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## U.S. Department of Education

OFFICE OF POSTSECONDARY EDUCATION

International and Foreign Language Education Washington, DC 20202

## National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Program for Southeast Asia at the University of Hawai'i at Manoa ED-GRANTS-121621-001 (NRC); 84.015A

ED-GRANTS-12161-002 (FLAS); 84.015B

## APPLICATION NARRATIVE

Center for Southeast Asian Studies, University of Hawai'i at Manoa

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# LIST OF ACRONYMS

AANAPISI Asian American Native

American Pacific Islander Serving

AAS Association of Asian Studies

ACTFL American Council on the Teaching of Foreign Languages

ADA Americans with Disabilities Act

AIFIS American Institute for Indonesian Studies

APCSS Daniel K. Inouye Asia Pacific Center for Security Studies

ASEAN Association of Southeast Asian Nations

ASK Advanced Study of Khmer

ASP Asian Studies Program

BEnvD Bachelor of Environmental Design

BRI (China) Belt and Road Initiative

BusAd Business Administration

Cal Poly California Polytechnic State University

CALL College of Arts, Languages & Letters

CAPSEA Cooperative Acquisitions Program Southeast Asia

CAORC The Council of American Overseas Research Centers

CCS Center for Chinese Studies

CIRDAP Centre on Integrated Rural Development for Asia and the Pacific

CKS Center for Khmer Studies

CLT Center for Language & Technology

CNS College of Natural Sciences (UHM)

COE College of Education CORMOSEA Committee on Research

Materials on Southeast Asia

CPIS Center for Pacific Islands Studies

CRCS Center for Religious and Cross- Cultural Studies

CRL Center for Research Libraries

CSEAS Center for Southeast Asian Studies

CSS College of Social Sciences (UHM)

CSU-DH California State University- Dominguez Hills

CTAHR College of Tropical Agriculture and Human Resources

CTE Center for Teaching Excellence

DoD Department of Defense

DOE Department of Education (Hawai'i)

EA East Asia

EOAA Equal Opportunity and Affirmative Action

EWC East-West Center

ExCom CSEAS Executive Committee

FLAS Foreign Language and Area Studies Fellowship

FSO Foreign Service Officer

FTE Full-Time Employment

GA Graduate Assistant

GEAR-UP Gaining Early Awareness and

Readiness for Undergraduate Programs

GETSEA Graduate Education & Training

in Southeast Asia

GUAVA Group of Universities for the Advancement of Vietnamese Abroad

HELP Hawai‘i English Language Program

HICFA Hawaiʻi Center for AIDS

IFP Ford International Fellowships Program

ILL Interlibrary Loan

ILR Interagency Language Roundtable

IPLL Indo-Pacific Languages and Literature

IPLL Department of Indo-Pacific Languages and Literature

ITS Information Technology Services

KCC Kapi‘olani Community College

KOKUA UH Mānoa Office for Students with Disabilities

LIS Library Information Services

MAIA MA in Asian International Affairs

MOU Memorandum of Understanding

MSI Minority Serving Institution

MSU Michigan State University

NCCU National Chengchi University (Taiwan)

NEH National Endowment for the Humanities

NFLRC National Foreign Language Resource Center

NSF National Science Foundation

NUS National University of Singapore

OPI Oral Proficiency Interview

ORIAS Office of Resources for International and Area Studies

ORS Office of Research Services

PACE Peace and Conflict Education Program (UHM)

PALS Pacific Asian Legal Studies Program

PEMSEA Program on Early Modern SEA SCOB Shidler College of Business

SEALC Southeast Asia Language Council

SEAM Southeast Asia Microform Project

SEAn Southeast Asian

SEASSI Southeast Asian Studies Summer Institute

SLO Student Learning Outcomes

SPAS School of Pacific and Asian Studies

STEM Science, Technology, Engineering and Mathematics

TT Tenure-Track

TYA Theatre for Young Audiences

UHF University of Hawai'i at Mānoa Foundation

UHM University of Hawai‘i at Mānoa

UHOIC University of Hawai‘i Online Innovation Center

UOG University of Guam

US AID US Agency for International Development

USINDOPACOM United States Indo-Pacific

Command

URC University Research Council

UW University of Washington

VEMBA Vietnam Executive MBA

VFI Vietnamese Film Institute

**TITLE VI SPECIFIC ABBREVIATIONS**

AP Absolute Priority

CPP Competitive Preference Priority

FLAS Foreign Language and Area Studies

IFLE International and Foreign Language Education

LCTL Less Commonly Taught Language

NRC National Resource Center

## University of Hawai‘i Commitment to Southeast Asian Studies

Asia is central to the University of Hawai’i at Mānoa (UHM), where more than 35% of the state’s residents, 35% of UHM students are Asian in ethnicity, and more than 250 Asia specialists work. UHM Center for SEAn Studies (CSEAS) was established in 1978, and CSEAS affiliates co- founded and now participate in all the country’s important SEA-based consortia (SEALC, CORMOSEA, GETSEA, GUAVA) and CAORC (AIFIS, CKS) and practice in areas of national need (**AP 1.2**). Our 2022-26 proposal includes activities that can be extended beyond the grant to expand educational opportunities for students from underrepresented groups (**NRC CPP 1**) through providing diverse perspectives and viewpoints (**AP 1.1)** to advance excellence in SEA scholarship through integrated efforts to train teachers on SEAn Studies (**AP 2**). UHM’s ongoing commitment to SEA studies remains strong and continues to grow.

* 1. ***Program Operation and Administrative Support*** / CSEAS is housed in the School of Pacific and Asian Studies (SPAS) as part of the UHM College of Arts, Languages, and Literature (CALL). SPAS receives UHM support to create synergies across CALL and to infuse UHM with Asia-Pacific studies. Institutional support for CSEAS (**Table 1**) is outlined in following sections on SEA language/literature instruction (Section B), non-language instruction (Section C), CSEAS staff support (Section E), and Library support (Section F). Letters of support from the UHM Provost and CALL Dean indicate a strong level of commitment to promoting SEA studies at UHM as do CC/MSI partners like Kapiolani CC, UMass-Lowell, and UOG (Appendix D).
  2. ***Support for Teaching Staff*** / The exceptional expertise of our CSEAS affiliates is core to CSEAS, and more than 50 faculty and staff in 22 departments teach 145 SEA-content courses regularly. Despite declines in academic hiring, retirements, and COVID-related job departures, UHM continues to hire, promote and tenure SEA-focused faculty, like Bundit

Kanisthakhon (Architecture) and Sothy Eng (Family Resources) were hired, Ashok Das (DURP), Mary Mostafanezhad (GEOG), Jonathan Padwe (ANTH), Bradley McDonnell (LING), Aya Kimura (SOC), Krisnawati Suryanata (GEOG), and Thao Le (Family Resources). SEA studies are key components of graduate and professional programs across UHM, from languages and literatures to business, urban and regional planning and public

|  |  |
| --- | --- |
| **Table 1. Institutional Support for Southeast Asian Studies 2020-2021** | |
| **Total UHM SEA Affiliate Faculty and Staff Compensation** | |
| SEA Language/Literature Instruction | $999,564 |
| SEA Non-Language Instruction | $4,687,099 |
| Library Staff (2 1.0 FTE specialists & student assistants) | $332,701 |
| **Subtotal** | **$6,019,364** |
| **Total UHM CSEAS Staff Compensation** | |
| Director Salary (0.5 FTE) | $55,120 |
| Associate Director/Outreach Coordinator Salary (1.0 FTE) | $78,494 |
| Secretary (1.0 FTE) | $38,220 |
| GA Salary (2) | $46,056 |
| FLAS Coordinator Salary (33%) | $34,708 |
| Fiscal Administrator Salary (25%) | $18,177 |
| **Subtotal** | **$270,775** |
| **Student Support** | |
| FLAS Waivers (Fall, Spring, Summer) | $143,274 |
| Graduate Student Support (tuition waivers, scholarships) | $311,991 |
| CSEAS Student Endowments | $10,000 |
| UROP SEA-Focused Funding | $9,989 |
| **Subtotal** | **$475,254** |
| **Other Expenditures** | |
| Faculty & Student to SEA (FRTF, UROP) | $13,600 |
| SEA Theatre Support | $159,220 |
| Office of Global Engagement Support | $106,555 |
| Library Acquisitions | $114,382 |
| Equipment & Office Support | $10,800 |
| **Subtotal** | **$404,557** |
| **Total** | **$7,169,950** |

health.

