

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 # P015A140044 P015B140044

Univ of Hawaii

SEA

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Hawaii

* b. Employer/Taxpayer Identification Number (EIN/TIN):

99-6000354

* c. Organizational DUNS:

9650880570000

d. Address:

* Street1:

2440 Campus Rd, Box 368

Street2:

* City:

Honolulu

County/Parish:

* State:

HI: Hawaii

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

96822-2234

e. Organizational Unit:

Department Name:

Center for SE Asian Studies

Division Name:

SPAS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Jeffrey

Middle Name:

* Last Name:

Ibara

Suffix:

Title:

Contracts and Grants Specialist

Organizational Affiliation:

Office of Research Services

* Telephone Number:

808-956-6058

Fax Number:

808-956-9081

* Email:

jibara@hawaii.edu

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:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education, Office of Post-Secondary Ed.

11. Catalog of Federal Domestic Assistance Number:

84.015A/B

CFDA Title:

National Resource Centers (NRC) Program - Southeast Asia

*** 12. Funding Opportunity Number:**

ED-GRANTS-020210-003

* Title:

National Resource Centers (NRC) Program - Southeast Asia

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,759,161.00"/>
* 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="3,759,161.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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.

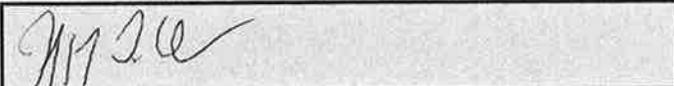
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 6/27/14

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.

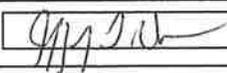
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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	
University of Hawaii	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Jeffrey Ibara Middle Name: <input type="text"/>
* Last Name: Ibara	Suffix: <input type="text"/>
* Title: Contracts and Grants Specialist	
* SIGNATURE: 	* DATE: 6/27/14

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

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

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: US Dept of Education	7. Federal Program Name/Description: National Resource Centers Program 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: <u>Jeffrey Ibara</u> <small style="float: right;">Digitally signed by Jeffrey Ibara DN: cn=Jeffrey Ibara, o=Grants and Contracts Specialist, email=jibara@hawaii.edu, c=US Date: 2014.06.27 15:26:08 -10'00'</small> Print Name: <u>Jeffrey Ibara</u> Title: <u>Contracts and Grants Specialist</u> Telephone No.: <u>808-956-6058</u> Date: <u>6/27/14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

**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 type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input checked="" 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*

Hawai'i is a state with a diverse population and perspectives emanating from cultures found in the Pacific-Asia region. In this grant round, we will work with our College of Education to develop resource materials on the rich diversity of the Pacific-Asia region and make this material available for K-12 educators nationwide. Our students in the UH system community colleges will be able to engage in learning Vietnamese and Indonesian languages. This innovative project, developed in collaboration with our NFLRC, will allow students to gain greater competency at an earlier stage as they advance toward their undergraduate degrees. Finally, we bring students and teachers from MSIs together for real-world interaction in international affairs through our partnership with University of Gadjah Mada (UGM, Indonesia). Our STEM-focused project on ethnobotany will assist teachers and students in the earth sciences to produce resource materials on this important 21st c. field of study. A second collaborative project will bring US teachers together with UGM colleagues to develop materials on cross-cultural studies related to the rich diversity of religions found in Southeast Asia.

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.

The most effective way for CSEAS at the University of Hawai'i to encourage government service in identified areas of national need is to make opportunities for education available to the broadest possible cross-section of the American population. Access to higher education often begins at the community colleges, and as noted in Question 1 above, our innovative language opportunity addresses the need to develop language skills for students at the CC level. This purpose aligns with the US government's general pivot towards Asia, and particularly to Indonesia and Viet Nam as noted by President Obama's focus on these countries as critical to US business and security issues in the future. We also take the initiative by training science educators from MSIs in a STEM field with long-range business and economic promise in the medical botany industry. As we seek to influence the lives of our younger citizens and enhance their ability to see beyond our shores, a collaborative K-12 project with our COE, "Teaching Asia and the Pacific," promises to attend to the task of encouraging service in areas of national need.

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:

Name/Title of Authorized Representative (Printed):

Title: Contracts and Grants Specialist

Telephone: 808-956-6058

Signature: 

E-mail: jibara@hawaii.edu

Date: 6/30/14

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Khmer	Y
Indonesian	Y
Tagalog	Y
Thai	Y
Vietnamese	Y

GEPA Section 427: Addressing equitable access to educational programs

There is a need to make sure that equitable access is available for all students, teachers, and other program beneficiaries. The purpose for creating this document is to clarify the Center's method to ensure that, in designing our projects, we address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. For the 2014-2018 NRC grant proposal, UHM CSEAS has proposed several dynamic and interesting projects, however we consider only two projects to be of concern to equity, they are:

1. Ethnobotanical Studies for students and faculty from MSIs
2. Four cross-promoting projects at Gadjah Mada University, Indonesia

The Center has concern about the STEM-based research aspect of the Ethnobotanical study. This is because it is often difficult to be equitable in gender selection for STEM projects. As a result, the Center will promote this project while keeping the equitability of gender as an issue to be mitigated. The Center also has a concern about equity with participants who have mobility needs. Both of the above projects take place in Indonesia, where accessibility is challenging, but not impossible with adequate lead-time. Given these known barriers, the Center will encourage interested applicants who have mobility issues to join the project and take the necessary steps in-country to make it as accommodating as possible.

Center for Southeast Asian Studies
School of Hawaiian, Asian & Pacific Studies
University of Hawai'i at Mānoa

A Proposal to
The United States Department of Education
To Fund a
National Resource Center for Southeast Asian Studies
and
Foreign Language and Area Studies Fellowships
2014-2018

Submitted
30 June 2014

Abstract

The University of Hawai‘i (UH) is a state land-grant and minority serving institution (MSI) located in Honolulu, a city with a metropolitan population of more than one million. The University’s commitment to Asian studies in Hawai‘i is evident in the institution’s focus on Asia and the Pacific as articulated in its mission statement - “Mānoa’s special distinction derives from its Asia and Pacific orientation and unique location. Together, these attributes foster unique opportunities for study in tropical agriculture, tropical medicine, marine sciences, astronomy, volcanology, botany, evolutionary biology, comparative philosophy, education, languages, urban planning, cultural studies in Asia-Pacific/Oceania, the performing arts, second language studies, and international business.”

The Center for Southeast Asian Studies (CSEAS), coordinating unit for many of the University’s Southeast Asia (SEA) related programs, is housed within the School of Pacific & Asian Studies (SPAS) along with its sister centers concentrating on East Asia, South Asia, Pacific Island Studies, and the Muslim Societies in Asia Pacific initiative. CSEAS directs a substantial portion of its resources to the development of language testing and assessment, K-12 teacher training, collaboration with UH system community colleges (MSIs). Its outreach programs provide faculty, students, and the community with a diverse selection of cultural, arts, and language interaction. The Center manages a large social media presence with access points to SEA programs through Facebook, Google +, Twitter, and LinkedIn, with more than 230,000 unique visitors to its website since the initial launch in 2009.

UHM regularly offers a wide range of courses related to SEA. While most are in the social sciences and the humanities, the arts are also well represented. In addition, courses are currently offered in Business and Urban Planning/Disaster Management. Of the non-language courses with

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Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
ALIC	Asian Law & Integration Center
APCSS	Asia Pacific Center for Security Studies
APDM	Apparel, Product Design & Merchandising
ARCAS	Association of Regional Centers for Asian Studies
AS	Asian Studies
ASEAN	Association of Southeast Asian Nations
ASP	Asian Studies Program
AST	Advanced Study of Thai
AY	Academic Year
BusAd	Business Administration
CAPSEA	Cooperative Acquisitions Program Southeast Asia
CBA	College of Business Administration
CC	Community College
CEFR	Common European Framework of References for Languages
CIBER	Center for International Business and Research
CLT	Center for Language & Technology
COE	College of Education
CORMOSEA	Committee on Research Materials on Southeast Asia
COTI	Consortium of Teachers of Indonesian
COTSEAL	Consortium of Teachers of Southeast Asian Languages
CPS	Chicago Public Schools
CRCS	Center for Religious and Cross-cultural Studies
CRL	Center for Research Libraries
CSEAS	Center for Southeast Asian Studies
CTAHR	College of Tropical Agriculture and Human Resources
CTE	Center for Teaching Excellence
DLI	Defense Language Institute
EWC	East-West Center
ExCom	CSEAS Executive Committee
FAO	Foreign Area Officer
F-H	Fulbright-Hayes
FLAS	Foreign Language and Area Studies Fellowship
FLTA	Foreign Language Teaching Assistant
FTE	Full Time Employment
FY	Fiscal Year
GA	Graduate Assistant
GPA	Group Programs Abroad
-GSA	Graduate Student Advisor
-ILL	Inter-Library Loan
-ILR	Interagency Language Roundtable
-INALCO	National Institute of Oriental Languages and Civilizations
-IPLL	Indo-Pacific Languages and Literature
-IRIS	Integrated Risk Information System

HBCU	Historically Black Colleges and Universities
HSB	Hanoi School of Business
KCC	Kapi'olani Community College
LCTL	Less Commonly Taught Languages
LIS	Library Information Services
LOMAP	Lower Mekong Archaeological Project
LSP	Liberal Studies Program
MSAP	Muslim Societies in Asia/Pacific
MSI	Minority Serving Institution
NFLRC	National Foreign Language Resource Center
NSF	National Science Foundation
NUS	National University of Singapore
OPI	Oral Proficiency Interview
ORS	Office of Research Services
<i>p.a.</i>	Per Annum
PAAC	Pacific and Asian Affairs Council
PALS	Pacific Asian Legal Studies Program
PBL	Project-Based Learning
SEA	Southeast Asia(n)
SEAM	Southeast Asia Microform Project
SEAS	Southeast Asian Studies
SEASSI	Southeast Asian Studies Summer Institute
SLO	Student Learning Outcome
SLS	Second Language Studies
SPAS	School of Pacific and Asian Studies
SSC	Student Services Coordinator
TIM	Travel Industry and Management
UGM	Gadjah Mada University, Indonesia
UH	University of Hawai'i
UHM	University of Hawai'i at Mānoa
URC	University Research Council
US/ED	U.S. Department of Education
VEMBA	Viet Nam Executive MBA
VFI	Vietnamese Film Institute
WAU	Web Audio Utility
WWCC	Windward Community College

1. UH commitment to Southeast Asian Studies.

In its current Strategic Plan, the University of Hawai‘i (UH) Board of Regents continues with its aggressive vision to establish “the University of Hawai‘i and the state of Hawai‘i as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region” that was laid out in the 2005-2010 plan. In the 2011-2015 plan it articulates this vision of Asia more fully as a key element in establishing the University’s Asia-Pacific uniqueness and sense of place:

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

This relationship with Asia is clearly noted in the local roots of UHM where 57% of the student body is of Asian ethnic origin and 2% from the Pacific Islands.

1.A.1. UH financial, academic, and organizational commitment.

UH permanently underwrites the cost of maintaining a formal program of SEAS in Hawai‘i through significant infrastructure and salary support for the greatest number of tenure-track faculty members concentrating .25 or more of their FTE to SEA of any university in the U.S.

1.A.2. Teaching staff.

UH’s commitment to SEA faculty salaries is approximately \$3,850,000.¹ This figure is calculated on the basis of percentage of total time spent teaching and researching 25% SEA (see Appendix 3), but excludes many other faculty (for instance, in the sciences) who research SEA and do not specifically teach the region. Newly added faculty members in SEA include P. Abinales (Asian Studies, Philippines), A. Das (Urban and Regional Planning, Indonesia and Viet Nam), J. Padwe (Geography, Cambodia), L. Pagkalinawan (IPLL, Philippines), L-H. Phan (Education, Viet Nam), and A. Saraswati (Women’s Studies, Indonesia).

¹ The fiscal data presented throughout this document is for information purposes only and does not construe cost sharing or matching funds commitment.

1.A.3. Library resources.

The total UH salary support for the 1.5 FTE SEA librarians (1 FTE SEA and one .50 Philippines) and student assistants in FY 2013-14 is \$106,597. UH annually allocates approximately \$77,000 for SEA library acquisition.

1.A.4. Linkages with institutions abroad.

The strongest Europe-CSEAS links are with Leiden University and INALCO-Paris. Relations with SEA universities are strong and well maintained. The first complete degree program available from a U.S. university in Viet Nam—the UH joint MBA program supported by UH’s Shidler College of Business, Ho Chi Minh City International University, and the Hanoi School of Business (HSB)—has been in operation in Hanoi since 2000 and has established senior alumni network across Viet Nam and the U.S. Links with Indonesia remain firm and now include new exchange agreements with Gadjah Mada University (UGM) in Yogyakarta and Binus University, Jakarta. In Thailand official links are maintained with Thammasat University (Bangkok), Burapha, Khon Kaen, Mahidol and Chulalongkorn universities. Archaeological (and other) research in Cambodia by UHM faculty and students is done through an exchange agreement with Royal University of Fine Arts (Ministry of Culture, Kingdom of Cambodia). In the Philippines, CSEAS regularly collaborates with Ateneo de Manila University, University of the Philippines Diliman, Santo Tomas University, Manila, and the Conseulo Foundation. Under CSEAS direction agreements have been renewed and consolidated with the National University of Singapore (NUS) and Kyoto University, Japan.

1.A.5. CSEAS outreach activities.

UH salary support covers 100% of the CSEAS Outreach Coordinator/Administrative Assistant’s salary (\$60,000). UH also provides \$43,000 in support to SPAS admin. staff and associated student assistants (\$4,000 *p.a.*). UH also provides CSEAS support (\$10,000 *p.a.*) for office expenses for printing/photocopying costs, telephone, web development needs, and recording

equipment for podcast and streaming video outreach materials development. The UH system website, community bulletin, and IT center all provide services at no cost to CSEAS programs.

1.B. Support for qualified students in SEA-related fields.

During the 2010-14 NRC cycle students in Anthropology, Asian Studies, Education, Hist., Library & Information Science, Music, Political Science, Public Administration, Religion, Second Language Studies, Social Work, Theatre & Dance, and Urban & Regional Planning were FLAS awardees. In AY 2013-14, UH provided CSEAS with tuition waivers for 8 FLAS awardees (\$38,020), enabling CSEAS to award a total of 14 FLAS fellowships. UH tuition waivers worth \$15,000 were also given to 2 undergraduates specifically majoring in SEA studies, but many other undergraduates with a SEA interest also receive financial aid from UH sources. Each year an Asian Studies Program (ASP) TA is selected based on SEA specialization and receives a tuition waiver and a monthly stipend of \$1,200.

2. Quality of Curriculum Design.

2.A. Incorporation of SEA studies in undergraduate degree programs.

In 2013-14 UHM offered 75 SEA non-language courses (100-400 levels)-Table 1, Appendix 5- and 27 SEAn language courses (100 & 200 levels), which are typically filled by undergraduate students (Appendix 3), and 24 SEAn language courses (300 & 400 levels) providing abundant opportunities to integrate SEAS courses into BA programs. The CSEAS executive committee encourages faculty to develop new courses that support UHM undergraduates to study SEA. For example, IP 360 Filipino Food, Music, and Ritual, ANTH 385G Undergrad Sem:

Bioarchaeology of Pacific Asia, GEOG 435 Political Geography of Oceans, ASAN 491G Cinema of SEA, ASAN 496 Religions of Island SEA, and ANTH 750D Ethnographies of SEA.

2.A.1. Appropriateness of undergraduate programs & language requirements.

UHM is the only U.S. university where a student can obtain a BA degree in Tagalog language and literature. UHM offers a BA degree in AS with a SEA focus, and in 2013-14 seven students

selected this option. Undergraduate students are encouraged to develop a SEA specialization through courses with a 25% or higher SEA content. This is typically achieved by writing final papers focused on SEA. Undergraduates can also design their own SEA-focused degree through the Liberal Studies Program (LSP) with five SEA courses and two years of SEA language instruction added into their LSP-selected course focus. Students in fields outside the ASP may obtain certificates in SEAn Studies (SEAS) as well as in six SEA languages (Tagalog, Ilokano, Indonesian, Khmer, Thai, and Vietnamese). One of our key language initiatives for the 2014-18 grant cycle is to develop introductory project-based language courses for CC use to the second-year level for Vietnamese and Indonesian. This will be done in cooperation with our NFLRC, our Shidler School of Business, and our UH KCC.

2.A.2. Training options for graduate students.

In addition to the 45 graduate (500-700) SEA non-language courses at UH (Appendix 5, Table 1), individually designed 499 and 699 reading courses in SEA area studies are also available. Graduate students may take 400-level courses, and audit or obtain special permission to take 300-level courses for credit. They may enroll in UHM's ASP MA program with a focus on SEA, or design study programs that incorporate SEA-focused courses in their classroom and fieldwork training. The ASP program offers certificates in SEA studies to graduate students in other disciplines when they complete a SEA-focused program of study. The Law School offers a JD-MA (AS) dual degree program with a SEA focus. Dual MA degrees are offered in SEAS and Business Administration (BusAd). Courses (Appendix 3) are offered in 27 disciplines, plus three professional schools. All ASP courses are open to students in the professional schools. Doctoral level degrees where candidates have done primary research on SEA have been awarded at UH in at least four professional schools & colleges (Business, Education, Tropical Agriculture & Human Resources, and Social Work) and in most of the Arts & Sciences disciplines, including

Botany, Linguistics, Second Language Studies, History, Music, American Studies, Philosophy, Theatre & Dance, Anthropology, Economics, Geography, Political Science, Religion, Sociology, and Urban & Regional Planning, among others. Few other universities offer such a wide range of graduate research education and training focused on SEA.

2.A.3. Appropriate Training options, requirements & curricular variety for graduate students.

CSEAS is under regular assessment by the CSEAS Executive Committee (ExCom) and the faculty of ASP (within SPAS). The SEA-focused MA in AS requires at least third-year level of SEA language study, which means degree recipients reach a mid- to high-intermediate proficiency level. Students enroll for 36 credits, 18 of which must be at the 600-level for non-thesis candidates, and 12 for those in the thesis program. All students must take the introductory SEA seminar (ASAN 600), a research seminar (ASAN 750), and a minimum of 18 credits of interdisciplinary studies related to SEA, including 2 electives, which can be outside SEA. Students doing a thesis must complete the paper and an oral exam conducted by a committee. Non-thesis students must submit a portfolio of two seminar papers and complete an oral exam with a committee. By offering a wide variety of SEA-focused elective courses and by maintaining rigorous criteria in teaching and testing, CSEAS has gained a reputation for excellence that attracts students from all over the U.S. and enables them to interact with other students engaged in SEA research across the disciplines. The MA program in SEAS continues to be selected by the military to train an elite group of Foreign Area Officers (FAO) for military attaché positions at U.S. embassies in SEA, and in the past four years seven officers have received UH MA degrees in SEAS. CSEAS regularly employs and trains several GAs to assist with SEAS outreach projects providing opportunities to build additional skills before graduation.

2.B. Academic and career advising.

The CSEAS director is responsible for academic advising of MA students in SEAS, and works closely with the SPAS Graduate Student Advisor (GSA), who maintains all graduate records.

Together they cooperate with the UH Office of Admissions and Records, Graduate Division, and others UHM SEA faculty. A separate office advises ASP undergraduate students. FLAS fellowships and other scholarship programs are administered by the SPAS Student Services Coordinator (SSC). The SSC and the UHM Placement Office organize career advising for SEA students, and the CSEAS office weekly announcements regularly advise students of career opportunities, open job positions, and funding sources for BA to PhD levels of schooling.

2.B.1. Arrangements for research or study abroad.

As of March 2014, UHM had active exchange agreements with 34 universities with SEA connections (one institution each in Cambodia and Malaysia, two in Singapore, six in Viet Nam; six in the Philippines; six in Indonesia, and eight in Thailand); three in Europe (Leiden Univ. in Holland, the Nat. Inst. of Oriental Languages and Civilizations-Paris, and the School of African and Oriental Studies, England); and one in Japan (Kyoto Univ.). Under faculty supervision, CSEAS encourages students to take advantage of study opportunities in SEA through ASAN599, a course designated for overseas study. Available administrative arrangements ensure that most academic credits earned in approved universities in SEAS can be transferred back to UHM.

2.B.2. Access to other institutions' study abroad and summer language programs.

CSEAS places a high priority on in-country language study. Students regularly enroll in SEAn language courses at SEASSI and in intensive language programs abroad to study Indonesian (COTI), and Thai (AST). CSEAS is an active member of the SEASSI Board and in all summer language abroad consortia. These programs are announced on websites, in newsletters, through social media, and in the UH classrooms. In 2013, an initiative for sending FLAS information to programs with strong language/area studies undergraduate programs to recruit to UHM new

graduate students with language and regional study/life experience. Students studying at the third-year level of a SEA language are encouraged to apply for a Summer FLAS for in-country language study in Cambodia, Indonesia, Philippines, Thailand, Singapore, and Viet Nam.

3. Quality of UHM Non-Language Instructional Program.

In AY 2013-14 UHM offered 120 non-language courses with 25-100% SEA content (Table 1, Appendix 5). UHM's strengths are in core area studies subjects such as history, anthropology, and the arts, but the commitment to reach beyond UHM's traditional strengths is reflected in other cross-listed courses; for example, PLAN 630/GEOG 630 Urban and Regional Planning in Asia focuses on Thailand and Indonesia, while ASAN 463-WS 463 Gender Issues in Asian Societies explores social issues, ANTH 422-REL 422 Anthropology of Religion offers a detailed examination of Buddhism, and new courses like PHIL 330 Islamic Philosophy and REL 352 Sufism: Mystical Traditions of Islam provide surveys of major Islamic philosophers and schools with direct application to SEA. Course offerings at UHM cover all SEA countries, with an especially strong program on island SEA, in particular Indonesia and the Philippines. For example, L. Andaya's HIST 407 History of Modern Malaysia also covers Singapore and Brunei.² UHM's continuing emphasis on the study of the Mekong area through its Cambodia focus has yielded growing expertise in mainland SEA, with particular strengths in archeology and cultural preservation. These include: HIST 403 Vietnam: History and Memory; ANTH 461 SEA Archeology; ASAN 620 Preservation in Indochina; and a summer field school held either in Thailand or Cambodia. The variety of SEA-oriented courses has evoked a solid response from the UHM student community. In 2013-14, there were 2,188 students enrolled in SEA focused classes, and that number increases to 2,925 if SEA language students are included.

² Parallel courses are taught by specialists on Viet Nam, Indonesia, and the Philippines.

3.A. Courses available in professional schools.

CSEAS has consistently worked to strengthen cooperation with the professional schools. The relationship with the Shidler College of Business (CBA) has been reinforced, supported by US/ED funding for the Center for International Business Education and Research (CIBER). Available courses include FIN 625 Monetary Systems & Financial Markets, which highlights financial policy issues in financial sector reforms including the Asia-Pacific region. Faculty members like CSEAS affiliate A. Connor of the Richardson School of Law have developed the Pacific Asian Legal Studies program (PALS) with specific topics covering legal studies in SEA, including courses on Philippine law and environmental law in Singapore. The Law School's newest initiative, the ASEAN Law & Integration Center (ALIC), is dedicated to supporting the study, assessment, development, and innovation by ASEAN Member States in the process of creating "ASEAN Law", "ASEAN jurisprudence", and "ASEAN institutions" in SEA. The School of Tourism Industry Management (TIM) has demonstrated a strong interest in SEA such as Thailand and Indonesia. Courses with SEA content include TIM 102 Food & Global Cultures, TIM 321 Sociocultural Issues in Tourism, and TIM 325 Destination Development & Marketing. A popular class by the College of Tropical Agriculture and Human Resources (CTAHR) is the APDM 418 Costumes of South and SEA course, which is also offered online.

3.B. Depth of specialized course coverage.

One of the greatest UHM disciplinary strengths in SEA is in the History Department. With 5 SEA historians (3 in History, 2 in AS), UHM offers very strong options in this field. For example, an undergraduate might choose to begin their study of Asia with HIST 155 Non-Western Civilizations and proceed to HIST 241-242 an Asian survey course. This could be followed with two semesters of upper-level undergraduate courses HIST 305-306 on pre-modern and modern SEA. Graduate seminars are offered HIST 656 and 657 both mainland and island

SEA, with country-specific courses HIST 409 Modern Indochina, HIST 408 Modern Indonesia, HIST 407 Modern Malaysia, and HIST 406 Modern Philippines taught yearly or bi-yearly.

Another area of strength is the field of Anthropology, which offers 9 SEA-focused courses. From the courses offered in levels 100-300 undergraduates might select ANTH 152 Culture and Humanity, ANTH 200 Cultural Anthropology, or ANTH 345 Aggression, War, & Peace, and at the 400 level: ANTH 415 Ecological Anthropology, ANTH 416 Anthropology of Religion, ANTH 422 Economic Anthropology, ANTH 423 Social & Cultural Change, ANTH 455 Human Biology of the Pacific, ANTH 446 SEA Cultures and ANTH 461 SEA Archeology. At least three graduate courses have substantial SEA content: ANTH 620C Method/Theory Archaeology, ANTH 750E Seminar in SEA Ethnography, and ANTH 750G Bioarcheology of Pacific Asia.

Archeology projects involving graduate students are currently in progress in Cambodia, Myanmar, and the Philippines; cultural, medical, and biological anthropology graduate students have been working in Indonesia, Thailand, Cambodia, and Viet Nam.

The final area of SEA course strength highlighted in this section is the performing arts. SEA is an integral part of the Asian Theatre curriculum in the Department of Theatre & Dance. The in-depth study of Asian theatre and dance occurs at both the undergraduate and at the graduate level. Undergraduate majors get significant SEA content in the required 4-semester THEA 311, 312, 411, and 412 World Theater Series, as well as in DNCE 255 Dance in World Cultures. Students are offered specialized SEA content in THEA 464 Theater of South and SEA, and in THEA 426 SEAn Acting. For upper level courses, graduate students can chose DNCE 653 Dance Ethnology, DNCE 654 Dance and Performance Theory: Asia, as well as a range of seminars such as THEA 663C Asian Theatre: Theories & Systems, 663B Asian Theatre: Origins, or THEA 763 Topics in Asian theatre. The Department of Music also offers SEA coverage in

their Ethnomusicology program with significant SEA content in MUS 107 Music in World Cultures, MUS 270 World of Music: Asia/Pacific, MUS 311 Ethnic Music Ensembles I and II. The Music department also houses the Javanese and Balinese Gamelan ensembles.

3.C. Interdisciplinary courses.

All courses in the ASP are explicitly comparative and interdisciplinary with enrollments that are steadily rising. For example, ASAN 202 Introduction to South and SEA, inaugurated in 1997 with 21 students, is capped at 50 students and is often oversubscribed (57 students Fall 2013). At the graduate level we regularly offer ASAN 611 Comparative Muslim Societies and ASAN 625 Comparative Development in East and SEA, which are both popular SEA courses. The three courses below the 400 level are over 50% SEA content; and the three 400 level and all of the 600 and 700 level courses have 100% SEA content (Appendix 3). Frequent cross-listing helps expand the interdisciplinary focus at UHM.

3.D.1. Sufficient numbers of available faculty.

With more than 50 affiliate faculty specialists (Appendix 2), UHM consistently fields sufficient numbers of non-language faculty providing an extensive base of human resources doing research on and teaching about SEA.

3.D.2. Pedagogical training for instructional assistants.

Pedagogy training is available to instructional assistants in a number of departments that offer SEA courses, for example HIST 790 Teaching History, POLS 401 Teaching Political Science, DNCE 691 Seminar in Teaching Dance & Theatre. Similar courses are found in other departments such as Religion, Philosophy, and Library & Information Science. UHM also has the well respected Center for Teaching Excellence (CTE) and an Assessment Office that are charged with helping instructors to establish effective SLOs and how to assess those outcomes to improve future teaching. Finally, the NFLRC and the SLS collaborate to provide monthly instructional and pedagogical, which are available to the instructors in SEA languages.

4. Quality of UHM Language Instructional Program

4.A. SEA Language instruction.

In terms of scope, UHM has one of the most extensive SEAn language programs in the U.S., with tenure-track positions for all SEAn languages taught. The Department of Indo-Pacific Languages and Literatures (IPLL) offers six SEAn languages: Ilokano, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. Enrollments in SEAn languages were 737 students in AY 2013-14 (Appendix 3). UH regularly sends students to the F-H GPA advanced language programs when offered (**refer to 2.B.2.**). Online courses are offered for Khmer, Indonesian, and Thai. More advanced classes are also available as Directed Reading and Research (499-courses). Additional IPLL classes 690 and 699 are available and graduate students holding FLAS awards often taken these upper levels.

4.B. Upper level SEA language courses.

For 30 years, 4 SEA languages have been offered for 3rd & 4th-year levels: Ilokano, Indonesian, Tagalog, Thai, and over 40 years for Vietnamese. Since 2005 Khmer has been offered for 3rd & 4th-year levels. Online advanced classes are offered in Indonesian, Khmer, and Thai.

4.C.1. Sufficient SEA language faculty.

UHM is unique in the U.S. because tenured faculty head the SEAn language programs. Ilokano has one Assoc. Professor, one Assist. Professor, and four lecturers; Tagalog a full Professor, an Assist. Professor, two instructors, and two lecturers; Khmer an Assoc. Professor; Thai an Assoc. Professor, a lecturer, and an assistant under the Fulbright foreign language assistants program (FLTA); Vietnamese a Professor and a lecturer; and Indonesian a Professor and an FLTA. In AY 2013-14, 51 SEA language classes (with 75 sections) were taught by 20 faculty and lecturers (3.95 courses per instructor). All lecturers and instructors are native speakers.

4.C.2. Training for performance-based instruction.

Since 1993, in cooperation with the US/ED-funded UH NFLRC, UHM has taken a lead in training teachers and developing materials for performance-based instruction of SEA languages.

In collaboration between the UHM NRC SEA and NFLRC, there has been a long tradition of performance-based teaching and testing initiatives in SEAn languages. In addition to annual professional development activities – workshops, lectures, symposia – a significant inventory of performance-based materials were created by faculty in the last decade and available from the NFLRC. Every SEAn language has at least one ACTFL-certified oral proficiency (OPI) interviewer and several regularly conduct tests and second-ratings. A reading assessment product, from the 2010-14 NRC, was developed for reading assessment for Thai and Tagalog. Starting in 2004, the multi-million dollar Center for Language & Technology (CLT) at UHM has operated under an agreement with ACTFL as a critical-language training and materials development center to build national capacity in critical and LCTL. CLT with the NFLRC serve as a training and materials development site, providing faculty expertise and tech support to ACTFL and DLI. CSEAS provided funding to the Consortium of Teachers of SEAn Languages (COTSEAL) to develop the SEA Language Learning Framework. NFLRC/COTSEAL/UH CSEAS workshops on reading assessment techniques were held in May 2011 & 2012 included: 25 from UHM IPLL SEAn language faculty, and 3 speakers from Harvard and UW-Madison.

4.D. Quality of the language program.

The quality of the UH program in SEAn languages can be measured through several factors:

1. Number of languages offered; 2. Qualifications of instructors; 3. Language pedagogy courses, assessment, and technology offered; and 4. Availability of in-country language instruction.

1. UHM regularly offers courses from elementary to advanced levels in: Tagalog; Ilokano; Indonesian; Khmer; Thai; and Vietnamese.

2. Some sections of the SEAn languages are taught by tenured Ph.D. faculty. Each year, UHM hosts FLTAs to assist with Indonesian, Thai, Tagalog, and Vietnamese.

3. The SEAn languages teachers are ACTFL-certified OPI testers. UHM SLS Department offers

instruction in language learning and teaching at no charge to UHM faculty. Monthly UHM NFLRC hosts seminars on language-teaching approaches. The CLT offers dedicated tech-based rooms and utilizes iTunes U making it one of the most advanced language centers in the field.

4. SEAn language students are often placed in AY and summer intensive language programs in SEAn countries with scholarships and student aid generally available for these programs.

4.D.1. Performance-based instruction being used and developed.

Undergraduate students in most fields must complete two years of foreign language study.

Similarly, ASP students with a SEA focus learn a SEAn language for two years and attain a mid-intermediate ACTFL level. Our MA students are required to complete at least three years of a SEAn language reaching high-intermediate or low-advanced ACTFL levels. Performance-based instruction has been used in the SEAn languages for years, emphasized in 1st & 2nd-year levels. Material and methods used were developed with the UHM SLS Dept. and/or the UHM NFLRC. At the advanced level, reading assessment tests were designed in Thai and Tagalog. A template for developing reading assessment for other SEAn languages is now available.

4.D.2. Adequacy of resources.

SEAn language classes are often held in Moore Hall, where classrooms are equipped with PCs and full-screen projectors. In 2012, resources were directed toward the UHM CLT making it optimal to offer support for training and material development projects (7 staff, 3 GAs, and 6-8 undergraduate assistants). The CLT's permanent collection contains audio material in Burmese, Cambodian, Tagalog, Ilokano, Indonesian, Lao, Thai and Vietnamese. The CLT facilities include two multimedia computer labs that are available for individual student use and for teacher-led classes, as well as a Digital Language Lab for listening to language audio materials and for voice recording. The CLT also has two media classrooms, seating 30 and 40 respectively, with a computer, projection system, and an ELMO for classes, brown bags, and workshops. A smaller

media classroom is equipped with a multi-zone DVD player, 42-inch LCD television and Mac computer, and is most often used for Skype conferencing and distance-learning classes. There is also a licensed satellite station for uplinks and downlinks, along with a viewing room and subscriptions to several foreign language channels. Other institutions and individuals can purchase SEAn language audio materials unavailable elsewhere. The CLT has digitized its entire collection, making it available to students as MP3 files. Of note is the recently redeveloped online Web Audio Utility (WAU), which allows students to record their responses to posted assignments and materials, such as videos or photos, and send their recordings to instructors for evaluation or to be reviewed by their class. Examples of the creative use of CLT facilities are two courses held through Skype, ASAN 491S Subtitling SEAn Film, co-taught with UC-Berkeley and ASAN 491G: Cinema of Indonesia, team-taught between Hawai‘i and Indonesia.

4.D.3. Language proficiency requirements.

Language proficiency requirements are applied in all of the UHM SEAn languages. For example, the Thai program integrates the Interagency Language Roundtable (ILR) into classes to evaluate student achievement. The Student Learning Outcomes (SLOs) of each of the classes are stated with reference to the ILR proficiency level and their descriptors. These SLOs are used as the guide for each component of the course syllabus. In Indonesian SLOs are regularly used through self-, peer-, and instructor-assessed proficiency based on the Common European Framework of Reference for language (CEFR) proficiency scale. Most Indonesian language courses at UHM are hybrid online and traditional courses. The methods used to assess students for the Khmer, Ilokano, Tagalog, and Vietnamese classes parallel those used in Thai and Indonesian.

