree programs within it, will make it easier for students and community members to find specific communication-based programs, knowledge, and resources.

“Merge the Communicology [COMG] and Communications [COM] degree programs; stop-out the BA and MA in Communicology”

We respectfully disagree with this recommendation, and argue that COMG should be retained as a separate degree program within the proposed school or similar administrative structure. We also believe that stopping-out COMG’s BA and MA programs is inconsistent with the guiding principles that the MBT used for their recommendations. This is because:

COMG and COM degrees address distinct bodies of knowledge and corresponding skills and so COMG does not offer excess capacity to address shortages in COM;

The COMG program is responsive to student demand and community need, especially in post-pandemic Hawai‘i; and

Efficiencies and reduction in administrative costs can be achieved while retaining the degree programs in COMG (via COMG’s move to a single administrative unit such as the MBT’s suggested School of Communication and Information Science).

In Appendix A, the department provides its rationale in response to the specific points and recommendations put forward by the MBT, followed by an FAQ section addressing related points (including the guiding principles).

CENTER FOR SOUTHEAST ASIAN STUDIES

Our Center's mission is to promote Southeast Asian (SEA) studies at UHM, and to serve national needs through work with non-academic community partners across the state (governmental and military organizations). Several Mānoa Budget Team (MBT) recommendations will hurt our Center's ability to support SEA studies at UHM, as noted below.

Department of Art & Art History

We OPPOSE the "Temporarily" stop-out of the MA in Art History. One of the country's three SEA MA-level art history programs, it provides a unique degree at relatively low cost and its SEA art history courses reach a broad swathe of students. UHM SEA art historian Paul Lavy serves on SEA-focused MA and PhD committees, is a member of the CSEAS executive committee, and assists in Center efforts to secure FLAS funding,

Department of History

We SUPPORT the recommendation that History collaborate with Asia/Pacific area centers on hiring priorities. UHM's SEA historians have an international reputation, and creating new SEA history hires would maintain UHM SEA history strength as we face upcoming retirements.

Department of Indo-Pacific Languages & Literature

We OPPOSE the MBT recommended "pause" on low-enrolled IPLL languages through AY 21, possibly 2022 because it includes Indonesian, Khmer, Thai, and Vietnamese whose instruction is considered "critical to US national security."¹ Restricting UHM SEA language offerings to Philippine languages would render UHM uncompetitive for Title VI funding in 2022.²

Department of Theatre & Dance

We OPPOSE the recommended stop-outs in BA, MA and PhD Dance degrees and in the Theater MA and PhD. No other Southeast Asia Theater & Dance program exists in the country; our SEA theater program (incorporating dance) has produced exemplary public programs with substantial K-12 outreach, and these activities have been integral to our success in garnering previous Title VI grants.

CLOSING NOTE

We acknowledge the administration's desire to cut and/or consolidate programs at a post-pandemic UHM, but we must ask that they separate economics from programmatic interest. Each recommendation we mention will undermine our Center's international reputation in SEA studies: and will jeopardize our chances of getting future Title VI funding. Title VI proposal reviewers in 2018 noted UHM's low institutional support for our center relative to other Southeast Asia NRC's across the country. The recommended programmatic cuts will further undercut our university's strengths in SEA studies and - unless demonstrated otherwise - yield little economic savings.

1 <https://www.nsep.gov/content/critical-languages>

2 <https://www2.ed.gov/programs/iegpsnrc/index.html>

DEPARTMENT OF EAST ASIAN LANGUAGES & LITERATURES

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.

1. Suggest reallocating faculty and I2 positions from Japanese to support Korean and Chinese.

CALL has already provided a response to this recommendation and faculty in EALL is in agreement with the response. Below is the response from CALL:

It is true, by Fall 2021, the I2 instructor counts for the CHN, JPN, and KOR sections will be 1, 10, 3, respectively. However, since the 2013 external review, the Japanese section has lost a total of 12 positions (out of 29), of which 5 were I2 positions, while the CHN and KOR sections lost none. Therefore, the suggested reallocation of I2 positions from the JPN section to other sections is not recommended.

2. Ways to collaborate with the Asian Studies Area Centers to secure NRC funding:

We can suggest that the NRC grant writers convene a meeting with members of EALL to brainstorm ideas a year or so before the new grant proposal is due. Also, the CJS Executive Committee conducted a very thorough review and research around the failed proposal, but please note that although the NRCEA is all of East Asia, the administrative task of writing and administering the grant has been CJS's for at least 20 years. SPAS or CALL may want to re-think that.

3. Ways to support the two Language Flagship programs (Chinese & Korean) in terms of student recruitment and retention:

The two Flagship programs will have a robust presence on our department website, with videos and blogs showing student success. Additionally, there needs to be virtual and in-person Flagship open houses to recruit new students. Safe in-person open houses would be ideal for local students, and virtual open houses would be suitable for mainland students. The faculty and staff in the two Flagship programs should also make an EALL seminar presentation so that the rest of the department (i.e., Japanese section) can understand what they do. The Hawaii Language Roadmap is somewhat related to the Flagship in that it had seed money from them, and also another grant a year or two ago. We should find ways to connect the two groups for synergy.

All faculty in the Chinese Section will be informed of and involved in making the curriculum decisions in the Chinese Flagship program. The articulation between the Chinese regular BA and the Flagship BA on curriculum and degree requirements is critical for the success of the Chinese program as a whole. In response to the college-proposed changes in the Chinese Flagship program, the Chinese faculty will examine and optimize both the regular BA and the Flagship BA requirements and take part in the Flagship student advising. All teaching faculty members in the Korean section are already deeply involved in the Flagship program in terms of its curriculum, recruitment, and advising.

DEPARTMENT OF ENGLISH

The following are recommendations/concerns that were noted with regard to the English Department and our responses:

1. Review faculty workload and course release policies, particularly for center directors and area heads.

We agree that course releases should be continually evaluated and justified. We will continue to be vigilant in this regard and make adjustments as necessary. I appreciate too your position that we're a research university and should have an appropriate teaching load and that course releases for administrative work should protect time for research for faculty.

In the last five years (or so) several course releases have been done away with in English: course release for Honors program Director, (temporary) Introductory Literature Program Director, Chair of the DPC, Chair of Rhetoric & Comp. Now the Director of Undergraduate Studies also has purview over Honors and ILP. It is also worth noting that only the Chair and Assoc Chair are 11-month in English. The 9-month faculty on course releases, especially the Directors of Graduate Studies and Undergraduate Studies, remain active during the summer even though they are not on duty (eg responding to student emails, overseeing carryover internships if undergraduate director, administering summer time defenses if graduate director, etc). I hope we can keep this nuance, not visible on spreadsheets, in mind when evaluating course releases.

2. Develop a strategic hiring plan to build toward 3-4 areas of strength.

I was heartened to see this recommendation. I believe we already have 3-4 areas of strength, but we are keen to maintain them and indeed sharpen focus with a view to a stronger identity. And I know you are aware of the tremendous shrinkage of the English Department. Given the devastating pace of retirements in English we continue, despite hires, to be understaffed. I should mention here that we discussed possible hires within the department in the Spring term. The clear top preference was a hire in Composition & Rhetoric with a focus on Indigenous Rhetoric and with duties including readiness to participate in writing program administration. There are other DQs possible with such a hire. Another urgent hire, especially given ongoing retirements, is in Creative Writing. I hope that whenever we are able to hire, English will be greenlighted for either or both of these positions.

3. Review curriculum and modify to address excessive breadth; ensure courses taught meet the needs of the program

The meaning of "excessive breadth" is not entirely clear to us, nevertheless reviewing the curriculum to make sure that it fits the needs of students and fits with the strategic vision for the university is a priority for us in the English Department. As recommended, we will examine the 2013 program review to figure out an appropriate plan of action. We should also note that since that review we have already made some adjustments including to the way in which "major author" courses are counted.

While not in the recommendations, you also mentioned in your meeting the importance of full-time faculty teaching across the curriculum, i.e. from 100-level classes to graduate classes. We in the English Department are committed to involving full-time faculty fully in all classes while maintaining the integrity of the major in English and the graduate program. Given that introductory literature and creative writing classes are at the 200 level (and not in 100s, which are composition classes), it makes sense for us in English to regard this as a recommendation that TT faculty also be open to teaching at the 100 and 200 levels (as appropriate).

We welcome the recommendations and see them as an invitation to conduct rigorous reviews and to strengthen an already successful department. We—the English Department and I for my part as Chair—look forward to working with you to make the English Department all it can be.

Thank you for the opportunity to share these thoughts and work with you.

DEPARTMENT OF HISTORY

General response:

Nationally, we are the only PhD-granting department in Hawaiian and Pacific Islands / Oceanic History, and one of a handful to offer graduate degrees in World History. We collaborate with the DOE and UHM COE to support K-12 social studies education statewide. In higher education, our graduates fill History departments throughout the UH system as well as nationally and internationally.

History partners with many departments significantly affected by the MBC's recommendations to stop out degrees and merge departments. We strongly support the intrinsic importance of these programs, including in the languages, arts, humanities, and ethnic and women's studies, as well as their essential contributions to the university, our students, and our community. In addition, reducing the footprint of the humanities and social sciences overall at UHM will mean fewer graduate students in related fields to take History seminars. This will likely reduce the size and effectiveness of our own graduate program, and will have a ripple effect in History studies K-12, in the UH system, and nationally.

Response to specific MBC recommendations:

Many of the MBC recommendations align with History's current path. The department partners with area studies centers on many initiatives. We included center members on recent hiring committees (Korea, Pacific History). We also recognize the need for us to remain distinct in disciplinary focus, as well as to hire not only modern but also premodern and early modern specialists. Even if total faculty count within the department were to decrease, we would still need maintain positions to offer graduate degrees, particularly in fields where we have the greatest national and international reputation and distinctiveness, and also where we are most responsive to the needs of our community, including training other educators. While we do hire recent PhD's as lecturers when needed, the contributions brought by a faculty dedicated to research are essential as a PhD-granting department.

In terms of enrollment, the department is considering a BA/MA pathway, and faculty have proposed ways to coordinate more closely with other undergraduate and graduate programs. History faculty have been in touch with the COE to propose combined pathways and certificates. One History faculty member is on the UROP faculty committee, and another received a mentorship grant in summer '20. In offering fields like Hawaiian, Pacific Islands / Oceanic, World, Asian, US, and European History, as well as thematic areas like environmental history and history of science, military history, and legal / business history, we serve the current and future needs of many members of our community.

Regarding workload, for course releases, we will continue to rely on the guidelines given by the College, while also recognizing the need for faculty time for research. History faculty have recently served as directors of the Center for Japanese, Pacific Island, and Philippine Studies, with course releases as negotiated at the time of appointment, and these have been important opportunities for our faculty to contribute to university-wide programs.

DEPARTMENT OF INDO-PACIFIC LANGUAGES AND LITERATURES

Response and Proactive Program for IPLLL's Long-term Wellbeing

The Department of Indo-Pacific Languages & Literatures [IPLL] is at the heart of University of Hawai'i's commitment to the Asia-Pacific regions. Our languages not only serve several important local heritage communities, (e.g., Filipino, Vietnamese, and Sāmoan), but they also play a significant role in applying for and being granted National Resource Centers [NRCs, with several million dollars per quadrennium in scholarship and activity funding] by the federal government, in particular for the Center for Pacific Island Studies [CPIS – the only such center in the United States], the Center for Southeast Asian Studies [CSEAS]. Hindi and Urdu are “critical”, “strategic” languages for the US government and for our global future; many UH students receive the federal Critical Language Scholarship for Hindi as well as other scholarships through the Center for South Asian Studies [CSAS] to study in India every year. The Hindi-Urdu program and by extension Bollywood film, theatre, and dance have been instrumental in cross-dept curriculum building and in bringing South Asian culture to local museums, institutions and to the Hawaii community. Each language program in IPLLL has vast and unique potential for growth via national- and international-level inter-institutional network-collaboration.

Projects taking IPLLL into the Future:

We need formalized cooperative relationships with other relevant departments, whose most important feature would be a secure mechanism of generating enrollment for our languages and literatures. Cross-affiliating all faculty with other relevant departments would put the supply and demand for our languages and literatures in the same locus; hopefully thereby giving our faculty greater agency, both personal and structural, in generating enrollment for their courses. Our Bollywood and other film courses would prove important to Academy of Creative Media; our Asia-Pacific language pedagogy and practice will bring new dimensions to Second Language Studies, Linguistics, NFLRC. Our faculty has expertise in many CALL disciplines, in language, humanities, and the arts.

IPLL faculty are working together to apply for Less Commonly Taught Language related grants for Asia-Pacific language teaching and online materials. See current project in progress for Hindi-Urdu/South Asia: [Digital Storytelling for Language and Area Studies](#): SANSAR (South Asia Narratives, Stories, and Research) or by extension APSARA (Asia-Pacific Stories and Research Archive). Conversations with NFLRC are already underway about podcasts, webinars, and contributions to publications on the theme of language, creativity, and well-being.

Inter-institutional online language-teaching networks: these have been used on the East Coast to help LCTL (less commonly taught language) programs thrive. A Westcoast LCTL course-sharing network can also be built from the ground up, since this would be more practical (time zone-wise) for synchronous teaching. Several of us have already met with CLT to discuss this, and the next step planned is to meet with both CLT and Outreach College to further discuss how we might materialize and run such a network. Though Outreach College already provides a means of enrollment in our online language courses, current relationships and fee structures among UHM and local institutions make it difficult to attract local students outside of UHM. The university needs to facilitate structural ease in this matter and promote our presence in course-sharing networks that would provide greater visibility and in effect integrate us into academic programs beyond the shores of Hawaii.

Why NOT to press “pause” or “delete” on IPLLL:

We have a Philippine Language and Culture BA program and a Sāmoan language and literature program with no peer or parallel.

We have Pacific and Philippine languages, some of which are taught nowhere else in the USA.

We offer Southeast Asian languages taught at very few institutions and the only long-standing fully online (asynchronous) courses in SE Asian languages.

We offer Hindi-Urdu and Sanskrit that are essential to the South Asia or Asia-oriented comparative focus of countless programs, ranging from Philosophy, Religion, History, Theater & Dance, Asian Studies to Sociology, Urban and Regional Planning, Geography, etc. Such a focus is a longstanding hallmark UHM. These languages have had students from 36 different departments, including STEM.

Some of the new online instructional material being developed at IPLL is creative project-based (see e.g., [The Hindi Lyrical Film Project](#) 2020) and these projects are actually being developed (and tested and revised) in the classroom with students. These projects will feed into NFLRC's cutting edge pedagogy and worldwide dissemination and will be important for Less Commonly Taught Languages. Pausing language classes would mean pausing this online material development.

IPLL languages work symbiotically with Area Studies foci. Pressing "pause" on languages will dissuade students from choosing South/ Southeast Asian or Pacific focus in other departments.

