MEMORANDUM

March 12, 2010

TO: Mr. Howard H. Karr
Chairperson, Board of Regents, University of Hawai‘i

UNIVERSITY OF HAWAI‘I

HILO

VIA: M.R.C. Greenwood
President, University of Hawai‘i

FROM: Rose Tseng
Chancellor, University of Hawai‘i at Hilo

SUBJECT: Change in Status from Provisional to Established for the Bachelor of Arts Degree in Performing Arts at the University of Hawai‘i at Hilo

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the change of status from provisional to established for the Bachelor of Arts Degree in Performing Arts at the University of Hawai‘i at Hilo. This request was delayed due to the need to reinstate the full Performing Arts faculty roster, following personnel changes that will be resolved by Spring 2010. The search for the instrumental position in music will be concluded in the next month and the UHH Performing Arts Department will then have a full complement of 5.7 FTE faculty to deliver the B.A. in Performing Arts. (APPENDIX A: UH Hilo Performing Arts Faculty Curriculum Vitae and Course Listings)

RECOMMENDED EFFECTIVE DATE:

Upon Approval

ADDITIONAL COST:

The Bachelor of Arts in Performing Arts Degree required no additional cost to implement and there will be no additional cost required upon conversion to established status.

BACKGROUND:

The Performing Arts Department previously offered only a Bachelor of Arts Degree in Music and a Certificate in the Performing Arts. Over a thirteen year period beginning in 1990, thirty-six students earned a music degree and ten students earned the performing arts certificate. Several of those music majors continued their studies and earned teaching credentials. Additionally, thirty students submitted and were approved for Liberal Studies Degrees emphasizing other areas of the performing arts during this time period. Two students who received Liberal Studies Degrees in drama continued on to earn the Ph.D. and four others earned Master’s degrees in drama at other institutions.

The increase of interest in areas besides music, i.e., dance and the performance and technical aspects of drama, led the Performing Arts Department to formulate a Performing Arts major that is inclusive of dance, drama, and music. The B.A. in Performing Arts was approved by the Board of Regents, with the first degree conferred in Spring 2004. A total of forty-three students have since graduated with the Performing Arts Degree: ten in dance; twenty-four in drama performance; and nine in music. One Certificate in Performing Arts was conferred in 2006. While no students have graduated in the Technical Theatre Concentration, there are four students currently studying technical theatre as their major track.

The Performing Arts Department is guided by a three-fold mission:

1. To serve the University of Hawai‘i at Hilo with general education and service courses;
2. To provide an academic major in the Performing Arts, with four individual specialty concentrations in dance, drama performance, music, and technical theatre;

3. To contribute to the cultural life of the University of Hawai‘i at Hilo and Hawai‘i Island through artistic performances and offerings in music, drama, and dance, through public lectures, and through related professional activities.

The Bachelor of Arts Degree in Performing Arts was designed to allow students to combine a strong liberal arts background with rigorous training in a specific concentration. It was expected that graduates with a B.A. Degree in Performing Arts could choose a variety of paths to continue their work post-matriculation:

- Performers could work in arts communities on the Island of Hawai‘i and in the State of Hawai‘i in community theatre or community musical organizations or dance companies;
- Potential teachers could enter the University’s Teacher Education Program;
- Those seeking graduate degrees could enter master and doctoral programs that could result in the receipt of a Master of Arts, Master of Fine Arts, Doctor of Philosophy, or Doctor of Musical Arts;
- Others wishing to take leadership in recreational settings could draw upon the foundation they received in all three of the performance areas to be able to shape programs addressing the arts.
- Lawyers, politicians, and other professionals could develop their public speaking skills to enhance their delivery in courtrooms and public forums and could major in the Performing Arts to achieve these goals.

**CURRICULUM:**

The Performing Arts require persistent and non-ending efforts on a daily basis to maintain skills and advance to higher levels of expertise. Unlike other areas of study where knowledge can be accumulated in one semester of concentrated work, the arts require accumulation of skills over time. Repetition and coaching are hallmarks to ensure success in all the performance areas.

It was anticipated that students in the program would need a wide range of training at the lower division level to solidify their skills in their chosen performance medium. That training would be followed by advanced study that would broaden students’ exposure to the demands of performing at more advanced levels.

It was decided that performing artists need to be exposed to all the areas of the arts to enable them to make informed decisions about the variables that affect their performance outcomes. To accommodate this philosophy, the Performing Arts Core was created that covered all four disciplines, allowing students to gain appreciation of the staging, performance demands, and technical requirements vital to performing arts experiences.

The Performing Arts Core centers on the four concentrations which reflect the diverse occupational facets of the performing arts: dance, drama performance, music, and technical theatre. Since granted provisional status, the core curriculum for the Bachelor of Arts Degree in Performing Arts was strengthened to 20 credits, representing courses from each of the areas of concentration. The decision to expand the initial 16-credit core came as a result of input from the most recent addition to the Performing Arts faculty, a technical theatre specialist, whose work at other institutions informed his recommendations.

1. **Required Performing Arts Major Core Courses**

   1. DNCE 151 (2) Dance Techniques
   2. DNCE 251 (3) Introduction to Dance
   3. DRAM 171 (2) Stage Techniques
   4. DRAM 271 (3) Introduction to Theatre
   5. DRAM 280/280L (4) Basic Stagecraft
   6. MUS 160 (3) Introduction to Music Literature
   7. MUS 180 (3) Elementary Music Theory

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Beyond the core, students are required to select an Area of Emphasis from one of four tracks:

**Dance Emphasis, totaling 58-60 credits**

Dance training requires concentrated and continued effort in the acquisition, maintenance, and refinement of body flexibility and strength. The fundamental core of all dance training is provided by experiences in dance techniques classes. Additional foci include choreography, dance ensemble, dance in education, and areas of specialization. Because this program requires that the student complete 37 semester hours in lower-division courses, Dance Concentration majors are approved for a reduction in upper-division requirements to 23 semester hours.