### Support for Library

***Resources*** / The total UH salary support for the 2 full-time SEA

collection librarians (1 FTE SEA and 1 FTE Philippines) for a FY 2020-21 total of $311,564.01 (salary + fringe), and funds student assistants (FY 2020-21=$21,137.70). During AY 2020-21, UHM allocated $118,682.00 to SEA acquisitions and subscriptions. UH institutional support for SEA library in FY 20-21 was $451,383.71.

* 1. ***Support for Linkages Abroad*** / UHM CSEAS and its faculty affiliates have built strong linkages to more than 40 international institutions that support SEA studies at UHM:

CAORC centers, governmental ministries, and 38 SEA-based universities (**Table 2**). These are facilitated through support from UHM’s Office of Global Engagement, whose annual support (c.

|  |  |
| --- | --- |
| **Table 2: MoU Agreements: UHM and SEA Partner Institutions** | |
| Cambodia | 4 |
| Indonesia | 9 |
| Philippines | 3 |
| Singapore | 2 |
| Thailand | 11 |
| Vietnam | 9 |
| **Total** | **38** |

$106,000) fosters partnerships between international SEAn universities and government units committed to studying SEA.

UHM’s long standing focus on Asia places it strategically in the country’s turn in focus toward the Asia-Pacific in the arts and sciences and professional schools. CSS faculty have deep research relationships with Thai and Indonesian universities, and students travel to Southeast Asia to pursue advanced language study***.***

* 1. ***Support for CSEAS Outreach*** / Outreach is a core component of our Center’s educational mission of advancing understanding of SEA through engagement with academic institutions, teachers, and community networks. We support outreach efforts through five key funding streams to extend the reach of more than 60 CSEAS affiliates and their partners in their work. UHM Affiliates who run CSEAS’s seven ongoing NRC-funded projects embed K-16 outreach activities into long-term programs like Kirstin Pauka’s Indonesian performance K-12 program that (in non-COVID times) provides quality resources to underserved schools across Hawai’i to reach more than 3,500 students and teachers annually. UHM CSEAS publicizes events through social media outlets, funding components of the work, and linking colleagues to community partners. The UH system website, community bulletin, and IT center all provide services at no cost to CSEAS programs. (See H. Outreach Activities)
  2. ***Support for Students*** / UHM supports undergraduate students with financial aid, including state-specific grants, Pell grants, UHF grants, and work-study (**FLAS CPP 1**), and CSEAS is committed to supporting UHM students in their SEA studies. CSEAS FLAS funding, coupled with East-West Center student funding, nurture a community of SEA-focused graduate students who bring their diverse interests together in dynamic and interdisciplinary ways. They have access to multiple university sources of support, and CSEAS funding: FLAS awards ($1,221,000 since 2018), Moscotti and Embree endowments, Luce grants, and GA positions (two UHM funded and all five including full tuition waivers at $224,240/year institutional matching since 2020); which make UHM a desirable university for students to study SEA and its LCTL’s (**FLAS CPP 2**). CSEAS builds mentorship (Section D) into Center activities, and our annual SPAS Graduate Student Conference offers no-cost professional development experience. Approximately half (19) of FLAS awardees since 2018 come from the Social Sciences (e.g., Anthropology, Geography, Linguistics, Urban Planning), Humanities (History, Philosophy, Theater) and Asian Studies. FLAS funding has also supported eight UHM students in the STEM, health, and business fields (e.g., Engineering and Bioengineering, Information and Computer Sciences, Law, Public Health, Travel Industry Management). UHM ASP aims to hire one SEA-focused GA each year (See I.).

## Quality of the Center’s Language Instructional Program

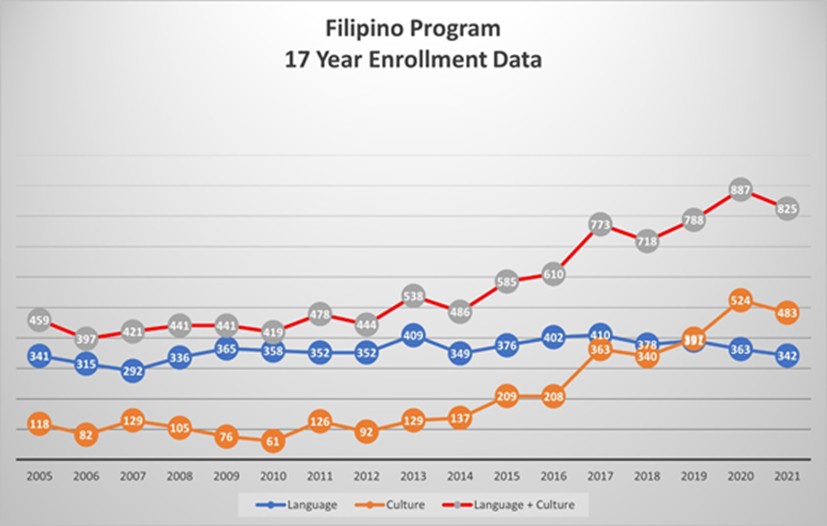
* 1. ***SEA Language Instruction* /** All six SEA LCTL’s taught at UHM are considered Priority Languages; five are classified as critical to national security (**Table 3**). Most UHM undergraduates complete two years of foreign language study, and ASP students with a SEA focus learn a SEAn language for two years and attain a mid-intermediate ACTFL level. SEA- focused MA students complete at least three years of a SEAn language reaching high-

intermediate or low-advanced ACTFL levels. UHM IPLL offers one of the most extensive SEAn language programs across the country. UHM heritage language students increasingly gravitate to the two Filipino languages. Since 2020, 1,043 students have enrolled in SEAn

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 3. SEAn Languages offered at UHM** | | | | | | |
|  | **Filipino (Tagalog)** | **Ilokano** | **Indonesian (Bahasa)** | **Khmer (Cambodian)** | **Thai** | **Vietnamese** |
| USAID | **✓** |  | **✓** |  | **✓** | **✓** |
| Defense | **✓** |  | **✓** |  | **✓** | **✓** |
| Energy |  |  | **✓** |  |  | **✓** |
| State | **✓** |  | **✓** | **✓** | **✓** | **✓** |
| Peace Corps | **✓** | **✓** | **✓** |  | **✓** |  |

languages, and 90 took upper-division courses. Online courses are offered for Khmer, Indonesian, and Thai, and UHM also offers five non-SEAn languages required for research in the region: French, Spanish, Portuguese, Arabic, and Sanskrit. Enrollment in Filipino language has remained steady, but the development of four new Philippine Language and Culture classes has grown nearly 200% since 2015 (Figure 1). Critical pedagogy guides all SEA language instruction at UHM.

* 1. ***Levels of SEA Language Training*** / UHM instructors offer four SEAn languages at the 3rd- and 4th-year levels: Filipino (Tagalog), Ilokano, Indonesian, and Khmer; 3rd- year courses are offered in Thai and Vietnamese. Online advanced classes in Indonesian, Khmer, and Thai were first offered in 2017-2018, which facilitated the COVID transition. In AY 2021-22, nearly all Filipino and Ilokano courses are



***Figure 1. Enrollments in Filipino Languages Program since 2005***

available online. Directed Reading and Research (499- courses); and IPLL classes 690 and 699 are available and graduate students with FLAS awards.

* 1. ***Sufficient SEA Language Faculty* /** Every member of the UHM SEAn language program is a native speaker: five tenured faculty members (Ilokano, Indonesian, Khmer, Filipino, and Thai), four full-time Philippine language instructors (two Ilokano, two Filipino), and

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 4. Student Enrollments in UHM Language Courses** | | | | |
| **Departments** | **# Courses** | **# Students** | | |
| **2020-21** | **2021-22** | **Total** |
| Cambodian (Khmer) | 9 | 13 | 25 | **38** |
| Filipino (Tagalog) | 9 | 345 | 309 | **654** |
| Ilokano | 8 | 81 | 74 | **155** |
| Indonesian | 9 | 41 | 23 | **64** |
| Thai | 6 | 28 | 16 | **44** |
| Vietnamese | 6 | 65 | 75 | **140** |
| **Total** | **47** | **573** | **522** | **1095** |

additional Filipino lecturers in response to student demand. **Table 4** presents SEA language enrollments for AY 2020-21/2021-22. In AY 2021-22, the Indo-Pacific Languages and Literature Department offered seven different Filipino language courses (1st-4th year) including multiple 100- level sections offered year-round to accommodate demand and five discrete upper-division courses. Six Ilokano language courses (1st-4th years; two upper-division), eight Cambodian/Khmer language courses (1st-3rd years; one 3rd year), four Indonesian courses (while the tenured faculty was on sabbatical: two 3rd-year classes) were offered. Four Thai language courses (1st-3rd years; one 3rd-year) and five Vietnamese classes (1st-3rd years; one 3rd-year) were offered. Course enrollments continue to grow in Philippine Language and Culture programs, which have a waitlist of 80-100 students each semester.