As the beginning 101-102 language enrollment is sealed for this year for Fall 2020 and Spring 2021, we will only see new enrollment numbers in Fall 2021 as a new language cycle begins. We need and deserve to see what CALL's new inter-departmental synergies bring to Indo-Pacific languages in the new year.

DEPARTMENT OF LANGUAGES AND LITERATURES OF EUROPE AND THE AMERICAS

Summary

LLEA strongly protests the proposal to eliminate the Russian Division and to stop-out admission to the German B.A. In addition, the department of LLEA advocates for the reinstatement of the M.A. in French and the B.A. in Russian.

The LLEA Department would like to be seen, both in its identity and its accounting, as a single unit whose SSH and number of majors are counted collectively. LLEA teaches with greater efficiency than most departments across UHM. For AY 2017-2019, it had the second highest FTE : SSH ratio in LLL, performing better than the average FTE : SSH ratio for the College of A&H.

LLEA is interested in exploring the possibility of adding an additional area of concentration, tentatively called 'International Studies', with additional coursework in other departments. This new concentration will attract new professionally-minded students to LLEA.

As recommended by the Budget Committee, LLEA will pursue new degree pathways to create curricular connections with other programs and maximize LLEA's benefit to the University.

As recommended by the Budget Committee, LLEA is open to reviewing its workload policies and aligning them with those mandated for all departments and programs across CALL.

Summary of Division Responses (*Please see Appendix B for full Division responses*)

German Division. LLEA strongly opposes the recommendation of a stop-out of admission to our essential, high-quality, and effective German B.A. due to the importance of advanced study of German, a heritage language, to the university, to Pacific Scholarship, and to the wider community. The data used by the MBT and its interpretation were inaccurate or misleading with regard to the German B.A. on several counts. Enrollment in our German B.A. program has been growing steadily since 2004. In 2017, German not only had the highest number of B.A. graduates in LLEA, it also had more graduates than all of the other 'small' B.A. programs listed in the MBT data for the college of LLL and in Arts and Humanities. In fact, in 2017, the UH Mānoa German program was nationally ranked for numbers of graduates, placing us at no. 13 on a list of 200 programs, and within 1 graduate of the top ten in the country. All 18 of our peer and benchmark institutions offer a German B.A. and 14 also offer an M.A. Our average class size is currently over 16, and will almost certainly grow as our new 100- and 200-level lecture courses (taught in English) that will count toward the major are rolled out over the next two semesters, and we begin our initiative to cross-list courses with other departments in CALL.

Classics Division. The Classics Division will continue to collaborate with History, Philosophy, and Religion to recruit majors and will reach out to the departments mentioned to explore degree pathways. If the Religion Department is disbanded or reorganized, Classics would welcome Prof. Kapali (Jeffrey) Lyon (Associate Professor of Religion) as a member of its program.

Russian Division. The LLEA Department strongly opposes the termination of the Russian Division or the elimination of the Russian Certificate in Russian, and would ideally like to have the B.A. in Russian reinstated. Maintaining the Russian Division at UHM recognizes the status of Russian as a language critical for the US security as defined by the US government and Russia as an Asia Pacific nation. It does not significantly impact the budget, and continues to be the only Russian cultural center not only at UH but in Hawai'i. The Russian program will be implementing changes to its curriculum (e.g.: adding focus

designations, creating new introductory courses and redesigning others), and exploring how best to collaborate with other UHM units, such as SPAS or ACM.

French & Italian Division. The Department of LLEA would like to register its objection to the termination of the French M.A. program, which was done without faculty consultation pending an investigation which is still ongoing. French is an essential component of a liberal arts education and presently has the second highest number of majors in LLEA. The French Division has been forging ties with the French-speaking Pacific, specifically Tahiti and New Caledonia, cognizant of the significance of the Pacific for the state and for UH. As suggested, the French faculty are willing to work with the College of Education on a combined pathway with the M.Ed. in Teaching or the Post-Baccalaureate Certificate in Secondary Education.

Spanish, Portuguese & LAIS Division. Our program is not just language; it is also cultural studies, history, critical thinking, film, music, tourism, im/migration, globalization, environmental humanities, where we foster cross-cultural competency (UHM ILO #3). Students learn to understand the world through the worldview of others, which is what makes true global citizens. The division, an essential source of Spanish teachers in Hawai'i, is open to exploring combined pathways with the College of Education beyond the [already existing](#) collaboration for the Bachelor in Secondary Education. The Spanish program is evaluating requirements for its Certificates, for facilitating the pathway from the B.A. to the M.A., and is considering offering more online classes.

DEPARTMENT OF LINGUISTICS

Response to Suggestions for Reorganization from the Manoa Budget Committee

The UH Budget Committee suggested that the Department of Linguistics at UH Manoa consider the development of a stand-alone BA degree, starting around 2024. The Department of Linguistics faculty met to discuss this suggestion, and are actively developing plans. We have constituted a BA Data Committee consisting of three faculty members, and a Trends in Linguistics committee, consisting of three other faculty members. The BA Data Committee is currently gathering data on other BA degrees across the nation, especially those in departments of similar size, profile and ranking. This committee will report its results to the Department Chair at the end of this semester.

The Trends in Linguistics Committee is considering the future direction of linguistics, here in Hawaii, nationally and internationally. The idea behind this committee is that we need to be aware of trends in the field and trends in employment of graduates with a BA in Linguistics in order to ensure that whatever BA degree we propose will have relevance.

Our main thrust at this point is to develop a BA degree in Linguistics and Computer Science, either a joint degree, or a stand-alone BA in Linguistics, to be partnered with Computer Science. How this works in eventuality is still to be determined. Such a degree has several major benefits:

This aligns with the President's stated intention to develop training capacity for local students who might take on local IT jobs. A degree in Linguistics and Computer Science would be highly marketable and beneficial to local IT industry. Similar degrees exist at other major universities, all of which are very successful (e.g., UCLA, Carnegie Mellon, UCSD, etc.).

This aligns with the direction of our graduate program, where we see the integration of computer science, big data, large-scale modeling, and algorithmic data mining as a major direction of growth for the field in general. See our Hiring Priorities document developed in Spring 2020, before the advent of the pandemic. We see the next generation of tenure track positions for our graduates to be in this area, which is why we wish to develop that capacity now for our graduate program. Aligning our BA with this trend would allow us to develop expertise at the undergraduate and graduate level, which makes for maximally efficient use of resources.

We expect such a degree, should it be successful, to be attractive to local students as well as mainland students, and we also expect it to be a major draw for international students from East and Southeast Asia. The latter are a traditional focus for UHM, and so we hope to add to that focus moving forward. We hope that this might add to the number of out-of-state students, which will benefit the university in financial and social ways.

In the meantime, we have begun a process of formalizing our current BA degree (administered through Interdisciplinary Studies), as a first step toward establishing the full BA degree. It should be stressed, however, that the department have not concluded that this is the best way forward for the department, and we await the results from the two aforementioned committees before we consider the proposal and make a final determination.

DEPARTMENT OF MUSIC

Report on Master of Arts in Music in the context of the Music Graduate Degrees

The master's degree programs in Music reflect the full complement of skills and knowledge our students need for pursuing professional employment and doctoral study. The degree programs and their respective tracks are highly interdependent. Our master's program, which has drawn international, mainland, and local students, offers degree tracks in both the Master of Music and Master of Arts. Although the mainstay of the MMus-Performance curriculum is Western traditional music practice, a recent comparison of the Music Department to a conservatory is unfair in light of our progressive course offerings in Musicology and Ethnomusicology, the strength and importance of the Music Education area, and the fact that our MMus students rely on coursework across a broad range of areas for their degrees. Likewise, MA students in all tracks benefit from the application of knowledge and skills in ensemble settings and courses in related music disciplines.

The Master of Arts, with tracks in Education, Ethnomusicology, and Musicology, share some required coursework, and a large body of elective coursework with each other and with the MMus degree. Thus, graduate courses offered by any MA-area faculty already serve students in multiple tracks and degrees (See Addendum, p. 3).

The paragraphs below show how about one third of the MA degree in all tracks entails overlapping coursework among MA tracks, with MMus tracks, or both. That students in the MA take one third (or roughly 10 credits) outside their home degree area substantiates a healthy level of synergy in the Music Department.

Strengths and features of the MA tracks:

MA-Music Education: This degree is the only one in the state of Hawaii that serves music educators. Our state's music educators depend on this degree for career advancement and, without it, they would need to seek a master's degree from a program on the mainland. Many graduates of UH's BA and BM programs enroll in this program.

The MA in Music Education offers two tracks. Students in Track 1 and Track 2 take up to 12 credits in Music courses offered by faculty in areas outside of Music Education. These 12 credits are courses that serve as requirements in other Music master's degrees or tracks. Track 2 is for individuals who have attained an undergraduate degree in music, but lack a music teaching license, previous teaching experience, or both. Students in Track 2 earn 18 credits in coursework and student teaching via the College of Education. Note that faculty do not get workload credit for the 3 credits of 695 (Plan B project) that students are required to take.

MA-Music, Musicology: This degree serves students seeking preparatory work for doctoral musicology study, lecturer positions, and for those who seek educational and outreach roles connected to high-profile professional ensembles, and careers in music research. This interdisciplinary field benefits from the support of an endowed \$500,000

fund (The Johnson-Cooke or MJ fund) dedicated to scholarships in musicology and orchestra. With the fund the area anticipates increased recruitment of students to the MA- musicology in the coming semesters. Students in this track take up to 10 credits in Music courses offered by faculty outside of Musicology. Requirements in this track also include 6 credits of musicology-area coursework that other master's programs likewise require. Music faculty in the Musicology track do not receive workload credit for MUS 699, MUS 700, or GRAD 700F. Thus, the 8 credits of thesis required in the MA-Music track in Musicology do not cost the university anything.

MA-Music, Ethnomusicology: This degree track serves students seeking preparatory work for doctoral study in ethnomusicology, a field of music study that emphasizes indigenous modes of knowledge transmission and cultural context. The track is ideally suited to Hawaii's unique location in the Pacific with respect to neighboring cultures in the South Pacific and Asia. The program benefits from funding that supports the Ethnomusicology Fellowship, which bolsters the enrollment of international students from Asia and the Pacific. Students in this track take 9 to 12 credits of Music coursework outside of ethnomusicology. Music faculty in the ethnomusicology track do not receive workload credit for MUS 699, MUS 700, or GRAD 700F. Thus, the 8 credits of thesis required in the MA-Music track in Ethnomusicology do not cost the university anything.

Plan for increasing the efficiency of course offerings in the MA Music tracks:

Music Department faculty are exploring adding the musicology course, MUS 600D, to the list of electives recommended in the MA-Music Education. It is a requirement in the MA-Musicology track, the MMus-Performance degree tracks, and serves as an elective in the MA-ethnomusicology track (because topics rotate, it can also be an elective in the MMus degree tracks if taken a second time).

The Ethnomusicology area is exploring adding a Plan B project path as an option for completing the MA (it currently offers Plan A-thesis). A Plan B project would reduce the time to degree by replacing the 8 thesis credits with 3 project credits, and would free up 5 credits that the student could take in coursework offered by different areas in Music. In this way, the plan B project represents an opportunity to expand on our current department practice of supporting students toward timely degree completion with electives from different areas.

As a final observation, it would be shortsighted to drop any MA track, because courses are supporting multiple degrees, and thesis supervision comes at no cost to the university. The MA degree is a valuable component in a department that is already very efficient, with faculty teaching 3 + 2, and a high degree of synergy across all master's degree coursework.

Addendum:

The sections below show how courses required in one MA area may qualify as electives in other MA tracks or in the MMus. Please note that these are only examples, and do not represent the full range of courses that can fulfill this role (many courses in the 300 and 400 level also serve across MA and MMus tracks in the same way).

The following Music Education courses offered in the Music Education MA degree tracks serve across the Music master's programs because they can serve as an elective in the MA-Ethnomusicology, MA-Musicology, and all tracks in the MMus-Performance. These courses can also serve PhDs in music with concentrations other than Music Education:

651: Foundations of Music Education 600F: Seminar in Music Education
653: Music Curriculum Theory and Design 701B: Psychology of Music

Here are examples of how Musicology area courses offered in the Musicology MA degree track serve across the Music master's programs, below. These courses can also serve PhDs in music with concentrations other than Musicology:

661: Bibliography and Library Resources in Music is required of MA students in all MA tracks, and MMus tracks (it is required also of PhD students who did not take an equivalent course in their master's study).

600D: Seminar in Music Literature, on rotating topics, is a requirement for all MA-Musicology and MMus students, and it can serve as an elective for the MA- Ethnomusicology track.

660 (alphas): Studies in Music Literature (according to era) can serve as an elective in the MA-Ethnomusicology, MA-Music Education, and all tracks in the MMus-Performance.

Here are examples of courses offered in the Ethnomusicology MA degree track area that serve students as an elective in the MA tracks in Music Education and Musicology, in all MMus tracks, and all students in the PhD outside of the Ethnomusicology concentration:

670 (alphas): Regional Music
678B: Transcription of Music Performance

Ethnomusicology

A preliminary plan for revamping the MA in Ethnomusicology is already drafted and circulating in the form of a proposal to add a Plan B to the current MA. The intention is that the MA will become a terminal degree. All students in the future will apply for the PhD, and applicants who do not hold a MA will do 30 credits of "make-up" work. Those who choose a career path that does not require the PhD or who do not demonstrate the potential to succeed in the Ph.D. will be offered the terminal MA as a way "out." Continuation directly to the PhD program with a by-pass MA is in keeping with degree programs for ethnomusicology programs at schools such as UCLA, Columbia, and others.

The 8 credits currently assigned to thesis writing can be used by students to take additional coursework, thereby strengthening their backgrounds in Ethnomusicology and related fields and supporting current course offerings to a greater degree. We plan for students to complete their degrees (including the language requirement) in 4 semesters (provided there are not substantial course deficiencies upon entrance). Requiring a final examination and defense of a publishable article (up to 8000-10000 words)

or a documented community-based research project ensures that the student meets the standards of the field, but in a more condensed form than a thesis of 100-300 pages. We foresee that the Plan B would: serve as a research-and-defense checkpoint at the end of 30 credits
promote the dissemination of current UHM research in professional journals and community settings
offer an exit strategy to those for whom the PhD is not a good study/career match
strengthen the quality of student research papers in graduate seminars
We have had former students who have moved into museum work or careers at state or community arts foundations. The terminal MA would be a perfect degree option for such Applied Ethnomusicology students. It is expected that this change will shorten the time to degree while ensuring research quality and student engagement with the objectives and goals of the field.

A draft has already circulated for comment among key faculty and the final form will be presented to the faculty curriculum committee for review before forwarding to the Music faculty for a formal vote. Our desire is to move this forward quickly so that the new option can be available as soon as possible.

NASM Accreditation

Thank you for the opportunity to respond to your enquiries into the NASM accreditation of the UHM Music Department. This national accreditation has been granted to our institution since 1965. I similarly understand these questions arose from comments from our program review team during their visit in 2016.

