External Review

The School of Pacific and Asian Studies,

University of Hawai‘i Mānoa

A Report presented to the Vice-Chancellor for Academic Affairs

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The University of Hawai’i’s vision statements and strategic plans celebrate its unique capacity and distinctive location in the pursuit of excellence in Pacific and Asian Studies. Through the achievements of its faculty, students and alumni, in education, research and outreach UH Mānoa has achieved international renown in these two cognate fields of study. This has been enabled by Hawaii’s intimate and proximate relation to the Pacific and Asia, by the exceptional strengths of the Hamilton Library and the UH Press, and by the demographic diversity of Hawai’i itself and UH Mānoa campus, which has many students with Pacific and Asian ancestry at both undergraduate and graduate levels. Now is the moment to reaffirm and refresh that vision and to ensure its full realization in the structures of the university and its daily practices.

As we heard from the University’s leadership, international studies at UH at its core means Asian and Pacific Studies. This focus is key to the University’s vision as expressed in its current Strategic Plan for 2011-2015, *Achieving Our Vision*:

“With its unique geographic location bridging East and West, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and arts, earth, space, and ocean sciences, sustainable agriculture and land management, and technological advancement.”

The School of Pacific and Asian Studies (SPAS) has been central to that vision, and our team was asked to review the School as part of the regular accreditation cycle at UH Mānoa. Given that the previous review (2008) focused more on the history and dynamics of the area Centers within SPAS, we were advised to give more attention to the academic programs and curricular dimensions of the School. To that end, prior to arrival in Honolulu the Review Committee received materials and links to UH websites with a broad variety of information on the University and on SPAS, including a portfolio of reports and memoranda related to the 2008
external review. The Office of the Vice Chancellor for Academic Affairs organized a series of three conference calls in which Chairs of Asian Studies and Pacific Islands Studies programs, as well as the VCAA, Dean of SPAS and other members of staff, joined team members. These telephone conferences helpfully laid out the schedule for the team’s campus visit, the background thinking underlying the review, and offered an opportunity to field initial questions from the team.

Once on campus, we embarked on two intensive days of meetings with university leadership, SPAS faculty and students, Directors of Centers within SPAS, and with administrative and staff groups ranging from the UH Foundation to the Graduate Division to senior staff of the UH Press and Hamilton Library. (See Appendix for the full Review Committee agenda.) On the third day of our visit we spent time writing initial draft sections for our report, and had a series of exit interviews and meetings with various SPAS principals. After leaving Hawai‘i team members exchanged drafts, while the compilation and editing of a composite draft was undertaken by the Chair of the Review Committee. All team members vetted a semi-final draft before final editing of the text presented here.

In helping the team think about its charge and the scope of the review, a senior executive of the University deployed various metaphors to characterize the centrality of SPAS to the University of Hawai‘i’s vision. The first was that SPAS represented the “tip of the iceberg” in relation to the less visible, submarine character of Pacific and Asian Studies research and education being pursued in other schools and departments, some with a more disciplinary focus (among them Hawaiian Studies in the Hawai‘i‘inui‘akea School of Hawaiian Knowledge; the department of Anthropology in the College of Social Sciences, the department of History in the College of Arts and Humanities; and, the extensive offerings in regional languages and literatures in the College of Language, Linguistics and Literature). This metaphor powerfully evokes the breadth and depth of the affiliate faculty, but it also suggests a certain peril that we witness and warn against. There is a need to maintain and indeed elevate the visibility of SPAS; at the same time, this will crucially depend on maintaining the breadth and depth of Pacific and Asian Studies elsewhere on campus. This is true because courses offered outside SPAS are crucial to students’ curricular offerings; because affiliate faculty serve on and even chair the committees of graduate students; and, because the various Asian area Centers often rely on
affiliate faculty to act as full or part-time directors of Centers. The texture of intellectual inquiry represented by SPAS is interwoven with nearly all other academic units, as the University explains in its Strategic Plan:

“Mānoa’s special distinction derives from its Hawaiian, Asian, and Pacific orientation and unique location. Together, these attributes foster unique opportunities for study in tropical agriculture, tropical medicine, marine sciences, astronomy, volcanology, botany, evolutionary biology, comparative philosophy, education, languages, urban planning, cultural studies in Pacific/Oceania, performing arts, second language studies, and international business.”

An alternative metaphor that emerged in discussions with the same senior executive evoked SPAS as a small nation-state at the center of an international organization. Developing this metaphor, we imagined that the relation between SPAS and other Schools might productively be conceived as a form of “dual citizenship” so that affiliate faculty might have a more secure basis for identification with SPAS and so that decisions about faculty hires, deployment of resources and curricular development would reflect the flow of faculty and students across the borders of Schools and be more attentive to the future implications of that traffic. (See the following section for comments on SPAS articulation across campus.)

Our team found that resorting to metaphors was instructive in analyzing how SPAS is situated at UH, as it is challenging to describe the varied structural components, personnel roles, academic offerings and funding sources that characterize the School. We found no single written description in materials provided to us that quite captures the crosscutting, multi-centered, and historically divergent nature of arrangements in SPAS.

On the one hand, SPAS boasts the undergraduate and graduate degree programs under the rubrics of ASP and CPIS; all four degree tracks are intellectually robust and offer unusually rich learning potentials drawing on the outstanding SPAS core faculty and affiliates from other units. On the other hand are the important area Centers, which have distinct histories and function as nodal points for teaching programs (in some cases), building a sense of sub-regional identity among student cohorts, and linking SPAS students to the wider circles of academic and extra-curricular dimensions of UHM as well as to the diverse ethnic communities of Hawai‘i. Yet the internal structures and leadership patterns of the degree programs as well as the Centers are diverse and asymmetrical; as examples, CPIS is a Center but also offers degrees, while CPS is a
sub-regional unit with certain intersections with CSEAS. One of our interviewees likened the constituents of the area Centers to “volunteer armies” and, as in other universities with long-established area studies Centers, the fates and strengths of UHM’s Asia Centers and CPIS ebb and flow in relation to external funding realities. (See further comments on the Centers in a later section.)

Teaching assignments and roles within the School are likewise varied and hard to understand. SPAS has been fortunate with new faculty hires in recent years (2 is ASP, 2 in CPIS), and it is important to recall that the School had just two core faculty in its initial years of operations, and has indeed expanded over the past decade or so. Affiliate faculty from other units come into and depart from the Center Director roles, which can be either full or half time. We were never able to quite grasp the distinction between “affiliate” and “cooperating” faculty. Different types of tenure and promotional criteria apply to Specialist, Instructional and Research faculty categories.

Like many other public universities, UHM has had to cope with the impacts of significant reductions in state appropriations for higher education, along with pressure from the state legislature and Board of Regents to justify budgets through more stringent analysis of enrollments and efficiency. This has led to staff cutbacks and other economies within SPAS that tend to constrain the imagination of innovative academic programming or support more than minimal staffing. While UHM tuition hikes in recent years have compensated for approximately half of some $61 million lost in state funding cuts, higher tuition gives rise to other challenges in terms of offering higher education possibilities to local, mainland and international students. In allocating general funds and tuition monies to units across its campus, UHM appears to use a shifting set of measures, some of which are still being developed. In this context, SPAS faces a central challenge as a small, structurally complex unit with uneven enrollment trends.

