



University of Hawaii at Manoa

Ethnic Studies Program
East-West 4, Room 3D • Honolulu, Hawaii 96822

September 12, 1978

MEMORANDUM

TO: Ethnic Studies Staff

FROM: Program Development Committee (Franklin, Alvin, Alan, Mimi, Davi)

SUBJECT: Proposed ES Three-Year Plan

Attached for discussion by staffs is the proposed three-year plan for the development of the Ethnic Studies Program from 1978-81. The plan includes a statement of perspective and an outline of projected developments in the areas of curriculum and instruction; research and publication; staff development; budget; and community service/outreach for the next three years. Both are to be read and discussed. Deletions, additions, and changes should be suggested, discussed, and reported in the Steering Committee by course representatives. A summary of the course reports will be sent out to all staffs. Also attached for your reference are: a summation of recommendations from the 1977 faculty reports; the President's recommendations which were adopted by the BOR in 1977; a summation of specific objectives outlined in the ES Program review document of 1977; and a summation of Franklin Odo's recommendations in Spring 1978. These were used as resources by the Program development team and the Steering Committee in developing the three-year plan. The President's recommendations in particular are the areas that we will have to pay particular attention to, as these will be the areas that will be looked at closely in the 1981 review.

On August 17, 1978, the Steering Committee met and adopted the following process for development of the three-year plan:

- | | | |
|--|--|---|
| (1) Drafting of the Plan | August 2-31
(now August 2-Sept. 10) | Development team in
conjunction with S/C. |
| (2) Refine Plan--additions,
changes, etc. | Sept. 1-21
(now Sept. 11-25) | Course staffs & S/C. |
| (3) Coordinate meetings w/sectors | Sept. 22-Oct. 7
(now Sept. 25-Oct. 7) | * (a) Education - Mimi
* (b) Community - Dean
* (c) Students - Alvin
* (d) Progressive Honest
Left - Alan (tent.) |
| (4) Hold meetings | Oct. 7-30 | |
| (5) Summation Workshop | Nov. 1-15 | General Program Workshop
w/prior summation &
decisions in staffs |

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*Although the Program development team is principally responsible for coordinating the meetings, committees made up of instructors and lab leaders should work on the preparations. Volunteers will be asked for.

We will still follow the above procedure; however, the schedule for refining the plan by staffs has been changed to September 11, 1978, through September 25, 1978. If more time is needed, it can be extended, but this will allow staffs two weeks for discussions.

If the staffs would like to have clarification on any aspect of the plan, please contact a member of the development team who worked on the plan to meet with the staff to explain and clarify the plan--Franklin, Alan, Alvin, or Davi.

Isulong Ang Pakikibaka!
Forward in the Struggle!
Imua!

Attachments

INTERNAL DOCUMENT

ETHNIC STUDIES THREE YEAR PLAN (1978-1981)

Historical Context

Ethnic Studies courses and programs developed on campuses in Hawaii and elsewhere in the United States in the late 1960's and early 1970's. With few exceptions, traditional institutions and faculty had ill-prepared the students and the general public for that decade of turmoil. It became more critical than ever to understand the confrontation between American foreign policy and national liberation struggles among Third World peoples and the related efforts of various groups to secure social justice within the United States.

Ethnic Studies programs were established only after long and, often, bitter struggles which have yet to run their course. Much of the resistance may be explained by the challenges presented by these new programs including: a) the notion that the population being studied must be centrally involved in determining the nature, parameters, and implementation of the study; b) the idea that research and teaching must be applicable, in broad but readily perceptible terms, to the explications and solution of problems affecting the ethnic community; and c) the assertion that issues facing the ethnic community be defined, in part, by applying the insights derived from analyses focusing on social and economic class lines in society.

Present Setting

Ethnic Studies at UH Manoa is a permanent program. Its struggle for existence and growth has already contributed significantly to the vision of a university more fully dedicated to the search for understanding and social justice and yet these are difficult times for the University and the society in which it must function. The effectiveness of the educational system, adequacy of health care, availability of meaningful employment and housing, direction and scope of population growth and economic development, and quality of life, in general, are all under intense scrutiny. These are all intimately related to issues of race and class in Hawaii, and the Ethnic Studies Program is committed to the research of and teaching about these areas from the perspective of Hawaii's ethnic and working class communities.

The unique and valuable role of integrating the ethnic and working class perspectives into a research, teaching and community work must be done in a setting in which resources continue to be diverted into areas, from agriculture to zoology, serving larger corporate interests at the expense of our communities. The challenges ahead, as a result, are both immediate and substantial. The present 3-Year Plan for 1978-81 is designed to improve the capability of Ethnic Studies to meet these challenges by clarifying our mission and the goals therein.

Goals

The educational mission of the Ethnic Studies Program is identical, in some respects, to that of other departments of the College of Arts & Sciences, and of the University as a whole. We are engaged in research to test and refine various theories which attempt to explain the historical development of Hawaiian society and its contemporary implications. We need to share the results of such research

with colleagues, students, and the larger community through lectures, workshops, conferences, and publications. We hope to train students to use the information and methodologies with care and responsibility. We are unique, however, in establishing ethnicity and class as critical variables to be analyzed in collaboration with the working ethnic communities and for our collective ends. The plan represents our effort to establish priorities within a specific, reasonable timetable.