Dr. Bonnie Wade, Professor at the University of California-Berkeley, was the review team's member that was assigned to evaluate the Music Department. Professor Wade is a well-respected Ethnomusicologist and a highly accomplished academic researcher in this field. She also has many ties to colleagues here at UHM as well. Therefore, it is not her qualifications that I am questioning but only her individual statements and conclusions in her report concerning the Music Department and its nationally accredited status.

First, Dr. Wade states:

“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...”

Please look at the list of the music programs that are in NASM that I have included in this report as an addendum. There are 641 NASM accredited music programs. A total of 331 out of 641, or 52%, are “departments of music.” Standalone music schools have not been culled from the list (search filters on NASM website are primitive), but if they were, the percentage would be much larger, showing that “departments of music” represent a majority. Therefore, I cannot accept Dr. Wade's assertion as it was stated above in the report.

Also, Dr. Wade maintains:

“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”
I agree with Professor Wade that our accreditation does not guarantee admission to top tier institutions, but hopefully a student's prior training at UH does. That training includes both a student's “applied” ability and their academic training as well. The NASM accreditation helps assure the proper courses in our field will be offered to the students who receive their degrees from UHM. The shared standards of NASM institutions mean that UH Music students get commensurate preparation with students at other NASM schools. This preparation helps them succeed in diagnostic tests taken upon entering other institutions and avoid extended time to degree due to a need for deficiency coursework. It has also been

demonstrated to the Department that when a student is applying to another institution and their application might be on the “fence” for acceptance an accredited degree is used as a positive deciding factor to favor that student.

The Music Department has had no problem scheduling essential academic courses because both the BA and BM degrees share requirements in theory and history, as well as a large number of courses that serve as electives. It should also be noted that the standard teaching load in the Music Department is 3+2. This extended workload aids with the staffing of these courses.

It was also indicated to the Department that there were questions concerning inadequate transfer of courses (credits) from other institutions or community/junior colleges. As the Chairperson of the Department I am responsible for approving all transfer credits into our program. I can assure you that 90% of all requests are granted either for UH’s general education core, electives, or our music degree programs. Likewise, if a student wishes to move ahead in one of our basic 200 level courses, in either of the undergraduate degrees, they may request to take diagnostic tests to help place them further along in the proper course sequence, depending on the test results. If a student is coming from another NASM school all courses transfer without the need for diagnostic testing. Please note, it is rare that transfer courses would not be approved.

In the Summary of the Department of Music Recommendations some numbers were not accurate with respect to the music major BM and BA degrees. The BM is our professional degree and is intended for students who wish to continue their music studies after UH, either with further higher education degrees or young artist programs. This is an intentionally narrow degree and the Department only allows students who have been diligently studying music prior to their entry into UH, or who enter the BM via audition after one year of study in the BA. Therefore, the lower number of majors in this degree is by a purposeful academic plan. But, the number of majors in the BA degree is not quite accurate. Because the BA is 40 credits many students enroll in this degree as a second major. As you know, at UHM second degrees are not counted by the computer system, which skews our numbers. Internal Departmental records show a much higher number of 90. This larger enrollment number is also intentional. The Department considers this Music Degree for most of our entering students because of its broad “liberal arts” slant and its many unique tracks of study. Both degrees work perfectly in tandem for the student cohorts in the Department. The BM is for those students who wish to have the professional degree and the BA serves students with other ambitions connected to their musical studies. Please note that our Asian Pacific recruiting program especially in China, Korea, and Japan is geared mainly toward the BM degree objective. These international students wish to come to UHM to study the western canon of classical music. Their home countries do not have the expertise that UH has in this genre. This opportunity to study and earn a professional degree in the US is quite attractive to them. Both of these degrees are accredited by NASM and in our last accreditation visitors’ report, our Department was praised for the academic integration of these degrees and the breath and innovation of their course content. Additionally, in the 2016 program review the Department was praised for our pioneering incorporation of our regional location into our educational program:

“The Department is widely touted for its unique blend of academic and practical instruction in the traditional and contemporary music of the Pacific Region and Asia as well as in Western music...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’. This “unique blend” of education was also praised in our latest NASM visitors’ report for accreditation. The Department does not feel any constraints with our accreditation as suggested by Dr. Wade: “...structure their academic program to avoid the constraints of the NASM stipulations in curricular design...”

The Department feels just the opposite; we have been encouraged by NASM to continue with innovations that grow our curriculum to match the needs of our ever-changing generations of students and our dynamic geographic location.

One last short response to one more statement of Dr. Wade's:

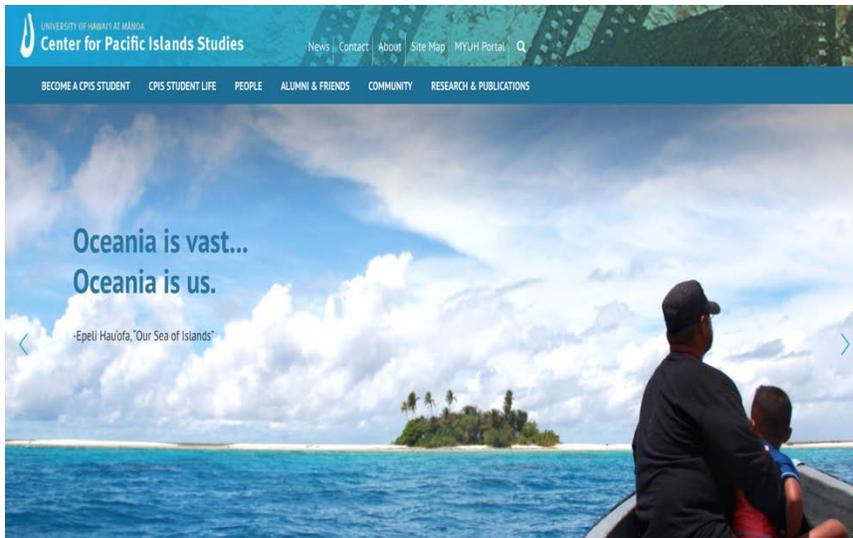
“Without NASM, there will be opportunities to streamline the curricula across all degree programs.”

The Department already has streamlined degrees in place. As mentioned earlier, the BA degree is 40 credits total. Not mentioned in the report is the minor in music (which also is not counted by the UH's computer system), which is streamlined at 15 credits total. Hence, I was encouraged to look at the degree given at Berkley, as described on their website. Their music degree, which is a close mirror of our BA, is 52 credits total. I emphasize again that our BA at 40 credits makes it ideal for a double major here at UHM. Since the BM major arrives into the Music Department almost always as a freshman and our graduation rate, both in numbers and time to degree is excellent, we feel that there is little reason to discuss this issue because it has been addressed previously during our curriculum development.

Financially, the Department, with the aid of its Foundation Accounts, takes care of all the costs associated with NASM. These costs include yearly dues and the financial responsibility for the accreditation process every ten years. This important academic distinction, NASM accreditation, does not cost the University any funding yet it elevates its reputation on the mainland and throughout Asia and the Pacific. NASM supports faculty work in the department by connecting us to our peer institutions. NASM facilitates communication among accredited institutions, which is extremely helpful for accessing the latest expertise and trends in higher education in music and for solving problems in our highly specialized field, such as the unique challenges we face as musicians in a pandemic. It also is a valuable network for Music faculty serving on the Departmental Personnel Committee in that it helps them quickly identify suitable external evaluators for faculty seeking tenure or promotion.

Finally, last but not least, the Department feels dropping its accreditation after all these years is short-sighted. We would be the only state in the nation not to have an institution that offers an “accredited” music degree. This distinction would not favor UHM's reputation among all of our fellow State Schools, not to mention all the rest of the other institutions on the list provided. In the long run this would harm our recruitment effort of attracting qualified students. Residents of Hawai'i who wish to attain the professional undergraduate degree would have to go to a mainland institution if we were not accredited. In California, for example, there are 12 accredited institutions that provide music degrees. At this point note that only UH Manoa's Music Department and BYU award music degrees in the state. Many other institutions, colleges and community/junior colleges in the state award music certificates or Art diplomas (combination of music and other art studies). As well intentioned as these programs are, and as important as they are to our community, they would unfortunately leave a music student poorly equipped to pursue their musical studies at a higher degree level of education or gain acceptance in a highly ranked young artistic classical training program.

In light of these points: academic integrity, national and international reputation of our institution, benefits to our state and its communities, sharing a network with other institutions, and no financial burden, we feel that keeping the NASM accreditation to support these positive elements during this important crisis in higher education far outweighs any negative concerns that might arise.



DEPARTMENT and CENTER for PACIFIC ISLAND STUDIES

Response to the UHM Administration Suggestions to CALL

Proposals

CPIS/DPIS must be kept as one entity, rather than as two separated entities.

Given UHM's intention to maintain or advance a Pacific Focus, CPIS is the natural home/coordinator for the work of building and strengthen networks of scholars working on/in the Pacific Islands at UHM. In order to perform that role, CPIS will require maintaining or increasing faculty and staff resources and institutional support to expand expertise about the Pacific Islands and Pacific region and address educational and social disparities.

“We need to focus particularly on those who have been under-represented and for whom higher education can make the greatest difference. Educational disparities are most evident for the economically disadvantaged, those who live in more rural areas, and those under-represented in higher education including Native Hawaiians, Filipinos and Pacific Islanders.” David Lassner

CPIS Mission

The mission of the Center for Pacific Islands Studies (CPIS) at the University of Hawai'i at Mānoa is to serve as both an academic department and a larger home for initiatives that bring together people and resources to promote an understanding of the Pacific Islands and issues of concern to Pacific Islanders. Its innovative instructional program is regional, comparative, and interdisciplinary in nature.

This mission highlights CPIS' status as both an academic program and a Center. These are symbiotic components of Pacific Islands studies at UHM and which are interdependent on each other and make CPIS vital to the University of Hawai'i, the State of Hawai'i, the U.S. and to production and promotion of Pacific Islands scholarships and understandings of the region.

As renowned scholar Epeli Hau'ofa noted, Oceania is vast, resource rich, interconnected, and globally engaged in the significant issues of today. The region should not be seen as “islands in a far sea” but rather “a sea of islands” or, in the lingua of Pacific Islands regionalism, the Blue Continent. The Pacific Islands studies program at UHM is similarly positioned, not small but vast. This is reflected by the enormous impacts that CPIS and its programs have had on the Pacific Islands region, Hawai'i, the U.S. and the international community over the last 70 years.

The UHM's intention to focus on Oceania and promote itself as the University of and in the Pacific is welcomed. CPIS is the natural home for administering, supporting, or enhancing such a focus, to build and strengthen networks of scholars working on/in the Pacific Islands at UHM. It is appropriate that CPIS work closely with relevant units in the university to facilitate the recruitment, retention and completion of Pacific Islands students.

Impacts

We are the sole US National Resource Center (NRC) recognized and funded by the US Department of Education (US \$1.8 million over 4 years) that focuses on the Pacific Islands, and it has received that funding continuously since the 1970s. CPIS is also the recipient of the Foreign Language and Areas Studies (FLAS) fellowship, which it administers for Pacific Islands languages, including Samoan, Tongan, Tahitian, and Chamorro.

In addition to NRC & FLAS, CPIS has been able to leverage over \$1 million by collaborating with local and international partners.

The Center's outreach program has been vital to the promotion of an understanding of the Pacific Islands and issues of concern to Pacific Islanders. Outreach nurtures a community of scholars who engage intellectually and have built long-term relationships with Oceania via workshops, symposia, colloquia, speaker series, international conferences, direct research and professional development support, and grant writing. Since 2018, CPIS has offered over thirty professional development and resource-sharing programs for K-12 and post-secondary educators in four islands across the state of Hawai'i, California and in Pacific Islands countries/territories. The participants for these programs exceed 1,000. CPIS is also home to a vibrant and internationally renowned publications program. Publications include *The Contemporary Pacific: A Journal of Island Affairs*, the world's leading scholarly journal on current Pacific affairs (2 issues yearly since 1989); the Pacific Islands Monograph Series (PIMS), a refereed book series of scholarly works (since 1983); and CPIS Occasional Papers, a series of peer-reviewed publications including seminar papers, conference proceedings, topical studies, and edited collections (since 1973).

Our newest publication series, *Teaching Oceania*, a series of interactive iBooks designed to address the need for appropriate literature for undergraduate students of Pacific Islands studies throughout Oceania (since 2016, 17K downloads and course-adoption with a global impact).

Top Countries

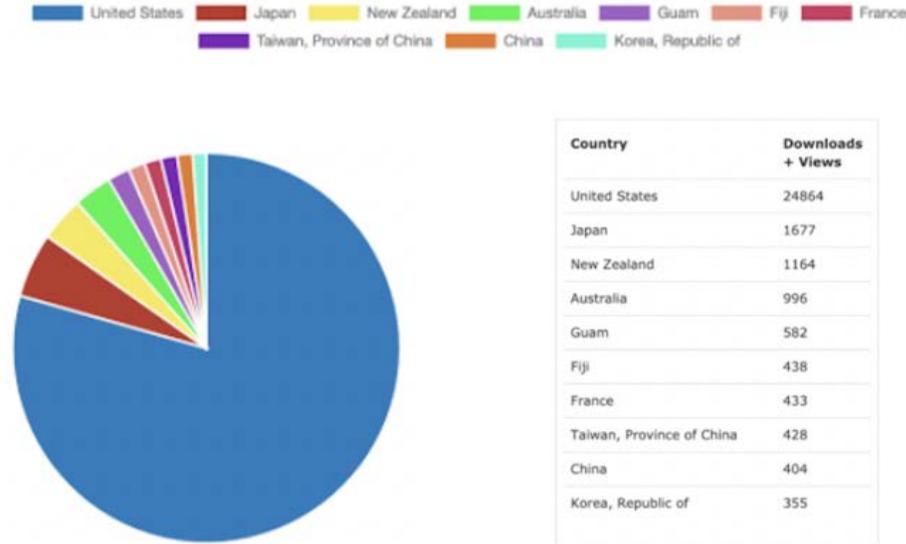


Figure 1. Total downloads of Teaching Oceania IBooks since 2016.

In addition to providing high-quality literature for students in PACS courses and for scholars around the world, the CPIS publications program offers direct support for the academic program through the Center’s student writing support program, Write Oceania.

CPIS is well known, globally regarded as the “home of Pacific Islands studies.” Pacific Islands Studies is a distinct academic discipline with its own histories, trajectories, philosophies, methodologies, purpose and service. Many of the key scholars in Pacific Studies in the U.S. continent, Hawai’i, Japan, Australia, New Zealand, Europe, and the Pacific Islands region are CPIS graduates (see Appendix 1). At the same time, over the last many decades our graduates have become heads of state and other national and international leaders in cultural institutions and non-profit organizations, activists, artists, and thought leaders.

All of the above is being achieved with only a 6.9 FTE core faculty and staff. Apart from the core faculty, CPIS has built a network of affiliate faculty throughout the UH system, including 30 official affiliate faculty at UHM alone.

