

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140043 P015B140043

Univ of Hawaii

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Hawai'i"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="99-6000354"/>	* c. Organizational DUNS: <input type="text" value="9650880570000"/>

d. Address:

* Street1:	<input type="text" value="2440 Campus Rd, Box 368"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Honolulu"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96822-2234"/>

e. Organizational Unit:

Department Name: <input type="text" value="Center for Pacific Islands Stu"/>	Division Name: <input type="text" value="School of Pacific & Asian Stud"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jeffrey"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ibara"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Contracts and Grants Specialist"/>
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Organizational Affiliation: <input type="text" value="Office of Research Services"/>
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* Telephone Number: <input type="text" value="808-956-6058"/>	Fax Number: <input type="text" value="808-956-9081"/>
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* Email: <input type="text" value="jibara@hawaii.edu"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Dept of Education, Office of Post Secondary Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Centers Program (NRC) Foreign Language and Area Studies Fellowships Program (FLAS)

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001

*** Title:**

National Resource Centers (NRC) Program

13. Competition Identification Number:

84.015A/84.015B

Title:

National Resource Centers Program (NRC) Foreign Language and Area Studies Fellowships Program (FLAS)

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Center for Pacific Islands Studies at University of Hawai'i

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,722,275.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,722,275.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$127,476	\$111,366	\$113,892	\$103,998		\$456,732
2. Fringe Benefits	\$27,815	\$26,601	\$29,201	\$21,234		\$104,851
3. Travel	\$54,977	\$64,544	\$51,407	\$56,317		\$227,255
4. Equipment						
5. Supplies	\$500	\$3,000	\$500	\$3,250		\$7,250
6. Contractual						
7. Construction						
8. Other	\$26,000	\$18,000	\$26,000	\$17,500		\$87,500
9. Total Direct Costs (lines 1-8)	\$236,768	\$223,521	\$221,000	\$202,299		\$883,588
10. Indirect Costs*	\$18,941	\$17,882	\$17,680	\$16,184		\$70,687
11. Training Stipends	\$192,000	\$192,000	\$192,000	\$192,000		\$768,000
12. Total Costs (lines 9-11)	\$447,709	\$433,403	\$430,680	\$410,483		\$1,722,275

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? X Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): The Indirect Cost Rate is 8 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___ %

STATEMENT REGARDING SECTION 427 OF GEPA

The University of Hawaii (UH) is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, gender, identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support arrest and court record (except as permissible under state law), sexual orientation, national guard absence, or veteran status. The policy covers admission and access to, and participation, treatment and employment in, UHs programs, activities and services.

The Center for Pacific Islands Studies will make every effort to widely advertize opportunities available under this grant, which include public events and conferences, new classes, and study abroad programs. The materials will be advertised in a variety of media so as to reach a wide range of potential participants. Public events will be held in venues that are fully equipped to accommodate those with special needs. Many of the grant-funded activities are designed specifically to include underserved minorities, particularly those of Hawaiian or Pacific Islander ancestry. In planning and organizing these activities, the center will work closely with UH offices that provide support for potential participants who are underserved or who have special needs, including the Office of Student Equity, Excellence and Diversity, the Kua`ana Native Hawaiian Student Development Services, the Office of Multi-Cultural Student Services, and the Kokua Program (Disability Access Services).

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input checked="" type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

(See attachment)

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

(See attachment)

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Hawaii

Name/Title of Authorized Representative (Printed): Jeffrey Ibara

Title: Contracts and Grants Specialist

Telephone: (808)956-6058

Signature: 

E-mail: jibara@hawaii.edu

Date: 6/24/14

Application Information to Meet Statutory Requirements

Diverse perspectives in Funded Activities

The University of Hawai'i (UH) is an equal-opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or veteran status. The policy covers admission and access to, and participation, treatment and employment in, UH's programs, activities, and services.

The 2013 *U.S. News & World Report Best Colleges* ranked UH 6th in ethnic diversity among national universities. Still, there are under-represented groups at UH. To rectify inequities, UH established the Office of Student Equity, Excellence and Diversity (SEED) which is the umbrella organization for 14 programs which recruit and support students of different genders, abilities and other dimensions of diversity. Students of Hawaiian/part Hawaiian ancestry comprise 14% of the student body, while their representation in the community is 21.3%. To address the problems of recruitment and retention of Hawaiian students, UH established Kua'ana Native Hawaiian Student Development Services in 1988. Kua'ana coordinates financial-aid fairs for prospective students and their families, and offers scholarships, and mentoring/advising. The Office of Multi-Cultural Student Services (OMSS) identifies underrepresented groups in higher education and focuses on outreach activities encouraging individuals from underrepresented groups and underserved communities to seek higher education. OMSS provides services to a number of groups, such as Vietnamese, Samoans, and Filipino students. OMSS offers college preparation, workshops, counseling, and

scholarships for recruitment and retention of these groups.

UH's KOKUA Program (Disability Access Services) provides academic access services to students with disabilities. These include academic advising, campus intervention, disability access counseling, early registration, faculty liaison, notetaking, sign language interpreting, exam accommodations, and transcription.

Activities funded by the grant include the teaching of less commonly taught languages (Samoan, Tahitian, Maori, Tongan, and Chamorro); collaboration with the UHM College of Education to infuse more area studies materials into the K-12 curriculum; area studies curriculum development in colleges and universities in a variety of locations; development of new study abroad programs; travel throughout the Pacific Islands region to acquire materials for the library; the digitization of Pacific resource materials; efforts to make more information about the region available to national audiences; and promoting the exchange of ideas and information between scholars through professional meetings, seminars, and conferences.

In engaging in the activities outlined above, the center strives to encourage diverse perspectives and the exchange of a wide range of views. Some of the activities will provide pre- and in-service K-12 teachers with a variety of new information about the Pacific Islands region, and better prepare them to convey that information to their students. Several of the other initiatives will further broaden an already rich set of interdisciplinary Pacific-related course offerings at the University of Hawai'i at Manoa, as well as in other parts of the UH system. The international conferences and workshops planned for the grant period will bring together scholars and teachers from many different parts of the Pacific islands region as well as the US Mainland and generate lively debate about key issues impacting the region. The new study abroad programs will allow students to experience cultural and other forms of diversity for themselves

and return home with new ideas and insights. Efforts to acquire new materials for the library, and make more Pacific materials freely available in digital form will also facilitate informed debate and understanding.

Government service in areas of national need and in education, business, and nonprofit sectors

The Center for Pacific Islands Studies is committed to the professional placement of its MA graduates. Many (approximately 40 percent) go on to pursue PhD studies or attend law school at top universities in the United States Australia, New Zealand, Japan, and Europe. The center monitors employment opportunities, contacts students directly, and publishes notices in its newsletter, Facebook page, or on its alumni email network. Many graduates have become prominent in the fields of education, government service, library science, public health, and social work. The list includes scholars, educators, and community development leaders throughout the US and the Pacific, as well as locally elected officials. CPIS alumni hold faculty positions throughout the UH system, and in universities elsewhere. These efforts will continue during the grant period.

Since the BA program in Pacific Islands Studies is in its infancy, it is too early to comment at length about transitions to graduate programs and the workforce. However, career counseling is integral to academic advising and the selection of concentrations within the BA, while service learning (required of all majors) provides hands-on community engagement, develops networks, and creates opportunities for future employment. Students who choose the Public Policy and Community Development track within the major pursue service learning at community centers or social service sites. When fully implemented, students in the Arts, Culture, and Performance track will work with local non-profits and state agencies in the arts, including museums, and cultural preservation organizations. Students in the Contemporary Regional Issues

track may gain experience working with community groups dealing with political issues, or concerned about pressing environmental issues such as climate change. In addition, in 2013-14 the center sponsored a year-long seminar series called “Employing Pacific Studies,” which featured alumni panels exploring career opportunities. The panels discussed public service/government leadership opportunities, non-profit community employment in language, arts, and culture, as well as graduate studies and academic careers.

New study abroad opportunities as well as a new internship program will be established during the grant period. These are specifically designed to improve student preparation for a successful transition to graduate studies or to employment in areas of national need. In line with invitational priority 2, many center activities during the 2014-2018 grant period involve close collaboration with community colleges and Minority Serving Institutions. These initiatives will significantly expand the number and types of students with access to foreign language and area studies, and increase the pool of graduates qualified for jobs in areas of national need.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ✓✓4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ✓✓1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ✓794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ✓✓ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ✓✓ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ✓✓ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ✓ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ✓✓1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ✓✓276a to 276a-7), the Copeland Act (40 U.S.C. ✓276c and 18 U.S.C. ✓✓874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ✓✓ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ✓✓1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ✓✓7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ✓✓1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ✓470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ✓✓469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ✓✓2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ✓✓4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ✓ Audits of States, Local Governments, and Non-Profit Organizations. ✓
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Contracts and Grants Specialist
APPLICANT ORGANIZATION University of Hawaii	DATE SUBMITTED 6/24/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 100%;" type="text" value="University of Hawaii"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jeffrey"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Ibara"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Contracts & Grants Sp"/>		
* SIGNATURE:	* DATE: <input style="width: 150px;" type="text" value="6/24/14"/>	

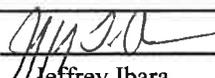
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: University of Hawaii 2440 Campus Rd, Box 368 Honolulu, HI 96822-2234 Congressional District, if known: HI-001	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: National Resource Centers Program Foreign Language & Area Stu CFDA Number, if applicable: 84.015A/B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> N/A	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:  Print Name: Jeffrey Ibara Title: Contracts and Grants Specialist Telephone No.: 808-956-6058 Date: 6/24/14	
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ABSTRACT

The Center for Pacific Islands Studies (CPIS) at the University of Hawai'i at Manoa (UHM) has identified four overarching goals to address a wide range of GPRA measures and NRC priorities. Activities to achieve the first goal, *Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 curriculum*, include developing a course for pre-service teachers and new digital resources for those already in service. Activities associated with the second, *Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum*, include new upper-division course offerings in Maori and Tahitian and Oral Proficiency Interview training for language teachers throughout the UH system; establishing a new Samoan language teaching program at UH-West Oahu (UHWO); and expanding the number of Pacific courses offered at Kapi'olani Community College (KCC), as well as at the City College of San Francisco (CCSF). The third goal, *Increase skills preparation for further study and postgraduate employment in areas of national needs*, will be addressed by developing an internship program and expanding study-abroad opportunities. Goal 4, *Make more resources and information accessible to local and national audiences*, involves acquiring new library materials, increasing the number of available digital resources, and upgrading the center's capacity to disseminate them.

The proposed initiatives will significantly expand the center's reach and ability to serve as a national resource for Pacific Islands language teaching and area studies. With a core of 9 full-time faculty and staff, and an affiliate faculty of 41, the center has well-established MA and graduate certificate programs, and its new interdisciplinary BA continues to develop and expand. CPIS students have access to instruction in 5 Pacific languages (not including Hawaiian), 3 of them to advanced levels, the largest number of offerings anywhere. The center's thriving publishing program includes a prestigious monograph series, and *The Contemporary Pacific*, the leading interdisciplinary journal in the field. Outreach activities continue to expand to include new audiences among teachers, faculty, students, policy makers, and the general public through regular theme-driven seminar and film series, international conferences and workshops, and an impressive array of open-access digital resources. The Pacific Collection in Hamilton library is the finest of its kind.

With strong institutional support, a rigorous and well-thought-out assessment plan, and new partnerships on campus, elsewhere in the UH system, and on the US mainland, CPIS is well equipped to carry out the new activities for which NRC funds are requested. The demonstrated need for these initiatives will leave them self-sustaining after an initial period of NRC support. The proposal speaks directly to the absolute and competitive priorities identified for this round of NRC grants. Activities to increase the Pacific content in K-12 and post-secondary curriculum are central to the proposal (Absolute Priority). Much of the proposed post-secondary curriculum expansion will occur as a result of significant and sustained collaboration with community colleges and/or MSIs in Hawai'i and elsewhere, particularly, UHWO, KCC, and CCSF (Competitive Priority 1). The K-12 initiatives involve close collaboration with the UHM College of Education, as well as with other UHM NRCs (Competitive Priority 2). It is also worth noting that most the beneficiaries of these activities will be underserved minorities.

ACRONYM GUIDE

ACTFL	American Council on the Teaching of Foreign Languages
ANU	Australian National University
AusAID	Australian Agency for International Development
AY	Academic year
CC	Community Colleges
CCSF	City College of San Francisco
CIBER	Center for International Business Education and Research
CLLL	College of Languages, Linguistics, and Literatures
CLT	Center for Language and Technology
COE	College of Education
CPIS	Center for Pacific Islands Studies
CSEAS	Center for Southeast Asian Studies
DOE	Department of Education
eCAFE	Electronic Course and Faculty Evaluation
ECOPAS	European Consortium for Pacific Studies
eHRAF	Human Relations Area Files
EWC	East-West Center
FAFSA	Free Application for Federal Student Aid
FAGASA	Association of Samoan Language Educators of New Zealand
FLAS	Foreign Language and Area Studies
FRN	Faculty Resource Network
GA	Graduate Assistant
GWLA	Greater Western Libraries Alliance
ILL	Interlibrary Loan
IPLL	Indo-Pacific Languages and Literatures
IRIS	International Resource Information System
KCC	Kapi'olani Community College
LCTL	Less commonly taught language
MIT	Massachusetts Institute of Technology
MIX	Manoa International Exchange
MSI	Minority Serving Institutions
NFLRC	National Foreign Language Resource Center
NRC	National Resource Center
NRCEA	National Resource Center for East Asian Studies
NYU	New York University
OPI	Oral Proficiency Interview
PBS	Public Broadcasting Service
PC	Pacific Collection
PIDP	Pacific Islands Development Program
PIMS	Pacific Islands Monograph Series
PIR	Pacific Islands Report
PMB	Pacific Manuscript Bureau

NRC Application, Center for Pacific Islands Studies, University of Hawai'i

PREL	Pacific Resources for Education and Learning
RAMSI	Regional Assistance Mission to the Solomon Islands
SAASIA	New Zealand Association of Samoan Early Childhood Educators
SLO	Student learning outcome
SPAS	School of Pacific and Asian Studies
TCP	The Contemporary Pacific
UCLA	University of California, Los Angeles
UFP	University of French Polynesia
UH	University of Hawai'i
UHM	University of Hawai'i at Manoa
UHWO	University of Hawai'i West Oahu
UNDP	United Nations Development Program
WRGP	Western Regional Graduate Program

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1. COMMITMENT TO SUBJECT AREA

The Center for Pacific Islands Studies (CPIS), School of Pacific and Asian Studies (SPAS), University of Hawai'i at Manoa (UHM), proposes a set of activities over the next 4 years to expand and improve Pacific Islands language and area studies training in K-12 and tertiary level curriculum, increase the number of underserved minority and other students studying the Pacific Islands and preparing to work in areas of national need, enhance study abroad opportunities, and improve national access to reliable information about developments in the Pacific Islands region (see overarching goals, pp36–42). The NRC-funded activities described in this proposal are designed to complement and support a larger initiative called *Engaging Oceania: Well-Being in a Sea of Islands* already informing strategic planning at the center. The conceptual focus of *Engaging Oceania* is on shifting perceptions of well-being in island communities confronting a striking array of economic, social, and environmental issues. It consists of yearlong theme-driven initiatives that include new courses, seminar series, international conferences, workshops, exhibitions, and performances. The signature themes are Economies of Well-Being (2014–15); Ecologies of Well-Being (2015–16); Cultures of Well-Being (2016–17); and International Networks of Well-Being (2017–18). These activities will further enhance the center's role as the leading program of its kind in the world, and build on the university's exceptional commitment to Pacific Islands studies evident since the program's beginnings in 1950.

Operations: For the current 2013–14 academic year, UHM provided \$19,000 for general office expenses, and approximately one-half of NRC indirect costs are returned to CPIS for discretionary use. The School of Pacific and Asian Studies (SPAS) provides a suite of 9 offices for CPIS faculty and staff, as well as a large front office, in Moore Hall. Hale Pasifika, a renovated meeting/study space for CPIS students in adjacent Henke Hall, was made available in

2011. Fiscal and personnel matters are handled by two SPAS administrative officers, one for external funding and the other for UHM resources. The SPAS Fellowships Coordinator manages routine FLAS business.

Teaching staff. In sharp contrast to retrenchments in the larger UH system since the last budget cycle, Pacific Islands Studies has been able to expand its position count and resource allocation. The demands of a new BA program, aimed primarily at underserved minority students, helped justify an expansion of the center's core teaching faculty by a full FTE, and UHM assumed full responsibility for the center's Education Specialist position previously supported 0.375 FTE from the NRC. Two new colleagues, Dr. Moana Nepia and Dr. Alexander Mawyer, were recruited to tenure-track positions in spring 2014, replacing Professor Vilsoni Hereniko who had moved his tenure base to the UHM Academy for Creative Media. The new hires join 3 tenured or tenure-track teaching faculty at the center: CPIS Director Professor Terence Wesley- Smith, Associate Professor Tarcisius Kabutaulaka, and Associate Professor Lola Quan Bautista. The center is also fortunate to have the full-time services of two faculty specialists, Dr. Julie Walsh (Education Specialist) and Dr. Katherine Higgins (Outreach Director), who in addition to their administrative duties teach at least one course a year. Also working full-time at CPIS are Dr. Jan Rensel, Managing Editor of the publications program, and Administrative Assistant Ms. Charlotte Needham, the department secretary. Part-time employees include three graduate assistants (GAs) and three undergraduate student assistants. All but one of these 9 FTEs, as well as 2 of the 3 GAs, are fully funded by UHM. The Outreach Director position is funded 0.375 FTE from the NRC budget, and subscription revenue from the center's journal funds one GA position.

CPIS core faculty and specialists work closely with an affiliate faculty of 41, based in 19 departments or professional schools at UHM, who devote a percentage of their time to Pacific Islands–related research, teaching, or supervising graduate students (see faculty profiles in Appendix 2). In addition to hires in CPIS itself, there have been remarkable gains in the ranks of the affiliate faculty over the last five years. These include new hires with Pacific expertise in English (2), American Studies, Sociology, Ethnic Studies, Maori Language, Tahitian Language, Samoan Language, and the Library.

<p><u>Institutional Commitment</u> <i>Core faculty:</i> 9 FTE + 3 GA <i>Affiliates:</i> 41 in 19 departments <i>CPIS salaries:</i> \$636,762 <i>Admin support:</i> \$19,000 <i>Library salaries:</i> \$209,000 <i>Library materials:</i> \$160,000</p>
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For the 2013–14 academic year, total salaries for the 9 CPIS positions amount to \$636,762. This figure does not include faculty fringe benefits of roughly 45%, also covered by UHM. Nor does it include salary support and fringe benefits for instruction and other Pacific Islands–related activities undertaken by the center’s 41 affiliate faculty.

Library resources. UHM hosts the Pacific Collection in Hamilton Library, the most comprehensive research collection of its kind anywhere. Not counting fringe benefits, 2013–14 salaries for the two Pacific Collection librarians and support staff amounted to \$209,000, and about \$160,000 was budgeted for Pacific Islands–related library acquisitions, microfilming, and digitizing projects (see Strength of Library section for details).

Linkages with overseas institutions. The Manoa International Exchange office (MIX) administers the International Agreements Fund, which provides support to develop new cooperative agreements and exchange activities. UHM has formal relationships with many regional institutions, including the University of Auckland, Auckland University of Technology, University of Otago, Victoria University of Wellington, Waikato University (all in New Zealand), and the University of the South Pacific in Fiji. Exchange networks with the University

of French Polynesia (UFP) have been particularly active in recent years, and CPIS cosponsored an international conference on governance issues in Tahiti in June 2014. A comprehensive exchange agreement with the Australian National University will be signed later this year. CPIS also has close but informal relationships with many other educational institutions universities in the region, and a majority of CPIS MA students conduct thesis research overseas. The UHM Study Abroad Center assists with arrangements for overseas programs, and CPIS will establish new summer programs during the grant period (see pp10–11).

Outreach activities. The center is well known for its dynamic outreach program, which offers numerous on-campus events (about 65 in 2013–14), hosts cutting-edge international conferences and workshops, maintains online databases for teachers and researchers, and helps support *Pacific Islands Report*, the premier online daily news service for the region. UHM supports a portion (0.625 FTE) of the full-time outreach director position, provides funding and logistical support for routine outreach activities such as seminars, and maintains the center's online resources. UHM also supports the CPIS publications program and its full-time managing editor. CPIS has four continuing series, two of which are joint ventures with UH Press: the Pacific Islands Monograph Series (PIMS) for scholarly works (numbers 26 and 27 appeared in 2013), and the semiannual *The Contemporary Pacific*, the leading interdisciplinary journal in the field (now in Volume 26). An Occasional Papers series and quarterly newsletter are in-house publications.

Support for students. In addition to the graduate students employed as GAs, about 20% of the center's MA students and undergraduate majors receive UHM Achievement Scholarships to offset tuition and other expenses. Those of Native Hawaiian ancestry are also eligible for other types of support, including tuition waivers. CPIS students are often supported by other

scholarship programs, including East-West Center fellowships. Since 2012, eligible out-of-state MA students can claim instate tuition rates as part of the Western Regional Graduate Program (WRGP). The center also administers the Heyum Endowment Fund and Miriam Deisseroth Scholarship Endowment, which provide support for selected students, and the Na Nei Tou I Loloma Award, which helps students fund their research or exchange activities overseas. Overall, 67% of graduate and 63% undergraduate students receive some financial support.

2. QUALITY OF CURRICULUM DESIGN

The center has long offered the interdisciplinary MA in Pacific Islands Studies, as well as the Certificate in Pacific Islands Studies, which functions as a graduate minor field. In November 2010 the UH Board of Regents authorized a new interdisciplinary BA program in Pacific Islands Studies. The program went into effect in 2011 with two areas of concentration available for students. Courses to support a third track are now being developed by the 2 new CPIS faculty hires and will be offered in the 2014-15 academic year (see p6 for tracks).

Baccalaureate program. The new BA program arose in response to a number of significant developments, including increased student demand, particularly from underserved minority students, and state needs for

individuals knowledgeable about

the growing Pacific Islander

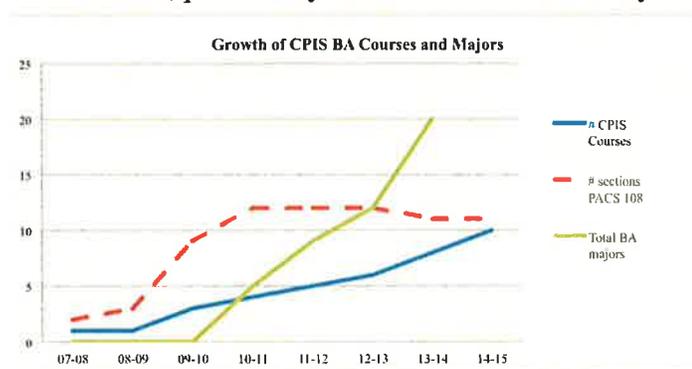
communities in Hawai'i and

elsewhere in the US. It also

addresses several of the imperatives identified in recent UHM strategic plans, particularly calls

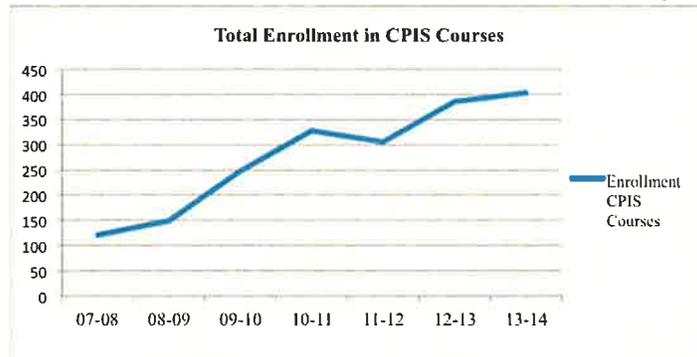
to increase service-learning opportunities and to enhance UHM's role as a Pacific place of

learning. The BA program expands the center's reach by targeting three groups of undergraduate



students: (a) those seeking academic training toward advanced degrees; (b) heritage students with genealogical connections to the Pacific; and (c) students interested in public policy leadership and careers in applied professions, such as social work, public health, and education.

With the introduction of the BA, the number of regularly offered undergraduate CPIS courses has expanded from 3 in 2007–08 to 8 in 2013–14, with at least 2 more new courses to be added in 2014–15. The number of sections of the introductory course, PACS 108 *Pacific Worlds*, has



grown from 2 to 10 per year during the same period. The number of declared majors continues to expand steadily and now stands at 20, 85% of whom are underserved minorities.

BA requirements. Students majoring in Pacific Islands Studies earn at least 33 credit hours in Pacific-related course work plus at least two years of training in one of the 6 Pacific Islands languages (including Hawaiian) taught at UHM (12–16 credits). Students must satisfy foundation (9 credits), breadth (12 credits), and focus (9 credits) requirements and participate in a senior capstone experience (3 credits). The BA has three interrelated areas of concentration with course offerings associated with each of these tracks: (a) Public Policy and Community Development; (b) Contemporary Issues; and (c) Culture, Arts, and Performance. Each concentration requires appropriate forms of service learning and community involvement. Students must take the following CPIS courses: PACS 108 *Pacific Worlds*, PACS 201 *Islands of Globalization*, PACS 202 *Pacific Islands Movement and Migration*, PACS 301 *Pacific Communities in Hawai'i*, PACS 302 *Contemporary Issues in Oceania*, PACS 303 *Pacific Art, Ritual, and Performance* (new in fall 2014), and PACS 401 *Senior Capstone*. Students meet other degree requirements by

selecting from a list of more than two dozen Pacific-related courses regularly offered in other UHM departments or by taking elective CPIS courses on a variety of topics offered periodically as PACS 492 *Topics in Pacific Islands Studies*.

Graduate programs. At the core of the two-year MA program in Pacific Islands Studies is an integrated series of three graduate seminars: PACS 601 *Learning Oceania*, PACS 602 *Re/Presenting Oceania*, and PACS 603 *Researching Oceania*. These seminars are designed to introduce students to key issues of learning and research in the field of study and to help them develop research proposals. Students can choose a thesis option, which is preferred for those planning to pursue further studies. The MA Portfolio option is designed for those wishing to include in their work innovative elements of performance, creative writing, artwork, or multimedia. A total of 30 credit hours are required for the MA degree, including the core graduate seminar sequence. Other course offerings by core and affiliate faculty are grouped into clusters around key themes or topics, and students can select among them to meet focus and elective requirements. Students must have at least second-year level of competence in a Pacific Island language and pass a comprehensive written examination. The center's certificate program allows students in other MA and PhD programs to acquire Pacific expertise. Candidates must take 18 credits in Pacific-related courses, including at least one of the core graduate seminars, and pass the MA comprehensive written examination.

Opportunities for other students. A dual MA degree in Pacific Islands Studies and Library and Information Science is available, and students can readily negotiate dual degrees with other programs in the social sciences and humanities as well as in the professional schools. Students from other departments can also take the Certificate in Pacific Islands Studies. Recent recipients of the certificate have come from graduate programs in Natural Resources and Environmental

Management, Ethnomusicology, Education, Anthropology, and Social Work. Graduate students from other departments regularly take CPIS graduate seminars and upper-division courses. Undergraduate students from many departments take CPIS courses, particularly PACS 108, which satisfies a UH-wide focus requirement.

Academic and career advising. Education specialist Dr. Julie Walsh is tasked with undergraduate academic advising and coordination of service learning, a requirement in most CPIS undergraduate courses. The number of declared majors has grown to 20 as of May 2014. Academic advising is mandatory each semester for all undergraduate students. This fosters the development of close relationships and facilitates mentoring and support of the center's undergraduate students, most of whom are underrepresented minorities.

Career counseling is integral to academic advising and the selection of concentrations within the BA, while service learning provides hands-on community engagement, develops networks, and creates opportunities for future employment. Students who choose the Public Policy and Community Development track pursue service learning at community centers or social service sites. When fully implemented, students in the Arts, Culture, and Performance track will work with local nonprofits and state agencies in the arts, including museums and cultural preservation organizations. Students in the Contemporary Regional Issues track may gain experience working with community groups dealing with political and legal issues or concerned about pressing environmental issues such as climate change.