Philippine language has experienced the most intensive program-building at UHM. Two hires since 2015 in Filipino (Jayson Parba: 2015) and Ilokano (Nadezna Ortega: 2017) have enhanced instructional capacity. SEAn language faculty participate in substantial professional development activities. Philippine language instructors teach at SEASSI, and UHM SEA language instructors have participated in the 2019-2024 Luce-funded SEALC training workshops. Multiple on-campus resources in IPLL, SLS, LING, and CLT support a state-of-the-art SEA language

program, supporting integration of technology into instruction, providing teaching facilities and media classrooms, and offering professional development support for language instruction. CLT, a NFLRC, has permanent digital audio collections in eight SEA LCTLSs (Burmese, Cambodian, Filipino, Ilokano, Indonesian, Lao, Thai, Vietnamese. (Also see Section F)

* 1. ***Quality of the Language Program and Language Proficiency Requirements* /** 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. UHM regularly introductory and advanced levels of six SEAn languages, its highly-ranked SLS and Linguistics programs to contribute state-of-the-art pedagogical materials and research on second- language acquisition. SEAn language classes use content-based instruction and build on performance-based instruction. Every SEAn language has at least one ACTFL-certified oral proficiency (OPI) interviewer, three language placement exams are now available online (Filipino [2020], Ilokano [2020], Vietnamese [2021]), and advanced level reading assessment tests are available. Language proficiency requirements are applied in all six UHM SEAn language courses. SLO’s for each class are framed by ILR proficiency level and their descriptors. Assessment methods are standardized across all six SEAn language courses. SEAn languages are integral to UHM academic coursework beyond language and linguistics courses; some graduate SEA history classes rely on SEA texts, and advanced graduate students frequently need SEA language gain competency for their graduate-level fieldwork. Nine currently taught SEA classes are cross-listed with other departments (a 50% increase since 2018) and Philippine Studies offerings dominate the list: IP394 Philippine Sociolinguistics (cross-list: Linguistics 375), IP 382 Philippine Visual Art

(cross-list: Art 382), IP396 Philippine Literature and Folklore in Translation (cross-list English 375).

## Quality of Non-Language Instruction Program

UHM faculty strengths across disciplines in SEA studies offer a comprehensive curriculum in SEA studies and languages that infuses SEA into multiple professional and academic programs to foster a wide range of views concerning the region and its relation to the US (**AP 1**). In AY 2020-21 and Fall 2021, a total of 6,021 students enrolled in SEA language and area studies courses in 19 separate programs: 4,610 students in 145 SEA focused classes offered by 18 separate programs, and 1,411 students taking six different SEAn languages in 47 language courses (**Table 5**). Most SEA content courses at UHM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 5. SEA-Related Course and Enrollment Data since 2020** | | | | |
| **Area/Academic Year** | **# Courses** | **# Students** | | |
| **2020-21** | **2021-22** | **Total** |
| American Studies | **2** | 16 | 14 | **30** |
| Anthropology | **10** | 318 | 253 | **571** |
| Architecture | **2** | 59 | 55 | **114** |
| Art and Art History | **9** | 181 | 161 | **342** |
| Asian Studies | **20** | 280 | 273 | **553** |
| Business, Finance & Management | **7** | 301 | 335 | **636** |
| Dance | **5** | 7 | 65 | **72** |
| English | **1** | x-listed | x-listed | **N/A** |
| Geography | **11** | 463 | 306 | **769** |
| History | **10** | 117 | 109 | **226** |
| Indo-Pacific Language | **10** | 745 | 666 | **1411** |
| Law | **4** | 90 | 32 | **122** |
| Music | **3** | 11 | 34 | **45** |
| Peace and Conflict Education | **8** | 161 | 239 | **400** |
| Philosophy | **5** | 52 | 19 | **71** |
| Political Science | **10** | 189 | 58 | **247** |
| Religion | **3** | 51 | 20 | **71** |
| Theatre | **9** | 22 | 60 | **82** |
| Urban and Regional Planning | **7** | 81 | 57 | **138** |
| Women Studies | **4** | 27 | 94 | **121** |
| **Total** | **140** | **3171** | **2850** | **6021** |

fall within four programs in addition to ASP (i.e., Peace and Conflict Education, Anthropology, Geography, and Political Science), but Asia-Pacific themes also run through our professional schools.

* 1. ***Courses Available in Professional Schools*** / UHM professional schools engage with SEA, offering 13 SEA-content

courses (ARCH: 2; SCOB: 7; Law School: 4; Appendix A), and multiple collaborations that are summarized in . Three **UHM School of Architecture** faculty members have expertise SEA architecture and historic preservation (Chapman, Rockwood, Kanithakon), and **SCOB**’s Vietnam MBA Program/VEMBA has produced nearly 900 graduates; its founder,

|  |  |
| --- | --- |
| **Table 6. UHM Professional Programs Offering SEA Content Instruction** | |
| **School of Architecture** | |
| * Joint 2+2 BEnvD degree exchange program w/Hoa Sen University (VN) since 2019 | * Demonstrated expertise in SEA Historic Preservation incl. SEA-based Preservation Field Schools in CAM & THA |
| **Shidler School of Business (SCOB)** | |
| * Vietnam-Based MBA (VEMBA) Program since 2001 * Annual Summer Asia Field Study for MBA and BBA students since 1985 incl. VN or THA location | * Focus on Asia-Pacific in its International Business curriculum * 31 SEA-based electives in 5 culture clusters can fulfill 2nd language requirement for undergraduate majors |
| **William S. Richardson School of Law** | |
| * Pacific-Asian Legal Studies Certificate | * *Asian Pacific Law and Policy* Journal |
| **John A. Burns School of Medicine** | |
| * Undergraduate Infectious Disease Training Exchange Program w/Mahidol University (THA) * Public health outreach w/institutions in the Philippines, Thailand, and Malaysia | * Month-long rotation option at U Santo Tomas (PH) for 2nd -year medical students * HICFA research collaborations w/partners in THA, VN, MM, & PHIL |

Professor Tung Bui, is a CSEAS ExCom member. SCOB’s Summer Asian Field Study (which

includes SEA locations) just entered its 38th year, international business courses emphasize Asia and the Pacific, and SCOB students use the Mānoa Exchange Program to study in SEA (e.g., majors in entrepreneurship, finance, marketing in 2019). ASP Professor Patricio Abinales has taught ASAN 320Z Smuggling and Other Illicit Business in SEA since 2019 to a largely exploratory Business and Business major set of students. **UHM William S. Richardson School of Law** supports a PALS certificate, SEA-themed environmental colloquia, and an *Asian Pacific Law and Policy* journal; students can register for it (LWPA 546) each semester. The **John A. Burns School of Medicine** engages with SEA through student training, public health outreach, and collaborative research through the Hawai’i Center for AIDS (HICFA). CSEAS actively encourages partnerships with professional schools, and will intensify its 2022-26 efforts.

* 1. ***Depth of Specialized Course Coverage*** / UHM’s large community of non-language SEAnists teach courses that involve all SEA countries, with particular curricular expertise in countries where UHM faculty work (particularly Cambodia, Indonesia, Philippines, and Thailand). From 2020-23, UHM will have taught 140 courses with Southeast Asia content in 20 departments, and some keystone courses are offered annually (e.g., ASAN 202 Intro to Asian Studies: S/SE Asia). ASP undergraduate majors who specialize in SEA may choose electives from 36 courses offered by nine departments across campus; Philippine studies majors may choose among 32 courses that seven different departments offer. As national attention shifts to Asia from the Middle East, one UHM SEA curriculum innovation concerning SEA international affairs is the new **MA in Asian International Affairs (MAIA)**, launched in Fall 2019 (**NRC AP 1.2)**. CSEAS continues to deliver high-value undergraduate education in SEA studies and new **Philippine Studies and Vietnamese** cultural offerings (IP 360F Filipino Food Music and Ritual, IP 364F Philippine Popular Culture, IP 360V Vietnamese Food Music and Ritual) to meet multiple UHM education requirements. NRC and LuceSEA funding also support the development of new undergraduate asynchronous courses through **SEA Online Institute**, set to launch by Spring 2023 through UHM Outreach College. Its fully asynchronous courses (run by CSEAS affiliates) introduce SEA as a region: its history, geography, and arts. Our UHM CSS Director of Online programs and CSEAS Online Courses GA work closely with faculty to make learning about SEA broadly accessible: to UHM students, to non-UHM students whose home institutions lack SEA curriculum, and to the interested public.
  2. ***Sufficient Numbers of Available Faculty /*** UHM’s Instructional program is SEA

studies is built on exceptional faculty strengths across a wide range of fields. Of 73 CSEAS faculty, staff, graduate students, employees and affiliated project members, 51 TT faculty and staff teach

in 22 departments, five colleges and two schools across UHM. UHM consistently fields more than 40 non-language faculty who research and teach about SEA. CSEAS faculty affiliates are national leaders in their fields, producing influential scholarship in the humanities, social sciences, and languages. Despite retirements and nation-wide declines in academic hiring, UHM maintains a mix of internationally recognized senior and mid-career colleagues, and highlights a small sample of outstanding UHM colleagues.