Underlying the points highlighted in this review is our conviction that unlike other universities, UHM holds in SPAS a resource so integral to its ethos and vantage point on the Asia Pacific region that it cannot be assessed using narrow metrics. Records of enrollments or student contact hours do not begin to capture the impact of Asia and Pacific content embedded across the UHM campus. The breadth of Asian Studies is a genuine strength in serving to open
new paradigms in understanding issues of globalization, and Pacific Island Studies is similarly at
the core of knowledge production across disciplines and has an innovative approach to issues of
globalization in that region. The University of Hawai‘i has the potential to articulate the
emerging themes of the “Asian Century” in a manner distinct from any other institution in the
United States or the Asia and Pacific regions, and thus our analysis of SPAS as a critical site for
such articulation has a special and exciting salience for the University and for Hawai‘i.

In what follows, our team analyzes a number of major areas where we feel substantive
action can be undertaken to strengthen SPAS and more fully realize its potentials. The
concluding section of the report reiterates the major recommendations discussed in each section.

I. Faculty Roles and Appointments

The constitution of SPAS core faculty and the institutional relations between this group
and other faculty have evolved over the years. The current configuration appears to comprise a
small core of 15 faculty with their appointments to Asian Studies Program (10) and Pacific
Island Studies Program (5). SPAS has a very large number of affiliated faculty via its
constituent area Centers (for Pacific Islands Studies, Japan, Korea, China, Okinawa, Southeast
Asia, the Philippines, and South Asia). What are less evident are visible connections between
SPAS and law, management, education and other professional areas referred to in the previous
review report (2008). We believe real efforts must be made to strengthen SPAS relationships to
faculty in other units on campus, irrespective of the possible relations between SPAS and
professional schools we were unable to discover. This is especially true of new initiatives
undertaken by units on campus in and with Asian universities (we heard of one such initiative
recently launched in the architecture school).

Recommendation: There should be mechanisms put in place to encourage communication
about new initiatives begun outside of SPAS or the relevant center in order to promote
more effective integration between SPAS and more of the Asia and Pacific initiatives at UH
Mānoa. The UHM faculty leadership for such initiatives should be offered SPAS affiliate
status if such status is not already in place.
The current arrangement of core and affiliate faculty allows SPAS to tap the academic expertise spread across much of the campus in service of its curricular mission. At the same time, however, SPAS has the disadvantage of failing to assure stable and predictable curricular offerings on a routine basis. From this vantage point a strategy to improve curricular continuity, and a broader base upon which to plan curricular innovation that involves a larger number of faculty in a meaningful way, would well serve the SPAS curriculum by making it more robust and more integrated into the wider agendas of new research and teaching initiatives across campus.

**Recommendation: We propose that SPAS and the VCAA consider pursuing a change in the institutional bases upon which core faculty status is defined and sustained in the future.**

For the Asian Studies and Pacific Islands Studies core faculty, we recommend:

1. For tenured faculty who are affiliates through one of the SPAS centers, the option could be offered to transfer 50% of their appointment to SPAS, with the goal of developing 50% of their courses as cross-listed courses between their original home department and SPAS. For individual faculty members, the intellectual attractiveness of such an arrangement is the opportunity to participate institutionally in the success of both their disciplinary department and the inter-disciplinary program to which their scholarship speaks. Increasing numbers of scholars speak to multiple scholarly audiences, typically including both disciplinary audiences and inter-disciplinary audiences. Their research activities should be reflected in their teaching affiliations to infuse in a more consistent and predictable fashion the SPAS Asian Studies Program curriculum. This can be done with only modest cost to the original home department through the mechanism of cross listing. By having the transfer of 50% of the FTE to SPAS the currently fragile core faculty basis of SPAS can be materially strengthened at marginal cost to the campus. This would further mitigate the serious structural liability of relying upon faculty from outside the Asian Studies Program, who currently come into the Program as core faculty for a limited period while serving as Center chairs in ASP. The present arrangement creates possibilities for awkward choices regarding participation in Program personnel decisions, and limits the amount of engaged and informed counsel center directors can contribute to the Program.
2. As the VCAA is gradually able to release FTE for recruitment across campus, some effort should be made to create recruitment opportunities for which a department and ASP or CPIS work collaboratively to identify candidates. When the search is at the junior level, the faculty appointment should be lodged 100% in one of the units, with two expectations (or requirements):

a. when someone becomes tenured in the slot that this person, like other tenured members of the faculty, receives the option to split his or her appointment between ASP or CPIS and the home departmental unit.

b. the courses offered by these new faculty include at least 50% cross-listed with ASP when it is a departmental appointment, or 50% cross-listed in a department when it is an ASP or CPIS appointment.

Such a faculty recruitment strategy promises to strengthen the ASP core faculty on a dependable and durable basis. It furthermore creates institutional bridges between ASP core faculty and faculty also invested in other departments. This set of changes would be an affirmation of the university administration’s commitment to making the Asia and Pacific regions central to its educational mission, made visible in the campus academic architecture. And even though to date the CPIS Directors have been core faculty, this arrangement might also be extended to CPIS affiliates in order to strengthen their roles in the Pacific Islands program.

3. Administrative roles of SPAS faculty: The external review team is struck by the breadth of the Dean’s responsibilities that make it nearly impossible for him to achieve significant depth on any particular front. As senior managers with line responsibilities all recognize, the ability to create, crystallize, and implement strategic mid-term and long-term priorities becomes severely limited when the position is overloaded with other duties. To mitigate this and other structural weaknesses or anomalies, we propose the expanded core faculty of SPAS be used to:
a. Create (or re-create) the post of Associate Dean responsible for curricular coordination and other more routine matters.

b. For Asian Studies, select SPAS Center directors from the larger pool of ASP core faculty if and when the recommendations suggested above are implemented and thus create an adequate pool of ASP core faculty from which realistically to draw (CPIS is by current arrangement already core faculty).

II. SPAS Internal and University-wide Articulation

SPAS is unique in the United States and deserves both greater visibility and recognition. This could be achieved in several ways; in this section, we focus on strengthening and highlighting the internal articulation of SPAS as well as SPAS relations with the campus and the near beyond:

1. There are opportunities for new forms of collaboration between CPIS and ASP. CPIS is a tightly integrated and stellar component of SPAS that matters academically not only to SPAS and to UH more generally, but also counts in a larger context as one of two leading Pacific Islands Studies programs in the world. When the strengths of CPIS are combined with those of UH Hawaiian Studies, we see one of the University’s most unique sources of intellectual vitality. At the same time, ASP is one of the only Asian Studies programs in the US with core faculty who can build and guide an Asian Studies curriculum without total dependence on faculty constrained by appointments in other departmental units, or who see Asian Studies as an add-on to their existing service commitments to their departments and universities. It is, moreover, one of two Asian Studies programs in the world institutionally located alongside a Pacific Islands program. To date, the Asian Studies program has only minimally linked with its Pacific Islands program to form some larger platform of research and teaching and entered into larger scholarly conversations taking place across the world. Many such conversations are taking place in fields such as climate change and environmental sustainability; disaster management; economic development, and migration, popular culture and the arts to name just a few. Both CPIS
and ASP have curricular programs within which courses on these and other global topics are offered and others could be developed. Work towards the collaborative conference on *Asia in the Pacific, the Pacific in Asia* scheduled for 2018 might help to catalyze such ventures.