Since the undergraduate program is in its infancy, it is too early to comment at length about transitions to graduate programs and the workforce. To date two alumni, both honors students, have gone on to serve regionally, one in the US Peace Corps and the other in the Secretariat of the Pacific Islands Forum in Fiji. Three more students graduated in May or will do

so in August 2014. One will return to her native Pohnpei to work for the government of the Federated States of Micronesia, another will continue working for the Salvation Army in Honolulu in social programs involving Pacific Islander clients, and the third has been accepted into the CPIS MA program. One student scheduled to graduate in December has been offered a part-time teaching position at Le Fetuau, a Samoan language school on Oahu, and another an internship position at Loli Aniau, Maka`ala Anisau, a community organization dedicated to climate-change education.

Graduate advising is primarily the responsibility of the 5 members of the core CPIS instructional faculty, although 3-person MA and certificate committees are also chaired and directed by members of the affiliate faculty. The center's Graduate Chair coordinates advising for MA and certificate students. Student progress is tracked using the UHM Star database, progress forms filed with UHM's Graduate Education office, and regular consultations.

CPIS is committed to the professional placement of its MA graduates. Many (approximately 40%) go on to pursue PhD studies or attend law school at top universities in the United States (e.g. University of Chicago, University of California, Santa Cruz), Australia (Australian National University), New Zealand (University of Auckland, University of Waikato, University of Canterbury), Japan (Okayama University), and Europe (London School of Economics). CPIS monitors employment opportunities, contacts students directly, and publishes notices in its newsletter, on its Facebook page, or through its alumni email network. The UH Career Placement Services office is available to all students. Among the more than 250 CPIS graduates are many individuals who have become prominent in the fields of education, government service, library science, public health, and social work. The list includes high-ranking cabinet members of Pacific Island nations, prominent artists, scholars, educators, and

community development leaders throughout the US and the Pacific, as well as locally elected officials. CPIS alumni hold faculty positions throughout the UH system and in universities elsewhere, including UCLA, Lake Forest College, Australian National University, Victoria University of Wellington, University of the South Pacific, University of Papua New Guinea, University of Guam, Hitotsubashi University, Osaka University, and Okayama University.

In 2013–14 the center sponsored a yearlong seminar series called “Employing Pacific Studies,” which featured alumni panels exploring career opportunities. The panels discussed opportunities in public service/government leadership, employment with community nonprofits in language, arts, and culture, as well as graduate studies and academic careers.

Study abroad opportunities. As described previously (pp 3–4), CPIS students already have many opportunities to participate in overseas exchange and study abroad programs, and new ones will be created during the grant period. In the few years since the BA program was launched, one BA student has undertaken a yearlong study abroad program at Victoria University in New Zealand, and many more are expected to follow as the BA program becomes more established. At the graduate level, both the thesis and MA Portfolio options include a formal research component, and some 60% of students who graduated in recent years conducted MA research in Pacific locations outside of Hawai'i. The UHM exchange agreement with the University of French Polynesia (UFP) in Tahiti has been particularly active in recent years, and UHM students have been able to participate in regular joint seminars and classroom discussion with UFP colleagues and students using videoconferencing technology as well as in-person exchanges. A new agreement with the Australian National University (ANU) will be inaugurated when CPIS hosts 15 ANU undergraduate students for an interactive, three-week field school in November 2014. CPIS faculty and graduate students have long provided orientation sessions for students en

route to semester-long study abroad programs in Samoa and Fiji organized by the Vermont-based School for International Training.

Working with UHM language instructors and colleagues on other UH campuses, CPIS is developing new 4-week summer study abroad programs in Pacific locations. The first will be hosted by UFP in Tahiti in 2015, and the second by University of Waikato in Aotearoa/New Zealand in 2017. Programs in Samoa, Fiji, and the Marshall Islands are also being considered.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Surveys of UHM departments identify courses with 25% or more content devoted to the Pacific

<u>Annual Course Offerings</u>	
193	25%≤ Pacific content
107	Instructors
28	Departments
6,562	Students
482	Graduate
6,070	Undergraduate
84 courses with 100% Pacific content	
152 students @ 5 Professional Schools	

Islands, some taught by the 7 CPIS faculty and 41 affiliate faculty, others by instructors not affiliated with the center. As detailed in Appendix 3, for the fall and spring semesters and two summer sessions in 2012–13, such course offerings numbered 193, taught by 107 instructors based in 28 academic

departments in the Colleges of Arts and Humanities, Language, Linguistics, and Literature, Natural Sciences, Social Sciences, Tropical Agriculture and Human Resources, as well as the School of Hawaiian Knowledge. Total enrollment in these courses was 6,562 students, including 482 graduate and 6,070 undergraduates.

CPIS makes a further distinction among Pacific Islands courses. From the inclusive listing reported in table 1 of Appendix 3, CPIS identifies 84 preferred courses with content entirely (100%) devoted to the Pacific Islands that were offered by 13 academic departments during the academic year 2012–13 (table 2). Total enrollment in these preferred courses was

1,508 students. Figures drawn from table 2 show this enrollment included 169 graduate students and 1,329 undergraduates.

Professional schools. Courses with significant Pacific Islands content are regularly offered in 5 professional schools (Architecture, Law, Medicine, Education, and Social Work), as well as in the Office of Public Health Studies and the Library and Information Science Program. In 2012–13, a total of 152 students took these courses. Not reflected in these numbers are some new UHM-based training programs for researchers working with Native Hawaiian and Pacific Islander communities offered by the Center for Native and Pacific Health Disparities Research.

Since the untimely death in 2011 of affiliate faculty member Professor Jon Van Dyke, Pacific-related offerings at the Richardson School of Law have declined. However, LWPA 594 *Pacific Islands Legal Systems* will be offered in fall 2014, co-taught by Professors Susan Serrano and Julian Aguon, the latter visiting from the University of Guam. This offering coincides with a new collaboration between CPIS and the law school to be launched in fall 2014, which will include jointly sponsored seminars and film series.

Depth of coverage. Of the 193 courses with at least 25% Pacific content offered in 2012–13, 88 (46%) were offered at 300- or 400-level, while a further 31 (17%) were graduate classes. These upper-division and graduate classes were distributed across 23 disciplines, further indicating the depth of specialized Pacific-related course coverage at UHM. CPIS students are also able to pursue specialized topics through faculty-supervised directed reading and research courses (PACS 399 and 699), and many of them do.

Interdisciplinary courses. All 4 graduate seminars and 8 undergraduate courses regularly offered by CPIS, including the multi-sectional PACS 108, are interdisciplinary (for details see pp6–7). Graduate offerings include the three seminars that form the core of the graduate

program (PACS 601, 602, 603), as well as PACS 690 *Change in the Pacific*, which is also offered regularly featuring a variety of topics. Recent seminar topics have included *Coups, Conflicts and Crises in Oceania*, and *Islands of Globalization: Critical Perspectives from the Pacific and Caribbean*. A new graduate seminar, *The Body in Pacific Arts, Ritual and Performance*, will be offered in conjunction with the Department of Dance in spring 2015. At the undergraduate level, PACS 492 *Topics in Pacific Islands Studies* is also offered regularly. In spring 2014, one section of PACS 492 focused on *Language and Culture in the Pacific*, while another looked at *Climate Change in the Pacific*. In fall 2014, PACS 492 will also have 2 sections, *Arts, Ritual and Performance* and *Moving Images of the Pacific*.

Faculty strength. While the number of graduate seminars offered by core CPIS faculty has remained constant in recent years, the number of undergraduate courses has grown rapidly since the introduction of the BA program in 2011. Each year CPIS needs to offer at least 22 courses or seminars (8 undergraduate courses, 10 sections of PACS 108, 4 graduate seminars), as well as serve the committee needs of graduate students. This workload is adequately handled by the 5 teaching faculty based in the center, with help from 2 faculty specialists who each teach at least one course a year. As described in more detail below, two of the teaching faculty (Wesley-Smith and Bautista) are tenured, while the other 3 (Kabutaulaka, Nepia, and Mawyer) have tenure-track appointments. The two faculty specialists have contracts that are renewed annually. CPIS undergraduate and graduate students also take classes offered by CPIS affiliate faculty, who represent many other academic departments and professional schools. All members of the affiliate faculty devote at least 25% of their time to research and teaching about the Pacific Islands, and many of their courses have 100% Pacific

content. Thirty-two of the 41 affiliate faculty (78%) are tenured, 7 are tenure-track, and others are librarians or research associates at the East-West Center.

Pedagogical training for instructional assistants. CPIS employs 2 Graduate Assistants to work with the instructors of the multi-sectional PACS 108 *Pacific Worlds* course (a third GA works with the publications program). The GAs generally work with students on a semester-long group project and give a least two lectures in their area of specialty. New GAs undergo a mandatory training program run by the UHM Center for Teaching Excellence that covers a range of topics including rights and responsibilities, classroom management skills, professional and ethical issues, teaching in a multicultural environment, and understanding learning styles. The GAs are supervised and mentored by Professor Lola Quan Bautista, who coordinates the PACS 108 offerings, and they participate in all meetings of the instructional team. GA performance is included in the eCAFE online student evaluation system, and the results are discussed with Professor Bautista. The students are evaluated annually, which results in a recommendation to the SPAS dean regarding contract renewal.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Language instruction. Pacific languages are taught through the Department of Indo-Pacific Languages and Literatures (IPLL). No other university in the US has established programs for three major languages of the Pacific-Tahitian, Maori, and Samoan-in addition to first- through second-year offerings for Tongan, Chamorro, and Marshallese. Instruction in Samoan and Tahitian began as summer offerings over three decades ago with the support of NRC funds. Similarly, summer instruction in the Maori language was introduced in 2000 and was continued with the support of NRC funds through the summer of 2002. Tahitian, Maori, and Samoan now have UHM-funded tenure or tenure-track positions. In 2005, IPLL introduced a two-year course

sequence for Tongan with CPIS support. This not only serves the academic needs of students but is a resource for the local Tongan heritage community. Chamorro, the indigenous language of Guam and the Northern Mariana Islands, is offered through the second year. In 2011, a pilot program for a second Micronesian language was implemented to address the academic and community needs of the growing local population of Marshallese. A two-year sequence of Marshallese was developed with CPIS support and offered in the 2011–12 fall and spring semesters (101–102), the 2012 Summer Session (101–102), and the 2012–13 fall and spring semesters (201–202). Faced with UHM budget cuts for low-enrollment classes, the program has been temporarily suspended.

Language enrollment. In 2012–13 a total of 636 (605 undergraduate, 31 graduate) students enrolled in Pacific Islands language courses (excluding Hawaiian). Of these, Samoan accounted for 488, Maori 50, Tongan 35, Chamorro 27, Tahitian 19, and Marshallese 17. Enrollments in Pacific language courses are reported fully in table 1 of Appendix 3.

<u>Language Enrollments</u>	
Samoan	488
Maori	50
Tongan	35
Chamorro	27
Tahitian	19
Marshallese	17

Three or more levels of training. Because of the large number of heritage students on campus, the **Samoan** language program, headed by Dr. John Mayer, is the most extensive and developed of the Pacific language offerings and the largest in IPLL. There are a total of 21 Samoan language courses, ranging from the base four-year sequence to more specialized courses on traditional and modern literature, ceremonial language, oral traditions, and linguistic structure. The Samoan program also offers community courses to address translation and language needs in the areas of health, education, and social services. Mayer and his staff are currently involved in a number of outreach efforts to promote Samoan language learning, including a community-based heritage language school, Le Fetuao, which serves as a model for the establishment of

similar schools elsewhere. The UH Samoan language program is also collaborating with the State of Hawai'i's GEAR-UP program to help Samoan high school students improve their language proficiency, and to enhance recruitment efforts in tertiary-level institutions.

The Samoan language faculty at UHM works closely with the Association of Samoan Language Educators of New Zealand (FAGASA) and the New Zealand Association of Samoan Early Childhood Educators (SAASIA). It hosted FAGASA's thirteenth annual conference in 2004, and cosponsored a SAASIA workshop for the Samoan community in Hawai'i in 2012. There is also an increasing interest in Samoan language instruction in California, Washington, and Oregon. The UH Samoan language program is committed to the development of distance-learning programs and computer-assisted instruction. An on-going online café project, Electronic Pathways for Samoan Heritage Students, based on the Cultura Model developed at MIT enables heritage students to come together online to develop their language skills regardless of location. In 2011, the Samoan Program hosted an international workshop of Samoan language educators from California, Utah, New Zealand, American Samoa, and Hawai'i to provide theoretical and technical training for this initiative.

Building on initial CPIS support, the **Maori** language program now has approved first-, second-, and third-year course offerings and additional courses in Maori culture and performing arts. Dr. Mary Boyce, a trained linguist and an experienced language teacher from Victoria University in Wellington, New Zealand, has increased student enrollment in part by identifying and acquiring up-to-date print and multimedia teaching materials. Boyce has also developed a strong network of academic and research support with institutions in New Zealand. She is currently the Principal Researcher for the Legal Maori Project located at the Law Faculty, Victoria University of Wellington, and is conducting Maori lexical research in collaboration with

the Department of Linguistics, University of Canterbury. In 2012 Dr. Boyce successfully applied for a Fulbright Scholar-in-Residence to work with the Maori Program. Dr. Raukura Roa assisted in the writing of new curriculum for the language skills classes, developed new curriculum for the performing arts, and provided additional academic networking and community outreach for the program. Dr. Roa's tenure was extended through 2013–14.

Enrollments in **Tahitan** have remained constant during the current project period, despite the retirement of longtime Tahitian Professor, Dr. Jack Ward. As part of the French-Speaking Oceania and Asia Initiative at UHM, a full-time instructor, Mr. Steve Chailloux, was hired in 2011 to begin to build the program with a broader focus on French Oceania. Since his hire, Chailloux has focused on 100- and 200-level offerings, but starting in 2014–15 he will begin offering upper division classes. Courses at the 300- and 400-level are already on the books, and additional offerings in Tahitian literature and performance are planned. In collaboration with CPIS, Chailloux is currently developing a study abroad program to French Polynesia, which will commence in summer 2015.

Faculty resources. UHM employs sufficient faculty to support current and planned course offerings in Pacific languages. Working with Mayer in the Samoan program are 7 instructional and research faculty. Dr. Faafetai Lesa is a tenure-track Assistant Professor of Samoan and Dr. Fata Simanu-Klutz is a tenure-track Assistant Professor of Samoan Language and Literature. Ms. Aumua Mataitusi Papalii, Mr. Edward Danielson, Mr. Falaniko Patu, Mr. Ropeti Ale, and Mr. Nate Black are full- or part-time lecturers. In 2014, the program was awarded a GA position for doctoral student Grant Muagututia in the field of Samoan language teaching and linguistics. As mentioned above, Mr. Steve Chailloux teaches Tahitian offerings, while Dr. Mary Boyce and Dr. Raukura Roa handle Maori language instruction. A two-year sequence of Tongan language

instruction (TONG 101-102 and 201-202) is offered by Ms. Amelia Pasi, a CPIS MA graduate and native speaker with language teacher training. The Chamorro language program currently offers a full two-year sequence of language curriculum (CHAM 101-102 and 201-202) and upper-division directed studies courses on demand (IP 399 and IP 499). In 2014, the instructor of the IPLL Chamorro Program, Mr. Brant Songsong, began a three-year collaborative project with the University of Guam, Guam Community College, and the Northern Marianas College to produce standardized curriculum for teaching Chamorro at the post-secondary level. All instructional positions are funded by UHM. The part-time lecturers' positions are dependent on adequate enrollments, and NRC funds are budgeted as needed for developmental support.

Pedagogical Training and Professional Development. All tenure-track faculty are required to maintain a program of professional development that includes continued pedagogical training. During the past grant cycle, Chailloux, Boyce, Mayer, Lesa, Simanu-Klutz, Danielson, and Patu participated in numerous workshops provided by the UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center. These workshops have included Computer Assisted Learning and Teaching, training for teaching through video production, the use of social media and Google in language teaching, Web Audio Utility training, developing authentic heritage language materials, and extensive training in MIT's Cultura Program. Samoan program faculty also attended and gave presentations at the 2010 Heritage Language Institute at UHM and the 2014 Heritage Language Conference at UCLA. In the summer of 2014, Samoan program faculty will participate in a weeklong NFLRC workshop on Developing Language Curriculum for Specific Purposes.

UHM Pacific language instructors have received numerous awards and other forms of pedagogical distinction. Aumua Papalii received the Hawaiian Association of Language

Teachers Excellence in Teaching Award in 2008 and a Hawai'i State Senate Commendation of Appreciation for Samoan Language Education in Hawai'i in 2014. Among Professor Mayer's numerous awards are the UHM Presidential Citation for Excellence in Teaching in 1990; and the US Congress Certificate of Congressional Recognition for Community Service and Outstanding Contributions for the Promotion and Enhancement of the Samoan Language in 2004. Mayer is also Principal Investigator for a 3-year American Administration for Native Americans (ANA) grant for Samoan language preservation at the Le Fetuao school, the first such ANA award for Samoan in the US.

Performance-based instruction. Instruction in the Pacific languages is performance based and uses standardized evaluation instruments to measure learning. Since 2004, the UHM Center for Language and Technology (CLT) has worked with the American Council on the Teaching of Foreign Languages (ACTFL) to develop critical language assessment training for faculty at UHM. Reflecting the emphasis on collaboration between NRCs and Title VI Language Resource Centers, CPIS has actively encouraged the participation of Pacific language faculty in training and assessment programs. Two UHM Samoan language faculty members have undergone ACTFL Oral Proficiency Interview (OPI) training and certification. Pacific language faculty in IPLL are also engaged in a department-wide process to develop a list of shared learning outcomes and goals to meet the UH two-year language study requirement and devise new and uniformly applied standardized assessment procedures for this language learning. Working with ACTFL, a 4-day Full OPI Assessment Workshop in Honolulu for UH system Pacific language instructors will be held in spring 2017.

Proficiency requirements. All UHM Pacific Island Language Programs provide language assessment and placement exams for incoming undergraduate students and graduate language

exams for MA and PhD students. Maori, Tahitian, and Samoan language programs conduct regular placement assessments of heritage students from Beginning through Advanced levels of coursework (1st through 4th year). Tongan and Chamorro regularly offer assessments and placement exams for Beginning through Intermediate levels courses, although these languages may place heritage students into advanced level classes using Directed Studies courses.

All Pacific Island language courses have established Student Learning Outcomes that describe the performance-based skills that students will be able to demonstrate at each language proficiency level. Basic Program Assessment for all Pacific Island language programs has also been addressed through participation in a college-level Student Exit Survey for the Two-Year Hawaiian and Second Language Requirement Student Exit Survey. Faculty members attend assessment workshops each year through the UHM Center for Teaching Excellence. Samoan Program faculty will receive extensive training in the summer of 2014 in the design, implementation, and assessment of Task-Based Curriculum.

5. STRENGTH OF LIBRARY

Library holdings. The Pacific Collection (PC) at Hamilton Library maintains a comprehensive collection policy, gathering materials relating to the island regions of Melanesia, Micronesia, and Polynesia (excluding Hawai'i) in all subject areas, time periods, languages, reading levels, and formats. No other library in the world maintains such a comprehensive policy for all three cultural regions of the Pacific and the PC is generally acknowledged to be the world's largest and most comprehensive library collection of its kind.

The collection consists of more than 100,000 volumes, with approximately 3,000 volumes added each year. The PC also maintains and actively adds to a separate rare book collection, comprising more than 3,500 Pacific-related items; receives 1,200 journals and

periodicals annually; subscribes to more than 30 Pacific-region newspapers; and holds over 10,000 reels of microfilm materials. The PC houses the world's most complete holdings of post-

<u>Pacific Collection</u>
100,000 volumes
3,000 added each year
3,500 rare items
1,200 periodicals
30 regional newspapers
10,000 microfilm reels
2 Pacific librarians
15 paraprofessionals/students
\$369,059 UHM funding

World War II government documents published in the island nations. Unpublished materials, such as conference papers, theses, dissertations, and manuscripts, are considered a major strength of the collection. Primary research documentation of notable Pacific scholars—field notes, oral history recordings and transcripts, photographs, draft manuscripts, and more—is

also collected, as are personal correspondence, diaries, photographs, and photo albums that document life in the Pacific from a wide variety of viewpoints. The PC is one half of a library department that includes the separate Hawaiian Collection, which also maintains a near-comprehensive collection policy and has an international reputation for excellence with its 145,000 volumes. In tandem with the PC, the Hawaiian Collection serves as an important resource for Pacific Islands Studies scholars working across Hawai'i-Pacific academic boundaries.

The UHM Library is a founding member of the Pacific Manuscripts Bureau (PMB) and holds all of the microfilm copies of archival sources produced by PMB. The collection also acquires archival and primary source material in both original and microfilm or digitized formats. UHM holds over 2,000 reels of microfilm documents of the Trust Territory Archives (Micronesia) and is the repository for the Trust Territory Archives Photo Collection. More than 8,300 images from that collection, reflecting the history of the US era in Micronesia, are available via the UHM Library's open-access online image collection portal. The PC is a full depository for all publications of the Secretariat of the Pacific Community, the largest regional

organization which includes the 22 Pacific Island countries and territories plus Australia, New Zealand, France, and the United States. Video-recordings, DVDs, and CDs are housed at the Wong Audiovisual Center in Sinclair Library, the other main library on the UHM campus; this important collection is a significant component of UHM instructional programs.

Institutional support. University financial support for the PC includes funds for serials, books, electronic resources, and salaries. For fiscal year 2014, the PC received acquisitions and ongoing subscriptions funds of \$137,551. An additional \$20,000 is annually budgeted for microfilming of newspapers held by the PC to ensure their long-term preservation, while \$2,500 is provided annually for the Web Archiving Project of the Pacific Islands. The PC is staffed by two full-time librarians, Senior Pacific Specialist Stuart Dawrs and Pacific Specialist Eleanor Kleiber. Salaries funded for the two Pacific librarians are \$124,008, not including fringe benefits. The UHM Library also provides 3 paraprofessionals and 12 student assistants for both the Hawaiian and Pacific Collections, with collective salaries of approximately \$170,000, half of which supports the PC. In summary, UHM annual funding support for the PC is approximately \$369,059.

The UHM Library's Desktop Networking Services (DNS) department also provides substantial support to CPIS via ScholarSpace, UHM's institutional digital repository. DNS maintains ScholarSpace, which in turn provides the server space, digital archiving, and system maintenance necessary to house CPIS's online repository of MA theses, portfolios, and Plan B projects. Also housed in CPIS's ScholarSpace collection are all back issues (prior to the current year) of *The Contemporary Pacific*; all issues published under the CPIS "Occasional Papers" series; back issues (through 1995) of the CPIS newsletter; and selected volumes of the Pacific Islands Monograph series. In total, this represents 2,162 digital files, making the CPIS collection one of the largest on ScholarSpace.

Access to materials at other institutions. The UHM Library is part of the Greater Western Libraries Alliance (GWLA), a consortium of 31 academic research libraries that freely share their materials via Interlibrary Loan Services (ILL), as well as the OCLC WorldCat Resource Sharing system, a worldwide network of libraries. In addition, the Library provides electronic document delivery of journal articles that are not available either in hard copy or via the Library's database subscriptions. Students also have access to numerous database subscription services, including ProQuest Dissertations & Theses Database; EBSCOHost, providing access to more than 10,000 full-text journals covering all subjects; eHRAF (Human Relations Area Files) Collection of Ethnology; JSTOR, with access to the Arts & Sciences I, II, III, IV, V, VI and VII collections, as well as the Life Sciences collection; and Project MUSE, allowing selected full-text access to approximately 250 scholarly journals.

External access. Digital materials are regularly created or acquired and made available to a worldwide audience via two UHM digital repositories, ScholarSpace and eVols, which together house several thousand pages of Pacific-related print and audio material, including all MA Theses, Portfolios, and Plan B projects produced by graduates of CPIS. Including the Trust Territory photographs mentioned above, a total of more than 17,000 photographs and 35mm slides from the PC holdings have been digitized and are also freely available online, with more digitized photographs being regularly added. A web-archiving program also seeks to selectively archive important Pacific-related websites, while a digital reformatting program is actively transferring aging Pacific videotapes to online streaming formats. The UHM Library has created and actively updates a periodical index for regional publications, the Hawai'i Pacific Journal Index, and this heavily used resource is available worldwide via the library's website. NRC funding also supports a limited "digitization on demand" program, whereby the PC selectively

digitizes materials from off-site researchers on request. These digitized materials are then made available to all (copyright allowing) via the library's digital repositories.

6. QUALITY OF STAFF RESOURCES

Qualifications. CPIS employs 5 full-time teaching faculty, 4 full-time faculty specialists and support staff, and has an affiliate faculty of 41. This represents the world's largest aggregation of scholars with expertise in the Pacific Islands. As Appendix 2 indicates, 45 have doctorates in their respective disciplines, 80% are competent in a Pacific language, and 21 are Pacific Islanders. CPIS affiliates represent 19 departments in the social sciences and humanities and 3 professional schools and include faculty at the East-West Center and Hamilton Library.

The 9 CPIS core faculty and staff are extremely well qualified to support the center's many activities and maintain its reputation as a global leader in the interdisciplinary field of Pacific Islands Studies. Professor Terence Wesley-Smith is a political scientist who holds graduate degrees from Victoria University of Wellington, New Zealand, and UHM. After many years as Graduate Chair, Wesley-Smith took over as center Director in 2010. His publications on the development of the interdisciplinary field of Pacific Islands Studies, as well as issues in area studies more generally, are widely read in Pacific Studies programs everywhere. In 2010 UH Press published his edited collection (with Jon Goss) *Remaking Area Studies: Teaching and Learning Across Asia and the Pacific*. Much of his recent work focuses on China's rise in the Pacific Islands region and includes a 2010 edited book (with Edgar Porter), *China in Oceania: Reshaping the Pacific?* and a 2013 article in *Pacific Affairs*, "China's Rise in Oceania: Issues and Perspectives." Professor Wesley-Smith is also editor of *The Contemporary Pacific*, the leading interdisciplinary journal in the field.

Associate Professor Tarcisius Kabutaulaka is a political scientist who earned his PhD at the Australian National University. He joined the center in spring 2009 after almost five years as a research associate at the East-West Center's Pacific Islands Development Program and considerable teaching experience at the University of the South Pacific in Fiji before that. Professor Kabutaulaka's research interests include issues of governance and resource use in the region, and he is regarded as a leading analyst of the major political crisis that emerged in his native Solomon Islands in the early part of this century. The crisis precipitated a massive Australian-lead intervention in 2003, the Regional Assistance Mission to Solomon Islands (RAMSI), and Kabutaulaka serves as a member of a three-person Independent Experts Team charged with monitoring its progress. Kabutaulaka is much sought after as a consultant to regional organizations and aid agencies, and in recent years he has worked for the Pacific Islands Forum Secretariat, AusAID, and UNDP. He is also widely known as a media commentator on contemporary regional developments, particularly through numerous interviews on Radio Australia. Professor Kabutaulaka serves on the advisory boards of The Cairns Institute, James Cook University, Australia, and the European Consortium for Pacific Studies (ECOPAS). He is the editor of the prestigious Pacific Islands Monograph Series.

Dr. Lola Quan Bautista is a sociologist who joined the center in 2008 and earned tenure and promotion to Associate Professor in 2013. Her research interests include Micronesian diaspora, gender, domestic life, housing, and community development, and her earlier work was supported by postdoctoral research minority and starter grants from the National Science Foundation. Bautista's documentary film, *Breadfruit and Open Spaces*, won the Best Documentary Short award at the 2012 Guam International Film Festival and was screened at the 2013 Hawai'i International Film Festival. In 2013, Professor Bautista completed a website for

the film and received a grant from Pacific Islanders in Communication to prepare the film to be shown on the Public Broadcasting Service (PBS) national network. Professor Bautista coordinates the undergraduate student program and is very active in initiatives involving service learning, community outreach, and the recruitment of underserved minorities at UHM.

The two new teaching hires in CPIS are also very accomplished. Assistant Professor Alexander Mawyer holds a BA from Amherst College, MAs from University of Chicago and UHM, and a doctorate in Anthropology from the University of Chicago; he gave up tenure at Lake Forest College, Illinois, to join the center in spring 2014. Professor Mawyer's recent research interests include language and the circulation of information in French Polynesia, and he has already published several book chapters as well as articles in quality journals such as *ETHOS: Journal for the Society for Psychological Anthropology*, and *New Media and Society*. Mawyer's book manuscript has been accepted for publication by UH Press, and he will apply for tenure and promotion at UHM in fall 2015. He has been the Book and Media Reviews editor for *The Contemporary Pacific* since 2011, is now also the Associate Editor of that journal, and has recently been invited to become a Corresponding Editor for New Zealand and the South Pacific for *Manoa*, the award-winning literary journal published by UH Press.