5. Strength of Library.

The estimated total of SEAn books and periodicals in the UHM library system (all campuses) exceeds 302,771 including at least 120,958 in vernacular languages. SEAn maps now number

1,579, including the U.S. Navy World War II aerial photograph collection, containing more than 70,000 photos of SEA, primarily from the Philippines (33,370) and Indonesia (30,199). The SEA audio-visual collection—close to 3,000 titles on DVD—are available to students and faculty with over 30 feature-length films translated and subtitled by UHM students in various disciplines through NRC support. Library users also have access to numerous streamed SEA materials through online databases such as Films On Demand, Alexander Street Press, Asia Pacific Films, and Asian Film Online. The library system also includes manuscripts, dissertations, and ephemera pertaining to SEA with a strong collection of contemporary materials on Indonesia, Malaysia, Singapore, Brunei, Thailand, and Viet Nam through the Library of Congress Cooperative Acquisitions Program (CAPSEA). Inclusion in the CAPSEA program resulted in R. Paseng's 2011 NRC-funded acquisitions trip to Viet Nam where she networked with book vendors, research centers, and NGO publishers in Hanoi and Ho Chi Minh City. The library's 50 years of participation in this program, one of the longest among U.S. libraries, has enabled UHM to build one of the finest, most comprehensive collections on SEA in the U.S.

Other notable UHM holdings on SEA include historical materials from the reign of the Minh Mạng dynasty in Viet Nam (1820-1841); unique titles of published works and unpublished manuscripts from the former library of Hanoi's École Française d'Extrême-Orient; and a unique collection of clippings, correspondence, photos and other documents covering over twenty years of Timor Leste history leading to independence.

As a longstanding member of SEA Microfilm Project (SEAM), and under the auspices of the Center for Research Libraries (CRL), the SEA Collection has benefitted both by having a large number of its unique SEAn newspapers filmed over the years as well as having access to SEAM's extensive collections at CRL. In 2012, Librarian R. Paseng completed a consortia

project with the SEA Digital Library. She coordinated the creation of digital collections of Islamic manuscripts from the Islamic University of Indonesia, modern Indonesian literature from the Lontar Foundation in Jakarta, and several Indonesian television productions. These resources are in the public domain and available online.

5.A. UHM financial support for SEA library and staff.

For FY 2013-14, UHM allocated \$77,000 to purchase SEA materials with NRC contributing an additional \$19,000 to the acquisition budget. The UHM Library employs 1.5 FTE SEA librarians (1 FTE SEA and one .50 Philippines specialist), plus student assistants (Section 1.A.3. for salary support details). The physical space allotted to the Asia Collection (SEA resource materials are a distinct collection) is two full floors of Hamilton Library—the main research library serving the entire UH system (10 campuses).

5.B. Availability of materials at other institutions.

The UHM Library system has an active Inter-Library Loan (ILL) office, which is well used by SEA students and faculty. Users have access to rare and low-use materials of high research value through the SEA Microform project (SEAM) managed by the Committee on Research Materials on SEA (CORMOSEA) and housed at the CRL. Electronic journals, full-text databases and other electronic resources, are available for users through the online catalogue. From 2010-13 the ILL office fulfilled 161 requests for UHM SEA collection material for users from other libraries (when including the materials accessed in *Scholar Space*, 11,400 documents were shared). The SEA collection supports the curricular and research activities of the entire 10-campus UH system, affiliates such as the East-West Center, and the local community. UH libraries have long-established assistive services (e.g., closed captioning, headphones or magnification for computers, and assistance to locations) for patrons with hearing, sight, or mobility needs.

(See Appendix 5 Table 2. for SEA & General Library Circulation Counts)

6. Quality of Staff Resources.

6.A.1. Qualifications of SEA faculty and staff.

Appendix 2 provides brief CV data of UHM faculty teaching one or more courses with at least 25% SEA content. It demonstrates their innovative research programs, teaching expertise, and their national and international status. A few examples of the breadth and range of SEA specialists and their contributions to research and teaching about SEA would include:

Miriam Stark, Anthropology/Archeology: since 1996 she has been co-directing the Lower Mekong Archaeological Project (LOMAP) in southern Cambodia, and has continued to work in this region since. In 2010 she joined forces with the University of Sydney's Greater Angkor Project to pursue Phase III where she serves as Co-Investigator, concentrating on testing habitation sites throughout the region. Her fieldwork is regularly supported with NSF grants, as well as from the National Endowment for the Humanities, the National Geographic Society, the Wenner-Gren Foundation for Anthropological Research, and the Henry R. Luce Foundation.

Kirstin Pauka, Theatre & Dance: was awarded the UH Board of Regents Medal for Excellence in Teaching in 2011. She has built premier theatre productions of Indonesian *Randai* and Balinese *wayang* shadow theatre performance watched by many thousands of theatre goers over the past ten years. A well-developed digital outreach component of these performances were also produced for use in K-12 schools. Visits by her theatre students to K-12 schools in the state have been a regular part of this exemplary educational production.

In 2013, Pia Arboleda, IPLL: led an innovative course that completed the translation and subtitling of the masterpiece 13-part 26-hour telenovela *Noli Me Tangere* (1991). This subtitling effort is a great achievement and a valuable contribution to the corpus of SEAn film resources.

A new book defining the intellectual history of the developing field of spiritual ecology—science, religion, spirituality and sustainability—by Emeritus Professor of Anthropology Leslie

E. Sponsel, *Spiritual Ecology: A Quiet Revolution* (2014), was the winning entry in the science category at the 2014 Green Book Festival in San Francisco.

While dedicated to improving the learning and teaching of all languages, the UHM NFLRC has distinguished itself in its focus on the LCTL of Asia and the Pacific. The UHM NFLRC, is the oldest of fifteen US/ED-funded CLT. J.D. Brown, SLS: language testing and curriculum development directs the pedagogy development for the NFLRC.

The Language for Specific Purposes Summer Institute was held in July 2013 at UHM. The institute provided participants with needed training to create courses and programs, for their home institutions, emphasizing professional language needs. The NFLRC's expertise demonstrated in this institute launched the Vietnamese and Indonesian at CC project in 2014-18.

6.A.2. Professional Development.

UHM faculty take sabbatical leave for professional improvement every seven years. If they choose to be away for six months they receive their full salary and if they are away for a year they receive half their salary. In AY 2013-14, despite severe restraints on travel funding opportunities, the UHM Research Foundation and other grants funded SEA faculty attendance and presentations at 24 conferences. Contract language instructors can now apply for travel funds, and 7 SEAn language instructors attended conferences/workshops in 2012-13. CSEAS also works to facilitate faculty research and teaching overseas encouraging cross-campus links to coordinate academic activities on areas with a strong presence of UHM faculty, alumni, and students, such as Indonesia, the Philippines, Thailand, and Viet Nam. The steadily growing Muslim Societies in Asia/Pacific initiative has been especially effective in bringing academic development opportunities to the attention of faculty working on and in SEA. Current faculty professional development is listed in the attached profile section (Appendix 2), with only a few faculty mentioned here to highlight examples.

6.A.3. Teaching, supervising and advising and students.

Appendix 2 includes the percentage of time faculty member gives to the teaching of and research about SEA. Because SEA is represented in so many departments, most SEA faculty serve on MA and PhD committees and as advisors to graduate and undergraduate students working on SEA topics, often in cooperation with ASP faculty. The ASP has full-time student advisors at the undergraduate and graduate levels. The graduate ASP advisor Patti Dunn also provides additional teaching and service linked to SEA by leading workshops on Javanese dance and as a performing member of the Javanese gamelan at UHM.

6.B. Adequacy of Center staffing and oversight.

The incoming CSEAS Director, K. Pauka, has been a faculty member for over 15 years and brings strong credentials in the fields of Indonesian and SEAn theatre and dance, having developed a wide-ranging cross-campus network of contacts at UHM. P. Rausch, appointed the Center's Assoc. Director in January 2004 and very widely traveled throughout SEA, has an MA in SEAS and was trained in the Indonesian language. He also administers the Center's Outreach activities, which includes the SEA film program and managing the development of the Center's web and social media presence. UHM funds both of these positions. The program also employs three GAs each bringing a unique disciplinary background to daily activities in the Center. The CSEAS director selection is based on an election with votes of the campus-wide SEA faculty every 4 years as mandated in the Center's By-Laws. The Director names the members of CSEAS' Executive Committee (ExCom) drawn from departments, the library, professional schools, and other UHM system units. In Spring 2014, the ExCom consisted of B. Andaya (Ex Officio Director/ASP), P. Arboleda (IPLL), W. Chapman (Historical Preservation), L. Kelley (History), E. Kimura (PoliSci), V. Lanzona (CPS Director/History), P. Lavy (Art History), S. O'Harrow (CSEAS Director/IPLL), J. Overton (ARCAS, Kapi'olani campus), R. Paseng

(Library), K. Pauka (Theatre & Dance), P. Rausch (CSEAS), M. Stark (Arch.), B. Szuster (Geog.). The ExCom also helps to carry out the allocating of CSEAS travel funds, awarding FLAS fellowships, monitoring and shaping the AS SEA curriculum, while maintaining relations with important UHM units and the East-West Center (EWC). A weekly e-newsletter provides information to faculty members about upcoming local, state, national, and international SEA activities, along with funding and professional development opportunities, etc. The CSEAS director meets monthly with the NRC EA director, and is in contact with the directors of the NFLRC, CIBER, and with the professional schools. In addition to their teaching and research, UHM's SEA faculty give their time and energy to CSEAS' many Outreach programs (Section 7). CSEAS often co-sponsors events with other departments and EWC.

6.C. Nondiscriminatory practices.

Statistical data for 2012-13 indicates that at UHM, a federally designated MSI, approximately 76% of all student enrollees are racial minorities and 55.8% are women. All positions within CSEAS are advertised, and minorities, women, persons with disabilities, and the elderly are encouraged to apply. In the State of Hawai'i there is no racial majority, and the pool of candidates for positions thus represents a wide variety. It is UHM's policy to provide equity in higher education, both in the educational mission and as an employer. UHM is committed to comply with all State and Federal statutes, rules, and regulations, which prohibit discrimination. The university 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.

This policy covers admission and access to, and participation, treatment and employment in the university's programs and activities. Discriminatory harassment, including sexual harassment, is prohibited. UH promotes a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action. The *Kokua* (Help) program provides academic and other types of assistance to students with special physical, mental, or learning needs. Each semester, students with these needs enroll in courses involving CSEAS faculty. The Center for Adults Returning to Education provides tuition waivers to students over 65 years.

7. Outreach Activities.

CSEAS produces an Annual report of all its programs and activities. The report is distributed to SEA shareholders, UHM upper administrators, other NRC SEA offices, and US/ED program officials. In addition, the report is made available for anyone interested through the CSEAS website at: <http://issuu.com/uhcseas/docs/ar2014-2015/1?e=12307394/8210827>

7.A Elementary and secondary.

CSEAS has supported K-12 outreach initiatives since 1982, when UHM established an FTE outreach position. Over time, this position has been integrated into the duties of the associate director for the Center, who then works with a team of GAs to aggregate projects and make them available in a digital form for wider distribution on the CSEAS website.

a) Kadagatan: A Curriculum on Filipino Culture & Marine Ecology. *Kadagatan* embraces an environmental science education curriculum. It incorporates Filipino culture, the Cebuano language, and Filipino core values in teaching about tropical marine ecology. *Kadagatan* primarily targets upper elementary (Grades 4-6) and middle school (Grades 6-8), but the curriculum content and themes may be applied to lower elementary or high school students. Teachers can spiral and adapt topics and concepts to their grade level and place. Developed by Elena Clariza and Dr. Patricia Halagao. http://manoa.hawaii.edu/cseas/teaching/?page_id=87

b) **The *Minangkabau Randai* theatre production of *The Genteel Sabai*** held in Spring 2012 and attended by nearly 4,000 people during its UHM Kennedy Theatre run, produced an outreach component of the *Randai* experience allowing K-12 schools on O‘ahu and on Hawai‘i Island to be treated to visiting *Randai* performers. Teachers at the schools were also provided with lecture and resource guidebooks, teaching modules, and online resources to assist them in introducing their students to Indonesia and *Randai*. http://thegenteelsabai.files.wordpress.com/2012/02/uhm_education-resource-packet_randai_2012.pdf

c) **SEA Islamic Cultures in Reflection.** The *SEA Islamic Cultures in Reflection* is an exhibition of 75 photographs and explanatory notes that originated as a tenth-grade to post-secondary outreach project in Hawai‘i in 2007. This photo exhibit is still traveling throughout the U.S. having a total project reach of 25 high schools and colleges (many of them MSI & HBCU).

d) **Gamelan Ensembles of Java and Bali.** CSEAS annually provides funding support for the UHM Javanese Gamelan Ensemble: *Gamelan Kyai Gandrung* (Est. in 1970). *Gamelan Kyai Gandrung* is celebrated as the longest active gamelan ensemble in the U.S. The ensemble is led by director Byron Moon, who studied under director emeritus Hardja Susilo, the founding director and retired Ethnomusicology professor specializing in Indonesian performing arts. The current Balinese gamelan ensemble *Segara Madu* is led by a resident artist, I Made Widana from Bali with assistance from Annie Reynolds, PhD candidate, UHM Asian Theatre Program. Widana, a professional musician, composer, and dancer, has led the ensemble since 2009. In March 2014, *Gamelan Segara Madu* provided a taste of a Balinese temple celebration complete with gamelan musicians, dancers, and traditional shadow puppetry with their professional level presentation of *A Night in Bali* held at the 630-seat theatre at the UH Leeward Community College. The principal managers of *Segara Madu*, I Made Widana and Annie

Reynolds also performed for students at Sunset Elementary School as part of their ensemble's community outreach effort. You can view the performances at: <http://goo.gl/hHPasf>

e) **Chicago Public Schools outreach project.** Throughout 2010-14, in collaboration with the Central Office of the Chicago Public Schools (CPS), CSEAS hosted an NRC project to infuse SEAn awareness in the CPS, Illinois K-12 classroom. Each spring, CSEAS held a professional development workshop for the CPS teachers, resulting in the creation of curricular modules (Appendix 5). For summer 2013, in conjunction with this NRC project, CSEAS was awarded a Fulbright short-term GPA that took K-12 teachers from Illinois (including participants in the CPS NRC project), Missouri, and Hawaii to the Philippines and Viet Nam for a month. The returning GPA participant teachers are currently designing and test-teaching modules on the Philippines and Viet Nam and plan to make these available on the CSEAS website, in Fall 2014.

7.A.1 Post-secondary institutions.

a) **Digitization/Archiving SEA Outreach Materials.** CSEAS continues to contribute digitized materials to the UHM's *Scholar Space* academic repository making them the third largest UHM contributor to this resource collection with more than 18,000 pages. Most popular among these digital resources is *Cakalele*, a journal devoted to publishing the results of research in and about Maluku (East Indonesia), as well as the Maluku communities scattered through Indonesia and the Netherlands (12 vols. 1990-2000). Articles from this journal are downloaded hundreds of times each month. New editions to the SEA *Scholar Space* collection include:

b) **Asian Perspectives: The Journal of Archaeology for Asia and the Pacific** a leading peer-reviewed journal devoted to the prehistory of Asia/Pacific region. **(71 vols. 1957-2011)**

c) **CSEAS Publication Series. *Explorations***, a peer-reviewed graduate journal of SEA Studies, for the last decade has been the only student-edited journal on SEA Studies in the U.S. In 2010 and 2011, student editor-in-chief Bryce Beemer and his team produced volumes 10 & 11. Going

digital, the journal has a permanent home on both the CSEAS website and *Scholar Space*, with free downloads of all articles and reviews available. *Explorations* vol. 12 is due out in Fall 2014.

<http://scholarspace.manoa.hawaii.edu/handle/10125/1819>

d) The **Minority Serving Institutions (MSI)** project, has continued through this cycle with support from the Freeman Foundation. Asian Studies Professor R. Trimillos visited HBCU partners Morehouse (GA), Winston-Salem U. (NC), and Philander Smith (AK) in Spring 2013, where he delivered lectures on musical cultures of SEA. In Fall 2014, Assoc. Director P. Rausch (CSEAS) will visit HBCU partners at Bethune-Cookman (FL) and Central State University (OH) where he will present the diversity of SEAn cultures through the lens of film.

e) **Foreign Area Officers Program.** CSEAS has been actively training FAOs recruited from the DLI starting in 2000. Since 2006, 14 SEA-focused FAOs received MAs in SEAS.

7.A.2. a) Business, b) the media, & c) the general public.

a) A pioneer among U.S. business schools in international business, the UHM Shidler College of Business distinguishes itself with its expertise on the Asia-Pacific region. Among the unique programs is the Viet Nam Executive MBA (VEMBA), taught in cooperation with the Hanoi School of Business, a 2-year program open to Vietnamese and international applicants; 10 American students were accepted this year.

b) Since 2006, CSEAS has been committed to producing, distributing, and marketing all program activities through our CSEAS website and social networking tools (Facebook, Twitter, LinkedIn, etc.). By providing access to the most contemporary forms of media and allowing for interactive participation from individual users, our website is more than just an archive. The site is fully linked to our weekly news announcement, which has a distribution of more than 750 subscribers, including: U.S. universities with SEA programs, local and regional news agencies, foundations, U.S. and foreign government officials, and hundreds of individual users. Our distribution metrics

shows our announcements are then forwarded to more readers. Our website survey tools and niche marketing strategies help us stay in touch with our readers and provide services, information, and resources related to SEA studies. Regularly accessed resources include the Speaker Series podcasts, weekly film series reviews, and our extensive resource links cataloged by country. Social networking tools allow us to quickly reach users with a wide range of program information. Our Facebook presence pushed past 1,000 “fans” in late-December 2013, with users coming from 20 states and 45 countries that follow our activities and interact with us on a daily basis. A recent testimonial from a sister NRC staff member notes, “...you guys are definitely the cutting edge of communications for organizations like ours.”

c) **CSEAS Film Series.** Our weekly screening of SEA films (in its 10th season, Fall 2014) drew more than 700 regulars and newcomers alike to the UHM campus over the course of 2013-14 (over 8,000 viewers since 2006). In cooperation with the HIFF, *SEA Showcase* has been integrated into the yearly festival screening rotation making HIFF one of the leading festivals in the U.S. for film from SEA. CSEAS has often invited filmmakers from SEA for retrospectives and post-screening Q&As during the *SEA Showcase*. In October 2013, CSEAS hosted acclaimed Vietnamese director Dang Nhat Minh for HIFF.

CSEAS Speaker Series. Every year, CSEAS hosts a Speaker Series covering a range of topics from deforestation in Malaysia to the business of halal food manufacturing/marketing in SEA. A typical AY will see 15-20 talks, many are posted as podcasts on the CSEAS website.

Measuring Outcomes. Using an online survey tool developed in-house, CSEAS has created a strategy for measuring outcomes for outreach projects. Upon arrival to an outreach event, participants are asked to provide their email addresses. We then send them an online survey for the program they attended and the surveys elicit measurable data. As an added benefit, the

survey program tabulates responses producing excellent metrics. A sample survey from a CSEAS Speaker Series event can be found in Appendix 5.

Public Access Resources. CSEAS added 260 feature films from SEA (with English subtitles) to the library collection in 2013-14 making CSEAS' contribution as 560+ titles since 2006.

8. Program Planning and Budget

8.A. Relation of focus points to purposes of NRC program.

In 2014-2018 CSEAS will target 5 goals directly related to the purpose of the NRC Program.

The samples noted in this section should not be seen as the sole projects to meet priorities as defined by US/ED. We believe that many of proposed projects have substantial Absolute Priority merit due to our efforts to provide teacher training in area studies, thematic foci, and language.

1. Absolute Priority. Consolidate UH and national strengths in LCTLs of SEA through the development of teacher training. We will create a beginning and intermediate level language courses in Indonesian and Vietnamese for CC and do this in partnership with our NFLRC and UH system's Kapi'olani Community College (MSI) utilizing student-centered Project-Based Learning (PBL) methodologies.

2. Competitive Preference Priority 1. Work to incorporate international, intercultural, or global dimensions into the curriculum at partner MSIs. This effort will focus on STEM curriculum development as it pairs NRC SEA with the Ethnobotany Program at UH system's Windward Community College (MSI). Science-focused participants for this dynamic workshop/in-country fieldwork project in Indonesia will be selected from partner MSIs.

3. Competitive Preference Priority 2. Strengthen cooperative interactions with our College of Education (COE). In this effort, we join our fellow NRCs in East Asia and Pacific Islands Studies in collaborating with the UH COE to develop a new undergraduate course on *Teaching*

Asia and the Pacific. This course is aimed at expanding the knowledge of world reference points for students who are preparing for careers in teaching secondary education.

4. Invitational Priority. Maintain and strengthen cross-campus, national, and international links and develop new partnerships with overseas institutions of higher education, especially those in Muslim majority areas of SEA. This will be accomplished by developing an online exchange forum with our colleagues in the Center for Religious and Cross-Cultural Studies (CRCS), University of Gadjah Mada, Indonesia. Participants in this project will be selected from religious and/or cross-cultural studies programs at partner MSIs. The concentration on Indonesia in this NRC round supports the educational component of the U.S.-Indonesia Comprehensive Partnership as articulated by President Obama in 2010.

5. Developing Outreach Resource Materials. Each of our educational initiatives is designed to produce resource materials. Participants will be create digital resource materials for the following: NRC-COE *Teaching Asia and the Pacific*; CSEAS-CRCS MSI Teacher Training; *Explorations* Graduate Journal; STEM Ethnobotany project; Tagalog animation film language series; Balinese *Wayang>Listrik* (K-12 focus); and subtitled Vietnamese film discussion guides/lesson plans. Key to supporting this work are the three GA positions that provide the energy and technical skill helping our NRC SEA to move successfully into the digital age.

8.B. Development timeline of proposed activities' contribution to a strengthened program. We propose to initiate new projects while continuing to build on the successes of past award-cycle projects, each of which have been designed toward our end goal: developing accessible and sustainable resources on and about SEA for the educational betterment of all Americans. We are producing measurable outcomes by taking full advantage of technology on the resource development side and the increased capabilities of the end-user when engaging with online materials on the user side, making the Internet our vehicle of choice for educational outreach

materials development. Headings 8B-a through 8B-f below summarize our Absolute, Competitive, and Invitational Priorities (including the outcomes to be produced), provide a budget request, and refer to their PMFs. Headings 8B-g through 8B-l below summarize our projects continuing from past NRC cycles and new projects that we hope to integrate into our program over the next four years. These project summaries also include a budget request, and a reference to their PMFs. All of these projects are cross-indexed on the Budget for reference ease.

8B-a. Absolute Priority:

INDO CSEAS-NFLRC-KCC Course Development & Teacher Training;

VIET CSEAS-NFLRC-KCC Course Development & Teacher Training

This collaborative effort between CSEAS-UH NFLRC-Kapi'olani Community College (UH system MSI) seeks to develop first and second year Indonesian and Vietnamese language curriculum with substantial Project Based Learning (PBL) components. By designing these courses for the CC it introduces students to the languages at an earlier stage in their college education, which will allow them to acquire greater competency in the languages before completing their undergraduate degrees. It also addresses the development of language skill sets related to the U.S. government pivot to Asia in general and to Indonesia and Viet Nam in particular as noted by President Obama's focus on those two countries as being important to U.S. business and security issues. The UH NFLRC will spearhead the development of course design, teacher training, measuring performance, and learning outcome evaluation criteria. They will make curriculum available as open educational resource (OER) and submit it to the online project repository as OER. Budget support includes funding for two course developers/teacher trainers. Project budget 2015/2016/2017 (\$7,218/\$36,090/\$7,218)

8B-b. Absolute Priority.

INDO CSEAS-NFLRC-KCC Course Teaching;

VIET CSEAS-NFLRC-KCC Course Teaching

Working in coordination with the NFLRC course developers/teacher trainers, our language

teachers will conduct courses in Indonesian 101-102 & 201-202 and Vietnamese 101-102 & 201-202 over the course of the four-year grant cycle. Budget support includes funding for two language instructors. As we are sensitive to discussions related to hiring of personnel for unfunded positions, active recruiting for these language positions will target teachers at DLI and Hawai'i Pacific University following the awarding of grants in August. Project budget for all classes (\$19,248/\$38,496/\$76,992/\$76,992)

8B-b1. Absolute Priority.

NFLRC Foreign Language Training Workshop Summer 2015 and 2016

This project provides advanced training for PBL instructors in our Indonesian and Vietnamese language courses. In support of this training, we request funding to provide workshop registration, accommodations, per diem, and ground transportation for two instructors.

2015/2016 (\$1,952/\$1,952)

8B-c. Competitive Priority: CSEAS-CRCS MSI Teacher Training on Religions of SEA

CSEAS will work with the Center for Religion and Cross-Cultural Studies (CRCS), Indonesia,

on a dynamic, in-country MSI teacher-training workshop that building cross-cultural

understanding on the issue of religions and their manifestations across SEA. CRCS is a unique

resource center dedicated to investigating the role religion, in its broadest definition, plays in

Indonesian life and society. The teacher-training workshop provides MSI faculty an opportunity

to learn from academic specialists about contemporary issues in Indonesian religious life. The

project will have a focus on Islam in the context of regional practice in the largest concentration

of Muslims in the world. Participants will be selected from early-career university teachers with

backgrounds in cross-cultural communications. Project budget 2015/2017 (\$77,240/\$80,280)

8B-c1. CSEAS-CRCS MSI Teacher Training on Religions of SEA UH Workshop

This workshop will be held prior to departing for Indonesia. It includes an introduction to

contemporary religious issues in Indonesia, lectures on SEAn religious identity, the role of

medicinal plants in culture, and exposure to the work being done in cross-cultural studies at CRCS. A discussion on participant's fieldwork project will be covered. Project budget 2015/2017 (\$6,409/\$6,508)

8B-c2. CSEAS-CRCS MSI Teacher Training on Religions of SEA: Web Resources Development

CSEAS working with CRCS will develop an online forum for sharing media reports on contemporary religious topics from the region and dialogues of cross-cultural communication prior to the group project. Participants will develop web-related resources supporting this forum and integrate these materials into class projects. Project budget (\$5,000/\$5,000/\$5,000/\$5,000)

8B-c3. CSEAS-CRCS MSI Teacher Training on Religions of Southeast Asia

This budget line reflects salary for the project's lead faculty member. Project budget (\$7,218/\$7,218/\$7,218/\$7,218)

8B-d. Competitive Priority: CSEAS-COE Course Development/Teacher Training *Teaching Asia and the Pacific*

NRC SEA, in partnership with the NRC for Pacific Islands (NRC PI), the NRC for East Asia (NRC EA), and the COE, will develop a new undergraduate course on Asia and the Pacific specifically designed for students preparing for careers in secondary education. This course has a 2nd goal of serving as a "pipeline" to COE for students with existing Pacific Islands Studies or Asian Studies expertise but had not previously considered a career in education. The project's measurable outcome is the integration of Asia-Pacific themes into the COE curriculum at the end of the four-year grant cycle. UHM Faculty members A. Mawyer (SPAS) and P. Halagao (COE) will coordinate the partnership. Project budget (\$7,218/\$7,218/\$7,218/\$7,218)

8B-d1. CSEAS-COE *Teaching Asia and the Pacific* Web Resources Development

Various visual and interactive media will heavily influence resource material development for this dynamic course. Our previous outreach web content project with P. Halagao (*Kadagatan: A curriculum on Filipino Culture and Marine Ecology* <http://manoa.hawaii.edu/cseas/teaching/>)

is an excellent example of the professional quality work that COE does to support their educational outreach activities. With this in mind, we request web resource development funding for all four years of the project. Project budget (\$4,000/\$4,000/\$4,000/\$4,000)

8B-e. CP 1 & IP. SEA STEM Project: Ethnobotany

We are developing an educational strategy proposed by our colleague, Dr. Ingelia White, professor of Botany and Microbiology, WWCC (UH system MSI CC). This educational experience actively engages both teachers and students from MSIs with underrepresented minorities in STEM fields. The program focuses on: the use of medicinal plants of Hawai'i and Indonesia and their characteristics; uses in pharmaceuticals and bioproduct manufacturing; and the botanical world's cultural significance to the people of these two island groups. This project is designed to provide teachers with unique access to botanical regions; and to introduce students to additional studies in plant and medical biotechnology, while connecting them to their peers working in the field of ethnobotany in Hawai'i and Indonesia. Participants at the early stages of their teaching careers will be selected based on their interest in teaching ethnobotany and student applicants will be selected on their potential as future teachers of ethnobotany or related sciences. A second selection criterion includes participant's research plan resulting in developing a measurable outcome from their experience. Other teachers and students in the U.S. will use these outcomes to access resources in the ethnobotanical sciences. Project budget 2016/2018 (\$85,640/\$93,140)

8B-e1. SEA STEM Project: Ethnobotany Honolulu Workshop

This workshop takes place before departing for Indonesia. It includes an introduction to the botanical world of Hawai'i, lectures on medicinal plants' role in culture, and exposure to the work being done in ethnobotany at the UH WWCC. Discussion of each participant's fieldwork project will be covered. Project budget 2016/2018 (\$21,280/\$21,212)

8B-e2. SEA STEM Project: Ethnobotany-Web Resources Development

Fieldwork projects developed during this project will be formatted for web distribution. The web presence will provide an access point for those seeking educational resource materials on ethnobotanical studies. Budget to support a variety of media and regular maintenance to assure the site remains a viable resource is being requested. Project budget 2016/2018 (\$6,000/\$5,000)

8B-e3. SEA STEM Project: Ethnobotany-Overload

This budget line reflects overload salary for the project's lead faculty members. Project budget 2016/2018 (\$5,114/\$5,114)

8B-f. CP 1 & IP. Balinese *Wayang Listrick* Shadow Theatre Production

In each of the last five SEA-NRC cycles, CSEAS has sponsored training and performances in Indonesian theatre arts. They were enthusiastically received by the public and have promoted further community interest in and appreciation of SEAn performance arts. UH students train under traditional masters from SEA, using the language of the region rather than English as the primary medium of instruction. In AY 2015/16 Prof. K. Pauka (Appendix 2) will oversee a production of the Balinese *Wayang Listrick* shadow theatre. Master teachers from Bali intensively train undergrad and grad students for six months. The students come from a wide range of fields (area studies, theatre/dance/music, anthropology, social science, and languages). Performances are held over a two-week period and attract 4,000+ attendees to the UH Kennedy Theatre. Project budget for 2016 (\$25,000).

8B-f1. CP 1 & IP. Balinese *Wayang Listrick* Shadow Theatre K-12 Outreach

One of the highly successful components of the quadrennial Indonesian theatre production is the outreach effort that reaches K-12 schools and public venues throughout Hawai'i. As has been the practice with past performances, professionally produced educational materials on Balinese *Wayang Listrick* theatre suitable for teaching, along with streaming video of *wayang* training and performance will be hosted on the CSEAS website. Funding for this outreach component covers

the costs of *wayang* theatre performers traveling to select schools and education centers. Project budget for 2015/16/17 (\$3,000/\$3,000/\$3,000)

8B-g. CP 1 & IP. Collaborative Outreach on Trans-national China in Southeast Asia

In collaboration with the UHM NRC EA, the Asian Studies NRC at the University of Pittsburgh, KCC, and the Association of Regional Centers for Asian Studies (ARCAS), CSEAS proposes an outreach program focused on “Trans-national China” whose topics include the Chinese communities of SEA, and the current and past connections between SEA and China in fields such as economics, political relations, regional conflicts, and cross cultural influences, etc. The project’s goal is to increase international competitiveness and faculty cultural competency at CCs and MSIs. The activities are ARCAS-sponsored curricular development workshops featuring the participation of Hawai‘i and Pittsburgh specialists to assist MSI and CC faculty in adding international content into their curriculum and learning environment. The CSEAS element funds 4 UH faculty participants over the four-year cycle. Project success will be measured through increases in the number of courses and curricular modules at participating CCs and MSIs. Project budget (\$2,675/\$2,825/\$2,975/\$3,125)

8B-h. ASAN 491 Cinema of SEA

There is great interest in Asian cinema among online reviewers, film festival programmers, film scholars, and the public. However, it is largely confined to East and South Asia films. It is because of this narrow view of Asian cinema that there is a compelling need to focus on the cinema and films of SEA. With unique storytelling cultures found in SEA, this course explores the interplay between tradition and modernity; religion and secularism; the individual and the collective; youth, wisdom and the world; and the role of gender identification and community response as they find articulation in film. ASAN 491 adds to the depth of offering at UHM and strengthens the UH SEAn film program. In 2012 & 2013, CSEAS worked with film students at

the UGM, and posted film reviews from the UGM students on the CSEAS website. Discussion is underway to offer the course through Skype for MSI partners to expand their offerings. Project budget for 2015/2017 (\$7,218/\$7,218)

8B-i. ASAN 492 Islamic Performance in SEA.

ASAN 492 introduces students to performance genres—from theatre arts to popular music—in Thailand, Malaysia, Indonesia, Brunei, and Mindanao (Philippines). Course topics are arranged thematically on religion, identity, politics, gender, sexuality, and culture within Islamic societies. Students will learn how the performing arts operate to further Islamic value systems and religion and the arts' intersection varies by national boundaries. This course contributes to the ongoing cross-disciplinary course offerings of CSEAS focusing on Islamic cultures in SEA. It will also create research and discussion points for the MSI teacher-training workshop to be held at the CRCS, UGM, in grant Year 1 and Year 3. Project budget for Spring 2015 (\$7,218)

8B-j. IP: Vietnamese Film Translation and Subtitling Web Resources Development

This project continues our long collaboration with the Viet Nam Film Institute (VFI), Hanoi (since 2007). CSEAS translated and subtitled more than 20 important Vietnamese feature films, which have been used in classrooms and outreach screenings. In this next phase, the VFI will select 20 important and seldom seen films reflecting a range of themes and topics. CSEAS will translate and create subtitles for the films and assist in the digitization of the 35mm films. The VFI will create film-discussion guides providing value-added educational materials relevant to Vietnamese culture. These digitized and subtitled films, with discussion guides, will be streamed from a CSEAS-hosted website for interested educators and library collection specialists. Project budget (\$6,000/\$6,000/\$6,000/\$6,000)

8B-k. Tagalog Animation Film Language Series

Addressing the need for authentic and culturally appropriate teaching materials for Philippine language and literature, this is a materials development project on traditional folktales of

indigenous peoples from the northern Philippines. 5 folk stories will be animated with Tagalog language and English subtitles. These short animated films will be made available for streaming through the CSEAS website. The materials will be used for Philippine language and literature courses at UHM and for K-12 teachers interested in developing their own teaching materials using the streamed media. Project budget (\$3,068/\$3,068/\$3,068/\$3,068)

8B-I. Program Evaluation/Assessment

Funding in support of yearly program assessment. (\$10,228/\$10,228/\$10,228/\$10,228)

8.B.1. Travel

Hawai'i faces a unique challenge since all long distance travel is by air, making it both expensive and time consuming. With limited budgets in mind, we have tried to be frugal with this category. We have limited air travel to either the director or outreach coordinator to professional meetings (but not both), and proposed group project travel and outreach site visits on alternating years.

8.B.1a. CSEAS Travel

1) Travel funds are requested for the Director or Assoc. Director to attend the annual meetings of the Association for Asian Studies (AAS) (location changes) (\$3,000/\$3,175/\$3,350/\$3,525) and the NRC/FLAS Directors (Washington DC) (\$2,810/\$2,960/\$3,110/\$3,260).

2) The CSEAS Assoc. Director/outreach coordinator will travel to SEA twice in the four-year cycle to review FLAS language sites and CSEAS exchange programs; set up and oversee new project initiatives (CRCS, UGM); continue with the acquisition of SEAn films for CSEAS outreach efforts; and logistical planning for the Vietnamese film translation project (VFI, Hanoi). A budget line of (\$7,525/\$7,725) is requested for this travel.