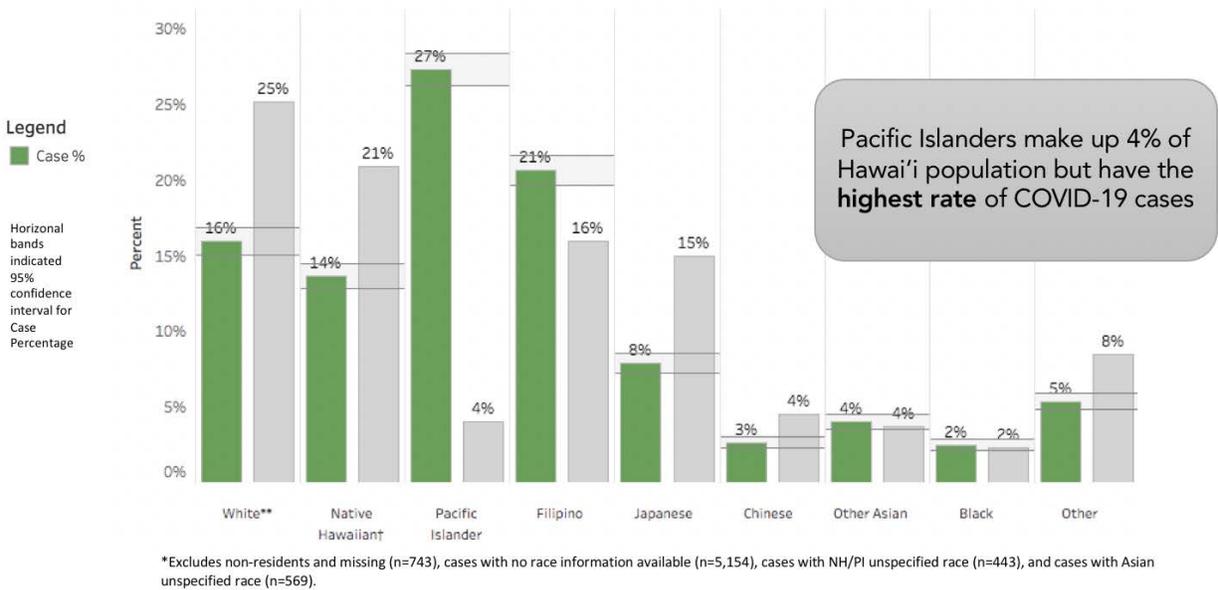
Clarifications Regarding the Budget Team Report

There is a need to clarify some information about CPIS contained in the document with suggestions from the UHM administration on the nature of the reorganization.

Our majors consist of approximately 85% Pacific Islander-heritage students. The document suggests that CPIS “Review recruitment efforts and develop a strategy to attract both heritage and non- heritage students.” This implies that there is something wrong with the fact that the PACS BA and MA programs attract predominantly Pacific Islands heritage students. On the contrary, CPIS provides an important service to UHM, the state of Hawaii, and the U.S. by being an “indigenous-serving” department. CPIS is “indigenous-serving” and is a home for Pacific Islander students at UHM as an under-served population.

Further, while UHM’s student body adequately reflects the state population of Native Hawaiians (15%) it does not reflect the 4% Pacific Islander population of the state. (UHM has 2% Pacific Islanders.) These are the fastest growing, and most underserved communities in the state. We serve this student population as a direct focus of our mission and in service to the needs of the state, made clear in the disparities of covid cases: 4% of the state population represents 27% of the state’s Covid cases.

Race of COVID-19 Cases (N=6,573*), Hawaii 2020



Source: State of Hawai'i – Department of Health Disease Outbreak Control Division, COVID-19 website <https://health.hawaii.gov/coronavirusdisease2019/what-you-should-know/current-situation-in-hawaii/>

For unknown reasons, the document listed the 2019 extramural funding for the center at -100%. While this may have been true for the other SPAS centers, this was not true for CPIS which maintained its extramural funding. Indeed, moreover in the financial 2019/2020, CPIS has increased and brought in intramural funds through NRC (\$452K), NSF (Alex Mawyer), and partnerships with other institutions. This illustrates CPIS ability and value in attracting funds to UHM. This illustrates the value of CPIS to UHM.

The BA was approved in 2010, not 2012.

As stated above, it is a misconception to view CPIS and the PACS BA as small simply because it has relatively low student enrolments. CPIS Mission provides for broad responsibilities and the impacts of its academic programs, publications, outreach, resource production, etc. are extensive and invaluable to the State of Hawaii, the U.S., the Pacific Islands region, and globally.

The document states that the PACS “BA program is very structured . . . 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” (p.15). Pacific Islands studies requires a rigorous program to ensure that students are immersed in the discipline. It is also a misrepresentation to state that the structured nature of the program has prevented students from double-majoring. Approximately 15% of PACS BAs have earned a concurrent degree.

The Center for Pacific Islands Studies is not noted in the report. The Center’s outreach/publication/resource development/other works are interdependent with the academic programs. Projections for the PACS BA majors in the original proposal were not based on the number of Interdisciplinary Studies Pacific concentrations. Rather, they were based on similar programs (Hawaiian

Studies, Asian Studies) as well as PACS 108 surveys of interested students. We estimated an increase of approximately 10 new majors per year, averaging 40 majors at any given point. The majority of BA students have been transfer students from UH CCs, and more recently, US continent CCs on the West Coast. With a majority of transfer students, the annual count of majors has been closer to 20 because they are with us for only two years. Articulation agreements and MOUs in progress have facilitated this. Still, as noted in the original proposal, the BA is essentially a no-cost addition to the MA degree program. Incorrect information regarding cancelled course offerings: To our knowledge, the only PACS course cancelled for low enrollment was a new course PACS 203. Part of the issue may have been the faculty instructor (whose contract was not renewed). Please provide data for other courses that were cancelled due to small enrollments.

We do recognize a need to expand enrollments and we seek UH support to do so. We have formed a taskforce to explore the following: a) New Classes, including an “Oceania” course for gened students b) restructuring the BA curriculum, proceeding with the 4+1 BAM Plan, coordinating recruitment activities for UHM as a destination for diasporic Pacific Islands students. We are pursuing more delivery options: hybrid, online, in person, and MOUs to enable students to transfer into MAJOR, not course by course into UHM. Further, we have pursued even stronger connections to professional schools, such as Public Health, Social Work, Law, Medicine.

Information on Faculty Placements of Pacific Island Studies graduates, and Key Social Indicators of Student Demographics can be found in Appendix C.

DEPARTMENT OF PHILOSOPHY

The Department of Philosophy discussed the recommendation to merge with the Department of Religion in its monthly meeting of September 18, 2020. 10 faculty (2 are on leave) and 4 graduate students were present.

While we philosophers hold the scholarly work of our colleagues in Religion in high regard, we find that a merger would do a disservice to the respective missions of the two departments. The proposition to merge the faculty of Philosophy with the faculty of Religion is premised on a misunderstanding of both Religious Studies (which is an empirical, historical, anthropological study of religious practices and creeds) and of Philosophy (which is never a historical or anthropological study of any practice). As a result, sharp field-specific differences stand against the merger:

An important requirement in Philosophy is passing a course in formal/mathematical Logic (at an introductory level for UGs and at an intermediate level for Graduates). No Religion program would require this.

Incompatibility between the respective methodologies used.

We are a unique Department of Philosophy: both internationally and domestically, in that we offer a PhD in Comparative Philosophy. The merger would weaken our standing in the field. Comparative Philosophy determines not only our approach but is itself the subject of research with some of us moving into fusion and bricolage.

The comparativists among us have a training in Western philosophy in addition to their expertise in a non-Western philosophical tradition.

Our colleagues in Religion have served in the past as external members on our dissertation committees but would not have the necessary training to guide comparative dissertations themselves. They would need training in Western Philosophy and in Comparative Philosophy.

Faculty in the Philosophy Department review submissions to our 71-year old prestigious journal *Philosophy East and West* throughout the year. Needless to point out, it takes many years of training in philosophy to make an informed judgment about a philosophy paper.

Philosophy is linked with and services many other units and programs: Health, Intercultural Cultural Studies, Literature, Psychology, Peace Institute, Undergraduate Law Certificate, and Women's Studies. Through the Uehiro Academy we also collaborate with the College of Education and reach into the schools (K-12).

Last but not least, as our graduate students pointed out, our profile as a destination for PhD-bound graduate students would be diminished if the optics of our program were fused with Religion. This would hurt the Department's stellar placement record.

While it is true that we offer a course in Philosophy of Religion, we also have courses on Philosophy of Art, Philosophy of Biology, Philosophy of Film, Philosophy of Language, Philosophy of Law, Philosophy of Literature, Philosophy of Mathematics, and Philosophical Psychology. Surely, there is no recommendation to also merge with Art, Biology, the Film Academy, Linguistics, Law, Literature, Mathematics, and Psychology.

A vote was taken at the end of the discussion: all 10 faculty voted against the merge.

Our M.A. Program - why it is in UH's interest to keep it

Students in the UH Manoa M.A. program in Philosophy do not receive any funding in the form of GA-ships from the University. (The 8 GA-ships that the Department possesses are restricted to students in our Ph.D. program). Our MA students are thus on the whole self-funded – or funded through external programs, such as the GI Bill and scholarship programs of foreign governments (e.g., Taiwan, Korea).

The UH Manoa M.A. program in Philosophy provides local and in-state students (particularly those students who have received their B.A. in Philosophy at UH Hilo and UH West Oahu) with further training in Philosophy. Many of these same students would not be sufficiently competitive for our Ph.D. program (or elsewhere) solely with their B.A. degrees, but are able to become so through their further studies of Philosophy in our M.A program.

The UH Manoa M.A. program's coursework draws on the same set of courses and seminars on offer to our B.A. and Ph.D. students in fulfilling course requirements. Philosophy faculty thus do not teach any courses that are exclusively for students in the M.A. students.

DEPARTMENT OF RELIGION

Preliminary note: The Department of Religion recognizes that the university is experiencing a financial crisis. We want to do what we can to contribute to the solution. On the other hand, we believe that restructuring for the future requires careful, collaborative planning that should be addressed separately from the immediate budget crisis. This response, consequently, addresses both issues individually.

I. Response to Recommendations

MBT Recommendation: "Departments of Philosophy / Religion: Combine the departments "

Response: Religion and Philosophy are two very different disciplines. Why are their recommendations combined? Was anyone in Religion or Philosophy consulted before making such a suggestion?

Reasons not to merge Religion with another department

- Faculty opposition: The chairs and faculty of both Philosophy and Religion strongly oppose such a merger. Religion and Philosophy deal with very different areas of study, ask different questions, and employ different methodologies.
- Academic integrity: Merging religion with any other department compromises the integrity of the academic study of religion at UHMānoa. Whatever its size, a separate department of religion is the only guarantor that courses labeled as "Religion" are taught by scholars trained in the academic study of religion and who have been vetted and granted tenure by other scholars with comparable training. Suppose the administration forces a merger with another department. In that case, once the current Religion faculty is gone, courses in religion will likely be taught by scholars from other disciplines who were hired by departments that do not focus on the study of religion or even by local clergy, knowledgeable in the doctrines of their own religious tradition, but usually without training in the theories and methods of the comparative study of religions.
- Hawaiian Place of Learning: Two of our six faculty members are well-known and well-published scholars in Hawaiian language, religion, and history. Our department offers one course taught entirely in Hawaiian, employs the world's only professor of Hawaiian Religion accepts and encourages papers, presentations, and MA theses in Hawaiian, and includes comparative aspects of Hawaiian religion in virtually every course across its curriculum. Our courses offer an informed, intellectual framework in which to discuss important issues in Hawai'i today, such as TMT, burial sites, and sacred places. We offer courses on Hawaiian religion, both classical and modern, as well as graduate courses on the religious history of Hawai'i. Without our department, the university's role as a Hawaiian Place of Learning is diminished.
- Asia-Pacific focus: The Department of Religion is the only graduate religion program in the USA that has an Asia-Pacific focus. To be admitted, applicants must show how their research will center on Asia or the Pacific (or both). Every member of our faculty is an expert in one or more religions in Asia or the Pacific and one of our courses in Chinese religion is taught in Mandarin Chinese through the Chinese Flagship Program.
- Hawai'i Teacher Preparation: Fully 50% of tenured faculty teaching religion in the UH community colleges and 70% of lecturers in religion across the UH system hold an MA from our department. At least three of our MA graduates occupy tenured positions at UHMānoa.
- Integrated Curriculum: Because Religion faculty are hired and vetted within a single department, our curriculum is integrated and cross-pollinating. No religious tradition is taught in isolation from others nor without consideration of the work of religion theorists.

MBT Recommendation: "Stop-out the BA in Religion, retain the minor "

Response

- BA: If the department remains independent, then stopping the BA has no economic benefit.
- Minor: The minor requires six upper-division courses, including the required REL-300 (The Study of Religion). Maintaining the minor means that we would need to continue teaching nearly the full range of courses that we offer now. If so, there is no economic advantage in discontinuing the BA.
- MBT Recommendation: "Temporarily stop-out the MA in Religion"
- Response: We agree that this is an appropriate time to rethink some aspects of our MA program, but stopping it out carries a number of complications:
- GA's and large courses: With no GA's we cannot teach our large World Religions sessions (~600 students per year and a substantial contributor to our departmental SSH).
- Current students: If we do not admit new students until all the current ones have graduated, we might not have enough GAs to run our large REL150 courses.
- BA/MA program: Several undergraduates intend to apply for the new BA/MA option. We are eager to get this program up and running but cannot without an active MA program.
- Possible Solution: Suspend new admissions for one year, use continuing GAs for large classes next academic year while we plan adjustments to the MA program, and then begin accepting new candidates for Fall 2022.

Notes on MBT Recommendation Details

- Small Program: Religion is small in terms of majors and degrees awarded, but not in average class size or individual faculty SSH. We pull our teaching weight and are an important part of GenEd at UH.
- Program Review (2016): The MBT recommendations cite the 2016 review but not our response to it. The 2016 reviewer recommended that Religion partner with religious organizations to create internships. We reject this proposal as inappropriate to a state university and are surprised that our administration would encourage it. Ours is a public university that offers courses and degrees in the academic study of religion, not in theology or the proper running of religious institutions.
- Program Review 2011: The reviewers delivered a stern warning about the consequences of cutting positions in this department. The university ignored the warning, but their predictions have proven true (our faculty has shrunk from nine to six since then). We have a smaller range of expertise, offer fewer courses, and, consequently, attract fewer students.

II. How can the Department of Religion help respond to the COVID budget crisis?

Here are some options that we can discuss. We have not had enough time to fully ascertain their feasibility. We would, however, like to note that this department has already lost one-third of its faculty positions over the past few years.

- Reduce the lecturer budget to cover one course per semester (currently 2-3 courses per semester).
- Not seek any new faculty hires or replacements for four years. We will have to plan our course offerings so as to provide a blend of depth and range that best accords with our numbers and expertise.
- Redesign our graduate curriculum so that we can teach all our graduate courses on top of our regular teaching load.