Assistant Professor Moana Nepia effectively embarked on a second career when he joined CPIS in spring 2014. By the time he completed his doctorate at Auckland University of Technology in 2013, he was already well established as a visual and performance artist in Aotearoa/New Zealand and a leading figure in Maori dance and choreography. At the time of hire he was Director of Dance Aotearoa New Zealand and Chair of the Atamira Dance Collective Charitable Trust. He has recently been appointed Artistic Coordinator for *Xin and Taane*, an ambitious collaboration between dancers in the Beijing Dance Academy and a Maori dance

group in Auckland. The production will start practicing in summer 2014 and tour major urban centers in New Zealand and China starting in October 2014.

In addition to the 5 teaching faculty, CPIS employs a Managing Editor, two faculty specialists, an Administrative Assistant, and a number of part-time student assistants. With the exception of the Administrative Assistant, all full-time employees hold doctoral degrees and are widely involved in center activities.

Dr. Jan Rensel is a cultural anthropologist who earned a PhD from UHM in 1994. She joined CPIS in 2001 to manage the publications program and is currently developing a writing program for the center's undergraduate students. She maintains her scholarly interest in the Polynesian island of Rotuma, where she conducted her doctoral research, and continues to publish books and articles about Rotuman society and culture.

Dr. Julie Walsh earned her PhD in cultural anthropology from UHM in 2003 and joined the center as an educational specialist in 2008. She is responsible for all undergraduate advising, UH system articulation, coordination of curriculum, program assessment, service learning, and the ongoing development of the new BA program. In addition, Dr. Walsh chairs and serves on graduate committees, teaches a required 300-level course, and is much sought after as a cultural advisor for state service providers and others working with migrant Micronesian communities. Dr. Walsh continues to pursue her scholarly interests and recently co-authored a history of the Marshall Islands that is used by the Marshall Islands Department of Education.

Dr. Katherine Higgins holds an MA in Pacific Islands Studies and a Certificate in Museum Studies from UHM and completed a PhD in art history from the University of Auckland in 2012. As the center's Outreach Director, she coordinates outreach activities; edits the newsletter; manages the center's website and associated web-based resources; and helps

administer the NRC grant. Dr. Higgins also teaches at least one section of the introductory course (PACS 108) each year and is the Arts Editor for *The Contemporary Pacific*. Dr. Higgins' MA portfolio, *Red Wave: Space, Process, and Creativity at the Oceania Centre for Arts and Culture*, was published as a book by the University of the South Pacific in 2008, and she continues to publish in refereed journals and edited collections.

Ms. Charlotte Needham has supervised the financial, record-keeping, and general administrative aspects of center programs since 2002. She recently completed a BA in Social Work and has been accepted into the UHM MA program in Social Work for fall 2014. Of Native Hawaiian descent, Ms. Needham plays a leadership role in numerous community organizations, especially those working to educate Native Hawaiian youth.

Professional development. The framework for CPIS faculty and staff performance evaluation and career development is established by UHM collective bargaining agreements, Board of Regents policies and procedures, and the center's own guidelines. Tenure-track faculty (Kabutaulaka, Mawyer, Nepia) meet periodically with the CPIS Personnel Committee, which, along with the center director, must provide written recommendations to the SPAS dean regarding contract renewal, promotion, and tenure. Tenured faculty (Wesley-Smith, Bautista) are subject to post-tenure review every 5 years. Non-teaching staff and faculty specialists (Rensel, Walsh, Higgins, Needham) are evaluated annually by the center director in light of the specifics of their job descriptions and agreed-on performance goals.

Regardless of job category, all CPIS employees are encouraged to participate in a range of professional development activities. Most take advantage of University Research Council, NRC, or other funding sources to regularly travel overseas or to the US mainland to conduct research or present their work at professional conferences. In recent years, most CPIS faculty and

staff traveled overseas at least once a year, while Wesley-Smith and Kabutaulaka have averaged 3-4 trips a year, often as invited participants at meetings and conferences in the islands region. Faculty and staff also serve on CPIS (and other) editorial boards, and help organize international conferences and workshops. Although not strictly part of their job descriptions, Drs. Rensel, Walsh, and Higgins maintain active research and publication agendas. Administrative Assistant Needham attends numerous on-campus training workshops related to her administrative duties.

Teaching, supervision, and advising. The 5 core teaching faculty and 2 faculty specialists share teaching duties to cover the 20 or so regularly offered courses and seminars, and the multiple sections of PACS 108 *Pacific Worlds*. Director Wesley-Smith has a 1-1 teaching load, while his 4 teaching colleagues follow a 2-2 schedule. The 2 faculty specialists usually teach one course or one section of PACS 108 each year. The addition of the 2 new faculty hires reduces the previous reliance on lecturers to cover the multiple sections of PACS 108, and in fall 2014, for the first time, no lecturers need to be hired to help teach PACS 108. Routine undergraduate advising is handled by Education Specialist Walsh, while Director Wesley-Smith covers graduate advising in his role as Graduate Chair. The core teaching faculty and specialists share supervisory duties on MA committees with members of the affiliate faculty.

Staffing and oversight. Written bylaws detail the structure, organization, and governance of the center. These guidelines spell out membership, workload, administrative procedures, personnel actions, and committee responsibilities. The committees that advise, plan, and monitor the center's activities include an executive committee, a curriculum and student affairs committee, an outreach committee, a personnel committee, and two editorial boards. Core faculty and staff work on these committees along with members drawn from the affiliate faculty and representing a wide variety of departments and professional schools. For example, the two representatives

from the affiliate faculty on the center's executive committee, which advises the director on all matters of major concern and policy affecting CPIS, are from Education and Ethnomusicology. The personnel committee is chaired by Professor Davianna McGregor (Ethnic Studies), and includes members from Education, Anthropology, English, and the Academy for Creative Media. The 19-member editorial board for *The Contemporary Pacific* represents 11 different units, including the UHM Library, History, Political Science, School of Hawaiian Knowledge, English, Sociology, and the East-West Center.

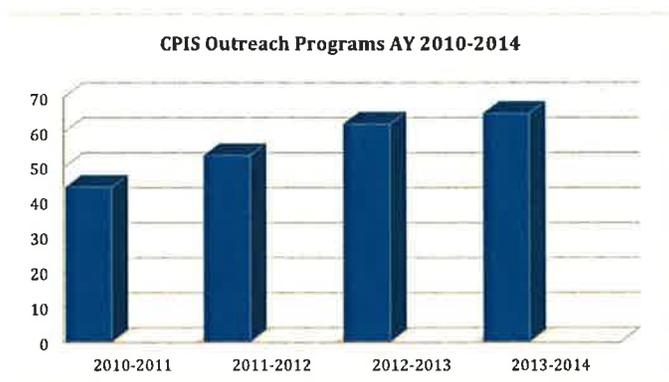
Each member of the CPIS team participates in decision-making, either on specialized committees or in monthly general meetings of center faculty and staff. The center also conducts annual, daylong, off-campus retreats where faculty and staff have the opportunity to share their personal goals and work together to construct a common agenda. This year's retreat resulted in a comprehensive plan to develop the 4-year *Engaging Oceania* project mentioned on page 1 of this narrative. The center's operations are evaluated as part of periodic comprehensive reviews of SPAS. The last SPAS review, conducted in 2007, yielded a detailed report from the team of 3 external reviewers. Follow-up action included efforts to increase the interaction between students and faculty in the various centers and programs within SPAS. The next review, delayed pending the appointment of a permanent dean, will take place in 2014–15.

Nondiscriminatory employment practices. UHM is an affirmative action employer, and all personnel actions are scrutinized to guarantee compliance with federal and state regulations. Each of the individuals employed at CPIS was appointed after a rigorous hiring process, overseen by SPAS Human Resources and EEO Officer Ms. Joyce Morikuni. Within SPAS and UHM generally, CPIS is known for its efficiency, responsiveness, and the positive quality of its working relationships. CPIS actively encourages the hiring of women, minorities, the disabled,

and other underrepresented groups. CPIS core faculty and staff are of mixed composition: 5 females and 4 males; 1 Native Hawaiian (Needham), 3 other Pacific Islanders (Kabutaulaka, Bautista, Nepia), and 5 Caucasians (Wesley-Smith, Rensel, Walsh, Mawyer, and Higgins). In the 2013–14 academic year, all of the center's 3 GAs were female and all but one of Pacific Islander descent. CPIS works diligently with UHM's Kokua (help) program to insure equitable access and participation in all of its endeavors for those who are elderly or physically disadvantaged.

7. OUTREACH ACTIVITIES

Full-time Outreach Director Dr. Katherine Higgins plans and coordinates an enormous range of

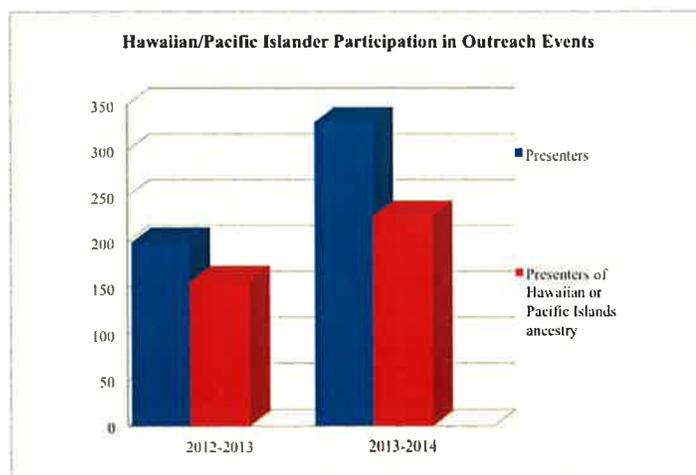


Pacific-related outreach activities, including teachers' workshops, seminar series, and international conferences; edits the newsletter; manages the center's website and associated web-based resources; and helps administer

the NRC grant. Many of those who participate in and benefit from CPIS outreach activities are K-12 teachers and students and postsecondary faculty and students of Hawaiian or Pacific Islander ancestry. The center's print and electronic publications reach a large and expanding national and international audience.

Elementary and secondary schools.

CPIS has long worked with K-12 teachers and colleagues in the College of Education (COE) to help develop Pacific-related curriculum,



especially for a required 7th grade module on the Pacific Islands in the public school system in Hawai'i. The most recent activity involved the production of the *Pacific Places* curriculum unit to address three Hawai'i DOE benchmarks for the 7th grade course. The unit is designed as a self-contained package available on the Internet that can be used by teachers who are unfamiliar with Pacific Islands studies as well as by those who are already knowledgeable about the region. Also this year, CPIS Associate Professor Lola Quan Bautista developed a website to facilitate the use in K-12 classrooms of *Breadfruit and Open Spaces*, her 2013 award-winning documentary about migrants from the Micronesian islands of Chuuk; she is working with Honolulu-based Pacific Resources for Education and Learning (PREL) to make the resource available to schools in US-affiliated entities, including Guam and the Northern Mariana Islands.

A special feature of the center's 2013 "Waves of Change" international conference (see p33) was the involvement of 40 students from Kaimuki High School's Imua Program, which supports underserved youth of Hawaiian or Pacific Islander ancestry and was developed in conjunction with colleagues in Ethnic Studies and the COE. The students received semester-long training in media skills, which allowed them to conduct interviews with visiting dignitaries during the conference. The high school students' filmed interviews are available online.

Over the next four years and in collaboration with UHM's East Asia and Southeast Asia NRCs, CPIS will launch a major new initiative with the COE to promote the increased integration of international, intercultural, and global perspectives and world languages in K-12 teacher education. Among other things, the initiative will result in a new course called *Teaching Asia and the Pacific* to be offered by the COE, drawing on area expertise from CPIS and SPAS more generally. This will allow preservice teachers to enhance their place-and-inquiry based

curricula in alignment with state and national standards, including the common core, and serve as a pipeline for students with expertise in Asia Pacific studies considering a career in education.

Postsecondary impacts. Working with a wide range of on- and off-campus partners, the center sponsors numerous public events that feature faculty and students from underrepresented groups, provide support for professional development, and encourage student participation and success. The annual number of public events has grown from 40 in 2010–11 to 65 in 2013–14. In the past year, these activities involved 280 speakers (more than 60% of whom were underserved minorities) and more than 1,500 attendees.

The 2013 international conference brought together policy makers, academics, community workers, and students from Hawai'i and across the region to discuss implications of climate change for the Pacific Islands. Chaired by CPIS Associate Professor Tarcisius Kabutaulaka, the advisory committee for “Waves of Change” included representatives from the East-West Center, the Richardson School of Law, COE, Ethnic Studies, and UH-West Oahu. The conference was preceded by a semester-long seminar and film series that explored climate change issues. “Waves of Change” attracted 250 participants, and the keynote address was delivered by a senior government minister from the Republic of the Marshall Islands. Other speakers came from Palau, Pohnpei, Chuuk, Guam, Fiji, and New Zealand. Filmed by Ōlelo Community Media, the conference proceedings were broadcast on cable television and online, and conference materials were used in support of a new undergraduate course on climate change offered by CPIS in spring 2014.

In January 2013, CPIS worked with the East-West Center and Chaminade University to facilitate a weeklong seminar in Honolulu for college and university instructors from across the nation as part of New York University (NYU)'s Faculty Resource Network (FRN) Faculty

Enrichment Seminars “Network Winter” series. There were two strands, one focusing on *Pacific Biodiversity, Pacific Peoples and Places*, and the other *Pacific Literature and Film*. Many of the sessions were conducted by CPIS faculty and graduate students. Planning is underway to host another FRN workshop in 2016.

The center’s Pacific Islands Monograph Series (PIMS) continues to meet national and international needs for high quality scholarly works about the region, and numbers 26 (on a colonial resistance movement in Solomon Islands) and 27 (on the development of indigenous nationalism in New Caledonia) appeared in 2013. The subscription base for the semiannual *The Contemporary Pacific* continues to expand. Most of TCP’s current 2,848 subscriptions come through Project MUSE, a Johns Hopkins–based initiative that provides institutions with online access to a selection of prestigious journals (TCP is included in five MUSE collections). In recent years, journal materials have registered around 30,000 article views a year via MUSE, plus an additional 70,000 pdf downloads per year through ScholarSpace, UHM’s open-access digital repository. The editorial boards for both PIMS and TCP include members from a wide range of UHM departments and professional schools, as well as other UH campuses.

Other digital resources for researchers, instructors, and students include the *Pacific Studies Initiative*, which contains more than 100 recent Pacific-related syllabi and bibliographies submitted by instructors around the world; *Moving Images of the Pacific Islands*, a comprehensive guide to more than 6,000 films and videos about the Pacific Islands recently converted to a wiki platform; and an expanding collection of streaming videos featuring recent seminar and conference presentations. An exciting new initiative, to be further developed during the upcoming grant cycle, is the *Pacific Islands Studies Wiki*, designed to serve as a central repository for digital teaching materials for Pacific Islands Studies instructors everywhere. The

site identifies teaching resources (articles, videos, pictures, books, etc) and provides background information and critical analysis, and also includes self-contained curriculum units. In addition to recruiting more wiki managers and expanding the database, future plans include the development of subject-specific, multimedia teaching and learning modules that will appeal to students.

Produced in conjunction with the 2013 “Waves of Change” conference, a pilot iBook project offers instructors an interactive, multimedia introduction to climate change issues.

Business, media, and the general public. CPIS faculty and staff regularly offer Pacific-related information and analyses in response to request from the media, government agencies, and the general public. Professor Kabutaulaka’s regular commentaries on regional issues circulate widely through social media, and Dr. Walsh regularly conducts workshops for service providers and government agencies struggling to understand their Pacific Islander clients, particular new migrants from the Federated States of Micronesia and the Republic of the Marshall Islands. All CPIS digital resources are readily available to interested individuals or groups. The center’s quarterly newsletter/blog, *Pacific News from Manoa*, reaches more than 1,000 e-mail subscribers, and its Facebook page now reaches a network of more than 1,000 friends.

Perhaps the most influential source of information for government, business, and the general public is *Pacific Islands Report (PIR)*, a web-based daily news source operated in conjunction with the East-West Center’s Pacific Islands Development Program (PIDP). PIR attracts an average of 456 unique visitors and 1,883 page views per day, and 2,275 subscriptions to daily news briefs delivered via e-mail. In collaboration with PIDP, and utilizing a grant from a private industry donor, the PIR website will be substantially revamped in 2014–15 and an internship program implemented over the next two years. The program will target CPIS students as part of a project to expand internship opportunities for undergraduate majors (see pp39–40).

8. PROGRAM PLANNING AND BUDGET

Quality and purpose of activities: CPIS has identified a set of 4 overarching goals for the grant period that together address a wide range of GPRA measures and NRC priorities. The goals along with short summaries of associated activities are outlined below. Further details are provided in the PMFs included in Appendix 4.

1. INCREASE THE CAPACITY OF TEACHERS TO INCORPORATE PACIFIC ISLANDS AREA STUDIES INTO THE K-12 CURRICULUM

Activity 1.A. *Develop a new course to be taught in the UHM College of Education (COE)*

Working with UHM East Asia and Southeast Asia NRCs, as well as colleagues in the COE, CPIS will develop a new undergraduate course called *Teaching Asia and the Pacific* designed for students preparing for careers in secondary education. The course will also serve as a pipeline for students who have existing expertise in Pacific Islands Studies or Asian Studies considering a career in education. The purpose is to integrate Asia-Pacific studies into the COE curriculum to better prepare future teachers. Funds are requested for Years 1 and 4.

Activity 1.B. *Develop digital resources to support place-based and inquiry-aligned learning*

CPIS will work with colleagues in the COE and in-service K-12 teachers to identify multimedia teaching resources to support place-based and inquiry-aligned learning, and work with CPIS graduate and undergraduate students to collect or create resources to meet those needs. CPIS will host 2 workshops for this activity: 1.B.2. with an advisory group of in-service teachers to conduct needs assessment, and 1.B.4. to train teachers to access resources via the Pacific Islands Studies Wiki and integrate them into the curriculum. The purpose is to increase the number of digital resources available to K-12 teachers. Funds are requested for Years 2, 3, and 4.

2. INCREASE THE CAPACITY OF POST-SECONDARY INSTRUCTORS AND INSTITUTIONS TO INCORPORATE PACIFIC ISLANDS LANGUAGE AND AREA STUDIES INTO THE CURRICULUM

Activity 2.A. *Develop new courses to be taught at Kapi`olani Community College (KCC)*

CPIS will collaborate with KCC faculty Kealalokahi Losch and Michelle Kamakanoenoe Tupou to develop 2 new 200-level courses that build on existing offerings of PACS 108 *Pacific Worlds*, help develop the AA in Liberal Arts with a Concentration in Pacific Islands Studies, and facilitate credit transfer to 4-year campuses in the UH system. The purpose is to increase course offerings for students at community colleges and minority-serving institutions (MSIs). Funds are requested for Years 1 and 2.

Activity 2.B. *Expand and enhance Pacific Islands studies course offerings at the City College of San Francisco (CCSF)*

CPIS will work with Professors David Ga'oupu Palaita (Program Coordinator) and Lauren Muller (Chair, Department of Interdisciplinary Studies) to develop Pacific Islands Studies offering at CCSF, a public, 2-year WASC-accredited community college. CCSF has recently established a 17-credit certificate program in Critical Pacific Islands Studies, one of the few such initiatives on the US mainland. The center will work with Professor Palaita to conduct a needs assessment, provide support for the development of 2 new courses, and enhance teaching resources. The purpose is to expand opportunities for students at colleges and universities outside of Hawai'i to take Pacific-related courses. Funds are requested for Years 1, 2, 3, and 4.

Activity 2.C. *Establish lower-level Samoan language instruction at UH West Oahu (UHWO)*

In collaboration with colleagues in IPLL, CPIS will work with UHWO Pacific Islands Studies Associate Professor Sa`iliemanu Lilomaiva-Doktor and instructor Lucille Achica to establish and teach 100- and 200-level Samoan language instruction at UHWO. Samoan will join Hawaiian as

the only languages offered at UHWO, a 4-year MSI, and contribute to the development of the concentration in Hawaiian-Pacific Studies in the Humanities BA program. The purpose is to increase language-learning opportunities at MSIs. Funds are requested for Years 1, 2, and 3.

Activity 2.D. *Increase professional development opportunities for instructors at minority-serving universities and colleges teaching Pacific-related materials*

CPIS will collaborate with faculty at KCC to organize an international workshop for curriculum and teaching resource development to be held at KCC and disseminate the results through the Pacific Islands Studies Wiki; collaborate with faculty at Chaminade University (an MSI in Honolulu) to host a NYU Faculty Resource Network Faculty Enrichment Seminar; and facilitate faculty travel to professional conferences elsewhere. The purpose is to increase students' access to quality area studies offerings at MSIs and community colleges. Funds are requested for Years 1, 2, 3, and 4.

Activity 2.E. *Increase the number of intermediate and advanced level language courses at UHM*

CPIS will work with UHM IPLL colleagues Steve Chailloux and Dr. Raukura Roa to develop new courses in Tahitian and Maori that focus on literature, media, grammar, and performance. The purpose is to expand language learning opportunities at the intermediate and advanced levels. Funds are requested for Years 2 and 4.

Activity 2.F. *Increase the number of language instructors in the UH system with OPI training*

CPIS will work with IPLL and ACTFL to organize a 4-day Full OPI Assessment Workshop for up to 10 Pacific language instructors in the UH system. Funds are requested for Year 3.

Activity 2.G. *Increase opportunities for students and faculty to explore cultural, economic, and political connections between the Pacific and Asia*

In collaboration with the UHM NRCs in East Asia and Southeast Asia and working with colleagues in Asian Studies, CPIS will develop a new team-taught, undergraduate, upper-division course in SPAS called *Globalization in Asia and the Pacific* to anchor a new undergraduate certificate in Pacific Islands and Asian Studies. The SPAS NRCs will also collaborate to host an international conference called “Asia in the Pacific, the Pacific in Asia” to highlight the interconnections between these dynamic regions. The purpose is to better integrate Asian and Pacific Islands Studies into the curriculum and encourage trans-regional approaches to inquiry. Funds are requested for course development in Years 1 and 2, program support in Year 3, and conference support in Year 4.

3. INCREASE SKILLS PREPARATION FOR FURTHER STUDY AND POSTGRADUATE EMPLOYMENT IN AREAS OF NATIONAL NEEDS

Activity 3.A. *Increase opportunities for area and language study overseas*

CPIS will work with colleagues in IPLL, other campuses in the UH system, and institutional partners overseas to develop and implement summer study abroad programs in Tahiti and Aotearoa/New Zealand. The purposes are to (1) provide more opportunities for students to study abroad as part of their BA or AA programs, and (2) better equip students for further study or employment in areas of national need. Funds are requested for Years 1 and 3.

Activity 3.B. *Develop an internship program for undergraduate majors*

Under the leadership of Education Specialist Dr. Julie Walsh, and working with local businesses, government agencies, nonprofit organizations, and media outlets, CPIS will develop and implement an internship program for undergraduate majors. The purpose is to expand

opportunities for students to develop work experience, skills, and professional networks that will facilitate their transition to employment in areas of national need. Funds are requested for a Graduate Assistant in Years 3 and 4.

4. MAKE MORE RESOURCES AND INFORMATION ACCESSIBLE TO LOCAL AND NATIONAL AUDIENCES

Activity 4.A. *Acquire library materials through acquisition trips*

CPIS will collaborate with library staff to undertake annual acquisition trips to educational institutions, libraries, and government agencies in Melanesia, Polynesia, and Micronesia. The purpose is to acquire research materials that are unavailable by other means. Funds are requested for travel in Years 1, 2, 3, and 4.

Activity 4.B. *Digitize and make available library research materials*

CPIS will collaborate with library staff to digitize and make available through UHM's open-access digital repository rare collections of materials including theses and dissertations; US Trust Territory archives on microfilm; translations of land documents from the Japanese era; photographs; and rare language publications. The purpose is to make available UHM library materials of interest to students and researchers outside of Hawai'i. Funds are requested for Years 1, 2, 3, and 4.

Activity 4.C. *Upgrade online platforms to facilitate access to digital materials*

CPIS will work with a web designer to redesign and expand its capacity to upload and disseminate digital materials including databases, teaching resources, multimedia, and streaming video. The purpose is to make materials more accessible to students and K-12, college, and university instructors. Funds are requested for Year 1.

Activity 4.D. *Increase outreach events at community colleges and MSIs*

CPIS will work with UH colleagues to host public events with Pacific Islander arts practitioners and scholars on other campuses in the UH system. The purpose is to increase students' exposure to Pacific arts and culture outside of the UHM campus. Funds are requested for presentations by local and visiting artist at different UH campuses in Years 1, 2, 3, and 4.

Activity 4.E. *Increase the number of public events involving students and faculty in the professional schools*

CPIS will collaborate with colleagues at the Richardson School of Law to organize a speaker series featuring Pacific Island legal scholars, and with the John A Burns School of Medicine to organize a speaker series featuring Pacific Island health practitioners. The purposes are to (1) increase Pacific Islands content at professional schools, and (2) explore key legal and health issues in the region. Funds are requested for Years 1, 2, and 3.

Strengthening the program. The narrative in the previous section along with the PMFs (Appendix 4) represents a comprehensive development plan to address 4 overarching goals over the next 4 years. By the end of the grant period, the center will have improved its ability to infuse quality teaching materials into the K-12 curriculum; increased the number of language and areas studies courses available to students in community colleges and MSIs in a variety of locations; created more opportunities for students to study abroad and acquire other skills necessary for a successful transition to further study or employment; and increased the volume and variety of resources available to students, researchers, and policy maker in Hawai'i and elsewhere.

Use of resources and personnel. The development plan makes effective use of core faculty and other resources available in CPIS itself, and relies heavily on key partnerships with colleagues in several other UHM departments (including IPLL, Asian Studies, and the professional schools), in the wider UH system (particularly KCC and UHWO), elsewhere in Hawai'i (Chaminade

University), on the US Mainland (NYU, CCSF), and overseas (University of French Polynesia, University of Waikato, ANU).

Reasonable costs: Costs associated with the various activities are clearly stated in the project budget, and are reasonable. They consist mainly of summer salaries for course development; salaries or release time to support instruction; graduate assistantships to support the development of new programs; and travel funds for professional development, library acquisitions, or materials development. Several of these cost items are shared with other UHM NRCs, and the expenditure will benefit students and faculty at community colleges and other MSIs as well as at UHM.

Long-term impacts. The investments of effort and resources during the grant period will significantly expand the number and variety of self-sustaining Pacific-related courses, materials, and opportunities. It will also expand the center's capacity to reach new audiences at the local, regional, and national levels. Most important, it will enhance professional development and career opportunities for students, particularly underserved minorities.

9. IMPACT AND EVALUATION

Impacts. The center's impact at UHM has increased significantly in recent year, particularly since the introduction of the BA program in 2011. As discussed in the Quality of Curriculum Design section (esp. pp5–7), the number of regularly offered undergraduate courses and sections offered by CPIS itself and the number of declared majors continues to expand. The total number of students taking courses with at least 25% Pacific content at UHM each year now exceeds 6,400. The center has also been instrumental in the development of Pacific Islands studies courses and program in other parts of the 10-campus UH system, where multiple sections of PACS 108 have been introduced over the last 4 years. This engagement, especially with UH-

West Oahu and Kapi'olani Community College, will further intensify over the grant period, yielding a new language program at UHWO and new 200-level offerings at KCC. The number of outreach events, including seminars, workshops, and conferences, expanded by 50% between 2010–11 and 2012–13, and now attract about 1,500 students, faculty, and the members of the general public each year (see pp31–35). The center's engagement with the local community continues to increase through the service-learning activities required of all CPIS students, outreach events, and media coverage of events, particularly community television programming.

