MEMORANDUM

TO: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Jeffrey Carroll
Interim Dean, College of Languages, Linguistics & Literature

SUBJECT: One-Year Progress Report on 2013 Review of LLL

May 12, 2015

Thank you for your response to the College Response to the Program Review of 2013. Your memorandum of May 8, 2014 was helpful in the college focusing on its areas of most concern; it allows me as dean to structure this one-year progress report roughly in numbered paragraphs keyed to that response. I will follow those numbered responses with additional remarks keyed to the original review’s recommendations.

I will then proceed to the department level, and address those issues raised in the original college review; I have drawn on reports submitted to me by the departments in response to your response, and to the college response as well. In short, these reviews of the college and departments are intended to report change as we continue as a college to improve.

COLLEGE

1. Workload policy in English and EALL
These have both been completed; the English document has been approved with all but one vote of the faculty in favor, and contains a clause for assigning additional courses for faculty whose research and service commitments and accomplishments are below a carefully and fully worded set of standards. The English department’s policy assigns, regardless of research and service, a 3-course load every fourth semester. The policy has been forwarded to the OVCAA. The EALL document is nearly read for a department vote; it too has added a stringent expectation of research and service in order to offer a 2/2 load, and has a very similar clause for the assigning of additional courses. This document will be forwarded following department approval.

2. Siloization in EALL
While one doesn’t want to retreat to the default argument of “more money” it is clear that some of the “silo” effects in EALL are on account of personalities and faculty expertise.
as established in the past—and which cannot be easily countered without additional hiring. Nevertheless, the DC has instituted a new course, better communication within the department on meetings and issues, and is working to address the inevitable separation of disciplines within a large department like EALL with innovative support for curricular, research, and cultural outreach activities.

3. Facilities
The college has made some progress on facilities. We can report an evident breakthrough in the long on-going issue of Spalding 257; with the assistance of the VCAA we expect a through upgrade of that room for office space by fall of this year; the morale of faculty is a major concern for the college, and this is an example of perseverance leading to a good resolution. Also, we are looking for Facilities to address air conditioner losses in Kuykendall Hall; we are expecting to shift that work and cost to Facilities soon; the savings will be significant for the English Department, which has its own success story in renovating Kuykendall 409 to a fine new classroom also used by the creative writing program now for events such as readings and public workshops. The HELP facilities in lower campus are very bad, and need renovation, or the program needs to move; a proposed merge with NICE into SLS may mitigate this problem. The availability of the ewa-end of Bilger’s main floor, that is, Bilger 102, may provided additional space for several programs, including the LLL community and alumni relations officer Karin Mackenzie, perhaps some of our own staff—Jim Yoshioka, in particular—and others. This space, recently vacated by Natural Sciences, is slated to become available in summer 2016. At that time, renovation or simple move-in will be planned and proposed and executed. Forecast cuts in maintenance and renovations budgets continue to pose challenges for the college.

4. New degrees in Linguistics and English
Neither of these degrees has developed in the past year, although the latter, the MFA, is still very much in favor within the faculty of English; it a very good crowd-pleasing, student-magnet of a degree. I think the graduate program would grow rather quickly, and the needed faculty and curriculum are in place. Linguistics has specific reasons for not going forward with the proposed BA in Linguistics, but one might summarize as a staffing dilemma given little prospect of hiring while maintaining a graduate program of considerable size and excellence.

5. Standardization of teaching evaluation system
The dean is not aware of any move to adopt a college-wide evaluation measure, although college chairs were talking about this several years back and considering eCafe as one way to craft individual documents using its menu. Several departments are aware of teaching evaluation “modes” as increasingly important to tenure and promotion cases. Departments have made them mandatory and, in some cases, from a variety of sources: not only student but peer evaluators as well. The dean thinks the college is open to reconsidering a new system if offered or developed. As one example, the Director of the
Center for Language and Technology, Julio Rodriguez, is piloting an evaluation program this summer for all online courses using a menu of 10 questions, from which instructors will choose three. This is in early form, but could certainly be developed for larger and more diverse teaching sites.