- For one year, no new grad admissions so that only continuing grad students would have GAships. This will not only provide economic relief but will allow us to redesign our graduate program to match our resources.
- Teach an occasional course in other departments. Several of us have done this before. We have a remarkable group of scholars who can if needed, teach outside of our department.
- Expand our cooperation with area studies centers and other departments to develop conferences that will attract an international audience. Several of our faculty members do this now, but we can do more.
- Work with research centers and flagship programs to develop new revenue streams.

DEPARTMENT OF SECOND LANGUAGE STUDIES

The “Summary Recommendations” made by the Budget Team recognized that “research and scholarship is strong in this department, and the graduate programs are recognized internationally.” (Our MA graduates hold positions mostly in secondary and post-secondary institutions domestically and internationally; our PhD graduates are almost entirely to be found in tenure-line positions at respected universities around the globe.)

The Summary Recommendations noted that the establishment of our BA program had produced enrollment growth which has “stretched the department, particularly the staff, with respect to advising” and accordingly recommended allocating faculty and a staff position to support the undergraduate program. Despite an overall loss in professorial FTE over the last few years, a staff position has been allocated to be able to support better both undergraduate and graduate programs. As a department with a strong graduate program that has a range of instructional programs and demands, Graduate Assistants are an essential part of our operation. The maintenance of GA support is essential to our programmatic well-being, and if faculty cannot be allocated to a program that has seen growth, the maintenance of GAs is crucial.

Over the last few years we have established five new courses across both the lower and upper divisions of the undergraduate program, and senior faculty teach them regularly. Besides one new course proposal this semester we are involved in two certificate proposals (one undergraduate and one graduate). These reflect our involvement in the Multilingual Multicultural Strategic Initiative, one of eight selectively funded (through a competitive process) by the OVCAA, which responds to the needs and capacity of Hawai‘i (and UHM) as a multilingual multicultural entity, with concomitant responsibilities and potential (particularly for employment), also taking into account the host culture and language as a base. In the initial implementation of the graduate certificate we particularly partner with the College of Education, in supporting the development of teachers who work with the State’s k-12 multilingual population, and later will link to the likely needs of professionals (e.g., in Law) whose employability will be enhanced by their cvs showing advanced preparation and capacity to work with a multilingual multicultural clientele. The undergraduate certificate will support similar developments at the lower level. Broadly, the sustainability of Hawai‘i as a multilingual multicultural entity in the early 21st century cannot be taken for granted, but must be invested in. Second Language Studies is central to this.

This note responds primarily to the points made by the Budget Team, and is not a full review of the Department’s needs and capacities. The Dept. of SLS will continue to uphold its high standards and respond to state needs while maintaining its research agendas and teaching, in the context of UHM as an international public university in a multilingual multicultural environment, even in a period of budget cutbacks and unfilled position vacancies.

DEPARTMENT OF THEATRE AND DANCE

Response to Lassner's Summary Recommendations for Theatre & Dance

At the outset, we would like to address the inaccurate data on our Dance program in Lassner's "summary recommendations" for our department. We currently have 30 undergraduate Dance majors with 25 BA Dance students and 5 BFA Dance students. We also have 12 Dance graduate students with 2 MA Dance (Education and Performance Studies) and 10 MFA Dance (Performance and Choreography) students. Lassner's document also states that "several courses are specific to each Dance degree program." This is misleading: Required courses for specific degrees fulfill 600-level elective requirements for other Dance degrees. These courses always fill.

Faculty were not given much time to come up with a response to David Lassner's proposed cuts to degree programs in Theatre and Dance. We would like to share some of the ideas for restructuring our department that we have been discussing. There are indeed places where we can eliminate or consolidate degree tracks as we shift educational priorities and explore collaborations.

In summer 2020, we created an Action Plan for the process of decolonizing our department (with regard to curriculum, season selection at Kennedy Theatre, hiring practices, guest artists and scholars, etc.) with the goal of making it a place of Hawaiian learning. One of our primary aims is to shift the focus of our curriculum and degree programs towards the performance traditions and performing arts in Hawai'i, Oceania, and the Pacific Rim. Dance faculty are working with UHF to fund two or three 3-credit courses per semester in Hula – its performance and history – making it a stronger component of our curriculum. The ultimate goal is the creation of an endowed professorship in Hula. This past week, encouraged by the UH Provost during our Sep. 22 meeting with him, we submitted a proposal for a new PhD track in Hawaiian and Indigenous Performance to your office. The new PhD track would further deepen the close relationship between our Hawaiian Theatre Program and the Hawai'i inuiākea School of Hawaiian Knowledge. Five or ten years from now, we see our department as the major hub for Hawaiian and Indigenous Performance Studies in the Pacific – involving conferences, festivals, performances, and publications. This is not only "timely," but will raise the status of our department nationally and internationally.

In addition, we are working towards a stronger curricular integration of our Theatre and Dance programs at all degree levels. We are still in the process of discussing what particular shape this closer integration will take, but we are committed to consolidating our two departmental divisions. Our two separate MA tracks in Performance Studies in Theatre and Dance, for example, could be combined into one; we have already started to identify courses in Theatre and Dance that are closely interconnected. We are also exploring the idea of creating departmental core classes (on Hawaiian culture and epistemology, postcolonialism and decolonization, indigenous dance and theatre practices, and critical race theory) that would be required in all of our degree programs. Environmental sustainability will also be embedded in this core curriculum: Care for the 'āina and the kuleana we share for its stewardship will be its bedrock principles.

As we are moving ahead with this process, degree tracks can be re-titled, consolidated, or eliminated. We propose to reduce our 7 MFA Theatre tracks to 6 by eliminating the MFA Asian Performance track entirely; we will focus on offering (and advertising) a wider variety of approaches in our tracks in Acting and Directing to create truly unique and marketable curricula. We will take a closer look at our other MFA tracks in Theatre to see if any of them can also be consolidated or more closely interconnected with the Dance MFA in Performance and Choreography.

We are planning to reduce the number of our PhD tracks in Theatre from 4 to 3; the newly proposed PhD track in Hawaiian and Indigenous Performance would be one of the 3 remaining tracks. To improve both enrollment and time-to-degree, we have also started discussing a low-residency option for our PhD program that would enable students from neighbor islands and from out-of-state to pursue a doctorate degree in our department by mostly taking online seminars, requiring a minimum amount of time on the UHM campus.

We plan to continue partnerships with other departments and colleges, such as our pioneering HealthCast program with the School of Nursing. Faculty involved in our Dance MA in Education are working closely with the College of Education. This semester starts the offering of teaching licensure with the MA Dance degree to fulfill the State's need for these teachers.

Theatre and Dance faculty has also collaborated with the Academy for Creative Media for a long time: our faculty regularly guest lectures in ACM classes (for example, on indigenous perspectives in filmmaking) or contributes to them in other ways; our acting students regularly perform in films directed by ACM students. We are currently consulting with ACM faculty to establish a new BFA degree in Film, TV and New Media Acting. This degree would allow our graduates to more easily join the work force in the local film, television, and digital media industries. Students already enrolled in ACM might also be interested in pursuing this degree as a double major.

Our department is greatly invested in exploring new technologies and opportunities in performing and design arts. We are one of the departments (along with ACM, ICS, and Electronic Engineering) involved in creating the recent proposal of a new undergraduate certificate program in Creative Computational Media. Our Dance faculty members, who are particularly interested in the technological aspects of dance instruction, video choreography, dance for the camera, and performance, are working with UHF on an exciting proposal to fund advanced interactive and new media to emphasize digital futures in Dance. Our collaboration with the LAVA Lab on virtual reality, animation, and motion capture is also reflected in course work and will extend into next year's mainstage Dance concert at Kennedy Theatre. Theatre and Dance faculty and staff are actively researching and exploring new approaches to online performance for our 2020-21 season and beyond; digital innovations will allow our productions to reach a broader audience, in the community and beyond.

This past week, graduate faculty from our department met with the chair of Music and Ethnomusicology faculty to discuss a closer collaboration and synergy between the PhD program in Ethnomusicology and our PhD tracks in Asian Theatre and (once it will have been approved) Hawaiian and Indigenous Performance. Both departments are interested in exploring the idea of a hybrid, cross-departmental PhD track, but the UH administration would have to think outside the box to facilitate this new organizational structure by establishing an institutional framework for such inter-departmental collaboration (rather than asking faculty to develop them). We have also started a discussion with the Music department about establishing a hybrid, cross-departmental MA or MFA program in Musical Theatre that might help to increase enrollment, given the popularity of Musical Theatre in Hawai'i.

Our department sees its future at the intersection of Hawai'i/Pacific-focused performance practices, advanced technologies, and environmental sustainability. These three areas support each other and are critical aspects of tertiary education in the 21st century Pacific. As a faculty, we are fully committed to provide our students with the artistic, intellectual, and technical skills that will prepare them for careers in the entertainment industry, the performing arts, and education – locally, nationally, and internationally.

APPENDICES

A. DEPARTMENT OF COMMUNICOLOGY

MBT Analysis & Recommendation	COMG Response
<p>The Communication program has been short of faculty to support this growing major, where enrollment increased from 155 in 2012 to 208 in 2019.</p> <p>The addition of the Communicology faculty, the elimination of the Journalism program, and the merging of the Communicology and Communication programs should increase their capacity.</p>	<p>The MBT analysis appears to be based on an assumption that courses and/or content in the COM program can be taught by faculty in the COMG department.</p> <p>This assumption is understandable, given that the names of the COMG and COM programs sound similar and faculty in COMG hold PhDs in communication (or related fields). However, there is a very wide range of types and areas of expertise in the field of communication. COMG primarily focuses on human interaction and its functions of creating understanding, relating, and influencing, while COM focuses on the global reach of communication through media arts and production, as well as information technology and policy.</p> <p>As such, there is a low level of overlap in content area expertise between COMG and COM. Indeed, there is almost certainly more overlap in faculty expertise between COMG and Psychology than between COMG and COM. These differences in expertise mean that COMG faculty are not in a position to teach most COM courses (nor are COM faculty in a position to teach most COMG courses). The assumption that merging COMG into the COM program would increase capacity for the COM program is flawed.</p> <p>We do believe that some courses could serve both majors and that new and innovative courses could be developed within a school format. However, we strongly believe that it is best for students, and the university, for this to happen while preserving the integrity of each degree program.</p> <p>CONCLUSION: Expertise in COMG and COM content areas are not the same. These programs are meaningfully distinct, and faculty from one program cannot necessarily increase capacity for the other program.</p> <p>Further, our read of the data for COMG does not support the MBT analysis and subsequent recommendation, as there is no excess capacity in the COMG program.</p> <p>For example, the data MBT relied upon (Ratio of SSH to Faculty Equivalency by Unit/Dept for Academic Years 2017-2019, https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/fy17-19-ssh-and-faculty-ratios-unit-ratio.pdf), show that the ratio of average SSH per average faculty is higher in the COMG program (Avg SSH/Avg Fac = 668.99) than in the COM program (Avg SSH/Avg Fac = 521.21).</p>

	<p>The Student Semester Hours, Academic Year 2019 and Historical Averages, https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/fy17-19-ssh-and-faculty-ratios-ssh.pdf, show that COMG SSH is remaining flat to slightly increasing.</p> <p>In the list of Small Undergraduate and Small Graduate Programs, https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/uhm-small-programs-fy-19.pdf, COMG is not identified as one of them.</p> <p>CONCLUSION: The data demonstrate that there is no excess capacity in the COMG program to help with the growing majors in the COM program. The data also demonstrate that COMG is not a small or inefficient program that can or should be absorbed into another program.</p>
<p>The program review team for Communicology also suggested that a combined Communicology and Communications program would be attractive. 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. – 2016 Arts & Humanities External Review Report, Page 20</p>	<p>We welcome the use of the program review team’s assessment of our program. The COMG department agrees that closer ties between COMG and COM are warranted. We support a reorganization into a school, and had already begun talks for a reorganization with the School of Communications prior to the recommendations made by the MBT.</p> <p>However, the program review excerpt used by the MBT team is taken out of context. The program reviewers were actually applauding the work in COMG and recommending that the COMG program be given more resources.</p> <p>The program reviewers were not suggesting that closer ties meant the elimination of the COMG degree programs or to stop-out the BA and MA in COMG. It is clear from the entire program review of COMG that the intent was to support the program.</p> <p>The sentences just prior to the excerpt used by the MBT read, “With a highly productive faculty, both in terms of input (grants) and output (publications, among others), the Department [COMG] now seeks to extend the boundaries of communication research beyond social science by drawing fresh insight from the natural sciences.” (2016 Arts & Humanities External Review Report, Page 20). Further, immediately after the excerpt used by MBT, the program reviewers stated, “From what we have seen, Communicology can galvanize cross-school teaching and research, regardless of which college it is housed” (2016 Arts & Humanities External Review Report, Page 20).</p> <p>The program reviewers also called attention to the strength of the undergraduate program and students’ positive experiences in it: “The undergraduate students we met with are without</p>

	<p>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” (2016 Arts & Humanities External Review Report, Page 19).</p> <p>The program reviewers concluded that “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” (2016 Arts & Humanities External Review Report, Page 21).</p> <p>CONCLUSION: The program reviewers suggested more investment and more faculty are needed in COMG, and highlighted its strengths as a degree program. MBT’s interpretation that “closer ties” supports combining COMG and COM and stopping-out the BA and MA in COMG is NOT warranted.</p>
FAQ	COMG Response
Why do we need both degree programs?	<p>COMG and COM degrees address different content, interests, and needs: COMG primarily focuses on human interaction and its functions of creating understanding, relating, and influencing, while COM focuses on the global reach of communication through media arts and production, as well as information technology and policy. Both degree foci are critically important to areas of (projected) growth in the state of Hawai‘i.</p> <p>There is precedent for keeping these degree programs separate. Several of UH Mānoa’s identified peer and benchmark institutions have schools or colleges of communication which retain multiple departments and degrees that cover different areas of communication. For example, the University of Kentucky, Lexington offers degrees in (a) Communication, (b) Integrated Strategic Communication, (c) Information Communication Technology, and (d) Media Arts and Studies. The University of Colorado, Boulder offers degrees in (a) Communication, (b) Strategic Communication, (c) Media Studies, and (d) Media Production.</p>