3) While UHM provides some travel support for faculty, the contribution is insufficient to meet SEA faculty need. Responding to suggestions from our NRC Program Officer, we ask for funding to cover increased costs in airfare and to support the travel of new or junior faculty and lecturers who are presenting papers/leading workshops/serving in a major organization

leadership position. Selection is made through a competitive, biannual application process vetted by CSEAS. The cost of faculty/lecturer travel budgeted yearly. (\$6,000/\$6,000/\$6,000/\$6,000)

4) Because of budgetary constraints, we request travel support for one SEA acquisition trip for our SEA Collection librarian. (\$6,150)

8.B.2. Outreach

As the primary focus of what CSEAS does every day, outreach through the CSEAS website is central to all our proposed projects for the 2014-18 cycle.

8.B.2a. Outreach: Explorations: Graduate Journal of Southeast Asian Studies

The principle mission of *Explorations* is to offer a forum for graduate students to present disciplinary and interdisciplinary research on a broad range of issues relating to the SEA region. Embracing both the diversity of academic interests and scholastic expertise this forum introduces students to their colleagues' work, encourages discussion both within and across disciplines, and fosters a sense of community for those interested in SEA. *Explorations* is the only graduate student published journal covering SEA in the U.S. Recent and past editions of *Explorations* with unique URLs suitable for academic citation are available for free from ScholarSpace, UHM's Institutional Repository. Issues can be found at the CSEAS website. This budget line supports a small salary for student editors. Project budget: (\$4,022/\$4,022/\$4,022/\$4,022)

8.B.2b. Library acquisition

Consistent materials acquisition is the lifeblood of a university, and with UH personnel support at \$75,000 per annum and in view of the ever-rising costs of electronic acquisitions, we wish to budget funds for special collection purchases at (\$23,500/ \$22,500/ \$21,500/ \$20,500)

8.B.2c. Institutional Support

We request funding for three GAs each year to assist the assoc. director in developing and managing the complex CSEAS web and social media resources and completing the Center's principal projects, outreach efforts, and report submissions. These students are indispensable in

overseeing a myriad of technical, program development, and office related tasks (GAs: \$67,878/\$70,581/\$73,407/\$76,353). In support of our SEA Collection librarian, we request funding assistance for an undergrad library assistant to work on cataloging, translation of vernacular materials, etc. (Library assistant: \$4,271/\$4,416/\$4,579/\$4,742).

8.C. Cost reasonableness in relation to program objectives.

Proposed programs are reasonable and in keeping with the overall goals. Overall responsibility for administering all items mentioned in the budget, including conferences, courses, and the supervision of visiting faculty will rest with the Director and EXCom, acting with advice from the SPAS fiscal officers. The SPAS fiscal officers and the UH's Office of Research Services (ORS) have approved all budget items. Salaries are in compliance with union and university rules and purchases are budgeted at confirmed levels. For line-item breakdown, see Budget.

8.D. Long-term impact on UH's programs.

Having taken the lead among SEA NRCs in developing a long-term web and social media presence—extending the reach of Hawai'i's SEA resources—this four-year program cycle will have a long-term impact on UH programs by: affirming and extending existing UH strengths in teaching and research on SEA; developing partnerships with UHM departments and UH system CCs that engage students who might not otherwise be exposed to SEA; forging strong links between UH and other institutions, including MSI/HBCUs, developing an interest in SEA studies; reaching out to institutions in SEA, including those in majority Muslim areas; and expanding community and national access to CSEAS educational activities, especially in training teachers in regions with little or no access to SEA resources. This is what we see as the next stage in our development, whereby some of America's strongest programs and most abundant resources on SEA (housed in Hawai'i) overcome our state's geographic separation to become a truly national resource center with all the reciprocal impacts this will have on Hawai'i itself.

9. Impact & Evaluation

9.A. Impacts on university, community, region & nation.

CSEAS has a high profile on campus. It has negotiated new faculty positions (particularly in the SEAn languages), raised the SEA focus in the professional schools (through collaborative projects/outreach) and the CCs (providing SEA experts for teacher training), and is a leader in outreach activities that bring SEAn humanities into the wider Hawai'i community. FLAS fellowships are prestigious and competitive with 50 students earning fellowships to study advanced SEAn languages over the past four years. These fellowships engage other departments, who are often willing to find additional funding in the form of tuition waivers to support their students. SEA-related events announced through CSEAS' weekly e-newsletter reach more than 750 subscribers in 45 states. Another 480+ community members receive information regarding the weekly film series and general news about SEA films—a major educational and outreach initiative begun in 2004. The *Islamic Cultures in Reflection* picture exhibition has been featured at MSIs Bethune Cookman, NIU, Philander Smith, Morehouse, Central State University, Winston Salem State University, and Loyola Marymount over the course of the past four-year award cycle. CSEAS recruits Foreign Area Officers (DLI) each year to enter the UHM MA program in SEAn Studies. After their graduation, these Army officers typically go on to attaché postings at U.S. embassies in SEA as part of their FAO career path. Faculty have said the FAOs bring unique perspectives and valuable boots-on-the-ground experience to the classroom.

9.A.1. Enrollments.

In AY 2013-14, 2,925 students were enrolled in 142 courses (51 language/91 area studies) taught by 55 faculty members. 675 undergraduates enrolled in SEA language courses and 1,637 enrolled in area studies courses. 62 graduate students enrolled in SEA language courses and 551 (including the professional schools) enrolled in the SEA focused area studies courses.

9.A.2. New graduate placement data.

In 2012-13 (data for 13-14 not yet available), 14 BAs were awarded to students with either a major or minor in SEA; 4 SEA students earned MA degrees; 8 students earned their PhDs while writing dissertations with a SEA-focused. Of all the graduating students, 2 went into teaching, 2 pursued higher degrees, 8 entered the private sector, 2 joined a U.S.-based international organization, and 1 began work for the federal government. Three PhDs gained academic posts.

9.A.3. Impact on community & region.

UHM's SEA outreach program has had a significant impact on the community. Particularly in the area of the arts through large theatre & dance performances, theatre ensemble visits to Hawai'i K-12 schools, and regular film screenings held on the UHM campus. In addition, our outreach continues to grow in scope and breadth through the CSEAS partnership with HIFF. Since a KCC faculty member is on the SEA ExCom, cooperation with other educational institutions is maintained and cultivated, ensuring that CSEAS activities reach beyond the Mānoa campus. CSEAS faculty are often invited to talk on SEA region-specific topics to the U.S. DoD's Asia-Pacific Center for Security Studies (APCSS) based in Honolulu. SEA-focused faculty participate in Hawai'i Committee for the Humanities projects and the PAAC programs, and when possible they have served as interpreters for the state court system.

- **Use of Center resources.** CSEAS receives daily inquiries regarding its activities. Our website portal for information and resource distribution contains archives and collected links on a wide range of SEA online resources and is updated daily. From Jan. 2013 through Dec. 2013 monthly user-hits ranged between 5,000+ and 11,500+ with the yearly total of unique visits logged at 78,500+ or just over 6,500 visits per month on average. Our Annual Report covering all the Center's activities is digitally published and is downloadable from the CSEAS website.

• **Participation rates for events:** The always popular CSEAS outreach project is the quadrennial Indonesian theatrical performance series staged by K. Pauka and her students from the Department of Theatre & Dance. The Spring 2012 showcase event, *The Genteel Sabai*, a folk dance-drama from the Minangkabau ethnic group of West Sumatra, played to full-house audiences in the UHM Kennedy Theatre totaling 3,920 theatre goers over its six-night run. This event is preceded by a number of public events and exhibitions, typically in partnership with the East-West Center. The Spring 2012 event included a public symposium featuring four SEA scholars from Indonesia and the U.S., who presented on different aspects of the Minangkabau culture. Outreach from this performance included lecture/demonstrations at Hawai'i K-12 schools, including Kamehameha (400 participants), and Ka'ala Elementary (250 participants) on O'ahu, and on the Hawai'i Island, Connections Public Charter School (350 participants), and Pa'auilo Elementary (300 participants). In 2012-13, 426 people attended 20 lectures in the CSEAS Speaker Series. The 2012-13 Wednesday Night SEA Film Series screened 28 films and drew over 560 filmgoers to this event.

• **Impact on the nation.** A majority of SEAS MA and PhD students at UHM are from the U.S. mainland. UHM graduates in SEAS gain significant posts in both national and international institutions and business. Most FAO military graduates are posted to their specialization country, with recent graduates going to the Philippines, Thailand, Singapore, and Malaysia. CSEAS tracks student data to ensure that we know how FLAS students use language skills in their careers. One technique we have used is by having FLAS recipients use LinkedIn and join the CSEAS LinkedIn community, which creates a professional contact list. This community has 80+ members. UHM SEAS graduates are found in the military; private business (especially international); the U.S. State Department; journalists; teaching in secondary education; academic

departments of U.S. as well as overseas universities; and serving as the SEA reference librarian at the Library of Congress.

9.B. Equal Access.

Citing a UH Board of Regents By-Law: “It is the policy of the University of Hawai‘i to provide equity of opportunity in higher education, both in the educational mission and as an employer.

The University is committed to comply with all State and Federal statutes, rules, and regulations that prohibit discrimination. UH 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 status as a covered veteran. This policy covers admission and access to, and participation, treatment and employment in the University’s programs and activities.

Discriminatory harassment, including sexual harassment, is prohibited under this policy. UH strives to promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action on each campus in the university system.”

9.C. Comprehensive Evaluation Plan.

For the 2014-2018 grant cycle, a comprehensive evaluation will be a major component of each project in order to demonstrate project outcomes—including both formative and summative assessments. Ongoing, formative evaluation is to be performed to provide feedback regarding the project’s progress toward stated objectives. Personnel will use the data to identify strengths and weaknesses, and then adjustment accordingly. Summative evaluation will be done at the end of projects to check on the projects’ effectiveness and impact. The summative evaluation will also be used to inform planning and decision making to improve future projects, as well as to provide evidence to stakeholders/Congress on project outcomes. The findings from the comprehensive

evaluation report will be used to inform planning for the next grant cycle and for wider dissemination of results. Each year in the grant cycle the NRC evaluation plan and procedures will be reviewed to ensure the evaluation is providing timely, useful, and accurate information.

9.C.1a. Methodology.

Both quantitative and qualitative data will be used for each project. Quantitative data, scores, enrollment and attendance rates, etc. will serve to monitor project implementation and provide information on outcomes measures and impact. Qualitative data through surveys, focus groups, and interviews, etc. will be used to gain a broader understanding of project processes and outcomes. An evaluation table has been developed for each project, in the form of PMFs (Appendix 4). Each table specifies project objectives and activities, outcomes, potential performance and impact indicators, and available evaluation methods. These inform and direct ongoing evaluation of the project, and ensure that project objectives and activities are linked to the stated outcomes and evaluation methods. An evaluation specialist will work closely with each project coordinator to review and finalize the project's evaluation table and develop a detailed evaluation timeline before the start of each project.

9.C.1b. Program Evaluation Specialist.

CSEAS is working with the UHM Assessment Office (AO) assessment specialist Dr. Monica Stitt-Bergh to guide and oversee our evaluation process throughout the grant cycle. Our AO assessment specialist will oversee our continued development of evaluation instruments (post-award), data collection, and data analysis, utilizing strategies to ensure the validity, reliability, and trustworthiness of the data. The PMFs included in this application will provide the specific data points and timeline for program evaluation over the course of the grant cycle.

9.C.2. Recent Evaluations & Program improvement.

UHM is subject to annual evaluations by the SPAS Dean and is under constant financial oversight by UHM fiscal officers. External evaluations have been maintained over the past 30

years, at roughly three-year intervals (last evaluation: 2009), and have resulted in concrete responses; however, similar to other public institutions the review scheduled for 2012 was postponed due to extensive budget cuts. In our March 2009 evaluation, R. Doner, Emory University specialist in political science, conducted a thorough and intensive five-day review, which included a study of relevant documents and wide-ranging interviews with faculty, administrators, staff and students (especially MA and Ph.D. candidates). Doner noted that “Based on my review of the evidence, the CSEAS has been exemplary in carrying out its core mission of promoting awareness and understanding of Southeast Asia in the U.S [and that the] Center has helped to crystallize interest and marshal resources in ways that have resulted in a whole greater than the sum of its parts.”

9.D. Improved Supply of Specialists:

The largest center for SEAS in the U.S., UHM has long trained specialists in the area: in the three-year period 2010/11/12 (data for 13/14 not yet available), UHM granted 27 SEA content BAs, 13 MAs, and 18 PhDs. In the same period, those graduates for whom we have received information (93%) were placed as follows: 2/elem-scnd teaching; 12/graduate study; 12/higher Ed; 13/private profit sector; 5/private non-profit; 2/fed gov; 4/military; 2/international org (U.S.); and 2/international org (non-U.S.).

9.E. Needs & Information Dissemination.

Viewing “national needs” as defined in *International Education and Foreign Languages: Keys to Securing America’s Future*,³ CSEAS addresses the following: • **Under-represented minorities in international service:** Starting outreach program HBCUs with 1999 F-H GPA to Viet Nam, CSEAS has a track record of trying to redress the under-representation of minorities, enhanced in 2001 with a \$300,000 grant from the Freeman Foundation, renewed in 2005, reaching Hispanic

³ O’Connell & Norwood, Eds., National Academies Press, 2007.

and Tribal institutions. CSEAS's program to augment the international curriculum in minority education moved forward with our K-12 program focus (7A.e) in the Chicago Public Schools (in 2013 more than 88% of all enrollees in CPS came from minority communities).

- **Technology & Information dissemination:** CSEAS not only funds new technology in language education, but it has been a forerunner in using technology to disseminate information – every project in this proposal has a significant technological profile, adding to our digital and Internet-accessible archives of SEA related materials.
- **Production of relevant instructional materials:** CSEAS has been a leader in producing SEA instructional materials for K-12 with the early work of F. Lamoureux (1977-2003, 1st Associate Director for CSEAS), much of which is now digitized for Internet access (see 7A1c.), to be supplemented by the Chicago Public Schools; we are leading the way in the use of SEA feature film for class instruction (see 8B-h); with help from CSEAS, advanced level Vietnamese has concentrated on utilizing film as authentic text for language teaching for over a decade and advanced Tagalog at UH is now doing the same.
- **Support for research, education, & training:** In every grant cycle, CSEAS has devoted resources to training, education, and research, with new courses carried out based on innovative research in all areas of SEAS. Examples can be found in 8B-a, 8B-b, 8B-c, & 8B-d.
- **Reducing shortages of language & area experts:** CSEAS's contribution to increasing the numbers of SEA experts is evident from its enrollment and graduation figures, *e.g.* 9D above. Seeking to extend SEAn language opportunity to students at the MSI community college level, this application focuses a large part of its budget and faculty expertise on developing beginning and intermediate language courses for Indonesian and Vietnamese. These two countries have been identified as critical to U.S. security and business in the future.

9.E.1. Awards Addressing National Needs.

CSEAS FLAS Fellowships are awarded solely to applicants who address the national need for training in the LCTL of SEA. In addition to language study, the FLAS also requires recipients to take area studies courses that provide solid grounding in issues related to history, politics, economics, security, and the arts of the SEA countries. As a result, awardees all pursue studies designed to reduce the shortage of U.S. experts on the SEAn nations and SEAn languages.

9.F. Student Placement.

For evidence of CSEAS' record of placing students into post-graduate employment, education or training in areas of national need, please see **9A-b. & 9D**. UHM's continuing work building national capacity is greatly assisted through the FLAS program and UHM responds by granting generous tuitions waivers that often doubles the number of fellowships we are able to award.

10. FLAS Awardee Selection Procedures. (For funding breakdown, see Budget)

Advertisement of awards. FLAS fellowships are announced on the CSEAS website; through the weekly newsletter; and through our social media sites like Facebook, Twitter, LinkedIn, and Google+. We make special effort to identify other U.S. universities/colleges with SEA language/area studies undergrad programs in order to send FLAS information directly to those programs to attract students who can attain a higher language capability or those who might be more inclined to do graduate work in SEAS. UHM is a highly diverse campus, and every effort is made to encourage applications from women, minorities, and persons with disabilities.

Application procedures. The FLAS application and faculty reference forms are made available (typically in mid- to late Oct.) approximately three months prior to the due date (mid-Jan.) as a form-fillable PDF from the CSEAS website with instructions for completing and submitting the forms. Students can select AY FLAS and/or Summer FLAS with this online application. A complete application includes a statement of purpose, proposed study program, description of career objectives, previous overseas and career experience, transcripts, standardized test scores

(GRE, LSAT or GMAT, language proficiency scores), 3 letters of reference, and for AY FLAS competitions in Years 2, 3, and 4, a copy of the student's confirmation email for applying to the Federal Student Aid (FAFSA) form. The UH Financial Aid Office will provide C. Allen with the financial need information relevant to FLAS AY applicants in Years 2, 3, and 4. These additional documents are attached to the application as PDFs and sent electronically to C. Allen. However, the complete application and supporting documents can be sent by hard copy. All applications, reference forms and supporting documents, and a copy of the applicant's FAFSA form, are collated and forwarded to the CSEAS scholarships committee for review.

Selection criteria. Fellowship recipients must: 1) be citizens or permanent residents of the U.S.; 2) have superior academic achievement and potential; 3) have clear academic and career goals; 4) demonstrate SEA language proficiency at the advanced level (for graduate-level awards) or intermediate level (for undergraduate awards); and 5) enroll in an SEA language course at least at the 3rd year level in combination with a class in SEA area or professional studies. For AY FLAS awards, in Years 2, 3, and 4, we will give preference to students who demonstrate financial need based on the FAFSA form and in consultation with the UH Financial Aid Office. Selection will be conducted first on academic criteria; then the top-fifteen applicants will be assessed on financial need to create the ranking for AY FLAS in Years 2, 3, and 4. Special consideration will be given to graduate students who are likely to pursue careers in government service. We normally do not award fellowships for dissertation work, unless the student makes extensive use of their SEA language skills in their research or writing. All things being equal, the SEA scholarships selection committee seeks to award FLAS across a spread of SEAn languages and disciplines among the suitable applicants.

Selection personnel. The FLAS selection committee for this past four-year cycle consisted of SEA faculty members Dr. Pia Arboleda (IPLL) and Dr. Paul Lavy (Art & Art History), along with FLAS administrator P. Rausch (CSEAS) and Dr. C. Allen (ASP fellowships coordinator) who assists with application logistics, post-award data processing, and IRIS report oversight.

Awards in line with competitive priorities. Award selection is based on consideration of the FLAS priorities in conjunction with the applicant's full-time study status, GPA, educational background, career goals, a personal statement, and financial need. The applicant is then ranked between 1-5. When all students are ranked, the scores are tabulated and a final list compiled. Of the 50 2010-14 FLAS awards, 27 were given to women and 16 to members of minorities.

Selection process timeline. Recruitment and promotional advertisements are announced by Oct. and completed applications are due in by mid-Jan. The FLAS selection committee meets in early Feb. and produces a ranked list of awardees and alternates. Award letters are sent out to awardees by mid- to late Feb. Tuition waiver support is continuously sought from FLAS awardees departments. This tuition cost sharing often allows for the creation of an additional AY FLAS fellowship. Information regarding the total amount of fellowships awarded and their distribution among the SEA languages and disciplines is available from the UHM FLAS coordinator (upon request) and is filed yearly in our U.S. Government IRIS Report.

11. Competitive Priorities.

Congress' mandated focus on comprehensive NRC collaborative work with MSIs, CCs, and COEs plays to the strengths of this UH NRC SEA application. UHM and our system partners are MSIs, and our proposed work will address each priority put forth in the current NRC cycle with our status as an MSI firmly supporting each project noted. In the 2014-18 Title VI period, CSEAS will devote a large percentage of its educational program development effort to collaboration with UH system CCs. Much of our fieldwork effort takes part in Indonesia. We

made this decision to build on the educational component of the U.S.-Indonesia Comprehensive Partnership announced by President Obama in 2010. We have made every effort in this application to design projects to meet Absolute, Competitive, and Invitational Priorities. The following are examples of this effort, but are not limited to only those cited below.

11.A. Absolute Priority – Teacher Training Activities

This application addresses the Absolute Priority regarding teacher-training activities related to language as the Center will collaborate with the UHM NFLRC to develop LCTL teacher training up to the intermediate level in both Vietnamese and Indonesian. This project builds on the strength of each participating UH unit: UHM’s strong SEA program; KCC’s highly regarded international education program; and the UHM NFLRC language program curriculum and pedagogy development expertise. This project will train teachers in the innovative Project-based Learning (PBL) methodology and allow students to acquire greater competency in the languages at an earlier stage in their college education increasing the likelihood that students will achieve advanced competency in their languages by the time they complete their undergraduate degree.

11.B. Competitive Preference Priority 1 – Collaborate with MSIs & CCs

This application addresses the Competitive Preference Priority 1 regarding the need to “incorporate international, intercultural, or global dimensions into the curriculum at the MSI” and this project does so by focusing on STEM curriculum development by pairing NRC SEA with the Ethnobotany Program at UH’s WWCC (MSI). This hands-on, in-country project seeks to extend the range of existing knowledge of select botany professors and students from MSIs throughout the U.S. by introducing them to plant identification; the use of medicinal plants in industry and indigenous cultures; and the business opportunities in botanical pharmaceuticals currently being created in the rich and diverse world of ethnobotany in Indonesia. Project

deliverables are web-based and project participants will be selected on their outreach proposal's strength during the program application period.

11.C. Competitive Preference Priority 2 – Collaborate with College of Education

This application addresses the Competitive Preference Priority 2 regarding work with the applicant's College of Education (COE). In support of this priority, NRC SEA joins our other UH NRCs in East Asia and Pacific Islands Studies in collaborating with the UH COE to develop a new undergraduate course on *Teaching Asia and the Pacific*. This course represents the "integration of an international, intercultural, or global dimension...into teacher education" and is designed for students preparing for secondary education careers. A supporting web based outreach project makes this course and its focused units available to educators in the U.S.

11.D. Invitational Priority 1 – Institutional Linkages Overseas

Linkages to institutions of higher learning in SEA help expand our understanding of the region through personal interaction with their students and faculty. In this application round, we will work with CRCS, UGM, Indonesia, on a dynamic, in-country MSI teacher training program that seeks to build cross-cultural understanding on the issue of religions and their many manifestations across SEA. The CRCS offers Indonesia's only degree program in Religious Studies at a non-religiously affiliated university, and serves as a public education hub for research and collaborative international initiatives focusing on SEA. Our program will have a primary focus on Islam in the context of regional practice in what is the largest concentration of Muslims in the world. The training includes opportunities to engage with programs and partners in the community, such as the activities of the *Pluralism Knowledge Program* sponsored by the HIVOS foundation and the *School for Diversity Management*, an educational program for local activists who work on religious issues. An additional intended outcome is the building of relationships between CRCS and MSI universities in the U.S. for the development of future

educational and research collaboration. Project deliverables will be web-based and participants will be selected on strength of outreach proposals submitted during the application period.

11.E. FLAS Competitive Preference Priority 1 – Financial Needs Preference

SEA Fellowship recipients must: 1) be citizens or permanent residents of the US; 2) have superior academic achievement and potential; 3) have clear academic and career goals; 4) demonstrate prior exposure to SEA language study (for graduate-level awards) or intermediate-level competency (for undergraduate awards) and 5) enroll in a SEA area studies course each semester. For AY FLAS awards, in Years 2, 3, and 4, we will give selection preference to students who demonstrate financial need based on their FAFSA status and in consultation with the UH Financial Aid Office. Award selection will be conducted first on academic criteria; then the top 18 applicants will be assessed on financial need to create the ranking for AY FLAS in Years 2, 3, and 4. Special consideration will be given to graduate students who are likely to pursue careers in government service. We normally do not award fellowships for dissertation work unless a student makes extensive use of their SEA language skills in their research.

11.F. FLAS Competitive Preference Priority 2 - LCTLs

This application proposes to award 100% of its FLAS fellowships selected from the U.S.

Department of Education's list of less commonly taught languages (LCTLs) of SEA.

11.G. FLAS Invitational Priority – Priority Languages

This application will award academic year fellowships in the SEAn priority languages used in Cambodia, Indonesia, Philippines, Thailand, and Viet Nam.

2007 - 2008

APPENDIX 1

BUDGET

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Hawaii, Center for Southeast Asian Studies

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	120,637	151,343	160,618	158,538		591,136
2. Fringe Benefits	24,168	35,110	40,550	36,416		136,244
3. Travel	105,659	130,970	109,948	130,262		476,839
4. Equipment						
5. Supplies	23,500	22,500	21,500	20,500		88,000
6. Contractual						
7. Construction						
8. Other	18,000	49,000	18,000	20,000		105,000
9. Total Direct Costs (lines 1-8)	293,916	388,085	350,616	365,716		1,398,333
10. Indirect Costs*	21,633	29,247	26,330	27,618		104,828
11. Training Stipends	549,000	549,000	564,000	594,000		2,256,000
12. Total Costs (lines 9-11)	864,549	966,332	940,946	987,334		3,759,161

***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? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/13 To: 06/30/17 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 27.5 %.

(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 8 %.

Name of Institution/Organization

University of Hawaii, Center for Southeast Asian Studies

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 B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

CENTER FOR SOUTHEAST ASIAN STUDIES
 University of Hawai'i
 U. S. Department of Education

2014-15 2015-16 2016-17 2017-18

NRC & FLAS August 15, 2014 - August 14, 2018

NRC

I. PERSONNEL

Proj Ref A. COURSE DEVELOPMENT & TEACHER TRAINING

P. 30	1. CSEAS-COE Course Dev/Teacher Train 496 Teaching Asia and the Pacific 3cr. @ \$1651cr/\$1651cr/\$1651cr/\$1651cr Fringe Benefits @ 45.73% Priority Addressed: Absolute P, Comp P 1&2	4,953 2,265	4,953 2,265	4,953 2,265	4,953 2,265
P. 30	2. CSEAS-CRCS MSI Teacher Training 3cr. @ \$1651/\$1651cr/\$1651cr/\$1651cr Fringe Benefits @ 45.73% Priority Addressed: Absolute P, Comp P 1&2	4,953 2,265	4,953 2,265	4,953 2,265	4,953 2,265
P. 28	3. INDO CSEAS-NFLRC-KCC Course Development & Teacher Training Yr 1&3: 3cr. @ \$1651cr/Yr 2: 9cr @ \$1651cr Fringe Benefits @ 45.73% Priority Addressed: Absolute P & Comp P 1	4,953 2,265	14,859 6,795	4,953 2,265	
P. 28	4. VIET CSEAS-NFLRC-KCC Course Development & Teacher Training 6cr. @ \$1651cr (2 courses) NFLRC supports Y1 and Y3/CSEAS supports Y2 Fringe Benefits @ 45.73% Priority Addressed: Absolute P, Comp P 1		9,906 4,530		

Proj Ref B. STUDENT EMPLOYEES

P. 36	1. Graduate Assistant - Web Coordinator GA-1R, @ .50 FTE 11 mos. Fringe Benefits @ 10.52% Priority Addressed: Support for Comp P 1&2, Invit P	20,472 2,154	21,288 2,239	22,140 2,329	23,028 2,423
P. 36	2. Graduate Assistant - Communications Coordinator GA-1R, @ .50 FTE 11 mos. Fringe Benefits @ 10.52% Priority Addressed: Support for Comp P 1&2, Invit P	20,472 2,154	21,288 2,239	22,140 2,329	23,028 2,423
P. 36	3. Graduate Assistant - Outreach Projects Coordinator GA - 1R @ .50 FTE 11 mos. Fringe Benefits @ 10.52% Priority Addressed: Support for Comp P 1&2, Invit P	20,472 2,154	21,288 2,239	22,140 2,329	23,028 2,423
P. 36	4. Explorations Graduate Journal Student Assistants, 324 hours @ \$12.25/hour Fringe Benefits @ .55% Priority Addressed: Outreach activities	4,000 22	4,000 22	4,000 22	4,000 22
Salaries Total		80,275	102,535	85,279	82,990
Fringe Total		13,278	22,596	13,804	11,820

Proj Ref C. LIBRARY

P. 36	1. Student Assistant(s) (Library) Library @ 360 hours @ A4 level \$11.80/\$12.20/\$12.65/\$13.10 Fringe Benefits @ .55% Priority Addressed: Strength of Library	4,248 23	4,392 24	4,554 25	4,716 26
Salaries Total		4,248	4,392	4,554	4,716
Fringe Total		23	24	25	26

Proj Ref	D. SPECIAL PROJECTS				
P. 32	1. SEA STEM Project: Ethnobotany		5,000		5,000
	Fringe benefits @ 2.28%		114		114
	Priority Addressed: Absolute P, Comp P 1, Invit P				
P. 34	2. Tagalog Animation Film Language Series	3,000	3,000	3,000	3,000
	Fringe benefits @ 2.28%	68	68	68	68
	Priority Addressed: Outreach Activities				
	Salaries Total	3,000	8,000	3,000	8,000
	Fringe Total	68	182	68	182
Proj Ref	E. EVALUATION				
P. 35	1. Program Evaluation/Assessment	10,000	10,000	10,000	10,000
	Fringe Benefits @ 2.28%	228	228	228	228
	Priority Addressed: Impact & Evaluation				
	Salaries Total	10,000	10,000	10,000	10,000
	Fringe Total	228	228	228	228
Proj Ref	F. COURSES				
P. 33	1. ASAN 491 SEA Film				
	3 cr. @ \$1651 per credit	4,953		4,953	
	Fringe Benefits @ 45.73%	2,265		2,265	
	Priority Addressed: Interdisciplinary course				
P. 34	2. ASAN 492 Islamic Performance in SEA				
	3 cr. @ \$1651 per credit	4,953			
	Fringe Benefits @ 45.73%	2,265			
	Priority Addressed: Interdisciplinary course				
P. 28	3. INDO CSEAS-NFLRC-KCC Course Development & Teacher Training				
	Yr 1: 4cr; Yr 2: 8cr; Yr 3 & 4: 16 cr @ \$1651 per credit	6,604	13,208	26,416	26,416
	Fringe Benefits @ 45.73%	3,020	6,040	12,080	12,080
	Priority Addressed: Absolute P & Comp P 1				
P. 28	4. VIET CSEAS-NFLRC-KCC Course Development & Teacher Training				
	Yr1: 4cr; Yr2: 8cr; Yr3 & 4: 16 cr @ \$1651 per credit	6,604	13,208	26,416	26,416
	Fringe Benefits @ 45.73%	3,020	6,040	12,080	12,080
	Priority Addressed: Absolute P & Comp P 1				
	Salaries Total	23,114	26,416	57,785	52,832
	Fringe Total	10,570	12,080	26,425	24,160
	Personnel Total	120,637	151,343	160,618	158,538
	Personnel Fringe Benefits Total	24,168	35,110	40,550	36,416

2. TRAVEL

Proj Ref	A. CSEAS TRAVEL				
P. 35	1. Director CSEAS, Outreach Coordinator to Association for Asian Studies Conference Airfare: 1 R/T @ \$1200/\$1250/\$1300/\$1350 Accommodations: 5 days x 1 @ 250/275/300/325 M&IE: 5 days x 1 @ \$80; Ground Trans. 1 x \$150 Priority Addressed: Invit P	1,200 1,250 550	1,250 1,375 550	1,300 1,500 550	1,350 1,625 550
P. 35	2. NRC Directors' Meetings [Director/Associate Director] Airfare: 1 R/T @ \$1200/\$1250/\$1300/\$1350 [HNL-DC-HNL] Accommodations: 4 days x 1 @ 275/300/325/350 M&IE: 4 days x 1 @ \$90; Ground Trans 1 @ \$150 Priority Addressed: Invit P	1,200 1,100 510	1,250 1,200 510	1,300 1,300 510	1,350 1,400 510
P. 35	3. Associate Director/Outreach Coordinator to Southeast Asia Airfare: 1 R/T Honolulu-Southeast Asia/Inner SEA Air Accommodations: \$160/day x 15/days M&IE: 15 days @ \$75; Ground Trans 500 Priority Addressed: Comp P 1, Invit P	3,500 2,400 1,625		3,700 2,400 1,625	
P. 36	4. Librarian Acquisition Travel to Southeast Asia Airfare: R/T Honolulu-Southeast Asia/Inner SEA Air Accommodations: \$160/day x 10/days M&IE: 10 days @ \$75/day; Ground Trans 300 Priority Addressed: Invit P, Strength of Library		3,500 1,600 1,050		
P. 35	5. Faculty Travel to Professional Meetings 4 @ \$1500 Priority Addressed: Invit P	6,000	6,000	6,000	6,000
CSEAS Travel Total		19,335	18,285	20,185	12,785

Proj Ref	B. MAJOR PROJECT TRAVEL				
P. 31	1. SEA STEM Project: Ethnobotany UH Workshop Airfare Mainland-HNL-Mainland 10 @ \$1200/9 @ \$1,300 Accomm Lincoln Hall 4 nights x 10 @ \$72/4 nights x 9 @ \$82 M&IE 4 days x 10 @ \$95/4 days x 9 @ \$110 Van Rental Fees for services 6 @ 350 In-country Indonesia Fieldwork		12,000 2,880 3,800 500 2,100		11,700 2,952 3,960 500 2,100
P. 31	Airfare HNL-Indonesia-HNL 14 @ \$1800/13 @ \$2,000 Accomm 16 nights x 14 @ \$135/16 nights x 13 @ \$155 M&IE 16 days x 14 @ \$75/16 days x 13 @ \$85 Fees for services 10 @ \$500 In-country transportation Priority Addressed: Comp P 1 & Invit P		25,200 30,240 16,800 5,000 8,400		26,000 34,255 18,785 5,000 9,100
P. 33	2. CSEAS-ARCAS MSI Project: Chinese Diaspora SEA Airfare HNL-Mainland-HNL 1 @ Accommodations: 5 nights @ \$200 M&IE: 5 days @ \$85/\$95/\$105/\$115; Grd Tran@ \$150 Priority Addressed: Comp P 1 & Invit P	1,100 1,000 575	1,200 1,000 625	1,300 1,000 675	1,400 1,000 725
P. 29	3. CSEAS-CRCS MSI Teacher Training Workshop on Religions of SEA Airfare HNL-Indonesia-HNL 12 @ \$1,800/11 @ \$2,000 Accomm 17 nights x 12 @ \$135/17 nights x 11 @ \$155 M&IE 17 days x 12 @ \$75/17 days x 11 @ \$85 Fees for services 10 @ \$500 In-country transportation 12 @ \$650/11 @ \$764	21,600 27,540 15,300 5,000 7,800		22,000 28,985 15,895 5,000 8,400	
P. 29	UH Prep Workshop Accomm 3 nights x 9 @ \$72/3 nights x 8 @ \$82 M&IE 3 days x 9 @ \$95/3 days x 8 @ \$110 Fees for services 4 x \$350 Van Rental Priority Addressed: Comp P 1 & Invit P	1,944 2,565 1,400 500		1,968 2,640 1,400 500	