6. PELP and other training programs
President Lassner’s offer of PELP will be pursued this year with chairs and faculty. The dean is particularly interested in the point made earlier by the review team that younger faculty need to be involved in leadership. It is a constant problem in the college over many years—and now more striking than ever given the slower rate of hire among younger candidates. Senior leadership is at times very successful, of course, but in department culture there is hardly even a whisper of early ascendance to these positions. There is a protective nature at work here; however, two of the dean’s colleagues in English, Nordstrom and Perez, who have been hugely successful as directors of composition and creative writing while only in their third year as tenure-line faculty, are examples of junior faculty taking positions of leadership. It can be done with prudence and preparation. The dean hopes the PELP opportunity turns dividends for our college.

7. Low enrollment in certain IPLL programs
Chair Mayer addresses this in his report as attached. The dean would point to the OVCAA’s initiative in Low Enrollment Pilot to Assist LE Programs as a very good start to addressing the problem by training faculty on recruiting strategies. Pia Arboleda from IPLL and also Dan Harris-McCoy from LLEA have been called on to participate. This strikes me as just the right touch; they are already very popular teachers, and should lend some good attitude and skills to the program. The college would certainly be interested in adding faculty as growth warrants; also, the promise of assisting graduate programs in a similar pilot is very attractive, with a different set of challenges and goals at graduate-level recruitment.

8. Collaboration within and across the college(s)
The proposed BA in Comparative Literature is an excellent example of these substantial long-term collaborations coming forward in recent months, as is the Center for Humanities initiative, which if not adopted in its entirety still offers much promise for inter-college collaboration. Another, for example, is the revision of the BA in Classics, which will allow for coursework in other colleges to count toward the degree. Deans from Arts and Humanities and LLL regularly collaborate on funding inter-disciplinary conferences; the fund is small but this year we anticipate funding at least three conferences for the next academic year. The graduate student conference of LLL, held in mid-April continues to showcase collaborations within the college among its students. The college regularly participates in the International Cultural Studies (ICS) program, which draws on many disciplines across the college. LLL 150, a course showcasing a team-taught approach to themes popular in language and culture studies, will be revived in spring of 2015. Collaboration is at the heart of the academic enterprise, and the college is looking forward to more opportunities to bring scholars together productively.
ADDITIONAL:

Start-ups
These are still difficult to budget, but in the matter of the two hires that the dean has made, both candidates were offered substantial start-up funding spread over three years. One candidate, at the assistant rank, was very happy with the offer; the other is currently in process. If the start-up funds are to be derived from RTRF, additional levels seem unlikely under present circumstances.

Merit salary increases
The college is currently using special salary adjustments to correct inequities in salaries. The dean has put three such adjustments through to the Chancellor; perhaps another three will go up this academic year. These anomalies in salary are one improvement we can do on a somewhat more conservative scale than merit increases; the latter would be more difficult to fund and more difficult to judge and discriminate among, and should not be offered without a fairly substantial pool of money to fund them. In sum, merit increases are a tool for the future when constraints may ease; equity and retention adjustments are within our ability to execute now.

Campus visit funds
These remain limited, of course, but this semester the college was able to fund the dean’s request anticipated campus visits by three graduate students recruited by the Department of Linguistics (only one was actually made) and campus visits by three candidates for the position in the language documentation specialization, also in the Department of Linguistics. Given better hiring numbers in the future, that this funding will become more visible and more difficult to rise to a level that will satisfy all requests. Nevertheless, the dean believes it’s important that we keep our reasonable goal of three campus visits per position a guaranteed baseline.

LLL development officers
This has been done, with Karin Mackenzie hired as the director of the Office of Community & Alumni Relations for the college. She has already amassed an impressive array of accomplishments on behalf of the college (her report is attached), and we anticipate her continued efforts to make the college a more public and welcoming institution for students, faculty, alumni, and the community. SaraLyn Smith has been appointed UHF development officer, as shared by LLL, and has begun several key initiatives to raise LLL’s profile with the community and potential donors.
DEPARTMENTS

The review team’s recommendation is summarized in italics, and is followed by the dean’s summary of and response to action by departments.