**Drama Performance Emphasis, totaling 44-47 credits**

The Drama Performance Concentration focuses on actor training, style study, understanding the tools of technical theatre as they relate to performance, and final training in areas of specialization, such as directing, musical theatre, drama in education, or the more academic study of drama via literature. Because this program requires the student to complete 25 semester hours in lower-division courses, Drama Performance Concentration majors are approved for a reduction in upper-division requirements to 35 semester hours.

**Music Emphasis, totaling 65-71 credits**

The Music curriculum offers courses which reflect traditional methodology as well as current trends in today’s musical world. Focused performance capability and strong academic achievement are significant goals for all Music concentration students. Upper-division specializations may include performance, theory, composition, or musicology. Because this program requires the student to complete 38 semester hours in lower-division courses, Music Concentration majors are approved for a reduction in upper-division requirements to 22 semester hours. No more than 12 ensemble credits, however, may be applied toward the upper division total.

**Technical Theatre Emphasis, totaling 47 credits**

The Technical Theatre emphasis focuses on basic art and design techniques, makeup, costuming, set and lighting design, and final training in areas of specialization, including stage management, theatre design, lighting design, and the use of computer programs that aid in design. Because this program requires the student to complete 25 semester hours in lower-division courses, Technical Theatre Concentration majors are approved for a reduction in upper-division requirements to 35 semester hours.

All students are required to complete a Senior Project in their final year that is a culmination of their studies. The Project is designed and executed by the student under careful review and assistance of the Performing Arts faculty. (APPENDIX B: Performing Arts Degree Requirements, by area of emphasis)

**RESOURCE REQUIREMENTS:**

The Bachelor of Arts in Performing Arts Degree required no additional cost to implement and there will be no additional cost required upon conversion to established status.

**STUDENT ENROLLMENT, GRADUATION, AND EMPLOYMENT**

Because of the implementation of the Performing Arts B.A. degree option, an all-time high of 60 majors was documented in Spring 2009. At present, fifty-six majors are enrolled, an increase of twenty-three students since degree approval. Twenty-four of Spring 2010 majors are emphasizing drama performance; nineteen are in music; nine are in dance; and four are pursuing technical theatre.

Information collected on graduates indicates the following (APPENDIX C: Status of Graduates). In summary:

- Number of graduates continuing in or applying to graduate programs in the performing arts – 6
- Number of graduates working in performing arts fields - 15
- Number of graduates continuing in other areas of study – 6
- Number of graduates working in other fields – 2
ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the change of status from provisional to established for the Bachelor of Arts Degree in Performing Arts at the University of Hawai‘i at Hilo.

SELF STUDY FOR THE BACHELOR OF ARTS DEGREE IN PERFORMING ARTS AT THE UNIVERSITY OF HAWAI‘I AT HILO.

1. Is the Performing Arts B.A. degree program organized to meet its objectives?

One of the advantages of the UH Hilo Performing Arts program is the core curriculum that fosters exposure for all students, regardless of their specialization, to the four major areas encompassing the performing arts. Building from that foundation, majors continue their training in a specific concentration, semester by semester, to senior performance levels. The Senior Project is the capstone effort wherein students design a performance project or present evidence of scholarly research in their area of focus. This experience is intended to simultaneously represent a culmination of studies and an exploration of pathways to future endeavors. It is noted that the Senior Project in its present configuration is exceptional in undergraduate education for allowing the possibility to design a performance from inception to fruition, a challenge often only relegated to graduate study.

2. Is the Performing Arts B.A. program meeting its learning objectives for students?

Feedback from currently enrolled Performing Arts majors and recent graduates has indicated a high degree of satisfaction with the Performing Arts B.A. degree program. Standard course evaluations, a survey during a meeting for majors, and on-going discussions with students indicate that students appreciate the organization of the Performing Arts major. The Senior Project has become a definitive means to gauge the effectiveness of the training and education received at the freshman, sophomore, and junior levels. Since it is meant to be a culminating activity that reflects how students hope to apply their training once matriculated, each step of the process becomes a microcosm of the effectiveness of the program in preparing students for real-life experiences in the performing arts. Senior projects have included:

- Original choreography and performance of choreographed pieces in the Great Leaps Dance Concert in styles ranging from jazz, to modern, aerial, belly dancing, and hip hop, often utilizing other dancers in company fashion;
- A recital of solo and choral music, with proceeds donated to the local Food Bank;
- Lead roles in fully-staged, full-length dramas and musicals, often with research done on acting styles appropriate to the content of the production;
- Directing an outdoor Shakespeare production in auteur style;
- Co-directing an afterschool drama program for middle school students that culminated in a public performance;
- Producing and performing in an evening of musical offerings at the Mauna Kea Visitor Center;
- Composing and writing the libretto for a full-length musical and performing a staged reading of the musical;
- Writing and performing solo performance arts events that are autobiographical and utilize multi-media;
- Adaptation and staging of a graphic novel into a fully-conceived theatre production, approved by the internationally-recognized author and including public events featuring the author and his work;
- Composing a number of musical works for the guitar, to be played at the end-of-semester instrumental concert;
- Writing and staging a dinner theatre presentation, open to the public, in the format of a 1940’s murder mystery.

Additionally, three students this year produced royalty musicals and plays for the public: Wonderland!, a modern re-telling of Alice in Wonderland which included high school performers; Reefer Madness, the satirical musical about marijuana staged at an arts center in downtown Hilo; and 9 Parts of Desire, a poignant show featuring the stories of women affected by the war in Iraq. These efforts required understanding the process of producing performances from royalty arrangements; through casting and rehearsal; arranging creative staff; designing and building costumes, scenery and lighting; and finally, public performances.