P. 29	4. INDO/VIET NFLRC Teacher Training Workshop Summer 15/16				
	Airfare Mainland-HNL-Mainland 2 @ \$800	800		800	
	Accomm Lincoln Hall 6 nights x 2 @ \$72/6 nights x 2 @ \$82	432		492	
	M&IE 6 days x 1 @ \$95/6 days x 1 @ \$110	570		660	
	Ground transportation @ \$150	150		150	
Priority Addressed: Absolute P & Comp P 1					
		Major Project Travel			
		88,276	111,847	89,763	117,477
		Travel Total			
		107,611	130,132	109,948	130,262

3. OUTREACH					
Proj Ref					
P. 32	1. Balinese Wayang Listrik				
	Stage set and production costs		25,000		
P. 32	Balinese Wayang Listrik K-12 Outreach	3,000	3,000	3,000	
	Local air tickets/ accommodations/ per diem/ground transport				
Priority Addressed: Comp P 1 & Invt P					
P. 32	2. SEA STEM Project: Ethnobotany - Web Resources Development		6,000		5,000
Priority Addressed: Comp P 1 & Invt P					
P. 30	3. CSEAS-CRCS MSI Teacher Training- Web Resources Developr	5,000	5,000	5,000	5,000
Priority Addressed: Comp P 1 & Invt P					
P. 30	4. CSEAS-COE Course Dev/Teacher Train 496 Teaching Asia and the Pacific				
	Web Resource Materials Development	4,000	4,000	4,000	4,000
Priority Addressed: Comp P 1&2					
P. 34	5. Vietnamese Film Web Resources Development	6,000	6,000	6,000	6,000
	Transfer of six 35mm films to digital formatting/w subtitles per year				
	Production of film lesson plan and discussion guide				
Priority Addressed: Invt P, Outreach					
		Outreach Total			
		18,000	49,000	18,000	20,000

4. LIBRARY

Proj Ref					
P. 36	1. Library (SEA Collection)				
	Acquisitions				
	Books, Serials, Digital & Streaming Media:	23,500	22,500	21,500	20,500
	Priority Addressed: Strength of Library				
	Library Total	23,500	22,500	21,500	20,500
	NRC TOTAL DIRECT COSTS	293,916	388,085	350,616	365,716
	INDIRECT COSTS	21,478	29,247	26,330	27,618
	<i>(8% of TDC less Library Acquisitions)</i>				
	NRC TOTAL COSTS	315,394	417,332	376,946	393,334

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Proj Ref	FLAS 2014-2018				
P. 45	Priority Addressed: Comp P 1 & 2, Invite P				
	A. Academic Year				
	13 FLAS Fellowships @ \$33,000				
	13 Stipends @ \$15,000	195,000	195,000	195,000	195,000
	13 Tuition @ \$18,000	234,000	234,000	234,000	234,000
	Academic Year FLAS Total	429,000	429,000	429,000	429,000
	B. Summer				
	12 FLAS Fellowships @ \$7,500				
	12 Stipends @ \$2,500	30,000	30,000	30,000	30,000
	12 Tuition @ \$5,000	60,000	60,000	60,000	60,000
	Summer FLAS Total	90,000	90,000	90,000	90,000
	C. Undergraduate				
	8 FLAS @ \$15,000	1 @	1 @	2 @	4 @
	8 Stipends @ \$5,000	5,000	5,000	10,000	20,000
	8 Tuition @ \$10,000	10,000	10,000	20,000	40,000
	Academic Year FLAS Total	15,000	15,000	30,000	60,000
	D. Summer				
	2 FLAS @ \$7,500				
	2 Stipends @ \$2,500	5,000	5,000	5,000	5,000
	2 Tuition @ \$5,000	10,000	10,000	10,000	10,000
	Summer FLAS Total	15,000	15,000	15,000	15,000
	FLAS TOTAL	549,000	549,000	564,000	594,000
	NRC & FLAS TOTAL	864,394	966,332	940,946	987,334

Total Direct	842,916	937,085	914,616	959,716	3,654,333
Indirect	21,478	29,247	26,330	27,618	104,673
Total Costs	864,394	966,332	940,946	987,334	3,759,006

APPENDIX 2

PROFILES FOR PROJECT-RELATED PERSONNEL

FACULTY TEACHING COURSES
WITH 25% - 100% SOUTHEAST ASIA CONTENT

LISTED IN ALPHABETICAL ORDER

Profiles for Project-related Personnel

1. ABINALES, Patricio	abinales@hawaii.edu	4
2. AGCAOILI, Aurelio	aurelio@hawaii.edu	4
3. ANDAYA, Barbara Watson	bandaya@hawaii.edu	5
4. ANDAYA, Leonard Yuzon	andaya@hawaii.edu	5
5. ARBOLEDA, Pia	pca62@hawaii.edu	6
6. AUNG-THWIN, Michael	aungthwi@hawaii.edu	6
7. BLUST, Robert	blust@hawaii.edu	7
8. CHAPMAN, William R	wchapman@hawaii.edu	7
9. *CLARIZA, Ma. Elena B.	mclariza@hawaii.edu	8
10. CONNER, Alison W.	aconner@hawaii.edu	8
11. DAS, Ashok	ashokdas@hawaii.edu	9
12. DONEGAN, Patricia	donegan@hawaii.edu	9
13. DUNN, Patti	pdunn@hawaii.edu	10
14. FOX, Jefferson	FoxJ@EastWestCenter.org	10
15. GASMEN, Imelda	igasmen@hawaii.edu	11
16. GILLIAM, Ronald	rgilliam@hawaii.edu	11
17. HALAGAO, Patricia	phalagao@hawaii.edu	12
18. HEFNER, Carl	hefner@hawaii.edu	12
19. HIRATA-KIMURA, Aya	aya.hirata.kimura@hawaii.edu	13
20. HOONCHAMLONG, Yuphaphann	yuphapha@hawaii.edu	13
21. KABUTAULAKA, Tarcisius	tkabutau@hawaii.edu	14
22. KELLEY, Liam	liam@hawaii.edu	14
23. KIMURA, Ehito	ehito@hawaii.edu	15
24. KOZOK, Uli	kozok@hawaii.edu	15
25. LANZONA, Vina	vlanzona@hawaii.edu	16
26. LAVY, Paul	paul.lavy@hawaii.edu	16
27. LOONG, Chet-Yeng	chetyeng@hawaii.edu	17
28. MABANGLO, Ruth Elynia	mabanglo@hawaii.edu	17
29. MAWYER, Alexander	mawyer@hawaii.edu	18
30. MOON, Byron	bmoon@hawaii.edu	18
31. O'HARROW, Steve	soh@hawaii.edu	19
32. OVERTON, Joseph L.	overton@hawaii.edu	19
33. PADWE, Jonathon	padwe@hawaii.edu	20

34. PAGKALINAWAN, Leticia C. leticiap@hawaii.edu	20
35. *PASENG, Rohayati rohayati@hawaii.edu	21
36. PAUKA, Kirstin pauka@hawaii.edu	21
37. PHAN, Le-Ha halephan@hawaii.edu	22
38. PIETRUSEWSKY, Michael mikep@hawaii.edu	22
39. **RAUSCH, Paul rausch@hawaii.edu	23
40. RODRÍGUEZ, Julio Julio.rodriguez@hawaii.edu	23
41. ROUMASSET, James A. jimr@hawaii.edu	24
42. SAK-HUMPHRY, Chhany sak@hawaii.edu	24
43. SANTIAGO, Lilia Quindoza liliass@hawaii.edu	25
44. SARASWATI, L. Ayu luhp@hawaii.edu	25
45. SATSUMA, Gay gay@hawaii.edu	26
46. SCHUSTER, Michael schustem@eastwestcenter.org	26
47. SORIA, Julius soria@hawaii.edu	27
48. SPONSEL, Leslie E sponse@hawaii.edu	27
49. STARK, Miriam T miriams@hawaii.edu	28
50. STITT-BERGH, Monica bergh@hawaii.edu	28
51. SUYDERHOUD, Jack suyder@cba.hawaii.edu	29
52. SWAZEY, Kelli swazey@hawaii.edu	29
53. SZUSTER, Brian szuster@hawaii.edu	30
54. TAKAHASHI, Chintana chintana@hawaii.edu	30
55. WHITE, Ingelia ingelia@hawaii.edu	31

Librarians*; Outreach Coordinator**

Key to ratings of language skills:

- 5 = highly educated native speaker
- 4 = fluent, native speaker
- 3 = professional functionality
- 2 = functional
- 1 = survival

Profile Template

LAST NAME, Given name

Department and tenure status:

Education:

Academic experience:

Overseas experience:

Language Competence: language and OPI ranking 1-5

Pedagogy training for language instructors:

Percent of time devoted to area/international studies:

Courses Taught: department, course number

Research/Teaching Specializations:

Recent publications (Last five years): #

-year (in press): TITLE (publisher).

Numbers of dissertations & theses supervised in last five years:

Distinctions:

1. **ABINALES**, Patricio abinales@hawaii.edu

Department and tenure status: Asian Studies, Professor: tenured

Education: Ph.D. (Government & Asian Studies) Cornell University, 1997

Academic experience: Assistant Prof, Ohio University; Kyoto University's Center for Southeast Asian Studies

Overseas experience: Philippines and Thailand

Language Competence: Tagalog 3+; Cebuano 3+; English 4

Percent of time devoted to area/international studies: 100%

Courses Taught: Asian Studies: 320P Asian Nation State (Philippines); 310 Asian Humanities; 620 Contemporary Asia

Research/Teaching Specializations: Philippines politics and history; Southeast Asian studies research methods

Recent publications (Last five years): 3

- 2012, *Student activism in Asia: Between protest and powerlessness* (Univ. of Minnesota Press)

- 2010, *Orthodoxy and history in the Muslim Mindanao narrative* (Ateneo de Manila Press)

- 2005, *State and society in the Philippines*, with Donna J. Amoroso (Rowman and Littlefield)

Numbers of dissertations & theses supervised in last five years: 2

Distinctions: Fellow, Woodrow Wilson International Center for Scholars, Washington D.C., 2010-11.

2. **AGCAOILI**, Aurelio aurelio@hawaii.edu

Department and tenure status: Indo-Pacific Lang & Lit, Associate Professor: tenured

Education: Ph.D. University of the Philippines

Academic experience: Coordinator Ilokano language & lit program

Overseas experience: Philippines

Language Competence: Ilokano 3+, Tagalog 4

Pedagogy training for language instructors:

Percent of time devoted to area/international studies: 100%

Courses Taught: Ilokano: 451 Structure of Ilokano; 315 Ilokano Aural Comprehension; 368B Intro to S/SE Asian film: FIL, Indo-Pacific: 364 Philippine popular culture; 398 Filipino Diasporic Literatures

Research/Teaching Specializations: Ilokano Language & Literature

Recent publications (Last five years): 2

- 2013 *Gramatika ti kontemporaneo nga Ilokano* (Undertow Books, Hawaii)

- 2012 *Kontemporaneo a diksionario nga Ingles-Ilokano/Ilokano-Ingles* (Undertow Books, Hawaii)

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

3. ANDAYA, Barbara Watson bandaya@hawaii.edu

Department and tenure status: Asian Studies, Professor: tenured

Education: Ph.D. (History) Cornell University, 1974

Academic experience: President AAS, Director School of Pacific and Asian Studies

Overseas experience: Indonesia, 2007, 2008, 2011

Language Competence: Classical Malay 4, Indonesian 3, Dutch 3, French 3

Percent of time devoted to area/international studies: 100%

Courses Taught: Asian Studies: 202 (Intro to South and SE Asia); 496 Religions in Island Southeast Asia); 600 (Grad seminar on Research in SEA); 620S (Globalization in SEA)

Research/Teaching Specializations: SEA: Religion, Women, and Gender in SEA History

Recent publications (Last five years): 14

- 2013, "Gates, elephants, cannon and drums: Symbols and sounds in the creation of a Patani identity," in *The ghosts of the past in Southern Thailand: Essays on the history and historiography of Patani*, edited by Patrick Jory (Singapore, NUS Press), pp. 31-52.

- 2013, "The 'Sea of Malayu': An ocean perspective of Malay history" in *Discovery and praxis: Essays in Asian Studies*, edited by David Jones and Michele Marian.

Numbers of dissertations & theses supervised in last five years: 12

Distinctions: 2003-10: Director, Center for Southeast Asian Studies, University of Hawai'i at Mānoa; 2009, summer: International Institute of Asian Studies, Leiden, The Netherlands: Fellow; 2010: University of Hawai'i Regents Medal, Excellence in Research; 2010, summer: Visiting Professor, Universiti Sains Penang, Malaysia; 2011-12: Tan Chin Tuan Visiting Professor, National University of Singapore.

4. ANDAYA, Leonard Yuzon andaya@hawaii.edu

Department and tenure status: History, Professor: tenured

Education: Ph.D. (History) Cornell University, 1971

Academic experience: Researcher at University of Malaya, Australian National University, & Auckland University

Overseas experience: Indonesia, 2007, 2008, 2011

Language Competence: Indonesian 4, Dutch 4, Makassar 3, Spanish 3, Portuguese 3

Percent of time devoted to area/international studies: 100%

Courses Taught: History: 305 History of SEA; 408 Modern Indonesia; 409 Modern Malaysia; 496D Senior Tutorial; 657 Historiography of SEA

Research/Teaching Specializations: Indonesia & Malaysia in the Early Modern Period/SEA

Recent publications (Last five years): 7

- 2011, "Eastern Indonesia: A study of the intersection of global regional and local networks in the 'extended' Indian Ocean". In Stefan Halikowski Smith (ed.), *Reinterpreting Indian ocean worlds: Essays in honour of Kirti N. Chaudhuri*. Cambridge: 107-146.

- 2012, "At the edges of the estado da India: The black Portuguese in the Lesser Sunda Islands of Indonesia in the 17th and 18th centuries". In Om Prakash (ed.), *The trading world of the Indian Ocean, 1500-1800*. New Delhi: Centre for the Studies in Civilizations.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

5. ARBOLEDA, Pia pca62@hawaii.edu

Department and tenure status: Indo-Pacific Lang & Lit, Assistant Professor: not tenured

Education: Ph.D. (Literature) De La Salle University, 2003

Academic experience: Visiting Professor, Osaka University

Overseas experience: Philippines and Japan

Language Competence: Tagalog 4+

Pedagogy training for language instructors:

Percent of time devoted to area/international studies: 100%

Courses Taught: Filipino: 435 Translation theory and practice, Indo-Pacific: 273E Philippine history and culture; 396 Philippine folklore; 431 Rizal's life and writing; 368B Philippine film

Research/Teaching Specializations: Tagalog language, Philippine Folklore, Translation

Recent publications (Last five years): 14

- 2010, "Re-kindling the fires of the Ator: The significance and revival of the Ifiallig Ub-Ufok." *Essays on Philippine language and literature*. Ed. Elynia Mabanglo. Quezon City: Anvil. 12-36.

- 2011, "Dilim." *Laglag-panty, Laglag-brief: Mga kuwentong Heterosexual*. ("Darkness." *Heterosexual Erotic Stories*.) Ed. Rolando Tolentino. Quezon City: ANVIL. 1.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

6. AUNG-THWIN, Michael aunghwi@hawaii.edu

Department and tenure status: Asian Studies, Professor: tenured

Education: Ph.D. (History) University of Michigan, Ann Arbor, 1976

Academic experience: Director, Center for Southeast Asian Studies, Northern Illinois University

Overseas experience: Myanmar

Language Competence: Burmese 4+, German 1, French 1

Percent of time devoted to area/international studies: 100%

Courses Taught: Asian Studies: 310 Asian Humanities; 486 Contemporary Vietnam; 491S Making of Modern Burma; 491S Burmese History and Culture; 600 Seminar on South and Southeast Asia; 620 Asia Through Fiction

Research/Teaching Specializations: Myanmar, Thailand, & SEA in early modern period

Recent publications (Last five years): 2

- 2012 *A history of Myanmar since ancient times: Traditions and transformations*. Reaktion Books.

-2011 *New perspectives on the history and historiography of Southeast Asia: Continuing explorations*. Routledge.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: 2011-2014 Chair of the Department of Asian Studies

7. **BLUST**, Robert blust@hawaii.edu

Department and tenure status: Linguistics, Professor: tenured

Education: Ph.D. (Linguistics) University of Hawai'i at Mānoa, 1974

Academic experience: Postdoc at Australia National University in Canberra & University of Leiden.

Overseas experience: Malaysia 1971, Papua New Guinea 1975, Taiwan 1994-1999

Language Competence: Indonesian 3, Dutch 3, German 3, French 3

Percent of time devoted to area/international studies: 50%

Courses Taught: Linguistics: 630 Field Methods; 645 Intro. to the Comparative Method; 646 Adv. Comparative Method; 770 Survey of the Austronesian language family; 770 Languages of Borneo; 770 Archaeology and language in the Pacific --- with Terry Hunt

Research/Teaching Specializations: Austronesian comparative linguistics

Recent publications (Last five years): 33

- 2012 *A world of words: revisiting the work of Renward Brandstetter (1860-1942) on Lucerne and Austronesia* (co-editor with Jürg Schneider). Wiesbaden: Harrassowitz.

- 2013 *The Austronesian languages*, 2nd rev. ed. Berlin: de Gruyter-Mouton. 885pp.

Numbers of dissertations & theses supervised in last five years: 4

Distinctions: NA

8. **CHAPMAN**, William R wchapman@hawaii.edu

Department and tenure status: American Studies, Professor: tenured

Education: Ph.D. University of Oxford, England, 1982

Academic experience: Director Historic Preservation Program

Overseas experience: Cambodia 1994 - present

Language Competence: Thai 2

Percent of time devoted to area/international studies: 25%

Courses Taught: American Studies: 675 Preservation Theory and Practice; 679 Elements of Style; 681 Vernacular Architecture

Research/Teaching Specializations: Southeast Asian Architecture and Archaeology, Material Conservation problems, History of Building Technology

Recent publications (Last five years): 1

- 2013 *A heritage of ruins: The ancient sites of Southeast Asia and their conservation*, UH Press.

Numbers of dissertations & theses supervised in last five years: 3

Distinctions: 3rd annual Frank Haines Award for lifetime achievement; Honor Award from the National Trust for Historic Preservation

9. *CLARIZA, Ma. Elena B. mclariza@hawaii.edu
Department and tenure status: Hamilton Library, Librarian II, Lecturer: non tenured
Education: Ph.D. candidate (Education), University of Hawai‘i at Mānoa
Academic experience: NA
Overseas experience: Philippines
Language Competence: Tagalog 4, Cebuano 3+, Spanish 2
Percent of time devoted to area/international studies: 100%
Courses Taught: Fashion Design and Marketing: 418 Clothing and culture of South and SE Asia; Asian Studies 491P Philippine Identity
Research/Teaching Specializations: Southeast Asian Studies, Multicultural Education, Multicultural Environmental Science, Distance Learning, and Curriculum Development
Recent publications (Last five years): 1
- 2012, Kadagatan: Curriculum on Filipino culture and marine ecology (online), UH CSEAS
Numbers of dissertations & theses supervised in last five years: 2 consultations
Distinctions: NA

10. CONNER, Alison W. aconner@hawaii.edu
Department and tenure status: School of Law, Professor: tenured
Education: Ph.D. (Chinese and Southeast Asian History) Cornell University, 1977
Academic experience: Director, International Programs
Overseas experience: 14 years in Hong Kong, Taiwan, China, and Singapore
Language Competence: Mandarin 4, French 3, Japanese 2
Percent of time devoted to area/international studies: 90%
Courses Taught: Pacific and Asian Law: 556 Asian Comparative Labor Law; 553 Asian Pacific Insolvency Law
Research/Teaching Specializations: Chinese legal history; Asian legal systems
Recent publications (Last five years): 9
- 2013 “Images of justice (and injustice) in the movies of Xie Jin,” *Hawaii Law Review*.
- 2011 “Legends of the legal academy: Jerome Alan Cohen,” *Journal of Legal Education* 60.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: In 2006 elected as an associate member of the International Academy of Comparative Law. In 2007, co-organized a conference on “Dispute Resolution in China,” which was sponsored by the Oxford Foundation on Law, Justice and Society and the Law School. Outstanding Professor of Law Award, William S. Richardson School of Law, 2010.

11. **DAS, Ashok** ashokdas@hawaii.edu

Department and tenure status: Depart. of Urban and Regional Plan, Asst. Prof.: non tenured

Education: Ph.D. (Urban Planning) University of California at Los Angeles, 2008

Academic experience: NA

Overseas experience: India, Indonesia, Viet Nam

Language Competence: NA

Percent of time devoted to area/international studies: 40%

Courses Taught: Urban & Regional Planning: 600 Public Policy & Planning Theory; 630 Urban & Reg. Plan in Asia; 633 Globalization & Urbanization Policy

Research/Teaching Specializations: urban poverty in developing countries in South and SE Asia; Community participation and empowerment; slum upgrading and low-income housing

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

12. **DONEGAN, Patricia** donegan@hawaii.edu

Department and tenure status: Linguistics, Assoc. Professor: tenured

Education: Ph.D. (Linguistics) Ohio State University, 1978

Academic experience: Asst Prof at Ohio State University

Overseas experience: Thailand 2009, India 2006.

Language Competence: Thai 2+

Percent of time devoted to area/international studies: 50%

Courses Taught: Linguistics: 621 Phonology; 770 Areal Linguistics; 401 Articulatory Phonetics

Research/Teaching Specializations: natural phonology, phonetics, variation and change, dialectology, first- and second-language acquisition; rhythm and holistic typology and drift; Munda and Austroasiatic documentation and prehistory

Recent publications (Last five years): 1

- 2009 Hypotheses of natural phonology. In *Poznań Studies in Contemporary Linguistics* 45: 1-31. (with David Stampe).

Numbers of dissertations & theses supervised in last five years: 6

Distinctions: 2007-present: Graduate co-chair for the Linguistics Department

13. **DUNN, Patti** pdunn@hawaii.edu

Department and tenure status: Asian Studies, Graduate Academic Advisor, non-tenured

Education: B.A. (Asian Studies) University of Hawai'i at Mānoa

Academic experience: Undergraduate academic advisor

Overseas experience: Japan, Indonesia

Language Competence: Japanese 1+, Indonesian 2

Percent of time devoted to area/international studies: 100%

Courses Taught: NA

Research/Teaching Specializations: Central Javanese court music and dance, teach Javanese dance

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: President of the Board Hawaii Gamelan Society, President of the Board Hawaii Bicycling League, Co-Chair of the University of Hawaii Bicycling Committee, Vice Chair of the Mayor's Advisory Committee on Bicycling, member of the Academic Procedures Committee, member of the Council of Academic Advisors, project coordinator for the Freeman Undergraduate Asian Studies and Freeman Minority Serving Institutions Grant.

14. **FOX, Jefferson** FoxJ@EastWestCenter.org

Department and tenure status: East-West Center, Senior Fellow, non-tenured

Education: Ph.D. (Development Studies) University of Wisconsin-Madison, 1983

Academic experience: Lecturer in Geography at Gadjah Mada University; Affiliate Graduate faculty in Geography and Anthropology at UHM

Overseas experience: Yogyakarta, Indonesia.

Language Competence: Nepali 2+, Indonesian 3

Percent of time devoted to area/international studies: 75%

Courses Taught: NA

Research/Teaching Specializations: Land cover/land-use change in Southeast Asia; Forest fragmentation and degradation; Community-based management of natural resources in South and Southeast Asia

Recent publications (Last five years): 17

- 2012 Fox, J., J.B. Vogler, O.L. Sen, T. Giambelluca, and A. Ziegler. Simulating land-cover change in Montane Mainland Southeast Asia. *Environmental Management* 49 (4): 968-979.

-2012 Ziegler, A.D., J. Phelps, J.Q. Yuen, E.L. Webb, D. Lawrence, J.M. Fox, T.B. Bruun, S.J. Leisz, C. Ryan, W. Dressler, O. Mertz, U. Pascual, C. Padoch, L.P. Koh. Carbon outcomes of major land-cover transitions in SE Asia: Great uncertainties and REDD+ policy implications. *Global Change Biology*.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

15. **GASSEN, Imelda** igasmen@hawaii.edu
Department and tenure status: Indo-Pacific Lang. & Lit, Instructor: tenured
Education: MA. (Communication: Distance Education), University of Hawai‘i at Mānoa, 1994
Academic experience: NA
Overseas experience: Philippines
Language Competence: Tagalog 4
Pedagogy training for language instructors:
Percent of time devoted to area/international studies: 100%
Courses Taught: Filipino: 201 Intermediate Tagalog; 202 Intermediate Tagalog; 301 Third level Tagalog; 302 Third level Tagalog
Research/Teaching Specializations: Tagalog language and literature
Recent publications (Last five years): 2
- 2009, *More Tagalog for Kids Flash Cards*, Tuttle Publishing.
- 2008, *Tagalog for Kids Flash Cards*, Tuttle Publishing.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: NA

16. **GILLIAM, Ronald** rgilliam@hawaii.edu
Department and tenure status: Theatre & Dance, Lecturer: non-tenured
Education: Ph.D. candidate (Asian Theatre) University of Hawai‘i at Mānoa
Academic experience: Assistant Managing Editor and Performance Studies Field Editor, Dissertation Reviews; Educational Affiliate, East-West Center; (2012) Visiting Scholar, Peking University, Beijing, China; (2011) Visiting Scholar, Minzu University of China
Overseas experience: Hong Kong, SAR China; Peru; PRC China
Language Competence: Uyghur/Uighur 3, Mandarin 3, Cantonese 2, Spanish 2
Percent of time devoted to area/international studies: 100%
Courses Taught: Theatre & Dance: 101W Introduction to World Theatre & Drama (writing intensive); 429 Introduction to Performance Studies
Research/Teaching Specializations: Asian theatre, memory studies, ethnic minority studies, Islamic studies, cultural anthropology
Recent publications (Last five years): 4
- 2014, “Uyghur Muqam.” *Routledge Handbook of Asian Theatre*. ed. Liu, Steven Siyuan.
- 2014, “Uyghur Meshrep.” *Routledge Handbook of Asian Theatre*. ed. Liu, Steven Siyuan.
- 2014, “Tradition in Motion: Cultural Referencing in the Development of Professional Uyghur Dance Performances.” *Journal of Asian Studies*.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Confucius Institute Excellence in Chinese Studies Graduate Student Award, 2014; East-West Center Graduate Degree Fellow, 2008-2010; East-West Center Educational Affiliate, 2007-2008; 2012-2015; Graduated Magna Cum Laude from New York University in 2005; Graduated Cum Laude (Theatre) and Magna Cum Laude (Chinese Language & Culture) from Butler University in 2003

17. HALAGAO, Patricia phalagao@hawaii.edu

Department and tenure status: College of Education, Assoc. Professor: non-tenured

Education: Ph.D. (Curriculum Studies) University of Washington, Seattle, 2001

Academic experience: Organizer for Filipino American cultural awareness

Overseas experience: Philippines

Language Competence: Tagalog 2+

Percent of time devoted to area/international studies: 50%

Courses Taught: Institute of Teacher Education: 360 Intro to Multiethnic education; Curriculum Studies: 769 Curriculum & Program evaluation

Research/Teaching Specializations: Culturally responsive curriculum and pedagogy, particularly the education of Filipino Americans

Recent publications (Last five years): 1

- 2010 Liberating Filipino Americans through decolonizing curriculum. *Race Ethnicity and Education*, v.13/4

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: UH Board of Regents Medal for Excellence in Teaching in 2012; Founder & Executive Director, Global Teach

18. HEFNER, Carl hefner@hawaii.edu

Department and tenure status: Anthropology, Assist. Professor at Kapi'olani Community College: tenured

Education: Ph.D. (Anthropology) University of Hawaii at Manoa, 1994

Academic experience: Chair of Social Sciences at KCC

Overseas experience: Indonesia 1987-1992, Burma 1998-2005; Viet Nam, 1996, 2001-2003; Professional development travel to Laos, Cambodia, Thailand, Japan

Language Competence: Indonesian 2

Percent of time devoted to area/international studies: 25%

Courses Taught: NA

Research/Teaching Specializations: Southeast Asia/Cultural/Visual Anthropology/Asian Studies

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Developing an International Studies Certificate at KCC

19. **HIRATA-KIMURA, Aya** aya.hirata.kimura@hawaii.edu
Department and tenure status: Women's Studies, Assoc. Professor: tenured
Education: Ph.D. (Sociology) University of Wisconsin-Madison, 2006
Academic experience: Visiting Researcher, Doshisha University, Japan; Visiting Fellow, Stanford University
Overseas experience: Indonesia, Japan
Language Competence: Japanese 4, Indonesian 2+
Percent of time devoted to area/international studies: 75%
Courses Taught: WS/SOC 318 Women and Social Policy; WS 400 Food, Body, Women: Biopolitics; WS/SOC 305 Women and Health
Research/Teaching Specializations: The intersection of techno-science and gender particularly in the fields of food and environmental issues in Asia.
Recent publications (Last five years): 6
- 2013, "Standards as hybrid forum: comparison of the Post-Fukushima radiation standards by a consumer cooperative, the private sector, and the Japanese government," *International Journal of Sociology of Agriculture and Food*, 20 (1) 11-29.
- 2013, *Hidden Hunger: Science, Gender, and Politics of Smart Food*, Cornell University Press.
Numbers of dissertations & theses supervised in last five years: 2
Distinctions: Asahi Grass Foundation Social Science Research Award, 2012; 2012-2013 Program Assessment Coordinator, Undergraduate Major Advisor.

20. **HOONCHAMLONG, Yuphaphann** yuphapha@hawaii.edu
Department and tenure status: Indo-Pacific Lang. and Lit, Assist. Professor: tenured
Education: Ph.D. (Linguistics) University of Wisconsin-Madison, 1991
Academic experience: Advisor Thai Student Association
Overseas experience: Regional Thailand
Language Competence: Thai 4+, English 4, French 3
Pedagogy training for language instructors: 2011, SEA Language Reading Assessment Preliminary Workshop
Percent of time devoted to area/international studies: 100%
Courses Taught: Thai: 201 Intermediate Thai; 202 Intermediate Thai; 401 Fourth level Thai; 402 Fourth level Thai; Indo-Pacific: 465 Southeast Asian Language Teaching
Research/Teaching Specializations: Thai language and linguistics, Teaching Thai as a Foreign Language, Internet and Computer Technology in research and education.
Recent publications (Last five years): 0
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: NA

21. **KABUTAULAKA**, Tarcisius tkabutau@hawaii.edu

Department and tenure status: Center for Pacific Islands Studies, Assoc. Prof.: tenure eligible

Education: PhD (2001) Australian National University

Academic experience: 2010–present: Editor, Pacific Islands Monograph Series; 2009–present: Assoc Prof, Center for Pacific Islands Studies, UH Manoa. 2003–2008: Research Fellow, East-West Center; 1992–1996 and 2000–2003: Lecturer, University of the South Pacific.

Overseas experience: Fiji, Australia

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

Percent of time devoted to area/international studies: 100%

Courses Taught: department, course number

Research/Teaching Specializations: Coups, conflicts, and crises in the Pacific; Pacific Worlds (introductory Pacific studies course); islands of globalization

Recent publications (Last five years): 6

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

-[Forthcoming 2014] Re/presenting Melanesia: Ignoble Savages and Melanesian Alternatives. 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.

-2010 The Man from Tiko. *The Contemporary Pacific* 22:111–114.

Numbers of dissertations & theses supervised in last five years: 8

Distinctions: Chief negotiator for the peace talks in Townsville, Australia; consultant for international and regional organizations

22. **KELLEY**, Liam liam@hawaii.edu

Department and tenure status: History, Associate Professor: tenured

Education: Ph.D. (Chinese and Southeast Asian History) University of Hawai‘i at Mānoa, 2001

Academic experience: Student advisor, Southeast Asia Studies Student Association

Overseas experience: Viet Nam and Thailand

Language Competence: Mandarin 4, Classical Chinese 4, Vietnamese 4, Thai 3

Percent of time devoted to area/international studies: 100%

Courses Taught: History: 306 History of Southeast Asia; 403 Viet Nam, History and memory; 358 The world of the Mekong; 650 Comparative Asia; 658 Modern SEA History

Research/Teaching Specializations: Southeast Asian history, the Mekong region, Sino-Vietnamese cultural relations; the Chinese in Southeast Asia

Recent publications (Last five years): 2

- 2012 “The biography of the Hồng Bàng Clan as a Medieval Vietnamese invented tradition,” *Journal of Vietnamese Studies* 7.2: 87-130.

- 2006 “Confucianism’ in Vietnam: A state of the field essay,” *Journal of Vietnamese Studies* 1.1-2: 314-370.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

23. **KIMURA**, Ehito ehito@hawaii.edu

Department and tenure status: Political Science, Assoc. Professor: tenured

Education: Ph.D. (Political Science) University of Wisconsin-Madison, 2006

Academic experience: Postdoc scholar, Stanford University; Research Assistant, University of Wisconsin-Madison

Overseas experience: Indonesia

Language Competence: Japanese 4, Indonesian 2+

Percent of time devoted to area/international studies: 50%

Courses Taught: Political Science: 315 International Relations; 640 Comparative Politics; 305 Global/comparative Politics

Research/Teaching Specializations: Global/comparative politics; Southeast Asian Politics

Recent publications (Last five years): 3

- 2010 "Proliferating provinces: Territorial politics in post-Suharto Indonesia." *South East Asia Research*, vol. 18, no. 3, 415-449.

- 2010 "Changing the rules: Historical conjuncture and transition in Indonesia" *Asia Pacific Viewpoint*, 51,3 pp. 248-261.

Numbers of dissertations & theses supervised in last five years: 14

Distinctions: 2010-2011, Chair, Grants and Awards Committee, Department of Political Science.

24. **KOZOK**, Uli kozok@hawaii.edu

Department and tenure status: Indo-Pacific Lang. & Lit, Professor: tenured

Education: Ph.D. (Austronesian Languages and Cultures), University of Hamburg, 1994

Academic experience: Visiting Scholar, University of Auckland

Overseas experience: Indonesia, (1983-2005)

Language Competence: Indonesian 4, German 5, Malay 4, English 4, Dutch 3+, Karo 3+, East Frisian Platt 3, Toba 2+, Simalungun 2, Mandailing 2, Latin 2, Greek 2, Italian 1

Pedagogy training for language instructors: 2011, SEA Language Reading Assessment Preliminary Workshop

Percent of time devoted to area/international studies: 100%

Courses Taught: Indonesian: 103, 104 Beginning Indonesian; 203, 204 Intermediate Indonesian; 306 Third-level Indonesian; 461 Modern Indonesian Literature

Research/Teaching Specializations: Batak and Malay Philology, Palaeography of Island Southeast Asia, Modern Indonesian Literature, Indonesian Language Teaching, Distance Education

Recent publications (Last five years): 5

-2009 Surat Batak: Sejarah Perkembangan Tulisan Batak, Berikut Pedoman Menulis Aksara Batak dan Cap Sisimangaraja XII

-2010 Utusan Damai di Kemelut Perang (Peran Zending dalam Perang Toba)

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

25. LANZONA, Vinavlanzona@hawaii.edu

Department and tenure status: History, Assist. Professor: tenured

Education: Ph.D. (History) University of Wisconsin, Madison, 2000

Academic experience: Director, Center for Philippine Studies

Overseas experience: Philippines (1994, 1997, 2004, 2005); Spain (2001, 2003)

Language Competence: Tagalog 4+, Spanish 4

Percent of time devoted to area/international studies: 100%

Courses Taught: History: 162A World cultures in perspective; 242 Civilizations of Asia; 306 History of SEA; 406 Modern Philippines

Research/Teaching Specializations: Philippines: pre-colonial, colonial and postcolonial periods; Southeast Asia: modern period Gender/Women

Recent publications (Last five years): 2

- 2009 *Amazons of the Huk rebellion: Gender, sex, and revolution in the Philippines*, University of Wisconsin Press.