	<p>Retaining separate degrees allows students to build a strong, coherent body of knowledge and skills in each distinct area. Having a well- developed body of knowledge and skills in each of these areas will make students attractive and visible to employers, especially in areas of (projected) growth in the state of Hawai‘i.</p>
<p>Will students, and the university, be harmed by the loss of the COMG degree programs?</p>	<p>Yes. Both students and the university will be harmed by the loss of this program. As noted above, the COMG and COM programs each address distinct and important areas of knowledge for students that are needed in the post-pandemic state of Hawai‘i. Combining these programs will compromise the integrity of the education that students receive in both these areas.</p> <p>Additionally, Communicology is a robust, well-organized, and successful undergraduate program with a thoughtfully designed curriculum. Eliminating this degree would mean the loss of a strong, well-regarded degree program for the university.</p> <p>At the Master’s level, the COMG MA program is recognized within our discipline (i.e., social scientific programs in communication) for its high-quality training of students, and thorough preparation for students that go on to PhDs. Graduates of our program enter top tier PhD programs in human communication. A stop-out would diminish UH Mānoa’s reputation built through years of mentoring and training COMG students who are now faculty at other universities.</p> <p>Further, our MA graduates are regularly recruited for positions as lecturers in communication units and departments across the UH System and a significant number of our graduate students have permanent positions teaching in those very units and departments. Those same alumni then advise their students on coursework suited to completing their associate degree and transitioning smoothly to pursue a BA in COMG at UH Manoa (through informal articulation agreements between COMG and related community college programs). Stopping-out the degree program would compromise or eliminate this pipeline of employment (for MA graduates) and recruitment of undergraduate students, which would harm UH Mānoa.</p>
<p>Can efficiencies and reduction in administrative costs be achieved while retaining the degree program?</p>	<p>Yes. COMG’s move to a school within a college structure -- which we fully endorse -- is anticipated to be the primary source of reduction of costs in administration. There will be minimal additional savings from stopping out its degree programs following the proposed reorganization.</p> <p>Additionally, there may actually be a risk of losing student tuition dollars by stopping out the COMG program. If students do not see that they can study human communication (i.e., major in a program</p>

	<p>of study focused on creating understanding, relating, and persuading, as currently taught by COMG at UH Mānoa) they may choose to enroll elsewhere.</p>
<p>Does the COMG program address a community need and will it support the State in recovering from the pandemic and moving to a more sustainable future?</p>	<p>Yes. As described above, we teach critically important “soft skills” (e.g., persuasion, collaboration, emotional intelligence, adaptability, cultural intelligence¹) that are important components of jobs in the areas of focus identified in President Lassner’s recent white paper for Hawaii’s future.</p> <p>The COMG program’s focus on knowledge and skills of creating understanding, relating to others, and influencing behavior (i.e., persuading) are critical to managing the current pandemic situation, and moving forward from it. For example, effectively managing organizational crisis and change -- which many local entities are currently experiencing, including UH Mānoa -- requires collaboration, adaptability, and being able to relate to stakeholders and create understanding. Similarly, effectively communicating about changing policies, and getting the public to comply with public health-related practices (as our state, university, and local businesses are all seeking to do) requires the ability to persuade and influence behavior and create understanding between parties. These skills, and the underlying knowledge, are what students gain from the COMG program.</p> <p>Many of our majors are successfully employed in the State of Hawaii. In a list of self-reported occupations, many of our graduates are employed by local companies and organizations (see https://drive.google.com/file/d/1MkIsXvKjnvva6b8x2SZOTdr9tGQyQC75/view and see https://drive.google.com/file/d/1RuSb2JirHFIMFaTwFQj6aEYiesDSPucp/view).</p>
<p>Does the COMG degree program address student demand?</p>	<p>Yes, there is student demand for this degree program. COMG is not identified as a small program (i.e., it does not appear in the posted list of Small Undergraduate and Small Graduate Programs: https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/uhm-small-programs-fy-19.pdf). As noted in the most recent program review, COMG students are enthusiastic about their degree program and experiences in it and have sometimes switched majors to pursue a degree in COMG.</p>

¹For example, see: <https://www.linkedin.com/business/learning/blog/top-skills-and-courses/the-skills-companies-need-most-in-2020-and-how-to-learn-them> <https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/#580647aa67b6>

<p>Will retaining the COMG program in the proposed reorganization increase the quality, focus and impact of our student learning, scholarship, research, and service?</p>	<p>Yes. As described above, the COMG and COM programs each address distinct and important areas of knowledge and skill sets for students that are needed in the post-pandemic state of Hawaii.</p> <p>Retaining these degree programs protects and supports the integrity of the education that students receive in both these areas. Stopping- out the COMG program would actively risk diluting (and even harming) the quality, focus, and impact of student learning.</p> <p>Having these two degree options in a single school (or college) -- as is currently proposed by the MBT and supported by COMG -- will increase the clarity of communication-related program options for students, allowing them to make an informed decision about which program best suits their interests and needs. This should benefit the focus and quality of students' academic experiences.</p> <p>Further, if the communication-based degree programs are contained within one entity, such as a school, expertise in communication will be easier to find and draw upon to support state-level and community-level initiatives and challenges.</p>
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B. DEPARTMENT OF LANGUAGES AND LITERATURES OF EUROPE AND THE AMERICAS

Full Responses of LLEA and its Divisions to Budget Committee Recommendations

LLEA's response to the recommendations of the Mānoa Budget Committee includes a blend of empathy, creative innovation and, we believe, well-merited protest. We recognize the need for action due to the COVID-related budget crisis. And, as a department, we hope to use this moment to forge a more unified and energized LLEA that responds to the needs and interests of current students. But we also refuse to abandon our current programs and degrees and the value they add to the University of Hawai'i. We strongly protest the proposal to eliminate the Russian Division and to stop-out admission to the German B.A. In addition, the department of LLEA advocates for the reinstatement of the M.A. in French and the B.A. in Russian.

Current strengths of LLEA

We want to advocate for all of our academic programs by promoting a collective view of what LLEA does. And, to be frank, what LLEA does is a lot. LLEA is composed of five divisions teaching courses in language, linguistics, cultural studies, teaching methods, film, translation, literature, and history in ten non-English languages (Ancient Greek, Latin, Biblical Hebrew, Ancient Egyptian, Russian, French, Italian, German, Spanish, and Portuguese), in addition to its courses taught in English. LLEA regularly offers multiple courses with focus designations to align with UHM's ILOs.

Given the Budget Committee's emphasis on statistics, it must be noted that we in LLEA teach with greater efficiency than most departments across the University. (In 2020, approximately 4500 students at UHM took class within LLEA). For AY 2017-2019, our average FTE : SSH was 1 : 419.9. This was the second highest ratio in the former College of LLL, trailing the English Department (1 : 423.8) by only a small amount and performing better than the average FTE : SSH ratio for the former College of A&H (1 : 339.6). This puts LLEA above programs like History, Philosophy, Music, and the Academy for Creative Media.

Moreover, according to the Budget Committee report, the major count for LLEA is currently at 82 B.A. students and 17 M.A. students. Collectively, this places LLEA roughly on par with the History B.A. (currently 96 students; 83 in 2019), which has about the same number of FTE (27.17) and teaches fewer SSH per faculty member. We believe this is the correct method for assessing the performance of LLEA, not least because it parallels the collective accounting of majors in programs with formal or informal "tracks" such as History.

Over the past 20 years, our Department, not unlike others across the University, has been severely underfunded and forcefully downsized, primarily via non-replacement of retiring and departing faculty. We have adapted and will continue to look for ways to create greater flexibility in our programs.

Vision: Future Direction of Department

In spite of our many successes, we realize that LLEA cannot rest on its laurels. We want to take positive steps that will promote a unified vision of LLEA, attract more students to our department and its programs, and maximize our benefit to the University as it moves into a new era. To this end, we propose the following:

1. Unified Identity: The LLEA Department would like to be seen, both in its identity and its accounting, as a single unit whose SSH and number of majors are counted collectively. At many U.S. universities, including a number of our peer- and benchmark institutions, B.A. degrees in various languages are awarded as areas of "concentration" within larger Departments that are treated as single units, e.g. "B.A. in Modern and Classical Languages with a concentration in Classics/French/German/Spanish/Russian",

etc. At an upcoming departmental meeting, we will consider whether to rebrand our B.A.s to reflect this sense of unity.

2. New area of concentration: The LLEA Department is also interested in exploring the possibility of adding an additional area of concentration that will attract more students into our upper-division courses and create meaningful interdisciplinary connections with the new college and beyond. We have already begun discussing a possible concentration in what we are tentatively calling 'International Studies', which would require additional coursework in fields including History, Philosophy, and Political Science. If the administration sees promise in this initiative, we will convene a working group to create a proposal over the coming months.

3. Degree pathways and curricular connections: As recommended by the Budget Committee, LLEA will gladly pursue new degree pathways, e.g. in Education, History, or Philosophy. It will also seek to create curricular connections with other programs to maximize LLEA's benefit to the University.

4. Workload: As recommended by the Budget Committee, LLEA is open to reviewing its workload policies and aligning them with those mandated for all departments and programs across CALL.

Division Responses to Budget Committee Recommendations

German Division

Correction: The numbers of majors listed on the administration's website seem to be inaccurate. According to the STAR report, the number of enrolled majors listed vs. the actual numbers (in parentheses) in the Fall/Spring semesters of the given academic years are as follows: 2014: 12 (F14:16/SP15:20), 2015: 22 (F15:24/SP16:25), 2016: 19 (F16:20/SP17:15), 2017: 7 (F17:7/SP18:10), 2018: 7 (F18:8/SP19:16), 2019: 17 (F:18/SP19:18). The very temporary dip in numbers of majors in 2017-2018 correlates directly to the record number of graduates in 2017. This should be viewed within context as a success, not a shortcoming, as the numbers quickly bounced back up to 17 in 2019 and remains at that number. We are not sure why the issue of 'secondary majors' is relevant. Many of our departmental language majors are secondary ones, and we suspect that a large number of language majors across campus are secondary. In fact, the number of majors in German has been increasing steadily since 2004. A graph is provided here: [Graph](#)

Correction: The German division has 3 tenure-track faculty and 2 instructors (our lecturer was terminated by the administration prior to COVID due to budget issues).

Correction: In 2015-2016, there were 10 B.A. graduates. In 2017, German not only had the highest number of B.A. graduates in LLEA, it also had more graduates than all of the other 'small' B.A. programs listed in the MBT data for the college of LLL and in Arts and Humanities. In fact, in 2017, the UH Mānoa German program was nationally ranked for numbers of graduates (12 that year, so over the threshold of 10), placing us at no. 13 on a list of 200 programs, and within 1 graduate of the top ten in the country (the three ranked above us graduated 13 that year). This put UHM ahead of much larger, high-prestige, and well-funded German programs such as: U. of Notre Dame (10), U.C. Berkeley (9), U. of Texas at Austin (9), Georgetown (5), Michigan State (4), and Princeton (4). You can find the complete list with numbers of graduates here: "Which Colleges Grant the Most Bachelor's Degrees in Foreign Languages?", Chronicle of Higher Education, January 29, 2019. The 3-year averages (2016-2018 and 2017-2019) for graduates in German has been very close to the threshold of 10 (9.3, 8.0), and is impressive given our limited resources. Looking at the faculty to graduate ratio, the cost to produce a BA of German is considerably lower than it is for many other programs.

Other considerations:

1. Evidence for this can be found in our consistently excellent college-administered student BA exit survey (see Associate Dean Kimi Kondo Brown for confirmation or data), and in testimonials by Denis Salle, the Honorary Consul of Germany in Hawai'i (see letter here: [Consul's Letter](#)), and Dr. A.N. Krot, a prominent researcher at the Hawai'i Institute of Geophysics and Planetology (see letter here: [A.N. Krot's Letter](#))
2. German is a heritage language in Hawai'i, provides a direct link to Pacific Scholarship and has been an essential part of a liberal education in the islands since the University of Hawai'i began offering classes in 1908. The German program offers a popular course (with both HAP and E focus designations) that explores the history of Europeans in the Pacific, encourages the study of original sources in German, and also counts toward the major.
3. German is a leading language of science, literature, art, music philosophy, history and political science and the in-depth study of German language, history and culture offered through a BA program is considered vital to an R1 university. All 18 of our peer and benchmark institutions offer a German BA, and 14 of them also offer an MA.
4. The German BA is internally highly valued, with a petition of over 200 signatures from concerned members of the UH faculty, including LOTS of scientists. [Faculty Petition](#)
5. The German BA is externally highly valued, with a petition of over 600 signatures from the community and many former students, including the source of our endowed funds (\$200,000) for student scholarships, the members of the German Benevolent Society. [Student/Community Petition](#)
6. The German BA program helps students acquire prestigious positions and scholarships that enable our graduates to study, do internships and work in German-speaking countries. Over the past decade alone, we have helped over two dozen students acquire several different types of scholarships. A list with full details is provided here: [Scholarship Awards](#)
7. Our German BA program offers in-depth and advanced study that is relevant to the very 'areas of strength' that President Lassner has been highlighting as crucial to our future, including: Ocean, Earth and Atmospheric Sciences; Astronomy and Space Sciences; Environmental Microbiology, Climate change and resilience, and Energy. Germany is a world leader in these fields and works closely with US companies. For an increasing number of students, the option of a post-graduate degree in Germany becomes an attractive alternative, especially because they can obtain the degree almost free of charge.
8. Many UHM programs recommend or require that their students study German, including Astronomy, Astrophysics, Chemistry, Philosophy, Musicology, etc.
9. As noted by the Honorary Consul of Germany in Hawai'i in his letter to President Lassner ([Consul's Letter](#)), proficiency in German is a core asset in various professional fields, especially when targeting jobs in the Asian market, where German companies have a strong presence in manufacturing, R&D and trade. In fact, an MIT study found proficiency in German to have a positive net effect on earnings of several percent: (www.economist.com/blogs/prospero/2014/03/language-study). A longer version of our case for maintaining our high-quality German BA is offered in the attached file "German", with more information, details, numbers, testimonies and a graph.
10. The German faculty distinguishes UH locally, nationally, and internationally:

Professor Niklaus Schweizer, former Honorary Swiss Consul in Hawai‘i, is an internationally recognized authority on European and Pacific History. He has received honors for both his knowledge and service to the Hawaiian community and contributed to TV programs that are aired all over Europe. In 2011, he was awarded the Robert W. Clopton Award for Distinguished Community Service. He is regarded by the Friends of ‘Iolani Palace as a living cultural treasure and in 2008, the Royal Order of Kamehameha recognized him as an “Honorary Ali‘i” in the Most Noble Royal Order of Kamehameha I, an honor extended to few men not of Hawaiian ancestry and based on outstanding service to the Hawaiian community. Professor Schweizer also specializes in German literature of the 18th and 19th centuries.

The Head of the German program, Professor Maryann Overstreet, specializes in discourse analysis, pragmatics, and second language teaching. She is an internationally recognized expert on a newly recognized category of linguistic expressions called 'general extenders' and has published monographs on this topic with Oxford University Press (1999) and Cambridge University Press (forthcoming, 2021), as well as a German Reading textbook with Routledge (2016), and has been recognized with two UH Mānoa teaching awards. As the program's linguist, she is responsible for teaching higher-level language and linguistics courses and co-ordinating and maintaining the high-quality language instruction that characterizes all levels of the program.

Professor Christina Gerhardt's research focuses on German studies, film and environmental humanities. Among her publications are *Screening the Red Army Faction: Historical and Cultural Memory* (Bloomsbury Academic, 2018) and *Atlas of Remote Islands and Sea Level Rise* (University of California Press, under contract). She has received grants from the Fulbright Commission, the DAAD and the National Endowment for the Humanities and has been an invited speaker at institutions across the country. Over the past decade, Professor Gerhardt has created a number of new courses on modern literature, culture and film which have enriched the program and brought the curriculum in line with peer institutions.