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| **Table 7. Selected SEA Faculty at UHM** |
| **Patricio** Political • Noted political commentator on Philippine  **Abinales** Science politics (contributor to media like New York  Times, Washington Post, NPR, CBC, The Atlantic & many others |
| **Barbara** History • 2005-2006 President, Association for  **Andaya** Asian Studies   * 21 journal articles & book chapters since 2018 |
| **Tung Bui** Information • 2001 - present: CEO/Faculty Director, Technology Vietnam Executive MBA program; has Management graduated c. 00 executives from more than  70 companies in Vietnam/globally   * 25 funded projects totaling $6.87 million |
| **Mary** Human • 2018-2021 NSF Grant, Understanding the **Mostafa-** Geography/ Socio-Ecological Drivers and Consequences **nezhad** Anthropology of Seasonal Air Pollution, $276,897   * 2021-present: Co-Editor-in-Chief, *Tourism Geographies: An International Journal of Tourism Space, Place and Environment*; & 4 other journals |
| **Kirstin** Asian Theatre • Produced/directed 7 SEA theatre  **Pauka** productions bringing 12 master SEA artists & training 281 UHM students as cast and crew   * Recipient of 9 Hawai'i State Theatre Council *Po'okela* Awards (Directing, Overall Production, Guest Artists & Ensemble Work) since 2012 |

Cross-center collaboration launched a SPAS Indo-Pacific Initiative in 2020 to bolster UHM strengths in Asia-Pacific Affairs using federal earmarks and defense funding: to seed three new faculty lines in ASP and PISP, support a pilot paid undergraduate internship program, to expand the Asia- Pacific Affairs curriculum, and provide more experiential- and classroom-based learning

opportunities that prepare students for careers in Asia-Pacific government service in areas of

national need (**AP 1.2**). Students selected for graduate assistantships (TA’s) have access to a wide range of pedagogical training and are required to complete a multi-day TA training course

prior to stepping into their first class through CTE, UHOIC. CTE and SLS provide monthly language pedagogy workshops which are available to the instructors in SEAn languages.

* 1. ***Interdisciplinary Course Offerings*** / Interdisciplinary graduate SEA studies across UHM include certificate programs (e.g., Cultural Studies, Peace Studies, Multilingual, Multicultural Education) and courses in conventional disciplines, where transregional perspectives have become standard fare for undergraduate and graduate courses (**Table 8**). UHM CSEAS partners with various departments to support instructional colloquia in interdisciplinary topics like international affairs, borderlands and nationalism, and state-society relations. The Fall 2020 *Crossing Borders: International Affairs Between China and Southeast Asia* webinar series (co-sponsored with UHM CSS and EWC) brought together social scientists and historians to explore the BRI in SEA, maritime sovereignty and

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| **Table 8. Selected Recent Interdisciplinary SEA- focused Courses at UHM** |
| **ANTH 231** Anthropology of Love (M. Stark) |
| **ASAN 320Z** Smuggling & Other Illicit Businesses in Asia (P. Abinales) |
| **ASAN 494** Food Culture in SEA (P. Abinales) |
| **HIST 404** Rivers, Seas and Societies in SEA (L.  Andaya) |
| **HIST 492** Women in Revolt (V. Lanzona) |
| **WS 462** Women and Globalization in Asia (El- Silimy) |
| **HIST 608** Water in History (Andaya) |

economics along SEA-Sino borderlands. The 2021 *Mekong, China, and SEA Transitions* webinar series collaboration (co-sponsors: EWC, MSU) drew US and SEA audiences. All recordings posted are ADA-compliant.

## Quality of Curriculum Design

Nearly 20,000 students currently take UH Mānoa courses for bachelor’s degrees (100 fields), Master’s degrees (89 fields), Doctorates (57 fields), and professional degrees in Architecture, Law, Medicine, and Nursing. UHM offers 66 undergraduate, post-baccalaureate and graduate certificates.

* + 1. ***Incorporation of SEA Studies in Undergraduate Degree Programs /*** SEA studies are incorporated into undergraduate degree programs; students in fields like Business can take

SEA-focused courses to fulfill their language requirement. UHM offered 192 SEA-content courses during AY 2020-21 and Fall 2021 (47 language, 145 area studies), in which 6,021 students studied with 66 UHM faculty and staff instructors. SEAn language courses at the 300 and 400 levels providing abundant opportunities to integrate SEAS language/area studies courses into BA programs. CSEAS encourages faculty to develop new SEA-content courses to support UHM undergraduate education, and new SEA-focused courses since 2020 include HIST 358 World of the Mekong, IP 360V Vietnamese Food, Music and Ritual and THEA 336 Intro to the Performing Arts of Southeast Asia.

* + 1. ***Appropriateness of Undergraduate Programs and Language Requirements /*** Undergraduates can incorporate SEA into 19 of the 197 degrees, majors, minors and certificates that UHM’s 15 colleges and schools. UHM was the first U.S. university to offer a major/minor in Philippine Language and Culture (and minor in Ilokano Language and Culture), begun in 2009. UHM offers a BA degree in AS with a SEA focus, and Interdisciplinary Studies majors can also select a SEA focus that requires language and area studies. SEA language instruction is available in six languages, which students can take for certificates or in SEA countries through the Mānoa International Exchange program at institutions like Wisma Bahasa (Indonesian), Chulalongkorn and Thammasat Universities (Thai.). CSEAS, with FLAS funding, facilitate such arrangements for UHM undergraduates.

***D.2.a Training Options, Requirements, and Curricular Variety for Graduate Students*** / UHM’s high number of active SEA faculty provides graduate students to appropriate training opportunities and sufficient curricular variety. GA positions through CSEAS offer structured professional skills training like social media management and program evaluation. Student employment through CSEAS-funded projects offers mentorship with seasoned faculty members.

SEA curricular variety at UHM continues to grow. The 2019 start of the MAIA program (ASP) has attracted significant interest from students aiming for governmental careers, created internship opportunities and generated three new SEA-content graduate-level courses (ASAN 630 Southeast Asia Now, ASAN 687 Conflict and Cooperation in Asia, ASAN 689 International Relations of Asia).

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| **Table 9. UHM Degree-**  **Granting Programs** |
| * American Studies |
| * Anthropology |
| * Architecture |
| * Art History |
| * Asian Studies |
| * Biomedical Science |
| * Communication |
| * Education |
| * English |
| * Geography/Environment |
| * History |
| * Information Science |
| * Linguistics |
| * Music |
| * Natural Resources and   Environmental Management |
| * Oceanography |
| * Political Science |
| * Psychology |
| * Second Language   Studies |
| * Sociology |
| * Theatre |
| * Urban & Regional   Planning |
| * Oceanography |

**NRC AP 1.2**

***D.2.b. Training Options for Graduate Students*** / **Table 9** lists UHM graduate programs from which students have earned MA and PhD degrees since 2016. Beyond the SEA language and SEA non- language courses offered annually (Appendix A), students may pursue a SEA graduate certificate through Asian Studies. Both the UHM Richardson School of Law (JD-MA [AS]) and Shidler School of

Business Administration offer MA-level dual degrees with a SEA focus. Extramural funding projects (e.g., UHM/EWC LuceSEA Transitions, NSF grants to individual researchers, and EWC projects) offer SEA-focused graduate students a variety of field and research opportunities.