-2009 "Capturing the Huk Amazons: representing women warriors in the Philippines, 1940s–1950s," *South East Asia Research* 17, no. 2, pp. 133-174 (London: School of Oriental and African Studies).

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

26. LAVY, Paul paul.lavy@hawaii.edu

Department and tenure status: Art & Art History, Assist. Professor: non-tenured

Education: Ph.D. (Art History) University of California, Los Angeles

Academic experience: Visiting scholar, Loyola Marymount University, Los Angeles

Overseas experience: India, Viet Nam, Thailand

Language Competence: NA

Percent of time devoted to area/international studies: 75%

Courses Taught: department, course number

Research/Teaching Specializations: Islamic Art; The links between art & architecture and politics in early historic SE Asia

Recent publications (Last five years): 4

-2012 Preah Vihear in limbo: The fate of an ancient flower. *Orientations*, 43, 4, pp. 88-90.

-2012 A Lopburi Buddha at the Honolulu Museum of Art, *Orientations*, 43, 5, pp. 53-59.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Regents' Medal for Excellence in Teaching, 2014

27. **LOONG, Chet-Yeng** chetyeng@hawaii.edu
Department and tenure status: Music Department, Assoc. Professor: non-tenured
Education: Ph.D. (Music) Kent State, 2010
Academic experience: President, Hawaii Music Education Assoc; Editorial Board, Orff Echo
Overseas experience: Malaysia
Language Competence: Chinese 4, Malaysian 2+
Percent of time devoted to area/international studies: 50%
Courses Taught: Music: 253 Elementary Music in Action; 354 & 354L General Music Methods; 400 Perspectives in Music Education; 701C Research in Music Education
Research/Teaching Specializations: Early childhood and elementary music
Recent publications (Last five years): 3
-2008 Weaving world musics into early childhood curriculum, *TRIAD*.
- 2010 Effect of perceptual mode on the identification of expressiveness in piano performance, *Malaysian Music Journal*, 2, 1, pp. 1-9.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Chair of the Music Education Area at the University of Hawai'i; President of the Hawai'i Music Education Association

28. **MABANGLO, Ruth Elynia** mabanglo@hawaii.edu
Department and tenure status: Indo-Pacific Lang. & Lit, Professor: tenured
Education: Ph.D. (Tagalog), Manuel L. Quezon University, 1985
Academic experience: Instructor, Manuel L. Quezon University
Overseas experience: Philippines
Language Competence: Tagalog 4+, English 4
Pedagogy training for language instructors:
Percent of time devoted to area/international studies: 100%
Courses Taught: NA
Research/Teaching Specializations: Tagalog (language and literature), Philippine Literature in English; Philippine Folklore, Filipino Films
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: NA

29. MAWYER, Alexander mawyer@hawaii.edu

Department and tenure status: Center for Pacific Islands Studies, Asst. Prof.: tenure eligible

Education: Ph.D. (Anthropology) University of Chicago, 2006

Academic experience: 2014–present: Asst Prof, CPIS, UH Manoa. 2014–present: Associate Editor, 2011–present: Books and Media Reviews Editor, *The Contemporary Pacific*. 2007–2014: Asst Prof (w tenure), Lake Forest College

Overseas experience: French Polynesia, New Zealand.

Language Competence: French 3; Spanish 3; Mangarevan 3; Tahitian 2

Percent of time devoted to area/international studies: 100%

Courses Taught: department, course number

Research/Teaching Specializations: French Polynesia; history as social practice; legacies of French nuclear testing in the Pacific; language, politics, and the social circulation of information in the Eastern Pacific; Researching Oceania; language and culture in the Pacific; introduction to sociology and anthropology; anthropology of globalization

Recent publications (Last five years): 4

- [Forthcoming 2014] Senses of Space: Guest Editors' Note, with R Feinberg. *ETHOS: Journal for the Society for Psychological Anthropology* 42(3): 242–252.

- [Forthcoming 2014] Disoriented Space in the Gambier, French Polynesia. *ETHOS: Journal for the Society for Psychological Anthropology* 42(3): 277–301.

- [Forthcoming] Wildlands, Deserted Bays, and Other “Bushy” Metaphors of Pacific Place. In *The Forest in Oceania* (working title), edited by J Bell and P West. Canberra: ANU EPress.

- 2006 *Varua Tupu: New Writing and Art from French Polynesia*, edited with F Stewart and KM Allain. Honolulu: UH Press.

Numbers of dissertations & theses supervised in last five years: 7

Distinctions: 2012: William L Dunn Award for Excellence in Teaching and Scholarly Promise, Lake Forest College. 2007: Ka Palapala Po‘okela Excellence in Literature Award for Varua Tupu, Hawai‘i Book Publishers Association; 2004: Mark Hannah Watkins Dissertation Fellowship; 2001: Wenner-Gren Dissertation Fieldwork Grant.

30. MOON, Byron bmoon@hawaii.edu

Department and tenure status: Music, Facilities Coordinator: non-tenured

Education: B.A. (Music) University of Hawai‘i at Mānoa

Academic experience: NA

Overseas experience: Indonesia

Language Competence: Indonesian 1+

Percent of time devoted to area/international studies: 100%

Courses Taught: Music: 311H Gamelan; 417 Topics in Music

Research/Teaching Specializations: Javanese Gamelan; music theory

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: NA

31. **O'HARROW**, Steve soh@hawaii.edu
Department and tenure status: Indo-Pacific Lang. & Lit, Professor: tenured
Education: Ph.D. (Philology) l'Université Paris-Sorbonne, 1968
Academic experience: Coordinator of the Vietnamese Language Program
Overseas experience: Viet Nam, Philippines
Language Competence: Vietnamese 4, French 3+
Pedagogy training for language instructors: 2014, COTSEAL panel AAS; 2011, SEA
Language Reading Assessment Preliminary Workshop
Percent of time devoted to area/international studies: 100%
Courses Taught: Vietnamese: 301 Third level Vietnamese; 302 Third level Vietnamese; 401
Fourth level Vietnamese; 402 Fourth level Vietnamese
Research/Teaching Specializations: Vietnamese language, philology and civilization, Sino-
Vietnamese
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Director, Center for Southeast Asian Studies

32. **OVERTON**, Joseph L. overton@hawaii.edu
Department and tenure status: Honda International Center, Professor: tenured
Education: Ph.D. (Government and Politics) University of Maryland, College Park
Academic experience: Chair, Honda International Center
Overseas experience: Viet Nam, Thailand
Language Competence: Thai 1, Vietnamese 2
Percent of time devoted to area/international studies: 75%
Courses Taught: Political Science: 120 Intro to world politics; 307B Topics in comparative
politics
Research/Teaching Specializations: Politics and government in Southeast Asia
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Director of the Office of International Affairs

33. **PADWE**, Jonathon padwe@hawaii.edu
Department and tenure status: Anthropology, Assist. Professor: non-tenured
Education: Ph.D. (Anthropology & Environmental Studies) Yale University, 2011
Academic experience: Lecturer, Bowdoin College; Instructor, Colby College, Maine
Overseas experience: Cambodia
Language Competence: Jarai 2+; Khmer 2
Percent of time devoted to area/international studies: 75%
Courses Taught: Anthropology: 152 Culture and Humanity; 446 Cultures of SE Asia; 482 Environmental Anthropology
Research/Teaching Specializations: Indigenous identity
Recent publications (Last five years): 6
 -2012 Weird undertakings: Cashews, cash and capitalism in northeast Cambodia. Pp. 123 - 153. In Caroline Hughes and Kheang Un, (eds.). *Cambodia's Economic Transition*. Copenhagen: Nordic Institute of Asian Studies.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: 2007-2009 Graduate Student coordinator: Thailand, Laos, Cambodia group of the Association for Asian Studies
34. **PAGKALINAWAN**, Leticia C. leticiap@hawaii.edu
Department and tenure status: Indo-Pacific Lang. & Lit, Instructor: tenured
Education: Ph.D. (Language and Literature) De La Salle University, Philippines
Academic experience: Asst. Prof, University of Asia and the Pacific, Philippines
Overseas experience: Philippines
Language Competence: Tagalog 4
Pedagogy training for language instructors:
Percent of time devoted to area/international studies: 100%
Courses Taught: Tagalog: 101 Elementary Tagalog; 102 Elementary Tagalog; 202 Intermediate Tagalog; 461 Filipino Contemporary Literature
Research/Teaching Specializations: Tagalog language and literature; Materials development; Early childhood language learning
Recent publications (Last five years): 3
 -2009-2010 *SIBOL Journal of Filipino and Filipino Studies*: University of Michigan
 -2008 *Ang Wikang Filipino: A textbook*. University Press of First Asia, Philippines.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Faculty for Katipunan Club

35. *PASENG, Rohayati rohayati@hawaii.edu
Department and tenure status: Hamilton Library, Southeast Asian Librarian: tenured
Education: M.A. (Southeast Asian Studies) National University of Singapore, 2001
Academic experience: Southeast Asia Librarian, Cornell University
Overseas experience: Indonesia, Malaysia, Viet Nam, Philippines, Singapore, East Timor
Language Competence: Bugis 4+, Indonesian 4+, Malay 4, Minangkabau 3, Dutch 2
Percent of time devoted to area/international studies: 100%
Courses Taught: NA
Research/Teaching Specializations: Southeast Asian librarianship
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Co-writer and Project Coordinator, (2005), Technical Innovation and Cooperation for Foreign Information Access (TICFIA). Four-year grant (2005-2009), \$780,000.00 (USD) for 12 participating universities.
36. PAUKA, Kirstin pauka@hawaii.edu
Department and tenure status: Theatre & Dance, Professor: tenured
Education: Ph.D. (Asian Theatre) University of Hawai'i at Mānoa, 1995
Academic experience: Acting Interim Director, Asian Studies, UHM; Director of Graduate Studies in Theatre
Overseas experience: Indonesia, 2004, 2003
Language Competence: Indonesian 3+, German 5, Dutch, 3, French, 3
Percent of time devoted to area/international studies: 100%
Courses Taught: Theatre: 464 Drama & Theatre of SEA and India; 660 Asian Theatre Field Research; 680 Directing Asian Theatre; 695 Creative Projects; 763 Seminar Asian Theatre: SEA & India
Research/Teaching Specializations: Dance, music, theatre of Indonesia; theatre of Southeast Asia
Recent publications (Last five years): 5
 - 2014 *Music in Southeast Asian Theatre: Costumes in Southeast Asian Theatre*, in Rutledge Handbook on Asian Theatre. Rutledge. forthcoming.
 -2014 "Adaptation of *Silek* and *Randai* for performer training in the USA: A case study of the Asian Theatre Program at the University of Hawaii at Manoa", in *The Malay Fighting Art of Pencak Silat - from Southeast Asian Village to Global Movement* (Editor: Uwe Pätzold) forthcoming.
 -2010 "Puti Bungsu" by Wisran Hadi. *The Lontar Anthology of Indonesian Drama*. V.3: New Directions, 1965-1998. Cobina Gillitt (ed.). Play translation from Indonesian. With Eddy Pursubaryanto. Lontar Press, Indonesia.
 -2009 Book review of *Kalaripayat* by Patrick Denard, for *Journal of Asian Martial Arts*. V. 18.3.
Numbers of dissertations & theses supervised in last five years: 3
Distinctions: Professional member of the Kenny Endo Taiko Ensemble; UHM Regent's Medal for Excellence in Teaching

37. PHAN, Le-Ha halephan@hawaii.edu

Department and tenure status: College of Education, Assoc. Prof.: non-tenured

Education: Ph.D. (Education) Monash University, 2005

Academic experience: Senior Lecturer, Monash University

Overseas experience: Viet Nam, Thailand, Indonesia

Language Competence: Vietnamese 4+

Percent of time devoted to area/international studies: 75%

Courses Taught: Education: 630 International Education

Research/Teaching Specializations: Language, Culture, Pedagogy, Identity

Recent publications (Last five years): 19

- 2011 Phan, L., Baurain, B. (eds), *Voices, identities, negotiations, and conflicts: Writing academic English across cultures*, Emerald Group Publishing Limited, United Kingdom.

-2010 Baurain, B., Phan, L.H. (eds), *Multilevel and diverse classrooms*, Teachers of English to Speakers of Other Languages, inc., USA.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Engaging Viet Nam Initiative

38. PIETRUSEWSKY, Michael mikep@hawaii.edu

Department and tenure status: Anthropology, Professor: tenured

Education: Ph.D. (Anthropology) University of Toronto, 1969

Academic experience: Lecturer in Anthropology, University of Toronto; Visiting Professor, Auckland University

Overseas experience: Taiwan (2007), Cambodia (2009), China (2010)

Language Competence: French 2+, German 3

Percent of time devoted to area/international studies: 50%

Courses Taught: Anthropology: 385G Undergraduate Seminar; 455 Human biology of the Pacific 750G Seminar, SEA Ethnography

Research/Teaching Specializations: Physical anthropology, forensic anthropology, bioarchaeology, skeletal biology, biological distance

Recent publications (Last five years): 9

-2013 Halcrow, S. E., Harris, N. J., Tayles, N., Ikehara-Quebral, R., Pietrusewsky, M. From the mouths of babes: Dental caries in infants and children and the intensification of agriculture in mainland Southeast Asia. *American Journal of Physical Anthropology* 150(3): 409-420.

-2010 Petchey F, Spriggs M, Leach F, Seed M, Sand C, Pietrusewsky M, Anderson K. Testing the human factor: Radiocarbon dating the first peoples of the South Pacific. *Journal of Archaeological Science* 38:29-44.

Numbers of dissertations & theses supervised in last five years: 5

Distinctions: Fellow, American Academy of Forensic Sciences; Diplomate, American Board of Forensic Anthropology; Excellence in Research Award, College of Social Sciences, University of Hawaii (2006, 2009, 2013); Associate Editor of *American Journal of Physical Anthropology* (2008-2012)

39. ****RAUSCH, Paul** rausch@hawaii.edu
Department and tenure status: Asian Studies, Assoc. Director: non-tenured
Education: M.A. (Asian Studies) University of Hawai'i at Mānoa, 1994
Academic experience: Lecturer, Fashion, Design and Merchandising; Lecturer, Asian Studies
Overseas experience: Viet Nam, Thailand, Singapore, Indonesia, Malaysia, Philippines
Language Competence: Indonesian 2+, Mandarin 1
Percent of time devoted to area/international studies: 100%
Courses Taught: Asian Studies: 491G Film in SEA; Fashion, Design and Merchandising: 418
Clothing and culture of South and SE Asia
Research/Teaching Specializations: Textiles, clothing, cultures and film of Southeast Asia
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Single largest collector and contributor to the Southeast Asian film collection
housed at Wong Audio Video Center, Sinclair Library

40. **RODRÍGUEZ, Julio** Julio.rodriguez@hawaii.edu
Department and tenure status: Center for Language & Technology, Director: non-tenured
Education: Ph.D. (Curriculum and Instruction) Iowa State University, 2006
Academic experience: Director of the Language Studies Resource Center, Iowa State
University; Associate Director, NFLRC, UH Mānoa
Overseas experience: NA
Language Competence: Spanish 4, German 2+
Percent of time devoted to area/international studies: 75%
Courses Taught: NA
Research/Teaching Specializations:
Recent publications (Last five years): #
- 2013 Rodríguez, J. C. & Pardo-Ballester, C., (Eds.). Design-based Research in CALL.
CALICO Monograph Series, Volume 8. San Marcos, TX: CALICO.
-2013 Pardo-Ballester, C., & Rodríguez, J. C. Design Principles for Language Learning
Activities in Synthetic Environments. In J. C. Rodríguez & C. Pardo-Ballester (Eds.), *Design-
based research in CALL* (pp. 183-209). San Marcos, TX: CALICO.
-2012 Rodríguez, J. & Correia, A. Online Learning Opportunities and Challenges: The Case
of Iowa State University. EDEN 2012 Annual Conference Proceedings. European Distance
and E-Learning Network. June 6-9, Porto, Portugal.
-2010 Rodríguez, J. C. Transparent Language System software review. CALICO Journal, 28
(1), pp. 216-228. San Marcos, TX.
-2010 Pardo-Ballester, C., & Rodríguez, J. C. Developing Spanish Online Readings Using
Design-Based Research. CALICO Journal, 27(3), pp. 540-553. San Marcos, TX.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: Director of the Center for Language & Technology; Director of the National
Foreign Language Resource Center

41. **ROUMASSET**, James A. jimr@hawaii.edu
Department and tenure status: Economics, Professor: tenured
Education: Ph.D. University of Wisconsin, Madison, 1973
Academic experience: Agricultural Extension Specialist, UC Davis; Assistant Professor, UC Davis
Overseas experience: Philippines
Language Competence: Tagalog 2; Bicol 2
Percent of time devoted to area/international studies: 50%
Courses Taught: Economics: 350 Sustainable Development; 611 Economic Development Policy; 638 Environmental Resource Economics
Research/Teaching Specializations: Trade & pricing policies, resource management, irrigation, housing, land reform, financial market policy and institutional design
Recent publications (Last five years): 3
- (Forthcoming) "The Political Economy of Corruption: A Philippine Illustration," National Counter Corruption Commission (NCCC) Journal, Bangkok, Thailand.
- 2009 "Pareto-Improving Water Management over Space and Time: The Honolulu Case," with Basharat A. Pitafi. *American Journal of Agricultural Economics*, 91(1):138-153.
- (Forthcoming) *Sustainability Science for Watershed Landscapes*. Singapore: Institute of Southeast Asian Studies; Los Banos, Philippines: Southeast Asian Regional Center for Graduate Study and Research in Agriculture, with Kimberly Burnett, and Arsenio Balisacan (eds.).
Numbers of dissertations & theses supervised in last five years: 2
Distinctions: Listed in top 2% of economists on RePEc

42. **SAK-HUMPHRY**, Chhany sak@hawaii.edu
Department and tenure status: Indo-Pacific Lang and Lit, Assoc. Professor: tenured
Education: Ph.D. (Linguistics) University of Hawai'i at Mānoa, 1996
Academic experience: Project Director, Summer Abroad Program; President, Council of Teachers of Southeast Asian Languages (COTSEAL); President, National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA)
Overseas experience: Cambodia, Thailand
Language Competence: English 4, Cambodian 5, French 3, Thai 2, Lao 1
Pedagogy training for language instructors: 2014, COTSEAL panel AAS; 2011, SEA Language Reading Assessment Preliminary Workshop
Percent of time devoted to area/international studies: 100%
Courses Taught: Cambodian: 101, 102, 105 Elementary Khmer; 201, 202, 205 Intermediate Khmer; 301, 302, 305 Advanced Khmer; 401, 402 Advanced Modern Khmer
Research/Teaching Specializations: Modern Khmer
Recent publications (Last five years): 1
- 2011 *Twenty-Seven tales of the hare: Classic folktales of Cambodia*. Khmer Folklore Stories. Bilingual, Khmer-English. DatAsia, Inc.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: 2010 Board of Regents' Excellence in Teaching Award from the University of Hawai'i at Mānoa; 2009 The Hawai'i Association of Language Teachers (HALT) Award for Excellence in Second-Language Teaching

43. **SANTIAGO**, Lilia Quindoza liliias@hawaii.edu
Department and tenure status: Indo-Pacific Lang & Lit, Assist. Professor: tenured
Education: Ph.D. University of the Philippines, 1991
Academic experience: Assoc. Professor, UH Mānoa
Overseas experience: Philippines
Language Competence: Ilokano 4+
Pedagogy training for language instructors:
Percent of time devoted to area/international studies:
Courses Taught: Ilokano: 424 Intro Ilokano for Interpreters; 451 Structure of Ilokano; 402 Fourth-Level Ilokano; 486 Ilokano for the mass media
Research/Teaching Specializations: Ilokano language and literature, Philippine literature
Recent publications (Last five years): 2
- 2008. *Romancing Rizal in America*, Hawaii Filipino Chronicle February 2, p. 12.
- 2008. *The Literatures of Northern Philippines: An Initial Step at Mapping Philippine Literary Traditions*. Aurelio S. Agcaoili and Raymund S. Liongson (Editors). Essays on Ilokano and Aminan Life, Language and Literature in Honor of Prescila Llague Espiritu. Ilokano and Philippine Drama and Film Program, University of Hawaii at Manoa.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: NA
44. **SARASWATI**, L. Ayu luhp@hawaii.edu
Department and tenure status: Women's Studies, Assist. Professor: non-tenured
Education: Ph.D. (Women's Studies) University of Maryland, College Park, 2007
Academic experience: Affiliate Faculty, Center for South Asian Studies; Cooperating Graduate Faculty, Asian Studies Program
Overseas experience: Indonesia
Language Competence: Indonesian 4+, English 3+
Percent of time devoted to area/international studies: 75%
Courses Taught: Women's Studies: 176 History of gender, sex and sexuality in global perspective; 424 Gender and sexuality in cyberspace
Research/Teaching Specializations: Feminist media and new media studies, race and racial formation studies, transnational feminism
Recent publications (Last five years): 10
-2013 *Seeing beauty, sensing race in transnational Indonesia*. Honolulu: U of Hawai'i Press.
-2013 "Wikisexuality: Rethinking sexuality in cyberspace." *Sexualities* V16. 5/6: 587-603.
Numbers of dissertations & theses supervised in last five years: NA
Distinctions: 2013, National Women's Studies Association Gloria Anzaldúa book award; Graduate advisor of the department of Women's Studies.

45. SATSUMA, Gay gay@hawaii.edu

Department and tenure status: Center for Japanese Studies, Assoc. Director: non-tenured

Education: Ph.D. (Japanese History) University of Hawai'i at Mānoa, 1998

Academic experience: Lecturer, Asian Studies, UH Mānoa

Overseas experience: Japan

Language Competence: Japanese 4

Percent of time devoted to area/international studies: 100%

Courses Taught: Asian Studies: 320J Asian Nation: Japan

Research/Teaching Specializations: Japanese women writers, women's history, prostitution and human trafficking.

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Hawai'i Committee for the Humanities Grant, University Research Council travel grants (2012, 2013), NRCEA Coordinator (2000-03, 2003-06, 2006-10, 2010-14)

46. SCHUSTER, Michael schustem@eastwestcenter.org

Department and tenure status: East-West Center, Curator, East-West Gallery: non-tenured

Education: Ph.D. (Asian Theater) University of Hawai'i at Mānoa

Academic experience: Coordinator, State of Hawaii Folk arts

Overseas experience: India, Myanmar, Indonesia, Japan

Language Competence: NA

Percent of time devoted to area/international studies: 75%

Courses Taught: NA

Research/Teaching Specializations: Art of Asia and the Pacific; South and Southeast Asian culture; Asian theater and puppetry

Recent publications (Last five years): 3

Executive producer and videographer for *A Living Heritage*

Executive producer and writer for *Pacific Visions, for Public Radio*

Visible Puppets and Hidden Puppeteers: Indian Gombeyata Puppetry

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Currently serves on the advisory panel for community outreach at Shangri La

47. SORIA, Julius soria@hawaii.edu

Department and tenure status: Indo-Pacific Lang & Lit, Assist. Professor: tenured

Education: Ph.D. (Education) University of Hawai'i at Mānoa

Academic experience: Language Instructor, Ilokano language program

Overseas experience: Philippines

Language Competence: Ilokano 3

Pedagogy training for language instructors:

Percent of time devoted to area/international studies: 100%

Courses Taught: Ilokano: 101, 102 Elementary Ilokano; 201, 202 Intermediate Ilokano

Research/Teaching Specializations: Ilokano Language and Literature

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: 2

Distinctions: Timpuyog Organization Advisor; Nakem Conferences, Inc. Treasurer

48. SPONSEL, Leslie E sponsel@hawaii.edu

Department and tenure status: Anthropology, Professor: tenured

Education: Ph.D. (Anthropology) Cornell University, 1981

Academic experience: Visiting Instructor, Indiana University

Overseas experience: Thailand 1986- present

Language Competence: Thai 2

Percent of time devoted to area/international studies: 50%

Courses Taught: Anthropology: 415 Ecological Anthropology; 443 Anthropology of Buddhism; 444 Spiritual Ecology; 445 Sacred Places

Research/Teaching Specializations: Thailand and mainland Southeast Asia, Spiritual ecology, sacred places in nature, sacred caves, Buddhism, Buddhism ecology and environmentalism

Recent publications (Last five years): 6

-2010 "Religion and environment: Exploring spiritual ecology," *Religion and Society: Advances in Research*, Simon Coleman and Ramon Sarro, eds., New York, NY: Berghahn Books 1:131-145.

-2011, "The religion and environment interface: Spiritual ecology in ecological anthropology," in *Environmental Anthropology Today*, Helen Kopnina, and Eleanore Shoreman, eds., New York, NY: Routledge, Chapter 1, pp. 37-55.

-2012 *Spiritual ecology: A quiet revolution*, Santa Barbara, CA; Praeger.

Numbers of dissertations & theses supervised in last five years: 3

Distinctions: American Anthropological Association Committee for Human Rights (Chair), Asia Task Force for the Encyclopedia of Religion and Nature (an Associate Editor), Forum on Religion and Ecology at Harvard University, Hawai'i, Association of International Buddhists, UNESCO-MAB

49. **STARK**, Miriam T miriams@hawaii.edu

Department and tenure status: Archaeology, Professor: tenured

Education: Ph.D. (Archaeology) University of Arizona, 1993

Academic experience: Visiting Professor, National Taiwan University; Research Associate, B.P. Bishop Museum

Overseas experience: Cambodia 1996-2009 (I have co-directed the Lower Mekong Archaeological Project since 1996)

Language Competence: French 3, Khmer 4

Percent of time devoted to area/international studies: 75%

Courses Taught: Anthropology: 385B Undergrad seminar Archaeology; 461 SEA Archaeology; 640C Methods/Theory Archaeology

Research/Teaching Specializations: Southeast Asian archaeology

Recent publications (Last five years): 5

- 2008 Stark, M.T., L. Horne and B. Bowser (editors). *Cultural transmission and material culture: Breaking down boundaries*. University of Arizona Press, Tucson.

- 2008 (with B. J. Bowser and L. Horne) Why breaking down boundaries matters for archaeological research on cultural transmission: An Introduction. *In Cultural Transmission and Material Culture: Breaking Down Boundaries*, edited by M. Stark, B.J. Bowser and L. Horne, pp. 1-16. University of Arizona Press, Tucson.

Numbers of dissertations & theses supervised in last five years: 12

Distinctions: Assessment Workshop grant, Luce Foundation

50. **STITT-BERGH**, Monicabergh@hawaii.edu

Department and tenure status: Assessment Office, Assist. Specialist: non-tenured

Education: Ph.D. (Educational Psychology) University of Hawai'i at Mānoa, 2008

Academic experience: Federal Grant Reviewer, Pacific Resources for Education and Learning

Overseas experience: NA

Language Competence: German 2+

Percent of time devoted to area/international studies: NA

Courses Taught: NA

Research/Teaching Specializations: Assessment and evaluation of human learning

Recent publications (Last five years): 1

--2009 Stitt-Bergh, M. & Hilgers, T. Program assessment: Processes, propagation, and culture change, *Across the Disciplines: A Journal of Language, Learning, and Academic Writing*, V6.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Travel Fund Award, Research and Training, University of Hawai'i at Mānoa, 2011; "Featured Website" by the National Institute for Learning Outcomes Assessment, 2011; Peter and Patricia A. Dunn-Rankin Scholarship for Research in Educational Psychology, 2004; Chancellor's Award for Outstanding Service Nominee, University of Hawai'i, 2004

51. **SUYDERHOUD**, Jack snyder@cba.hawaii.edu
Department and tenure status: Business, Professor: tenured
Education: Ph.D. (Economics) Perdue University, 1978
Academic experience: Research Associate, Advisory Commission on Intergovernmental Relations, Washington, D.C.
Overseas experience: NA
Language Competence: NA
Percent of time devoted to area/international studies: 25%
Courses Taught: Business: 313 Econ and Finance Environment of Global Business, 622 Economics of Strategy; 627 Business, Government, 625 Monetary Systems and Financial Markets
Research/Teaching Specializations: Economics and Quantitative Methods, Southeast Asia Tax Incentives on foreign Investment
Recent publications (Last five years): NA
Numbers of dissertations & theses supervised in last five years: 7
Distinctions: 2008 & 2011: Professor of the Semester Award, Shidler College of Business, University of Hawai'i at Mānoa
52. **SWAZEY**, Kelli swazey@hawaii.edu
Department and tenure status: Center for Religious and Cross-cultural Studies, Visiting Professor: non-tenured
Education: Ph.D. (Anthropology) University of Hawai'i Mānoa, 2013
Academic experience: Foreign Professor, Gadjah Mada University
Overseas experience: Indonesia, Bali, Central Java
Language Competence: Indonesian 3
Percent of time devoted to area/international studies: 75%
Courses Taught: NA
Research/Teaching Specializations: Indonesia, Religion, Identity, Christianity, Eastern Indonesia, Interreligious Relations, Tourism
Recent publications (Last five years): 2
-2014, Engaging the Spirit online: digital media and the definition of Indonesian Pentecostal/charismatic community. *Gereja Pentakosta dan karismatik di Indonesia*, Marthen Tahun and Zainal Abidin Bagir, eds. Jakarta: Yayasan Obor. September.
-2009, Locating culture in the church: Minahasan Christians reinterpret their cultural history and identity through religion. *Inside Indonesia* 98: Oct-December 2009.
Numbers of dissertations & theses supervised in last five years: 5
Distinctions: 2013 Innovation and Knowledge Conference (INK) fellowship 2013-2014; 2012 John Fee Embree Scholarship for Southeast Asian Studies; 2011 Foreign Language and Areas Studies Fellowship (Indonesian); 2011 Richard W. Leiban Endowed Scholarship for Anthropology; 2009 Fulbright-Hays Doctoral Dissertation Research Grant; 2009 Fulbright IIE Grant (declined); 2005 National Science Foundation Graduate Research Fellowship

53. **SZUSTER**, Brian szuster@hawaii.edu

Department and tenure status: Geography, Assist. Professor: non-tenured

Education: Ph.D. (Geography) University of Victoria, 2001

Academic experience: Affiliate Professor, Department of Urban and Regional Planning, UH Mānoa

Overseas experience: Thailand, 2005 – 2013

Language Competence: Thai 2

Percent of time devoted to area/international studies: 25%

Courses Taught: Geography: 356 Geography of SEA;

Research/Teaching Specializations: Environmental Impact Assessment, Coastal Planning in Southeast Asia, Geography of Southeast Asia, Physical Geography

Recent publications (Last five years): 15

- 2013 Needham, M., B.W. Szuster. Eds. Special issue on crowding, use levels, and social capacity issues in coastal and marine environments. *Tourism in Marine Environments* 9(1/2).

-2010 Hoanh, C.T., B.W. Szuster, K.S. Pheng, A. Noble & A. Ismail. Eds. Tropical deltas and coastal zones: Community, environment and food production at the land-water interface.

Comprehensive Assessment of Water Management in Agriculture Series No. 9. July 2010. Oxfordshire, UK: CABI Publishing. 496 p.

Numbers of dissertations & theses supervised in last five years: 3

Distinctions: 2010 University of Hawai'i College of Social Sciences Award for Excellence in Teaching

54. **TAKAHASHI**, Chintana chintana@hawaii.edu

Department and tenure status: Indo-Pacific Lang & Lit, Lecturer: non-tenured

Education: M.A (Comparative Literature) Rutgers University, 1986

Academic experience: Translator, NHK Japan

Overseas experience: Thailand, Japan

Language Competence: Thai 5, Japanese 4, Chinese Hakka 3, Mandarin 2, French 1, German 1

Pedagogy training for language instructors: Thai language instruction, Japan-Thai Cultural Association, Tokyo, 1974; Japanese language instruction, Rutgers University, New Brunswick, 1980-1985; ACTFL certified Thai language proficiency tester, 2004

Percent of time devoted to area/international studies: 100%

Courses Taught: Thai: 101, 102 Elementary Thai; 301, 302 Third-level Thai

Research/Teaching Specializations: Thai language and culture in the modern period

Recent publications (Last five years): NA

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: Mombusho Fellowship, 1972-1982 (Resigned in September 1979 to study Japanese Literature with full scholarship to Princeton University). Graduation with honor, Tokyo University for Foreign Studies' Japanese Language School, 1973

55. **WHITE**, Ingelia ingelia@hawaii.edu

Department and tenure status: Natural Sciences, Professor: tenured

Education: Ph.D. (Horticulture) University of Hawai'i at Mānoa, 1978

Academic experience: Coordinator, Agripharmatech Program; Coordinator, Kuhi La'au-Tropical Plant and Orchid Identification Facility

Overseas experience: Indonesia

Language Competence: Indonesian 4

Percent of time devoted to area/international studies: 50%

Courses Taught: Agriculture: 52 Orchid Culture; Biology: 105 Ethnobotany, 160 Identification of Tropical Plants, 205 Ethnobotanical Pharmacognosy

Research/Teaching Specializations: Ethnobotany, Tropical Plants, Microbiology

Recent publications (Last five years): 5

- 2013 White, I. *Ethnopharmacognosy Series 4: Pharmaceutical and Nutraceutical Values of Spanish Needle - Plant Based Products and Recipes*. University of Hawaii - Windward Community College. 52 pp.

- 2013 White, I., M. F. Fay, B.W. Porter, and K. Chinen. SEM and Phylogenetic Analysis of Naturalized and Cultivated *Epidendrum* in Hawaii. *Lankesteriana* Vol 13 (1 – 2): 113 – 118

- 2011 White, I. *Ethnopharmacognosy Series 3: Pharmaceutical and Nutraceutical Values of Honohono Orchid - Bioproducts and Recipes*. University of Hawaii–Windward Community College. 52 pp.