East Asian Languages and Literatures:

Rebalance faculty lines

Given a virtual hiring freeze for the past year, this has been a very difficult goal to achieve, or even to address except in early planning hiring priorities when hiring resumes. Nevertheless, faculty have shifted in response to retirements, with late hires in Japanese and Chinese language positions. Korean will lose a position to retirement in spring 2015. It is clear that the new Chinese Flagship program will increase enrollment, and its resources may support additional hiring there. Korean remains in position of real growth, thus an area of top priority for funding in the future.

Lack of integration and articulation, or “siloization”

The department is clearly a highly competitive one across its three main programs, and is taking steps to address this competition where it would appear that resources, always short, are not in open collaborative models. The DC reports a new graduate course that will yield interest across the programs as an indication of a move toward better collaboration, and a very promising program funded, if approved, by the federal government for the ROTC GO summer program, which would involve all three programs working together to deliver language instruction in summer 2016.

Low number in Chinese majors

The Chinese Language Flagship should begin to increase numbers of Chinese majors; very recent numbers regarding the inaugural class of those going to China as part of their capstone experience suggest enrollments are above expectations. DC suggests that a hiring priority would be in junior faculty on tenure-track, thus stabilizing a program that has been unstable through use of many lecturers and GAs. The addition of the new director of the Flagship can be expected to boost interest, and funding, as well.

Facilities are deplorable

The Faculty offices in Lincoln Annex have been lightly improved with some painting and reinforcement of rickety structures. Much remains to be done, but with facilities around campus under much pressure for many renovation needs, immediate relief seems unlikely.

Low enrollment in doctoral programs
Recruiting is an art, and it appears that the siloized nature of the EALL programs are hampering the full flow of information, welcome, admissions, and offer processes to bulk up those enrollments. A version of the undergraduate LE program is in the future works for graduate programs like EALL, and EALL would be a likely candidate for this very promising initiative.

Second Language Studies

Maintain the present 2-2 teaching load

There is no plan to alter this teaching load; it will be maintained. The dean supports this teaching load, and can point to continued research output and service profile as suggesting a productive balance in the overall workload expectations in the department.

Clear information about degree requirements

The DC reports that the advising within the department has been bolstered, particularly as the new undergraduate degree continues to soar in its numbers; the new advising structure as devolved from CASAA, now called CHA, is beginning meetings with all department chairs of the college to begin a thorough review of new advising procedures and expectations. The dean is expecting a clear “win” in the dialog that ensues, so that programs like SLS, with growing enrollments, can continue to develop better advising services.

Library holdings should be strengthened

The DC reports that the department is for the most part perfectly satisfied with the library, and understands that budget constraints do in fact extend to the library as well as to academic departments. The dean believes that the library is offering excellent service to the college’s departments, and has heard of no subsequent complaints.

New staff to help with advising

As noted above, the department has made adjustments to its workload, re-positioning two of its members to take on additional advising, in response to this problem that has arisen out of a condition of success in creating a very popular undergraduate major. The dean would like to increase advising staff in SLS, but has been unable to push much beyond two faculty hires in the college. It remains a high priority for such time as advising staff can be addressed in our hiring discussions and decisions.

Facilities for HELP are deplorable
The dean has recently been in conversation with both the DC and director of HELP, and with the Chancellor, on the issue of the direction of HELP as an entity that is now a part of SLS—but which could perhaps be better supported if combined in some fashion with a similar program, NICE, which is operated as a part of Outreach College. Facilities of the latter program are somewhat better positioned for improvement, and HELP’s facilities could be improved by a structural change affording it better stability and funding within the college. This conversation was begun some years ago, and has been re-started in a time of budget constraints; thus, if a more efficient way of administering HELP can be found, its facilities in lower campus can perhaps be upgraded at the same time. This is an ongoing project.

