

**College of Arts, Languages and Letters
December 2020 Select Department Updates
Planning for a Post-Pandemic University
December 3, 2020**

**American Studies Department
Update 12/1/2020**

Here are the updates on the department's efforts and situations in response to the recommendations by the Mānoa Budget Team.

(1) We are now setting the recruitment of undergraduate majors as number one priority of the department, and the entire faculty—not just Undergraduate Chair—are engaged in this effort in various ways. We have brought in various guests to our department meetings (staff from Manoa Advising Center, Pre-Law Advising, Manoa Transfer Coordination Center, etc.) to learn about how the department can collaborate with them to both publicize our major and prepare students for various careers. We now devote at least a portion of all of our faculty meetings to discuss undergraduate recruitment. All instructors are actively engaged in reaching out to undergraduate students to encourage them to consider AMST major. We are also creating a new department flyer/brochure that is better suited for electronic distribution. These efforts have already born fruit, and we have added 9 new majors in the last couple of months. We will continue this effort.

(2) We intend to adjust our GA allocation so that we will direct some of them to strong incoming MA students whereas we have historically given GAships only to PhD students. We are hoping that this will enable us to recruit strong MA applicants, especially since many other programs do not give funding to MA students. Considering the very grim academic job market for prospective PhDs, it may be wise to recalibrate the weight between our MA and PhD admissions at least for the next few years. Faculty are also reaching out through our scholarly networks to recruit prospective applicants to the graduate program.

(3) In response to the recommendation by the Mānoa Budget Team, American Studies faculty agreed to have the Historic Preservation program relocated to the School of Architecture under the condition that there will be greater collaboration between the two units such as the incorporation of American Studies course(s) in Architecture curriculum. Because we have neither the resources nor a tenured or tenure-track faculty member with appropriate expertise who can serve as the director of the program, we are currently having lecturers teach the core courses and the mentoring of students and the supervision of the GA being shared by a lecturer (Ralph Kam) and an Instructor (Jeff Tripp). This band-aid solution is not sustainable beyond Spring 2021. In order to maintain steady admission of new students and to consistently offer core courses so that students can complete the certificate in a timely manner, the program needs a permanent home and a

tenured/tenure-track faculty to serve as director. Therefore, if the decision is to relocate the program to Architecture (regardless of which college Architecture goes to), we firmly request that the relocation is made effective of August 2021 so that the program is not left in a limbo without leadership and the American Studies Department can focus its energy on the undergraduate, MA, and PhD programs and the Museum Studies program.

Indo-Pacific Languages and Literatures Distance-Education and National-Marketing Progress

--Inter-Institutional Networking. The Dean, Associate Dean, Director of the Center for Language & Technology, and Chair of IPLLL have met to discuss the possibility of developing a program of inter-institutional networking around our less commonly taught languages (LCTL), along the lines of Columbia's "Shared Course Initiative" (<https://sharedcourseinitiative.lrc.columbia.edu/why-global-languages/>). A possible prospect is the Western Interstate Commission for Higher Education (WICHE). UHM is already a member of WUE (Western Undergraduate Exchange) program of WICHE, but not WICHE Online Course Exchange (OCE) program (as of October 2019) [more details on this attached in a separate document].

The thinking is that even if such networking does not directly generate major revenue—since the principle of course-exchange is shared access—it could nevertheless have a downstream effect of greater exposure for the online courses which Outreach College already makes available to the public. This could in any case be good for UHM's national/international “Asia-Pacific” image. The IPLLL-Chair has made contact with the Dean of Outreach College to discuss whether they might play a role in facilitating this, and to explore how Outreach might further support advertising our unique online courses to a wider public, not to mention other possibilities for program development. We hope to meet with the Dean of Outreach College early Spring semester. However, such an inter-institutional strategy would obviously need to be pursued at a level above our department or even college, and it is not exactly clear where something like this would start, so we welcome guidance and assistance on this front.