3. Are the Performing Arts B.A. program resources adequate?

No additional resources have been required for the implementation of the B.A. degree or are needed over the next 5 years beyond that required by the existing Performing Arts program. Our total major count has increased since the inception of the degree, but our existing projected faculty profile, once the instrumental position search is completed, will be sufficient to deliver the major program.
The existing UHH facilities are adequate for the continuing delivery of the Performing Arts Degree.

4. Is the Performing Arts B.A. program efficient?
The Performing Arts program continues to offer a wide variety of courses and a wide range of professional performance experiences to the UHH community, with a small core of dedicated faculty. Beyond the current 4.7 FTE faculty, lecturers from the pool of professional Hilo musicians occasionally are employed to supplement the core offerings, as needed. Once the full time position in instrumental music is filled (beginning Fall 2010), even fewer lecturer hours will be required to deliver the major, thus increasing efficiency. These offerings support the mission of the Performing Arts Department and the UH Hilo academic mission.

Faculty themselves see the value of serving as role models and use their creative endeavors to inspire the students enrolled in the program. The faculty all perform in professional venues, as soloists in vocal and instrumental concerts; stage directors, choreographers, dancers, and actors in professional and community productions; and as professional advisors to art and cultural organizations such as the Kona Historical Society, the Hawai‘i Concert Society, The Big Island Dance Council, the East Hawai‘i Cultural Council, The Palace Theatre, and the Hilo Community Players. Professional performance undertakings by the faculty include:

- Dr. Matthew Howell conducting the University of Hawai‘i at Hilo Symphony Orchestra, featuring faculty, student, and professional musicians;
- Professor Jacquelyn Pualani Johnson creating the title role in The Public Theatre, New York City, staged reading of Victoria Nalani Kneubuhl’s play, Ka‘ahumanu during the Native Theatre Festival, with UH Hilo Performing Arts graduate, Pilialoha Nathaniel, flown in from California to appear in a secondary role upon the recommendation of UH Hilo faculty;
- Dr. Richard Lee touring British Columbia with a Celtic music ensemble, which culminated in the production of a CD and on-going performances with the local Jazz Mele performance group, with students invited to perform regularly;
- Ms. Celeste Staton’s creation of dance pieces that received Hawai‘i State Choreographic awards, performed at the UH Hilo Performing Arts Center and the Leeward Community College Theatre;
- Mr. Patrick Kelly’s receipt of a Hawai‘i State Theatre Po‘okelo Award for Stage Lighting.

Additionally, the faculty spend countless hours outside of class time working directly with students in rehearsals. In this way, students get an array of personal instruction beyond the classroom, with faculty serving as role models of professional work in the field. A typical 6-week rehearsal period to produce the annual mainstage musical, for example, entails nightly and weekend rehearsals for the faculty who serve as stage director, musical director, choreographer, and design and technical staff. At every juncture in the process, students work side-by-side with the faculty as performers; assistants in stage management; design and construction of costumes, scenery, lighting, and stage makeup; and running the show as crew members on stage. This direct link between faculty and students has provided undergraduates at UH Hilo with an edge when applying to summer programs in the arts and finding work after graduation. Employers have remarked that UH Hilo students are savvy about the demands of working in professional settings. They know that UHH students know the vocabulary of the arts, behave professionally and with integrity, and are knowledgeable about their craft.

One of the long-term goals of the Performing Arts Department is increasing the major count to maximize efficiency of course delivery. On-going recruitment efforts that include high school visitations and performances are a fundamental aspect of our faculty expectations and will be undertaken by the new faculty member in instrumental music and continued by existing faculty. Additionally, an effort is underway to change the instructorship in technical theatre to an APT position to truly reflect the position duties and allow the technical offerings to continue servicing the dance, drama performance, and music requirements. While very few students choose the technical theatre emphasis, the program is vital in the other areas because of performance needs in dance, drama, and music and effectively prepares students for professional work as technicians. Two of the technical theatre emphasis students have applied to summer stock productions on the continent for work as electricians, costumers, and crew members. This follows a tradition that was in place before the Performing Arts Degree wherein a number of students taking technical theatre courses at UH Hilo were employed in the summer at the highly respected Colorado Shakespeare Festival. The third technical theatre major returns to Japan in the summer to work with professional stage crews. The final student on this track is applying to study abroad through the Global Student Exchange program.

5. Evidence of Performing Arts B.A. program quality?
The Performing Arts Center, although over thirty years old, is a self-contained, working laboratory for students in the Performing Arts Department. It serves as the locus for island-wide Performing Arts training and performances, including
national and international touring productions regularly staged in a year-round season. Our students are exposed to top-notch professionals and are often given the chance to work with professionals during the regular school year. Concerts, master classes, workshops, lecture/demonstrations, and one-on-one sessions with artists-in-residence are consistently offered to majors. For example:

- Week-long residency with international opera star, Stephen Salters, including vocal training, body work, and a culminating performance;
- Pianist master class with New York City classical pianist Xiayin Wang, well-attended by students, faculty, and community members;
- Workshop performance with the international Indian music duo Shringara Nepal;
- Invitations to play in the University of Hawai‘i at Hilo Symphony Orchestra along with professional musicians from the campus and community state-wide;
- Workshops with international performers who appear at the Performing Arts Center and provide educational sessions with students, such as the Black Grace Dance Company and the actors from the puppet production of Ko‘olau, touring the state of Hawai‘i;
- Opportunities to work with professional actors who appear in UHH productions, such as Amadeus, where UHH graduate Eric Stack, drama teacher at Kamehameha Schools, Hawai‘i, returned to the stage in the lead role;

Students are urged to participate in community arts events, as well, often appearing with UHH faculty in community theatre productions in lead roles, as featured soloists in concerts, and in dance ventures as company members and featured dancers. Students who participate in this manner have made favorable impressions on producing organizations for having an understanding of the commitment needed to carry out projects and the attitude of cooperation that makes the process enjoyable for all involved. These attributes are nurtured in students from the beginning of their training via the curriculum covered in the Performing Arts Core courses, through the upper division requirements for the degree. The faculty know that the teaching of skills must always be balanced with instruction in performance etiquette and the modeling of an appropriate professional demeanor for a performer.