With the only MA program in Pacific Islands Studies in the US, CPIS graduates have had a very significant regional and national impact, particularly as K-12 or postsecondary educators but also working for government agencies (including Peace Corps), museums (including the American Museum of Natural History), and numerous nonprofit organizations. Center resources, particularly its publications, are widely accessed across the nation and internationally. For example, *The Contemporary Pacific* is a "must read" for specialists and policy makers everywhere; electronic versions attract about 100,000 article views and downloads each year, and these numbers are increasing. Institutional support for the further development of Pacific Islands Studies at UHM, particularly in the area of faculty hiring, is likely to remain strong. Equal access. Many of the center's recent activities are explicitly designed to involve more underrepresented minorities, particularly those of Hawaiian or Pacific Islander descent. For example, the BA program was established in large part in response to a UHM concern about the recruitment and retention of Pacific Islander students, and today 85% of CPIS undergraduate majors and 70% of graduate students are underserved minorities. The same is true for outreach activities. As a result of deliberate recruiting efforts, the center's outreach events in 2012–13 featured 157 Hawaiian or Pacific Islander presenters, and most audience members were also

underserved minorities. CPIS Professor Lola Quan Bautista has been granted course release time for the last 3 semesters to work with the UHM Office of Multicultural Services on efforts to recruit more students of Pacific Islander ancestry. These efforts at inclusion will accelerate during the grant period, especially through collaborative projects with community colleges and MSIs. All of the project leaders at partner institution are of Hawaiian or Pacific Island descent, and many of the students who will participate in the planned activities will also be underserved minorities. CPIS is committed to making sure that persons with disabilities and the elderly have equal access to all activities and events and works closely with the UHM Kokua (“help”) office to make sure that this is the case.

Evaluation plan. The center has hired a specialist external evaluator, B. Sylwester, to help design and conduct the evaluation for the next grant cycle. Together with the evaluator, CPIS staff have developed *evaluation questions* to guide annual NRC evaluations. These questions address key concerns for NRC programming: GPRA measures, NRC priorities, and NRC project-specific goals.

1. GPRA Measures: 1-A. To what extent does the NRC address GPRA measures (particularly measures 3 and 4)? 1-B. What are the center’s strengths and weaknesses with regard to addressing GPRA measures?

2. NRC Priorities: 2-A. To what extent does the center address NRC priorities (absolute, competitive, and invitational)? What are the center’s strengths and weaknesses with regard to addressing NRC priorities?

3. NRC Project-Specific Goals: 3-A. Is the center making planned progress with regard to meeting performance measures for goals? Which activities are progressing well and which are not? 3-B. With regard to projects not making planned progress toward target measures, what

factors are hindering progress? What improvements can be made to the projects or what can be learned to inform future decision making?

Specific, measurable, quantitative outcomes have been developed for each NRC goal in the form of *performance measures*. Performance measure tables have been developed to align center goals and performance measures (quantitative outcomes) with activities (See Appendix 4). The evaluator will work with CPIS staff to set baseline and target measures and to gather data on each of the performance measures. When necessary, the evaluator will assist with the development and administration of evaluation instruments as well as data analysis to ensure the reliability and validity of the data. The evaluator will compile data and present it annually in an objective, comprehensive report to CPIS staff. CPIS staff will use information from the report to inform project planning as well as to report progress and impact to the DOE.

Coordinators for various activities will also engage in their own *formative evaluations* as they gather feedback for further development and continuous improvement. For example, when developing new materials, the coordinators may first pilot materials with teachers and students and gather feedback through focus groups or surveys. Likewise, when introducing new courses, the coordinators may conduct mid-term and end-of-semester course evaluations to gather information for course improvement. Data for formative evaluations will be both qualitative and quantitative. The evaluator will serve as a technical consultant to assist activity coordinators with development of evaluation instruments as well as data analysis. The evaluator will also play an important role in helping to assure the confidentiality of participant feedback, which will encourage honest and reliable data. Formative evaluation results will be reported informally to relevant stakeholders as the activities develop.

Evaluation and program improvement. During the last grant cycle, an external evaluator was hired to guide evaluation for CPIS. Under the evaluator's guidance, annual (and sometimes biannual) evaluations were used to track the progress and outcomes of individual activities. Evaluation tables, which included objectives, quantifiable outcomes, and indicators, were developed for each major activity and used to guide the evaluations. For example, the external evaluator worked with center staff to establish goals prior to the CPIS 60th anniversary international conference "Celebrating Connections" held in November 2010 and to conduct surveys to assess success in meeting those goals. As a result of the comprehensive evaluation report, CPIS developed a new alumni database, established a Facebook page to facilitate communications with alumni, and organized a seminar series featuring alumni to discuss PhD and employment opportunities for CPIS graduates.

Formative evaluations were also used for long-term activities to inform development and make improvements. For example, the external evaluator worked with CPIS staff to develop surveys for teachers piloting the *Pacific Places* curriculum unit for 7th grade social studies. Participating teachers completed surveys after piloting each lesson and responses were used to determine objectives and tasks for the following workshop and to finalize the curriculum unit.

CPIS also used the annual evaluation to ensure that it met absolute, competitive, and invitational priorities for NRCs and FLAS. For each evaluation report, the evaluator tracked the alignment of activities to priorities and provided feedback to the center staff regarding which priorities were being met and which activities were contributing to priorities. This helped center staff decide where to focus resources, especially in light of budget cuts during the grant cycle. For example, visitor programs, international conferences, and faculty travel were curtailed or canceled to allow curriculum development activities to proceed.

In addition to those conducted by the external evaluator, the center also makes use of evaluations conducted by UHM and collaborating organizations. For example, in preparing this application, the center reviewed UHM Office of International Education Program annual reports and UHM Study Abroad options to assess system-wide participation in study abroad and requirements to introduce new programs. This suggested the need for more data, and in February 2014 the center conducted a survey to determine interest in study abroad in the Pacific Islands. The survey found that 80% of the 56 respondents from 22 programs were interested in participating in advanced language and/or area studies in the Pacific Islands, and gave impetus to the proposal to establish new opportunities for overseas study.

Supply of specialists. As shown in Appendix 3 (table 2), enrollments in courses with 100% Pacific content in 2012–13 totaled 1,508, a 13% increase over the equivalent number in 2008–09. While enrollments in the CPIS MA program have remained relatively steady at around 30, the number of undergraduate majors has expanded rapidly since 2011 when the BA program was introduced. These numbers are anticipated to continue to grow and to provide a pipeline to the graduate program. A high proportion (about 40%) of MA graduates go on to doctoral programs to research Pacific topics, and many of them eventually find employment in Pacific-related teaching positions in colleges and universities in Hawai'i, the US Mainland, US-affiliated islands (such as Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands), or elsewhere overseas. It is too early to identify employment patterns for BA graduates, but it is anticipated that those who do not proceed to graduate studies will find employment in the social services or nonprofit sectors of the economy where they can apply their Pacific-related skills.

National needs and public information. As the only such center in the US, CPIS has long met a key need for Pacific-related education and knowledge production. UHM is the only US

university that regularly offers a wide range of courses on the entire Pacific Islands region, as well as the only one to offer interdisciplinary MA and BA programs of study. Its Pacific language offerings and library holdings are unmatched anywhere, and more Pacific-related research is generated at UHM than at any other US university. CPIS makes increasing amounts of information available to the general public through its online databases, collaboration with the library, monograph series and journal, support of the *Pacific Islands Report* news website, and a wide range of other outreach activities.

Student placement. As mentioned above, many MA graduates pursue doctoral degrees and apply their knowledge of the region in teaching positions in K-12, community colleges, or universities, while others do so in public service or nonprofit positions. In the new grant period, much attention will be paid to preparing undergraduate students for employment in areas of national need by expanding service-learning opportunities, creating new internship and study abroad programs, and raising awareness of postgraduate options in PACS 401 Senior Capstone and individual counseling sessions.

FLAS fellowships, placement, and national needs. CPIS did not receive a FLAS award in the last grant cycle. However, during the 2006–10 grant period, 23 full-year awards were distributed to support the study of Samoan (8 awards), Marshallese (6), Tahitian (4), Maori (4), and Tongan (1). Of the 18 recipients of those awards, 8 are still enrolled in doctoral or law programs; 3 hold positions as researchers; 4 are teaching Pacific subjects at community colleges or universities; 1 is employed as a historian in the State Department; and no recent information is available about the other 2. In the next round, applicants' career goals will be carefully scrutinized and recipients kept informed of career options via counseling and social networking tools.

10. FLAS SELECTION PROCEDURES

Advertising the awards. FLAS fellowships are advertised through media most likely to reach interested parties in Hawai'i and on the US mainland, including the awards section of the CPIS website; the newsletter, with a mailing list of over 2,000; the center's e-mail listserves for faculty, staff, and graduate students; the Facebook page; the *Pacific Islands Report* online news service; the UH Manoa student newspaper; and Student Services offices at UHM, UH Hilo, Brigham Young University–Hawai'i, and selected West Coast universities.

Timing of the selection process. Since CPIS did not obtain FLAS funding in the last grant cycle, the selection process is on hold pending receipt of new awards. The 2014–15 process will necessarily be truncated with materials distributed as soon as awards are confirmed, with an application deadline approximately 4 weeks after that. Successful applicants will be selected and notified within 2 weeks of the deadline. Working closely with the appropriate UHM offices, every effort will be made to make the funding available as soon as possible in the fall semester 2014. Starting in 2015–16, notices will go out by **1 December** of the previous year with an application deadline of **1 February**. The review process will be completed and successful candidates notified by **1 April**.

Announced priorities. The FLAS review process will take place in two stages, the first to establish a short list of candidates strictly on the basis of merit, the second to give competitive preference to applicants who demonstrate financial need. The second step will be conducted in collaboration with an officer from the UHM Financial Aid Services, who will join the selection committee to assist with FAFSA and other information relating to financial need. At least 25% of FLAS awards will be made to individuals with demonstrated need, and the selection committee will be instructed accordingly.

Application process. Students apply for FLAS using an online application form available via the CPIS and UHM Star scholarship websites. The form is accompanied by a list of frequently asked questions and detailed instructions for completing and submitting the form, emphasizing selection criteria. The form requests general information including citizenship/residence status, degree sought, prior fellowships and awards, language proficiency, and academic background. Applicants identify their career goals, list 3 references, outline a detailed program of study for the fall and spring semesters, and submit a short (500-word) statement of purpose discussing how language and area studies inform their academic and career plans.

Selection committee. A 3-person committee reviews the applications and selects awardees. Two of the members of selection committee are CPIS faculty; the third is drawn from the faculty of Indo-Pacific Languages. In the second round of the selection process, an officer from UHM Financial Aid Services joins the committee as a non-voting member to advise about applicants' financial need.

Selection criteria. In addition to financial need, every attempt is made to identify applicants who demonstrate (a) a program of study with a central role for Pacific language and area studies; (b) strong academic and career potential; (c) commitment to long-term engagement with the Pacific Islands region; and (d) a strong likelihood of employing language and area studies skills in future activities. Successful candidates are asked to sign an agreement to complete biennial online surveys over a period of 8 years to track postgraduate employment, education or training, and their contributions to areas of national need. They will also be asked to join the LinkedIn networking site to help CPIS track their employment movements and contact information.

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY			
		2014-15	2015-16	2016-17	2017-18
1.	Personnel				
	<i>Language Instruction</i> <u>Maori</u> Instructor for Maori: Summer overload				
Goal 2. E	Intermediate and advanced course development		\$5,324		\$5,870
Goal 3. A	Facilitate Study Abroad Fringe Benefits @ 2.28%		\$121	\$5,590 \$127	\$134
	<u>Tahitian</u> Mr. Steve Chailloux: Summer overload				
Goal 2. E	Intermediate and advanced course development		\$5,324		\$5,870
Goal 3. A	Facilitate Study Abroad Fringe Benefits @ 2.28%	\$5,111 \$117	\$121		\$134
	<u>Samoan at UH West O'ahu</u> Lecturer 8 credits (YR 1 101, 102; YR 2 201, 202; YR 3 101, 102) YR 1 lecturer A @ \$1374, YR 2 lecturer B @ \$1651, YR 3 lecturer C @ \$1929 per credit x 2 semesters Fringe Benefits @ 45.73%	\$21,984 \$10,053	\$26,416 \$12,080	\$30,864 \$14,114	
Goal 2. C	Instructor summer curriculum development overload Fringe Benefits @2.28%	\$5,000 \$114			
Goal 2. F	<u>Oral Proficiency Interview Certification Workshop</u> American Council on the Teaching of Foreign Languages (ACTFL) Workshop Fees			\$5,000	
	Language Subtotal Salaries	\$32,095	\$37,064	\$36,454	\$11,740
	Language Subtotal Services			\$5,000	
	Language Subtotal Fringe	\$10,284	\$12,322	\$14,241	\$268

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Goal 4. A,B	<u>Library, Outreach, Instruction and Assessment Library</u> Student Assistants to assist with digitizing collection resources \$10.60 x 20 hrs x 48 wks (+ .40 per hour annual increase) Fringe Benefits .55%	\$10,176 \$56	\$10,560 \$58	\$10,944 \$60	\$11,328 \$62
	Library Subtotal Salaries Library Subtotal Fringe	\$10,176 \$56	\$10,560 \$58	\$10,944 \$60	\$11,328 \$62
	<u>Outreach</u> Dr. Katherine Higgins, Assistant Specialist .375 FTE, 12 months Fringe Benefits @45.73%	\$23,175 \$10,598	\$24,334 \$11,128	\$25,550 \$11,684	\$26,828 \$12,268
Goal 4. C	Pacific Islands Report Project Mr. Scott Kroeker, EWC 15.66% time, 12 months, Services	\$15,000	\$15,000	\$15,000	\$15,000
Goal 1. B	<u>Graduate Assistant</u> <u>Development of digital curriculum materials, K-12 Teachers</u> Yrs 3-4				
Goal 3. B	<u>Undergraduate internship program Yrs 1-2</u> .50 FTE (* 4% annual increase) <u>Fringe @ 10.52%</u>	\$17,502 \$1,841	\$18,204 \$1,915	\$18,930 \$1,991	\$19,686 \$2,071

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Goal 1. B; Goal 2. D; Goal 4. C	Pacific Studies Wiki: coordination of international workshop and working on digital resources Student Assistants to assist with Pacific Islands Wiki \$10.60 x 20 hrs x 48 wks (+ .40 per hour annual increase) Fringe Benefits .55%	\$10,176 \$56	\$10,560 \$58	\$10,944 \$60	\$11,328 \$62
Goal 2. A	Curriculum development Title III eligible institutions Community College lecturer C 4-credit release @ \$1929/credit - Keala Losch Fringe @ 45.73%	\$7,716 \$3,529			
Goal 2. A	Community College faculty summer overload Michelle Tupou Fringe @ 2.28%	\$5,000 \$114			
Goal 2. D3	Faculty Resource Network Speaker's Fees Speaker's Fees @ \$500 x 10 YR3			\$5,000	
Goal 1. B	Non-UH Faculty Speaker's Fees Curriculum development K-12 Speaker's Fees Speaker's Fees @ \$500 x 4		\$2,000		\$2,000
Goal 4. D	Pacific speaker series at CC and MSIs local Speaker's Fees 2 @ \$250	\$500	\$500	\$500	\$500
Goal 4. E	Pacific speaker series with Professional schools local Speaker's Fees 2 @ \$250	\$500	\$500	\$500	\$500
Goal 4. C	Digital Outreach: Website Design and Capacity Upgrade	\$10,000			
	Outreach Subtotal Salaries	\$63,569	\$53,098	\$55,424	\$57,842
	Outreach Subtotal Services	\$26,000	\$18,000	\$21,000	\$17,500
	Outreach Subtotal Fringe	\$16,138	\$13,101	\$13,735	\$14,401
	Outreach Subtotal	\$105,707	\$84,199	\$90,159	\$89,743

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
	<i>Instruction</i>				
	<u>Teacher Training Course Development</u>				
Goal 1. A	Alexander Mawyer: Summer overload Fringe @ 2.28%	\$5,000			\$5,787
	Course facilitator: Course release, lecturer C 3-credits	\$114			\$2,646
Goal 1. A	@\$1929 Fringe @ 45.73% *YR 3 course release paid by NRCEA				
	<u>Asia and Pacific Undergraduate Certificate Program</u>				
Goal 2. G	Tarcisius Kabutaukala: Summer overload Fringe @ 2.28%	\$6,400			\$5,787
	Course facilitator: Course release, lecturer C 3-credits	\$146			\$2,646
Goal 2. G	@\$1929 Fringe @ 45.73% *YR 3 course release paid by NRCEA				
	Instruction Subtotal Salaries	\$11,400	\$0	\$0	\$11,574
	Instruction Subtotal Fringe	\$260	\$0	\$0	\$5,292
	<u>Independent Evaluator for Project Assessment (with NRCEA)</u>				
	Graduate Research Assistant: .25 FTE at 11 months (* 4% annual increase)	\$10,236	\$10,644	\$11,070	\$11,514
	Fringe Benefits @ 10.52%	\$1,077	\$1,120	\$1,165	\$1,211
	Assessment Subtotal Salaries	\$10,236	\$10,644	\$11,070	\$11,514
	Assessment Subtotal Fringe	\$1,077	\$1,120	\$1,165	\$1,211
	TOTAL SALARIES	\$127,476	\$111,366	\$113,892	\$103,998
	TOTAL SERVICES	\$26,000	\$18,000	\$26,000	\$17,500
	TOTAL FRINGE	\$27,815	\$26,601	\$29,201	\$21,234

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
3	TRAVEL				
	UH Employees				
	Domestic Travel				
Goal 2. B3	UH Faculty Speaker Series at CCSF 1 faculty member HNL-SFO per year Airfare @ \$900 (+\$100 est. increase per yr) M&IE \$71 x 3 = \$213 Acc: 3 nights @ \$200 = \$600	\$1,713	\$1,813	\$1,913	\$2,013
D1	UH Faculty travel to professional conferences	\$5,000	\$5,000	\$5,000	\$5,000
	International Travel				
Goal 4. A	Library Acquisition YR 1 & YR 4 Polynesia: Fiji, Samoa, Tonga, French Polynesia Est. airfare \$3,500 M&IE: \$125 x 21 days = \$2625 Acc: \$200 x 21 = \$4200 YR 2 Melanesia: Vanuatu, New Caledonia, Solomon Islands, Papua New Guinea Est. airfare \$4,000 M&IE: \$120 x 21 days = \$2520 Acc: \$125 x 21 = \$2625 YR 3 Micronesia: Yap, Palau, FSM, Marshalls, CNMI Est. airfare: \$3000 M&IE: \$75 x 21 days = \$1575 Acc: \$140 x 21 days = \$2940	\$10,325	\$9,145	\$7,515	\$10,325

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Goal 3. A	New Study Abroad Program				
Goal 3. A2	Tahiti Instructor, Airfare 1 @ \$1000 Instructor, Lodging @ \$266 x 30 days = \$7980	\$1,000 \$7,980			
Goal 3. A3	New Zealand Instructor, Airfare 1 @ \$1500 Instructor, Lodging @ \$204 x 30 days = \$6120			\$1,500 \$6,120	
Goal 2. D1	UH Faculty Professional Conferences and Research Est. 6 faculty members @ \$3000 each	\$18,000	\$18,000	\$18,000	\$18,000
	TOTAL TRAVEL	\$44,018	\$33,958	\$40,048	\$35,338
5	SUPPLIES				
	<u>Outreach</u>				
Goal 1. B	K-12 Digital Resources Project		\$500		\$1,000
Goal 2. D2; Goal 2. G4	International workshops and conference		\$2,000		\$2,000
Goal 4. D	Pacific Speaker Series at CC and MSIs supplies	\$250	\$250	\$250	\$250
Goal 4. E	Pacific Speaker Series with Professional Schools supplies	\$250	\$250	\$250	\$250
	TOTAL SUPPLIES	\$500	\$3,000	\$500	\$3,250

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
	OTHER				
	<i>NON-UH FACULTY TRAVEL</i>				
	Domestic				
	<u>Expand Course Offerings in Certificate Program at City College of San Francisco (CCSF)</u>				
Goal 2. B	YR 1 Sept 2014: 2 CCSF faculty members SFO - HNL Airfare @ \$800 x 2 = \$1600 M&IE: \$111 x 5 x 2 = \$1110 On-campus accommodation: 5 nights @ \$60 x 2 persons = \$600	\$3,310			
Goal 2. B	YR 1 Nov 2014: 1 CCSF faculty member SFO - HNL in Nov 2014 Airfare \$800 M&IE: \$111 x 5 = \$555 On-campus accommodation: 5 nights @ \$60 = \$300	\$1,655			
Goal 2. B; Goal 2. D	YR 2 Apr 2016: 2 faculty members SFO - HNL Airfare @ \$900 x 2 = \$1800 M&IE: \$111 x 5 x 2 = \$1110 On-campus accommodation: 5 nights @ \$60 x 2 persons = \$600			\$3,510	
Goal 2. D	<u>International Workshop to produce new Pacific studies curriculum and teaching resources</u> Non-UH Domestic Travel Airfare @ \$800 x 4 = \$3200 M&IE: \$111 x 5 x 4 = \$2220 On-campus accommodation: 5 nights @ \$60 x 4 persons =		\$6,620		

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Goal 2. F	<p>Oral Proficiency Interview Certification Workshop. American Council on the Teaching of Foreign Languages (ACTFL) Trainer Travel Airfare 1 @ \$1000 M&IE: \$111 x 5 = \$555 On-campus accommodation: 5 nights @ \$60 = \$300</p> <p>International</p>			\$1,855	
Goal 2. D	<p><u>International Workshop to produce new Pacific studies curriculum and teaching resources</u> Non-UH International Travel Airfare (Pacific) @ \$1800 x 6=\$10,800 M&IE: \$111 x 7 days x 6 = \$4662 On-campus accommodation: 7 days @\$60/day x 6 people=\$2520</p>		\$17,982		
Goal 2. G	<p><u>Asia Pacific International Conference</u> Airfare (Pacific) @ \$1800 x 6=10,800 M&IE: 111 x 7 days x 6 = \$4662 On-campus accommodation: 7 days @\$60/day x 6 people = \$2520</p>				\$17,982
Goal 4. D	<p><u>Pacific Speaker Series at CC and MSIs: Speaker travel</u> Airfare 1 @ 1800 x 1 per year M&IE: \$111 x 7 = \$777 On-campus accommodation: 7 days X \$60= \$420</p>	\$2,997	\$2,997	\$2,997	\$2,997

Appendix 1:
NRC Application-Center for Pacific Islands FY 2014-2018

PMF Cross-reference	Budget Categories	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Goal 4. E	<u>Pacific Speaker Series with Professional Schools: Speaker travel</u>	\$2,997	\$2,997	\$2,997	
	Airfare 1 @ 1800 x 1 per year				
	M&IE: \$111 x 7 = \$777				
	On-campus accommodation: 7 days X \$60= \$420				
	TOTAL NON-UH FACULTY TRAVEL	\$10,959	\$30,596	\$11,359	\$20,979
	TOTAL DIRECT COSTS	\$236,768	\$223,521	\$221,000	\$202,299
	INDIRECT COSTS @ 8%	\$18,941	\$17,882	\$17,680	\$16,184
	NRC TOTAL	\$255,709	\$241,403	\$238,680	\$218,483
	FLAS				
	Undergraduate FLAS	\$40,000	\$40,000	\$40,000	\$40,000
	Institutional payment 4 @ \$10,000	\$20,000	\$20,000	\$20,000	\$20,000
	Subsistence Allowance 4 @ \$5,000				
	Graduate FLAS	\$72,000	\$72,000	\$72,000	\$72,000
	Institutional payment 4 @ \$18,000	\$60,000	\$60,000	\$60,000	\$60,000
	Subsistence Allowance 4 @ \$15,000				
	TOTAL FLAS	\$192,000	\$192,000	\$192,000	\$192,000

APPENDIX 2: Profiles for Project-related Personnel

Profiles for project-related personnel are listed in alphabetical order following the table of contents.

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APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
 Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

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Department of Music	
MOULIN, Jane Freeman	22
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APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

School of Pacific and Asian Studies

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Department of Interdisciplinary Studies, City College of San Francisco

PALAITA, David	25
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*Joint appointment

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

ABINALES, Patricio Asian Studies, School of Pacific and Asian Studies
Rank: Professor (Tenured)
Education: PhD (1997) Cornell U; BA U of the Philippines-Diliman.
Academic Experience: 2011–present: Prof, Philippines Studies and Asian Studies, UH Manoa. 1999–2010:
Prof, Southeast Asian Studies, Kyoto U. 1995–1998: Asst Prof, Ohio U.
Overseas Experience: Born and raised in the Philippines; research in Thailand.
Languages: Tagalog-4; Cebuano-4
Percentage of time dedicated to area: 100% Asian studies
Research specializations: Philippines politics and history; American popularity among Muslim Filipinos;
postwar Philippines.
Teaching specializations: Southeast Asian studies research methods; contemporary Asian civilizations; Asian
nation studies; food, politics, and culture in Asia.
Recent publications:
2012 *The Philippines: Students, Activists, and Communists in Movement Politics*. In *Student Activism
in Asia: Between Protest and Powerlessness*, edited by M Weiss and E Aspinall. Minnesota:
University of Minnesota Press.
2010 *Orthodoxy and History in the Muslim Mindanao Narrative*. Manila: Ateneo de Manila Press.
2005 *State and Society in the Philippines*, with D Amoroso. Washington, DC: Rowman & Littlefield.
2005 *Globalization in Asia and Africa*. Kyoto: Kyoto University Press.
Dissertations/Theses advised: Serves on committees.
Distinctions: 2010–2011: Fellow, Woodrow Wilson International Center for Scholars, Washington, DC; 2006:
American Library Association's Outstanding Academic Title in Comparative Politics for *State and Society
in the Philippines*; 2001: Manila Critic's Circle National Book Award for the Social Sciences for *Fellow
Traveler: Essays on Filipino Communism* (2001).

ACHICA, Lucille Hawaiian and Pacific Studies, UH West Oahu
Rank: Instructor (Not tenure eligible)
Education: MA (2009) CPIS, UH Manoa; BA (2006) UH West Oahu; AA (1991) Leeward Com Coll.
Academic Experience: 2013–present: Instructor, UH West Oahu; 2013–present: Language instructor, Le
Fetuao Samoan Language School, Honolulu. 2010–2013: Researcher and instructor, Samoan studies and
archaeology, American Samoa Com Coll.
Overseas Experience: Born and worked in American Samoa; lived in Samoa.
Languages: Samoan-4
Percentage of time dedicated to area: 100%
Research specializations: Samoan history; Samoan arts and performance; Samoan language; diaspora studies.
Teaching specializations: Samoan history; archaeology; Pacific history; Pacific geography; *Pacific Worlds*
(introductory Pacific studies course); English as a second language.
Language pedagogy training: Participated in English as a Second Language training at American Samoa Com
Coll. Currently participating in pedagogy training with Dr John Mayer.
Recent publications: N/A
Dissertations/Theses advised: N/A
Distinctions: N/A

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

ALE, Ropeti Samoan Program, Department of Indo-Pacific Languages and Literatures
Rank: Lecturer (Not tenure eligible)
Education: BA UH Manoa; AS Maui Com Coll
Academic Experience: 2013–present: Lecturer, Samoan Language Program
Overseas Experience: Born and raised in Samoa, travel to other Pacific Islands.
Languages: Samoan-4
Percentage of time dedicated to area: 70%
Research specializations: Samoan language, social, and cultural customs
Teaching specializations: Intermediate and advanced Samoan language; Samoan oratory
Language pedagogy training: Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT’s Cultura Program (Electronic Pathways for Samoan Heritage Students).
Recent publications: N/A
Dissertations/Theses advised: N/A

BACCHILEGA, Cristina Department of English
Rank: Professor (Tenured)
Education: PhD (1983) and MA (1980) State U of New York at Binghamton; BA (1978) La Sapienza Universita degli Studi di Roma.
Academic Experience: 1997–present: Prof, 1998–1997: Assoc Prof, 1983–1988: Asst Prof, English, UH Manoa.
Overseas Experience: Lived and worked throughout Europe.
Languages: French-4; Italian-4; Hawaiian-2
Percentage of time dedicated to area: 30%
Research specializations: Folklore and literature; translation studies; gender and fairy tales; narratology; feminist theory and literature; Hawaiian mo’olelo (stories) in translation.
Teaching specializations: Theories in cultural studies; fairy tales and their adaptations; folklore and oral tradition.
Recent publications:
2014 Fairy-Tale Adaptations and Economies of Desire: Querying “Snow White and Rose Red” Intertextually. *The Cambridge Companion to the Fairy Tale*, edited by M Tatar. Cambridge: Cambridge University Press.
2014 The Fairy Tale and the Commercial in *Carosello* and *Fractured Fairy Tales*, with J Rieder. In *Channelling Wonder: Fairy Tales on TV*, edited by P Greenhill and J Rudy. Detroit: Wayne State University Press.
Dissertations/Theses advised: 6 PhD/18 MA
Distinctions: 2008: Ka Palapala Po’okela Award for Excellence, Hawai’i Book Publishers Association; 2007: Chicago Folklore Prize; 2007: Folklore Fellow, American Folklore Society; 2006: Folklore Fellow, Finnish Academy of Science and Letters; 2006: Hawai’i State Senate Commendation for fostering creative expression and excellence in writing; 1991: UH Regents’ Medal for Excellence in Teaching; 1988: Excellence in Teaching Award, UH Manoa.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

BAUTISTA, Lola Quan Center for Pacific Islands Studies

Rank: Associate Professor (Tenured)

Education: PhD (2001) and MA (1994) UH Manoa; BA (1990) Washington State U

Academic Experience: 2013–present: Assoc Prof, 2008–2013: Asst Prof, Center for Pacific Islands Studies, UH Manoa. 2001–2007: Asst Prof, Sociology, U of Guam.