**Recommendation:** SPAS faculty should be encouraged to explore ways in which they can create curricular intersections across ASP and CPIS with intent to offer a multi-vantage point perspective on global problems too often viewed both abstractly and implicitly through Western perspectives. Perhaps a fund to develop curricular initiatives with summer support could be established as a way to begin this effort, which we see offering considerable intellectual potential. While much scholarship has been developed to critique the problem of Western frames of reference and terms of evaluation, little has been done to articulate and pursue the implications of explicitly acknowledging how multiple and alternative points of view could be more carefully integrated. SPAS is in a virtually unique position globally to pursue these possibilities. Moreover, following the December 2014 signing of a university-wide MOU between UH and the Australian National University, SPAS and ANU’s CAP (College of Asia and Pacific) are in an administratively supported position to pursue these intellectual and curricular possibilities together, increasingly the likelihood of generating a new cluster of scholarly and pedagogical innovations.

2. The University of Hawai‘i Press is known throughout the world for its strong lists in Asian Studies and Pacific Islands Studies. The latter is clearly and closely associated with SPAS. But Asian Studies is less clearly defined in this manner, since it exists in a very different publishing context that includes many other presses with far larger numbers of authors and publications.

**Recommendation:** In order to create greater visibility for UH faculty in Asian Studies and for SPAS, we encourage SPAS and the UH Press to explore developing some signature thematic series, perhaps building on the subjects for which new curricular initiatives might also be mounted. Migration, disaster management,
economic development, climate change/environmental sustainability, popular culture and the arts are subjects in which UH faculty expertise already exists. The goal should be to create a signature series for the Press that draws upon the comparative advantages of SPAS and UH more generally. Such efforts can also serve to integrate SPAS faculty more closely with other UH faculty who previously may have been less actively and directly involved in the UH Press publication programs.

3. The East-West Center is a distinguished institution in its own right, one that many people outside of Hawai‘i imagine is formally part of UH. It constitutes a kind of “near beyond” that has multiple relations with the Mānoa campus, including those with SPAS. Many of EWC relations to SPAS concern educational opportunities that EWC makes available to foreign and domestic scholars, professionals and students to spend time at UH and benefit from the educational opportunities offered by SPAS, among other units. The impact and value of the SPAS curriculum cannot, we emphasize, thus be measured solely by numbers of students or majors. It must also include analysis of the kinds of students served and the impact such students subsequently have throughout their careers. To be sure, measuring this will require some creative outcomes assessment. While EWC leadership is generous about expressing orally their gratitude for what SPAS offers to their programs, there is little visible institutionally or in written form to highlight these benefits. The issue here is not an asymmetric relationship, since SPAS faculty as well as other UH faculty benefit from collaborations with EWC. Instead, we point to how the SPAS contribution to EWC educational programs could be recognized and highlighted for its larger, international significance. This is in turn part of a larger opportunity to build the SPAS profile locally, regionally and globally.

4. The SPAS “brand”: The review team is of the opinion that SPAS is under-recognized, given both its achievements and its future potential. To realize these possibilities, a number of investments (some overdue) should be made. They may represent more general campus challenges for which a sensible strategy must be mounted that would include SPAS as one of its targets. One logical and relatively inexpensive way to improve visibility— through which more focused efforts at highlighting distinctive
features that go into branding could be developed—would be to clean up a somewhat messy and inefficient set of web sites associated with the different sub-units of the School. We touch on this subject further in later sections of this report.

The points introduced above in this section can be used to clarify and consolidate the history and characteristics that make up the SPAS “brand”. We recognize the Dean is currently making valiant efforts, amidst his many duties, to develop a higher profile for the School, and believe his success will be enabled by greater division of his responsibilities among additional colleagues at the decanal level (see “Administrative roles of SPAS faculty,” above).

III. Curricular Issues and Assessment

An excellent program relies for its success on superior scholars who are dedicated to the enterprise of the university and the mission of the unit with which they identify. In many respects, the measure of the success of the faculty is in the students they produce. Majors who are able to complete their program of study in a timely fashion, who can produce and apply the appropriate body of knowledge, and who are able to continue building on the knowledge they have acquired demonstrate an effective educational experience. In most cases, it is the curriculum that links faculty to students; and it is the curriculum that enables faculty to guide students to achieve the knowledge and skills deemed essential. Because students’ preparation, needs, expectations, and backgrounds change alongside the situations they will confront post-graduation, it is necessary to review and revise curriculum on a regular basis.

As one of the two major constituent academic programs within SPAS, the Asian Studies Program has a clearly articulated mission statement. The learning objectives for students at both the undergraduate and graduate level are carefully elucidated and publicized on the program webpage. What is less clear, however, is how these learning objectives are met in individual courses. In their 2014 Self-Study, ASP proposes to focus over the next five years on “strengthening the coherence of the undergraduate program.” With faculty representing diverse disciplinary strengths and drawing from far-reaching regions in Asia, it is important to consider
the ways individual course goals and methods intersect with and support the stated goals and mission of the Program. Moreover, it is vital that required courses in particular adhere to these goals and provide clear articulation of progression between the lower, introductory 200-level sequences and the 300-level core courses. Whereas the ASP Curriculum Committee is charged with reviewing and approving new courses, the members of the External Review Committee did not see evidence that ongoing courses were periodically reviewed or in fact that faculty teaching core courses were aware of the course goals, methods, or materials covered in other core courses. Many of these courses in Asian Studies have been in place for over thirty years. Periodic review of course materials and learning goals, sharing of teaching approaches, etc. among core faculty would help, at minimum, to improve discussion about programmatic goals and the way the ASP mission is conceived of and met in the core courses.

Because in the past “assessment” has often been associated with “accreditation” or “quality control,” it has been thought of as cumbersome, time-consuming, and infringing on a faculty member’s academic freedom. However, thoughtful assessment—designed to complement the program being assessed—can have numerous benefits in addition to providing a measure of students’ progress. Good assessments can help faculty more fully appreciate evolving students’ needs and interests. They can also introduce faculty to new teaching methods and new ways to make the classroom a more interactive learning environment. Faculty in ASP are fortunate to have an Assessment Office that is proactive, receptive, and innovative, and ASP faculty should be encouraged to take advantage of the services this office can provide to create an assessment strategy that is most appropriate to faculty needs and styles. It appears that CPIS faculty have already more fully availed themselves of these services and have been working well with the Assessment Office especially in the development of the relatively recent undergraduate curriculum. Here student learning outcomes seem well defined and harmonized in terms of the overall program and the UH-wide student learning outcomes. A spirit of critical self-reflection on course materials and sharing of effective pedagogy seems to have been cultivated among staff through meetings and staff retreats.