Numbers of dissertations & theses supervised in last five years: NA

Distinctions: The University of Hawaii Board of Regents Award for Excellence in Teaching in 2002; Frances Davis Award for Excellence in Undergraduate Teaching in 2004; Orchidist of the Year Award from the Honolulu Orchid Society in 2004; 1st Honorable Mention - Wo Innovation Award. March 20, 2009; 2nd Honorable Mention - Wo Community Building Award. February 23, 2008; The North American Colleges and Teachers of Agriculture (NACTA) Teaching Award of Merit in 2013

APPENDIX 3

LIST OF COURSES 2014-2018

SOUTHEAST ASIA CONTENT 25%-100%

Center for Southeast Asian Studies
University of Hawai'i

Enrollment figures: Fall 2012, Spring 2013, Summer 2013

All courses listed have 25% or more Southeast Asian content

Cross-listed courses are highlighted

Asterisks indicates NRC support

Also included:

Spring 2013, Fall 2014, Summer 2014 *Being Offered Languages & Literature Courses/Area Studies*

Spring 2014, Fall 2015, Summer 2015 *To Be Offered Languages & Literature Courses/Area Studies*

AS OF 09/11/2013

Fall 2012, Spring 2013, Summer 2013 Languages & Literature Courses

KHMER

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
CAM 101*	Elem Modern Khmer	Van	F	4	1	1
CAM 102*	Elem Modern Khmer	Sak-Humphry	S	4	0	2
CAM 105	Reading/Writing Khmer	Sak-Humphry	S	2	5	1
CAM 107	First Year Khmer	Sak-Humphry	S	3	0	3
CAM 112	Intensive Elementary Khmer	Sak-Humphry	Sum	3	1	2
CAM 202*	Inter Modern Khmer	Sak-Humphry	S	4	2	2
CAM 207	Second Year Khmer II	Sak-Humphry	S	3	1	0
CAM 302*	Adv. Khmer language	Sak-Humphry	S	3	2	0
CAM 303	Accelerated 3rd-Lev Cambodian	Sak-Humphry	Sum	3	1	1

G&UG: 13 12
TOTAL KHMER: 25

FILIPINO

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
FIL 101	Elem Filipino	Gasmen	F	4	0	21
		Gasmen	F	4	0	19
		Gasmen	F	4	0	19
		Pena	F	4	2	20
		Gasmen	S	4	1	22
		De La Cruz	S	4	2	17
FIL 102	Elem Filipino	Pagkalinawan	F	4	1	19
		Gasmen	S	4	0	18
		Pena	S	4	0	18
		Gasmen	S	4	0	10
		Pena	S	4	2	15
FIL 201	Inter Filipino	Pagkalinawan	F	4	0	23
		Pagkalinawan	F	4	0	21
		Pagkalinawan	S	4	0	18
FIL 202	Inter Filipino	Pena	F	4	0	12
		Pagkalinawan	S	4	0	18
		Pagkalinawan	S	4	0	20
FIL 301	Third Level Filipino	De La Cruz	F	3	1	16
		Pena	F	3	0	6
FIL 302	Third Level Filipino	De La Cruz	S	3	0	16
FIL 315	Filipino Aural Comprehension	Mabanglo	S	3	0	4
FIL 330	Filipino Film: Art & History	Mabanglo	S	3	0	5

FIL 401	Fourth Level Filipino	Arboleda	F	3	0	21
FIL 402	Fourth Level Filipino	Arboleda	S	3	0	14
FIL 451	Structure of Filipino	Pena	S	3	0	10
FIL 461	Filipino Contemporary Lit	Mabanglo	F	3	0	4
				G&UG:	9	406
				TOTAL FILIPINO:	415	

ILOKANO						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ILO 101	Elem Ilokano	Soria	F	4	0	14
		Montero	F	4	0	20
ILO 102	Elem Ilokano	Montero	S	4	0	12
		Soria	S	4	0	11
ILO 201	Inter Ilokano	Soria	F	4	0	13
		Flores	F	4	1	17
ILO 202	Inter Ilokano	Soria	S	4	0	16
		Santiago	S	4	1	11
ILO 301	Third Level Ilokano	Soria	F	3	0	7
ILO 302	Third Level Ilokano	Soria	S	3	0	7
ILO 315	Ilokano Aural Comprehension	Agcaoili	S	3	1	4
ILO 401	Fourth Level Ilokano	Soria	F	3	0	8
ILO 402	Fourth Level Ilokano	Soria	S	3	0	6
ILO 451	Structure of Ilokano	Agcaoili	F	3	1	13
		Santiago	S	3	0	3
				G&UG:	4	162
				TOTAL ILOKANO:	166	

INDONESIAN						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
IND 103	Beginning Indonesian I Online	Kozok	F	4	3	5
		Kozok	F	4	1	0
IND 104	Beginning Indonesian II Online	Kozok	S	4	4	4
		Kozok	S	4	0	2
IND 203	Intermediate Indonesian I Online	Kozok	F	4	4	1
		Kozok	F	4	1	0
IND 204	Intermediate Indonesian II Online	Kozok	S	4	3	0
		Kozok	S	4	1	0
IND 306	Third level Indonesian Online	Kozok	S	3	1	4
		Kozok	S	3	0	1
IND 461	Modern Indonesian Literature	Kozok	F	3	1	1
				G&UG:	19	18
				TOTAL INDONESIAN:	37	

THAI

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>	
THAI 101	Beginning Thai	Takahashi	F	4	1	5	
THAI 102	Beginning Thai II	Takahashi	S	4	1	3	
THAI 201	Intermediate Thai I	Hoonchamlong	F	4	0	2	
THAI 202	Intermediate Thai II	Hoonchamlong	S	4	0	2	
THAI 301	Third Level Thai	Takahashi	F	3	4	4	
THAI 302	Third Level Thai	Takahashi	S	3	3	2	
THAI 401	Fourth Level Thai	Hoonchamlong	F	3	1	0	
THAI 402	Fourth level Thai	Hoonchamlong	S	3	2	0	
					G&UG:	12	18
					TOTAL THAI:	30	

VIETNAMESE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>	
VIET 101	Elem Vietnamese	Ton	F	4	2	21	
VIET 102	Elem Vietnamese	Ton	S	4	2	14	
VIET 201	Inter Vietnamese	Ton	F	4	1	10	
VIET 202	Inter Vietnamese	Ton	S	4	0	10	
VIET 301	Third-Level Vietnamese	O'Harrow	F	3	0	1	
VIET 302	Third-Level Vietnamese	O'Harrow	S	3	0	3	
					G&UG:	5	59
					TOTAL VIETNAMESE:	64	

LANG AND LIT: G&UG 62 675
 TOTAL ENROLLED: 737

AREA STUDIES COURSES

AMERICAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>	
AMST 675	Preservation: Theory & Practice	Chapman	F	3	7	0	
AMST 681	Vernacular Architecture Historic Cities - 25% readings: Thailand & Cambodia	Chapman	F	1	11	0	
AMST 695	Historic Preservation Practicum	Chapman	F	6	4	0	
			S	6	3	0	
					AMERICAN STUDIES: G&UG	22	0
					TOTAL ENROLLED:	22	

ANTHROPOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ANTH 152	Culture & Humanity (30% SEA)	Padwe	F	3	0	30
		Padwe	F	3	0	21
		Padwe	F	3	0	15
		Padwe	F	3	0	8
		Padwe	F	3	0	5
		Padwe	F	3	0	30
		Padwe	F	3	0	30
		Padwe	F	3	0	9
		Cooper	S	3	0	17
		Cooper	S	3	0	20

		Cooper	S	3	0	4	
		Cooper	S	3	0	1	
ANTH 345	Aggression, War, & Peace	Sponsel	F	3	1	20	
ANTH 385B	Undergraduate Seminar: Archacology	Stark	S	3	0	6	
ANTH 415	Ecological Anthropology	Padwe	F	3	1	15	
ANTH 446	Southeast Asian Cultures	Padwe	S	3	1	18	
ANTH 461	Southeast Asian Archaeology	Stark	F	3	7	12	
ANTH 482	Environmental Anthropology	Padwe	S	3	1	14	
ANTH 491	Topics in SEAn Art History	Lavy	S	3	3	0	
ANTH 640C	Method/Theory Arch: Environ/Landscape	Stark	F	3	3	1	
					ANTHROPOLOGY: G&UG	17	276
					TOTAL ENROLLED:	293	

APPAREL PRODUCT DESIGN & MERCHANDISING

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
APDM 418	Costumes/Cultures South & SEA	Clariza	S	3	1	34

APPAREL PRODUCT DESIGN & MERCHANDISING: G&UG
TOTAL ENROLLED: 35

ARCHITECTURE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ARCH 628	Preservation: Theory & Practice	Chapman	F	3	12	0

ARCHITECTURE: G&UG
TOTAL ENROLLED: 12

ART

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ART 490D	Topics SE Asian AH: Monuments & Nat.	Lavy	S	3	2	13
ART 491C	Art of SE Asia: Mainland	Lavy	S	3	2	14
ART 791	Sem in S/SE Asian Art History	Lavy	F	3	5	2

ART: G&UG
TOTAL ENROLLED: 38

ASIAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ASAN 202	Intro to Asian Studies: South & SE Asia	Andaya, B.	F	3	0	57
ASAN 310	Asian Humanities	Abinales	F	3	1	13
ASAN 312	Contemporary Asian Civilizations	Abinales	S	3	0	20
ASAN 406	Modern Philippines	Lanzona	F	3	0	5
ASAN 491G	Topics in Asia: SEA Film	Rausch	S	3	3	3
ASAN 496	Religions of Island SEA	Andaya, B	S	3	1	21
ASAN 600S	Scope and Methods: Southeast Asia	Andaya, B	F	3	5	0
ASAN 620	Contemp Asia: Probs & issues	Abinales	F	3	2	0
		Aung-Thwin	F	3	2	0
		Andaya, B	S	3	2	0
ASAN 620P	Prob. & Issues	Aquino	F	3	4	0

ASAN 624	Culture & Colonialism	Sharma, M.	F	3	4	0
ASAN 750S	Seminar: Southeast Asia	Aung-Thwin	S	3	1	0
				ASIAN STUDIES: G&UG	25	119
				TOTAL ENROLLED:	144	

DANCE						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
DNCE 307	Philippine Dance I	Mendoza	F	2	2	6
		Mendoza	S	2	4	7
DNCE 407	Philippine Dance II	Mendoza	S	3	1	1
				DANCE: G&UG	7	14
				TOTAL ENROLLED:	21	

ECONOMICS						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ECON 458	Project Eval & Resource Management	Roumasset	S	3	3	7
ECON 611	Economic Development Policy	Roumasset	S	3	6	0
ECON 638	Environmental Resource Econ	Roumasset	F	3	6	0
				ECONOMICS: G&UG	15	7
				TOTAL ENROLLED:	22	

EDUCATION						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
EDEF 360	Intro to Multicultural Education	Reed	F	3	1	24
				EDUCATION: G&UG	1	24
				TOTAL ENROLLED:	25	

ENGLISH						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ENG 375	Philippine Lit in English	Mabanglo	S	3	0	15
ENG 376	Philippine Lit/Folklore in English	Mabanglo	F	3	0	6
				ENGLISH: G&UG	0	21
				TOTAL ENROLLED:	21	

GEOGRAPHY						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
GEOG 356	Geog. of Southeast Asia	Wester	S	3	2	23
				GEOGRAPHY: G&UG	2	23
				TOTAL ENROLLED:	25	

HISTORY						
<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
HIST 305	History of Southeast Asia Early period -18th Century	Andaya, L.	F	3	2	22
HIST 306	History of Southeast Asia 18th Cent.- Present	Kelley	S	3	1	31
HIST 403	Vietnam: History & Memory	Kelley	F	3	0	23
HIST 406	Modern Philippines	Lanzona	F	3	2	14
HIST 407	Modern Malaysia	Andaya, L.	S	3	0	20
HIST 408	Modern Indonesia	Andaya, L.	S	3	0	20
HIST 658	Seminar: Modern SEA History	Kelley	S	3	6	0
HIST 659	Seas in SE Asian History	Andaya, L.	F	3	9	0
				HISTORY: G&UG	20	130
				TOTAL ENROLLED:	150	

INDO-PACIFIC LANGUAGES & LITERATURE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
IP 273E	Intro Philippine Lang/Cult	De La Cruz	F	3	0	12
		De La Cruz	S	3	0	13
IP 362	Philippine Drama: Hist/Culture	Santiago	F	3	0	19
IP 363	Philippine Lit in English	Mabanglo	S	3	1	5
IP 364	Philippine Popular Culture	Agcaoili	F	3	0	10
		Agcaoili	S	3	0	47
IP 368B	Intro to S/SE Asian Film: Fil	De La Cruz	F	3	1	19
		Agcaoili	S	3	0	9
IP 396	Philippine Lit/Folklore in Trans	Mabanglo	F	3	0	5
IP 411	Ilokano Lit in Translation	Santiago	F	3	2	5
IP 431	Rizal's Literary Works in Translation	Arboleda	S	3	0	18
TOTAL INDO-PAC: G&UG:					4	162
TOTAL ENROLLED:					166	

INSTITUTE FOR TEACHER EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
ITE 360	Intro to Multicultural Education	Halagao	S	3	2	20
		Laolagi	S	3	0	20
INSTITUTE FOR TEACHER EDUCATION: G&UG:					2	40
TOTAL ENROLLED:					42	

LINGUISTICS

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
LING 645	The Comparative Method	Blust	F	3	6	0
LING 770	Areal Linguistics	Blust	F	3	4	0
		Blust	S	3	9	0
		Blust	S	3	4	0
LINGUISTICS: G&UG:					23	0
TOTAL ENROLLED:					23	

MUSIC

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
MUS 311H	Gamelan Ensemble I	Moon	F	3	5	6
		Moon	S	3	1	4
MUS 457	Asian & Pacific Music in Education	Loong	F	3	0	6
MUS 601	Topics in Music	Trimillos	S	3	9	0
MUSIC: G&UG:					15	16
TOTAL ENROLLED:					31	

NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
NREM 601	Econ Analysis of Nat Res Mngt	Chan-Halbrendt	S	3	23	1
NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT: G&UG:					23	1
TOTAL ENROLLED:					24	

PEACE AND CONFLICT EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
PACE 345	Aggression, War, & Peace	Sponsel	F	3	1	4
PEACE AND CONFLICT EDUCATION: G&UG:					1	4
TOTAL ENROLLED:					5	

PHILOSOPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
PHIL 330	Islamic Philosophy	Albertini	F	3	0	16
					ENGLISH: G&UG	0 16
					TOTAL ENROLLED:	16

URBAN & REGIONAL PLANNING

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
PLAN 600	Public Policy & Planning Theory	Das	F	3	14	0
		Das	S	3	10	0
PLAN 603	Econ Analysis/Urban Plan & Policy	Spencer	F	3	22	0
PLAN 630	Urban & Reg. Plan in Asia (30% Thailand & Indonesia)	Das	S	3	8	0
PLAN 633	Globalization & Urbanization Policy	Das	F	3	6	0
PLAN 637	Environmental Development Asia & Pacific -25% Indonesia	Suryanata	F	3	3	0
PLAN 675	Preservation: Theory & Practice	Chapman	F	3	5	0
					URBAN & REGIONAL PLANNING: G&UG	68 0
					TOTAL ENROLLED:	68

POLITICAL SCIENCE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
POLS 307B	Southeast Asia Politics	Kimura	S	3	0	20
POLS 390	Political Inquiry & Analysis	Spencer	F	3	0	36
POLS 640	Comparative Politics	Kimura	F	3	19	0
POLS 680	Asian and/or Pacific Politics	Kimura	S	3	9	0
					POLITICAL SCIENCE: G&UG	28 56
					TOTAL ENROLLED:	84

PUBLIC ADMINISTRATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
PUBA 620	Reforming Public Institutions	Pratt	F	3	14	0
PUBA 622	Strategies of Change	Pratt	S	3	19	0
					PUBLIC ADMINISTRATION: G&UG	33 0
					TOTAL ENROLLED:	33

RELIGION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
REL 209	Understanding Islam	Frankel	F	3	2	26
REL 352	Sufism: Mystic. Trad. Of Islam	Frankel	S	3	0	16
REL 422	Anthropology of Religion	Vaughan	Sum	3	0	1
REL 444	Spiritual Ecology	Sponsel	S	3	1	9
REL 475	Seminar on Buddhism	Baroni	F	3	1	15
					RELIGION: G&UG	4 67
					TOTAL ENROLLED:	71

SOCIOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
SOC 305	Women and Health	Kimura, A	F	3	0	15
		Kimura, A	Sum	3	0	5
SOC 318	Women & Social Policy	Kimura, A	S	3	0	20
					SOCIOLOGY: G&UG	0 40
					TOTAL ENROLLED:	40

THEATRE & DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
THEA 464	Drama & Theatre of SEA & India	Pauka	S	3	5	9

THEA 763B	Sem in Asian Thea: SE Asia & India	Pauka	F	3	8	0
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THEATRE: G&UG ▽ 13 ▽ 9
TOTAL ENROLLED: 22

TRAVEL INDUSTRY MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
TIM 102	Food & Global Cultures	Hwang	S	3	0	96
		Hwang	F	3	1	100

TIM 321	Sociocultural Issues in Toursim	Gershuni	F	3	0	38
		Gershuni	S	3	0	21
		Spencer	Sum	3	0	7

TIM 325	Destination Development & Marketing	Gershuni	F	3	0	19
		Clark	S	3	0	20

TRAVEL INDUSTRY MANAGEMENT: G&UG ▽ 1 ▽ 301
TOTAL ENROLLED: 302

WOMEN'S STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
WS 305	Women and Health	Kimura, A	F	3	1	20
		Kimura, A	Sum	3	0	2

WS 318	Women & Social Policy	Kimura, A	S	3	0	21
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WS 400	Food, body, women: Biopolitics	Kimura, A	S	3	0	20
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WOMEN'S STUDIES: G&UG ▽ 1 ▽ 63
TOTAL ENROLLED: 64

PROFESSIONAL SCHOOL COURSES

COLLEGE OF BUSINESS ADMINISTRATION

BUSINESS

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
BUS 313	Econ & Fin Envir of Global Bus XL.ASAN 491S	Snyderhoud	S	3	0	38
		Snyderhoud	S	3	0	38

BUS 622	Economics of Strategy	Snyderhoud	F	3	29	0
		Snyderhoud	F	3	41	1
		Snyderhoud	F	3	30	0
		Snyderhoud	F	3	3	0

BUS 627	Business, Govt.	Snyderhoud	F	3	3	0
		Snyderhoud	S	3	29	0
		Snyderhoud	S	3	30	0

MANAGEMENT

MGT 342	Multinational Business Management	Rosenblatt	F	3	0	26
		Ghumman	S	3	0	39
		Zurcher	Sum	3	0	8

FINANCE

FIN 625	Monetary Systems & Fin Markets	Bystrom	F	3	0	35
		Cargill	Sum	3	7	0
		Diep	Sum	3	32	0

BUSINESS ADMINISTRATION: G&UG ▽ 204 ▽ 185
TOTAL ENROLLED: 389

TOTALS FOR ENROLLMENTS 2013-2014 Southeast Asian Studies Courses				
GRADS / UNDERGRADS ENROLLED	613 / 2,312	Grads	613	
		Undergrads		2312
TOTAL ENROLLED IN ALL CLASSES	2925			
NUMBER OF COURSES				
	Languages: 51	Grads	62	Undergrads 675
	Area Studies: 91		551	1,637
	Total Courses: 142			
NUMBER OF CLASSES (SECTIONS)				
	Languages: 75			
	Area Studies: 126			
	Total Courses all Sections: 201			

Fall 2013, Spring 14, Summer 14 BEING OFFERED Languages & Literature Courses

KHMER

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
CAM 101*	Elem Modern Khmer	4	X		
CAM 102*	Elem Modern Khmer	4		X	
CAM 103	Conversing in Khmer I	2	X		
CAM 105	Web-Based Reading and Writing for Beg	2	X		
CAM 107	First Year Khmer	3			
CAM 201*	Inter Modern Khmer	4	X		
CAM 202*	Inter Modern Khmer	4		X	
CAM 205	Second Year Khmer I	3			
CAM 207	Second Year Khmer II	3			
CAM 301*	Adv. Khmer language	3	X		
CAM 302*	Adv. Khmer language	3		X	
CAM 305	Web-Based Read & Writ for Advanced	3			
CAM 306	Third Year Khmer II	3			
CAM 401*	Advanced Modern Khmer	3			
CAM 402*	Advanced Modern Khmer	3		X	

FILIPINO

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
FIL 101	Elem Filipino	4	X	X	
FIL 102	Elem Filipino	4	X	X	
FIL 201	Inter Filipino	4	X	X	
FIL 202	Inter Filipino	4	X	X	
FIL 301	Third Level Filipino	3	X		
FIL 302	Third Level Filipino	3		X	
FIL 315	Filipino Aural Comprehension	3			
FIL 330	Filipino Film: Art & History	3			
FIL 401	Fourth Level Filipino	3	X		
FIL 402	Fourth Level Filipino	3		X	
FIL 435	Filipino Translation Tech	3	X		
FIL 451	Structure of Filipino	3		X	
FIL 461	Filipino Contemporary Lit	3			

ILOKANO

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ILO 101	Elem Ilokano	4	X		
ILO 102	Elem Ilokano	4		X	
ILO 201	Inter Ilokano	4	X		
ILO 202	Inter Ilokano	4		X	
ILO 301	Third Level Ilokano	3	X		
ILO 302	Third Level Ilokano	3		X	
ILO 315	Ilokano Aural Comprehension	3	X		
ILO 331	Contemporary Ilokano Lit	3			
ILO 401	Fourth Level Ilokano	3	X		
ILO 402	Fourth Level Ilokano	3		X	
ILO 424	Intro Ilokano for Interpreters	3			
ILO 425	Ilokano for interpreters	3			
ILO 451	Structure of Ilokano	3	X		

INDONESIAN

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
IND 103	Beginning Indonesian I	4	X		
IND 104	Beginning Indonesian II	4		X	
IND 203	Intermediate Indonesian I	4	X		
IND 204	Intermediate Indonesian II	4		X	
IND 305	Third level Indonesian	3	X		
IND 306	Third level Indonesian	2		X	
IND 307	Third level Indonesian Conversation	3	X		
IND 308	Third level Indonesian Conversation	3			
IND 402	Fourth-Level Indonesian	3			
IND 405	Fourth level Indonesian	3	X		
IND 407	Fourth level Indonesian Conversation	3	X		
IND 461	Modern Indonesian Literature	3		X	

THAI

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
THAI 101	Beginning Thai	4	X		
THAI 102	Beginning Thai II	4		X	
THAI 107	Reading & Writing Thai Script	3	X		
THAI 201	Intermediate Thai I	4	X		
THAI 202	Intermediate Thai II	4		X	
THAI 301	Third Level Thai	3	X		
THAI 302	Third Level Thai	3			
THAI 401	Fourth Level Thai	3	X		
THAI 402	Fourth Level Thai	3		X	
THAI 452	Structure of Thai	3		X	

VIETNAMESE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
VIET 101	Elem Vietnamese	4	X		
VIET 102	Elem Vietnamese	4		X	
VIET 201	Inter Vietnamese	4	X		
VIET 202	Inter Vietnamese	4		X	
VIET 301	Third-Level Vietnamese	3	X		
VIET 302	Third-Level Vietnamese	3		X	
VIET 401	Fourth-Level Vietnamese	3	X		
VIET 402	Fourth-Level Vietnamese	3		X	

AREA STUDIES COURSES

AMERICAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
AMST 474	Preservation: Hawaii/Asia/Pacifi	3		X	
AMST 675	Preservation: Theory & Practice	3	X		
AMST 676	Recording Historic Resources	3		X	
AMST 681	Vernacular Architecture	1	X		
AMST 695	Historic Preservation Practicum	6	X		X

ANTHROPOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ANTH 152	Culture & Humanity (30% SEA)	3	X	X	X
ANTH 310	Human Origins	3			
ANTH 345	Aggression, War, & Peace	3			
ANTH 385B	Undergrad Sem: Archaeology	3		X	
ANTH 410	Ethics in Anthropology	3		X	
ANTH 415	Ecological Anthro, Texts:	3	X		
ANTH 416	Economic Anthropology	3		X	
ANTH 422	Anthropology of Religion	3			
ANTH 443	Anthropology of Buddhism	3			
ANTH 444	Spiritual Ecology	3			
ANTH 446	Southeast Asian Cultures	3		X	
ANTH 461	Southeast Asian Archaeology	3	X		
ANTH 482	Environmental Anthropology	3		X	
ANTH 491	Topics in SEAn Art History	3			
ANTH 640C	Method/Theory Arch: Environ/Landscape	3			
ANTH 750D	Research Seminar: SEA Ethnography	3		X	

ARCHITECTURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ARCH 474	Preservation: Hawaii/Asia/Pacific	3		X	
ARCH 628	Preservation: Theory & Practice	3	X		

ART

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ART 176	Survey of Global Art II	3		X	X
ART 475B	Art of the Pacific: Indonesia	3			X
ART 490B	Topics SE Asian AH: Angkor	3			
ART 490C	Topics SE Asian AH: Thailand	3		X	
ART 490D	Topics SE Asian AH: Monuments & Nat.	3			
ART 491B	Art of SE Asia: Island	3			
ART 491C	Art of SE Asia: Mainland	3	X		
ART 791	Sem in S/SE Asian Art History	3	X		

ASIAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ASAN 202	Intro to Asian Studies:	3	X		
ASAN 242	Civilizations of Asia	3			
ASAN 310	Asian Humanities	3	X		X
ASAN 312	Contemporary Asian Civilizations	3	X	X	X
ASAN 320P	Asian Nation St: Philippines	3			
ASAN 406	Modern Philippines	3	X		
ASAN 463	Gender Issues in Asian Soc.	3			
ASAN 491G	Topics in Asia: Food, Culture, and Politics	3	X	X	
ASAN 491G	Topics in Asia: SEA Film	3		X	
ASAN 491P	Philippine Identity	3			
ASAN 491S*	Southeast Asian Film: Indonesia	3	X		
ASAN 491S*	Subtitling Southeast Asia Film	3			
ASAN 496	Religions of Island SEA	3		X	
ASAN 600S	Scope and Methods: Southeast Asia	3			
ASAN 620	Contemp Asia: Probs & issues	3	X	X	
ASAN 620P	Prob. & Issues	3			
ASAN 623	Gender in Asian Performing Art	3			
ASAN 624	Culture & Colonialism	3			
ASAN 750S	Seminar: Southeast Asia	3		X	

DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
DNCE 307	Philippine Dance I	1	X	X	
DNCE 407	Philippine Dance II	1	X	X	

ECONOMICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ECON 350	Sustainable Development	3			X
ECON 458	Project Eval & Resource Management	3	X		
ECON 611	Economic Development Policy	3	X		
ECON 638	Environmental Resource Econ	3	X		

EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
EDEF 360	Intro to Multicultural Education	3	X	X	

ENGLISH

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ENG 375	Philippine Lit in English	3		X	
ENG 376	Philippine Lit/Folklore in English	3	X		

FASHION DESIGN TEXTILES & MERCHANDISING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
FDM 418	Costumes/Cultures South & SEA	3		X	

GEOGRAPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
GEOG 309	Plants, People and Ecosystems	3	X		
GEOG 324	Geography of Global Tourism	3	X		
GEOG 356	Geog. of Southeast Asia	3		X	
GEOG 695	Concepts and Theories in Geography	3	X		

HISTORY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
HIST 162A	World Cultures in Perspective	3		X	
HIST 242	Civilizations of Asia	3			
HIST 305	History of Southeast Asia	3	X		
HIST 306	History of Southeast Asia	3		X	
HIST 358	The World of the Mekong	3			
HIST 403	Vietnam: History & Memory	3	X		
HIST 406	Modern Philippines	3	X		
HIST 407	Modern Malaysia	3		X	
HIST 408	Modern Indonesia	3		X	
HIST 496D	Senior Tutorial: Asia/Pacific	3	X	X	
HIST 650	Comparative Asia	3			
HIST 656	Topics in Southeast Asia	3		X	
HIST 657	Historiography of Southeast Asia	3			
HIST 658	Seminar: Modern SEA History	3			
HIST 659	Seas in SE Asian History	3	X		

INDO-PACIFIC LANGUAGES & LITERATURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
IP 273E	Intro Philippine Lang/Cult	3	X	X	X
IP 360	Filipino Food Music and Ritual	3	X	X	
IP 362	Philippine Drama: Hist/Culture	3	X	X	
IP 363	Philippine Lit in English	3			
IP 364	Philippine Popular Culture	3	X	X	
IP 368B	Intro to S/SE Asian Film: Fil	3	X	X	
IP 377	Philippine Critical Discourses	3			
IP 396	Philippine Lit/Folklore in Trans	3	X		
IP 411	Ilokano Lit in Translation	3		X	
IP 431	Rizal's Literary Works in Translation	3		X	
IP 432	Writings of Carlos Bulosan	3			
IP 465	Southeast Asian Language Teaching	3	X		

INSTITUTE FOR TEACHER EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
ITE 360	Intro to Multicultural Education	3	X	X	X

LINGUISTICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
LING 645	The Comparative Method	3	X		
LING 646	The Comparative Method	3			
LING 770	Areal Linguistics	3	X		

MUSIC

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
MUS 311H	Gamelan	3	X	X	
MUS 457	Asian & Pacific Music in Education	3		X	
MUS 601	Topics in Music	3	X		
MUS 678D	Adv Problems in Ethno: Other	3		X	

NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
NREM 601	Econ Analysis of Nat Res Mngt	3		X	

PEACE AND CONFLICT EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
PACE 345	Aggression, War, & Peace	3			
PACE 485	Topics: Peace & Conflict Resolution	3	X		

PHILOSOPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
PHIL 330	Islamic Philosophy	3	X		
PHIL 730	Seminar in Islamic Philosophy	3		X	

URBAN & REGIONAL PLANNING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
PLAN 600	Public Policy & Planning Theory	3	X	X	
PLAN 603	Econ Analysis/Urban Plan & Policy	3			
PLAN 630	Urban & Reg. Plan in Asia	3		X	
PLAN 633	Globalization & Urbanization Policy	3			
PLAN 637	Environmental Development	3			
PLAN 675	Preservation: Theory & Practice	3	X		

POLITICAL SCIENCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
POLS 305	Global Politics/Comparative	3	X	X	X
POLS 307B	Southeast Asian Politics	3			X
POLS 307G	Philippine Politics	3			
POLS 390	Political Inquiry & Analysis	3	X	X	X
POLS 601	Pols Analysis & Theory Building	3	X		
POLS 640	Comparative Politics	3	X		
POLS 680	Asian and/or Pacific Politics	3	X		
POLS 770	Seminar: Public Policy	3			
POLS 780	Politics of Regions	3			

PUBLIC ADMINISTRATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
PUBA 620	Reforming Public Institutions	3	X		
PUBA 622	Strategies of Change	3		X	

RELIGION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
REL 209	Understanding Islam	3		X	
REL 352	Sufism: Mystic. Trad. Of Islam	3	X		
REL 383	Mysticism East and West	3	X		
REL 443	Anthropology of Buddhism	3			
REL 444	Spiritual Ecology	3			
REL 475	Seminar on Buddhism	3			
REL 495	Seminar in Religion	3	X	X	

SOCIOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
SOC 305	Women and Health	3	X	X	X
SOC 318	Women & Social Policy	3			

THEATRE & DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
THEA 464	Drama & Theatre of SEA & India	3			
THEA 663B	Asian Theatre: Origins	3	X		
THEA 680	Directing Asian Theatre	3		X	
THEA 690	Grad. Student Wkshp	v	X		X
THEA 695	Creative Projects	3	X		X
THEA 763B	Sem Asian Thea: SE Asia & India	3			

WOMEN'S STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
WS 305	Women and Health	3	X	X	X
WS 318	Women & Social Policy	3			
WS 440	Feminist Methods	3	X		
WS 463	Gender issues: Asia	3			

PROFESSIONAL SCHOOL COURSES

COLLEGE OF BUSINESS ADMINISTRATION

BUSINESS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>	<u>Sum 14</u>
BUS 313	Econ & Fin Envir of Global Bus	3	X	X	
BUS 622	Economics of Strategy	3	X		
BUS 627	Business, Govt.	3	X	X	

FINANCE

FIN 625	Monetary Systems & Fin Markets	3			
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MANAGEMENT

MGT 342	Multinational Business Management	3	X	X	
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Fall 14, Spring 15, Summer 15 TO BE OFFERED Languages & Literature Courses

KHMER

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
CAM 101*	Elem Modern Khmer	4	X		
CAM 102*	Elem Modern Khmer	4		X	
CAM 103	Conversing in Khmer I	2	X		
CAM 105	Web-Based Reading and Writing for Beg	2	X		
CAM 107	First Year Khmer	3	X		
CAM 201*	Inter Modern Khmer	4	X		
CAM 202*	Inter Modern Khmer	4		X	
CAM 205	Second Year Khmer I	3		X	
CAM 207	Second Year Khmer II	3		X	
CAM 301*	Adv. Khmer language	3	X		
CAM 302*	Adv. Khmer language	3		X	
CAM 305	Web-Based Read and Write for Adv	3	X		
CAM 306	Third Year Khmer II	3	X		
CAM 401*	Advanced Modern Khmer	3			
CAM 402*	Advanced Modern Khmer	3		X	

FILIPINO

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
FIL 101	Elem Filipino	4	X	X	
FIL 102	Elem Filipino	4	X	X	
FIL 201	Inter Filipino	4	X	X	
FIL 202	Inter Filipino	4	X	X	
FIL 301	Third Level Filipino	3	X		
FIL 302	Third Level Filipino	3		X	
FIL 315	Filipino Aural Comprehension	3	X		
FIL 330	Filipino Film: Art & History	3		X	
FIL 401	Fourth Level Filipino	3	X		
FIL 402	Fourth Level Filipino	3		X	
FIL 435	Filipino Translation Tech	3	X		
FIL 451	Structure of Filipino	3		X	
FIL 461	Filipino Contemporary Lit	3	X		

ILOKANO

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ILO 101	Elem Ilokano	4	X		
ILO 102	Elem Ilokano	4		X	
ILO 201	Inter Ilokano	4	X		
ILO 202	Inter Ilokano	4		X	
ILO 301	Third Level Ilokano	3	X		
ILO 302	Third Level Ilokano	3		X	
ILO 315	Ilokano Aural Comprehension	3	X		
ILO 331	Contemporary Ilokano Lit	3		X	
ILO 401	Fourth Level Ilokano	3	X		
ILO 402	Fourth Level Ilokano	3		X	
ILO 424	Intro Ilokano for Interpreters	3	X		
ILO 425	Ilokano for interpreters	3		X	
ILO 451	Structure of Ilokano	3	X		

INDONESIAN

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
IND 103	Beginning Indonesian I	4	X		
IND 104	Beginning Indonesian II	4		X	
IND 203	Intermediate Indonesian I	4	X		
IND 204	Intermediate Indonesian II	4		X	
IND 305	Third level Indonesian	3	X		
IND 306	Third level Indonesian	2		X	
IND 307	Third level Indonesian Conversation	3	X		
IND 308	Third level Indonesian Conversation	3		X	
IND 402	Fourth-Level Indonesian	3		X	
IND 405	Fourth level Indonesian	3	X		
IND 407	Fourth level Indonesian Conversation	3	X		
IND 461	Modern Indonesian Literature	3		X	

THAI

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
THAI 101	Beginning Thai	4	X		
THAI 102	Beginning Thai II	4		X	
THAI 107	Reading & Writing Thai Script	3	X		
THAI 201	Intermediate Thai I	4	X		
THAI 202	Intermediate Thai II	4		X	
THAI 301	Third Level Thai	3	X		
THAI 302	Third Level Thai	3		X	
THAI 401	Fourth Level Thai	3	X		
THAI 402	Fourth level Thai	3		X	
THAI 452	Structure of Thai	3		X	

VIETNAMESE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
VIET 101	Elem Vietnamese	4	X		
VIET 102	Elem Vietnamese	4		X	
VIET 201	Inter Vietnamese	4	X		
VIET 202	Inter Vietnamese	4		X	
VIET 301	Third-Level Vietnamese	3	X		
VIET 302	Third-Level Vietnamese	3		X	
VIET 401	Fourth-Level Vietnamese	3	X		
VIET 402	Fourth-Level Vietnamese	3		X	