A boon to the theatre program was the hiring of the new Performing Arts Center manager, Ms. Lee Dombroski, since her background included 25 years as a professional costumer with the Colorado Shakespeare Festival and the Seattle Children’s Theatre. Ms. Dombroski took on the teaching of the stage costume class in Fall 09, as a gratis contribution to the drama performance track. As a result, students were able to work with one of the best in the field on the period production of Amadeus. Their understanding of the costuming craft was heightened and a number of students have indicated an interest in continuing their costuming studies as a result. Ms. Dombroski has continued her contribution to the costume shop by serving as the costume manager for the upcoming spring musical, Seussical, leading a five-student costume staff in designing and constructing the sixty costumes needed for the show.

6. Are the Performing Arts B.A. program outcomes compatible with objectives?

The Performing Arts Department believes in training students to progressively challenge themselves within their chosen arts area. Courses are designed to introduce students to the theory and application of the arts at the freshman level, then continue with training at more challenging levels each and every year. The Senior Project allows the faculty to judge the quality of learning in the final academic year since students must conceive an original idea, plan details conceptually and practically, then organize and carry out the project, with faculty monitoring progress along the way. An evaluation session is held once the project is complete that solicits input from all involved in the project and allows faculty to judge the extent of the student’s learning and the ability of the student to succeed in the field. (APPENDIX D: Senior Project Proposal Form)

7. Are the Performing Arts B.A. program objectives still appropriate functions of the college and university?

The primary mission of UH Hilo is to offer high quality undergraduate liberal arts and professional programs. Hands-on learning and leadership opportunities that encourage close student-faculty interaction and collaboration is expected. The students in performing arts at UHH can be assured that they will receive practical training in the arts because hands-on training is the means to ensure development of performance skills. Each class taught has a component that includes direct application of theory, such as performing in a convocation for those enrolled in voice classes and applied music instrumental training; playing in an instrumental ensemble in an end-of-semester student concert; dancing in the public dance showcase, Great Leaps, at the end of each semester; appearing in a public performance for beginning actors that features group scene work; participating in crew work for backstage technicians in lighting, scenery, and prop construction; designing and executing stage makeup for...
The University’s Strategic Plan also notes the fact that UH Hilo is a diverse campus and the Performing Arts Department reflects that fact, with students from all districts of Hawai‘i island; all islands in the state of Hawai‘i; the continental United States; Canada; Japan; Korea; Samoa; and Taiwan. Often, the repertoire and dramatic material used for student performances focus on the home countries of students from elsewhere than our archipelago. This choice allows for cultural exchange and understanding as a compliment to the largely Western-based range of plays, musical compositions, and dance inspirations utilized in the Department.

An effort is in progress to formalize connections with institutions beyond the UH Hilo campus, as well, to enrich the learning that is occurring at UH Hilo. The University of Guam, a peer institution to UH Hilo, invited drama professor and Performing Arts Department Chair, Jackie Pualani Johnson, to participate in two WASC reviews at the Mangilao campus in 2009 – 2010. Professor Johnson traveled to Guam in March 2009 for an on-site visit that focused on evaluating a major production of the theatre arm of the Guam Fine Arts Program. The visit included meeting with faculty and administrators, evaluating facilities, and interviewing students as a prelude to serving as an external reviewer for the UOG Fine Arts Program Review in January 2010. As a result of this professional service opportunity, discussions took place about exchanges between the sister institutions. For instance, opportunities became evident for evaluation of indigenous playwriting efforts at UOG. Additionally, a preliminary meeting was held in Hilo recently to discuss the formation of an Island Theatre Festival that would take place at the University of Hawai‘i at Hilo in two summers, with invitations to participate planned for programs such as the theatre department on Guam.

The newest member of the UH Hilo faculty hired in Fall 2009, Dr. Matthew Howell, whose academic research is in the field of Japanese choral music, has made contact with Tokai University on O‘ahu with the hope of an exchange program for musical ensembles with the home campus of that university in Japan. Dr. Howell also has begun work on establishing a Hawai‘i chapter of the National Association of Teachers of Singing, with leadership housed at UH Hilo, to organize and formalize the standards used by voice teachers on the island and throughout the state and unify efforts to provide professional level pedagogy to island singers.

**SUMMARY**

The faculty believe that the UH Hilo Performing Arts Department is the leader of arts education and programming on the Island of Hawai‘i. The creation of the Bachelor of Arts in Performing Arts degree has enhanced the overall efficiency of the Performing Arts Program at UHH by significantly increasing both the number of Performing Arts majors and the number of Performing Arts graduates in the short time since implementation as a provisional degree. Both the faculty and the students within the Performing Arts Program are pleased with the new degree track and the range of training it provides. The new degree had no initial implementation costs and there are none for the foreseeable future. A high percentage of graduates from this program have gone on to work in the field. The conversion of the Bachelor of Arts in Performing Arts degree from provisional status to an established degree program is requested as the way to continue training performers and teachers of dance, drama, and music who can service the arts on the Big Island, the State of Hawai‘i and beyond.