**Recommendation:** The Review Committee recommends that faculty teaching core courses in ASP meet with the Assessment Officer to devise new strategies for conducting meaningful assessments that will ensure students are achieving the goals as stated.
able to offer clear metrics (through systematic assessment) that reveal success in meeting program goals will be useful to ASP on a variety of levels: strengthening its position at the University as a unit that meets its goals; attracting students (and perhaps concerned parents) who want to be assured that program goals are reasonable and realizable (successful assessment outcomes might be posted on the website); and, heightening the profile of ASP activities. The kinds of assessment measures envisioned here could include capstone projects, public presentations or performances, which, if publicized, could be attractive to other students still considering their degree majors. Moreover, assessment measures such as these could help to deepen a sense of student investment in ASP at the undergraduate level. But most importantly, awareness of “student learning outcomes” when devising and revising syllabi and teaching can contribute to more robust courses.

In addition to working together as a unit on establishing and measuring goals, the ASP faculty could be more proactive in sharing syllabi. Moreover, posting syllabi online for courses currently taught will highlight the strength and diversity of the ASP and CPIS faculty and conceivably also draw students to classes. In summary, clearly stated curricular goals that are proven to have positive outcomes is a practical means of attracting and retaining students, ensuring their success, and producing optimal outcomes for all.

IV. Communication Strategies and Information Sharing

As suggested above, publicizing syllabi is one step in increasing cross-program information sharing. With the diversity of faculty in ASP, the rotation in and out of Center Directors, and with the periodic participation of other faculty, it is easy for ASP to lose a sense of “center.” Small but nevertheless significant steps can help fight the centrifugal force pulling the unit in multiple directions. The Review Committee noted a sense of frustration among students, for example, who found it difficult to navigate program websites or to secure consistent information about course availability or program requirements. Whereas the ASP website is attractive, students complained that information was not always current, and that there were earlier (shadow) sites that were still active.
Recommendation: The Review Committee recommends the appointment of a full-time Media Specialist tasked with publicizing the SPAS “story”. Such a technician would be responsible for creating easy templates for publicizing syllabi, creating alumni vignettes, featuring new achievements in ASP and CPIS among faculty and students, and so forth. Given budgetary restraints, much of the same might be accomplished by a savvy undergraduate work-study student or Graduate Assistant, who would create and control the information posted under the supervision of a faculty or staff member.

The Review Committee noted that the ASP graduate students had no opportunities to meet as a cohort. The implementation of 600-level seminar courses offered concurrently (the new “comparative” framework in the ASP graduate program) will help generate opportunities for these students to engage one another across disciplinary and regional divides. In our meeting with ASP graduate students we found many shared frustration over a lack of easy access to significant information. Some noted that they had not received an introduction to the specific features of the library, for example, and as a result felt less confident to work independently. And each graduate student queried had had a frustrating encounter with the Office of Graduate Education. Unable to find reliable materials on websites, students were tasked with negotiating between the advice their advisors provided and contradictory information provided by the Office of Graduate Education or other systems.

Recommendation: Given the fact that many students across the spectrum of ASP—from Japan to South Asia—confront similar problems, we encourage ASP to hold a joint orientation session for incoming ASP students that will familiarize them with each other, and also with the important resources at the university. We also recommend that graduate students and key faculty meet periodically as a group to listen to shared concerns and work on across-the-board fixes.

This kind of regular communication could anticipate the misunderstandings that often generate time-consuming remedies and leave students feeling frustrated and marginalized. But beyond the systematic issues such meetings might resolve, providing students with opportunities to meet beyond regional boundaries and outside classes fosters an important esprit de corps and generates possibilities for innovative and collaborative learning. Creating this sense of cohort is particularly important for students associated with the smaller centers—such as the Center of
South Asian Studies—who feel isolated and somewhat adrift, or unable to find enough courses to fulfill requirements. But, establishing a cohort would also serve to re-situate those students who identify exclusively with their Centers, helping them to see how their chosen area of study in fact integrates with the larger Asian region. Additionally, periodic meetings would help avert potential problems international students may face. Unused to an American academic system, these students often do not even know what questions to ask or what kind of services they are entitled to until they find themselves deeply entangled in a problem they cannot resolve on their own. Although regular meetings require a commitment of time, prevention of problems may save time in the long run.

In addition to periodic meetings, keeping an up-to-date website with FAQs for graduate students addressing the kinds of problems they regularly face and including links to commonly used forms would help alleviate some of the “paper chase” the students described. More productive and independent students will, in turn, alleviate the pressure on staff and faculty.

V. Student Support and Academic Outcomes

Compared with other schools and programs at UH, SPAS is a relatively small and coherent unit. Our discussions with faculty pointed to both stability of the core curriculum and procedures in place for curricular modifications. SPAS serves its undergraduate and graduate enrollment through its distinctive features, including an inter-disciplinary scope and diversity of faculty roles and appointments.

For students, the School offers a unique focus across academic fields, and options for individual choice in shaping degree programs. Conversations with MA students in Asian Studies, for example, cited the outstanding quality of SPAS faculty, the pan-Asian nature of the curriculum, and a rich menu of Asia-related academic and extra-curricular events on campus as strong factors in their decision to enroll in the Masters program at Mānoa. They affirmed the importance of being part of a student cohort with interests in different countries or sub-regions. Undergraduates we met hoped that graduating from ASP would help them build careers, and shared a sense that SPAS could be known as the world’s leading center focusing on the region.
Nonetheless, by virtue of its broad curriculum and multi-centric structure, SPAS can present challenges for students seeking out and managing support and information resources. For undergraduates, this can mean difficulties in sorting through course requirements using online resources, or uneven communication channels with student counselors or SPAS staff. Transfer students from community college must navigate complex systems at both the point of application to UH and upon matriculation.

At the graduate level, MA students in Asian Studies seem generally positive about the guidance and mentoring received from academic advisors. They point out that improved, and more frequently updated, online resources would help them to manage their time effectively and better address their information needs. Students told us they had only limited acquaintance with the student cohort beyond their country of focus. For many, the regional Center (e.g., Japan, Korea, Southeast Asia) was the locus of their academic “identity,” rather than SPAS or the ASP.

There are several opportunities at hand to reinforce support and information resources for SPAS students while strengthening cohort awareness and identity. Regular discussions among faculty and staff could help consolidate student advising, which is a key component of SPAS services and one recently affected by university budget cuts. SPAS and university websites and online resources would benefit from updating and streamlining to include, for instance, checklists for courses satisfying SPAS undergraduate course requirements, and to improve navigation on existing websites. At a different level, the centralized graduate admissions protocol (within the Graduate Division) should be fully an online process. In general, we heard, better coordination and elimination of procedural overlaps would help eliminate reported experience of disconnects between SPAS programs and the Graduate Division.