Overseas Experience: Born and raised in Guam. Travel and research in Federated States of Micronesia and the Republic of the Marshall Islands.

Languages: Chamorro-3

Percentage of time dedicated to area: 100%

Research specializations: Gender; migration/diaspora; urbanization in the Pacific Islands.

Teaching specializations: *Pacific Worlds* (introductory Pacific studies course); researching Oceania; Pacific movement and migration; Oceania on the move.

Recent publications:

2013 *Breadfruit & Open Spaces*. Director/Producer. National Science Foundation. [film]

2011 Building Sense Out of Households: Migrants from Chuuk (Re)create Local Settlements on Guam. *City & Society* 23(1): 66–90.

2010 *Steadfast Movement around Micronesia: Satowan Enlargements beyond Migration*. Lanham, MD: Lexington Books, Rowman & Littlefield Publishers.

Dissertations/Theses advised: 0 PhD/ 7 MA

Distinctions: 2013: Pacific Islanders in Communications Completion Award; 2012: Best Documentary Short Award, Guam International Film Festival; 2007–2008: Postdoctoral research fellowship from the National Science Foundation; 2009: National Science Foundation Research Starter Grant.

BAYMAN, James Department of Anthropology

Rank: Professor (Tenured)

Education: PhD (1994) Arizona State U; MA (1988) Northern Arizona U; BA (1979) Miami U

Academic Experience: 2010–present: Prof, 2003–2010: Assoc Prof, 1999–2003: Asst Prof, Dept of Anthropology, UH Manoa. 2011: National Research Council Fellow, National Taiwan U. 2008–present: Adjunct Assoc Prof, U of Guam. 2001–present: Assoc in Cultural Resources, Bishop Museum.

Overseas Experience: Fieldwork and taught in Guam, leads archaeology field school on Guam, travel and research in Palau and other Pacific Islands.

Languages: Hawaiian-1; Chamorro-1

Percentage of time dedicated to area: 30%

Research specializations: Political economy; property; craft economies; Oceania; Hawaiian Islands; North America.

Teaching specializations: Introduction to archaeology; world archaeology; archaeological lab techniques; archaeology field school; archaeological theory and interpretation.

Recent publications:

2012 Household Economy and Gendered Labor in the 17th Century AD on Guam, with H Kurashina, M T Carson, J A Peterson, D J Doig, & J A Drengson. *Journal of Field Archaeology* 37:259–269.

2012 Latte Household Economic Organization at Ritidian, Guam National Wildlife Refuge, Mariana Islands, with H Kurashina, M Carson, J Peterson, D Doig, and J Drengson. *Micronesia* 42(1 2): 258–273.

2010 The Precarious “Middle Ground”: Exchange and the Reconfiguration of Social Identity in the Hawaiian Kingdom. In *Trade and Exchange: Archaeological Studies from History and Prehistory*, edited by C D Dillian and C L White. New York: Springer.

2009 Technological Change and the Archaeology of Emergent Colonialism in the Kingdom of Hawai‘i. *International Journal of Historical Archaeology* 13:127–157.

Dissertations/Theses advised: Chairs and serves on PhD and MA committees.

Distinctions: 2011–present: Advisor to Palau Historic Preservation Office; 2008–2010: President, Society for Hawaiian Archaeology.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

BLACK, Nate Samoan Program, Department of Indo-Pacific Languages and Literatures
Rank: Lecturer (Not tenure eligible)
Education: MS (2012) UH Manoa; MS (2009) and BS (2008) Brigham Young U–Provo.
Academic Experience: 2012–present: Lecturer, Samoan Language, UH Manoa; 2011–present: Lecturer, Nutrition Science, UH Manoa.
Overseas Experience: Worked in Samoa and American Samoa from 2001–2003.
Languages: Samoan-3
Percentage of time dedicated to area: 95%
Teaching specializations: 200-level Samoan language.
Language pedagogy training: Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT’s Cultura Program (Electronic Pathways for Samoan Heritage Students).
Dissertations/Theses advised: N/A

BOYCE, Mary Maori Program, Department of Indo-Pacific Languages and Literatures
Rank: Assistant Professor (Tenure eligible)
Education: PhD (2006), MA (1992), and BA (1980) Victoria U of Wellington
Academic Experience: 2008–present: Asst Prof, Maori, Indo-Pacific Languages and Literatures, UH Manoa; 2001–2008: applied linguist, Huia NZ Ltd; 1992–2002: Senior Lecturer in applied linguistics, 1992–1992: Lecturer in applied linguistics, 1983–1991: Lecturer in Maori studies, Victoria U of Wellington.
Overseas Experience: Born, lived, worked in New Zealand. Spent 5 months in Australia.
Languages: Maori-3, Hawaiian-2
Percentage of time dedicated to area: 100%
Research specializations: Maori language, language learning, and teaching methods; Maori language corpus design, compilation, and analysis; lexical research using corpora; lexicography; currently helping produce a dictionary of Maori legal terminology.
Teaching specializations: Three levels of Maori language; Maori literature, culture, and performing.
Pedagogy Background: PhD in applied linguistics; diplomas in teaching and teaching ESL; has taught language teaching methods to teachers and future teachers of Maori; invited to contribute to professional development courses for teachers in Maori immersion settings; taught pedagogical grammar; amended draft curriculum for the teaching of Maori in English-medium schools.
Recent publications:
2013 *He Papakupu Reo Ture: A Dictionary of Maori Legal Terms*, with M Stephens. Wellington: LexisNexis.
2011 Finding a Balance: Customary Legal Terms in a Modern Maori Legal Dictionary, with M Stephens. *International Journal of Lexicography* 4(24).
2010 The Legal Maori Corpus: Texts Printed Before 1910, with M Stephens. *New Zealand Electronic Text Collection* <http://nzetc.victoria.ac.nz/>.
2006 *Tirohia Kimihia: He Kete Wherawhera*, with others. (The first monolingual dictionary in Maori). Wellington: Huia.
2005 *Te Kete Kupu: Nga Kupu Waiwai o Toku Reo*, with others. Wellington: Huia.
Dissertations/Theses advised: Serves on committees
Distinctions: 2013: Maori Book Award for *He Papakupu Reo Ture*.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

BRISLIN, Thomas College of Arts and Humanities
Rank: Assoc Dean of Arts and Humanities and Professor (Tenured)
Education: PhD (1972) and MA (1970) Ohio State U; BA (1968) U of Guam
Academic Experience: 2012–present: Assoc Dean of Arts and Humanities; 2004–2012: Prof and Chair Academy for Creative Media; 1990–2004: Prof, Dept of Journalism/School of Communications; 2000–2002: Founding Chair, School of Communications, UH Manoa
Overseas Experience: Lived and worked in Guam, consultancy in Tonga, travel throughout the region.
Languages: German-3, Japanese-2, Mandarin-2, Chamorro-1
Percentage of time dedicated to area: N/A
Research specializations: Pacific Islands film, international/intercultural journalism and communication.
Teaching specializations: Indigenous film; media ethics; mass communication; introduction to communication; press and society.
Recent publications:
2007 Kids and Crime: A Comparative Study of Youth Coverage in Japan and the United States, with Y Inoue. *Journal of Mass Media Ethics* 22(1): 3–17.
Dissertations/Theses Advised: Has served on committees
Distinctions: 2007: National Assoc of Television Program Executives Faculty Fellowship; 2003: Fulbright Summer Seminar in German Studies; 1997: Recognized by UH as one of 90 Fabulous Faculty; 2007 UH Presidential Citation for Meritorious Teaching.

CHAILLOUX, Steve Tahitian Program, Department of Indo-Pacific Languages and Literatures
Rank: Instructor (Tenure eligible)
Education: PhD candidate at Ecole des Hautes Etudes en Sciences Sociales (EHESS); MA (2011) EHESS; BA Hons (2009) U of Paris Descartes; BA (2008) U of French Polynesia.
Academic Experience: 2012–present: Instructor, UH Manoa. 2011: Tahitian language teacher and cultural advisor to the Territorial Assembly of French Polynesia.
Overseas Experience: Born and educated in Tahiti; educated in France; travel to other Pacific Islands.
Languages: Tahitian-4; French-4; Pa'umotu (Marquesan language)-3.
Percentage of time dedicated to area: 100%
Research/teaching specializations: Tahitian language culture, literature, performing arts, oratory, and history.
Teaching specializations: Tahitian 101, 102, 201, 202. Directed readings in Tahitian literature and oratory.
Recent publications:
2011 Dire le temps et l'espace: l'exemple des particules mua et muri dans une problématique anthropo-linguistique en Polynésie. *Littéramā'ohi* 19.
Dissertations/Theses advised: N/A
Distinctions: 2008: Board of Directors, University of French Polynesia.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

CHAPMAN, William Department of American Studies
Rank: Professor and Director of Historic Preservation Program (Tenured)
Education: PhD (1982) and MSt (1978) U of Oxford; BA (1971) U of Virginia
Academic Experience: 1999–present: Prof and Director, Historic Preservation, UH Manoa. 1980–present:
Independent consultant in Historic Preservation, Chapman and Associates, Honolulu. 1991–1993: Assoc
Prof, Historic Preservation Program, School of Environmental Design, U of Georgia.
Overseas Experience: Teaching and consulting in Guam, Federated States of Micronesia, and the
Commonwealth of the Northern Marianas since 1994.
Languages: Thai-2, Italian-1, Spanish-1, Cambodian-1
Percentage of time dedicated to area: 20%
Research specializations: Preservation studies; vernacular architecture; historic cartography.
Teaching specializations: Pacific area preservation; history of anthropology and archaeology.
Recent publications:
2013 *A Heritage of Ruins: The Ancient Sites of Southeast Asia and Their Conservation*. Honolulu:
UH Press.
2013 *Asia Conserved II: Trends and Challenges Identified from the Asia-Pacific Awards Program
(2005–2009)*, edited with R Engelhardt and M Unakul. Bangkok: UNESCO.
2013 Pressures and Challenges: Heritage Conservation in a Changing World. In *Asia Conserved
(2005–2009): Trends and Challenges Identified from the Asia-Pacific Awards Program*, edited by
R Engelhardt, W Chapman, and M Unakul. Bangkok: UNESCO.
2013 Nineteen-Century Evolutionary Anthropology. In *Theory in Social and Cultural Anthropology*,
edited by R Jon McGee and R L Warms. London: Sage Publications.
Dissertations/Theses advised: 7+
Distinctions: 2012: UHM Excellence in Teaching Award; 2011: Frank Haines Award for Lifetime
Contributions in the Field, Historic Hawai‘i Foundation; 2008, 2009, & 2010: Commendation, Historic
Hawai‘i Foundation; 2006: Fulbright Senior Specialist award, Bangkok, Thailand.

CHAPPELL, David Department of History
Rank: Professor (Tenured)
Education: PhD (1991) UH Manoa; MA (1971) Stanford U; BA (1968) Syracuse U
Academic Experience: 2014–present: Prof, 1998–2014: Assoc Prof, 1992–1998: Asst Prof, Pacific History,
UH Manoa; 1991: Asst Prof, UH Manoa.
Overseas Experience: Ongoing research projects and teaching (2001) in New Caledonia. Has taught in
American Samoa (1995, 1997) and the Marshall Islands (1989).
Languages: French-3, Hawaiian-1
Percentage of time dedicated to area: 50–100%
Research specializations: 20th-century Pacific history; maritime history in the Pacific; nationalism in the
Pacific, especially the French Pacific.
Teaching specializations: Pacific Islands history
Recent publications:
2013 *The Kanak Awakening: The Rise of Nationalism in New Caledonia*. Pacific Islands Monograph
Series 27. Honolulu: CPIS, UH Press.
2013 *Recent Challenges to Nation-Building in Kanaky New Caledonia*. State, Society and
Governance in Melanesia Discussion Paper 1. Canberra: ANU.
2010 A “Headless” Native Talks Back: Nidoish Naisseline and the Kanak Awakening. *The
Contemporary Pacific* 22:37–70.
2010 Historical Perspectives on Independence. In *États et Constitutions du Pacifique Sud*, edited by
E-P Guiselin and M Joyau. Special issue of *Revue Juridique Polynésienne* 9 (Tahiti).
Dissertations/Theses advised: Currently chairs and serves on committees.
Distinctions: 2001: Koontz Award from the American Historical Association, Pacific Coast Branch, for best
article in *Pacific Historical Review*. 1998: World Civilizations Faculty Teaching Award, UH Manoa.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

DANIELSON, Edward Samoan Program, Department of Indo-Pacific Languages and Literatures
Rank: Lecturer
Education: Currently enrolled in MEd in Curriculum Studies UH Manoa; BA (2005) UH Manoa; AS (1996) American Samoa Com Coll.
Academic Experience: 1998–present: Lecturer, Samoan Program, Indo-Pacific Languages and Literatures, UH Manoa; 2007–present: Lecturer, Le Fetuao Samoan Language School.
Overseas Experience: Born and raised in American Samoa.
Languages: Samoan-4
Percentage of time dedicated to area: 100%
Teaching specializations: Elementary and intermediate Samoan language; teaching language to heritage students
Language pedagogy training: Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT’s Cultura Program (Electronic Pathways for Samoan Heritage Students). Completed 2-year Samoan pedagogy mentoring program with Dr Faafetai Lesa and Dr John Mayer.
Dissertations/Theses advised: N/A

DAWRS, Stuart UH Hamilton Library
Rank: Senior Pacific Specialist Librarian (Tenured)
Education: MA (2009) and MLISc (2004) UH Manoa; BA (1988) U of Southern California
Academic Experience: 2011–present: Department Head, Hawaiian & Pacific Collections; 2006–2011: Pacific Specialist Librarian, Hamilton Library, UH Manoa. 2007–present: adjunct faculty, Library and Information Sciences program, UH Manoa. 2011–present: Resources Editor, *The Contemporary Pacific*.
Overseas Experience: Extensive travel throughout the region for annual library acquisition trips.
Languages: Spanish-1; French-1
Percentage of time dedicated to area: 100%
Research/teaching specializations: Early post-independence literature of Papua New Guinea; Pacific literature; Hawaiian and Pacific information resources.
Recent publications:
2013 Who Needs a Bigger Boat? Two-hundred-pound Ahi vs. Fourteen-foot Piece of Plastic: The Thrill of Kayak Fishing. *Hana Hou!* 16(2): 88–91, 93, 95–96, 98–99.
2013 Dropping In: A. R. Gurrey Was Likely the First Surf Photographer to Get Out on the Water. *Hana Hou!* 16(6): 47–53.
2012 Virtually There: Open Access and the Online Growth of Pacific Dissertations and Theses. *The Contemporary Pacific* 24:347–357.
2010 *Bikini Atoll: The Robert Kiste Collection*. <<http://digicoll.manoa.hawaii.edu/liste/>>.
Dissertations/Theses advised: Serves on committees.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

FININ, Gerard Pacific Islands Development Program, East-West Center
Rank: Co-Director
Education: PhD (1991) and MRP (1986) Cornell U; BA (1978) State U of New York at Albany
Academic Experience: 2004–present: Deputy Director, 1992–present: Research Fellow, Pacific Islands Development Program, East-West Center.
Overseas Experience: PhD fieldwork in the Philippines; extensive travel throughout the Pacific Islands.
Languages: Ilokano-3; Hindi/Urdu-1; Tagalog-1
Percentage of time dedicated to area: 100%
Research specializations: Globalization and sustainable development in the Pacific Islands; policy analysis; development planning.
Teaching specializations: N/A
Recent publications:
2011 Power Diplomacy at the 2011 Pacific Islands Forum (PIF). *Asia Pacific Bulletin* 136.
2009 Oppression Finds New Paradise in Fiji. *Far Eastern Economic Review* 72: 4.
2008 “Igorotism,” Rebellion, and Regional Autonomy in the Cordillera. In *Brokering Revolution: Cadres in a Philippine Insurgency*, edited by R Rutten. Quezon City: Ateneo de Manila Press.
2007 Islands of Globalization: Pacific and Caribbean Perspectives, with E Figueroa, S Kroeker, and K Teaiwa. *Social and Economic Studies* 56(1–2): 32–40.
Dissertations/Theses advised: N/A
Distinctions: 1997–2002: Ford Foundation, Remaking Asia Pacific Area Studies; 1991–2000: Principal Investigator, US Dept of State, South Pacific Scholarship Program.

GOLUB, Alex Department of Anthropology
Rank: Associate Professor (Tenured)
Education: PhD (2006) and MA (1997) U of Chicago; BA (1995) Reed College
Academic Experience: 2006–present: Asst Prof, Anthropology, UH Manoa. 2008: Visiting researcher, Ecole des Hautes Etudes en Sciences Sociales. 2004–2006: Adjunct Prof, Anthropology, Hawai‘i Pacific University.
Overseas Experience: Fieldwork in Papua New Guinea since 1998.
Languages: French-3, German-3, Tok Pisin-3, Ipili-3, Hebrew-2, Hawaiian-1, Mandarin-1
Percentage of time dedicated to area: 50%
Research specializations: Papua New Guinea; virtual worlds; resource development; political anthropology; politics of identity.
Teaching specializations: Anthropology of Melanesia; introduction to cultural anthropology; contemporary anthropological theory; field methods; political anthropology.
Recent publications:
[Forthcoming] Between David and Goliath: Pulverized Over Mining in Papua New Guinea. In *Tweets from the Field: Ethnographic Updates from Asia and the Pacific*, edited by G Pigliascio and M Conran. Honolulu: UH Press.
2014 *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea*. Durham, NC: Duke University Press.
2013 Traction: The Role of Executives in Localizing the Global Mining and Petroleum Industry in Papua New Guinea. *Paideuma* 59: 215–236.
2010 Being in the World (of Warcraft): Raiding, Realism, and Knowledge Production in a Massively Multiplayer Online Game. *Anthropological Quarterly* 83(1): 17–45.
Dissertations/Theses advised: Chairs and serves on committees.
Distinctions: Founder and contributor to savageminds.org, the most popular cultural anthropology website on the Internet and one of *Science*’s “top twenty science blogs.”

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

GOODYEAR-KA'ŌPUA, Noelani Indigenous Studies, Department of Political Science

Rank: Associate Professor (Tenured)

Education: PhD (2005) U of California, Santa Cruz; BA (1996) UH Manoa

Academic Experience: 2013–present: Assoc Prof, 2007–2013: Asst Prof, 2007–present: Undergraduate Chair, Political Science, UH Manoa. 2005–2007: Program Director, Halau Ku Mana Public Charter School, Honolulu.

Languages: Hawaiian-3

Percentage of time dedicated to area: 30%

Research specializations: Indigenous politics and social movements; politics of education; Hawaiian studies; sustainable self-determination; the intersection of indigeneity with energy.

Teaching specializations: Indigenous theory and politics; decolonial futures; ontemporary Hawaiian politics.

Recent publications:

2014 *The Value of Hawai'i 2*, edited with A Yamishiro. Honolulu: UH Press.

2014 *Hawaiian Movements for Life, Land and Sovereignty*, edited with I Hussey and E K Wright. Narrating Native Histories series. Durham, NC: Duke University Press.

2013 *The Seeds We Planted: Portraits of a Native Hawaiian Charter School*. Minneapolis: University of Minnesota Press.

Dissertations/Theses advised: Chairs and serves on committees.

Distinctions: 2013: Chancellor's Citation for Meritorious Teaching; 2010–2011: Mellon-Hawai'i Postdoctoral Fellowship. 2008: Laeo'o award for outstanding Hawaiian dissertation, Native Hawaiian Education Association.

HALAGAO, Patricia College of Education

Rank: Associate Professor (Tenured)

Education: PhD (2001) U of Washington, Seattle

Academic Experience: 2003–present: Assoc Prof, Curriculum Studies, College of Education, UH Manoa.

2013–present: Co-director of A'o Hawai'i: Viewing the Classroom as a Canoe; Viewing the Canoe as Classroom, a culture and STEM-based partnership to support *Hōkūle'a* and *Hikianalia* canoes' Worldwide Voyage.

Overseas Experience: Extensive experience in the Philippines 1995–present.

Percentage of time dedicated to area studies: 50%

Research specializations: Culturally responsive curriculum and pedagogy, particularly the education of Filipino Americans.

Teaching specializations: Introduction to multiethnic education; curriculum and program evaluation.

Recent publications:

2010 Liberating Filipino Americans through Decolonizing Curriculum. *Race, Ethnicity and Education* 13(4): 495–512.

2006 Questioning the "Aloha" in a Multicultural Teacher Education Course. *Asia Pacific Journal of Education* 26(1): 37–50.

2004 Holding Up the Mirror: The Complexity of Seeing Your Ethnic Self in History. *Theory & Research in Social Education* 32(4): 459–483.

Dissertations/Theses advised: 3+

Distinctions: 2013: State of Hawai'i Board of Education appointee; 2012: UH Board of Regents Medal for Excellence in Teaching; Founder & Executive Director, Global Teach; 2009: Filipina Women's Network "100 Most Influential Filipina Women in the US"

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

HAMILTON FARIS, Jaimey Department of Art and Art History
Rank: Associate Professor (Tenured)
Education: PhD (2006) and MA (1998) Boston U; BA (1995) U of California, Santa Cruz.
Academic Experience: 2013–present: Assoc Prof, 2006–2013: Asst Prof, Art History; 2006–present: Director,
Intersections: Visiting Artist and Scholar Program, UH Manoa. 2002–2006: Lecturer, Massachusetts
College of Art.
Percentage of time dedicated to area: 25%
Research specializations: Critical theory; history of contemporary art; globalization; materialist aesthetics.
Teaching specializations: Theory and criticism of contemporary art; art historical methods; local/global in
contemporary art; representing identity in contemporary art.
Recent publications:
2013 *Uncommon Goods: Global Dimensions of the Readymade*. London: Intellect Press
2013 Arman's Spectacles of Waste. In *Aesthetic Fatigue: Modernity and the Language of Waste*,
edited by J Scanlan and J Clark. Oxford: Oxford University Press.
2012 Decapitalizing the Mind, with Melanie Bonajo. *Sphere* 1(1): 33–51.
2011 Civilisation figée. Notes sur l'esthétique de la systémisation chez Arman (Frozen Civilization:
On Arman's aesthetics of systemization). In *Arman: A Retrospective*. Exhibition catalog. Paris:
Centre Pompidou.
Dissertations/Theses advised: Chairs and serves on committees.
Distinctions: 2014–2015: Cranbrook Critical Studies Fellow, Cranbrook Academy of Art.

HAMNETT, Michael Research Corporation of the University of Hawai'i
Rank: Executive Director, Research Corporation of UH Manoa (Not tenure eligible)
Education: PhD (1997) UH Manoa; BA (1969) Upsala College
Academic Experience: 2004–present: Executive Director, Research Corporation of the University of Hawai'i.
1998–present: Program Director, Hawai'i Coral Reef Initiative Research Program. 1997–2004: Director,
UH Social Science Research Institute. 1987–1997: Director, Center for Development Studies, UH Manoa.
1987–present, Senior Policy Analyst, Pacific Basin Development Council, Honolulu.
Overseas Experience: Fieldwork in Melanesia, Polynesia. Travel and consult widely throughout the Pacific,
including Micronesia.
Languages: Tok Pisin-3; Kapingamarangi-2, Ponapean-2, French-1
Percentage of time dedicated to area: Less than 25%
Research/teaching specializations: Coastal zone and environmental management; coral reef research and
monitoring; fisheries development management; climate; disaster mitigation; developing island countries
and territories; sustainable economic development.
Recent publications:
2003 *The First Four Years: Hawaii Coral Reef Initiative Research Program*, with K Davidson and C
Minato. Honolulu: Hawai'i Coral Reef Initiative Research Program.
2003 *American Samoa Hazard Mitigation Plan*, with C Anderson et al. Prepared for the Government of
American Samoa with support from a contract with the Territorial Emergency Management
Coordination Office, American Samoa Government.
2000 *Impact of ENSO Events on Tuna Fisheries in the US Affiliated Pacific Islands*, with C L Anderson.
Honolulu: UH Joint Institute for Marine and Atmospheric Research.
Dissertations/Theses advised: Has served on committees
Distinctions: 2002: Robert W Clopton Award (UH Manoa) for outstanding service to the community.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

HANLON, David Department of History

Rank: Chair and Professor (Tenured)

Education: PhD (1984) UH Manoa; MA (1976) John Hopkins U; BA (1970) Holy Cross College

Academic Experience: 2013–present: Chair and Prof, 2007–2013: Prof, History, UH Manoa; 2002–2007: Director and Prof, Center for Islands Studies, UH Manoa. 1983–2002, Asst Prof, Assoc Prof, and Prof, Dept of History, UH Manoa. 1998–2009: Editor, Pacific Islands Monograph Series, UH Press. 1991–2000: Editorial Board for the *Encyclopedia of the Pacific* Islands project, Australia National U. 1989–present: Editorial Board, 1991–1997: Book Reviews Editor, *The Contemporary Pacific*. 2006–present: Editorial Board, *Journal of Pacific History*.

Overseas Experience: Travel, teaching, research in Micronesia, Samoa, Japan, and elsewhere in the region.

Languages: Pohnapean-3, French-2, Japanese-1

Percentage of time dedicated to area: 75–100%

Research specializations: Culture contact; missions; development; historiography; Micronesia.

Teaching specializations: 19th-C Pacific hist, ethnographic hist, Pacific historiography, imagining Oceania.

Recent publications:

2014 *Making Micronesia: A Political Biography of Tosiwo Nakayama*. Honolulu: UH Press.

2012 Nan Madol on Pohnpei: The Future of Its Past. In *Social Movements, Cultural Heritage, and the State in Oceania*, edited by E Hviding and K Rio. London: Sean Kingston.

2011 Histories of the Before: Lelu, Nan Madol, and the Deep Past. In *Changing Contexts, Shifting Meanings: Transformations of Cultural Traditions in Oceania*, edited by E Hermann. UH Press.

2009 “Gofors” Sometimes Need to Be Got For, Too: Remembering Greg Dening. *The Contemporary Pacific* 21:305–308.

Dissertations/Theses advised: 14+

Distinctions: 2010: Visiting International Academic, College of Asia & Pacific, Australian National University; 2009: Visiting Prof of Pacific Studies at Kagoshima University’s Research Cntr for Pacific Islands. 2001: UH Board of Regents’ Excellence in Teaching Award. 1989: UHM Excellence in Teaching.

HERENIKO, Vilsoni Academy for Creative Media

Rank: Professor (Tenured)

Education: PhD (1992) U of the South Pacific; MEd (1982) U of Newcastle-upon-Tyne; BA (1977) U of the South Pacific.

Academic Experience: 2012–present: Prof, Academy for Creative Media, UH Manoa. 2010–2012: Director, Oceania Centre for Arts, Culture, and Pacific Studies, U of the South Pacific. 2008–2010, Director, 2002–2010: Prof, 1997–2002: Assoc Prof, 1991–1996: Asst Prof, Center for Pacific Islands Studies, UH Manoa.