--System-Wide Exposure: We would like to reach out closer to home as well, namely to the CCs and other UH campuses. Another question to pursue with Outreach College: 1. Could we offer a reduced tuition rate to UH community college-students so that registering in our LCTLs would not constitute an additional expense? UHM tuition is of course higher than CCs, and this could affect a student's decision to study a LCTL at UHM whether online or in-person. Further, we would like to reach out to the other UH-system campuses. It would be helpful if language courses at UHM which are not offered at another UH campus could automatically count for credit and toward the student's HSL requirement at their home campus. This is again an initiative which would have to be pursued at a level above our department and college. Members of the Mānoa Faculty Senate Committee on Academic Policy and Planning (CAPP) have expressed willingness to explore it, and possibly help coordinate.

--Distance-Learning Geared Toward a Wider Public:

Pacific Languages: Terence Wesley-Smith and James Perez Viernes of the Center for Pacific Island Studies (CPIS) have collaborated with IPLLL to develop online Pacific language programs, supported by a Title VI grant. CPIS and IPLLL faculty have identified an underserved population of heritage students, especially on the west coast of the USA, but also in Guam. This has started with the development of curricula for Samoan and Chamorro, but several other languages are envisioned for the future, such as Tahitian and Maori. The UHM Samoan Program has been playing the biggest role so far. Several of its faculty (Faafetai Lesa, Eddie Danielson, John

Mayer) are working with Jason Leigh (Director Laboratory for Advanced Visualization & Applications, Information & Computer Sciences, UHM) to create on-line curricula for use in Samoan 101 and 102 courses. The Chamorro program is also part of the grant's first phase, and IPLL Lecturer Brant Songsong is taking part. In addition, the Le Fetua'o Samoan Language Center of Honolulu (<http://www.lefetua'o.org/>) and the UHM Samoan Program have partnered in the Fall 2020 semester to create curriculum and teach on-line Samoan language courses (non-credit) for non-UHM student participants. Courses include Advanced Samoan (taught by Samoan Program faculty member Edward Danielson) and Beginning Samoan (taught by UHM Samoan Program faculty member John Mayer). Classes average 20+ students each and participants are mostly from the mainland and abroad. Even if such programs don't directly generate revenue, downstream effects similar to the "shared-course" model are envisioned. Finally, the Samoan Program is in preliminary consultations with the National University of Samoa to provide assistance in the development of on-line Samoan language courses.

Philippine Studies: The Filipino and Ilokano programs have been reaching students system-wide, including the Community Colleges. Substantial outreach toward local high-school students has benefited the ever-growing, recently redesigned BA in Philippine Language and Culture. The potential for reaching a broader, underserved heritage community on the mainland is also immense. **Southeast Asian Languages:** Our longstanding online-courses in Southeast Asian languages Khmer/Cambodian, Thai, and Indonesian have set an example by reaching students through Outreach College as of many years. Both the Indonesian and the Khmer language programs have complete "asynchronous" online and hybrid programs which cover ten semesters over five levels of Indonesian and Khmer. So far, the Thai language program has been offering one Thai literacy course (Thai 107/105) as both a synchronous and asynchronous online course since 2014. **Hindi-Urdu:** Hindi has been creating fully online and free course materials on google docs. These docs are growing, evolving, and being collectively revised each semester, as new material is created with students in class. Access to these materials for students world-wide is easy, as they simply have to be added to the "share" list on google docs. Hindi is also undertaking creative project-based pedagogy, such as simple video and film-making suited to remote formats, e.g.: an original poetry-writing and film project by a Math-major undergraduate: ["Who am I"](#) ; or an ongoing Hindi+Dance project ["Zoom Graveyard"](#)

The model of an inter-institutional online-course-sharing network could help all these courses find greater enrollment and visibility. Integrating ourselves into a course-sharing network would provide greater visibility, and in effect integrate us into academic programs beyond the shores of Hawaii.