**Department of Indo-Pacific Languages and Literatures**

*Offer remote and online learning opportunities*

The center for Language and Technology, directed by Julio Rodriguez, has been instrumental in bringing many departments in LLL up to speed in how we can deliver better instruction to remote or online populations. The Department of Indo-Pacific Languages and Literatures, which comprises over two dozen languages and their study, is one of those departments most heavily involved in online instruction with the help of the CLT. The DC has had faculty from Filipino, Hindu/Urdu, Ilokano, Maori, Samoan, and Persian programs trained in online instruction in the past year; Thai and Persian will be offered for the first time online in Fall 2015, and Indonesian and Khmer already offer these online courses. This is an exciting opportunity for low-enrollment programs, many of which operate in the IPLL department, to open up new populations of students via remote and online methods.

*Develop course and curricula that are thematically based and span language and geographical divides*

One remedy to the challenge of low enrolled programs (and courses) is to find new ways to attract students. IPLL has made great strides in the past year in addressing the problem of narrow focus in its curricula through some innovate approaches to growing numbers to their offerings. One is the conference/festival model: IPLL is offering a pan-Pacific arts festival in spring 2015, a summer 2015 Study Abroad program in New Zealand, and a UHM Pacific Islanders in the Arts Festival in summer 2015. In curricular innovation, IPLL is developing a collaborative course, with Hawaiian Language, in Polynesian Folklore (IP 395). These are very promising initiatives designed not only to attract new students, but to demonstrate ways that language study can cross national, geographical, and even temporal boundaries in enriching ways.

*Consider majors or minors in languages other than Filipino and Ilokano*
Interdisciplinary Studies can offer a BA for some students in IPLL; the DC reports that one student in Samoan is considering this option. There is also preliminary work in creating an interdisciplinary program in Comparative Literature; one of its movers is an IPLL professor, and would have far-reaching consequences for bringing together IPLL students with those across this college and others, especially Arts and Humanities and also the School for Pacific Asian Studies. Certificate programs are a more modest alternative to the degree route, and IPLL has plans still developing for certificates in Persian and Maori.

Problems with physical space

Office space in Spalding is inadequate for tenure-line faculty, and faculty are often sharing small offices to the degree that a general sense of working conditions could be described as "intolerable," as the original review remarked. Conditions have improved at least somewhat since the review with particular attention being paid to Spalding 257, the epicenter of the problem with space that is inadequately prepared, or is hardly suitable for the needs of the faculty in IPLL. Recent progress can be reported, and both the dean and the DC appreciate recent efforts of the OVCAA in getting repairs at least promised and scheduled before the fall semester requires faculty to occupy that space.

Increasing enrollments in low-enrollment courses

In addition to those measures noted above in previous three sections—all revolving around the challenges facing many of the languages taught and studied in IPLL—the dean is happy to support the pilot program instituted by the OVCAA on Low-Enrollment Recruitment; this program promises to involve not only IPLL but other programs at the undergraduate level (and eventually the graduate level) to train faculty in recruiting; in IPLL individual faculty have had very good success in personally making outreach to the community a priority. This has paid dividends when faculty realize that languages are not necessarily in themselves attractive for study, but have practical and personal resonance when those features are offered to them. The Roshan Institute’s support of Persian has been extended through 2017 because the dean has promised to reach into military and other local communities for interest in Persian language and culture with additional considerable support through fellowships and scholarships.

Department of Linguistics

Replace retirements

This has been done. A senior position has been offered by the dean to a very fine candidate to replace Professor Ken Rehg, who has retired.

Support innovative interdisciplinary initiatives
Topics in Biocultural Diversity, IS750, was repeated in Fall 2014. The dean hopes the new hire has a similar interest in looking for ways to draw disciplines together; the candidate offered the position has many promising facets to his research and teaching experiences; he has accepted the offer.

*Restore funding for campus visits*

The dean restored funding for campus visits, both for job candidates as well as for a select number of graduate students who the DC and faculty were especially interested in attracting to the program.

*Time to degree*

The DC reports that the department has made curricular changes—that is, the order of courses as advised by faculty—and are monitoring the current group of students approaching the awarding of degrees to see if this change was effective.