***D.3. Academic and Career Advising*** / All UHM students receive academic and career advising from recruitment during their senior year in high school to the end of their postgraduate degree. UHM Philippine language faculty complement UHM high school **recruitment** efforts in local high schools with large Philippine heritage student populations (25% of the state’s DOE, but only 10% of UHM enrollment) by offering programs like *Pamana ng Lahi*, F2F school visits to encourage UHM-bound graduating seniors to take online language placement exams, and publicizing UHM language programs through Filipino radio programs and local newspapers (*Fil-*

*Am Observer* [Maui], *Filipino Chronicle* and *Fil-Am Courier* [Oahu]). UHM units (Multicultural Student Services [formerly Operation Manong], SEED, GEAR-UP) participate in these efforts. CSEAS and ASP also recruit SEA-specific students through annual student events (e.g., Explore Mānoa, Mānoa Experience, Wellina Mānoa), SEA language courses, and Center activities. UHM **undergraduate advising** includes early-college academic advising in departments and the Honors program (for declared majors) and in the Mānoa Advising Center (for undeclared majors). Recent upgrades to online academic planning platforms (like STAR) improve degree completion pathways. Undergraduate research opportunities are available through UROP. MCC and individual departments provide **undergraduate career advising**, and CSEAS will partner with MCC and two other NRC centers (EA, PIS) to build a new Asia-Pacific Career Readiness Program to prepare students for careers in government and other areas of need (**AP 1**.**2**; See Section I).

**Graduate student-oriented recruitment** efforts concentrate on web-based strategies; before COVID, CSEAS or ASP members also attended the *Joint Foreign Area Officers Course Graduate Education Fair at the Defense Language Institute* (Monterey, CA). **Graduate-level academic and career advising** occurs largely within departments by assigned faculty advisors and Directors of Graduate Studies (DGS); UHM Office of Graduate Education also offers advising sessions, as do Colleges. The CSEAS director and FLAS Coordinator advise SEA-focused graduate students, publicize funding and educational opportunities, and – since 2020 – offer access to GETSEA mini-seminars to supplement UHM-provisioned SEA curriculum. Electronic CSEAS newsletters, distributed biweekly each academic year, publicize SEA-related career opportunities, job openings, and funding sources, as does the CSEAS website.

* + 1. ***Arrangements for Conducting Research or Study Abroad*** / UHM currently holds 38 active exchange and MoU agreements with SEA universities/technical institutes in six different

SEA countries (See Section A), and research/study exchange agreements non-SEA universities with SEA research strengths (e.g., UBC, Kyoto, Leiden, NCCU, NUS, and Sogang). Our ties with SEA institutions continue to strengthen, as evidenced in the five FLAS- and Luce-funded graduate students who studied in Indonesian (Jogjakarta) and Thai (Bangkok) in summer 2018; two students since then have – despite COVID – studied Thai at Chulalongkorn and Thammasat University. We will activate a new Architecture (2+2 BenvD) program with Hoa Sen University (Vietnam), established in 2019, once COVID restrictions are lifted.

* + 1. ***Access to Other Institutions’ Study Abroad and Summer Language Programs*** / UHM students regularly study SEAn language at SEASSI (CSEAS is a SEASSI board member) for educational foundations, and then in SEA for advanced language instruction to enhance fluency. UHM language instructors participate in SEALC training workshops, and are active GUAVA members. CSEAS’ active participation in GETSEA provides access to additional language study funds for UHM graduate students.

## Quality of Staff Resources

* + 1. ***Qualifications of SEA Faculty and Staff /*** UHM teaching faculty and staff are eminently qualified to carry out proposed Center activities. UHM faculty author books on SEA countries and period (e.g., *State and Society in the Philippines,* Abinales and Amoroso [2017]; *A History of Malaysia*, 3rd ed., Andaya and Andaya [2106]; *Early Modern Southeast Asia*, Andaya and Andaya [2015]), serve on editorial journal boards and boards of international SEA organizations. Since 2018, they have published 64 monographs and edited volumes, 259 journal articles, and 46 book chapters and have served as named PI’s or Co-PI’s on $13,298,019 in research grants from ACLS, Fulbright, Gerda Henkel Foundation, Guggenheim, NASA, NEH, National Geographic Society,

NSF, Rockefeller Foundation, Smithsonian Institution, and the Luce Foundation. All UHM SEA language instructors have published instructional materials.

* + 1. ***Professional Development*** / UHM collective bargaining agreements establishment faculty and staff performance evaluation frameworks, and UHM professional development takes place through a faculty member’s career. UHM-sponsored programs (Faculty Mentoring Program, Leading with Excellence, ORS, URC/Faculty Research Travel, NEH summer grant program) support professional travel and seed new projects. Several UHM colleges (e.g., CSS, CTAHR, CNS. Shidler) offer seed funding to develop large federally funded research grants; all UHM programs fund course releases and sabbaticals which occur every 6 years. An on-campus Fulbright alumni association recruits and supports faculty. UHM units support professional development in teaching, including CTE, UHOIC, Hamilton library, and UHM’s Assessment and Curriculum Support. CSEAS staff and affiliates complete training on and comply with Title IX regulations to prevent sex/gender bias or misconduct.
    2. ***c. Teaching, Supervising and Advising and Students /*** CSEAS faculty affiliates teach 80 upper-division SEA-content courses. Standard teaching load is 3 courses/semester, with offsets for research, graduate advising and administrative engagements. High enrolled courses involve faculty supervision of teaching assistants. CSEAS teaching faculty devote considerable time to advising students, and **Project Goal 1** (Section I) is designed to build stronger advising support for careers that use SEA language and culture expertise in and beyond the government sector. Fourteen core CSEAS affiliates have garnered teaching/mentoring accolades. Extraordinary SEA scholarship, coupled with creativity in the classroom, is our greatest asset. Forty-one students since 2018 have earned SEA-focused MA and PhD degrees (31 PhD degrees; 10 MA degrees). CSEAS

has supported 28 undergraduate and graduate students since 2018 using FLAS funding. Its director serves as an outside member on SEA graduate student committees across campus.

1. ***Adequacy of Center Staffing and Oversight /*** Our CSEAS organizational chart ***(*Table 10**) illustrates tha**t** staffing is adequate to complete the proposed 2022-26 NRC activities and diverse. Six of ten CSEAS staff members are women; five hail from SEA countries (Heng, GA’s Alva, Loh, Nhim, and Nguyen), two are Asian-American (Yamamoto, Allen), and one is Native

Hawaiian (Needham).

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| **Table 10. UHM Center for Southeast Asia Organizational Chart** | | | |
| **Center Director**: Dr. Miriam Stark (0.5 FTE)  **Associate Center Director/Outreach Coordinator**: Dr. Piphal Heng (1.0 FTE) | | | |
| ***CSEAS Administrative Support Staff*** | ***CSEAS Office Staff*** |  |  |
| **Fiscal Officer**: **FLAS Secretary**: Myra Fellowship Charlotte Yamamoto Coordinator: Needham  Chizuko Allen | **Webmaster Special GA**: **Projects**  Hoan **Coordinator**  Nguyen **GA**: Ariel  Mota Alves | **Outreach GA**:  Saveun Nhim | **PR Online Coordinator Courses GA** : Sara Ci **GA**: Yan Loh Jeffrey  Otto |

CSEAS Director **Miriam Stark** is an anthropological archaeologist with more than 25 years of extramurally funded field research in Cambodia in collaboration with its Ministry of Culture and Fine Arts: experience which requires logistical and diplomatic skills. She directed the 2007-2012 ($500,000) Luce Asian Archaeology Program that hosted Asia-based archaeologists at UHM for academic year professional training programs. She has published more than 100 journal articles and book chapters and four edited volumes and lecture widely for professional and public audiences on SEA. The international but SEA-based network of colleagues she has forged during her career serves as a foundation for her work with CSEAS. **Piphal Heng’s** 15+ years’ experience in Cambodian archaeological research and leadership in project-related outreach provides him with extensive organizational skills. An effective manager, he has extensive experience with community engagement and outreach to school groups and communities. **Chizuko Allen’s** ample experience recruiting FLAS applicants and administering FLAS awards is a project asset. **CSEAS**

**GA’s** bring disciplinary expertise and SEA knowledge to the Center from across campus. The Associate Director and the Director meet with and mentor CSEAS staff, who secure good jobs after graduation and their departure from CSEAS: in the private and government sectors, and especially in IT. In keeping with UHM’s strong tradition of shared governance, **CSEAS’s ExCom** provides oversight for Center activities (**Table 11**). The Director appoints ExCom members from

across the campus, and the committee includes the Director, Assistant Director, SEA Language Representative, one SEA Librarian, one

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| **Table 11. AY 2021-202 UHM CSEAS Executive Committee** | |
| Patricio Abinales (ASP) | Joseph Overton (Kapiolani  Community College) |
| Pia Arboleda (IPLL) | Rohayati Paseng (SEA librarian) |
| Tung Bui (Shidler College of Business) | Kirstin Pauka (Theatre & Dance) |
| Jefferson Fox (EWC/GEOG) | Brian Szuster (GEOG) |
| Ehito Kimura (POLS) | Miriam Stark  (Anthropology/CSEAS) |
| Paul Lavy (Art/Art History) | Piphal Heng (CSEAS) |
| Mary Mostafanezhad (GEOG) |  |

Community College faculty member, and 10-12 faculty affiliates representing diverse and the professional schools. By-laws, revised in 2021, outline workload, administrative procedures, and committee responsibilities. An ExCom-based Fellowships Committee makes financial decisions in consultation with the CSEAS Director, Associate Director and (for FLAS, the FLAS Coordinator) concerning recruitment, selection, and awards. CSEAS staff report to the Director, who submits annual evaluations of each staff member’s performance. ExCom members also assist in allocating CSEAS travel awards, FLAS fellowships, and grants from endowments and programming. A weekly e-newsletter with 1,149 subscribers (as of January 2022) and suite of social media (Facebook, Twitter, Instagram) shares information with faculty, students and the greater CSEAS community on upcoming local, national, and international SEA activities and professional development funding opportunities.