Marketing of the most serious kind for our already-existing and in-development distance-learning opportunities would be better directed at a level above the department by members of staff with marketing expertise. Our faculty would be happy to take part in the process and assist with their subject expertise.

Languages and Literatures of Europe and the Americas

LLEA has taken these revisions seriously and is actively engaged in exploring options in regularly scheduled meetings. We have been looking at peer and benchmark institutions in our field to see how departments and degrees are organized so that we can create one BA, with tracks in Classics, German, French and Spanish.

We are also considering ways in which we might create more connections across our programs. For example, LLEA has met with ACM and is exploring the creation of a joint Certificate in International Film.

Implementing the type of changes the MBT has recommended for LLEA requires careful thought, a great deal of planning and widespread consultation. Because we do not want to make hasty or ill-informed decisions, we respectfully request more time to address these important programmatic changes to our department.

Department of Linguistics at UH Mānoa

Updated Response to Suggestions for Reorganization from the Manoa Budget Committee
12/1/2020

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. The Department of Linguistics faculty constituted two three-member committees that are studying the problem, as described in our earlier report. Those committees will work through the Spring semester, with reports due to the full faculty by April 15th. The full faculty will consider the reports and the question of whether a BA degree is in the interests of the department, the university, and the state of Hawaii, and make recommendations accordingly.

Music Department

Progress report on the MA Plan B track for Ethnomusicology

This memo is a progress report on the creation of a MA Plan B track for Ethnomusicology. The proposal for this degree has been approved by the Music Department's curriculum committee and subsequently by the entire Faculty. An "Action Memo" was prepared and obtained signed approvals from the Graduate Chair, Dr. Kate McQuiston; Chairperson, Professor Laurence Paxton; and Dean, Peter Arnade. At this stage the proposal is with the Graduate Division for its pursual and approval after which it will be sent for the final approval by the Associate VCAA, Dr. Laura Lyons.

We are planning to accept new applicants for this degree this coming Fall '21 semester if all stages goes smoothly. We the Department, especially the Ethnomusicology Area, are thrilled

with this exciting new path this degree will offer to our graduate students. As stated before, this academic action will put us in the company of many respected mainland universities such as Columbia and Berkeley who have similar degree plans in Ethnomusicology.

Also, the Graduate faculty have met and discussed sharing more courses between the MA & MM degrees. Currently nine credits are shared by all master's degree programs. Yet, there are many courses that would have commonality between different disciplines and intersect well within all the degrees. This would enable a quicker time to degree completion hence leading to their ultimate graduation.

If you would like a full copy of the Action Memo circulating please request one and I will send it forward a copy to you.

Department of Pacific Islands Studies
Progress Report
Fall 2020

The Department of Pacific Islands Studies (DPS), which includes the Center for Pacific Islands Studies (CPIS), is part of the newly established College of Arts, Languages and Letters (CALL) at UHM. Like the rest of UH and the state of Hawai'i, DPIS has been affected by the coronavirus pandemic. It has also been part of the reorganization of UHM to respond to the University's COVID-related fiscal challenges and address long-term goals.

The Department's mission 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. It is therefore both an academic program and a center. These two symbiotic, interdependent components of Pacific Islands studies at UHM make DPIS vital to the University of Hawai'i, the State of Hawai'i, and the United States through the production and promotion of Pacific Islands scholarship and understandings of the region. As an academic program it has a MA and a BA in Pacific Islands Studies (PACS). As a center, it promotes understanding of the Pacific Islands and issues of concern to Pacific Islanders.

Despite the COVID-related challenges, DPIS remains committed to its mission and to improving its academic programs and center activities.

MA in Pacific Islands Studies

The MA program was launched in 1950 and remains the only program of its kind in the United States. It serves students wishing to transcend established disciplinary boundaries and explore innovative approaches to learning about key issues in the Pacific Islands region. While student enrolments have been relatively modest, graduates have had a huge footprint in Hawai'i, the US and the Pacific Islands region.