**APPENDICES, attached as separate documents**

APPENDIX A: UH Hilo Performing Arts Faculty Curriculum Vitae and Course Listings

APPENDIX B: Performing Arts Degree Requirements, by area of emphasis

APPENDIX C: Status of Graduates

APPENDIX D: Senior Project Proposal Form

APPENDIX E: Statistical Research from Institutional Research Analyst
Performing Arts–Dance Concentration Requirements
for the Bachelor of Arts Degree

1. Required Performing Arts Major Core Courses
   1. DNCE 151 (2) Dance Techniques
   2. DNCE 251 (3) Introduction to Dance
   3. DRAM 171 (2) Stage Techniques
   4. DRAM 271 (3) Introduction to Theatre
   5. DRAM 280/280L (4) Basic Stagecraft
   6. MUS 160 (3) Introduction to Music Literature
   7. MUS 180 (3) Elementary Music Theory

2. Required Courses in Dance
   0. DNCE 160, 260, 360, and 460 (12) Ballet I, II, III, and IV
   1. DNCE 180 and 280 (6) Jazz Dance I and II
   2. DNCE 190 and 290 (6) Modern Dance I and II
   3. DNCE 371(3) Choreography OR DNCE 401 (3) Dance Ensemble
   4. DNCE 419 (3) Dance in Education OR DNCE 450 (3) History of Dance
   5. DNCE 494 (2) Special Topics: Choose TWO courses from the following:
      1. Alexander Technique
      2. Ethnic Dance
      3. Folk Dance
      4. Conditioning for the Dancer
      5. Improvisation
      6. Musical Theatre Techniques
      7. Notation
      8. Tap Dancing, etc.
   6. DNCE 499 (3) Directed Studies: Senior Project

3. Required Course in Drama: Choose ONE course from the following:
   0. DRAM 340 (3) Stage Makeup
   1. DRAM 350 (3) Stage Costume

4. Required Course in Music: Choose ONE course from the following:
   0. MUS 102 (2) University Chorus
   1. MUS 123 (1) Voice Class
   2. MUS 125 (1) Piano Class
   3. MUS 402 (2) Instrumental Ensemble
   4. MUS 404 (2) University Showcase Singers
   5. MUS 406 (2) Chamber Ensemble
Performing Arts–Music Concentration Requirements for the Bachelor of Arts Degree

1. Required Performing Arts Major Core Courses
   1. DNCE 151 (2) Dance Techniques
   2. DNCE 251 (3) Introduction to Dance
   3. DRAM 171 (2) Stage Techniques
   4. DRAM 271 (3) Introduction to Theatre
   5. DRAM 280/280L (4) Basic Stagecraft
   6. MUS 160 (3) Introduction to Music Literature
   7. MUS 180 (3) Elementary Music Theory

2. Required Courses in Music Theory
   0. MUS 185-185L (4) Music Theory I with Lab
   1. MUS 186-186L (4) Music Theory II with Lab
   2. MUS 285-285L (4) Music Theory III with Lab
   3. MUS 286L (1) Music Theory IV Lab
   4. MUS 385 (3) 20th Century Composition Techniques

3. Required Courses in Music History
   0. MUS 365-366 (6) History of Western Music (two semesters)

4. Required Courses in Applied Music
   0. MUS 135 (1) First-Level Applied Music
   1. MUS 136 (1) First-Level Applied Music
   2. MUS 235 (1) Second-Level Applied Music
   3. MUS 236 (1) Second-Level Applied Music

5. Required Piano Proficiency (Choose ONE combination below for 2 semester hours:)
   0. MUS 125-126 (2) Class Piano I and II
   1. MUS 123-124 (2) Elementary Voice Class I and II (for pianists)

6. Required Performing Ensembles (Choose from courses listed below for a minimum of SIX SEMESTERS. A maximum limit of 12 performing ensemble credits may be applied toward the upper division total:)
   0. MUS 102 (2) University Chorus
   1. MUS 402 (2) Instrumental Ensemble
   2. MUS 404 (2) University Showcase Singers
   3. MUS 406 (2) Chamber Ensemble

7. Required Upper Division MUS Electives: Choose THREE courses from the following list: (9)
   0. MUS 349 (3) Orchestration
   1. MUS 390 (3) Choral Conducting
   2. MUS 391 (3) Instrumental Conducting
   3. MUS 462 (3) Choral Music
   4. MUS 485 (3) Form and Analysis
   5. MUS 487 (3) Counterpoint
   6. MUS 494 (3) Special Topics in Musicology
   7. MUS 499 (3) Directed Studies: Senior Project
Performing Arts–Drama Performance Concentration
Requirements for the Bachelor of Arts Degree

1. **Required Performing Arts Major Core Courses**
   1. DNCE 151 (2) Dance Techniques
   2. DNCE 251 (3) Introduction to Dance
   3. DRAM 171 (2) Stage Techniques
   4. DRAM 271 (3) Introduction to Theatre
   5. DRAM 280/280L (4) Basic Stagecraft
   6. MUS 160 (3) Introduction to Music Literature
   7. MUS 180 (3) Elementary Music Theory

2. **Required Courses in Drama**
   0. DRAM 221 and 222 (6) Beginning Acting I and II
   1. DRAM 321 (3) Styles of Acting OR DRAM 322 (3) Acting Shakespeare
   2. DRAM 340 (3) Stage Makeup OR DRAM 350 (3) Stage Costume [see Note 5 below]
   3. DRAM 419 (3) Drama in Education OR DRAM 421(3) Acting Troupe
   4. DRAM 430 (3) Directing (3) OR DRAM 490-490L (4) Lyric Theatre with Lab
   5. DRAM 499 (3) Directed Studies: Senior Project

3. **Required Course in Music**: Choose ONE course from the following:
   0. MUS 102 (2) University Chorus
   1. MUS 123 (1) Voice Class
   2. MUS 125 (1) Piano Class
   3. MUS 402 (2) Instrumental Ensemble
   4. MUS 404 (2) University Showcase Singers
   5. MUS 406 (2) Chamber Ensemble

4. **Required Course from a Related Field**: Choose ONE course from the following:
   0. DRAM 390 (3) Survey of Drama Literature
   1. ENG/DRAM 318 (3) Playwriting
   2. ENG/DRAM 483 (3) Modern Drama
   3. ENG 461 or 462 (3) Shakespeare (either semester)
   4. PSY 320 (3) Developmental Psychology
   5. PSY 321 (3) Psychology of Personality
   6. PSY 324 (3) Abnormal Psychology
Performing Arts–Technical Theatre Concentration
Requirements for the Bachelor of Arts Degree