Moving forward, continuing to expand our reach and raise our class sizes in German

Correction: Our current class average is 16 (not 12).

We continue to restructure the curriculum, deleting less popular courses and adding new ones. In addition to regularly offering focus courses (W, O, E, and HAP), Diversification courses (DH, DL), and HSL courses, we have just added a new FGC course, LLEA 147, which we expect to be very popular.

Goal 1: Create larger lecture courses

The German program is targeting the 100- and 200-levels now, having just created 2 new LLEA courses (German topics, taught in English) with required GenEd designations which promise to appeal to large numbers of freshmen and sophomores. We are confident that this will raise our average class sizes considerably and serve as a fertile ground for recruitment into our German language program, strengthening those numbers, as well.

Goal 2: Make major more flexible; Collaborate and share resources

Like some universities on the mainland, we already allow 3 LLEA courses (taught in English on German topics) to count toward the major. We plan to raise the current number of 3 to 4, and to allow these two new courses to be among those that can be counted.

We are looking to the Classics program as a model, in particular the possibility of cross-listing our courses with some in history, political science, philosophy, music, theater and dance, ACM, etc., or having some count toward our major. Of course, we must first engage in discussion with the faculty of these other programs to explore such possibilities.

Classics Division

The Classics Division is appreciative of the Budget Committee's recognition of our successes in increasing our majors, overall enrollments, and general quality of our program, in particular, through partnerships with academic units from CALL and across UH Mānoa.

In addition, we want to highlight our exceptionally high average of 29 students per class; our service to the General Education curriculum through our Writing Intensive (WI) and Global & Multicultural Foundations (FG) courses; our commitment to the academic and professional success of our Classics majors leading up to and post-graduation; and our community outreach in the form of our very well-attended Archaeological Institute of America lecture series.

We also want to point out that, in spite of having lost a full-time instructor position at the end of AY 2018-2019, Classics nevertheless has a very high FTE : SSH ratio (1 : 255 for Fall 2020 alone or approximately 1 : 510 annually!).¹ This is significantly higher than college averages across the University. Moreover, our current ratio of 6.2 Classics majors per FTE puts the Classics program well above the average for the College of LLL (1 FTE : 2.95 majors) and slightly above the average for the College of A&H (1 FTE : 5.90 majors).

Our responses to the specific recommendations of the Budget Committee's report are as follows:

We will gladly continue to collaborate with History, Philosophy, and Religion to recruit majors. Classics is, in our view, a fundamentally inclusive discipline and, as a faculty, we welcome any and all creative partnerships.

We will also reach out, as recommended, to History and Philosophy to discuss opportunities for combined degree pathways in addition to the Classics B.A.

If the Religion Department is disbanded or reorganized, we are enthusiastic about having Prof. Kapali (Jeffrey) Lyon (Associate Professor of Religion) as a member of the Classics Program. As a world-class expert in ancient languages whose classes already count towards the Classics B.A., Prof. Lyon would be able to make an immediate positive impact on our program.

¹ Sabbaticals in and departures from the Classics faculty have made recent calculations of average SSH difficult. Classics figures reflect data as of Fall 2020. University, LLL, and A&H comparisons reflect data from Fall 2019. The FTE : SSH ratios in this report do not include CLAS courses taught by faculty outside the Classics Division.

Russian Division

Russian Certificate

There are currently 8 BA majors and 6 Certificate students studying Russian at UHM. The student to faculty ratio is thus about ten students per professor at all times. It is important to recognize that seven of the eight UH benchmark institutions have at least a Russian minor or certificate. These include Colorado State University, Mississippi State, University of Arizona, University of Illinois-Chicago, University of Kentucky, University of New Mexico, or the University of South Florida-Tampa. Additionally, eliminating the Russian Program will not help UH's present monetary crisis.

Changes to the Curriculum

The Russian program will soon be implementing the following changes to its curriculum:

- adding Gen Ed designations
- creating a 100-level introductory course to introduce Russian studies to new students at UHM
- re-designing LLEA classes (in English) to 100- or 200-level
- exploring cross listing classes with other units, such as SPAS or ACM, and
- encouraging cross-disciplinary projects involving a Russian component.

Russian, a critical needs language for the US security

Russian is the only program in the Department of Languages and Literatures of Europe and the Americas that has educated BA Majors and offers a Certificate in the [critical needs language](#) vital to the US national security interests, as defined by the US government.

Russia, an Asia Pacific Nation

Russian program relates to UH's leadership in Pacific-Asian studies, and our understanding of Russia as an Asia-Pacific nation. This is in contrast with the European orientation typical at other universities. It is important to maintain this status. The rise of the Russian presence and its economic growth in the Asia Pacific region suggests that the Russian program activities could be more closely integrated with SPAS mission. It's an important component that has been missing recently.

Frederick and Ella Wiswell Scholarship and Endowment Fund

The Russian program has a very generous Wiswell fund which supports junior and senior students in their Russia/Russian-related pursuits: semester and year tuition, study abroad, etc. It also supports students who facilitate the work of the successful UH Mānoa Russian Club.

The Russian Club: Hawai'i's Only Russian Cultural Center

The Russian Club, which meets twice a week for a culture presentation/discussion activity and for a conversation hour, plays a very important supplementary function to compensate for the lack of resources we can make available to our students through classes. It has grown into a cultural-educational enterprise of a unique nature and scale which provides various venues for students' and wider university community members' formal and informal learning about Russia and molding of their global citizenship. It includes lectures by renowned scholars and cultural events which uncover Russia as a unique culture between Europe and Asia. All this positions the UHM Russian program, even without a B.A., as the only Russian cultural center at UH and in Hawai'i, whose significance and scope of activities extends beyond that of a regular small program with a student club.

French & Italian Division

The French and Italian division does not understand why the College of Arts, Languages, & Letters thinks the French MA program “should be terminated”. The administration decided in the Spring of 2020 to suspend admission pending investigation. The division is waiting for the investigation to start and to reach a conclusion.

Contrary to what the College of Arts, Languages, & Letters’ suggestions stated, based on the recent increase in enrollment, the numbers of students this semester will fuel more certificates and majors in the future and allow the Division not to be listed as “a small” program. Furthermore, our student retention from lower division to upper-division is excellent.

The French division has always been supported and encouraged by the University in its effort to develop and promote our ties with the French Pacific. Our Graduate program is key in these exchanges for it allows graduate students from Tahiti that don’t speak English to enroll at UHM through the French graduate program. We also recruited consistently in this direction: three tenure track faculty were hired these past ten years with some qualifications regarding the French Pacific. A position of instructor in French and Tahitian was opened in spring 2020 but it was then closed because of Covid-19.

There are more than 500.000 speakers of French in the Pacific; in New Caledonia, Tahiti, Vanuatu, and Wallis & Futuna. Through conferences (Oceania Ensemble Colloquium Nov. 2015), speaker series (2/3 per semester), and student exchange programs, we are regularly developing ties between UH Mānoa and our colleagues from UPF, UNC, and other French-speaking programs in the Pacific.

Furthermore, the latest UN projection indicates that French will be spoken by 750 million people by 2050² making it a crucial language to study for our students.

BA in French

Essential component of liberal arts education

French contributes greatly to the foundation of a liberal arts education. French continues to grow in importance as an International Language. French studies support numerous majors (e.g., Art, Fashion, Business, Cuisine, Film, Music, Marine Biology, Tourism). All students are encouraged to take interdisciplinary courses in History, Italian (abroad), Tahitian language and IPLL (Polynesian folklore) and courses in translation (LLEA 335, 339, 364, 470, 471, HIST 345, 346, 352, 445, ITAL 360, THAT 300+, IPLL 395). We have between 400 to 600 students each semester in our undergraduate and graduate program.

MA in French

The French Master’s program at UHM combines the study of language and literature with other forms of expressive culture in French-speaking regions of Europe, the New World, the Pacific Basin, and Africa. Students can also extend their competence by taking courses in languages outside their area of concentration. On completing the Master of Arts degree, students will be able to demonstrate mastery of French and Francophone literature, language, translation, cultural studies, and films that focus on France and the Francophone world.

² A study by investment bank Natixis even suggests that by that time, French could be the most-spoken language in the world, ahead of English and even Mandarin. <http://www.forbes.com/sites/pascalmanuelgobry/2014/03/21/want-to-know-the-language-of-the-future-the-data-suggests-it-could-be-french/#7741e1133933>

Graduate students are offered the following opportunities: an MA degree; graduate teaching assistantships on a competitive basis; preparation for a Ph.D. program and a career in teaching. The combined emphasis on both learning and teaching produces a steady flow of talented and dedicated teachers for Hawaii's schools. Former students have found careers on the island and on the mainland as teachers (more than 30 in the past 15 years), as well as in government and foreign service; editing, publishing, and translation; law, business and international banking; fashion, the arts, and travel industry. Until our MA program was suspended in the Spring of 2020, we had 9 students each semester in our master's program.

Our emphasis for the past 8 years have been to strengthen our ties with the French-speaking Pacific and "L'Université de la Polynésie Française" UPF. Thanks to our unique geographical location this exchange with Tahiti and the French Pacific will be the future of French at UHM: a program of French literature that will eventually specialize in the French Pacific unlike any other programs on the mainland.

French at UHM is also a vibrant presence on campus and many activities offered to students
We have a French Club that welcomes students weekly.

We also have regular presentations on topics regarding the French language and culture, as well as bake sales and activities.

Every semester we bring students to hikes around the island.

We also encourage students with musical skills (or not) to join our music group and sing French songs with us.

The French Division Scholarships distribute every year around \$10,000 to help students travel and study in France. We work in close relation with Study Abroad to help them enjoy the best experience possible, traveling to destinations such as Annecy/Angers or Paris.

Every year we recognize our most deserving students and invite them officially to our Pi Delta Phi banquet.

We organize regular French Placement Tests to help high school students start their studies in the best conditions possible.

We also visit regularly high school programs on the island to encourage students to study a language at UHM.

We have regular activities on campus to celebrate French Day and other occasions related to French culture. We play sports, we play music, we have food games, etc.

We help students to teach English in France through a French international program, TAPIF. It allows them to receive a stipend and learn French in the French high school system.

Thanks to our summer program, students can finish their two years' language requirement in two summer sessions.

The French and Italian division at UHM is a robust program that offers a BA and a MA in French and a lower-division course in Italian.

Breakdown of the French and Italian program at UHM

We have for the Fall semester of 2020, 542 students registered in our program: 432 in French and 55 in French LLEA, and 46 students registered in Italian.

In the Fall of 2019, we had 17 sections opened from 101 to 202 and had a total of 304 students registered.

In the Fall of 2020, we have 14 sections open for a total of 311 students.

In the Fall of 2019 we had 9 upper sections opened for a total of 94 students. We have the same number of sections opened for a total of 121 students. An increase of almost 20%.

In the Summer of 2019, we had 6 sections opened for a total of 26 students registered, we had 70 students in 2020 for the same number of classes.

These increase in numbers for only 3 tenure track faculty (one has been on a leave of absence for the past year), two instructors and two lecturers.

Our student retention from lower division to upper-division is excellent. As these numbers show, we are already "doing more with less."

The College of Arts, Languages & Letters sent us the following “Admission to the MA is stopped out (effective Fall 2020). The program will be terminated after the students graduate.”

We want to know when this decision to “terminate” our MA program was made. By what authority and on what premises?

We have been told that the investigation will decide the outcome of our MA program, but to our best knowledge, it looks like no investigation has been started yet.

We believe that our MA program should continue, teaching French literature and the French culture at the University of Hawaii at Mānoa is of crucial importance considering the importance of French in the Pacific region and the relations between Hawaii, Tahiti, and New Caledonia.

Closing the French graduate program would be a tragic mistake for the University of Hawaii at Mānoa, for the following reasons:

- We are serving the local community and help form global citizen with a graduate-level education in teaching them French language, culture, and literature in French.

- UHM is moving towards more and more inclusion and diversity. The French-speaking Pacific region is geographically and culturally a critical part of this history/discussion and thus a crucial part of the future of UHM.

- The main reason behind the divide that exists today between the English-speaking and French-speaking Pacific (and between our two Universities) is primarily due to the language and cultural gap. This is the reason why we have been actively working to strengthen our ties with the French-speaking Pacific:

- In collaboration with Alex Mawyer from Pacific Studies, we have created an organization on this very theme named “Oceania Ensemble.”

- “Oceania Ensemble” has organized two symposia, in 2016 and 2018, discussing the French Pacific and the relations between our two worlds. We have invited eminent scholars from UHM, UPF (l’Université de la Polynésie Française), and UNC (L’Université de la Nouvelle Calédonie), to participate in these colloquia. We have also invited young scholars and graduate students to foster and initiate a wider collaboration on every level at the University.

- “Oceania Ensemble” organized an ongoing Speaker Series revolving on the Pacific. We have invited for the past 6 years’ countless scholars specializing in the Pacific, to present their work at UHM.

- Our collaboration has produced many articles and recently an online book titled “Islands of French Speaking Oceania. Volume 5 of Teaching Oceania Series.” This is an introduction to French-speaking Polynesia and a perfect example of a collaboration between our two universities.

- We are currently working on a new book, to be published by the UH press on our last symposium. It will be another collaboration between French and American scholars from these three universities.

- In the Fall of 2018, Dr. Titaua Porcher, a Tahitian Professor at UPF and a playwright, came to teach at UHM as part of an exchange program. She also presented her research to our graduate students. In turn, in the Spring of 2019, Dr. Louis Bousquet came to UPF to present his work and teach a seminar.

- Jean Pastorel, the UPF Vice-president, also in charge of the International relations and Francophonie, opened a teaching position for a French Master student willing to teach English and take classes for one or two semesters at UPF.

- In the Fall of 2019, the French and Italian program petitioned the LLL college to open a new position for a tenure-track faculty specialized in Francophone literature of the Pacific to replace Hanna Roman. We were offered in the Spring of 2020 an instructor position of French and Tahitian Languages, Literatures and Cultures. The search was canceled after the COVID crisis started.

- All these examples show that our timing is critical. Only through our graduate French program can we hope to develop a strong exchange with the French-speaking Pacific.

- Furthermore, we are discussing possibilities to send our grad students to UPF for a semester while we receive French graduate students.

- Hamilton library possesses the largest historical collection of French books and literature on the Pacific. They have yet to be thoroughly researched and shared with the rest of the world. The need for a French-speaking scholar, specialist of the French Pacific, is more than ever crucial. This exchange with Tahiti and the French Pacific will be the future of the MA of French at UHM: a program of French literature that will offer a specialization in the French Pacific unlike any other programs on the mainland. This is a historical opportunity that will be missed with the annihilation of the French graduate program. There are many bigger and stronger French programs on the mainland. But there is only one program in such a strategic position as ours, with key connections to address these challenging questions.