AREA STUDIES COURSES

AMERICAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
AMST 474	Preservation: Hawaii/Asia/Pacific	3		X	
AMST 675	Preservation: Theory & Practice	3	X		
AMST 676	Recording Historic Resources	3		X	
AMST 681	Vernacular Architecture	1	X		
AMST 695	Historic Preservation Practicum	6	X	X	X

ANTHROPOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ANTH 152	Culture & Humanity (30% SEA)	3	X	X	X
ANTH 310	Human Origins	3		X	
ANTH 345	Aggression, War, & Peace	3	X		
ANTH 385B	Undergrad Sem: Archaeology	3		X	
ANTH 410	Ethics in Anthropology	3		X	
ANTH 415	Ecological Anthro, Texts:	3	X		
ANTH 416	Economic Anthropology	3		X	
ANTH 422	Anthropology of Religion	3			X
ANTH 443	Anthropology of Buddhism	3		X	
ANTH 444	Spiritual Ecology	3	X		
ANTH 446	Southeast Asian Cultures	3		X	
ANTH 461	Southeast Asian Archaeology	3	X		
ANTH 482	Environmental Anthropology	3		X	
ANTH 491	Topics in SEAn Art History	3	X		
ANTH 640C	Method/Theory Arch: Environ/Landscape	3	X		
ANTH 750D	Research Seminar: SEA Ethnography	3		X	

ARCHITECTURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ARCH 474	Preservation: Hawaii/Asia/Pacific	3		X	
ARCH 628	Preservation: Theory & Practice	3	X	X	

ART

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ART 176	Survey of Global Art II	3		X	X
ART 475B	Art of the Pacific: Indonesia	3			X
ART 490B	Topics SE Asian AH: Angkor	3	X		
ART 490C	Topics SE Asian AH: Thailand	3		X	
ART 490D	Topics SE Asian AH: Monuments & Nat.	3	X		
ART 491B	Art of SE Asia: Island	3		X	
ART 491C	Art of SE Asia: Mainland	3	X		
ART 791	Sem in S/SE Asian Art History	3	X		

ASIAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ASAN 202	Intro to Asian Studies:	3	X		
ASAN 242	Civilizations of Asia	3			
ASAN 310	Asian Humanities	3	X		X
ASAN 312	Contemporary Asian Civilizations	3	X	X	X
ASAN 320P	Asian Nation St: Philippines	3		X	
ASAN 406	Modern Philippines	3	X		
ASAN 463	Gender Issues in Asian Soc.	3	X		
ASAN 491G	Topics in Asia: Food, Culture, and Politics	3	X	X	
ASAN 491G	Topics in Asia: SEA Film	3		X	
ASAN 491P	Philippine Identity	3		X	
ASAN 491S*	Southeast Asian Film: Indonesia	3	X		
ASAN 491S*	Subtitling Southeast Asia Film	3	X		
ASAN 496	Religions of Island SEA	3		X	
ASAN 600S	Scope and Methods: Southeast Asia	3	X		
ASAN 620	Contemp Asia: Probs & issues	3	X	X	
ASAN 620P	Prob. & Issues	3		X	
ASAN 623	Gender in Asian Performing Art	3	X		
ASAN 624	Culture & Colonialism	3		X	
ASAN 750S	Seminar: Southeast Asia	3		X	

DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
DNCE 307	Philippine Dance I	1	X	X	
DNCE 407	Philippine Dance II	1	X	X	

ECONOMICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ECON 350	Sustainable Development	3		X	X
ECON 458	Project Eval & Resource Management	3	X		
ECON 611	Economic Development Policy	3	X		
ECON 638	Environmental Resource Econ	3	X		

EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
EDEF 360	Intro to Multicultural Education	3	X	X	

ENGLISH

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ENG 375	Philippine Lit in English	3		X	
ENG 376	Philippine Lit/Folklore in English	3	X		

FASHION DESIGN TEXTILES & MERCHANDISING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
FDM 418	Costumes/Cultures South & SEA	3	X	X	

GEOGRAPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
GEOG 309	Plants, People and Ecosystems	3	X		
GEOG 324	Geography of Global Tourism	3	X		
GEOG 356	Geog. of Southeast Asia	3		X	
GEOG 695	Concepts and Theories in Geography	3	X		

HISTORY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
HIST 162A	World Cultures in Perspective	3		X	
HIST 242	Civilizations of Asia	3	X		
HIST 305	History of Southeast Asia	3	X		
HIST 306	History of Southeast Asia	3		X	
HIST 358	The World of the Mekong	3		X	
HIST 403	Vietnam: History & Memory	3	X		
HIST 406	Modern Philippines	3	X		
HIST 407	Modern Malaysia	3		X	
HIST 408	Modern Indonesia	3		X	
HIST 496D	Senior Tutorial: Asia/Pacific	3	X	X	
HIST 650	Comparative Asia	3	X		
HIST 656	Topics in Southeast Asia	3		X	
HIST 657	Historiography of Southeast Asia	3	X		
HIST 658	Seminar: Modern SEA History	3		X	
HIST 659	Seas in SE Asian History	3	X		

INDO-PACIFIC LANGUAGES & LITERATURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
IP 273E	Intro Philippine Lang/Cult	3	X	X	X
IP 360	Filipino Food Music and Ritual	3	X	X	
IP 362	Philipine Drama: Hist/Culture	3	X	X	
IP 363	Philipine Lit in English	3	X		
IP 364	Philipine Popular Culture	3	X	X	
IP 368B	Intro to S/SE Asian Film: Fil	3	X	X	
IP 377	Philippine Critical Discourses	3		X	
IP 396	Philippine Lit/Folklore in Trans	3	X		
IP 411	Ilokano Lit in Translation	3		X	
IP 431	Rizal's Literary Works in Translation	3		X	
IP 432	Writings of Carlos Bulosan	3			x
IP 465	Southeast Asian Language Teaching	3	X		

INSTITUTE FOR TEACHER EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
ITE 360	Intro to Multicultural Education	3	X	X	X

LINGUISTICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
LING 645	The Comparative Method	3	X		
LING 646	The Comparative Method	3		X	
LING 770	Areal Linguistics	3	X		

MUSIC

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
MUS 311H	Gamelan	3	X	X	
MUS 457	Asian & Pacific Music in Education	3		X	
MUS 601	Topics in Music	3	X		
MUS 678D	Adv Problems in Ethno: Other	3		X	

NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
NREM 601	Econ Analysis of Nat Res Mngt	3		X	

PEACE AND CONFLICT EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
PACE 345	Aggression, War, & Peace	3		X	
PACE 485	Topics: Peace & Conflict Resolution	3	X		

PHILOSOPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
PHIL 330	Islamic Philosophy	3	X		
PHIL 730	Seminar in Islamic Philosophy	3		X	

URBAN & REGIONAL PLANNING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
PLAN 600	Public Policy & Planning Theory	3	X	X	
PLAN 603	Econ Analysis/Urban Plan & Policy	3	X		
PLAN 630	Urban & Reg. Plan in Asia	3		X	
PLAN 633	Globalization & Urbanization Policy	3		X	
PLAN 637	Environmental Development	3	X		
PLAN 675	Preservation: Theory & Practice	3	X		

POLITICAL SCIENCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
POLS 305	Global Politics/Comparative	3	X	X	X
POLS 307B	Southeast Asian Politics	3			X
POLS 307G	Philippine Politics	3		X	
POLS 390	Political Inquiry & Analysis	3	X	X	X
POLS 601	Pols Analysis & Theory Building	3	X		
POLS 640	Comparative Politics	3	X		
POLS 680	Asian and/or Pacific Politics	3	X		
POLS 770	Seminar: Public Policy	3	X		
POLS 780	Politics of Regions	3		X	

PUBLIC ADMINISTRATION					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
PUBA 620	Reforming Public Institutions	3	X		
PUBA 622	Strategies of Change	3		X	
RELIGION					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
REL 209	Understanding Islam	3		X	
REL 352	Sufism: Mystic. Trad. Of Islam	3	X		
REL 383	Mysticism East and West	3	X		
REL 443	Anthropology of Buddhism	3		X	
REL 444	Spiritual Ecology	3	X		
REL 475	Seminar on Buddhism	3	X		
REL 495	Seminar in Religion	3	X	X	
SOCIOLOGY					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
SOC 305	Women and Health	3	X	X	X
SOC 318	Women & Social Policy	3		X	
THEATRE & DANCE					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
THEA 464	Drama & Theatre of SEA & India	3		X	
THEA 663B	Asian Theatre: Origins	3	X		
THEA 680	Directing Asian Theatre	3		X	
THEA 690	Grad. Student Wkshp	v	X		X
THEA 695	Creative Projects	3	X		X
THEA 763B	Sem Asian Thea: SE Asia & India	3			
WOMEN'S STUDIES					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
WS 305	Women and Health	3	X	X	X
WS 318	Women & Social Policy	3	X		
WS 440	Feminist Methods	3	X		
WS 463	Gender issues: Asia	3		X	
PROFESSIONAL SCHOOL COURSES					
COLLEGE OF BUSINESS ADMINISTRATION					
BUSINESS					
<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 14</u>	<u>Spg 15</u>	<u>Sum 15</u>
BUS 313	Econ & Fin Envir of Global Bus	3	X	X	
BUS 622	Economics of Strategy	3	X		
BUS 627	Business, Govt.	3	X	X	
FINANCE					
FIN 625	Monetary Systems & Fin Markets	3		X	
MANAGEMENT					
MGT 342	Multinational Business Management	3	X	X	

APPENDIX 4.

8B-a & 8B-b Absolute Priority: VIET CSEAS-NFLRC-KCC Course

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase on a yearly basis the number of students learning the Vietnamese language in 1st and 2nd year language classes (focus on students)	A.1 Publicize and promote the opportunity for students to learn Vietnamese at KCC from within the KCC and UHM learner communities									
	A.2 Recruit students to enroll and learn Vietnamese at KCC									
	A.3 Design survey and measurement tools to verify the effectiveness of the language classes, student engagement, and how well the program promotion has worked									

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase on a yearly basis the number of students learning the Vietnamese language in 1st and 2nd year language classes (focus on faculty)	B.1 Design model project-based learning (PBL) materials for classroom use and for instructor guidance									
	B.2 Train and guide language teachers in using PBL method materials so they can further develop and adapt to student-learners' needs									
	B.3 Design survey and measurement tools to verify the effectiveness of the language classes, student engagement, and how well the PBL methods promoted language learning									

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Strengthen collaboration between institutions teaching Vietnamese, a less commonly taught language (LCTL)	C.1 Identify institutions teaching Vietnamese that are interested in collaborating about PBL								
	C.2 Improve the number of institutions who are familiar with the model Vietnamese PBL materials and share them with the NFLRC and UW Madison								
	C.3 Design survey and measurement tools to verify the effectiveness of the collaboration conducted with other institutions and in what ways these institutions believe the materials can be improved								

8B-a & 8B-b Absolute Priority: INDO CSEAS-NFLRC-KCC Course

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
D) Increase on a yearly basis the number of students learning the Indonesian language in 1st and 2nd year language classes (focus on students)	D.1 Publicize and promote the opportunity for students to learn Indonesian at KCC from within the KCC and UHM learner communities								
	D.2 Recruit students to enroll and learn Indonesian at KCC								
	D.3 Design survey and measurement tools to verify the effectiveness of the language classes, student engagement, and how well the program promotion has worked								

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
E) Increase on a yearly basis the number of students learning the Indonesian language in 1st and 2nd year language classes (focus on faculty)	E.1 Design model project-based learning (PBL) materials for classroom use and for instructor guidance								
	E.2 Train and guide language teachers in using PBL method materials so they can further develop and adapt to student-learners' needs								
	E.3 Design survey and measurement tools to verify the effectiveness of the language classes, student engagement, and how well the PBL methods promoted language learning								

1. Project Goal Statement: Develop and implement 1st and 2nd year level, Indonesian and Vietnamese language courses at Kapi'olani Community College (KCC)									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
F) Strengthen collaboration between institutions teaching Indonesian, a less commonly taught language (LCTL)	F.1 Identify institutions teaching Indonesian that are interested in collaborating about PBL								
	F.2 Improve the number of institutions who are familiar with the model Indonesian PBL materials and share them with the NFLRC and UW Madison								
	F.3 Design survey and measurement tools to verify the effectiveness of the collaboration conducted with other institutions and in what ways these institutions believe the materials can be improved								

8B-c & 8B-c1 Competitive Priority: CSEAS-CRCS MSI: Teacher Training

1. Project Goal Statement: In collaboration between Gadjah Mada University (UGM) and UHM, develop a study-abroad course held at UGM teaching the topics "religious and cross-cultural issues in Indonesia and Southeast Asia"										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase the number of students familiar with religious and cross-cultural issues in Indonesia and Southeast Asia	A.1 Research and develop a focused curriculum on relevant and engaging topics related to "religious and cross-cultural studies in Indonesia and Southeast Asia" to be used with students learning on a study abroad project at UGM									
	A.2 Recruit faculty from UGM and UHM to serve in an advisory capacity, as a selection committee for student candidates, and topic selection for materials development									
	A.3 Publicize and promote the opportunity for students to go on a study abroad to learn about "religious and cross-cultural studies in Indonesia and Southeast Asia"									

1. Project Goal Statement: In collaboration between Gadjah Mada University (UGM) and UHM, develop a study-abroad course held at UGM teaching the topics "religious and cross-cultural issues in Indonesia and Southeast Asia"										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase the number of students familiar with religious and cross-cultural issues in Indonesia and Southeast Asia	B.1 Using the topics generated from the faculty, develop materials to be used with the students in the classroom									
	B.2 Discuss and develop ideas about locations to take students near UGM that demonstrate or support topics introduced in the course									
	B.3 Design survey and measurement tools to verify the effectiveness of the materials developed, methods used to teach those materials, and improve the selection of students to participate									

1. Project Goal Statement: In collaboration between Gadjah Mada University (UGM) and UHM, develop a study-abroad course held at UGM teaching the topics "religious and cross-cultural issues in Indonesia and Southeast Asia"									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase on a yearly basis the accessibility of materials created for the course on religious and cross-cultural issues in Indonesia and Southeast Asia	C.1 Promote the availability of materials and the topics for discussion for the better understanding of religious and cross-cultural issues in Indonesia and Southeast Asia								
	C.2 Design and develop a location to host the materials developed for Internet-based access								
	C.3 Design survey and measurement tools to verify the effectiveness and accessibility of the web-based resource materials								

8B-c2. Competitive Priority: CSEAS-CRCS MSI: Web-based Resources

1. Project Goal Statement: In collaboration between UHM and Gadjah Mada University (UGM), develop and implement a web-based resources about religious and cross-cultural issues in and about Indonesia and Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase annually the number of students and faculty engaged in and knowledgeable about discussing the religious and cross-cultural issues in Indonesia and Southeast Asia	A.1 Discuss and establish a website location and title for the web blog (Tumblr) and develop a rubric of topics to cover and a timeline for publishing								
	A.2 Discuss and develop a style guide for blog posting giving consideration for "search engine optimization" terms and terminology								
	A.3 Promote and strategically plan to grow the audience through online announcements and social media								

1. Project Goal Statement: In collaboration between UHM and Gadjah Mada University (UGM), develop and implement a web-based resources about religious and cross-cultural issues in and about Indonesia and Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase annually the number of students and faculty engaged in and knowledgeable about discussing the religious and cross-cultural issues in Indonesia and Southeast Asia	B.1 Based on the topic's rubric, create content and publish on-line								
	B.2 Develop and monitor user comments to promote dialogue and understanding for these religious and cross-cultural issues								
	B.3 Design survey and measurement tools to verify the effectiveness of the collaborative process between UHM and UGM								

1. Project Goal Statement: In collaboration between UHM and Gadjah Mada University (UGM), develop and implement a web-based resources about religious and cross-cultural issues in and about Indonesia and Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase annually the number of students and faculty engaged in and knowledgeable about discussing the religious and cross-cultural issues in Indonesia and Southeast Asia	C.1 Promote and develop the blog content to be viewed and consumed by interested communities in the US and Southeast								
	C.2 Discuss and prepare, at least once per year, methods or techniques to address and minimize potential disagreements on topics for students, faculty, and the community.								
	C.3 Design survey and measurement tools to verify the effectiveness, usefulness, and accessibility of the community materials								

8B-d & 8B-d1 Competitive Priority: CSEAS-COE Course Development

1. Project Goal Statement: Collaborative CSEAS-EA-PIS-COE Teacher Training Course on <i>Teaching About Asia Pacific</i>									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the number of student teachers familiar with Southeast Asia in the Asia-Pacific Region	A.1 Research and develop a focused curriculum on relevant and engaging topics related to Southeast Asia for use by teachers								
	A.2 Recruit faculty SEA UHM to serve in an advisory capacity in topic selection for materials development								
	A.3 Publicize and promote the opportunity for students to add this course to their professional training								

1. Project Goal Statement: Collaborative CSEAS-EA-PIS-COE Teacher Training Course on <i>Teaching About Asia Pacific</i>									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase the number of student teachers familiar with Southeast Asia in the Asia-Pacific Region	B.1 Using the topics generated from the faculty, develop materials to be used with the students in the classroom								
	B.2 Discuss and develop ideas about local SEAn culture resource locations in Honolulu								
	B.3 Design survey tools to verify the effectiveness of the materials developed, methods used to teach those materials, and improve the selection of students to participate								

1. Project Goal Statement: Collaborative CSEAS-EA-PIS-COE Teacher Training Course on <i>Teaching About Asia Pacific</i>									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase on a yearly basis the accessibility of materials created for the course <i>Teaching About Asia Pacific</i>	C.1 Promote the availability of materials and the topics for discussion for the better understanding of SEA in the Asia Pacific Region								
	C.2 Design and develop a location to host the materials developed for Internet-based access								
	C.3 Design survey tools to verify the effectiveness and accessibility of the web-based resource materials								

8B-e. Competitive Priority 1 & Invitational Priority. SEA STEM Project: Ethnobotany

1. Project Goal Statement: Increase ethnobotanical research skills for students & faculty of under represented minorities in STEM										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase annually the number of students engaged in and knowledgeable about ethnobotanical research methods and Southeast Asian knowledge and practices in ethnobotany	A.1 Publicize to under represented minority students the opportunity to learn and develop ethnobotanical research skills with a STEM focus									
	A.2 Design and develop research methods focused on student-needs that highlight research skills for ethnobotany with additional consideration for knowledge and practices found in Southeast Asia									
	A.3 Design survey and measurement tools to verify the effectiveness of the materials for learning research skills									

1. Project Goal Statement: Increase ethnobotanical research skills for students & faculty of under represented minorities in STEM										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase annually the number of faculty engaged in and knowledgeable about ethnobotanical research methods and Southeast Asian knowledge and practices in ethnobotany	B.1 Publicize to under represented minority faculty the opportunity to learn and develop ethnobotanical research skills with a STEM focus									
	B.2 Design and develop research methods focused on faculty-needs that will highlight research skills for ethnobotany with additional consideration for knowledge and practices found in Southeast Asia									
	B.3 Design survey and measurement tools to verify the effectiveness of the materials for learning research skills									

1. Project Goal Statement: Increase ethnobotanical research skills for students & faculty of under represented minorities in STEM										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
C) Increase annually the accessibility of ethnobotanical research methods and Southeast Asian knowledge and practices in ethnobotany for local and national access	C.1 Promote the availability of materials and rubrics for the better understanding of ethnobotanical research methods in STEM									
	C.2 Design and develop materials for Internet-based access									
	C.3 Design survey and measurement tools to verify the effectiveness and accessibility of the web resources									

8B-e1. SEA STEM Project: Ethnobotany Honolulu Workshop

1. Project Goal Statement: Prepare a number of ethnobotanical faculty and students with a hands-on training workshop prior to going to Indonesia for in-the-field research										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Train a number of new faculty and students in the preparatory knowledge needed about ethnobotany medicinal plants, and the work being done in the field comparing Hawaii and Indonesia	A.1 Research and develop a focused set of topics to be discussed and explored during the workshop									
	A.2 Recruit experienced speakers to meet with participants and serve as advisors on the up-coming trip to Indonesia									
	A.3 Design survey and measurement tools to verify the effectiveness of the materials developed, methods used to teach those materials, and improve the selection of field workshop candidates									

8B-e2. SEA STEM Project: Ethnobotany-Web Resources Development

1. Project Goal Statement: UHM-Windward Community College, develop and implement web-based resources in support of STEM ethnobotany project									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase annually the number of students and faculty engaged in and knowledgeable about ethnobotany of Indonesia	A.1 Discuss and establish a website location and title for the web resource and develop a rubric of topics to cover and a timeline for publishing								
	A.2 Discuss and develop a style guide for the website giving consideration for "search engine optimization" terms and terminology								
	A.3 Design survey tools to verify the effectiveness of the materials developed, methods used to teach those materials, and improve the selection of students to participate								

8B-f. Competitive Priority 1 & Invitational Priority. Balinese *Wayang Listrik* Shadow Theatre Production

1. Project Goal Statement: Develop and promote Indonesian Arts and Culture through training in and performances of the traditional Balinese <i>Wayang</i> (shadow play) "Gems of the Ramayana"									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Perform the <i>wayang listrik</i> "Gems of the Ramayana" using students and faculty of the University of Hawaii at Manoa (UHM)	A.1 Recruit and train UHM students and faculty in Balinese traditional performing arts								
	A.2 Develop and promote the <i>wayang listrik</i> for live performances held at the Kennedy Theatre, UHM								
	A.3 Design and develop instruments to quantify (qualitatively or quantitatively) the range and scope of the students' engagement with Indonesian Arts and Culture and compare it with their understandings prior to the performances								

1. Project Goal Statement: Develop and promote Indonesian Arts and Culture through training in and performances of the traditional Balinese <i>Wayang</i> (shadow play) "Gems of the Ramayana"									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Extended outreach to local K-12 schools, with an emphasis on serving public schools in underserved communities on Oahu and the neighbor islands.	B.1 Engage K-12 schools and their students demonstrating the <i>wayang</i> performance to enhance their understanding of Indonesian arts and culture								
	B.2 Develop and promote resource materials featuring the <i>wayang</i> performance and additional details on Indonesian arts and culture for elementary school teachers and students								
	B.3 Design survey and measurement tools to verify the effectiveness of the K-12 outreach								

1. Project Goal Statement: Develop and promote Indonesian Arts and Culture through training in and performances of the traditional Balinese <i>Wayang</i> (shadow play) "Gems of the Ramayana"									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase community and national engagement with Indonesian art and culture using materials and resources developed through the <i>wayang</i> performance	C.1 Design and develop a video featuring the wayang performance for use as informational and promotional material with community and national level groups								
	C.2 Publicize and promote, on a local and national scope, Indonesian arts and culture featuring the <i>wayang</i>								
	C.3 Design and develop instruments to quantify the range and scope of community and national access with the materials, packages, and videos of the <i>wayang</i>								

8B-f1. Competitive Priority 1 & Invitational Priority. Balinese *Wayang Listrik* Shadow Theatre K-12 Outreach

1. Project Goal Statement: Increase community awareness about the Balinese Shadow theatre through outreach to K-12 schools and public venues throughout Hawaii									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Introduce, demonstrate, and perform the Wayang Listrik for the community to create more understanding and awareness of the art from and Indonesia	A.1 Select and develop professional materials that highlight the interesting and engaging aspects of the Wayang Listrik								
	A.2 Travel to K-12 schools to directly engage young learners and their teachers to promote the shadow theatre art form								
	A.3 Design survey and measurement tools to assess the benefits the community outreach has had on the views and perspectives of the community on shadow theatre and Indonesia								

8B-g. Competitive Priority 1 & Invitational Priority: Collaborative Outreach on Trans-national China in Southeast Asia

1. Project Goal Statement: Develop an MSI Faculty Training Program for the Study of the Chinese Diaspora in Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the knowledge of the migration of Chinese communities into SEA at MSIs by interaction with a CSEAS supported lecturer	A.1 Identify and select the appropriate UH faculty lecturer to attend the ARCAS-MSI teacher training workshops								
	A.2 Work with the selected faculty lecturer to prepare resource materials for lecture								
	A.3 Design survey instrument to verify the effectiveness of the visiting faculty, value of the teaching resources, and measure participant engagement								

1. Project Goal Statement: Develop an MSI Faculty Training Program for the Study of the Chinese Diaspora in Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase the knowledge of gender issues in Chinese communities in SEA at MSIs by interaction with a CSEAS supported lecturer	B.1 Identify and select the appropriate UH faculty lecturer to attend the ARCAS-MSI teacher training workshops								
	B.2 Work with the selected faculty lecturer to prepare resource materials for lecture								
	B.3 Design survey instrument to verify the effectiveness of the visiting faculty, value of the teaching resources, and measure participant engagement								

1. Project Goal Statement: Develop an MSI Faculty Training Program for the Study of the Chinese Diaspora in Southeast Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase the knowledge of pop culture issues in Chinese communities in SEA at MSIs by interaction with a CSEAS supported lecturer	C.1 Identify and select the appropriate UH faculty lecturer to attend the ARCAS-MSI teacher training workshops								
	C.2 Work with the selected faculty lecturer to prepare resource materials for lecture								
	C.3 Design survey instrument to verify the effectiveness of the visiting faculty, value of the teaching resources, and measure participant engagement								

8B-h. ASAN 491 Cinema of SEA

1. Project Goal Statement: Increase the number of students with a basic knowledge in Southeast Asian Film									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase each semester the number of students with knowledge of the core aspects of film terminology, review, evaluation, and issues related to themes with film from Southeast Asia	A.1 Promote and publicize to students the opportunity to learn about Southeast Asian film								
	A.2 Design and develop engaging, issues-based materials focused on the multiple nations in SEA regarding film traditions and topics								
	A.3 Create survey and measurement tools to verify the effectiveness of the materials for mid-term and final assessment								

1. Project Goal Statement: Increase the number of students with a basic knowledge in Southeast Asian Film									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase each semester the number of students with knowledge of the core aspects of film terminology, review, evaluation, and issues related to themes with film from Southeast Asia	B.1 Develop and introduce the technological knowledge needed to access and review materials on Southeast Asian film and the literature on film in the region								
	B.2 Instruct and test student knowledge about the diverse region covered in this course, discuss the major social issues explored through film								
	B.3 Design survey and measurement tools to assess and verify the usefulness and effectiveness of the assignments of the course								

1. Project Goal Statement: Increase the number of students with a basic knowledge in Southeast Asian Film

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase each semester the number of students with knowledge of the core aspects of film terminology, review, evaluation, and issues related to themes with film from Southeast Asia	C.1 Using quizzes, mid- and final-exams, and a final project, students will demonstrate their understanding of Southeast Asian film, SEAn culture, and SEAn identity								
	C.2 Promote the archive of student generated content to highlight student learning outcomes and for promotion of future courses using technology								
	C.3 Develop and design survey and measurement tools to verify the students' pre- and post-understanding about Southeast Asian: film, social issues, identity, geography, etc.								

8B-i. ASAN 492 Islamic Performance in SEA.

1. Project Goal Statement: Increase the number of students with a basic knowledge in the development of Islamic performances throughout Asia										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase each semester the number of students with knowledge of the core cultural issues involving Islamic representation and Muslim identity using arts, film, music, and dance from country-specific examples and cases	A.1 Promote and publicize to students the opportunity to learn about the development of Islamic performances throughout Asia									
	A.2 Design and develop engaging, issues-based materials focused on multiple nations in Asia regarding Islamic performance and Muslim identity									
	A.3 Create survey and measurement tools to verify the effectiveness of the materials for mid-term and final assessment									

1. Project Goal Statement: Increase the number of students with a basic knowledge in the development of Islamic performances throughout Asia										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase each semester the number of students with knowledge of the core cultural issues involving Islamic representation and Muslim identity using arts, film, music, and dance of various country-specific cases	B.1 Develop and introduce technology-using assignments (Twitter) to create a repository of student generated thoughts and ideas about Islamic performance and Muslim identity									
	B.2 Instruct and test student knowledge about the diverse regions covered in this course: Central/Inner Asia, South Asia, Southeast Asia, and East Asia and the nation states with Muslim populations in these regions									
	B.3 Design survey and measurement tools to assess and verify the usefulness and effectiveness of the tech-based assignments of the course									

1. Project Goal Statement: Increase the number of students with a basic knowledge in the development of Islamic performances throughout Asia									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase each semester the number of students with knowledge of the core cultural issues involving Islamic representation and Muslim identity using arts, film, music, and dance of various country-specific cases	C.1 Using quizzes, mid- and final-exams, and a final project, students will demonstrate their understanding of Islamic performance and Muslim identity in Asia								
	C.2 Promote the archive of student generated content to highlight student learning outcomes and for promotion of future courses using technology								
	C.3 Develop and design survey and measurement tools to verify the students' pre- and post-understanding about Islamic performance and Muslim identity in Asia								

8B-j. Invitational Priority: Vietnamese Film Translation and Subtitling Web Resources Development

1. Project Goal Statement: Increase the number of classic Vietnamese films digitized and subtitled with English subtitles									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the number of digitized and subtitled classic Vietnamese films, 5 per year, to promote understanding about Vietnamese culture and film making	A.1 View and select the 5 most important Vietnamese films to be worked with for each grant year								
	A.2 In collaboration with the Vietnamese National Film Archive in Hanoi, confirm the availability of the films and then digitize them (5 films per grant year)								
	A.3 Produce a value-added booklet that presents the details on each of the films and how and why these particular films are important in the history of Vietnamese film								

1. Project Goal Statement: Increase the number of classic Vietnamese films digitized and subtitled with English subtitles									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase the number of digitized and subtitled classic Vietnamese films, 5 per year, to promote understanding about Vietnamese culture and film making	B.1 Recruit and hire qualified translators to transcribe and translate the Vietnamese films								
	B.2 Create subtitles for, and subtitle each film following the industry standards for film subtitling								
	B.3 Preview and verify both the language used and the timing of the "ins and outs" of the subtitles								

1. Project Goal Statement: Increase the number of classic Vietnamese films digitized and subtitled with English subtitles									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase the number of digitized and subtitled classic Vietnamese films, 5 per year, to promote understanding about Vietnamese culture and film making	C.1 Promote the sets of Vietnamese films with libraries and institutes with special interest in Southeast Asia and Viet Nam								
	C.2 Show the films to community and student viewers through "film nights" on campus								
	C.3 Provide the intellectual material (subtitles and booklets) to the Vietnamese National Film Archive in Hanoi.								

8B-k. Tagalog Animation Film Language Series

1. Project Goal Statement: Develop and implement authentic and culturally appropriate teaching materials for Philippine language and literature courses for the teaching and learning of Tagalog.										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase on a yearly basis the number of animated traditional folktales available for teaching Tagalog language learners.	A.1 Select 5 of the most engaging and interesting traditional Philippine folktales to be developed into animated materials.									
	A.2 Design and animate 5 traditional Philippine folktales into educational material.									
	A.3 Design survey and measurement tools to verify the effectiveness of the teaching materials for learners and instructors in higher education.									

1. Project Goal Statement: Develop and implement authentic and culturally appropriate teaching materials for Philippine language and literature courses for the teaching and learning of Tagalog.										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase on a yearly basis the number of K-12 (elementary) teachers' and students' informed about the indigenous peoples and folklore of the Philippines.	B.1 Publicize and promote the use of the animated folktales in elementary education.									
	B.2 Work with and support elementary teachers use of these animated folktales in their classroom.									
	B.3 Design survey and measurement tools to verify the effectiveness of the materials for learners and instructors in primary education.									

1. Project Goal Statement: Develop and implement authentic and culturally appropriate teaching materials for Philippine language and literature courses for the teaching and learning of Tagalog.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase on a yearly basis the number of general public informed about, on both local and national scope, indigenous peoples and folklore of the Philippines.	C.1 Publicize and promote, locally and nationally, the web-based use of animated folklore materials.								
	C.2 Design, establish, and maintain a web-based location for the animated folklore materials.								
	C.3 Design survey and measurement tools to gauge the overall engagement of the materials for the public both locally and nationally.								

8B-1. Program Evaluation/Assessment

1. Project Goal Statement: Using a professional evaluator, assess all of the Center's activities and training programs to ensure that they have measureable impact on the university, community, region, and nation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Assess for quantification and standardization the Center's activities and training programs' measureable influence on the university	A.1 When possible, measure and establish a baseline for each Center activity and training program that have an influence on the university								
	A.2 Verify the development and usage of the assessment tools and measures proposed for each project that have an influence on the university								
	A.3 Fill out the appropriate documents to clarify and inform all the stakeholders of the results of the professional assessment on each of the Center's activities and training programs' influence on the university								

1. Project Goal Statement: Using a professional evaluator, assess all of the Center's activities and training programs to ensure that they have measureable impact on the university, community, region, and nation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Assess for quantification and standardization the Center's activities and training programs' measureable influence on the community	B.1 When possible, measure and establish a baseline for each Center activity and training program that have an influence on the community								
	B.2 Verify the development and usage of the assessment tools and measures proposed for each project that have an influence on the community								
	B.3 Fill out the appropriate documents to clarify and inform all the stakeholders of the results of the professional assessment on each of the Center's activities and training programs' influence on the community								

1. Project Goal Statement: Using a professional evaluator, assess all of the Center's activities and training programs to ensure that they have measureable impact on the university, community, region, and nation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Assess for quantification and standardization the Center's activities and training programs' measureable influence on the region	C.1 When possible, measure and establish a baseline for each Center activity and training program that have an influence on the region								
	C.2 Verify the development and usage of the assessment tools and measures proposed for each project that have an influence on the region								
	C.3 Fill out the appropriate documents to clarify and inform all the stakeholders of the results of the professional assessment on each of the Center's activities and training programs' influence on the region								

1. Project Goal Statement: Using a professional evaluator, assess all of the Center's activities and training programs to ensure that they have measureable impact on the university, community, region, and nation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
D) Assess for quantification and standardization the Center's activities and training programs' measureable influence on the nation	D.1 When possible, measure and establish a baseline for each Center activity and training program that have an influence on the nation								
	D.2 Verify the development and usage of the assessment tools and measures proposed for each project that have an influence on the nation								
	D.3 Fill out the appropriate documents to clarify and inform all the stakeholders of the results of the professional assessment on each of the Center's activities and training programs' influence on the nation								

8.B.2a. Outreach: Explorations: Graduate Journal of Southeast Asian Studies

1. Project Goal Statement: Increase the production of the student produced and peer-reviewed journal <i>Explorations: A graduate student journal of Southeast Asian Studies</i>										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase annually the production of the journal <i>Explorations</i> to at least once per year (focus on students)	A.1 Publicize opportunities for students to publish in the journal in a variety of departments targeting graduate students focused on Southeast									
	A.2 Recruit graduate students to become active with and participate in the graduate student editorial board									
	A.3 Recruit young scholars from MSI to publish and participate in the development of the <i>Explorations</i> journal									

1. Project Goal Statement: Increase the production of the student produced and peer-reviewed journal <i>Explorations: A graduate student journal of Southeast Asian Studies</i>										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase annually the production of the journal <i>Explorations</i> to at least once per year (focus on faculty)	B.1 Recruit (yearly) a faculty advisor to guide and support the graduate student editorial board									
	B.2 Provide tech support to the graduate student editor on how to use the <i>Explorations</i> publication and layout software									
	B.3 Design survey and measurement tools to verify the effectiveness of the support provided to the graduate student editorial board									

1. Project Goal Statement: Increase the production of the student produced and peer-reviewed journal <i>Explorations: A graduate student journal of Southeast Asian Studies</i>										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
C) Increase annually the digital presence of the journal <i>Explorations</i>	C.1 Design and develop journal content to be electronically available as a community resource on ScholarSpace @UHM									
	C.2 Promote <i>Explorations</i> through relevant Internet portals and on the CSEAS website									
	C.3 Design survey and measurement tools to verify the effectiveness and accessibility of the web-based materials of <i>Explorations</i>									

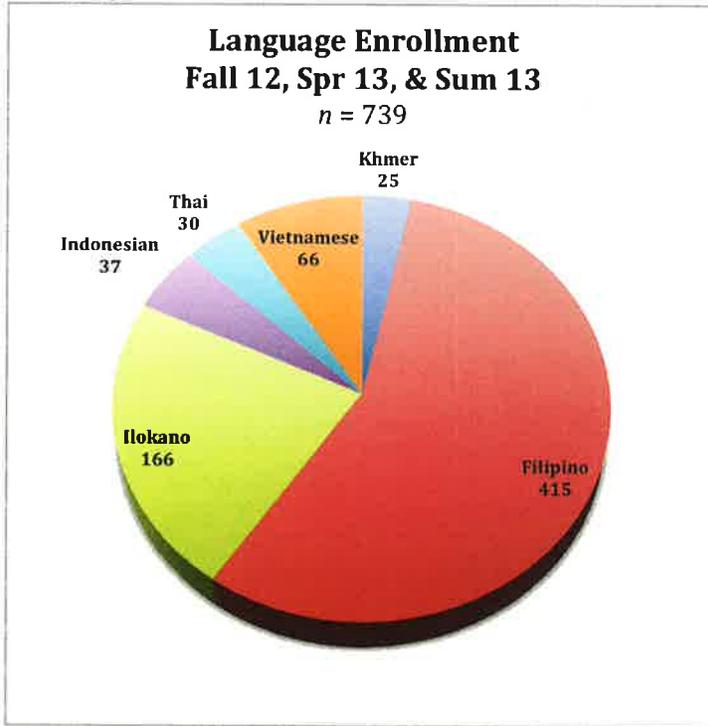
8.B.2b. Library acquisition

1. Project Goal Statement: Increase the number of library holdings (books, video, digital resources, etc.) and access to these holdings with a Southeast Asia focus										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase the number of print and audiovisual materials with Southeast Asian and Philippine Focus	A.1 Arrange and conduct trips to Southeast Asian countries (Mainland SEA, Island SEA and the Philippines) to acquire new print and audiovisual materials from these nations									
	A.2 Acquire materials in western languages (English, French, Spanish, Dutch, German, etc.) through a gathering plan with Yankee Book Peddler and other western book vendors.									
	A.3 Accept print and audiovisual SEA material donations from the community or from donors from Southeast Asia.									