As part of the attempt to grow both the MA and BA programs, in July 2020 DPIS requested a combined BA/MA degree pathway (BAM). This was approved by the Interim AVCAA for UHM on 2 November 2020 and will be implemented as of spring 2021.

BA in Pacific Islands Studies

The BA program was approved in 2010. It is a small program, but is an essential component of DPIS and CALL, especially with its goal of reinvigorating liberal arts at UHM with a focus on Asia and the Pacific, an area for which UH is internationally known.

The PACS BA program is currently provisional. In July 2020, DPIS requested an extension of the provisional status for an additional year (through August 2021). This was approved on 9 September 2020.

The Department has established a task force (Tarcisius Kabutaulaka, Julie Walsh and Lola Bautista) to address the tasks and objectives outlined in the request for extension. On 30 October 2020, DPIS submitted a request to the UHM Interim Associate VCAA to modify the requirements of the PACS BA program to encourage easier articulation, more flexibility for current students and greater appeal to potential concurrent degree students. It will also enable students to enrol in PACS as a secondary degree. This was in response to the Mānoa Budget Committee's suggestion (20 October 2020): "Increase recruitment efforts and develop a strategy to grow enrollment in the BA and MA programs." DPIS has been consulting with units at UHM, the UH system and partners elsewhere, especially partners in the San Francisco Bay Area (City College of San Francisco and the College of Mateo). In the past few years DPIS has seen a flow of students coming from those community colleges into the PACS BA program. We want to strengthen this student pipeline.

Center for Pacific Islands Studies

CPIS has been in existence for 70 years. It is the sole US National Resource Center (NRC) with a focus on the Pacific Islands and has been a recipient of the grant continuously since 1970. It is also a recipient of the Foreign Language and Area Studies (FLAS) grant. The center's outreach program is vital to the promotion of an understanding of the Pacific Islands and issues of concern to Pacific Islanders. It nurtures a community of scholars who engage intellectually and have built long-term relationships with Oceania via workshops, symposia, colloquia, speaker series, international conferences, grant writing, and direct research and professional development support.

In spring and fall 2020, the center's outreach activities have been limited, mostly online, due to COVID-19. The "Resilient Pacific" seminar series organized in partnership with UHM Institute for Sustainability and Resilient was a success: great speakers and well attended. In the fall 2020, DPIS collaborated with the Center for Australian, New Zealand and Pacific Studies (CANZPS) at George Town University to launch another seminar series titled, "Blue Pacific Futures." The inaugural seminar was presented by the Secretary General of the Pacific Islands Forum, Dame Meg Taylor, and was well attended. The series will continue in spring 2021.

Personnel

The biggest challenges for DPIS is personnel. DPIS currently has a 6.9 FTE core faculty and staff, who teach in both the MA and BA programs and carry out the center activities. In addition to the core faculty, CPIS has built a network of affiliate faculty throughout the UH system, including 34 official affiliate faculty at UHM alone (13 CALL, 10 CSS, 11 other).

DPIS lost a faculty position as a result the COVID-related hiring freeze. The appointment was cancelled in the final stages of the hiring process. Another faculty is planning to retire at the end of spring 2021. If that happens and the hiring freeze is not lifted, the department will be two positions short, which will adversely affect the work of the department.

Publications

DPIS continues its vibrant and internationally renowned publications program, featuring *The Contemporary Pacific: A Journal of Island Affairs*, the world's leading scholarly journal on current Pacific affairs; the Pacific Islands Monograph Series (PIMS), a refereed book series of scholarly works; and CPIS Occasional Papers, a series of peer-reviewed publications including seminar papers, conference proceedings, topical studies, and edited collections.

The Department's newest publication series, *Teaching Oceania*, is a series of interactive iBooks designed to address the need for appropriate literature for undergraduate students in Pacific Islands studies throughout Oceania, has seen 17K downloads and course-adoptions (with a global impact) since its inception in 2016. In fall 2020, the 6th volume was published.