**Recommendation:** Engage SPAS students in discussions of systemic information systems weaknesses and develop responses to these issues through student advising, IT improvements, or coordination with other administrative units.

In recent years, student enrollment numbers have been given increased emphasis in assessing academic outcomes in SPAS. The “Program Review One Year Progress Report” memorandum from the VCAA dated July 2010, for example, states that “more attention to enrollments and the instructional side of the picture will be imperative for SPAS in the long term for us to keep our current level of investment in the School.” ASP faculty and the Dean are
concerned that the number of undergraduate majors has declined by nearly a third, and that Masters-level enrollments seem to have declined as well.

In our discussions with students, the Review Committee heard that higher tuition has made it harder to attend UHM, and harder to graduate in timely fashion. Many students are employed and working heavy schedules. The sharp increase in non-resident tuition has discouraged students from the mainland or outside the United States. In the Masters program in particular, said one senior faculty member, the lack of long-term fellowship support means that UHM has a much harder time attracting talented students. While SPAS still receives considerable FLAS fellowship funds under federal Title VI provisions, those monies are only for U.S. citizens, and do not meet the cost-of-living requirements for Hawai’i.

Aside from economic constraints, other reasons for lower student numbers are related to uncertain career prospects upon graduation. Within the ASP, some students perceive that the SPAS curriculum steers them toward concentration on one country, whereas the job market in Asia is increasingly rewarding competencies across the broader region. This is especially important for international students coming to UHM. In addition, enrollment numbers may not adequately reflect learning outcomes related to Asia across many degree programs; as one example, the major in Philippine Studies has only 3-4 students, while there are several “competing” majors outside of SPAS in Filipino and Ilokano languages, Asian-American Studies, and Philippine-American Studies. Many UHM undergraduates may not be aware of the breadth and multi-disciplinary richness of the ASP major, or lack exposure to the School during periods when they are making decisions on major fields. In this regard, a more unified presence of SPAS on the Internet, with regularly updated links to specific Center newsletters and web pages, could be helpful in drawing student interest.

It may be productive for SPAS to explore additional ways to build its profile—for instance, through special events or performances at the beginning of each term—and to market its academic offerings more intensively both on-campus and off. International students offer a significant potential source of new enrollments, and the low faculty/student ratios and flexible program offerings of SPAS can be attractive for certain non-traditional students. In this regard, it is essential for SPAS to reinforce support services for students coming into the U.S. higher education system for the first time, or those from minority populations where academic
preparation may be weak. Another strategy that could help drive enrollments upward would be to expand the Asian Studies certificate program. Currently there are graduate certificates offered through Centers for concentrations on China, Japan, Korea, Southeast Asia, Philippines, and South Asia. ASP Chair Professor Barbara Andaya has proposed a forward-looking shift such that a single Asian Studies certificate would be awarded not by Centers but by the ASP, and that the specific focus of this new certificate would be annotated on a student’s official transcript. Under the Dean’s direction, both certificate and degree programs could be more closely linked to professional schools across the university. Currently, the Business School requires its students to take the ASP course on Asian Development, and more such arrangements could be envisioned.

Whether serving its own students or in any future expansion of international and exchange enrollments, SPAS student orientation is a critical component of meeting student needs. One graduate student we talked with had never received an orientation to the Hamilton Library, despite the fact that there are specialist librarians in Asian Studies who serve on the Executive Boards of the Centers. Working with current students and alumni, SPAS could implement targeted strategies assisting students to manage the transition to campus, to seek guidance from faculty and staff, and to fully utilize the knowledge resources of the research university whether at undergraduate or graduate level.

Both at the undergraduate and graduate level we found students vitally and rightly concerned about employment after their degrees whether in the state of Hawai‘i or beyond. Many students are working while pursuing their degrees, but are hopeful of securing better employment where the skills developed throughout their education in Pacific and Asian Studies might prove relevant. The Graduate Education Office stressed there is the danger that faculty may be unduly gearing graduate courses to a scholarly career, and that alternative career pathways need to be imagined from the outset. There is evidence that ASP and CPIS faculty are keenly aware of this danger and indeed are imagining and preparing students for alternative career pathways (e.g. in CPIS through service learning in new undergraduate courses, or the Plan B (non-thesis portfolio) options in the MA programs). But more might be done to address concerns about future employment through an annual SPAS panel (a possible title Beyond SPAS: Into The Infinity Pool?) where faculty and alumni speak to the diversity of jobs after graduation.
In 2013-4 CPIS did sponsor a yearlong seminar series *Employing Pacific Studies*, which featured panels of alumni who spoke about career options and further studies.

By involving SPAS alumni in outreach and recruitment efforts, the School can highlight successful outcomes of education in Pacific and Asian Studies, and develop new models for student career pathways. It appears that the UHM offices of undergraduate and graduate education do not conduct exit interviews or track the employment of alumni at intervals after graduation (as happens elsewhere). There is the possibility—through the personal contacts of faculty or the creative deployment of social media like Facebook—to keep contact with alumni through subsequent addresses and jobs. We urge SPAS to try to collate such data where possible, and to make this available in its promotional material. The presentation of photos and bios of successful alumni are not only reassuring to students in the midst of their degrees but can be a powerful recruiting tool. A spectacular example of this is the case of a recent CPIS MA graduate (May 2014) Kathy Dede Nein Jetnil-Kijner, who from 500 individuals worldwide was chosen to represent civil society at the United Nations Climate Summit on 23 September 2014.

**Recommendation:** SPAS leadership, faculty, alumni and student efforts in SPAS could lead to innovative ways to draw in new majors—through more effective internet presence, special events, new certificate or joint programs with professional schools, etc.—and to communicate new or alternative career pathways linked to a SPAS degree. At the same time, financial aid and student support services can be reinforced in order to attract international students, ensure timely degree completion, and enable academic success for non-traditional students.

**VI. Administrative Systems and Staffing**

The Review Committee noted a need for greater channels of communication between members of the administrative staff and Center Directors and among the staff themselves. Administrative staff are reservoirs of important institutional history, for example, and are often acutely aware of student frustrations, scheduling pressure points, and budgetary tensions. Keeping staff informed of curricular changes, upcoming events, and future schedules can serve
to integrate staff more fully into the mission of the School and, more importantly, can avert potential issues before they arise (such as over scheduling or duplication of events, missing requirements, inaccuracies in information, etc.) Whereas it is critical that Directors establish regular meetings with their own staff, it is equally important for staff members in separate but overlapping units to meet as well. Such meetings will allow these personnel to learn from each other and avoid re-inventing the wheel or duplicating efforts.