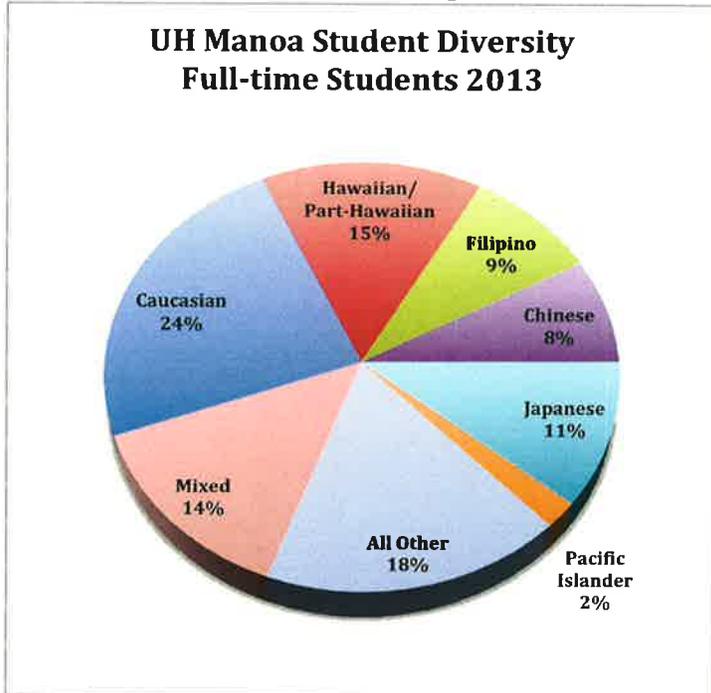
1. Project Goal Statement: Increase the number of library holdings (books, video, digital resources, etc.) and access to these holdings with a Southeast Asia focus										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B) Increase information access to the collection on Southeast Asia and the Philippines	B.1 Develop and implement subject specific Libguides (online finding aid) for the newly acquired print and audiovisual materials from Southeast Asia									
	B.2 Replace print resources with online resources through digitization of our materials or acquire them from aggregating digital sources									
	B.3 In order to better acquaint new or newish students with accessing and utilizing the SEA collections, conduct bibliographic instruction for these students in Southeast Asian and Philippine related courses									

Appendix 5.

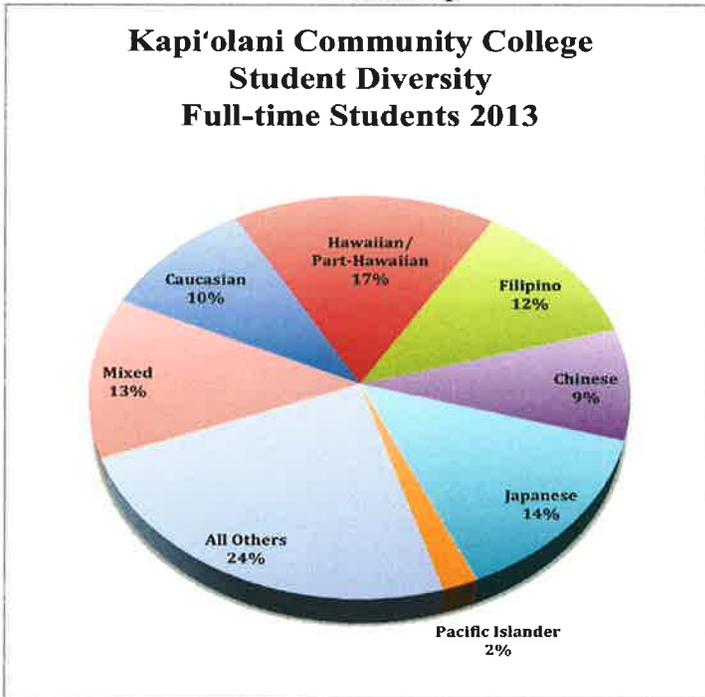
Language Enrollment Pie Chart



Student Enrollment Ethnic Makeup Manoa



Student Enrollment Ethnic Makeup KCC



Student Enrollment Ethnic Makeup WWCC

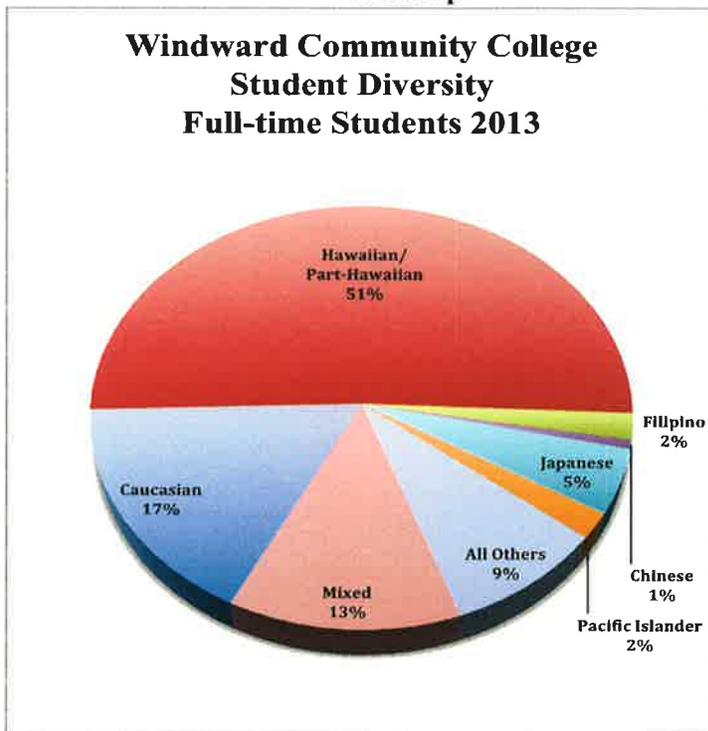


Table 1. 2013 – 2014 Non-Language Course Offerings

Department	Course Levels						
	100	200	300	400	500	600	700
American Studies						4	
Anthropology	1		2	5		1	
Architecture						1	
Art				2			1
Asian Studies		1	2	3		6	1
Business			1			3	
Dance			2	1			
Economics				1		2	
Education			1			1	
English			2				
Fashion				1			
Finance						3	
Geography			1				
History			2	4		2	
Indo-Pac Lang & Lit		2	7	2			
ITE			2				
Law					2		
Linguistics						1	3
Management			3				
Music			2	1		1	
NREM						1	
Peace Studies			1				
Philosophy			1				
Pol Science			2			2	
PUBA						2	
Religion		1	1	3			
Sociology			3				
Theater				1			1
TIM	2		5				
Urban Planning						7	
Women Studies			3	1			
TOTALS	3	4	43	25	2	37	6

100 to 400

Total =

75

500 to 700

Total=

45

Table 2. Library Circulation Counts

SEA Circulation Count

<u>Patron group</u>	FY08-09		FY09-10		FY10-11		FY11-12		FY 12-13	
	Circ #	%	Circ #	%	Circ #	%	Circ #	%	Circ #	%
Faculty	2,244	22%*	2,355	28%	2,349	28%	2,196	33%	1,978	36%
Under	2,598	25%	2,007	24%	1,784	21%	1,276	19%	1,428	26%
Grad	3,876	38%	3,110	37%	3,140	37%	2,427	37%	1,548	28%
Affiliate	1,208	12%	793	9%	876	10%	506	8%	335	6%
Community	375	4%	230	3%	245	3%	169	3%	212	4%
TOTAL	10,301	6%**	8,495	7%	8,394	7%	6,574	7%	5,501	8%

*=2244/10301 (percentage of each group for that year)

** = 10301/164183 (percentage of SEA circulation among all circulation)

ALL Circulation Count

<u>Patron group</u>	FY08-09		FY09-10		FY10-11		FY11-12		FY 12-13	
	Circ #	%	Circ #	%	Circ #	%	Circ #	%	Circ #	%
Faculty	45,584	22%	53,220	29%	48,384	30%	47,741	35%	39,236	36%
Under	80,880	39%	66,379	37%	57,165	35%	45,515	33%	40,406	37%
Grad	71,260	34%	51,047	28%	47,971	29%	35,665	26%	24,741	23%
Affiliate	6,464	3%	6,319	3%	5,164	3%	3,671	3%	2,118	2%
Community	5,579	3%	4,739	3%	4,849	3%	4,171	3%	3,386	3%
TOTAL	164,183		128,484		115,149		89,022		70,651	

Sample Survey

Constant Contact Survey Results

Survey Name: Speaker Series Survey (Stark)

Response Status: Partial & Completed

Filter: None

12/19/2013 11:30 AM HST

1. I am a/n

	Number of Response(s)	Response Ratio
Undergraduate Student - UHM	0	0.0%
Undergraduate Student - Other	0	0.0%
Graduate Student - UHM	6	50.0%
Graduate Student - Other	0	0.0%
Faculty/Staff Member - UHM	3	25.0%
Faculty/Staff Member - Other	1	8.3%
UHM Alumna/Alumnus	0	0.0%
Community Member	1	8.3%
Other	1	8.3%
No Responses	0	0.0%
Total	12	100%

2. I am affiliated with the following department/organization:

	Number of Response(s)	Response Ratio
School of Pacific and Asian Studies	2	16.6%
Center for Southeast Asian Studies	0	0.0%
Department of Anthropology, UHM	8	66.6%
Other UH Department	2	16.6%
Community	0	0.0%
Other	0	0.0%
No Responses	0	0.0%
Total	12	100%

3. My understanding of From Temples to Angkorian Khmers: Findings from the 2010 Field Season before this event was:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Very Poor	Poor	Fair	Good	Very Good
	2	2	2	3	3
	17%	17%	17%	25%	25%

4. My understanding of From Temples to Angkorian Khmers: Findings from the 2010 Field Season after this event was:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Very Poor	Poor	Fair	Good	Very Good
	0	0	1	3	8
	0%	0%	8%	25%	67%

5. This CSEAS/Department of Anthropology Speaker Series event increased my awareness of REGIONAL, LANGUAGE, COUNTRY-SPECIFIC OR CULTURAL STUDIES in Southeast Asia.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	3	9
	0%	0%	0%	25%	75%

6. I am interested in attending more shared area studies lecture events. (Please use this space below to recommend shared area studies topics you'd like to see in the future.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	1	11
	0%	0%	0%	8%	92%

5 Comment(s)

7. I would recommend the CSEAS Speaker Series event to a colleague/friend.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	2	10
	0%	0%	0%	17%	83%

8. I intend to download the event podcast from the CSEAS website.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Yes	No	Unsure at This Time	Plan to Do So in Future
	3	4	3	2
	25%	33%	25%	17%

9. How did you find out about this CSEAS/Department of Anthropology Speaker Series event? (Choose all that apply)

	Number of Response(s)	Response Ratio
CSEAS Weekly Announcement	7	58.3%
CSEAS Website	0	0.0%
CSEAS Flyer	0	0.0%
Department of Anthropology	7	58.3%
UH Calendar	0	0.0%
Facebook	0	0.0%
Twitter	0	0.0%
In-Class	1	8.3%
Other	1	8.3%
Total	12	100%

10. Please feel free to share any comments, questions or recommendations here. Mahalo for your kokua!

2 Response(s)

Answer

I would like to thank Dr. Stark and CSEAS/Department of Anthropology for arranging the series event to share the researches in Cambodia.

Very well run part of the very well run SEA program.

Sample Chicago Public Schools Module, Lesson 5 Excerpts



Last Night I Dreamed of Peace

Activity Description

- Students are usually exposed only to the American viewpoint of the Vietnam War. With this activity, they will read excerpts from the diary of a young Vietnamese woman who experienced the war as a battlefield surgeon for the Vietcong. Through her documentation, students will learn about her emotional and physical struggles of being involved in the war while separated from her family and friends.

Number of Instruction Days/Minutes

- 2 days/45 minutes

Activity Goals

- SWBAT:
 - Make inferences about historical events and eras using historical maps and other historical sources (ILS 16.A.3b).
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions (CCSS 6.RH.2).
 - Identify aspects of a text that reveal an author's point of view or purpose (CCSS 6.RH.6).
 - Distinguish among fact, opinion, and reasoned judgment in a text (CCSS 6.RH.8).

Big Idea(s)

- Identity and culture influence action.

Guiding Questions

- Why do cultures come into conflict?
- Why does perspective matter?
- How can people have many identities at one time?

Procedures

- **Pre-Lesson Preparation**
 - The night before the lesson, distribute copies of excerpts from *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*. Have students read the excerpts and complete the reading responses handout for homework.
- **Day 1**
 - Without reviewing the readings first, ask for volunteers to share answers to the questions assigned for homework.
 - Use the provided biography and photographs to give a brief summary of Dang Thuy Tram's life.
 - Read the first half of the diary excerpts with the class and dissect each entry. What can be pulled from the reading that explains Thuy's character, her struggle with the war, her purpose for being there? Emphasize how her age is an important factor.

Procedures (Cont.)

- **Day 2**
- Utilize The Vietnam Center and Archive website: http://www.vietnam.ttu.edu/resources/tram_diary/ by displaying images of Thuy's actual diaries which were recovered and later translated. There are also photographs of the visit with her family.
- Read the second half of the diary excerpts with the class and dissect each entry. What can be pulled from the reading that explains Thuy's character, her struggle with the war, her purpose for being there? Emphasize how her age is an important factor.
- For homework, have students write a personal letter to Dang Thuy Tram. This will serve as the assessment for this lesson. A handout is included with the activity.

Materials/Resources

- Copies of excerpts from *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*
- Copy of the book, *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*
- The Vietnam Center and Archive website: http://www.vietnam.ttu.edu/resources/tram_diary/
- Photographs of Dang Thuy Tram
- Biography of Dang Thuy Tram
- Projector, document camera, or SmartBoard/StarBoard
- Student notebook
- Student Handouts:
 - Reading response worksheet
 - Assessment- personal letter to Dang Thuy Tram

Assessment

- Students will write a personal letter to Dang Thuy Tram.

Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram

Excerpts from *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*

30 April 1968

Why are you still sad, Thuy? The critically wounded soldiers survive. Didn't the wan smiles on their pale faces bring you happiness? Didn't the recent praises for the clinic give you joy, Thuy? And yet you are still sad.

This sorrow has seeped far into my heart like the relentless monsoon rain willing itself deep into the earth. I have searched for carefree joy, but I have failed, my mind already furrowed with somber thoughts – there is no way to erase them. Perhaps I can banish them by dedicating myself entirely to curing the wounded and improving the clinic.

Oh, why was I born a dreamy girl, demanding so much of life?

By any measure, my life is a dream: I have a whole and good family.¹⁹ I still have opportunities to advance my career, and I have tasks commensurate with my capabilities. People treat me with kindness.

I demand too much of life, don't I?

Answer that, Thuy, Miss Stubborn, difficult to please.

¹⁹Thuy was counting her blessings, appreciating the fact that no one in her immediate family had been killed in the war. At the time, most Vietnamese families had suffered at least one casualty in the war.

20 July 1968

The days are hectic with so much work piling up, critical injuries, lack of staff personnel; everybody in the clinic works very hard. My responsibilities are heavier than ever; each day I work from dawn till late at night. The volume of work is huge, but there are not enough people. I alone am responsible for managing the clinic, treating the injured, teaching the class.⁴⁹ More than ever, I feel I am giving all my strength and skills to the revolution. The wounded soldier whose eyes I thought could not be saved is now recovering. The soldier whose arm was severely inflamed has healed. Many broken arms have also healed. . . . All these successes are due mainly to the nurses and me working day and night at the patients' bedside.

To the students, I offer my knowledge of medicine. I teach the class not only because it is my duty, but also because of my sisterly affection for my students, who are like my own younger siblings. The nation's traitors have denied them the opportunity to learn. I want to give them a full education, to teach them

everything I know. How I love the Thuans, the Liens, the Luans, Xuans, Nghias, each with his or her own situation, but they are very much alike; diligent, striving to achieve the pinnacle of knowledge. Thuan has just cried for his father's death; the two deaths in his family are still heavy on his chest, but he could still muster a smile to his pale lips for his comrades. Thuan could still sing, laugh, and participate in class discussion passionately. Looking at Thuan, I love and admire him so much.

Lien studies and works at the clinic. She rises at dawn to work, and labors till dusk like a bird, quickly and diligently. She joyfully takes the lead in every struggle – hers is also an example from which I need to learn.

How can I count all these unnamed heroes who rise up in the burning land of the South?

⁴⁹*In addition to providing medical treatment, Thuy taught young medical workers, mainly in basic nursing skills.*

11 January 1969

Life in Pho Cuong remains arduous. The enemy continues the sweeping pattern of destruction, sacking villages, burning houses, and seizing peasants rice stores in an attempt to implement their pacification plan quickly. There is still gunfire in that direction. Each shot reminds me of the folks down there, making me empathize with their plight. And in the midst of those million images, I see you clearly, Thuan, your simple black attire drenched with sweat and rain. Exhaustion is plain on your gaunt face, but your eyes are gleaming, a smile lingering on your lips. Missing you, I saw traces of you everywhere, in the unruly hair of the young liberation soldier who died in my arms, in Lien who is burdened with death and pain.

Lien has just learned that her mother is dying alone. There is no one else at home. Her older brother regrouped to the North.⁸³ One of her sisters went to Saigon. Her fifth sister-in-law was shot and injured by the enemy, who then carried her away somewhere. The old mother stayed behind at home, enduring loneliness and privation to spiritually support her daughter Lien, who has joined the Resistance in the South. Now the old mother is stricken with a brain hemorrhage, lying unconscious in bed, in a cold, empty house. There is no one to care for her. Lien cries, her tears permeating my heart as thoroughly as your tears had the day you wept for your father.

Each one of these tragedies has been caused by the devil bandits. There is no argument about that.

⁸³*When the Geneva Accords temporarily divided the country in 1954, many South Vietnamese "regrouped" by going to North Vietnam.*

Student Name: _____

Date: _____

Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram
Reading Responses

Directions: After reading the excerpts from *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*, please answer the following questions in response to the reading:

1. What purpose does Thuy have in the war? What is she doing in the villages and jungle?

2. Which side is Thuy helping, the North Vietnamese or the South Vietnamese? Why?



UNIVERSITY of HAWAII'
KAPĪ'OLANI
COMMUNITY COLLEGE

June 23, 2014

Dr. Kirstin Pauka, Director
Center for Southeast Asian Studies
University of Hawaii
1890 East-West Road, Moore Hall 416
Honolulu, Hawaii 96822

Dear Dr. Pauka:

It is with great pleasure that I write this letter of support for the UHM Center for Southeast Asian Studies (CSEAS) application for renewal of its Title VI grant to continue as a National Resource Center.

Kapi'olani Community College (KCC) is designated as a Minority Serving Institution (MSI) by the U.S. Department of Education. KCC is the largest of the seven community colleges and the second largest in the UH system with almost 9,000 students. The college is nationally known for its emphasis on international education and offers both International Studies and Asian Studies Certificates. We have a long history of international students coming to KCC for study. At the present time we have almost 700 international students in degree programs.

One of KCC's emphases has been on teaching foreign languages. We plan to use innovative approaches to encourage minority students to study the Less Commonly Taught Languages (LCTL) of Southeast Asia while adding value to KCC's strength in international programs.

We have worked closely with CSEAS in the past. In fact Dr. Joseph Overton, Professor of Political Science and Director of the Office for International Affairs, sits on the Executive Board of CSEAS representing all the community colleges in the UH system. In addition, faculty at KCC have worked closely with colleagues at CSEAS for assistance in developing programs related to Southeast Asia.

The Title VI grant proposal would allow KCC to introduce students to the languages at an early stage in their college education, which in turn will allow them to acquire greater competency in the languages before earning their undergraduate degrees.

The grant addresses the development of language skill sets related to the U.S. government pivot to Asia in general and to Indonesia and Vietnam in particular as noted by President Obama's focus on those two countries as being important to U.S. business and security issues in the future.

4308 Diamond Head Road
Honolulu, Hawai'i 96816-4221
Telephone: (808)734-9565
Facsimile: (808)734-9162
Website: www.kcc.hawaii.edu

An Equal Opportunity/Affirmative Action Institution

Dr. Kirstin Pauka
June 23, 2014
Page 2

This is an important collaborative effort between UHM-UH National Foreign Language Resource Center (UHNFLRC)-KCC as it builds on the strength of each organization-UHM's strong Southeast Asia programs, KCC's strong international programs, and the UHMNFLRC language program curriculum and pedagogy development expertise.

Currently KCC is the only community college in Hawaii with language programs in Japanese, Chinese and Korean. In addition Kapi'olani has reached out to both Indonesia and Vietnam on numerous occasions. We received two grants from the U.S. Department of State to conduct semester-long workshops for Indonesian academic administrators to teach them how to develop a community college system in Indonesia (CSEAS played an important role in the workshops). We are continuing these efforts which will benefit both Indonesia and the U.S. by establishing closer educational and cultural as well as security links between these two nations.

Kapi'olani has also helped Vietnam develop its education system in a number of fields including hospitality, culinary, and ESL which are critical for Vietnam as it develops its tourism industry.

CSEAS's proposal to introduce both Indonesian and Vietnamese languages into the KCC curriculum will enhance our students' ability to become more engaged in these countries in terms of their future career endeavors. Their knowledge of these languages will be a major benefit to the U.S. by providing more language resources in these LCTL.

Finally, as the lead community college campus in the U.H. system, the grant will permit students at the other six UHCC community colleges to take advantage of these language programs.

Kapiolani Community College looks forward to its continued close relationship with UHM CSEAS.

Sincerely,



Leon Richards
Chancellor

c: Dr. Julio C. Rodriguez, Director, UH National Foreign Language Resource Center



UNIVERSITY of HAWAII*
WINDWARD
COMMUNITY COLLEGE

June 27, 2014

Dr. Kirstin Pauka, Director
Center for Southeast Asian Studies
University of Hawai'i - Mānoa
1890 East-West Road, Moore Hall 96822
Honolulu, HI 96822

RE: SEA STEM Project: Ethnobotany

Dear Dr. Pauka:

I am writing this in support of the SEA STEM Project: Ethnobotany, a collaborative training program developed between the CSEAS at the University of Hawaii, Manoa and the Agripharmatech Program at Windward Community College (WCC). Dr. Ingelia White, Professor of Botany and Microbiology, and Coordinator of the Agripharmatech Program will lead the collaborative ethnobotanical educational training program in Hawaii in Summer 2015. Participants will be engaged in hands-on learning, and field trips to identify medicinal and nutritious plants used in Hawaiian traditional medicine. They will also prepare medicinal plant-based products and food pharmacy.

Upon completion of training in Hawaii, students will join participants in Java, Indonesia for a comparative study of the ethnobotany/ethnopharmacognosy of Javanese and Hawaiian plants.

Results of this study will be made available in the CSEAS website.

WCC offers a Certificate of Achievement in Agripharmatech:Ethnopharmacognosy. Students participating in this program will receive credits in BOT 199/299 (Independent Study).

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Richardson".

Brian Richardson
Dean of Academic Affairs, Division II
University of Hawaii – Windward Community College
45-720 Kea'ahala Road
Kaneohe, HI 96744



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,

A handwritten signature in blue ink, appearing to read 'Donald B. Young', written over a large, stylized flourish.

Donald B. Young
Dean, College of Education

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

FY 2014 TECHNICAL REVIEW FORM

**HEA TITLE VI NATIONAL RESOURCE CENTERS AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS**

CFDA No. 84.015(A & B)

WORLD AREA:

PR Number(s) and Applicant Institution:

RATING SCALE				
If total points are:	5	10	15	20 25
Outstanding	5	10	15	20 25
Very Good	4	8	12	16 20
Good	3	6	9	12 15
Average	2	4	6	8 10
Poor	1	2	3	4 5
Unacceptable or not described	0	0	0	0 0

Evaluation Criteria

Evaluation Criteria	Max Points		Rating Summary		
	NRC	FLAS	Comprehensive NRC	Undergraduate NRC	FLAS Fellowships
1. Commitment to the Subject Area	10	10	0	0	0
2. Quality of Curriculum Design	10	20	0	0	0
3. Quality of the Applicant's Non-Language Instructional Program	20	20	0	0	0
4. Quality of the Applicant's Language Instructional Program	20	20	0	0	0
5. Strength of Library	10	10	0	0	0
6. Quality of Staff Resources	15	15	0	0	0
7. Outreach Activities	20	0	0	0	N/A
8. Program Planning and Budget	25	0	0	0	N/A
9. Impact and Evaluation	30	25	0	0	0
10. FLAS Awardee Selection Procedures	0	15	N/A	N/A	0
11. Competitive Priorities	10	10	0	0	0

170	145
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TOTAL:

0	0	0
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General Comments: (continue on last page)

Reviewed by:	Date:

Evaluation Criteria

1. Commitment to the Subject Area on Which the Applicant Focuses

Comp NRC	UG NRC	FLAS
POSSIBLE POINTS		
10	10	10

A. For all applicants, to what extent does the institution provide financial and other support to:

(10 pts)

(10 pts)

(5 pts)

- (for all applicants) the operation of the applicant's center or program,

- (for all applicants) teaching staff for the applicant's subject area,

- (for all applicants) library resources for the applicant's subject area,

- (for all applicants) linkages with institutions abroad,

- (for NRC applicants only) center outreach activities, and

- (for NRC applicants only) qualified students in fields related to the center's program?

B. For FLAS applicants only, to what extent does the institution provide financial support to students in fields related to the applicant's teaching program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

2. Quality of Curriculum Design

POSSIBLE POINTS		
10	10	20

A. For all NRC applicants, to what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area?

(5 pts)

(5 pts)

For all NRC applicants, to what extent are the requirements (including language requirements) appropriate for a center in this subject area and will they result in an undergraduate training program of high quality?

For comprehensive NRC applicants only, to what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields?

For comprehensive NRC applicants only, to what extent are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

--

Evaluation Criteria						
If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

2. Quality of Curriculum Design (continued)

For FLAS applicants, to what extent does the applicant's curriculum provide training options for students from a variety of disciplines and professional fields, and to what extent are these programs and their requirements appropriate for an applicant in the subject area and result in training programs of high quality?

(5 pts)

B. For all applicants, to what extent does the applicant provide academic and career advising for students?

(5 pts)

(5 pts)

(15 pts)

For all applicants, to what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements?

For all applicants, to what extent does the institution facilitate student access to other institutions' study abroad and summer language programs?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

3. Quality of the Applicant's Non-Language Instructional Program

POSSIBLE POINTS		
20	20	20

A. For all applicants, what is the quality and extent of the center's course offerings in a variety of disciplines?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are courses in the applicant's subject matter available in the institution's professional schools?

B. For all applicants, to what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?

(5 pts)

(5 pts)

(5 pts)

C. For all applicants, to what extent are interdisciplinary courses offered for students?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

3. Quality of the Applicant's Non-Language Instructional Program (continued)

D. For all applicants, are sufficient numbers of non-language faculty available to enable the center to carry-out its purposes?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are instructional assistants provided with pedagogy training?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4. Quality of the Applicant's Language Instructional Program

POSSIBLE POINTS		
20	20	20
AWARDED POINTS		

A. For all applicants, to what extent does the applicant provide instruction in the languages of the applicant's subject area?

 (5 pts)

 (5 pts)

 (5 pts)

For all applicants, to what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?

B. For all applicants, To what extent does the applicant provide three or more levels of language training?

 (5 pts)

 (5 pts)

 (5 pts)

For all applicants, to what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4. Quality of the Applicant’s Language Instructional Program (continued)

C. For all applicants, are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the application (narrative and course list)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent have language teaching staff (faculty and instruction assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?

D. For all applicants, what is the quality of the language program as measured by:

(5 pts)

(5 pts)

(5 pts)

- for all applicants, the performance-based instruction being used or developed,

- for all applicants, the adequacy of resources for language teaching and practice, and

- for all applicants, language proficiency requirements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

--

Evaluation Criteria						
If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

5. Strength of Library

POSSIBLE POINTS		
10	10	10
AWARDED POINTS		

A. For all applicants, what is the strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves (e.g. graduate, professional undergraduate)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?

B. For all applicants, to what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or online databases?

(5 pts)

(5 pts)

(5 pts)

For NRC applicants only, to what extent are teachers, students, and faculty from other institutions able to access the library's holdings?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

6. Quality of Staff Resources

POSSIBLE POINTS		
15	15	15
AWARDED POINTS		
0	0	0

A. For all applicants, to what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are professional development opportunities, including overseas experience, provided for faculty and staff?

For all applicants, to what extent do the teaching faculty and other staff participate in the teaching, supervision, and advising of students?

B. For all applicants, how adequate are the applicant staffing and oversight arrangements, and to what extent are faculty from a variety of departments, professional schools, and the library involved?

(5 pts)

(5 pts)

(5 pts)

For NRC applicants only, how adequate are the staffing and oversight arrangements for the center's administration and outreach activities?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

--

6. Quality of Staff Resources (continued)

C. For all applicants, to what extent does the applicant, as part of its nondiscriminatory employment practices, encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly?

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(5 pts)

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(5 pts)

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(5 pts)

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If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

8. Program Planning and Budget (continued)

C. For all NRC applicants, are the costs of the proposed activities reasonable in relation to the objectives of the program?

(5 pts)

(5 pts)

D. For comprehensive NRC applicants, what kind of long-term impact will the activities (for which funds are requested) have on the institution's undergraduate, graduate, and professional training programs?

(5 pts)

E. For undergraduate NRC applicants, what kind of long-term impact will the activities (for which the funds are requested) have on the institution's undergraduate training program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

9. Impact and Evaluation

POSSIBLE POINTS		
30	30	25
AWARDED POINTS		
0	0	0

A. For all NRC applicants, to what extent do the center's activities and training programs have a significant impact on the university, community, region and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?

(5 pts)

(5 pts)

For undergraduate NRC applicants, to what extent do students matriculate into advance language and area or international studies programs or related professional programs?

B. For all applicants, to what extent will provisions be made for equal access and treatment for eligible students and other participants who are members of groups that have been traditionally under-represented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

Evaluation Criteria

Comp NRC

UG NRC

FLAS

9. Impact and Evaluation (continued)

C. For all applicants, does the applicant provide an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data?

(15 pts)

(15 pts)

(5 pts)

For all applicants, to what extent have recent evaluations been used by the applicant to improve its program?

D. For FLAS applicants, to what extent have the applicant's activities and training programs contributed to an improved supply of specialists on the program's subject as shown through indices such as undergraduate and graduate enrollments and placement data?

(10 pts)

E. For all NRC applicants, to what degree do activities of the center address national needs, and generate information for and disseminate information to the public?

(5 pts)

(5 pts)

For all NRC applicants, what is the center's record of placing students into post graduate employment, education, or training in areas of national need and the center's stated efforts to increase the number of such students that go into such placements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

9. Impact and Evaluation (continued)

F. For FLAS applicants, to what degree are fellowships awarded by the applicant addressing national needs?

(5 pts)

For FLAS applicants, what is the applicant's record of placing students into post-graduate employment, education or training in areas of national need and the applicant's stated efforts to increase the number of such students that go into such placements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

10. FLAS Awardee Selection Procedures

POSSIBLE POINTS		
0	0	15
AWARDED POINTS		
N/A	N/A	0

A. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how awards will be advertised,

-when each step in the selection process will take place,

-how the process will result in awards being made to correspond to any announced priorities,

B. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how students apply for awards,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

FLAS Awardee Selection Procedures (continued)

C. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-who selects the fellows,

-what selection criteria are used,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

National Resource Centers (NRC) Program (0-10 points)

COMPETITIVE PREFERENCE PRIORITIES

Provide substantive comments and the score(s) to evaluate the extent to which the application meets the competitive preference priorities.

NRC Competitive Preference Priority 1: Applications that propose collaborative activities with one or more minority-serving institutions (MSIs) or with one or more community colleges. (0-5 points)

(5 pts)

NRC Competitive Preference Priority 2: Collaborative activities with units such as schools or colleges of education. (0-5 points)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

Foreign Language and Area Studies Fellowships (FLAS) Program (10 points)

COMPETITIVE PREFERENCE PRIORITIES (10 points)

Provide substantive comments and the score(s) to evaluate the extent to which the application meets the competitive preference priorities.

FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need. (5 points)

(5 pts)

FLAS Competitive Preference Priority 2: Applications that propose to make 25 percent or more of academic year FLAS fellowships in any of the 78 priority languages selected from the U.S. Department of Education's list of less commonly taught languages (LCTLs). (5 points)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0