Overseas Experience: Grew up, went to school, taught, and conducted research in Rotuma and Fiji. Travel throughout the Pacific.

Languages: Rotuman-4

Percentage of time dedicated to area: 80%

Research specializations: Cultural identities; indigenous representations; film; theatre.

Teaching specializations: Topics/techq in creative media; repre of Pacific in film/video; Indigenous aesthetics.

Recent publications and films:

2014 *The Human Face of Climate Change*. In *Pacific Futures: Projects, Politics, and Interests*, edited by W Rollason. New York: Berghahn.

2013 *Moana: The Rising of the Sea*. Exc Prod/Orig Story. USP. [dramatic performance; film]

2012 *Drua: The Wave of Fire*. Exc Prod/Orig Story. USP. [dramatic performance]

2012 *Vaka: The Birth of a Seer*. Exc Prod/Orig Story. USP. [dramatic performance]

2004 *The Land Has Eyes*. Co-Producer/Writer/Director. Te Maka Productions. [film]

Dissertations/Theses advised: Chairs and serves on committees.

Distinctions: 2013: Motion Picture Association and Asia Pacific Screen Award; 2008–2009: UH President’s Emerging Leaders’ Program. 2004–2008: Awards for film, world premiere at Sundance Film Festival.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

HIGGINS, Katherine Center for Pacific Islands Studies
Rank: Outreach Director and Assistant Specialist
Education: PhD (2012) U of Auckland; MA and Grad Cert (2007) UH Manoa; BA (2001) U of Massachusetts, Amherst
Academic Experience: 2012–present: Asst Specialist, CPIS, UH Manoa; 2012–present: Arts Editor, *The Contemporary Pacific*. 2010: Teaching Assistant, Art History Department, U of Auckland. 2008–2009 Co-founder and Editor, *Oculus Journal*, U of Canterbury.
Overseas Experience: Teacher in the Republic of the Marshall Islands; fieldwork in Fiji, Samoa, Cook Islands; travelled to Vanuatu and Solomon Islands; lived and studied in Aotearoa/New Zealand.
Languages: Marshallese-2, Spanish-2
Percentage of time dedicated to area: 100%
Research specializations: Contemporary Pacific art; Oceanic art history; museums studies; diaspora and identity.
Teaching specializations: *Pacific Worlds* (introductory Pacific studies course)
Recent publications:
2012 Creative Starts: Workshop-style Programmes in Oceania. *Scope: Contemporary Research Topics (Art & Design)* 7:41–49.
2010 Kamoan Mine, with A Leleisi‘uao. In *The Space Between: Negotiating Culture, Place and Identity in the Pacific*, edited by A M Tamaira. Occasional Paper 44. Honolulu: Center for Pacific Islands Studies.
2009 The Red Wave Collective: The Process of Creating Art at the Oceania Centre for Arts and Culture. *The Contemporary Pacific* 21:35–70.
2008 *Red Wave: Space, Process, and Creativity at the Oceania Centre for Arts and Culture*. Suva, Fiji: Institute of Pacific Studies, University of the South Pacific.
Dissertations/Theses advised: 1 PhD.
Distinctions: 2013–present: Trustee, TransCultural Exchange, Boston, MA

HO‘OMANAWANUI, Ku‘ualoha Department of English
Rank: Assistant Professor (Tenured)
Education: PhD (2007), MA (1996), BA (1993) UH Manoa
Academic Experience: 2012–present: Assoc Prof, 2007–2012: Asst Prof, English, UH Manoa. 2004–present: Editor, *‘Ōiwi: A Native Hawaiian Journal*.
Overseas Experience: Research and travel to New Zealand.
Languages: Hawaiian-3
Percentage of time dedicated to area: 40%
Research specializations: Hawaiian literature; Oceanic literature; comparative Oceanic folklore.
Teaching specializations: Modern Pacific women’s poetry; seminar in Hawaiian literature; Indigenous Pacific poetry; Women writing Oceania.
Recent publications
2014 *Voices of Fire: Reweaving the Literary Lei of the Pele and Hi‘iaka Literature*. Minneapolis: University of Minnesota Press.
2014 Afterword: I ka ‘Ōlelo ke Ola, In Words Is Life—Imagining the Future of Indigenous Literatures. In *The Oxford Companion of Literature of the Indigenous Americas*, edited by J Cox and DH Justice. Oxford: Oxford University Press.
Dissertations/Theses advised: Chairs and serves on committees.
Distinctions: 2012: UH Frances Davis Award for Excellence in Undergraduate Teaching; 2010: Mellon Hawai‘i Postdoctoral Fellowship; 2001–2004: Ford Foundation Fellow.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

KABUTAULAKA, Tarcisius Center for Pacific Islands Studies

Rank: Associate Professor (Tenure eligible)

Education: PhD (2001) Australian National U; MA (1992), PostGrad Dip (1990), and BA (1988) U of the South Pacific.

Academic Experience: 2010–present: Editor, Pacific Islands Monograph Series; 2009–present: Assoc Prof, Center for Pacific Islands Studies, UH Manoa. 2009–2011: Independent Expert, Partnership Framework, Solomon Islands Govnt & Regional Assistance Mission to the Solomon Islands; 2003–2008: Research Fellow, East-West Center; 1992–1996 and 2000–2003: Lecturer, University of the South Pacific.

Overseas Experience: Born and raised in Solomon Islands. Lived and worked in Fiji and studied in Australia.

Languages: Tolo (Guadacanal)-4; Solomon Islands Pijin-4; Fijian-2

Percentage of time dedicated to area: 100%

Research specializations: Governance, development, conflicts, and post-conflict development.

Teaching specializations: Coups, conflicts, and crises in the Pacific; *Pacific Worlds* (introductory Pacific studies course); islands of globalization.

Recent publications:

[Forthcoming 2015] Re-Presenting Melanesia: Ignoble Savages and Melanesian Alter-Natives. *The Contemporary Pacific* 27(1).

[Forthcoming 2014] Re/presenting Melanesia: Ignoble Savages and Melanesian Alter-Natives. In *Pacific Alternatives: Culture and Politics in Contemporary Oceania*, edited by E Hviding and G White. London: Sean Kingston Publishing.

[Forthcoming 2014] *Oceanian Journeys and Sojourns: Home Thoughts Abroad*, with J Bennett. Dunedin: University of Otago Press.

2013 An Interview with Oscar Temaru (with T Wesley-Smith and G Finin). *The Contemporary Pacific* 25:300–307.

2012 “Review of the Solomon Islands.” Canberra: Australian Partnership for Development. [Report].

2009 “Pacific Islands Forum Leadership Study, Solomon Islands Report.” Suva: Pacific Islands Forum. [Report]

2007 “Land Management and Conflict Minimization.” Suva: Pacific Islands Forum Secretariat. [Report]

Dissertations/Theses advised: 2 PhD/6 MA

KAME‘ELEIHIWA, Lilikalā Hawai‘inuiākea School of Hawaiian Knowledge

Rank: Professor (Tenured)

Education: PhD (1986), MA (1982), BA (1980) UH Manoa

Academic Experience: 1999–present: Prof, 1998–2002: Director, 1993–1999: Assoc Prof, 1993–1994:

Director, 1987–1993: Asst Prof, Center for Hawaiian Studies; 1986–1987: Asst Prof, Hawaiian History, UH Manoa.

Overseas Experience: Travel in New Zealand, Easter Island.

Languages: Hawaiian-4, French-1

Percentage of time dedicated to area: 25%

Research specializations: Hawaiian mythologies and genealogies; comparative Hawaiian and Tahitian cosmogonies; history, literature, and land tenure of the Hawaiian people.

Teaching specializations: Comparative Hawaiian and Polynesian genealogy; history, mythology, and literature of Polynesia; Traditional Hawaiian, Pacific navigation; Modern Polynesian sovereignty movements and international rights for Native peoples.

Recent publications:

2004 *Islands in Captivity: The Record of the International Tribunal on the Rights of Indigenous Hawaiians*, edited with W Churchill and S Venne. Boston: South End Press.

Dissertations/Theses advised: Chairs and serves on committees

Distinctions: 1998: Recognized as one of four Outstanding Native Hawaiian Educators by Office of Hawaiian Affairs.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

KLEIBER, Eleanor UH Hamilton Library
Rank: Pacific Specialist Librarian (Tenure eligible)
Education: MLIS and MA (2006) U of British Columbia; BA (2002) Wellesley College
Academic Experience: 2011–present: Specialist librarian, Hamilton Library, UH Manoa. 2006–2011: Librarian/Archivist, Secretariat of the Pacific Community, Fiji.
Overseas Experience: Lived and worked in New Caledonia; lived and worked in Fiji; extensive travel throughout the region for annual library acquisition trips.
Languages: French-3
Percentage of time dedicated to area: 100%
Research specializations: Pacific Islands library information resources.
Teaching specializations: Librarianship; Hawaiian Studies information resources; Pacific Islands information resources.
Recent publications:
2014 Gathering the 'Net: Efforts and Challenges in Archiving Pacific Websites. *The Contemporary Pacific* 26:157–166.
Dissertations/Theses advised: N/A

LESA, Fa'afetai Department of Indo-Pacific Languages and Literatures
Rank: Assistant Professor (Tenure eligible)
Education: PhD (2009), MA-ESL (1992), BEd (1989) UH Manoa. AA (1983) American Samoa Com Coll
Academic Experience: 2013–present: Asst Prof, Samoan language, 2007–present: Samoan Language Program Coordinator, 1989–2013: Instructor, Samoan language, Indo-Pacific Languages and Literatures, UH Manoa. 1988–1989: Teacher, English as a Second Language, McKinley High School, Honolulu. 1985–1988: Teacher, Pava'ia'a and Manulele Elementary Schools, American Samoa.
Overseas Experience: Lived in Apia, Samoa, 1980–1982; Taught in American Samoa 1983–1988.
Languages: Samoan-4
Percentage of time dedicated to area: 100%
Research specializations: Samoan youth and Samoan churches in Hawai'i; community perspectives on the teaching of Samoan language in Hawai'i's public schools.
Teaching specializations: Elementary and intermediate Samoan language; Samoan language and culture.
Language pedagogy training: MA in Teaching English as a Second Language. Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT's Cultura Program (Electronic Pathways for Samoan Heritage Students). Participated in workshop by the National Assoc of Samoan Language Teachers of New Zealand.
Recent publications:
[Forthcoming] *Kalagoa: A Method of Authenticity on Samoan Research*.
Dissertations/Theses advised: 1 PhD

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

LEWIS, Nancy East-West Center
Rank: Director of Research
Education: PhD (1981), MS (1976), BA (1968) U of California Berkeley
Academic Experience: 2001–present: Director, Research Program, East-West Center; 1981–2012: Adjunct Professor, Dept of Geography, UH Manoa; 1993–2001: Assoc Dean, College of Arts and Sciences, UH Manoa. Affiliate in graduate programs in Public Health and in Urban and Regional Planning, UH Manoa. 1999–2002: Secretary General of the Pacific Science Association. 1991: Secretary General for the XVII Pacific Congress, Hawai‘i.
Overseas Experience: Extensive research in the Pacific, including Samoa, Tonga, Cook Islands, French Polynesia, Kiribati, and Fiji.
Languages: French-2, Spanish-2, Samoan-1, Maori-1
Percentage of time dedicated to area: 25%
Research/teaching specializations: Human ecology; health and development; ciguatera fish poisoning; gender and development and human dimensions of global change; climate variability and climate change and health in small island states; geography of the Pacific; topics in Pacific Islands studies
Recent publications:
2012 Islands in a Sea of Change: Climate Change, Health and Human Security in Small Island States. In *National Security and Human Health Implications of Climate Change*, edited by H J S Fernando, Z Klaić, and J L McCulley. Dordrecht, the Netherlands: NATO Science for Peace and Security Series C: Environmental Security.
2009 The Pacific Science Association: More than Eight Decades of Science in and of the Pacific, with G Ward. *International Journal of Technology Management* 46(1–2): 83–96.
2009 RISA 2020: A RISA Community Vision for the Future Regional Integrated Sciences and Assessments (RISA) Efforts to Match Community Climate Impacts Science with the Needs of Resource Managers and Planners. Contributing author. Whitepaper prepared for the NOAA CPO RISA Program.
Dissertations/Theses advised: 6+
Distinctions: 1997: Recognized by UH as One of 90 Fabulous Faculty. 1986–89: Kellogg National Fellow.

LOSCH, Kealalōkahi Hawaiian and Pacific Islands Studies, Kapi‘olani Community College
Rank: Associate Professor (Tenured)
Education: EdD (In progress), U of Southern California; MA (1999), Grad Cert in Intercultural Leadership (1998), BA (1996) UH Manoa.
Academic Experience: 2013–Present: Assoc Prof, 2006–2013: Asst Prof, 2001–2006: Instructor, 1999–2000: Lecturer (Adjunct Faculty), Hawaiian & Pacific Islands Studies. Kapi‘olani Community College.
Overseas Experience: Research in and travel to New Zealand, Fiji, Guam, Taiwan.
Languages: Hawaiian-2; Maori-1
Percentage of Time Dedicated to Area: 100%
Research Specializations: Minority and Community College Student Education Abroad Issues; Culture-based Leadership Models in Education; 19th Century Hapahaole (Hawaiian Aboriginal Half-caste) Identity; Hawaiian Tattooing
Teaching Specializations: Intro to Pacific Islands Studies; Maori Culture and Society; Polynesian Mythology; Hawaiian Culture; Hawaiian Mythology
Recent Publications:
2003 Role of tattoo. *Skin Stories: The Art and Culture of Polynesian Tattoo Companion Website*.
Dissertations/Theses advised: N/A
Distinctions: 2007–2008: UH President’s Emerging Leaders Program; 2007: Visiting Scholar, Pacific Islands Development Program, East-West Center; 2004–2006: UH Comm Coll Leadership Champions; 2001: Fellow, Pacific American Leadership Center, Pacific American Foundation; 1997–1999: Graduate Degree Fellow, East-West Center.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

LYONS, Paul Department of English
Rank: Professor (Tenured)
Education: PhD (1990) U of North Carolina, Chapel Hill; MA (1981) U of Michigan, Ann Arbor; BA (1980) Hobart College
Academic Experience: 2005–present: Prof, 2007–2009: Director of Graduate Studies, 1997–2004: Assoc Prof, 1991–1997: Asst Prof, English, UH Manoa. 1990–1991: Asst Prof, English, U of Northern Louisiana.
Overseas Experience: Led study abroad in French Polynesia; travel to New Zealand.
Languages: French-2
Percentage of time dedicated to area: 40%
Research specializations: American literatures; American Pacific orientalism; literary theory; postcolonial theory and literatures.
Teaching specializations: Postcolonial literature; comparative literature; reading and writing short fiction; African (American) and Oceanian literature.
Recent publications:
2010 Questions about of the Question of “Authenticity” in Contemporary Hawaiian Literature, Language, and Culture. In *Authenticity, Sovereignty, and Indigeneity: Pursuing Social Justice in Native American Literatures*, edited by D Madsen. New York: State University of NY Press.
2009 The “New” New Imperialism. *Journal of Commonwealth and Post-Colonial Studies* 14(2): 75–89.
2006 *American Pacificism: Oceania in the US Imagination, 1790–2004*. New York: Routledge.
Dissertations/Theses advised: Chairs and serves on committees, 7+
Distinctions: 2004: UH Board of Regents’ Award for Excellence in Teaching; 1996: UH College of Languages, Literatures, and Linguistics Excellence in Teaching Award.

MAAKA, Margaret Curriculum Studies, College of Education
Rank: Professor (Tenured)
Education: PhD (1992) UH Manoa; MEd (1978) and BEd (1977) U of Waikato, New Zealand.
Academic Experience: 1992–present: Prof, College of Education, UH Manoa.
Overseas Experience: Born and educated in New Zealand.
Languages: Maori-3; Hawaiian-2
Percentage of time dedicated to area: 25%
Research specializations: Indigenous issues in education; teacher education; multi-literacies; education policy.
Teaching specializations: Indigenous educational psychology; language and cognitive development.
Recent publications:
2012 Preparing Hawaiian Leaders in and for the Resistant Context of Higher Education, with K-A Oliviera and F Kahealaniakealo. Paper for the American Educational Research Association Symposium on Indigenous Education in the 21st Century, Tempe, Arizona.
2009 Breaking Trail or Breaking Wind? with K L Wong. *ALTERNATIVE: An International Journal of Indigenous Scholarship* 5(2): 6–13.
Dissertations/Theses advised: 20+
Distinctions: 2008: 4th Annual Richard W Clark Partner School Award to the Ho‘okulaiwi Partnership; 2008: Adjunct Professor, Te Whare Wananga o Awanuiarangi, Aotearoa/New Zealand; 2007: Te Tohu Pae Tawhiti Award for Excellence in Research on Maori Education, New Zealand Association for Research in Education; 2007: Agenda for Education in a Democracy National Scholar, Institute for Educational Inquiry, Seattle, WA; 1998: UH Board of Regents’ Award for Excellence in Teaching; 1996: UH Presidential Citation for Meritorious Teaching.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

MCDUGALL, Brandy Nālani Department of American Studies
Rank: Assistant Professor (Tenure eligible)
Education: PhD (2011) UH Manoa; MA (2001) U of Oregon; BA (1998) Whittier College
Academic Experience: 2011–present: Asst Prof, American Studies, UH Manoa. 2009–2011: Teacher, English, Kamehameha Schools, Honolulu.
Overseas Experience: Graduate studies in New Zealand.
Languages: Hawaiian-2; French-2
Percentage of time dedicated to area: 30%
Research specializations: Indigenous studies; postcolonial theory; indigenous literature; creative writing.
Teaching specializations: Indigenous studies; indigenous identity; women’s literatures and cultures; indigenous Pacific and Hawai‘i literature.
Recent publications:
 [Forthcoming 2014] Stealing the Piko: (Re)placing Kānaka Maoli at Disney’s Aulani Resort, w G Nordstrom. In *Huihui: Navigating Art and Literature in the Pacific*, edited with J Carroll and G Nordstrom. Honolulu: UH Press.
 2011 Ma ka Hana ka ‘Ike (In the Work is the Knowledge): Kaona as Rhetorical Action, with G Nordstrom. In *Indigenous and Ethnic Rhetoric*. Special Issue of *College Composition and Communications* 63(1): 98–121.
Dissertations/Theses advised: Chairs and serves on committees.
Distinctions: 2013–2014: Mellon-Hawai‘i Postdoctoral Fellowship; 2013–2014: Ford Foundation Postdoctoral Fellowship; 2012: Richard Braddock Memorial Award for Best Article in *College, Composition, and Communication* for “Ma Ka Hana ka ‘Ike”; 2010: CCCC Scholar for the Dream Award.

MCGREGOR, Davianna Department of Ethnic Studies
Rank: Professor (Tenured)
Education: PhD (1989), MA (1979), PD (1973), BEd (1972) UH Manoa
Academic Experience: 2005–present: Prof, 1995–2005: Assoc Prof, 1987–1995: Asst Prof, 1974–1986: Instructor, Dept Ethnic Studies, UH Manoa. 1974–1977 and 1990: Acting Director, Ethnic Studies Program, UH Manoa.
Languages: Hawaiian-4, Spanish-1
Percentage of time dedicated to area: 25%
Research specializations: Native Hawaiians: resistance in the 19th and 20th centuries; persistence of subsistence, cultural and religious customs and practices; well-being in territorial and statehood periods; sovereignty movement-recognition; rights, claims, organizations.
Teaching specializations: Hawaiians; economic change and Hawai‘i’s people; land tenure, use, and change in Hawai‘i; change in the Pacific.
Recent publications:
 2011 Recognizing Native Hawaiians: Reality Bites. In *Sovereign Acts*, edited by F Negron-Muntaner. Cambridge, MA: South End Press.
 2007 *Na Kua‘aina: Living Hawaiian Culture*. Honolulu: UH Press.
Dissertations/Theses advised: Chairs and serves on committees
Distinctions: 2008: Po‘okele Award for Excellence, Hawai‘i Book Publishers Association; 2007: Kenneth W Baldrige Prize for *Na Kua‘aina*, best book in any field of history written by a resident of Hawai‘i; 2005: Hung Wo and Elizabeth Lau Ching Foundation Award for Faculty Service to the Community.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

MOULIN, Jane Freeman Department of Music
Rank: Professor of Ethnomusicology (Tenured)
Education: PhD (1991) U of California, Santa Barbara; MA (1971) U of California, Los Angeles; BA (1969) UH Manoa.
Academic Experience: 1998–present: Prof, 1992–1998: Assoc Prof, 1993–present: Chair of Ethnomusicology, Department of Music, UH Manoa.
Overseas Experience: Research/residence in French Polynesia (Tahiti and Marquesas) and Japan; study abroad resident director in Paris, Florence, Seville.
Languages: French-4; Tahitian-2; Japanese-2; German-1; Italian-1; Spanish-1
Percentage of time dedicated to area: 50–100%
Research specializations: Pacific performing arts; music and dance in French Polynesia; cultural transmission; multi-dimensional performance; revivals; performance on Polynesian musical instruments.
Teaching specializations: music in world cultures; regional music: Oceania; musical cultures: Polynesia; Tahitian ensemble.
Recent publications:
2013 The Marks of a Sensual Person: Music and Dance Performance in the Marquesas Islands, French Polynesia. In *Music, Dance and the Art of Seduction*, edited by F Kouvenhoven and J Kippen. Delft: Eburon.
2010 Dance Costumes in French Polynesia. *Encyclopedia of World Dress and Fashion*, vol. 7. Oxford: Berg Publishers/Oxford International Publishers.
Dissertations/Theses advised: 9+
Distinctions: 1997: UH Regents' Medal for Excellence in Teaching; 1994: Thèse-Pac Assoc Competition, Université Française du Pacifique, Noumea, New Caledonia, First Prize for the Best University Work on the South Pacific and Australasia.

NEPIA, Peter Moana Center for Pacific Islands Studies
Rank: Assistant Professor (Tenure eligible)
Education: PhD (2012) Auckland U of Technology; BA (1998) Wimbledon School of Art; Dip Arts (1983) Victorian College of the Arts.
Academic Experience: 2014–present: Asst Prof, UH Manoa. 2010–2011: Graduate Assistant, Auckland U of Technology; 2006–2009: Lecturer, Auckland U of Technology.
Overseas Experience: Born and educated in New Zealand; educated and worked throughout Europe; travel to Palau.
Languages: Maori-2, French-1
Percentage of time dedicated to area: 100%
Research specializations: Indigenous arts and culture; Maori culture; contemporary performance.
Teaching specializations: Pacific studies; indigenous creative expression.
Recent publications:
2013 Ruku – Dive: A Physicality of Thought. In *Of Other Thoughts: Non-traditional Approaches to the Doctorate; A Handbook for Candidates and Supervisors*, edited by A Engels-Schwarzpaul and M Peters. Rotterdam: Sense Publishers.
2013 *Te Kore*. Auckland: Huawhiwhi Press.
Dissertations/Theses advised: 0 PhD /2 MA
Distinctions: 2012: Ngā Pae o te Māramatanga publication grant; 2011: Ngā Pae o te Māramatanga PhD Scholarship; 2011: Creative New Zealand Arts Grant.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

NOGELMEIER, Puakea Hawai‘inuiākea School of Hawaiian Knowledge
Rank: Professor (Tenured)
Education: PhD (2003), MA (1989), BA (1984) UH Manoa.
Academic Experience: 2011–present: Prof, 1984–2011: Asst Prof, Kawaihuelani Center for Hawaiian Language, UH Manoa. 2004–present: Founder and Executive Director, Awaiaulu Hawaiian translation organization.
Overseas Experience: Research in French Polynesia.
Languages: Hawaiian-3
Percentage of time dedicated to area: 25%
Research specializations: Hawaiian language revitalization; translation; immersion language education.
Teaching specializations: Advanced Hawaiian language
Recent publications:
 2011 *I Ulu I Ke Kumu: The Hawai‘inuiākea Monograph*, editor; Honolulu: UH Press.
 2010 *Mai Pa‘a I Ka Leo: Historical Voices in Hawaiian Primary Materials, Looking Forward and Listening Back*. Honolulu: Bishop Museum Press.
Dissertations/Theses advised: Serves on committees.
Distinctions: 2009: Nā Hōkū Hanohano Award for songwriting.

OLIVEIRA, Kapa Hawai‘inuiākea School of Hawaiian Knowledge
Rank: Associate Professor (Tenure eligible)
Education: PhD (2006), MA (1999), BA (1996) UH Manoa
Academic Experience: 2013–present: Assoc Prof and Director, 2006–present: Asst Prof, Kawaihuelani Center for Hawaiian Language, UH Manoa. 2004–2006: Acting Asst Prof, 2001–2005: Academic Adviser, Hawaiian and Indo-Pacific Languages and Literatures, UH Manoa.
Overseas Experience: Research and travel in New Zealand.
Languages: Hawaiian-4
Percentage of time dedicated to area: 25%
Research specializations: Hawaiian language; geography of Hawai‘i and the Pacific; Native Hawaiian naming practices and environmental kinship; place-based curriculum.
Teaching specializations: Intermediate and advanced Hawaiian language; Hawaiian conversation; Hawaiian land tenure practices; research methodologies.
Recent publications:
 2014 *Ancestral Places: Understanding Kanaka Geographies (First Peoples: New Directions in Indigenous Studies)*. Eugene: Oregon State University Press.
 2009 Wahi A Kahiko: Place Names as Vehicles of Ancestral Memory. *AlterNative: An International Journal of Indigenous Peoples* 5(2): 101–115.
 2005 Two Worldviews of War: The Struggles of a Hawaiian Connection to the Land. In *Discourses and Silences: Indigenous Peoples, Risks, and Resistance*, edited by G Cant, A Goodall, and J Inns. Christchurch: University of Canterbury Press.
Dissertations/Theses advised: Serves on committees.
Distinctions: 2010: UH Manoa Chancellor’s Citation for Meritorious Teaching; 2009: UH Excellence in Teaching Award.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

OSORIO, Jonathan K Hawai'i inuiākea School of Hawaiian Knowledge
Rank: Professor (Tenured)
Education: PhD (1996), MA (1991), BA UH Manoa (1986)
Academic Experience: 2007–present: Prof, 2002–2007: Assoc Prof, 2003–2008: Director; 1996–2002: Asst Prof, Center for Hawaiian Studies, UH Manoa. 1991–1993: Instructor, Kapi'olani Community College.
Overseas Experience: Research in Aotearoa/New Zealand. Travel in the Pacific.
Languages: Hawaiian-3
Percentage of time dedicated to area: 25%
Research specializations: Hawaiian history; contemporary Hawaiian-Pacific problems, especially resource management.
Teaching specializations: History of Hawaiian people; politics of identity.
Recent publications:
 2013 *I Ulu I Ka Aina*. Honolulu: Hawai'i inuiākea and UH Press.
 2010 *The Value of Hawai'i: Knowing the Past and Shaping the Future*, edited with C Howes. Honolulu: UH Press.
 2005 Living in Archives and Dreams: The Histories of Kuykendall and Daws. In *Texts and Contexts: Reflections in Pacific Islands Historiography*, edited by D Munro and B V Lal. Honolulu: UH Press.
Dissertations/Theses advised: Chairs and serves on committees.
Distinctions: 2011: Ka Palapala Po'okela Award for nonfiction for *The Value of Hawai'i: Knowing the Past and Shaping the Future*; 2010: UH Robert W Clopton Award for Outstanding Service to the Community; 2003: Ka Palapala Pookela Award for Excellence in Nonfiction and in General Hawaiian Culture for *Dismembering Lahūi: A History of the Hawaiian Nation to 1887* (2002).