The Review Team was surprised to learn that certain staff members were tasked with navigating cumbersome fiscal and reporting systems. One staff member, for example, has to use three separate budgeting systems. Each system requires its own set of log-in credentials (passwords, etc.). The likelihood of misplacing passwords and getting locked out of systems is high, and subsequent inefficiency is also high. When queried, the Director of Finance and Accounting noted that currently the System Fiscal Services Office had no plans to move UH Foundation and Research Corporation of UH transactions onto one financial system.

Whereas it may not be possible for the System Fiscal Services Office to be persuaded to move to a universal single key system, it is possible for ASP directors to be more aware of the pressures on staff members. A number of staff members reported that when new systems were introduced they were not given adequate training. In some instances only one person was trained, meaning that everyone else had to rely on that person in using the new system.

Recommendation: Make it possible for administrative staff members across the spectrum of SPAS to meet periodically to share concerns and best practices, which should result in a reduction of inefficiency and contribute toward a sense of shared purpose more broadly throughout the School.

VII. Infrastructure and Technology

Like many public universities, UH appears to face fiscal challenges in maintaining its basic infrastructure. This shows up at SPAS in terms of the less than optimal conditions of basic facilities—such as the rather dingy and cramped state of Moore Hall—and in an awkward and potentially distorted view of what its funding model should be. The Center for Korean Studies—
through the dedicated efforts of faculty, the community, and prominent Koreans (including former President Park Chung-hee)—raised large sums of money for the Center’s building. In addition, $1,000,000 has recently been made available by the People’s Republic of China’s Confucius Institute program to refurbish space to be used by UHM’s Confucius Institute, closely affiliated with the Center for Chinese Studies. Still, the university cannot realistically depend on infrastructural support to come from outside donations. While these can always be a supplemental source of funds, university funds, themselves from varied sources, are conventionally the main conduit for infrastructure maintenance and upgrading.

Some areas of UH infrastructure weakness could be readily improved without major expenditure. For example, the Review Committee heard numerous comments about IT systems, including websites whose maintenance is inadequate and whose content needs revision. This has led to various problems and inefficiencies, precluding effective communications about SPAS both within the School, across campus, and to audiences beyond UHM. Elsewhere in this report we reference difficulties faced by administrative staff in working with multiple financial systems, which we deem detrimental to job performance and morale. A third aspect of technology application consists of strategies for building the SPAS “brand” and sustaining a robust profile on campus and beyond, including among alumni. Social media offer one way to mobilize awareness of SPAS and its impacts.

Recommendation: The Review Committee proposes that SPAS shape a strategy (e.g., through appointing a task force including student representation) to identify needed improvements in IT infrastructure and content, to look for cost-effective ways to update and integrate internet resources across the academic programs and Centers, and to explore effective usage of social media to further the profile and awareness of SPAS globally.

VIII. Comments on Area Centers

In this section we present reflections on the curricular and institutional issues concerning the eight area Centers within SPAS. As different Centers have contrasting staffing and funding systems, we may not have been able to capture the most salient issues within each; the comments
below are based on what we learned in meetings with Center, ASP and CPIS leadership and students. The more detailed section on the Center for Pacific Islands Studies below, with its central role and vital degree programs, reflects the special character and possibilities of this unique component of the School.

**Asia Centers**

The seven Asia Centers within SPAS are a hallmark of the School, assisting the degree programs and contributing to the coordination of regional studies across the campus. According to the Dean’s Executive Summary in the SPAS Self-Study (dated December 2014), all Centers are actively engaged in outreach efforts, service learning courses, and a range of activities with community organizations. The Centers (including CPIS) and SPAS, taken together, reflect the extraordinary diversity of Hawai‘i itself, with native Hawaiian and Pacific Islanders, Asians of Filipino, Japanese, Okinawan, Chinese and Korean ancestry, as well as faculty with Caucasian, Burmese and South Asian backgrounds. Each of the Centers contributes distinctively to the vitality of humanities and social sciences at UHM, and each is integral to the Asia and Pacific ethos and vision of the University.

Funding for the Asia Centers varies, and both state appropriations for UHM and external funds have been significantly reduced in the years since the last review of the School was conducted. Three Centers (Okinawa, Philippines and Pacific Islands) have benefitted from receiving special state budget allocations, while the Korea and China Centers have each had the good fortune of receiving major donor gifts (from the Korean Consulate, the Academy for Korean Studies, and the Confucius Institute). The Japan Center has an endowment of several million dollars to underwrite teaching, support students, and convene conferences.

SPAS has the great distinction of holding three U.S. Department of Education Title VI National Resource Centers in Area Studies. The Southeast Asia NRC (which embraces the Center for Philippine Studies) is the largest Southeast Asia program in the country, and renowned for the vitality of its humanities and performance programs, social science engagement, and robust instructional offerings in multiple regional languages. The China, Japan and Korea Centers together are designated an East Asia NRC, and have leading positions in that arena. Finally, CPIS is the only NRC in the nation awarded funds for Pacific Islands Studies, making this program even more exceptional.
The 2014 national NRC competition resulted in some funding increases for these Centers, along with continued provision of FLAS graduate fellowships. Still, given the 2011 budget cuts of 47% that struck NRCs, the recent increases do not restore prior funding levels for Center staffing and programs. As the 2008 external review noted, a disproportionate share of Center external funding comes through the Title VI program, and that review preceded the recession and severe DOE cutbacks. Given the critical role of the SPAS Centers in attracting, mobilizing and linking affiliate and other faculty across campus who offer literally hundreds of courses with Asian and Pacific content, Title VI funds may be increasingly fragile platform on which to rest the future of SPAS and its Centers.

While external fundraising may offer scattered opportunities to reinforce Center finances, this avenue is less likely to be productive for Southeast Asia and South Asia, where multiple countries are aggregated; frequently governments and private donors want to commit funds only for their own country’s students, rather than supporting a regional program. The Philippine and Okinawa Centers may be able to draw on local heritage communities in fundraising. While the South Asia Center is arguably the weakest in the Asia Group, the South Asian civilizational layers and cultural flows through Asia and the Pacific are by no means peripheral, and new hires with South Asia expertise are helping to build South Asia-related capacities among faculty, which will help build and consolidate activities of the South Asia Center in future. At present we note a concern that students enrolling in the South Asia concentration, including in language courses, may have a difficult time meeting credit requirements given the limited numbers of faculty available to teach relevant courses.

The Review Committee found that the Center for Okinawa Studies is in a vulnerable position and deserves special attention. It should be noted that COS is unique in the United States; the only other institutions dedicated to the study of Okinawa outside of Okinawa are Hosei University and Waseda University, both in Tokyo.

The COS is clearly under-staffed, with a Director who must commute on a part-time basis from UH-West Oahu. Unlike some other Centers in SPAS, COS has no Coordinator or Assistant Director. Nevertheless, COS does have a number of faculty who have developed Okinawa-related content in their teaching. Additionally, COS secured start-up funding for a full-time Librarian for the Okinawan collection, which is an absolutely unique resource, as no
other collection of its kind exists anywhere. This search is underway with expectation of filling the position before the end of the fiscal year.