INTERNAL DOCUMENT

"THE UH MANOA ETHNIC STUDIES PROGRAM THREE-YEAR PLAN (1978-81)" (as proposed for discussion by staff members of the Ethnic Studies Program on September 11, 1978)

The following is a proposal for a three-year plan with major items listed for each academic year. These items fall into five categories: (1) curriculum and instruction; (2) research and publication; (3) staff development; (4) budget; and (5) community service/outreach. It should also be noted that the first two categories (curriculum and instruction and research and publication) are oriented to the community and that the category of community service/outreach are for those special activities, events, or committees that are in addition to and separate from those two categories.

1978-79

1. Curriculum and Instruction

- (a) Design major/certificate program in ES
- (b) Establish committee to examine grades and grading policies in ES. Compiled data should be compared with upper division courses in other departments. (Jan. 1979)
- (c) Design and propose new introductory course in Fall 1978 and possibly teach on experimental basis in Spring 1979.
- (d) Design and propose new seminar course.
- (e) Design and propose topics courses.
- (f) Investigate criteria and process for our courses to be part of the core requirements in Arts and Sciences and other colleges. Start process for inclusion in the core of those courses which meet the criteria.

2. Research and Publication

- (a) Complete manuscripts of course anthologies of the 200-level courses. Course staffs are to complete outline plan for the anthology at the end of Fall 1978 and complete work on it during Spring and Summer, 1979.
- (b) Continue support of OHP
- (c) Expand resource room (especially the slide collection)
- (d) Initiate colloquium series
- (e) Explore possibilities of publishing ES journal

1978-79 (cont.)

3. Staff Development:

- (a) initiate regular series of colloquia in which faculty, lab leaders and community people will participate.
- (b) Design lab leader training workshop for implementation in August 1979.
- (c) Design more rigorous requirements for selection and training of lab leader.
- (d) establish process and criteria for tenure review and select committee who will review the tenure application for Franklin.
- (e) Es 200 will develop a lab manual

4. Budget:

- (a) no substantial changes anticipated in General Fund allocations
- (b) Will apply for specific grant proposals
- (c) will develop justification for increase of FTE allocations in the 1979-80 year. (will compare the FTE to Student per Credit Hour ratios in other departments). Will apply for increase of FTE for 1979-80.

5. Community Service/Outreach:

- (a) set up an ethnic studies community advisory committee
- (b) will conduct series of workshops on the three-year plan
- (c) Hold a communitywide conference

1979-80

1. Curriculum and Instruction:

- (a) teach on an experimental basis the courses proposed in 1978-79
- (b) Apply for permanent status for any new course offered in Spring 1979 and Fall 1979
- (c) Design and propose courses on ethnic groups not yet in our curriculum (e.g. Samoans, Koreans, Portuguese, Puerto Ricans)
- (d) promote co-operation among related programs and departments by developing major/certificate requirements and asking their faculty to co-advise candidates; and encouraging more cross-listing of courses and teaching of appropriate courses in ES.

2. Research and Publication :

- (a) initiate discussions with the UH Press to publish the ES 200 series of anthology readers . Negotiate with manuscripts in-hand.
- (b) Create editorial advisory board for the ES journal and call for manuscripts.
- (c) continue support of OHP
- (d) Expand resource room
- (e) continue colloquium series.
- (f) expand AV holdings

3. Staff Development:

- (a) Implement more rigorous requirements for training of lab leaders. (i.e. taking another 200-level course or another 300-level course)
- (b) Continue colloquium series.
- (c) Franklin will file papers for tenure in Fall 1979 for a Spring 1980 decision

4. Budget:

- (a) increase ES FTE from present 3.05 to 4.5 (+.5)
- (b) continue making specific grant proposals
- (c) solicit funding for the ES journal

5. Community Outreach/Service:

- (a) Continue advisory Committee
- (b) Hold another ES conference(s)

1980 - 81

1. Curriculum and Instruction:

- (a) Complete plans for ES major/certificate Program to be implemented in Fall 1981
- (b) ~~Reduce course credit hours~~ For preparation of the 1981 Review Report :--show reduction of undue reliance on students by counting # of lecture handled by instructor, 1977 to 1981.
 - ~~and~~ articulate more precise set of educational objectives.
 - survey post-graduation statuses of ESP majors.
 - project next six-year development plan including possibility of offering graduate-level courses.

2. Research and Publication:

- (a) publish course anthologies
- (b) publish first issue of ES journal
- (c) continue support of OHP
- (d) continue expansion of resource room
- (e) continue colloquium series.

3. Staff Development:

- (a) continue colloquium series
- (b) arrange for visiting faculty from mainland and other UH departments.
- (c) implement more rigorous criteria for lab leader selection and continue implementation of lab leader training program
- (d) advertise position for second full-time , tenure track position in ESP to be on board Fall 1981.