OTSUKA, Yuko Department of Linguistics
Rank: Associate Professor (Tenured)
Education: DPhil (2000) and MPhil (1996) U of Oxford; BA (1993) International Christian U
Academic Experience: 2008–present: Assoc Prof, 2000–2008: Asst Prof, Linguistics, UH Manoa. 1999–2000: Tutor, Oxford U. 1990–1992: Japanese teacher at high school in Tonga.
Overseas Experience: Born and raised in Japan; three years research and teaching in Tonga; five years of graduate education in the United Kingdom.
Languages: Japanese-4; Tongan-3; French-2
Percentage of time dedicated to area: 25–50%
Research specializations: Syntax of Tongan and other Polynesian languages; language planning in Polynesia.
Teaching specializations: Polynesian language family; issues in Austronesian syntax
Recent publications:
 2012 Passive Morphemes in a Passive-less Language? In *Theories of Everything: In Honor of Ed Keenan*, edited by T Graf, D Paperno, A Szabolcsi, and J Tellings. UCLA Working Papers in Linguistics 17. Los Angeles: UCLA.
 2011 PRO vs Null SE: Case, Tense, and Empty Categories in Tongan. *Syntax* 14(3): 265–296.
 2011 Neither Accusative nor Ergative: An Alternative Analysis of Case in Eastern Polynesian. In *Topics in Oceanic Morphosyntax*, edited by C Moyse-Faurie and J Sabel. Berlin: Mouton de Gruyter.
 2010 NP Ellipsis in Tongan: Is Syntactic Ergativity Real? *Natural Language and Linguistic Theory* 28(2): 315–342.
 2010 Genitive Relative Constructions and Agent Incorporation in Tongan. In *Austronesian and Theoretical Linguistics*, edited by R Mercado, E Potsdam, and L Travis. Amsterdam: John Benjamins.
Dissertations/Theses advised: 6 PhD/ 2 MA

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

PALAITA, David Department of Interdisciplinary Studies, City College of San Francisco
Rank: Adjunct Faculty
Education: Currently PhD candidate and MA (2006) U of California, Berkeley; BA (2003) U of Washington, Seattle.
Academic Experience: 2014–present: Coordinator, Critical Pacific Islands Studies, 2007–present: Instructor, Interdisciplinary Studies, City College of San Francisco; 2008: College Board Advisory Board, Pacific Islanders in Higher Education, West Regional Division; 2005–2008: Instructor, Ethnic Studies, U of California, Berkeley.
Languages: Samoan-4
Percentage of time dedicated to area: 100%
Research specializations: Pacific Islanders in higher education, diaspora studies, militarization, Pacific studies.
Teaching specializations: Pacific history, culture, and society; Multicultural America; American Ethnic Groups; Samoan American History and Culture.
Recent publications:
2012 *Matamai2: Intersecting Knowledge across the Diaspora*, edited with KA Broja-Navarro, RB Cantora, AFT Tuala. Pacific Islander Studies Series. San Francisco: City College of San Francisco.
Dissertations/Theses advised: 0/0
Distinctions: 2008: U of California President's Dissertation Year Fellowship Award; 2007: Graduate Student Instructor Teaching Award, U of California, Berkeley; 2006: Dean's Normative Time Fellowship Award, U of California, Berkeley.

PASI, Amelia Tongan Program, Department of Indo-Pacific Languages and Literatures
Rank: Lecturer (Not tenure eligible)
Education: MA (1996) UH Manoa; BA (1975) Brigham Young U–Hawai'i
Academic Experience: 2005–present, Lecturer in Tongan, Department of Indo-Pacific Languages and Literatures, UH Manoa; 1999–2004, substitute teacher at elementary and high schools on Oahu; also served as Tongan tutor in after-school programs.
Overseas Experience: Born and educated in Tonga and visits frequently. Visited Samoa, New Zealand, and Fiji.
Languages: Tongan-4, German-1
Percentage of time dedicated to area: 100%
Research/teaching specializations: Elementary Tongan language; Tongan language, Tongan migrants in Hawai'i; evolving nature of Tongan tradition concepts such as kavenga
Language pedagogy training: Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT's Cultura Program (Electronic Pathways for Samoan Heritage Students).
Dissertations/Theses advised: N/A
Distinctions: Various community awards for service, including language development programs.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

SIMANU-KLUTZ, Luafata Samoan Program, Department of Indo-Pacific Languages and Literatures
Rank: Assistant Professor (Tenure eligible)
Education: PhD (2011), MA (2001), MEd (1988), BA (1984) UH Manoa
Academic Experience: 2011–present: Asst Prof, 2003–2011: Lecturer in Samoan Program, Dept of Indo-Pacific Languages and Literatures, UH Manoa; 2001–2003, Teaching Assistant, History, UH Manoa; 1992–1999, Program Specialist, Pacific Resources for Education and Learning (PREL). 1990–1991, Educational Specialist, Multifunctional Resource Center for Hawai‘i and American Samoa.
Overseas Experience: Born and educated in Samoa; educated in New Zealand; during summers, works in American Samoa; has also worked in Micronesia, including the Republic of the Marshall Islands.
Languages: Samoan-4, German-2
Percentage of time dedicated to area: 100%
Research/teaching specializations: Samoan language and literature; women in Samoa; Samoan oratory and history; K–8 education; ESL teacher training; school improvement; parental involvement
Language pedagogy training: Participated in workshops through UHM National Foreign Language Resource Center (NFLRC) and the UHM Second Language Teaching and Curriculum Center including computer-assisted learning and teaching, training for teaching through video production, the use of social media and Google in language teaching, Web audio utility training, developing authentic heritage language materials, and extensive training in MIT’s Cultura Program (Electronic Pathways for Samoan Heritage Students).
Recent publications:
 2013 *The Adventures of Alice in Wonderland*. (Translated into Samoan) Dublin: Everttype Publishing.
 2009 Tinā ‘Ea. In *Mauri Ola: Whetū Moana II Contemporary Polynesian Poems*, edited by A Wendt, R Whaitiri, and R Sullivan. Honolulu: UH Press.
Dissertations/Theses advised: 0 PhD/5 MA

SINAVAIANA, Caroline Department of English
Rank: Professor (Tenured)
Education: PhD (1992) UH Manoa; MA (1981) U of California, Berkeley; BA (1975) Sonoma State U
Academic Experience: 2002–present: Assoc Prof, 1997–2002: Asst Prof, English, UH Manoa; 1993–1997; Asst Prof, Pacific Islands literature and English composition, Amerika Samoa College.
Overseas Experience: Born and taught in American Samoa.
Languages: Samoan-4
Percentage of time dedicated to area: 25%
Research specializations: Pacific literature; contemporary literatures and traditional mythology in Polynesia; indigenous film, literatures, and cultures in Oceania
Teaching specializations: Creative writing poetry and nonfiction; literature in the Pacific; composition; form and theory in poetry.
Recent publications:
 2007 *Women Writing Oceania: Weaving the Sails of the Waka*, edited with J Kehaulani Kauanui. Special issue of *Pacific Studies* 30(1–2).
 2002 *Alchemies of Distance*. Honolulu: Tinfish.
Dissertations/Theses advised: 6+
Distinctions: Has won several awards for poetry and creative writing. 2001: UH College of Languages, Linguistics, and Literature Excellence in Teaching Award.

APPENDIX 2: Center for Pacific Islands Studies, UH Manoa
Language proficiency: 1-functional, 2-professional functionality, 3-fluent, 4-native speaker

SYLWESTER, Bonnie Department of Second Language Studies
Rank: Evaluation Specialist (Not tenure eligible)
Education: PhD candidate UH Manoa; Cert (2009) U of Massachusetts, Amherst; MA (1997) U of Maryland;
BA (1994) Miami U of Ohio
Academic Experience: 2014–present: Evaluation Specialist, Department of Second Language Studies; 2010–
present: Evaluation Specialist, UH NRCs; 2013: Self-study Facilitator, Center for Japanese Studies; 2013:
Instructor, Dept of Second Language Studies, UH Manoa.
Overseas Experience: Worked and lived in Namibia, Bolivia, Korea, Germany, Spain, England.
Languages: Spanish-3, German-1
Research/teaching specializations: Evaluation and assessment; second language studies, teaching, and testing;
education policy and leadership; writing for international graduate students.
Recent publications:
 2012 Review of *Assessment in the Second Language Writing Classroom* by D Crusan. *Assessing
 Writing* 17(1): 75–77.
 2009 *Foreign Language Program Evaluation: An Annotated Bibliography of Resources for Foreign
 Language Educators*, with Y Watanabe and J M Norris. Honolulu: National Foreign Language
 Resource Center, UH.
Dissertations/Theses advised: N/A
Distinctions: 2012 & 2013: Hawaii-Pacific Evaluation Student Scholarship; 2012: Bilinski Foundation Pre-
Dissertation Fellowship.

TE PUNGA SOMERVILLE, Alice Department of English
Rank: Associate Professor (Tenured)
Education: PhD (2006) Cornell U; MA (1999) and BA (1997) U of Auckland
Academic Experience: 2012–present: Assoc Prof, UH Manoa; 2005–2012: Senior Lecturer, Victoria U of
Wellington, New Zealand.
Overseas Experience: Born and educated in New Zealand; travel to Fiji.
Languages: Maori-2
Percentage of time dedicated to area: 80%
Research specializations: Māori, Pacific, and Indigenous writing in English; Māori, Pacific, and Indigenous
cultural production, writing, and history.
Teaching specializations: Māori literary studies; Māori diasporas; Indigenous humanities; Pacific studies,
Indigenous studies, postcolonial studies, New Zealand studies
Recent publications:
 2013 “My word shall not come back void”: Pastor Hamuera Te Punga, Multilingualism, and the
 Archive. *Journal of Friends of Lutheran Archives* 23:19–26.
 2012 *Once Were Pacific: Maori Connections with Oceania*. Minneapolis: University of Minnesota
 Press.
 2012 Reading “Parade” in the Twenty-first Century. In *Covering “Parade.”* Wellington: Wai-te-ata
 Press.
 2011 “Kia Rongo Mai Koutou ki Taku Whakaaro”: Maori Voices in the Alexander Turnbull Library,
 with P Meredith. *The Turnbull Library Record* 43:96–105.
Dissertations/Theses advised: 3 PhD/9 MA
Distinctions: 2011–2012: University of Toronto Inaugural Visiting Professor of Indigenous Studies; 2010:
Victoria U Wellington University Research Fund Grant; 2009: Macquarie University Warawara Dept of
Indigenous Studies (Australia) visiting scholar; 2006: Marsden Fast Start Grant.

NRC Application, Center for Pacific Islands Studies, University of Hawai'i
APPENDIX 3

Table 1
Course Enrollments 2012-2013
Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem. Cred.	Enrollments Hours	Enrollments			13-14	14-15	% Pacific content
					Grad	Ugrad	Total G + U			
College of Arts and Humanities										
<i>Academy for Creative Media</i>										
ACM 350	Screenwriting	Flanary	F	3	0	20	20	Y	Y	40%
ACM 350	Screenwriting	Flanary	S	3	0	20	20	Y	Y	40%
ACM 360	Indigenous Aesthetics	Flanary	F	3	0	35	35	Y	Y	40%
ACM 360	Indigenous Aesthetics	*Hereniko	S	3	0	33	33	Y	Y	40%
ACM 455	Indigenous Filmmaking	Flanary	S	3	0	18	18	Y	Y	40%
ACM 480	Oceanic Media and Culture	*Hereniko	F	3	0	34	34	Y	Y	100%
Subsubtotal					0	160	160			
<i>Department of American Studies</i>										
AMST 220	Intro to Indigenous Studies	*McDougall	F	3	0	18	18	Y	Y	50%
AMST 220	Intro to Indigenous Studies	*McDougall	S	3	0	41	41	Y	Y	50%
AMST 620	Indigenous Identity	*McDougall	S	3	10	2	12	Y	Y	50%
AMST 668	Globalization & Transnationalis	Gonzalez	F	3	7	0	7	Y	Y	30%
AMST 220A	Intro to Indigenous Studies	*McDougall	F	3	1	6	7	Y	Y	50%
AMST 220A	Intro to Indigenous Studies	*McDougall	S	3	0	5	5	Y	Y	50%
Subsubtotal					18	72	90			
<i>Department of Art</i>										
ART 390	Art of Africa, Pacific, North Am	*Waite	S	3	0	38	38	Y	Y	30%
ART 475C	Melanesia, Micronesia, Polynes	*Waite	S	3	0	9	9	N	Y	100%
ART 677	Art of Oceania	*Waite	S	3	0	0	0	N	Y	100%
Subsubtotal					0	47	47			
<i>Department of History</i>										
HIST 481	Pacific Islands I	*Hanlon	F	3	7	25	32	Y	Y	100%
HIST 482	Pacific Islands II	*Chappell	S	3	6	16	22	Y	Y	100%
HIST 451D	History and Literature: Asia/Pac	Arista	S	3	1	9	10	Y	N	40%
HIST 452D	History and Film: Asia/Pacific	Bertz	F	3	3	16	19	N	Y	40%
HIST 675C	Sem in Pacific Hist: Micronesia	*Hanlon	S	3	9	0	9	N	Y	100%
HIST 675E	Sem in 20th Cent Pac History	*Chappell	F	3	5	0	5	N	Y	100%
Subsubtotal					31	66	97			
<i>Department of Music</i>										
MUS 107	Music in World Cultures (2 sect	Catungal & Stro	F	3	0	31	31	Y	Y	25%
MUS 107	Music in World Cultures (2 sect	Catungal & Sala	S	3	0	58	58	Y	Y	25%
MUS 107A	Music in World Cultures	*Moulin	S	3	0	8	8	Y	Y	25%
MUS 270	World of Music: Asia/Pacific	Strohschein	F	3	0	13	13	Y	Y	40%
MUS 311J	Tahitian Ensemble I	*Moulin	S	1	6	15	21	Y	Y	100%
MUS 411J	Tahitian Ensemble II	*Moulin	S	1	2	6	8	Y	Y	100%
MUS 457	Asian & Pacific Music in Educa	Loong	F	3	0	6	6	Y	Y	50%
MUS 478I	Musical Cultures: Polynesia	*Moulin	Sum	3	0	8	8	N	Y	100%
MUS 479	Topics in Ethnomusicology	Sala	S	3	2	14	16	Y	Y	25%
MUS 670C	Regional Music: Oceania	*Moulin	S	3	8	0	8	N	Y	100%
Subsubtotal					18	159	177			
Subtotal College of Arts and Humanities					67	504	571			

NRC Application, Center for Pacific Islands Studies, University of Hawai'i
APPENDIX 3

Table 1
Course Enrollments 2012-2013
Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem. Cred.	Enrollments Hours	Enrollments			13-14	14-15	% Pacific content
					Grad	Ugrad	G + U			
College of Language, Linguistics, and Literature										
<i>Department of European Languages and Literature</i>										
LLEA 371	Europeans of the Pacific	Schweizer	F	3	0	79	79	Y	Y	100%
LLEA 371	Europeans of the Pacific	Tran	S	3	0	36	36	Y	Y	100%
Subsubtotal					0	115	115			
<i>Department of English</i>										
ENG 270	Intro to Lit: Literary History	*Te Punga	Some F	3	18	0	18	Y	Y	25%
ENG 272	Intro to Lit: Culture & Lit	*Te Punga	Some F	3	0	20	20	Y	Y	100%
ENG 272	Intro to Lit: Culture & Lit	*Hoomanawanui	F	3	0	40	40	Y	Y	50%
ENG 272	Intro to Lit: Culture & Lit	Soto	F	3	1	18	19	Y	Y	50%
ENG 272	Intro to Lit: Culture & Lit	Qolouvaki	S	3	0	20	20	Y	Y	25%
ENG 273	Intro to Lit: Creative Writing	*Sinavaiana	F	3	0	20	20	Y	Y	25%
ENG 313	Types of Creative Writing (2 sec	*Sinavaiana/ Kei	F	3	0	31	31	Y	Y	25%
ENG 313	Types of Creative Writing (3 sec	*Sinavaiana/*Sa	S	3	0	45	45	Y	Y	25%
ENG 371**	Literature of the Pacific	*Hoomanawanui	F	3	2	13	15	Y	Y	100%
ENG 371**	Literature of the Pacific	*Te Punga	Some S	3	0	12	12	Y	Y	100%
ENG 470	Studies/Asia-Pacific Lit	*Hoomanawanui	S	3	1	11	12	Y	Y	40%
ENG 613B	Grad Writing Workshop: Poetry	*Santos Perez	F	3	4	0	4	Y	Y	50%
ENG 613B	Grad Writing Workshop: Poetry	*Sinavaiana	S	3	6	0	6	Y	Y	50%
ENG 770	Sem in Cultural Studies-Pacific	*Te Punga	Some S	3	14	0	14	Y	Y	100%
Subsubtotal					46	230	276			
**Cross-listed with PACS 371										
<i>Department of Linguistics</i>										
LING 100	Language in Hawaii and Pacific	Terrell (4 sec)	F	3	0	247	247	Y	Y	25%
LING 100	Language in Hawaii and Pacific	Terrell (4 sec)	S	3	0	222	222	Y	Y	25%
LING 100	Language in Hawaii and Pacific	Sato	Sum	3	0	20	20	Y	Y	25%
LING 445	The Polynesian Language Famil	*Otsuka	F	3	0	2	2	Y	Y	100%
LING 640G	Polynesian Language Family	*Otsuka	F	3	3	0	3	Y	Y	100%
LING 770	Areal Ling: Austronesian	Blust	F	3	4	0	4	Y	Y	50%
LING 770	Areal Ling: Austronesian (2 sect	Blust	S	3	13	0	13	Y	Y	50%
IS 750	Biocultural Studies	*Rehg	F	3	11	0	11	Y	Y	25%
Subsubtotal					31	491	522			

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Table 1
Course Enrollments 2012-2013
Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem. Cred.	Enrollments			Total 13-14 G + U	13-14	14-15	% Pacific content
				Hours	Grad	Ugrad				
College of Language, Linguistics, and Literature cont.										
<i>Department of Indo-Pacific Languages</i>										
IP 199	Intro Lang Study - Samoan	*Mayer	F	4	1	0	1	Y	N	100%
IP 201	Intro Lang Study - Marshallese	Miller	F	4	1	2	3	Y	N	100%
IP 202	Intro Lang Study - Marshallese	Miller	S	4	1	2	3	Y	N	100%
IP 273D	Indo-Pac Lang/Cult-Polynesia	*Roa	F	3	0	5	5	Y	Y	100%
IP 299	Inter Lang Study - Tongan	*Pasi	F	4	1	0	1	N	N	100%
IP 299	Inter Lang Study - Marshallese	Miller	F	4	0	5	5	Y	N	100%
IP 299	Inter Lang Study - Marshallese	Miller	S	4	0	6	6	Y	N	100%
IP 399	Third Level Lang - Samoan	*Mayer	F	3	0	1	1	N	N	100%
IP 399	Third Level Lang - Samoan	*Mayer	S	3	0	2	2	N	N	100%
IP 399	Third Level Lang - Tongan	*Pasi	S	3	0	3	3	N	N	100%
IP 427B	The Writings of Albert Wendt	*Simanu-Klutz	S	3	0	10	10	Y	Y	100%
CHAM 201	Intermediate Chamorro	*Songsong	F	4	4	10	14	Y	Y	100%
CHAM 202	Intermediate Chamorro	*Songsong	S	4	3	10	13	Y	Y	100%
MAO 101	Beginning Maori	*Boyce	F	4	3	17	21	Y	Y	100%
MAO 102	Beginning Maori	*Boyce	S	4	2	5	7	Y	Y	100%
MAO 201	Intermediate Maori	*Boyce	F	4	0	1	1	Y	Y	100%
MAO 202	Intermediate Maori	*Boyce	S	4	0	1	1	Y	Y	100%
MAO 301	Advanced Maori	*Boyce	F	3	1	1	2	Y	Y	100%
MAO 302	Advanced Maori	*Boyce	S	3	1	1	2	Y	Y	100%
MAO 384	Te Reo Waiata	*Roa	F	3	0	5	5	Y	Y	100%
IP273D	Language and Culture: Polynesi	*Roa	F	3	0	5	5	N	Y	100%
SAM 101	Elem Samoan (4 sections)	*Mayer/*Lesa/*I	F	4	0	108	108	Y	Y	100%
SAM 101	Elem Samoan	*Mayer	Sum	4	0	9	9	Y	Y	100%
SAM 102	Elem Samoan (5 sections)	*Mayer/*Lesa	S	4	1	89	90	Y	Y	100%
SAM 102	Elem Samoan	*Danielson	Sum	4	2	6	8	Y	Y	100%
SAM 201	Inter Samoan (4 sections)	*Mayer/Patu/*D	F	4	0	85	85	Y	Y	100%
SAM 201	Inter Samoan	*Lesa	Sum	4	0	15	15	Y	Y	100%
SAM 202	Inter Samoan (4 sections)	*Mayer/*Lesa/T;S	F	4	0	81	81	Y	Y	100%
SAM 202	Inter Samoan	*Lesa	Sum	4	0	13	13	Y	Y	100%
SAM 227	Samoan Lit in English	*Simanu-Klutz	F	3	0	16	16	N	Y	100%
SAM 301	Third Level Samoan	*Simanu-Klutz	F	3	1	12	13	Y	Y	100%
SAM 302	Third Level Samoan	*Foifua	S	3	0	12	12	Y	Y	100%
SAM 321	Samoan Conversation	*Foifua	F	3	1	8	9	Y	Y	100%
SAM 422	Samoan Ceremonial Speech	*Papalii	S	3	0	13	13	Y	Y	100%
SAM 431	Samoan Oral Traditions	*Papalii	F	3	1	4	4	Y	Y	100%
TAHT 103	First-Year Tahitian	*Chailloux	F	3	3	3	6	Y	Y	100%
TAHT 104	First-Year Tahitian	*Chailloux	S	3	1	2	3	Y	Y	100%
TAHT 203	Second-Year Tahitian	*Chailloux	F	3	0	4	4	Y	Y	100%
TAHT 204	Second-Year Tahitian	*Chailloux	S	3	0	5	5	Y	Y	100%
TONG 101	Beginning Tongan	*Pasi	F	4	0	11	11	Y	Y	100%
TONG 102	Beginning Tongan	*Pasi	S	4	1	9	10	Y	Y	100%
TONG 201	Intermediate Tongan	*Pasi	F	4	1	4	5	Y	Y	100%
TONG 202	Intermediate Tongan	*Pasi	S	4	1	4	5	Y	Y	100%
Subsubtotal					31	605	636			
Subtotal College of Language, Linguistics, and Literature					108	1441	1549			

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Table 1
Course Enrollments 2012-2013
Courses with 25% or More Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem. Cred.</i>	<i>Enrollments</i> <i>Hours</i>	<i>Grad</i>	<i>Ugrad</i>	<i>Total</i> <i>G + U</i>	<i>13-14</i>	<i>14-15</i>	<i>% Pacific content</i>
College of Natural Sciences										
<i>Department of Biology</i>										
BIOL 410**	Human Role Environ Change	Merlin	S	3	1	28	29	N	Y	25%
Subsubtotal					1	28	29			
<i>Department of Botany</i>										
BOT 105	Ethnobotany (8 sections)	Amend	F	3	3	61	64	Y	Y	40%
BOT 105A	Ethnobotany	Chock	F	3	0	5	5	Y	Y	40%
BOT 440	Advanced Ethnobotany	Trauernicht	S	3	1	14	15	N	Y	25%
BOT 450***	Natural Hist of Hawn Islands (2	Daehler	S	3	2	61	63	Y	Y	25%
Subsubtotal					6	141	147			
<i>Department of Zoology</i>										
ZOOL 410	Coral and Coral Reefs	Hunter	S	3	0	35	35	Y	Y	60%
ZOOL 450***	Natural Hist of Hawn Islands	Hunter	S	3	0	53	53	Y	Y	25%
ZOOL 450***	Natural Hist of Hawn Islands	Burney	Sum	3	1	15	16	Y	Y	25%
ZOOL 691H	Seminar: Marine Biology Pacific	Richmond	F	3	8	0	8	Y	Y	60%
ZOOL 750	Topics in Conservation Biology	Watling	S	3	10	0	10	Y	Y	60%
Subsubtotal					19	103	122			
Subtotal College of Natural Sciences					26	272	298			
**Cross-listed with GEOG 410										
***Cross-listed (BOT and ZOOL)										
College of Social Sciences										
<i>Department of Anthropology</i>										
ANTH 210	Archaeology	Witt	F	3	0	31	31	Y	Y	25%
ANTH 323	Pac Islands Archaeology	*Rolett	F	3	2	19	21	Y	Y	100%
ANTH 350	Pac Islands Cultures	Pigliasco	F	3	2	27	29	Y	Y	100%
ANTH 350	Pac Islands Cultures	*Arno	S	3	1	49	50	Y	Y	100%
ANTH 350	Pac Islands Cultures	Pigliasco	S	3	0	30	30	Y	Y	100%
ANTH 350	Pac Islands Cultures	Pigliasco	Sum	3	0	39	39	Y	Y	100%
ANTH 455	Human Biology of the Pacific	Pietrusewsky	S	3	0	5	5	Y	Y	100%
ANTH 464	Hawaiian Archaeology	Mulrooney	S	3	3	12	15	Y	Y	25%
ANTH 468	Arch Theory & Interpretation	*Hunt	F	3	0	0	0	Y	N	25%
ANTH 603	Archaeology	*Hunt	S	3	0	0	0	N	Y	25%
Subsubtotal					8	212	220			
<i>Department of Economics</i>										
ECON 409	The Ocean Economy	Lynham	F	3	4	39	43	Y	Y	30%
Subsubtotal					4	39	43			
<i>Department of Ethnic Studies</i>										
ES 310	Ethnicity and Community: Haw	Hasager	Sum	3	0	11	11	Y	Y	40%
ES 320	Hawaii and the Pacific	*Tengan	F	3	0	21	21	Y	Y	50%
ES 320	Hawaii and the Pacific	Hasager	S	3	0	27	27	Y	Y	65%
ES 320	Hawaii and the Pacific	Hasager	Sum	3	0	23	23	Y	Y	65%
ES 360	Immigration to Hawaii and the U	*Uperesa	F	3	2	18	20	Y	Y	30%
ES 360	Immigration to Hawaii and the U	*Uperesa	S	3	0	20	20	Y	Y	30%
ES 365*	Pacific/Asian Women, Haw.	Lasky	F	3	0	9	9	Y	Y	25%
ES 365*	Pacific/Asian Women, Haw.	Lasky	S	3	0	9	9	Y	Y	25%
ES 365*	Pacific/Asian Women, Haw.	Lasky	Sum	3	0	21	21	Y	Y	25%
ES 455C	Hawn Sov in Pacific Context	Castanha	S	3	3	8	11	Y	Y	25%

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Table 1
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Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *=CPIS faculty	Sem. Cred.	Enrollments	Total	13-14		14-15	% Pacific content	
						Grad	Ugrad			G + U
College of Social Sciences cont.										
ES 455C	Hawn Sov in Pacific Context	Castanha	Sum	3	1	12	13	Y	Y	25%
ES 456	Racism and Ethnicity in Hawaii	*Uperesa	F	3	2	9	11	Y	Y	25%
ES 456	Racism and Ethnicity in Hawaii	Okamura	S	3	0	12	12	Y	Y	30%
ES 456	Racism and Ethnicity in Hawaii	Hasager	Sum	3	2	17	19	Y	Y	35%
Subsubtotal					10	217	227			
<i>Department of Geography</i>										
GEOG 101	The Natural Environ (3 sections	Beilman/Longm	F	3	0	203	203	Y	Y	25%
GEOG 101	The Natural Environ (3 sections	Jorgensen/Beilm	S	3	0	182	182	Y	Y	25%
GEOG 101	The Natural Environ	Kaiser	Sum	3	0	9	9	Y	Y	25%
GEOG 368	Geography of Hawaii	Strauch	F	3	3	61	64	Y	Y	25%
GEOG 368	Geography of Hawaii (2 section	Preza/Chun	S	3	0	54	54	Y	Y	25%
GEOG 410**	Human Role Environ Change	Merlin	S	3	1	28	29	N	Y	25%
Subsubtotal					4	537	541			
<i>Department of Urban & Regional Planning</i>										
PLAN 632	Planning in Hawn & Pacific Is	Minerbi	S	3	3	0	3	Y	Y	25%
Subsubtotal					3	0	3			
<i>Department of Political Science</i>										
POLS 301	Hawaii Politics	*Goodyear-Kao	F	3	0	37	37	Y	Y	25%
POLS 302	Hawaii Politics	*Goodyear-Kao	S	3	0	35	35	Y	Y	25%
POLS 304	Indigenous Politics	Nath	F	3	0	10	10	Y	Y	25%
POLS 304	Indigenous Politics	*Aikau	S	3	0	14	14	Y	Y	25%
POLS 309	Indigenous Language Revitaliza	*Silva	F	3	0	20	20	Y	Y	40%
POLS 620	Intro to Indigenous Politics	*Goodyear-Kao	F	3	11	1	12	Y	Y	25%
POLS 621	Politics of Indigenous Represen	*Silva	S	3	12	1	13	Y	Y	40%
POLS 642	Indigenous Politics and West Im	*Silva	F	3	10	1	11	Y	Y	40%
POLS 621	Asian and/or Pacific Politics	Kimura	S	3	9	0	9	Y	Y	25%
Subsubtotal					42	119	161			
<i>Sociology Department</i>										
SOC 456	Racism and Ethnicity in Hawaii	*Uperesa	F	3	0	10	10	Y	Y	25%
SOC 456	Racism and Ethnicity in Hawaii	Okamura	S	3	0	11	11	Y	Y	25%
SOC 721	Social Change Pacific Islands	Wurtzburg	S	3	11	1	12	Y	Y	100%
Subsubtotal					11	22	33			
<i>Department of Women's Studies</i>										
WS 360*	Pacific/Asian Women, Haw.	Casumbal	F	3	1	17	18	Y	Y	25%
WS 360*	Pacific/Asian Women, Haw.	Lasky	F	3	0	14	14	Y	Y	25%
WS 360*	Pacific/Asian Women, Haw.	Lasky	S	3	1	10	11	Y	Y	25%
WS 360*	Pacific/Asian Women, Haw.	Lasky	Sum	3	0	27	27	Y	Y	25%
Subsubtotal					2	68	70			
Subtotal College of Social Sciences					84	1214	1298			