1. ***Commitment to Nondiscriminatory Practices /*** UHM is a federally designated MSI

**(NRC CPP 1**) and c. 72.6% of all students come from underrepresented communities: 65% of

UHM students were women in Fall 2021. As an AA/EEO institution, UHM is committed to a policy of nondiscrimination (codified *EP 1.202 University Statement of Nondiscrimination and Affirmative Action* and Article II; Non-Discrimination: 2021-23 UHPA/UH Board of Regents contract; see GEPA Section 427 statement). All efforts are made to support diversity in each CSEAS applicant pool, and we work with UHM’s KOKUA program to ensure equitable access and participation for students with special physical, mental, or learning needs. CSEAS staff and affiliates complete training with and comply with Title IX regulations to prevent sex/gender bias or misconduct. Future activities will strive for inclusiveness with careful attention the provision of a safe environment free from discrimination or harassment that could pose a barrier to open debate and academic freedom.

## Strength of the Library

* + 1. ***Strength of the Library Holdings* /** The UHM Library system’s 40+ years of participation in the NRC program, one of the longest among U.S. libraries, has enabled UHM to build one of the finest, most comprehensive collections of contemporary materials on SEA in the U.S. In 1969 a UHM professor founded CORMOSEA. Today two SEA librarians (SEA librarian, Philippines librarian) maintain specialized library collections and support SEA-focused UHM faculty and students. UHM Library system holdings include manuscripts, dissertations, and ephemera pertaining to SEA with a strong collection of contemporary materials on Indonesia, Malaysia, Singapore, Brunei, East Timor, Thailand, and Vietnam through the Library of Congress Cooperative Acquisitions Program (CAPSEA).

At least 191,686 of the 351,000 print books and periodicals are in vernacular languages (95,000 in English and other western languages, and 65,000 in other Asian languages). UHM’s large SEAn map collection includes the U.S. Navy World War II aerial photograph collection

(70,000+ photos of SEA: 48% from the Philippines, 43% from Indonesia). SEA audiovisual materials also include more than 30 feature-length films translated and subtitled by UHM students and additional streaming sources. UHM’s SEA OA resources continue to grow, using the library’s two OA repositories (*ScholarSpace, eVols*). Since 2018, SEA librarians have coordinated eight live virtual SEA exhibits. UHM library provides online full text access to English materials through full text databases (e.g., JStor, ARTStor, EBSCOHost, Ebrary, Project Muse, ProQuest, etc.) and includes several notable

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| **Table 12. Notable UHM Library Holdings on SEA** |
| * Minh Mạng dynasty in Viet Nam (1820-1841) documentary sources; |
| * Unique titles & unpublished manuscripts from Hanoi’s École Française d’Extrême-Orient ; |
| * Timor Leste history to independence archive; and |
| * Soviet-era military maps of SEA cities. |

SEA holdings (**Table 12**). SEA librarian Rohayati Paseng is working with the Geospatial

librarian to digitize maps. To date 329 map sheets have been digitized with metadata creation in progress. UHM SEA librarians are deeply collaborative. Longstanding membership in the *SEAn Materials Project (SEAM)*, has enabled the SEA Collection to microfilm a six of its unique SEAn newspapers from 2018-2021 (*Tifa Irian/Papua, Pos Maluku, Ambon Express, Cenderawasih Po*s, and *Harian Sore Garuda*) and get access to SEAM’s extensive collections at CRL. UHM (like UBC, UC-Berkeley, UCLA, U Oregon and UW) is a member of *SeaWest Consortium*, whose members cooperate in collection development (all formats), acquisition, cataloging, preservation, document delivery, bibliographic control and other technical service areas. They also offer informal collaborative reference service based on institutional strengths.

* + 1. ***UHM Financial Support for SEA Library and Staff*** / For FY 2020-21, UHM allocated $91,918 for SEA materials acquisition with NRC contributing an additional $20,000, Luce contributing $6,764 to the acquisition budget. The UHM Library System employs 2.0 FTE SEA librarians ($311,564.01 salaries and fringe), plus funding for student assistants $21,137.70

($9,839.70 UH fund +$11,298.00 NRC) (**Table**

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| **Table 13**. **SEA Section Library Expenditures**  **FY 2020-2021** | |
| Acquisitions & subscriptions | **$118,682.00** |
| Librarians’ salary & fringe benefits | **$311,564.01** |
| Student assistants | **$21,137.70** |
| TOTAL | **$451,383.71** |

**13**). The physical space allotted to the Asia Collection (SEA resource materials are a distinct

collection) is two full floors of Hamilton Library (66,761 Sq Ft), which is the entire UH system’s primary research library (serving 10 campuses).

### Availability of Materials at Other Institutions

/ UHM faculty and students can access both conventional library sources and the Southeast Asia collection (3rd and 4th floors, Hamilton library), non-local materials through the Inter-Library Loan (ILL) office, which connects users to c. 15,000 library collections. 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. **Table 14** illustrates the range of materials that are accessible to

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| **Table 14. UHM Library Holdings** | |
| Physical Books | 2,450,208 |
| Physical Media | 106,989 |
| Physical Serials | 101,771 |
| Electronic Serials | 164,588 |
| Electronic Databases | 417 |
| Electronic Books (eBooks) | 752,615 |
| Electronic Media | 30,142 |

users through the online catalogue. The SEA collection supports the curricular and research activities of the entire 10-campus UH system, affiliates such as the East-

West Center, community. UH libraries have assistive services (e.g., closed captioning, headphones or magnification for computers, and assistance to locations), and the Library Website is ADA compliant.

* + 1. ***Availability of Materials to Other Institutions*** / The geographic reach and impact of UHM’s SEA library collection continues to increase through networking with other librarians (including Jakarta-based Library of Congress staff) and our long-term SEA Open-Access program and Interlibrary Loan (ILL). UHM SEA librarians loan large numbers of unique SEA materials to other institutions. From 2017-2021, 1,844 requests for Southeast Asia materials were

received by the ILL Department from other institutions. Research guides (or “libguides”; **Table 15**) that our SEA librarians have created have been visited 647,918 times since 2017 (85% for the Philippines guide). CSEAS resources through the

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| **Table 15. SEA Libguides (Online Research Guides)** |
| * Introduction to SEA |
| * Buddhism in SEA |
| * Colonial-Era SEA resources |
| * The House & the World: Architecture of Asia |
| * Imperialism, Colonialism, & Nationalism |
| * Islam in SEA |

library’s two digital repositories, *ScholarSpace* and *eVols*, make SEA materials from UHM faculty, students and staff (and UH Press) accessible on a global scale. Even now-dormant CSEAS-published journals, *Explorations* and *Cakalele* still have great reach; since 2017, their articles have been downloaded 133,745 times with the Philippines and Indonesia as the top downloading countries (Malaysia and Thailand ranked 4th and 5th in downloads). Since 2018, viewers downloaded 25,316 documents from CSEAS Southeast Asia Art and Archaeology OA collection of colonial Indochinese monographs; Thailand ranked second behind the US in downloads. Our ongoing SEA Map Digitization Project (full launch 2022) thus far has scanned/ created metadata for 329 map sheets, including georeferencing data. NRC 2022-26 funding would complete the metadata work and make the maps available as online OA resources.