4. Budget:

- (a) Seek more FTE for 1981-83 Biennium.
- (b) seek specific grant proposals for conferences and journal

5. Community Outreach/ Service :

- (a) continue community advisory committee
- (b) hold major ES conference

For Workshop Planni.. -- August 10, 1978

Summation of recommendations from faculty reports:

A. Curriculum:

- "curricular offerings should be broadened in scope to encompass a variety of approaches to the study of ethnic concern."
- Emphasize production and refinement of instructional materials in building years.
- grading policy should be brought in line with rest of University
- course offerings should be diverse in breadth and scope and more substantive
- increased emphasis should be given on culture and history aspects of courses and equipping students for meaningful community service

B. Students

- Courses should develop topics of wide appeal to students of all ethnic backgrounds in a wide range of academic pursuits including professional schools and programs such as medicine, law, social work, public health and social sciences and humanities
- students majoring in ES should be encouraged to obtain knowledge and experience relating to problems of particular salience to their ethnic communities

C. Faculty

- experienced and qualified director
- full-time ES faculty should have PhD and be engaged in research and publication
- Part-time faculty should continue to be used who have adequate academic training and significant authentic ethnic-cultural living experience
- Director should recruit nucleus of full-time tenurable faculty with PhD or equivalent who are actively engaged in research and publication using split appointments with departments whenever possible

D. Organization

- appoint ESAC
- of 4.5 FTE allocate 2 for full-time and allocate remainder to rest of faculty. (we actually only have 3.75 for 1978-79 so 4.5 would be increase of .75 which would be adequate for raising some appointments to full-time)
- Allocate resources for ES Resource Center to house works collected and/or produced by students and faculty

Workshop Planning -- ge two
August 9

- get more fiscal support
- undergraduates should not be used as classroom instructors
- have specialized advising for students of disadvantaged background

Summation Of The President's Recommendation Adopted By BOR:

Achieve following Goals:

- Broaden curriculum to encompass a variety of approaches to the study of Hawaii's multi-ethnic population and institutions
- In addition to developing strong academic base should maintain and develop significant and appropriate community orientation
- nucleus of tenurable faculty should be recruited with PhD or equivalent actively engaged in research and publication . Use split appointments whenever possible
- utilize part - time faculty with academic qualifications appropriate to their assigned roles and when required an "authentic ethno-cultural living experience"
- program not provide locus of tenure

Remove Deficiencies by:

- ~~--~~ securing director with unquestionable academic and other appropriate qualifications and experience
- increase number and % of faculty with advanced grad education in a division of knowledge with collegiate teaching and research experience, including a greater diversity of educational backgrounds
- improve quality and increase cognitive content of curriculum
- develop close interrelation with other academic programs and avoid duplication with Am Studies, Asian, Pacific, Hawaiian & Philippine studies
- reduce heavy reliance on students for instructional duties
- re-examine current grading policy and practices if it should conform more closely to university practices
- clarify interdisciplinary and multidisciplinary nature of Program
- institutionalize inter-program and interdisciplinary co-ordination and co-operation (complement not duplicate Am Studies, Hawaiian, Asian, Pacific and Philippine Studies
- develop and articulate more precise set of educational objectives and distinguish them from organizational or task objectives

Summation of Specific Objectives outlined in Program Review:

- Curriculum
1. Upgrade current ESP courses by: (a) increasing teaching effectiveness (encouraging staff members to remain in Program for longer periods; encouraging staff to seek more academic training and/or community experience; conducting workshops to help staff members improve lecture style, lab techniques, and multi-media presentation); (b) restructuring 200- level courses to 300-level and 300 - level to 400 - level
 2. Conduct more research: (a) instructional -- aimed at curriculum development
 3. Make ESP courses a part of the core requirements at UHM
 4. Develop new courses at every level (general survey, Samoans, Koreans, seminars, other topics)
 5. Develop a major in ES and a core of ES student majors
- Research
1. Conduct more research: (a) instructional aimed at curriculum development (b) community service and outreach (c) oral history
 2. Develop ESP Resource Room
 3. Actively seek out grant-funding
- Publication
1. Publish additional original materials on Hawaii's people
 2. Journal
- Organizational
1. Broaden links with other educators (at UH, community colleges and high schools) to develop a high quality and effective ESP

Summation of Odo's Recommendations:

Curriculum:

- Develop an ES Certificate Program
- Develop an introductory course and an advanced seminar course
- develop criteria for grading procedures (our own)
- cross-list courses with other departments

Faculty:

- upgrade requirements and training of lab leaders gradually so that control of material, exposure to teaching methodology and experience in working with ethnic communities become accepted elements of the training before becoming lab leader
- Eventually have two full-time faculty in addition to director with additional position counts and conducting nationwide search

- set up visiting , exchange and part-time arrangements with faculty from other parts of the country

Research:

- conduct oral history as part of student projects
- develop a special collection from persons we come into contact with

Publication:

- -- develop an ES Journal
- use colloquium series to present faculty papers

Community:

- develop broad-based community interaction -- have students do field work , training or internship at places such as museum or Chinese Historical Society , etc.
- have colloquium outreach series