*WS 360 and ES 365 are cross-listed

** Cross-listed with Biol 410

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Table 1
Course Enrollments 2012-2013
Courses with 25% or More Pacific Content

Course Number	Course Title	Instructor *= <i>CPIS faculty</i>	Sem. Cred. Hours	Enrollments			Total G + U	13-14	14-15	% Pacific content
				Grad	Ugrad					
College of Tropical Agriculture and Human Resources										
<i>Department of Natural Resource Management</i>										
NREM 600	Eval Natural Res Management	Fares	F	3	18	0	18	Y	Y	70%
Subsubtotal					18	0	18			
Subtotal College of Tropical Agriculture and Human Resources					18	0	18			
School of Pacific and Asian Studies										
<i>Center for Pacific Islands Studies</i>										
PACS 108	Pacific Worlds (5 sections)	*Bautista/ *Kab	F	3	0	121	121	Y	Y	100%
PACS 108	Pacific Worlds (4 sections)	*Kabuta	S	3	0	70	70	Y	Y	100%
PACS 108	Pacific Worlds (2 sections)	LaBriola/ Luna	Sum	3	0	25	25	Y	Y	100%
PACS 201	Islands of Globalization	*Kabuta	S	3	0	23	23	Y	Y	100%
PACS 202	Pacific Movement and Migratio	*Bautista	F	3	1	8	9	Y	Y	100%
PACS 301	Pacific Communities in Hawaii	*Walsh	F	3	0	19	19	Y	Y	100%
PACS 302	Contemporary Issues in Oceania	*Wesley-Smith	S	3	3	9	12	Y	Y	100%
PACS 371**	Literature of the Pacific	*Hoomanawanui	F	3	0	0	10	Y	Y	100%
PACS 371**	Literature of the Pacific	*Te Punga Some	S	3	0	4	4	Y	Y	100%
PACS 491	Contemporary Pacific	*Wesley-Smith	S	3	0	0	0	Y	Y	100%
PACS 601	Learning Oceania	*Wesley-Smith	F	3	13	0	13	Y	Y	100%
PACS 602	Re/presenting Oceania	*Kabuta	F	3	15	0	15	Y	Y	100%
PACS 603	Researching Oceania	*Bautista	S	3	12	0	12	Y	Y	100%
Subtotal School of Pacific and Asian Studies					44	279	333			
** Cross-listed with ENG 371										
School of Hawaiian Knowledge										
HWST 107	Hawaii: Center of Pac (25 sec)	*Kame'eleihiwa	F	3	0	1076	1076	Y	Y	25%
HWST 107	Hawaii: Center of Pac (22 sec)	*Kame'eleihiwa	S	3	0	922	922	Y	Y	25%
HWST 107	Hawaii: Center of Pac (13 sec)	Staff	Sum	3	0	94	94	Y	Y	25%
HWST 270	Hawaiian Mythology (2 sec)	*Kame'eleihiwa	F	3	1	21	22	Y	Y	25%
HWST 270	Hawaiian Mythology (2 sec)	*Kame'eleihiwa	S	3	0	41	41	Y	Y	25%
HWST 285	La'au Lapa'au I: Hawn Med He	Coelho	F	3	0	37	37	Y	Y	25%
HWST 285	La'au Lapa'au I: Hawn Med He	Coelho	S	3	1	43	44	Y	Y	25%
HWST 385	La'au Lapa'au II: Adv Med Her	Baclayon	F	3	2	37	39	Y	Y	25%
HWST 385	La'au Lapa'au II: Adv Med Her	Baclayon	S	3	0	30	30	Y	Y	25%
HWST 601	Indigenous Res Methodologies	Armitage	F	3	9	0	9	Y	Y	25%
HWST 671	Pacific Life Narratives	Armitage	S	3	6	0	6	Y	Y	100%
HWST 107A	Hawaii: Center of Pac	Williams	F	3	0	15	15	Y	Y	25%
HWST 107A	Hawaii: Center of Pac	Williams	S	3	0	8	8	Y	Y	25%
Subtotal School of Hawaiian Knowledge					19	2324	2343			

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Table 1
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<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem. Cred.</i>	<i>Enrollments</i> <i>Hours Grad Ugrad G + U</i>	<i>Total</i>	<i>13-14</i>	<i>14-15</i>	<i>% Pacific content</i>		
PROFESSIONAL SCHOOLS										
College of Education										
EDCS 640K	Seminar: Social Studies	Soetoro	F	3	7	0	7	Y	Y	25%
EDEF 683	Soc & Cultural Contexts of Edu Di		F	3	12	0	12	Y	Y	25%
ITE 440	Curr Implication of Multicult Ec Moniz		F	3	1	18	19	Y	Y	25%
Subtotal College of Education					20	18	38			
Library and Information Science Program										
LIS 688	Pacific Islands Information Resc	*Dawrs	Sum	3	10	0	10	N	Y	100%
Subtotal Library and Information Science Program					10	0	10			
Office of Public Health Studies										
PH 630	Cultural Competency in Health	Fernandes	F	3	8	0	8	Y	Y	25%
PH 673	Health Ethics, Law, and Politics	Taualii	S	3	16	0	16	Y	Y	25%
PH 728	Indigenous Applied Research	M Taualii	F	3	7	0	7	Y	Y	25%
Subtotal Office of Public Health Studies					31	0	31			
School of Architecture										
ARCH 575	Asia-Pacific Arch Hist & Theor	Leineweber	F	3	30	1	31	Y	Y	25%
Subtotal School of Architecture					30	1	31			
School of Law										
LWPA 585	International Law	Broder	F	3	3	17	20	N	Y	25%
LWPA 585	International Law	Nanda	Sum	3	22	0	22	N	Y	25%
Subtotal School of Law					25	17	42			
Total Professional Schools					116	36	152			
Total					482	6070	6562			

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Table 2
Course Enrollments 2012-2013
Courses with 100% Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> *= <i>CPIS faculty</i>	<i>Sem. Cred.</i>	<i>Sem. Hours</i>	<i>Enrollments</i>		<i>Total</i> <i>G + U</i>
<i>Fall Semester 2012</i>							
ACM 480	Oceanic Media and Culture	*Hereniko	F	3	0	34	34
HIST 481	Pacific Islands I	*Hanlon	F	3	7	25	32
HIST 675E	Sem in 20th Cent Pac History	*Chappell	F	3	5	0	5
LLEA 371	Europeans of the Pacific	Schweizer	F	3	0	79	79
ENG 272	Intro to Lit: Culture & Lit	*Te Punga Some	F	3	0	20	20
ENG 371**	Literature of the Pacific	*Hoomanawanui	F	3	2	13	15
LING 445	The Polynesian Language Famil	*Otsuka	F	3	0	2	2
LING 640G	Polynesian Language Family	*Otsuka	F	3	3	0	3
IP 199	Intro Lang Study - Samoan	*Mayer	F	4	1	0	1
IP 201	Intro Lang Study - Marshall	Miller	F	4	1	2	3
IP 273D	Indo-Pac Lang/Cult-Polynesia	*Roa	F	3	0	5	5
IP 299	Inter Lang Study - Tongan	*Pasi	F	4	1	0	1
IP 299	Inter Lang Study - Marshall	Miller	F	4	0	5	5
IP 399	Third Level Lang - Samoan	*Mayer	F	3	0	1	1
CHAM 201	Intermediate Chamorro	*Songsong	F	4	4	10	14
MAO 101	Beginning Maori	*Boyce	F	4	3	17	21
MAO 201	Intermediate Maori	*Boyce	F	4	0	1	1
MAO 301	Advanced Maori	*Boyce	F	3	1	1	2
MAO 384	Te Reo Waiata	*Roa	F	3	0	5	5
IP273D	Language and Culture: Polynesi	*Roa	F	3	0	5	5
SAM 101	Elem Samoan (4 sections)	*Mayer/*Lesa/I	F	4	0	108	108
SAM 201	Inter Samoan (4 sections)	*Mayer/Patu/D:	F	4	0	85	85
SAM 227	Samoan Lit in English	*Simanu-Klutz	F	3	0	16	16
SAM 301	Third Level Samoan	*Simanu-Klutz	F	3	1	12	13
SAM 321	Samoan Conversation	*Foifua	F	3	1	8	9
SAM 431	Samoan Oral Traditions	*Papalii	F	3	1	4	4
TAHT 103	First-Year Tahitian	*Chailloux	F	3	3	3	6
TAHT 203	Second-Year Tahitian	*Chailloux	F	3	0	4	4
TONG 101	Beginning Tongan	*Pasi	F	4	0	11	11
TONG 201	Intermediate Tongan	*Pasi	F	4	1	4	5
ANTH 323	Pac Islands Archaeology	*Rolett	F	3	2	19	21
ANTH 350	Pac Islands Cultures	Pigliasco	F	3	2	27	29
PACS 108	Pacific Worlds (5 sections)	*Bautista/ *Kab	F	3	0	121	121
PACS 202	Pacific Movement and Migratio	*Bautista	F	3	1	8	9
PACS 301	Pacific Communities in Hawaii	*Walsh	F	3	0	19	19
PACS 371**	Literature of the Pacific	*Hoomanawanui	F	3	0	0	10
PACS 602	Re/presenting Oceania	*Kabutaulaka	F	3	15	0	15
PACS 601	Learning Oceania	*Wesley-Smith	F	3	13	0	13
Subtotal					68	674	752

** Denote cross-listed courses

Bold indicates language courses

Table 2
Course Enrollments 2012-2013
Courses with 100% Pacific Content

<i>Course Number</i>	<i>Course Title</i>	<i>Instructor</i> <i>*=CPIS faculty</i>	<i>Sem. Cred.</i>	<i>Hours</i>	<i>Enrollments</i>		<i>Total</i> <i>G + U</i>
<i>Spring Semester 2013</i>							
ART 475C	Melanesia, Micronesia, Polynes	*Waite	S	3	0	9	9
ART 677	Art of Oceania	*Waite	S	3	0	0	0
HIST 482	Pacific Islands II	*Chappell	S	3	6	16	22
HIST 675C	Sem in Pacific Hist: Micronesia	*Hanlon	S	3	9	0	9
MUS 311J	Tahitian Ensemble I	*Moulin	S	1	6	15	21
MUS 411J	Tahitian Ensemble II	*Moulin	S	1	2	6	8
MUS 670C	Regional Music: Oceania	*Moulin	S	3	8	0	8
LLEA 371	Europeans of the Pacific	Tran	S	3	0	36	36
ENG 371**	Literature of the Pacific	*Te Punga	Some S	3	0	12	12
ENG 770	Sem in Cultural Studies-Pacific	*Te Punga	Some S	3	14	0	14
IP 202	Intro Lang Study - Marshall	Miller	S	4	1	2	3
IP 299	Inter Lang Study - Marshall	Miller	S	4	0	6	6
IP 399	Third Level Lang - Samoan	*Mayer	S	3	0	2	2
IP 399	Third Level Lang - Tongan	*Pasi	S	3	0	3	3
IP 427B	The Writings of Albert Wendt	*Simanu-Klutz	S	3	0	10	10
CHAM 202	Intermediate Chamorro	*Songsong	S	4	3	10	13
MAO 102	Beginning Maori	*Boyce	S	4	2	5	7
MAO 202	Intermediate Maori	*Boyce	S	4	0	1	1
MAO 302	Advanced Maori	*Boyce	S	3	1	1	2
SAM 102	Elem Samoan (5 sections)	*Mayer/*Lesa	S	4	1	89	90
SAM 202	Inter Samoan (4 sections)	*Mayer/*Lesa/1	S	4	0	81	81
SAM 302	Third Level Samoan	*Foifua	S	3	0	12	12
SAM 422	Samoan Ceremonial Speech	*Papalii	S	3	0	13	13
TAHT 104	First-Year Tahitian	*Chailloux	S	3	1	2	3
TAHT 204	Second-Year Tahitian	*Chailloux	S	3	0	5	5
TONG 102	Beginning Tongan	*Pasi	S	4	1	9	10
TONG 202	Intermediate Tongan	*Pasi	S	4	1	4	5
ANTH 350	Pac Islands Cultures	*Arno	S	3	1	49	50
ANTH 350	Pac Islands Cultures	Pigliasco	S	3	0	30	30
ANTH 455	Human Biology of the Pacific	Pietrusewsky	S	3	0	5	5
SOC 721	Social Change Pacific Islands	Wurtzburg	S	3	11	1	12
PACS 108	Pacific Worlds (4 sections)	*Kabutaulaka/ Y	S	3	0	70	70
PACS 201	Islands of Globalization	*Kabutaulaka	S	3	0	23	23
PACS 302	Contemporary Issues in Oceanic	*Wesley-Smith	S	3	3	9	12
PACS 371**	Literature of the Pacific	*Te Punga	Some S	3	0	4	4
PACS 491	Contemporary Pacific	*Wesley-Smith	S	3	0	0	0
PACS 603	Researching Oceania	*Bautista	S	3	12	0	12
HWST 671	Pacific Life Narratives	Armitage	S	3	6	0	6
Subtotal					89	540	629
<i>Summer Sessions 1 and 2, 2013</i>							
MUS 478I	Musical Cultures: Polynesia	*Moulin	Sum	3	0	8	8
SAM 101	Elem Samoan	*Mayer	Sum	4	0	9	9
SAM 102	Elem Samoan	*Danielson	Sum	4	2	6	8
SAM 201	Inter Samoan	*Lesa	Sum	4	0	15	15
SAM 202	Inter Samoan	*Lesa	Sum	4	0	13	13
ANTH 350	Pac Islands Cultures	Pigliasco	Sum	3	0	39	39
PACS 108	Pacific Worlds (2 sections)	LaBriola/ Luna	Sum	3	0	25	25
LIS 688	Pacific Islands Information Res	*Dawrs	Sum	3	10	0	10
Subtotal					12	115	127
Total					169	1329	1508

NRC Application, Center for Pacific Islands Studies, University of Hawai'i
APPENDIX 3

** Denote cross-listed courses
Bold indicates language courses

APPENDIX 4: Center for Pacific Islands Studies

All activities meet Absolute Priority; Competitive Preference Priority 1; Competitive Preference Priority 2

Goal 1: Increase the capacity of teachers to incorporate Pacific Islands area studies into the K-12 curriculum		
Performance Measure	Activities	Timeline
A) Establish new course, <i>Teaching Asia and the Pacific</i> , for preservice educators and teach at least 2 times.	A1. Collaborate with faculty in Asian Studies and the College of Education to develop syllabus for 400-level course, <i>Teaching Asia and the Pacific</i>	YR 1
	A2. Submit course for approval	YR 2
	A3. Offer course	YR 3
B) Develop new digital resources and make available for K-12 in-class use.	B1. Work with in-service K-12 teachers to identify multimedia teaching resources to support place-based and inquiry-aligned learning.	YR 2
	B2. Host workshop with advisory group of K-12 teachers to determine multimedia needs.	YR 2
	B3. Collect, produce, and make available multimedia for use in K-12 classes.	YR 3
	B4. Conduct training workshop with K-12 educators to integrate video materials into curriculum	YR 4

Goal 2: Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum		
Performance Measure	Activities	Timeline
A) Increase the number of 200-level Pacific Islands area studies courses offered at community colleges and/or MSI.	A1. Collaborate with faculty at Kapiolani Community College (KCC) to develop 2 new 200-level courses	YR 1
	A2. Develop PACS 201 and PACS 202 syllabi and submit for approval	YR 1
	A3. Offer PACS 201 and PACS 202 at KCC	YR 2
B) Expand course offerings in the newly established certificate program at City College San Francisco (CCSF).	B1. Develop partnership with CCSF and conduct needs assessment to identify curriculum development needs	YR 1
	B2. Collaborate with faculty at CCSF to develop 2 new course offerings	YRs 2-3
	B3. Collaborate with faculty at CCSF to develop new course materials	YRs 1 - 4
	B4. Collaborate with CCSF to host speaker series with Pacific Islander scholars	YRs 2-3

APPENDIX 4: Center for Pacific Islands Studies

All activities meet Absolute Priority; Competitive Preference Priority 1; Competitive Preference Priority 2

Goal 2: Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum cont.		
Performance Measure	Activities	Timeline
C) Establish and offer 100- and 200-level Samoan language courses offerings at University of Hawai'i West Oahu (UHWO).	C1. Collaborate with faculty at UHWO and IPLL to develop and teach Samoan 101 and 102, and articulate across UH system	YR 1
	C2. Collaborate with faculty at UHWO and IPLL to develop and teach Samoan 201 and 202 and articulate across UH system	YR 2
	C3. Collaborate with faculty at UHWO and IPLL to teach Samoan 101, 102, 201, and 202	YRs 1-3
	C4. UHWO supports Samoan language offerings	YR 4
D) Increase professional development opportunities for instructors at MSIs by offering workshops, opportunities to present academic papers, and new resources for instructors.	D1. Facilitate UH faculty travel to professional conferences and to engage in research	YRs 1 - 4
	D2.1 Collaborate with faculty at KCC to plan international workshop to produce new curriculum and teaching resources	YR 1
	D2.2 Host international workshop	YR 2
	D2.3 Make available digital resources produced at workshop through the Pacific Islands Studies Wiki	YRs 3-4
	D3.1 Collaborate with Chaminade University and East-West Center to plan NYU Faculty-Resource Network Faculty Enrichment Seminar Curriculum Infusion Workshop	YR 2
	D3.2 Host Faculty Resource Network workshop	YR 3
E) Increase the number of intermediate and advanced level language course offerings at UH Manoa.	E1. Develop syllabi for intermediate and advanced courses for Tahitian and Maori. (4th-year Maori, Tahitian literature, media, grammar, and performance)	YR 2 and YR 4
	E2. Submit courses for approval	YR 3 and YR 5
	E3. Teach new courses	YR 4
F) Increase the number of Oral Proficiency Interview (OPI) certified faculty in Pacific Islands languages at MSIs (UH system).	F1. Coordinate with American Council on the Teaching of Foreign Languages (ACTFL) to plan OPI Assessment Workshop for 10 participants	YR 2
	F2. Recruit faculty to participate in workshop	YR 3
	F3. Conduct OPI Assessment Workshop	YR 3
	F4. Faculty serve as OPI testers	YR 4

APPENDIX 4: Center for Pacific Islands Studies

All activities meet Absolute Priority; Competitive Preference Priority 1; Competitive Preference Priority 2

Goal 2: Increase the capacity of post-secondary instructors and institutions to incorporate Pacific Islands language and area studies into the curriculum cont.		
Performance Measure	Activities	Timeline
G) Establish new undergraduate certificate program increasing opportunities for students to learn about connections between the Pacific and Asia.	G1. Establish undergraduate certificate program in coordination with Asian studies	YRs 1-3
	G2. Develop "Globalization in Asia and the Pacific" as the foundation course for the certificate	YR 2
	G3. Teach "Globalization in Asia and the Pacific"	YR 3 and YR 4
	G4. Collaborate with colleagues in Asian studies to host international conference "Asia in the Pacific, the Pacific in Asia"	YR 4
Goal 3: Increased skills preparation for further study and post-graduate employment in areas of national need		
Performance Measure	Activities	Timeline
A) Develop new study abroad programs for university and community college students and K-12 teachers to enhance area studies and/or language skills.	A1. Collaborate with colleagues in IPLL to develop summer study abroad opportunities in University of French Polynesia in Tahiti and Waikato University in New Zealand	YR1
	A2. Students participate in summer program at University of French Polynesia in Tahiti	YR 1 Summer
	A3. Students participate in summer program at Waikato University in New Zealand	YR 3 Summer
B) Increase the number of students completing internships.	B1. Establish a comprehensive strategic plan for an undergraduate internship program	YR 1
	B2. Obtain approval for new program and identify and develop internship opportunities	YR 2
	B3. Place students in internships	YR 3
	B4. Review and evaluate internship program and adjust accordingly	YR 4

APPENDIX 4: Center for Pacific Islands Studies

All activities meet Absolute Priority; Competitive Preference Priority 1; Competitive Preference Priority 2

Goal 4: Make more resources and information accessible to local and national audiences		
Performance Measure	Activities	Timeline
A) Acquire at least 2000 otherwise unavailable research materials through acquisition travel to the region	A1. Collaborate with library staff for annual acquisition trips to Melanesia, Polynesia, or Micronesia	YRs 1-4
	A2. Library staff acquire and catalogue new materials	YRs 1-4
B) Make new collections of rare materials available through UHM Hamilton Library's open-access digital repository.	B1. Collaborate with library staff to digitize rare collections including Pacific-focused theses and dissertations; US Trust Territory archives and publications; translations of Japanese land documents; photograph collections; Pacific language publications; and other items on demand for worldwide audiences.	YRs 1-4
C) Upgrade online platforms to facilitate access to digital materials.	C1. Assess platform needs for CPIS digital resources and Pacific Islands Report (PIR)	YR 1
	C2. Collaborate with East-West Center to redesign and expand PIR website capacity	YR 1-4
	C3. Collaborate with web designer to redesign and expand CPIS website capacity	YR 1
	C4. Upload new materials to CPIS website	YRs 3-4
D) Increase number of public events on other campuses (CCs and MSIs) by 18 by the end of the grant period.	D1. Collaborate with CCs and MSIs to determine needs and interests and match them to potential presenters.	YR 1
	D2. Schedule events with local and visiting Pacific Islands artists and arts practitioners, approximately 1 per semester, at 3 different campuses.	YR 1
	D3. Host public events to increase exposure of MIS and CC students to Pacific arts and culture.	YR 2-4
E) Increase the number of public events in collaboration with professional schools by 6 by the end of the grant period.	E1. Collaborate with colleagues at Richardson School of Law to organize speaker series featuring Pacific Islands scholars	YR1
	E2. Collaborate with health professional colleagues to organize speaker series featuring Pacific Islands scholars and practitioners	YR 2
	E3. Collaborate with colleagues in sciences to organize speaker series featuring Pacific Islands scholars	YR3



UNIVERSITY
of HAWAII®
MĀNOA

June 23, 2014

Dr. Mary McDonald, Chair of EA Council
Dr. Terence Wesley Smith, Director of the Center for Pacific Islands
Dr. Kirsten Pauka, Director of the Center for Southeast Asian Studies
School of Pacific and Asian Studies
University of Hawai'i
Honolulu, HI 96822

Dear Mary, Terence, and Kirsten,

On behalf of the College of Education (COE) at the University of Hawai'i at Mānoa, I wish to express our support for your three applications for Title VI National Resource Center grants (East Asia, Pacific Islands, and Southeast Asia), specifically the collaborative project between SPAS and our College on the development of a new undergraduate course, *Teaching Asia and the Pacific*. This innovative course will partner area-studies faculty with faculty in the College of Education to prepare COE students who plan to teach Social Studies at the middle school or high school level. This project complements existing initiatives in COE that focus on Asia-Pacific including our Master's degree program (EdLeads), Educational Leadership in the Asia-Pacific region, student field study tours in Asia, and joint research and degree programs in Vietnam. In fact, I just returned from a trip to Vietnam where we visited nine universities and signed our fifth Memorandum of Understanding with Vietnam institutions to develop further international academic collaboration.

The College of Education's Institute for Teacher Education is the primary state-approved teacher education program preparing new teachers to be licensed by the Hawai'i Teachers Standards Board. Teachers in preparation must pass Educational Testing Service (ETS) Praxis II Content Knowledge exam in Social Studies, in which knowledge of Asia, the Pacific, and world affairs are vital to qualify for a social studies teaching license in grades 6-12.

Here at UH, we are fortunate to have distinct strengths in Asia and the Pacific. We strive continuously to incorporate those strengths into the classroom. We look forward to our collaboration on this effort.

Sincerely,


Donald B. Young
Dean, College of Education



INTERDISCIPLINARY STUDIES

50 Phelan Avenue, Ocean Campus, Mail Box L157, San Francisco, CA 94112 (415) 239-3854, FAX (415) 239-3551

June 18, 2014

Dr Terence Wesley-Smith
Director, Center for Pacific Islands Studies (CPIS)
School of Pacific and Asian Studies
University of Hawaii at Manoa
1890 East West Road
Honolulu, HI 96822

Dear Dr. Wesley – Smith:

I'm delighted to write a letter of support for the Center for Pacific Island Studies at University of Hawaii at Manoa to renew its Title VI National Resource Center grant for Pacific Islands area studies for the period of 2014-2018.

City College of San Francisco serves the largest number of Pacific Island students of any institution of higher learning in California. Unfortunately, however, these students arrive to us underserved by current educational practices, and lacking academic literacy and basic skills. They represent the highest proportion of students on academic probation; even as they also demonstrate exceptional leadership skills, commitment to the college and their communities, and perseverance by organizing mentoring and tutoring activities, conducting outreach to high school students, and serving on national championship athletic teams.

DR. ROBERT AGRELLA, SPECIAL TRUSTEE
DR. ARTHUR Q. TYLER, CHANCELLOR

The opportunity to collaborate with University of Hawaii could not have arrived at a better time. After years of student advocacy and in collaboration with an advisory board comprised of graduates, community members, and faculty, City College of San Francisco has begun to gain traction in addressing the urgent needs of Pacific Island students. This spring, the School of Social and Behavioral Sciences launched an interdisciplinary certificate program in Critical Pacific Island Studies. Designed to support students in completing their Associate of Arts degrees and transferring to four-year institutions, the core curriculum is comprised of courses that meet graduate and transfer requirements in social sciences, physical sciences, and humanities. Furthermore, faculty and staff from multiple departments are eager to integrate Pacific Island issues and concerns into their curriculum; however most faculty lack adequate resources or access to professional development activities to support that endeavor.

Because the Center for Pacific Islands Studies is the only National Resource Center for the Pacific Islands in the U.S., we are eager to collaborate with them you to strengthen our fledgling program. We trust CPIS's proven success in collaborating with colleagues on the development of Pacific-related curriculum and teaching resources, and are poised to implement such resources into new and existing curriculum at CCSF.

During the project period, CPIS will collaborate with CCSF faculty members David Ga'oupu Palaita (Program Coordinator) and Lauren Muller (Chair, Department of Interdisciplinary Studies) to:

- develop new course offerings at CCSF on topics such as Militarization in the Pacific, Pacific Islander Health Issues, and Samoans in the Diaspora.

- enhance teaching resources for the certificate program in Critical Pacific Islands Studies, as well as other courses in Interdisciplinary Studies that would benefit from adding a unit on Pacific Island Studies.
- strengthen exchange networks between UH and CCSF and develop a pipeline for CCSF students wishing to pursue BA and MA programs in Pacific Islands studies.
- develop a speaker series at City College of San Francisco featuring faculty from the University of Hawaii system and elsewhere.

A collaboration between CCSF and CPIS will contribute significantly to the development of Pacific Islands studies at CCSF. The proposed professional development for City College of San Francisco faculty will benefit under-served minority students in substantial and measurable ways. I am confident the proposed collaboration will facilitate CCSF student transition to BA and MA programs at University of Hawaii and elsewhere.

Sincerely,



Lauren S. Muller
Professor and Department Chair