*The undergraduate major*

The dean is interested in this possibility, not only for increasing the number of students in the college but also for creating a more natural flow of students from the undergraduate degree into the graduate program, which is among the university’s most prestigious. The DC reports a vigorous debate on the issue in the past year. The DC also reports a general consensus opposing the institution of a new degree, most importantly on issues of staffing; it is likely that greater resources for hiring at all levels, and support of GAs, might turn this tide. At this time, however, the increased workload of a new degree is not sustainable given the current staffing in Linguistics. It remains a tantalizing possibility, however, with SLS having shown the way.

*Department of Languages and Literatures of Europe and the Americas*

*Timetable for filling positions*

This activity would be, normally, a given expectation in every department. But in the current situation of little or no hiring, in which the college has been advised it must “fly by” if it is to proceed with as a stable unit, such position timetables are little more than empty exercises. The dean recognizes that all of the departments in LLL have hiring needs; LLEA has held some serious discussions on hiring needs, with hiring needed first in French, Russian, and Spanish and secondly in Classics, French, Spanish and German. The dean supports this two-tiered approach, and hopes to start implementing these plans at the earliest date possible, most likely for Fall 2017. These intentions, of course, are conditional upon administrative approvals elsewhere.
Academic leadership

As above, this issue is college-wide, indeed system-wide. In LLEA a slow down in hiring will necessarily impede junior faculty from taking command of a department’s administrative structure, delaying it until a later time. Also, it is general practice to allow junior faculty free rein in research in order to achieve expected goals of tenure and promotion. Thus, administrative or academic leadership is often an expectation of the most senior faculty whose research agenda is less urgent. The dean believes that LLEA has several extremely promising junior faculty who will take a leadership role in the near future; he is encouraging these roles in areas like the proposal for a comparative literature degree and conferences on Pacific literatures, especially Francophone.

Startup funds

This is not specific to LLEA, again, but the Dean understands the importance of startup, and has promised to devote part of the college’s RTRF to supporting the hiring of new faculty, as he is doing in the current case in Linguistics. Departments across the college can expect similar levels of support when hiring resumes.

Department of English

Workload and Professional Productivity

The department of English has made highly visible strides in addressing the review team’s perception of “an uneven level of scholarly accomplishment.” It has revised and passed a new workload policy that includes a 3-course every fourth-semester course load, and has an explicit clause in it providing for additional course assignments if faculty are inactive in research productivity. The DC argues that the vitae analyzed by the review team were poorly constructed and, in some case, shortened for purposes of representing only the past five years of the faculty’s output. The DC also argues effectively for merit increases for those faculty who go far beyond, or above, what could be understood as a mean or standard in research productivity. No such increases exist at this time. The dean supports merit increases if, in the future, budget lines can be allotted to them.

MFA Program

The dean feels this is a win/win proposal if activated and supported by the college and university. The faculty are in place, the curriculum is in place, the department has adequate staffing to handle additional administrative tasks, and the public—as suggested by the popularity of outreach programs run by the creative writers—like Native Tongues, the Oceania Reading Series, and other festivals—is clearly interest in working in a creative degree that produces artists for the state and for the region. Hawaii is the only
state in the union without an MFA; the dean feels that as a part of that land grant obligation to the state, certain areas of study—here the creative and literary arts—should be a part of that guarantee. The DC sees the MFA as strengthening the graduate program, making it robust and at least as popular as the existing degrees, the MA and PhD.

Facilities

Kuykendall, at one time, was slated for thorough renovation as early as 2015. That will not happen and, indeed, it is unclear when renovation of this crumbling facility will start. Plans developed earlier are now four years old, and increasingly expensive, given the deferred maintenance budget’s burdens across campus. The “deplorable” state of the building—both office and classroom sites—offer no incentive for current thinking in teaching and learning contexts. It is the dean’s opinion that the building will create more and more hazards not only to the teachability of our students, but to the health and welfare of our students, staff, and teachers if nothing is done. The department has struggled with specific problems, renovating one room with its own funds for a performance and classroom space (Kuykendall 410), but meanwhile has found its air conditioners failing by the dozens. This is an on-going problem that the dean will continue to work on.