COS is being held together by Joyce Chinen’s hard work, and the generous support of the CJS. Collectively COS and CJS have put together seminars and colloquia and have published a volume from one such effort. But they cannot continue indefinitely. COS has tremendous potential, given its unique position and the fact that 7.8% of the Hawai’i State Legislature is of Okinawan descent. Positioned as it is between Japan and Taiwan—and not overly far from the Philippines—the COS offers an important link between Japan and other regions of Asia, and also tangentially to other islands in the Western Pacific Ocean.

The Center for Japanese Studies is of course on stronger ground. But, because the next director will be drawn from the current ASP core faculty, CJS and ASP will actually lose courses (due to administrative course reductions and the lack of a new faculty drawn from an external program). This will net CJS and ASP fewer courses overall, and will reduce the number of affiliate faculty in ASP. While SPAS leadership has made this move as a way to save money, it should be recognized that the financial gain will have a negative impact on the number of courses both ASP and CJS can offer students, and will reduce the variety of faculty in the ASP. Finally, the Associate Director of CJS receives only part of her salary from UH. The rest is derived from the NRC funding, and her position in the CJS is therefore vulnerable, underscoring the broader issue for all NRCs of over-reliance on federal funds.

**Recommendation: As a distinctive part of SPAS with important roles across the UHM campus, the Asia Centers should collaborate on a region-wide basis to identify themes for research, student engagement and public programs.** Looking ahead to the future of the Asia Centers, it is also important to consider the positioning of the “traditional” area studies model in the contemporary academy. The challenges of securing adequate funds are short-term ones; a longer-term view also takes account of demographic shifts and globalizing currents affecting knowledge production, mobility and topical interests of those working on area-related subjects. All Centers must be concerned with generational transitions, debates over academic paradigms, and the recasting of area studies more generally.
Center for Pacific Island Studies

CPIS is a small but vibrant part of SPAS focused around education, research and outreach on the Pacific Islands. A global leader in the field of transdisciplinary studies, it has offered an internationally renowned Masters course since 1950 and, since 2011, a BA in Pacific Studies. The BA program has a well-integrated curriculum, and student enrollment numbers are robust and increasing (from 120 in CPIS courses in 2007-8 to c. 400 in 2013-14 after the BA was introduced, with a total of 25 declared majors). The Bachelors and Masters programs are administered and taught with the assistance of some 41 affiliate faculty.

Since it embraces the entire region of the Pacific Islands, CPIS does not have the same issues of regional co-ordination as do the several Asian Centers within SPAS. The Director of CPIS is usually drawn from within its Faculty. At the moment Professor Terence Wesley-Smith acts as the Director of the Centre, Graduate Chair, Principal Investigator of a National Research Centre funded by a Title VI grant and the editor of the flagship journal The Contemporary Pacific. He performs all these roles with great energy and dedication but is seeking to delegate more of these responsibilities to other faculty, as part of succession planning in anticipation of his retirement over the next few years. The appointment of two new faculty in 2014, Dr. Alexander Mawyer and Dr. Moana Nepia, was very welcome and has greatly enhanced the Center’s capacity to offer a diverse array of undergraduate and graduate courses, to maintain research productivity, a stellar publication profile, and an extraordinary number of public events (65 in 2013-4, with 280 speakers).

The curriculum of CPIS reflects a regional and comparative focus inspired in part by the vision of Epeli Hau’ofa, Tongan scholar, philosopher and poet, who challenged the developmentalist vision which diminished the Pacific Islands as small and remote dots in the ocean by stressing the connecting ocean and the world-travelling capacities of Pacific peoples in the ancient voyaging of the past and the globalizing present. This powerfully connected the Pacific Islands and those in the diaspora of the Pacific rim, and dissolved the obdurate dichotomies between the Pacific as “out there” and “in here” in a way which has particular and poignant resonance in the Hawaiian and UH context. That vision suffuses much of the course materials offered at both undergraduate and graduate level. The course offerings by both CPIS and affiliate faculty are diverse and of high quality. They range from the introductory course
Pacific Worlds, which reviews the region, the similarities and diversities among Pacific Islands and explores both historical and contemporary themes, to later courses on the challenges of decolonization and globalization, conflict and resource extraction, on migration and movement, on Pacific communities in Hawaii, etc. The appointment of the two new faculty has enhanced offerings in language and culture, film studies and performance and creative arts. There are hopes of further developing future courses on bio-cultural diversity (connecting questions of dying words and dying species), the challenges of climate change and extractive industries, and the centrality of the creative arts in Pacific resilience and survival. Undergraduates can also choose from about twenty-five other courses regularly offered by other UHM departments. Several Pacific languages (including Hawaiian) are on offer by faculty in the College of Language, Linguistics and Literatures. The undergraduate experience is rounded off with a senior capstone project.

Another distinctive feature of the new undergraduate program is the centrality of service learning, which has connected students to Pacific communities through visits to and volunteering at homeless shelters and community learning centers. This is in line with the broader vision of education at UH Mānoa, and has at times proved challenging and even discomfiting for students. But undergraduate students said they found these immensely valuable in connecting their scholarly studies with work in the world and in forging connections with the diverse Pacific peoples, cultures and languages on the island of Oahu. Dr. Julie Walsh, who as an Educational Specialist is also responsible for undergraduate advising, curriculum development and assessment, has developed this service learning aspect of graduate education. Since its inception the BA program has been keenly involved with UH assessment goals and has acted with speed and critical self-reflection to harmonize its Student Learning Outcomes with broader University wide SLOs. Dr. Lola Quan Bautista has also been crucial in the development of relations with Pacific communities both through her undergraduate teaching and through partnerships with the team at the Multicultural Student Services division of UH Mānoa led by Clement Bautista. Forging relations with schools and colleges and with Pacific communities has not only increased engagement with Pacific Studies but has had a dramatic impact on student recruitment (see below). Such efforts not only contribute to the UH mission of serving underserved minorities but put into practice the centrality of studying the Pacific not just ‘out there’ but ‘in here’ in Hawai‘i.
The overwhelming majority of CPIS students are heritage students: 85% of undergraduates and 70% of graduates. At the undergraduate level the majority have grown up in Hawai‘i, but at the graduate level such students are also drawn from the mainland (primarily the west coast) and from places like Guam and American Samoa. In discussions, graduate students highlighted four distinctive features of their graduate experience. First, they celebrated the sense of comfort they felt in being in cohorts with many “homies”, people both from the islands where they trace ancestry and to other peoples from the Pacific. Second, they celebrated the revelations of learning more about other Pacific peoples, for example Kānaka Maoli and Samoan students stressed how much they learned from courses and their peers about the affinities and differences across the Pacific. Third, students highlighted the flexibility and choice in the Masters program not just because of the course offerings (which gave them a wide selection delivered by both CPIS and affiliate faculty), but because they had a structural choice between Plan A (a thesis option) and Plan B (a portfolio option which might include creative writing and performance alongside scholarly texts and exegeses). Fourth, all graduate students stressed the accessibility and generosity of relations with faculty. Students especially noted the accessibility of the Graduate Chair at the point of admission and subsequently.