Major Requirements (and Assigned Credits)

1. **Required Performing Arts Major Core Courses**
   1. DNCE 151 (2) Dance Techniques
   2. DNCE 251 (3) Introduction to Dance
   3. DRAM 171 (2) Stage Techniques
   4. DRAM 271 (3) Introduction to Theatre
   5. DRAM 280/280L (4) Basic Stagecraft
   6. MUS 160 (3) Introduction to Music Literature
   7. MUS 180 (3) Elementary Music Theory

2. **Required Courses in Art**
   1. ART 121 (3) Beginning Drawing
   2. Choose ONE course from the following ART courses:
      1. ART 122 (3) Beginning Painting
      2. ART 124 (3) 3-Dimensional Design
      3. ART 270 (3) Aspects of Western Art
      4. ART 280 (3) Aspects of Asian Art

3. **Required Courses in Drama**
   1. DRAM 340 (3) Stage Makeup
   2. DRAM 350 (3) Stage Costume
   3. DRAM 364 (3) Advanced Theatre Practicum
   4. DRAM 380 (3) Theatre Design
   5. DRAM 480 (3) Stage Management
   6. DRAM 494 Special Topics (4 credits)
   7. DRAM 499 (3) Directed Studies: Senior Project
Number of graduates continuing in or applying to graduate programs in the performing arts – 6

Marilyn Bayer (Music ‘09) – Applied to graduate program in voice

Elyse Cabanas (Dance ‘08) – Enrolled in graduate study in Dance in Florida????

Alethea O’Toole (Drama Performance ‘07) – Applied to graduate film school in Los Angeles

Amy Day (Drama Performance ‘07) – Graduate study in theatre on mainland

Nichole Gaskill (Dance ‘07) - Continued in the Masters program in Choreography at Roehampton University in the United Kingdom

Chris Ramos (Music ‘06) – Further music study in San Francisco

Number of graduates working in performing arts fields - 15

Akira Tanaka (Drama Performance ‘09) - Works at Mauna Kea Observatory, where responsibilities include monthly music programming

Jessica Takayama (Drama Performance ’09) – Freelance stage directing

Andrea Manganaro (Drama Performance ’09) - Freelance actress in movies

Deborah Swartz (Dance ‘08) – Dance instructor, choreographer, and actress in Colorado

Sandy Carvalho (Music ’08) - Completed Teacher Education Program, now teaching in public schools on Island of Hawai’i

Christopher Texeira (Dance ‘07) – Dance instructor and professional dancer in Los Angeles

Lisa Lilja (Music ’07) – Professional musician with Hawai’i County Band and teacher of studio music

Lauren Klopp (Dance ’06) - Danced in Seattle, Washington; going back to school in viticulture and working at the family winery in CA.

Kekoa Graham (Drama Performance ’06) – Freelance videographer

Lisa Casady (Drama Performance ’06) – Radio announcer, professional model

Puakahiki Lauano (Drama Performance ‘06) – Drama teacher in Hawaiian Language Immersion Schools

Valery Richardson (Dance ’05) - Living and dancing in the United Kingdom

Kimberly Carvalho (Dance ’05) - Current President of the Big Island Dance Council, working in Hilo

Felix Lahme (Drama Performance ‘04) – Freelance movie producer in Los Angeles

Heidi Van der Veer (Music ‘04) – Professional opera singer and owner of Van der Veer Music and Performing Arts Studio in Monterey, California, appearing in the Carmel Bach Festival
Number of graduates continuing in other areas of study - 6

- Justine Thompson (Drama Performance ‘09) – enrolled in culinary arts program at HCC; freelance directing and costuming
- Rachel Klein (Dance ‘07) – Chiropractic School, with hopes of focusing on dance injuries
- Mimi Tincher (Drama Performance ‘07) – UH Hilo Teacher Education Program, Elementary Education
- Joyce Stevens (Drama Performance ‘06) – Chaminade University Master’s Program in Education; teacher at Connections Charter School
- Karen Finneran-Swatek (Certificate in Performing Arts ‘06) – Doctoral program in Educational Administration at UH Manoa
- Benjamin Miller (Music ‘04) – graduate study in English in Colorado

Number of graduates working in other fields - 2

- Katie Lambert (Drama Performance & Business Administration ‘09) – opened her own business, Aloha Natural Cleaning Service; also works as freelance actress
- Laura Lindbergh (Drama Performance ‘08) – living and working in daycare in Los Angeles
CHECKLIST
FOR SUBMITTING
SENIOR PROJECT PROPOSAL
AND DIRECTED READING & RESEARCH (499)

___ Meet with Faculty Advisor during Early Advising in semester prior to your Senior Project to discuss your project in detail.

___ See Department Chair for Performing Arts Senior Project Proposal Form.

___ Download and prepare Directed Reading & Research Form for 499 Course, 3 credits, from The Office of the Registrar UHH Site.

___ Meet with Advisor to review and sign completed Directed Reading & Research Form and Senior Project Proposal. Completed, signed forms are submitted in hard copy to the Department Chair who circulates forms for voting by faculty.

___ Performing Arts Faculty ask for further information on the project OR proceed to vote; If approved, Department Chair notifies student by e-mail.

___ Approved Directed Reading & Research Form is taken by student to the Records Office for entry into Banner; Senior Project Proposal is filed in Department Office.

___ Copies of the approved Senior Project Proposal are provided by student to all personnel involved in the project and to the management of the facility where project will take place.  
(Note: See the UHH Performing Arts Center manager, Lee Dombroski, for further paperwork if project will be held in that facility.

___ Student goes on line to register for 499 course on Banner, with appropriate alpha, i.e., Dance 499, Drama 499, Music 499, during the Early Advising period.

___ In the semester that the Senior Project takes place, the student will participate in the weekly Capstone Course for Seniors, a requirement for those students enrolled in the 499 Senior Project. See the Department Chair for details. Course location and time TBA.