Spanish, Spanish, Portuguese & Latin American & Iberian (LAIS) Studies Division

The Division of Spanish, Portuguese and LAIS provides key elements for a cross-cultural and transdisciplinary education at UHM and plays an integral role in the mission of the University.

1. We fulfill the mission of UHM by developing students “imbued with a global sense of citizenship as they matriculate on a campus grounded in the traditional values and wisdom of the Native Hawaiians who lived sustainably across these islands for centuries.” ([President and Provost welcoming remarks 2020-2021](#)). Our program is not just language; it is also cultural studies, history, critical thinking, film, music, tourism, im/migration, globalization, environmental humanities. We foster cross-cultural competency (UHM ILO #3) by teaching students to see and understand the world through the culture and worldview of others, which is what makes true global citizens.
2. We contribute to UHM’s internationalization and visibility. We have agreements for students to take classes with the largest national online university of Spain (UNED), our students regularly participate in telecollaborative language and culture learning with students at the Universidad Nacional Autónoma de México (UNAM), Universitat Oberta de Catalunya (Spain) and the University of São Paulo (Brazil). We have created faculty exchange agreements with Seville and Alicante (Spain) and Universidad de Brasilia (Brasil), and our faculty has given talks in dozens of international locations around the world (i.e., Spain, Brazil, Cuba, U.K., Brunei, Uruguay, Argentina, Greece, Paraguay, Japan, Mexico, Belgium, Peru, Ecuador, the Netherlands, Jordan.)
3. Our programs work across disciplines in collaboration with other UHM departments. Several LAIS courses are cross-listed with ANTH and HIST, some LAIS courses are accepted as electives in the ACM program, and in the International Cultural Studies Graduate Certificate program, and also help to fulfill the culture requirement for some business majors. In addition, LAIS courses support the mission of KOKUA, as these courses may be used by those students who have received a language exemption. The Spanish program participates with SLS in their Advanced Graduate Certificate: Spanish Applied Linguistics, and also regularly offers courses for the professions focused on business and health care.
4. Our programs support the UHM General Education Core Requirements by regularly offering Focus courses (W), (O), (E) and Diversification courses (DH) (DL), in addition to HSL courses.
5. We support the Seal of Biliteracy and are open to exploring combined pathways with the College of Education beyond the [already existing](#) collaboration for the Bachelor in Secondary Education with the Spanish teaching major.
6. Enrollments are increasing in Spanish, Portuguese and LAIS (Figures 1 & 2). We try to accommodate as much growth as possible, even though we have lost faculty over the last two decades. We serve approximately 1,000 students each semester with 4 Full professors, 2 Associate Professors, 7 Instructors, 9 TAs and 1 or 2 Lecturers. The last program review of LLEA (2013) found it to be the 6th cheapest

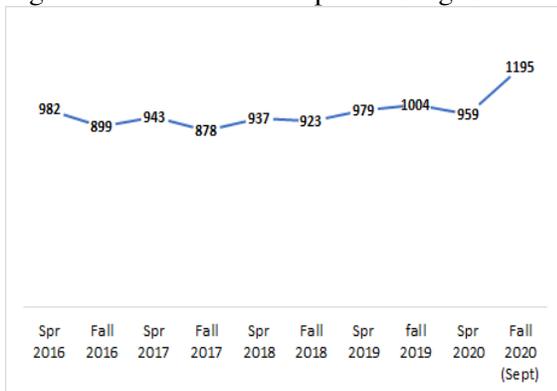
department at UHM. The students in the language program form the basis from which we then produce majors, minors (certificates) and MA graduates. In the last ten years, we have graduated 127 BAs in Spanish of which 62 were double majors –half were natural science majors– which is clearly in line with the university vision of interdisciplinarity.

7. Our summer language courses generate tuition income to help our college pay for much needed lecturers (Figure 3). This past summer (2020), 323 students enrolled in our courses.

8. The Spanish MA program has an excellent placement record. Forty-five of our graduates work in the schools and universities of Hawai‘i. Graduates have found jobs in academia, tourism, fashion, translation, federal agencies, business, and as magazine editors. Many have gone on to earn a doctoral degree (Poly Sci, SLS, American Studies, Education, Spanish) in Hawai‘i, the continental US, and Europe. Even more important, we are an essential source of Spanish teachers in Hawai‘i, both for private and public education. In this capacity we are fulfilling UH’s mission of preparing our residents to fulfill the jobs that Hawai‘i needs. As President Lassner has stated before “What does Hawai‘i need most from UH?... more of our residents prepared and qualified to fill the jobs Hawai‘i needs” (President Lassner’s talk 9/16).

9. Looking towards the future, we want to recognize and expand the notion of what the Pacific is (since it includes the entire Pacific coast of Latin America) while expanding collaborations with other departments, such as History, Anthropology, and Political Science which align with the mission of the university. We have been evaluating requirements for our Certificates and for facilitating the pathway from the BA to the MA.; we are also considering offering more online classes at all levels to attract more students to the BA and MA. Since we have been able to successfully teach classes this year online, we believe we are now ready to offer competitive, well-thought out and engaging courses online.

Figure 1. Students in the Spanish Program



C. DEPARTMENT AND CENTER FOR PACIFIC ISLAND STUDIES

Appendix 1: Thirty-three Recent CPIS MA Graduates with Faculty Positions at Universities*

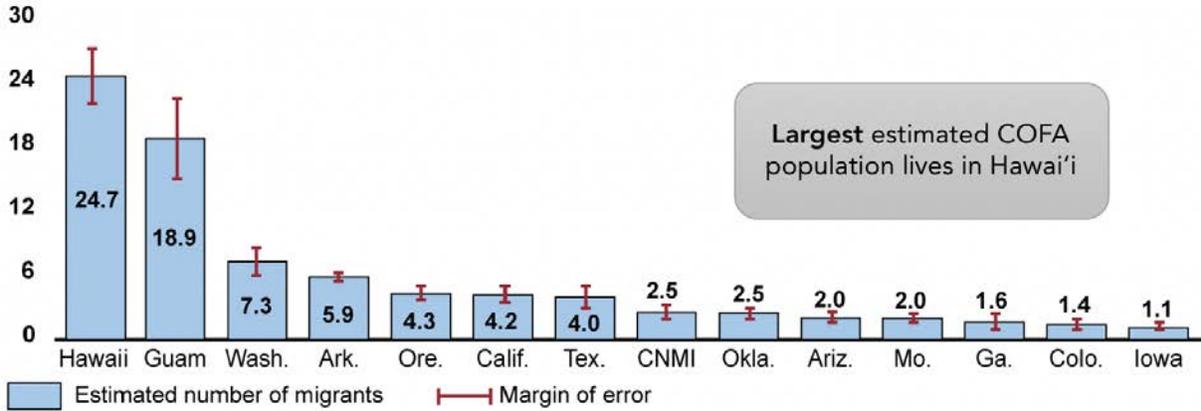
UH SYSTEM	US CONTINENT	GUAM	JAPAN	FRENCH POLYNESIA, FIJI, AND PNG	AUSTRALIA, AND NEW ZEALAND	SAMOA
UHM: Monica LaBriola, Alexander Mawyer, Keao NeSmith, Amelia Pasi, Luafata Simanu-Klutz, James Viernes UHWO: Sailiemanu Lilomaiava-Doktor UH Hilo: Jim Mellon, Marata Tamaira KCC: Keala Losch LCC: Chai Blair-Stahn, Kuuipo Losch WCC: Ian Masterson, Noe Tupou	Irene Calis, American University Keith Lujan Camacho, UCLA Katherine Higgins, MIT Leora Kava, San Francisco State University Ronia Auelua, California State University, Dominguez Hills	Anne Perez Hattori, University of Guam Kenneth Gofigan Kuper, University of Guam Kisha Quichocho-Calvo, University of Guam	Greg Dvorak, Waseda University Takashi Mita, Kyoto Sangyo University Junko Obayashi, Okayama University	Lorenz Gonschor, University of French Polynesia Tammy Tabe, University of the South Pacific Patrick Kaiku, University of Papua New Guinea	Katerina Teaiwa, Australia National University Jesi Lujan Bennett, Waikato University April Henderson, Victoria University of Wellington	Masami Tsujita Levi, National University of Samoa Brian Taito Alofaituli, National University of Samoa

*Does not include recent graduates with significant positions at cultural institutions such as Bishop Museum, American Museum of Natural History, and 'Iolani Palace, as well as working artists, elected officials or thought leaders at significant non-governmental positions.

Appendix 2: Key Social Indicators of CPIS Student Demographics

- Estimated Migrant Population
- NHPI Undergraduate Enrollment
- Bachelor's Degree Attainment
- Median Household Income
- Limited English Proficiency

Estimated Compact Migrant Population in Selected U.S. Areas, 2013-2018



Largest estimated COFA population lives in Hawai'i

GAO analysis of a special Census Bureau tabulation of the American Community Survey 2011–2017 data for the U.S. states and Census Bureau revised 2018 compact migrant enumeration for Guam and the CNMI. GAO-20-491

Source: GAO Highlights of GAO-20-491 (June 2020), page 1.

Native Hawaiian Pacific Islander (NHPI) Undergraduate Enrollment in Institutions in the Continental U.S., Hawai'i, or the Pacific Islands

	2012–2013	2014–2015	2016–2017	CHANGE 2012–2013 to 2016–2017
Continental U.S.	60,044 73.3%	55,727 76.6%	53,066 78.2%	-11.6%
Hawai'i	7,237 8.8%	5,334 7.3%	4,386 6.5%	-39.4%
Pacific Islands^b	14,669 17.9%	11,665 16.0%	10,362 15.3%	-29.4%
Total	81,950 100.0%	72,726 100.0%	67,814 100.0%	-17.2%

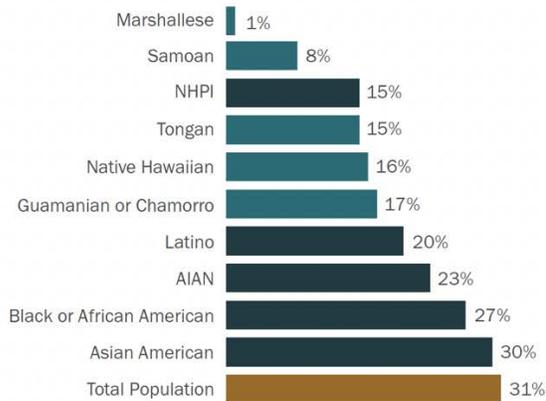
Largest decline of NHPI students enrolled in Hawai'i

Integrated Postsecondary Education Data System, 2012-2017.

Source: Native Hawaiians and Pacific Islanders in Higher Education, A Call to Action (2019), page 9.

Lower-than-Average Bachelor's Degree Attainment for the Population 25 Years & Older

by Race, Hispanic Origin, and Ethnic Group,
Honolulu MSA 2006–2010

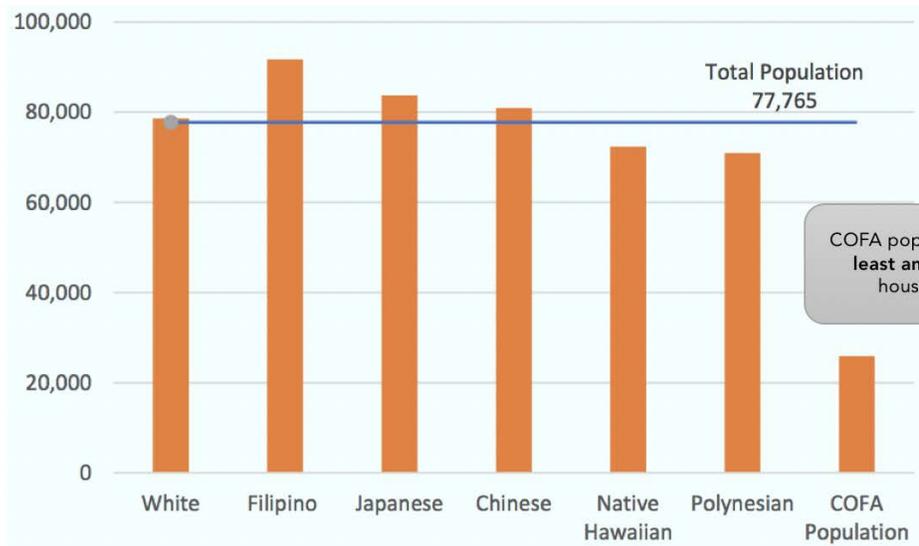


NHPI are **less likely** than all racial groups to have a college degree. Marshallese American, Samoan American, Tongan American, Native Hawaiian, and Guamanian or Chamorro American adults are less likely to be college graduates than any racial group.

U.S. Census Bureau, 2006–2010 American Community Survey 5-Year Estimates, Table B15002. Given significant diversity among ethnic groups, data on Asian Americans should only be used to illustrate differences or similarities between NHPI and Asian Americans. For data on Asian Americans, refer to *A Community of Contrasts: Asian Americans in the United States, 2011* at advancingjustice.org.

Source: Native Hawaiians & Pacific Islanders A Community of Contrasts in the United States (2014), page 35.

Median Household Income by Selected Races, Hawai'i 2017



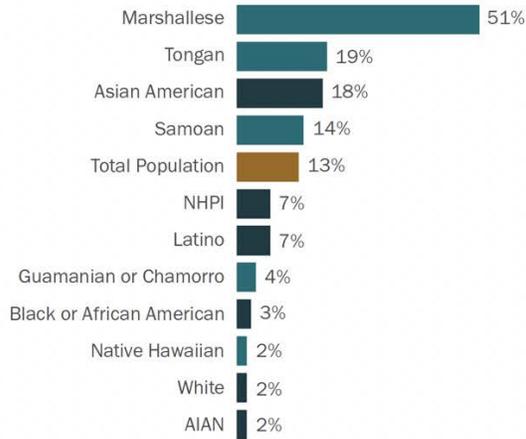
COFA population earning the **least amount** of median household income

U.S. Census Bureau 2017 ACS 1-Year Estimates for White, Filipino, Japanese, Chinese, Native American, Polynesian alone or in combo and COFA U.S. Census Bureau 2013-2017 ACS, PUMS

Source: Department of Business, Economic Development & Tourism Research and Economic Analysis Division, February 2020, page 10.

Limited English Proficiency for the Population 5 Years & Older

by Race, Hispanic Origin, and Ethnic Group,
Honolulu MSA 2006–2010



Over half (51%) of Marshallese Americans are limited English proficient, a rate **much higher** than any racial or NHPI ethnic group.

U.S. Census Bureau, 2006–2010 American Community Survey 5-Year Estimates, Table B16004. Given significant diversity among ethnic groups, data on Asian Americans should only be used to illustrate differences or similarities between NHPI and Asian Americans. For data on Asian Americans, refer to *A Community of Contrasts: Asian Americans in the United States, 2011* at advancingjustice.org.

Source: Native Hawaiians & Pacific Islanders *A Community of Contrasts in the United States* (2014), page 35.