## Impact and Evaluation

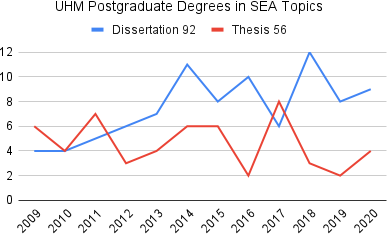
### Center Impact on the University, Community, Region, Nation, and Global Community

/ CSEAS activities promote diverse and well-informed perspectives on SE at the university level (**AP 1**): by funding undergraduate and graduate students to study SEA and by stimulating new inter-institutional collaborations in the US (MSU, U Mass Lowell) and in SEA (Kasetsart & Chiang Mai Universities: Thailand; Diponegoro University: Indonesia; Ifugao State and Partido State Universities: Philippines). Cross-center collaboration with UHM *EA and PIS NRC’s* is producing new undergraduate advising structures (I. Program Planning and Budget). A 2016-20

*UHM/U Wisconsin Luce Grant* (*Intensifying Student and Scholar Mobility for SEA Studies*;

$229,974) funded 6 undergraduate SEA language fellowships at UHM, and 10 UHM graduate students and 3 faculty members for SEA-based fieldwork. High impact to the university is also demonstrated by the development of seven new classes and teaching modalities with CSEAS support. Sixty-six UHM faculty members and staff taught 192 courses SEA-content courses during AY 2020-21 and Fall 2021 had an enrollment of 6,021 students in 192 courses (47 language/145 Area studies). More than 55% of UHM graduates during AY 2020-21 who took SEA classes had majors in the professional schools and sciences, and 11% of students taking SEA languages that year had Business or Architecture majors.

CSEAS funds SEA course development and instruction (e.g., THEA 336 Intro to Performing Arts of SEA, HIST 358 World of the Mekong this year), and helps SEA faculty to develop state-of-the-art online versions of courses to offer in fully asynchronous online format (i.e., ASAN 202: Intro S/SEA Studies: B. Andaya; HIST 305: History of SEA: 18th c. to present: L. Andaya; POLS 307B Comparative Politics of SEA: E. Kimura). Making fully online credit- bearing courses through UHM Outreach College accessible to UHM students no longer based in- state (like relocated military students) facilitates completion. Concerted efforts to support local students from under-resourced backgrounds (**FLAS CPP 1**) using FLAS funding are also yielding results. Since 2018 FLAS has supported 11 awards to engineering, public health, ITS, and Travel



Industry Management majors (See G2 below for Graduate Placement Data). **Figure 2** illustrates the numbers of MA and PhD degrees in SEA topics since 2009. Political Science, History and

***Figure 2. UHM Postgraduate Degrees in SEA Topics***

Linguistics have dominated the PhD category

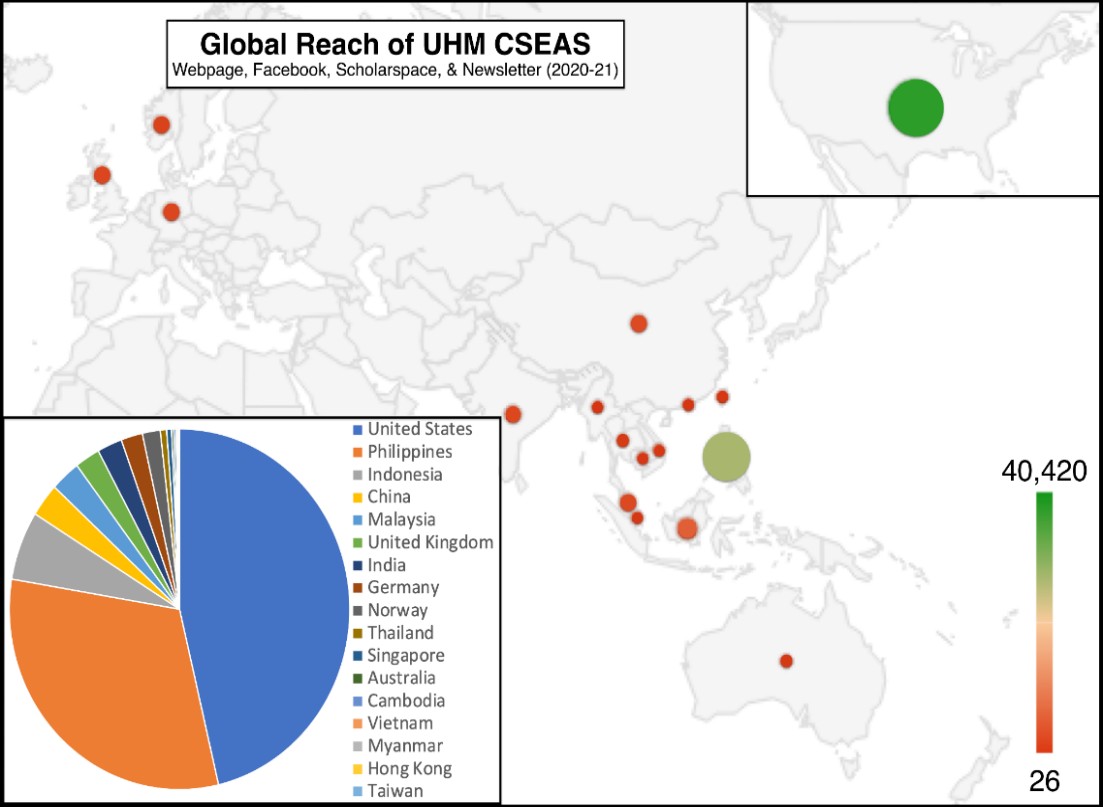
since 2016. CSEAS supports students through funding, connecting them to SEA opportunities, and plays both direct roles funding students, connecting them to SEA opportunities; it also helps their advisors and programs in SEA initiatives in which they participate. UHM ranks third in the total number of Thai-focused doctoral dissertations completed in the US since 2012.

CSEAS has established a strong record of community engagement, particularly in SEA arts and theatre ensemble visits to Hawai’i K-12 schools. Outreach through the quadrennial Indonesian theatrical performance series staged by K. Pauka and her students (Theatre & Dance) in 2020 involved *"Last King of Bali*,” a multi-media production that reached students in 16 local schools (1956 students, 54 teachers), before the COVID shutdown. CSEAS’ myriad subject matter experts (faculty) engage with the local media, federal agencies (particularly connected to DoD), and other local organizations about all things SEA, from international affairs. UHM graduates with SEA area and language expertise work in federal government positions like the Library of Congress, State Department, branches of the US military (**AP 1.2**). UHM, EWC and CSEAS are inextricably linked in training SEA specialists. Many affiliates with EWC graduate program, work for CSEAS or get FLAS funding, and their advisors are CSEAS affiliate faculty. Graduates formed linkages between the US and SEA, and alumni work globally in collaborations like CTPILS that contributed to UHM CSEAS’ network and global reach, exemplified in the 2021 Luce PEMSEA grant to UCLA that includes UHM, UW, and NCCU faculty and students. CSEAS affiliates routinely engage with SEA-based audiences (academic and non-academic) through professional and public events.

The US remains the Center’s largest audience, but SEA countries rank second (esp. the

Philippines and Indonesia) in visits to the CSEAS webpage, use of Center newsletters, Facebook encounters, and OA resource downloads. Inter-institutional collaborations with UCLA (Save the

Ifugao Terraces Movement, Ifugao State University, Partido State University) and through LuceSEA Transitions project (EWC, MSU, Chiang Mai University) on geopolitics and the environment has thus far drawn 4,264 viewers; all are now available on YouTube (Figure 3 ).