DUE:
MARCH 1 OF PRIOR SEMESTER FOR FALL PROJECTS
NOVEMBER 1 OF PRIOR SEMESTER FOR SPRING PROJECTS;
PERFORMING ARTS DEPARTMENT

SENIOR PROJECT PROPOSAL

"Have a good reason for everything you do. Use your weaknesses; aspire to the strength."

Sir Lawrence Olivier

DUE: MARCH 1 FOR FALL PROJECTS; NOVEMBER 1 FOR SPRING PROJECTS

NAME: ______________________ DATE SUBMITTED: ______________________

PROJECT TITLE: ______________________ FACULTY ADVISOR: ______________________

PROPOSED DATES: ______________________ PROPOSED TIMES: ______________________

DESIRED LOCATION: ______________________

STUDENT SIGNATURE: ______________________ ADVISOR SIGNATURE: ______________________

DETAILED PROJECT DESCRIPTION:

PERSONNEL NEEDED TO EXECUTE PROJECT:

<table>
<thead>
<tr>
<th>NAME</th>
<th>RESPONSIBILITY</th>
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<tr>
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<td>COMMITTED TO PROJECT?</td>
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</table>
**PROJECT COSTS:**
ROYALTIES: ____ PER SHOW FOR ______ PERFORMANCE - ______ TOTAL
ROYALTY CONTACT:
OTHER ANTICIPATED EXPENSES (PURCHASE OF SCRIPTS, MUSIC, ETC):
PROPOSED ADMISSION PRICE(S):

**DESCRIBE RESOURCES THAT WILL BE NEEDED IN THE FOLLOWING AREAS:**

| SCENERY:                          |
| LIGHTING:                         |
| PROPERTIES:                       |
| COSTUMES:                         |
| MAKEUP:                           |
| SOUND:                            |
| FRONT OF HOUSE SUPPORT (POSTERS, TICKETS, PROGRAMS, USHERS, ETC): |

**REQUIRED ATTACHMENTS:**

- A CALENDAR OF YOUR AVAILABLE TIMES TO MEET WITH FACULTY TO DISCUSS THIS PROPOSAL: INCLUDE E-MAIL AND PHONE NUMBERS.
- A GROUND PLAN OF STAGE SETUP, IF APPLICABLE (SEE MANAGERS FOR SCHEMATICS FOR MAIN STAGE, LOBBY STAGE, REHEARSAL ROOM, ETC.
- YOUR PLAYSCTRIPT, PROGRAM OF MUSIC, OR CHOREOGRAPHIC CONCEPT
- AN EXPLANATION OF ANY UNUSUAL CIRCUMSTANCES OR NEEDS THAT MUST BE MET FOR YOU TO ACHIEVE YOUR GOALS.
- **NOTE:** ALL PUBLICITY AND PROGRAMS MUST BE REVIEWED BY
THE PERFORMING ARTS DEPARTMENT BEFORE PRINTING.
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<td>Direct and incremental program costs without fringe</td>
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<td>C. Instructional Cost without fringe</td>
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<td>$232,695</td>
<td>$248,278</td>
<td>$274,043</td>
<td>$290,074</td>
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<td>D. Number of FT Faculty/Lecturers who are &lt;0.5 FTE</td>
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<td>13</td>
<td>E. Cost including fringe of K1</td>
<td>$181,829</td>
<td>$190,779</td>
<td>$201,460</td>
<td>$205,144</td>
<td>$214,765</td>
<td>$226,217</td>
<td>$194,525</td>
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<td>14</td>
<td>F. Total Annual Cost including fringe of K1</td>
<td>$248,409</td>
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<td>16</td>
<td>H. Other</td>
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<td>I. Total Revenue</td>
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<td>K. Total Cost of Provisional year/Spring</td>
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<td>K. Human Resources</td>
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<td>30</td>
<td>Program Cost per SSH with fringe</td>
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<td>K. Instructional Cost with fringe/SSH</td>
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<td>$187</td>
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<td>L. Tuition/SSH</td>
<td>$181,829</td>
<td>$190,779</td>
<td>$201,460</td>
<td>$205,144</td>
<td>$214,765</td>
<td>$226,217</td>
<td>$194,525</td>
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<td>33</td>
<td>M. Total Program Cost/SSH</td>
<td>$203,648</td>
<td>$211,648</td>
<td>$222,618</td>
<td>$227,918</td>
<td>$239,483</td>
<td>$253,268</td>
<td>$212,043</td>
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<td>34</td>
<td>N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report. For example, for 2005-2008: UHM = $799,112 (organized research) = $687, UHH = $528, UHWO = $449, KauCC = $503, KapCC = $687, LeeCC = $287, MauiCC = $335, WinoCC = $442.</td>
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<td>35</td>
<td>O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditure Report (<a href="http://drae.its.hawaii.edu/uhexpend">http://drae.its.hawaii.edu/uhexpend</a>) or campus data, as available. Please note in the space provided, the program used for the comparison.</td>
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<td>36</td>
<td>P. Program used for comparison: Human Resources</td>
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<td>Q. Program used for comparison: Human Resources</td>
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<td>R. Program used for comparison: Human Resources</td>
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<td>S. Program used for comparison: Human Resources</td>
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<td>V. Program used for comparison: Human Resources</td>
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<td>W. Program used for comparison: Human Resources</td>
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<td>X. Program used for comparison: Human Resources</td>
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**Notes:**
- Please include an explanation of this template in your narrative.
- A. Headcount enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.hn.hawaii.edu/majors/totalstuds.xls
- B. Annual SSH: Course Registration Report located at http://www.hn.hawaii.edu/hop/ssh/total.xls. Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including non-majors.
- C. Instructional Cost without fringe/SSH: Direct salary cost for all faculty and lecturers teaching in the program. *Formulas for column D: IF(D10<"",D12+D14,"",)
- D. Number of part time lecturers who are >0.5 FTE: Number of part time lecturers who are >0.5 FTE. *Formulas for column D: IF(D10<"",D12+D14,"",)
- E. Other Personnel Cost: Salary cost (part of full time) for personnel supporting the program (AP, clerical, lab, support, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. *Formulas for column D: IF(D10<"",D12+D14,"",)
- F. Total Annual Cost: Includes fringe and negotiated increases. *Formulas for column D: IF(D10<"",D12+D14,"",)
- G. Fringe: Add negotiated collective bargaining increases and 4% per year for inflation thereafter. *Formulas for column D: IF(D10<"",D12+D14,"",)
- H. Tuition: Add negotiation for fringe. *Formulas for column D: IF(D10<"",D12+D14,"",)
- I. Total Revenue: Tuition and fringe. *Formulas for column D: IF(D10<"",D12+D14,"",)
- J. Net Cost: Revenue minus total costs. *Formulas for column D: IF(D10<"",D12+D14,"",)
- K. Fringe: Fringe cost to support the program. *Formulas for column D: IF(D10<"",D12+D14,"",)
- L. Unique Program Costs: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter. *Formulas for column D: IF(D10<"",D12+D14,"",)
- M. Total Campus Expenditure/SSH: Taken from UH Expenditures Report. For example, for 2005-2008: UHM = $799,112 (organized research) = $687, UHH = $528, UHWO = $449, KauCC = $503, KapCC = $687, LeeCC = $287, MauiCC = $335, WinoCC = $442. *Formulas for column D: IF(D10<"",D12+D14,"",)
- N. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditure Report (http://drae.its.hawaii.edu/uhexpend) or campus data, as available. Please note in the space provided, the program used for the comparison. *Formulas for column D: IF(D10<"",D12+D14,"",)
Performing Arts Majors, Graduates and Overall Operational Data Summary