Apart from the publications of individual faculty (which include not just books and scholarly papers but documentary films and performances), another important dimension of the work of CPIS is its highly visible role in the publication of Pacific Studies scholarship. This is especially visible in the publications of University of Hawai‘i Press. CPIS is the host of The Contemporary Pacific, which is the premier transdisciplinary journal in Pacific Studies globally. Published twice a year, it is renowned not just for the quality and range of its articles, dialogue essays, regional updates and book and media reviews but for the rigor of its editorial processes and its creative presentation. Another achievement is the Pacific Islands Monographs series, now being edited by Dr. Tarcisius Kabutaulaka. Although UH Press publishes many other monographs and edited collections on the Pacific, this series is a very desirable venue, especially for early career researchers who are looking to have their first books published. Both the journal and UH Press more generally have been an important destination for works by CPIS alumni. Discussions with Michael Duckworth and Pamela Kelley of UH Press highlighted the long and continued vibrancy of the relation between the press and CPIS. The quality of the final products is in large measure due to the superb work of Dr. Jan Rensel as Managing Editor. In
collaboration with faculty and a graduate assistant she has initiated in class writing workshops for undergraduate students and archived online resources on a website called “Yeah, Write”. Similar initiatives to support Masters students in writing are also underway.

The governance arrangements within CPIS seem exemplary, with regular meetings and several dedicated committees focused on personnel, curriculum and student affairs, outreach, and editorial work. Core CPIS faculty and staff serve on these committees alongside affiliate faculty drawn from many departments and professional schools across UH Mānoa. CPIS stresses the importance of the respect for diversity in its ethos and this seems honored not just in the composition of faculty, staff and students but also in the broader character of everyday relations. In general the morale of students, staff and core faculty seemed very high despite the challenges posed by the turbulence in senior leadership and the fiscal difficulties of UH in recent years. Morale among the many affiliate faculty present for the CPIS review was lower, with major concerns expressed about the state of UH Mānoa governance, and external pressures on the university from the state legislature.

The 2008 review recommended greater interaction and integration of the Pacific and Asian Studies dimensions of SPAS. Despite several efforts in this direction (e.g. in the *Moving Cultures* initiative) this has not been achieved and it may be, as the CPIS self-study suggests, because of different visions, histories and pedagogic approaches to area studies. In our view the overall visibility of SPAS and its shared mission does need elevating and there is no doubt that the recently appointed Dean (who for the first time in 20 years is not an interim Dean) has the energy and insight to effect this. But he will need resources and support in that process. However, the integration between the Asian and Pacific parts of SPAS should not be forced at the expense of the equally important question of enhancing the relationships with affiliate faculty in both Asian and Pacific Studies (hence our “dual citizenship” suggestions above). And it does seem that through the federal funding afforded through the several National Resource Centers under the Title VI program) that further interaction is envisaged between the two regions, as with the conference planned for 2018: *Asia in the Pacific, the Pacific in Asia*. 
IX. Conclusion and Recommendations

The 21st century has elevated the prominence of Asia and the Pacific on the world scene as never before. And now more than ever, UH is poised in its position as a “portal” on these crucial regions to educate, guide, and advance learning opportunities that will make its graduates key players on the world stage. As stated throughout our report, the SPAS faculty represents a wide range of talents and expertise rarely matched in the nation. However, to better meet societal and global demands, to continue to draw students to its programs, and to better prepare UH graduates for the job market, SPAS needs to continue striving to enlarge and strengthen its presence on the campus (as noted in recommendations #1, #4, #10); to solidify its financial and administrative foundations (#2, #8, #9); to develop new mechanisms for faculty lines (#2); to tap into key and unique faculty strengths through more curricular development and innovation (#3, #4, #5, #8, #11); and, to improve channels of communication across the campus, within the School and beyond (#6, #7, #8, #9, #10, #11).

The UH Mānoa’s prestige, and its future intellectual contributions, depend centrally on its ability to leverage its critical comparative advantages in studies of Asia and the Pacific. In our opinion, SPAS has admirably exemplified the commitments the University makes to Asia and Pacific subject matter. However, SPAS and the University more generally must seize vital opportunities to realize the potential benefits a strengthened School could produce. While taking into account fiscal constraints, in our recommendations below we point to changes that could address organizational and communication issues currently preventing maximization of the value of SPAS to UH Mānoa. These opportunities to improve an already strong unit--with payoffs to campus visibility nationally and internationally— we deem worth the investment. We wish the senior administration every success in guiding the campus toward such achievements.
Review Committee Recommendations

(1) Mechanisms should be put in place to encourage communication about new initiatives begun outside of SPAS or the relevant center in order to promote more effective integration between SPAS and more of the Asia and Pacific initiatives at UH Mānoa. The UHM faculty leadership for such initiatives should be offered SPAS affiliate status if such status is not already in place.

(2) We propose that SPAS and the VCAA consider pursuing a change in the institutional bases upon which core faculty status is defined and sustained in the future.

(3) SPAS faculty should be encouraged to explore ways in which they can create curricular intersections across ASP and CPIS with intent to offer a multi-vantage point perspective on global problems often viewed both abstractly and implicitly through Western perspectives.

(4) In order to create greater visibility for UH faculty in Asian Studies and for SPAS more generally, we encourage SPAS and the UH Press to explore developing some signature thematic series, perhaps building on the subjects for which new curricular initiatives might also be mounted.

(5) The Review Committee recommends that faculty teaching core courses in ASP meet with the Assessment Officer to devise new strategies for conducting meaningful assessments that will ensure students are achieving the goals as stated.

(6) Given the fact that many students across the spectrum of ASP—from Japan to South Asia—confront similar problems, it would make sense to convene graduate students periodically as a group to listen to shared concerns and work on across-the-board fixes.

(7) Engage SPAS students in discussions of systemic information systems weaknesses and develop responses to these issues through student advising, IT improvements, or coordination with other administrative units.

(8) SPAS leadership, faculty, alumni and student efforts could lead to innovative ways to draw in new majors—through more effective internet presence, special events, new certificate or joint programs with professional schools, etc.—and to communicate new or
alternative career pathways linked to a SPAS degree. At the same time, financial aid and student support services can be reinforced in order to attract international students, ensure timely degree completion, and enable academic success for non-traditional students.

(9) Make it possible for administrative staff members across the spectrum of SPAS to meet periodically to share concerns and best practices, which should result in a reduction of inefficiency and contribute toward a sense of shared purpose more broadly throughout the School.

(10) The Review Committee proposes that SPAS shape a strategy (e.g., through appointing a task force including student representation) to identify needed improvements in IT infrastructure and content, to look for cost-effective ways to update and integrate internet resources across the academic programs and Centers, and to explore effective usage of social media to further the profile and awareness of SPAS globally.

(11) As distinctive components of SPAS with important roles across the UHM campus, the Asia Centers should collaborate on a region-wide basis to identify crosscutting themes for research, student engagement and public programs.