Future

We are committed to DPIS' mission. Despite the challenges associated with COVID-19, we are determined to making UHM a Hawaiian and Pacific Islands place of learning. But we are cognizant of the challenges and request that UH continues to support us on this mission.

Department of Religion

Based on the two meetings of MBT members with the Department of Religion, the department has taken or will take the following steps.

1. The department has informed Associate Dean Brislin that the faculty want to stop-out Religion MA admissions for one year while we redesign the MA program to better accord with our resources.
2. The department has already begun weekly meetings in order to redesign its graduate program to better accord with its resources and enrollment.
3. A representative of the department will meet with Provost Bruno to discuss how the department can make use of the university's recruiting resources for our BA

and MA.

4. The department will continue to collaborate with other units in requesting joint-faculty hires.
5. The department has already requested permission to implement the 5-year BA/MA pathway program.
6. The department is researching how to implement an AA to BA in Religion bridge for community college students.

Theatre and Dance Department

In the following, we have combined the separate BA, MA, and MFA programs that we currently have in “Theatre” and “Dance” into one integrated program each named “Theatre and Dance.” Each integrated program still allows for separate tracks. (Within the consolidated MFA program, for example, we could still keep “Dance,” “Acting,” “Directing,” etc. as separate tracks that would also appear on the degree certificate.)

BA in Theatre and Dance

- Theatre
- Dance

Core classes: THEA 200/400 (Alpha) (Theatre Practicum; to be cross-listed with DNCE) THEA 240/DNCE 240 (Introduction to Stage Production; cross-listed) *New cross-listed course in indigenous performance to be proposed*

BFA in Dance

Core classes: THEA 200/400 (Alpha) (Theatre Practicum; to be cross-listed with DNCE) THEA 240/DNCE 240 (Introduction to Stage Production; cross-listed)
New cross-listed course in indigenous performance to be

proposed (BFA in TV, Film and New Media Acting to be proposed)

MA in Theatre and Dance

- Performance Studies (combining Dance Culture and Performance and

the Performance Studies track in Theatre)

- Dance Education
- *Contemplating development of MA in Theatre Education (or combined Theatre and Dance Education)*

Core classes: THEA 600/DNCE 651 (Research Methods courses; to be cross-listed)

New cross-listed course in indigenous performance to be proposed

MFA in Theatre Dance

Revised MFAs:

- Dance
- Acting (consolidates 2 into 1: Asian Performance/Acting, Western Acting)
- Directing (consolidates 2 into 1: Asian Performance /Directing, Western Directing)
- Hawaiian-medium Theatre
- Theatre for Young Audiences
- Playwriting
- Design

Core classes: THEA 600/DNCE 651 (Research Methods courses; to be cross-listed)

New cross-listed course in indigenous performance to be proposed

PhD in Theatre

Revised PhD Tracks:

- Performance Studies
- Theatre Studies (combining the tracks in Western Theatre and Asian Theatre and eliminating the track in Comparative Asian-Western Theatre)
- *Hawaiian and Indigenous Performance track to be proposed*

We have met with the faculty of the PhD program in Ethnomusicology in the Music Department to discuss our future collaboration. Within our department, we are also currently discussing the curricular changes that would be necessary to be able to offer our MA and PhD programs as online, low-residency programs – an option that might be attractive to students from neighbor islands or from out-of-state. We are currently researching comparable programs at peer and benchmark institutions and will probably use the Performance Studies track in our Theatre PhD program as our pilot project, since this track allows for the most flexibility at the curriculum level. To decrease the time-to-degree in our PhD program, we are reconsidering our language requirement, but we are also reconceiving the transition from the dissertation proposal (defense) to

the comprehensive examination to the fieldwork/research for the dissertation to the writing of the latter: at this point, these are four disconnected steps, but we aim to better integrate them so that they logically and organically lead from one to the next.