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<th>Term</th>
<th>EEZE EVE</th>
<th>MJR</th>
<th>MJR Name</th>
<th>Majors</th>
<th>FY Grads</th>
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<td>MJRS attempted Fall SSH in all coursework</td>
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<td>Total AcYr Student Semester Hrs</td>
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## UH Hilo Performing Arts Graduates by Fiscal Year and Student Gender

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APPENDIX 2

Internal Memo

To: Dr. Linda Johnsrud,  
UH, Vice President for Academic Planning and Policy

From: Brendan Hennessey,  
UH Hilo, Office of Institutional Research
and  
Debra Fitzsimmons,  
UH Hilo, Vice Chancellor for Administrative Affairs

RE: Methodology for Instructional Cost/Revenue Calculations

Date: 03/15/2010

Aloha...

In regards to the Cost Revenue Spreadsheet for the UH Hilo Performing Arts current "Provisional to Established" program status change request to the Board Of Regents:

Method for Instructional Cost Calculations (Row by Row):
A: The headcount of majors was obtained from UHAPPS_IROFZ_IRO_BASE for fall semesters only.

B: The academic year Student Semester Hours for fall and spring and summer semesters (where applicable) were obtained from UHAPPS_IROFZ_SOCAD using the specific catalog identified required courses (for the Performing Arts Degree). SSH here is not the Major's SSH alone as would be taken from IRO_BASE, but all SSH among the catalog required courses.

C: Program instructional cost without fringe is determined by:
   1. identifying per academic year all FT or PT faculty persons assigned to teach any of the program-required or elective courses
   2. obtaining identified faculty member’s employee type and monthly (PT) or annual (FT) salary from system managed secure HR data sources (PSEMPL & PSQEMPL) by academic year/quarter.
   3. adding the faculty member's semester hours taught towards the "program" distinct from total semester hours taught at the undergraduate level or even in other subject codes—then summing Instructor Semester Hrs Taught toward the program each academic year and dividing by 24 to determine academic year FT or PT faculty FTE for C1 & C2..
   4. determining the "workload unit cost" by taking the instructor annual salary and dividing it by 24...reflecting the contractual 24 instructional/research units a faculty member is contractually expected to fulfill.
   5. summing the individual faculty's semester hrs taught toward the program multiplied by the respective faculty member's "workload unit cost" for each provisional academic year.
   6. delivering multiple layers (3) detailing all costing analysis elements to department chair or responsible party for joint review, and reconciling assignments and associated costs appropriately and consensually, and revising the total cost calculations accordingly.
D: Other personnel costs (excluding PT fac):
   This figure was calculated by the Director of the XXXX Program in consultation with the Chair of the XXXX Department. Please see Appendix 3 for a detailed listing of these costs.

E: Unique program costs:
   This figure was calculated by the Director of the XXXX Program in consultation with the Chair of the XXXX Department. Please see Appendix 3 for a detailed listing of these costs.

F: Autosum of rows K1 and K3: The formula for this calculation is embedded in the template.

G: Resident tuition rate for undergraduate students

H: Any departmental/program revenues generated other than tuition.

I: Autosum of rows G and H: The formula for this calculation is embedded in the template.

K, K2, K4: Autocalcs using K1 and K2: The formula for this calculation is embedded in the template.

K1, K2: Sums for FT faculty total salary and PT salary; method explained in item C above.

L: Autosum of system wide and non-instructional support costs per SSH (from footnoted system campus expenditures reporting)

M: Autocalc of cost per SSH

N: Total campus expenditures per SSH (from footnoted system campus expenditures reporting)

O: Comparable costs per SSH comes from system expenditures report series; in this case, UH Manoa, Arts & Humanities Division is the nearest off-campus fit. Cost per SSH in UH Hilo Arts & Humanities Division is provided from the same report series for deeper comparative context.

We are thankful for the opportunity to account for the methods and rationale that have guided completing the cost/revenue sheet for the Performing Arts Bachelor of Arts degree program.

Sincerely,

Brendan Hennessey
UH Hilo, Office of Institutional Research

Dr. Debra Fitzsimmons
Vice Chancellor for Administrative Services