***Figure 3. Geographic Reach of UHM CSEAS Since 2020***

* 1. ***Post-Graduate Employment, Education and Training*** */* CSEAS prepares UHM graduates to put their SEA expertise into practice in their careers in diverse fields. **Table 16** provides summary graduate placement data from 2018-21, when 45 BA degrees, 10 MA degrees, and seven PhD degrees were awarded to students with a SEA focus. Most graduates with SEA language competency enjoy professional advantages in multiple fields beyond federal agencies, including law, public health, social work, and the private sector. **Table 17** provides illustrative career outcomes for SEA-focused UHM graduates in the last decade. CSEAS increasingly focuses on non-academic career tracks, given our state’s strategic Pacific location and its full suite of

military branches, USINDOPACOM, and allied strategic centers that need graduates with SEA language and regional expertise, which helps guide proposed 2022-26 NRC activities (Section I).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 16. UHM SEA-Focused Graduate Outcomes: 2018-2021** | | | | |
| **Employment Sector** | **UG** | **MA** | **PhD** | **Total** |
| Elementary/Secondary Education | 3 | 0 | 0 | **3** |
| Government | 5 | 3 | 1 | **9** |
| Graduate Study | 7 | 2 | 0 | **9** |
| Higher Education | 4 | 1 | 5 | **10** |
| International Organizations | 0 | 1 | 1 | **2** |
| Private Sector | 17 | 1 | 1 | **19** |
| Military | 0 | 2 | 0 | **2** |
| Unknown | 9 | 10 | 8 | **54** |
| **Total** | **45** | **10** | **7** | **108** |

* 1. ***a. Activities that Address National Need /*** CSEAS activities address the national need for expertise in SEAn languages and SEA

geopolitics identified by the Secretary of Education (**AP 1.2**). Our university’s commitment to SEA and its languages teaches SEA history, geography/culture and global affairs and aligns directly with national needs. Our faculty and staff regularly teach six SEAn languages: all LCTL’s, and Ilokano is the dominant Philippine heritage language used in our state. UHM has partnered with the EWC to host and train SEA-originating graduate students since 1960, bringing more than 8,000 graduate students to UHM. Many have become leaders in academic and government sectors in their home countries. The US’ turn to the Indo-Pacific, defined in 2019 as its “priority theater,” places Hawai’i and UHM CSEAS at the center of national needs: and SEA-focused UHM graduates are increasingly desirable to US government, defense and intelligence sectors, private and non-profit organizations. **AP1-1**.

***G.3.b. Activities that Disseminate SEA Content to Our Communities*** / Disseminating information about SEA is central to the CSEAS mission. Our website features UHM faculty/students and their projects, runs a SEA events calendar (local, national, and global), and lists fellowship and employment opportunities. Traffic to our website has increased 57% from 2020 to 2021 (2021: 27,094 visits) and so have the number of subscribers to our biweekly

newsletters (now 1142: a 65% increase since 2018). All programs are open to the public, and advertised through campus online venues, email and social media. CSEAS faculty affiliates routinely consult with government units and respond to media requests for expert interviews.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 17. Illustrative Career Outcomes for Selected Graduates (incl.**  **FLAS Awardees)** | | | |
| **Name** | **Degree/Year** | **Sector** | **Position/Location** |
| Teddy Charles Barbosa | BA, 2013 | Government | Labor Law Enforcement, Department of Labor & Industrial Relations, Honolulu |
| Kuestner, Alexander | MA, 2013 | Education | Reference Librarian, Brownsville Public Library |
| Stephanie Makizuru | BA, 2014 | Government | Educational Specialist, Waianae High School, Hawai'i |
| Wong, Charmaine | MA, 2014 | Private | Collections Manager, Bernice P. Bishop Museum |
| West, Samantha | MSW, 2014 | Private | Executive Director, Family Promise of Hawaii |
| Ledesma, Charmaine | MA, 2015 | Government | Staff Archaeologist, Navy, Guam |
| Remington, Kristin | MA, 2016 | Private | Curator, Doris Duke Charitable Foundation, Honolulu, HI |
| Findlay, Robert | PhD, 2016 | Education | Prof, History, Solano Community College |
| Sebro, Tani | PhD, 2016 | Education | Asst Prof, Politics, Humboldt State University |
| Wright, Emily | MA, 2017 | Private | Associate Cascadia Consulting Group Seattle, |
| Phung, Hieu | PhD, 2017 | Education | Asst Prof, Asian Languages/Cultures, Rutgers |
| Khuy, Kenory E | JD, 2019 | Government | Judicial Law Clerk, HI State Supreme Court |
| Stock, Gregory | MLIS, 2019 | Education (Intl) | HS teacher, Green School Bali |
| Brown, Jarrod | PhD, 2019 | Education | Asst Prof, Philosophy Berea College |
| Robert Wilke | MA, 2020 | Military | Foreign Affairs Analyst, DOD, Honolulu |
| Andrew Zyra | MA, 2020 | Military | Foreign Affairs Analyst, DOD, Honolulu |

CSEAS’ proximity to the East-West Center brings Asia-Pacific leaders to the campus to address 21st century Indo-Pacific challenges. CSEAS new initiatives leverage these

resources to expand SEA geopolitical content. Outreach to US-affiliated territories in the Pacific during 2022- 2026 NRC activities will increase the scale and geographic scope of our reach considerably.

* 1. ***Evaluation Plan /*** CSEAS and the university continually work to improve how we evaluate the impact of CSEAS, its faculty, and its activities, using five program reviews (2005,

2008, 20099, 2016, 2021) and two upcoming 2022 reviews (external/college + CSEAS team review) as our foundation. Our re-designed evaluation program uses both formative and summative assessment tools (e.g., scores, enrollment, attendance rates). In response to previous reviewer concerns, we launched a digital outreach initiative to broaden the Center’s geographic reach and reconfigured for ADA-compliance. AY 2021-22 internal (CSEAS) and external (CALL) evaluation will programmatic strengths and potential new interdisciplinary synergies to align SEA studies with the UH system’s post-pandemic emphasis on state workforce development. The team will evaluate findings in both the Vietnamese Language and US- affiliated Pacific K-16 Educators Needs Assessments, meet with faculty and staff from across the university and with ExCom to develop recommendations to move CSEAS forward.

* + 1. ***Comprehensive Evaluation Strategy /*** CSEAS works with internal evaluators (UHM Assessment and Curriculum Support Office) and external consultants to launch a comprehensive evaluation strategy that begins by assessing 2021-22 formative evaluation projects (Vietnamese Language Instruction Needs Assessment, K-16 Outreach to Guam Needs Assessment). CSEAS’ robust and objective-driven evaluation program centers on three NRC 2022-26 project goals outlined in Section I:

***Goal 1:*** *Enhance career readiness using SEAn language and area studies expertise to*

*succeed in the workplace and meet national needs,*

***Goal 2:*** *Contribute to educational equity through engaging with under-resourced*

*educators to teach SEA Language and SEA studies, and*

***Goal 3:*** *Promote inclusion through making SEA educational resources more accessible*

*online*.

These are summarized in our proposed NRC Projects 2022- 2026 Logic Model (**Table 18**), whose activities and goals (short-, medium-, and long-term) link to specific NRC priorities***.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 18. UHM CSEAS Proposed 2022-26 NRC Projects Logic Model** | | | | |
| **INPUTS** | **ACTIVITIES/ OUTPUTS** | **SHORT-TERM OUTCOMES YR 1/2** | **MEDIUM-TERM OUTCOMES YR 2/3** | **LONG-TERM OUTCOMES SYR 4+** |
| *SEA-focused UHM Alumni* | Conduct a Survey on SEA-focused UH Alumni | Develop alumni survey | Administer and analyze alumni survey annually | Increase the placement of SEA- focused UHM graduates in government service and areas of national need incl. education, business, and non-profit sectors. **AP1-1** |
| *Mānoa Career Center, ASD, NRCEA, and NRCPIS*  *partners* | Enhance career readiness in Asia-Pacific affairs | Create ASAN 305 practicum course | Develop partnerships with government employers |
| Implement *Career in Public and Government Service* Speaker Series | Expose students to career opportunities in government sectors | Provide SEA-focused internships |
| *UH Mānoa SEA Faculty* | Deepen and broaden UHM SEA Language Instruction | Offer 300-level Vietnamese language & IP360B | Increase enrollment in SEA and SEA-language courses @ UHM & nationally | Increase the number of students engaged in the study LCTL SEA languages. **AP2, FLAS CPP 1& 2** |
| *UHM-NIU- SEASSI* | Support Lao language instruction nationally | Fund Lao at SEASSI/ 2nd year Lao at NIU |
| *UHM SEA*  *language instructors* | Support 4 UHM instructors to attend annual 3-day SEALC workshops | Provide SEA language instructors with access to professional development | UHM language instructors develop and share new pedagogical materials |
| *KCC; NRC EA, NRC PIS* | Support KCC Certificate of Community Interpreting | Provide SEA language expertise for program |  |
| *UHM-U.*  *Guam* | Establish active partnership between UHM and U Guam) | Run Filipino pedagogy training & support UH travel to U Guam | Run practicum in Filipino pedagogy training |
| *UHM SEA*  *Theatre Dept.* | Expand Balinese Performing Arts Outreach | Expand under- resourced schools to list | Add new HI DOE under-resourced K-12 schools | Expand exposure to and interest in SEA area studies and language through innovative curriculum development, teacher training, and outreach **AP 2** |
| *UHM; UCB/UCLA,*  *UM Lowell* | K-14 Teacher Training/ Curriculum Development | Construct training modules (Angkor, Carrying SEA Cultures) | Run teacher training modules |
| *UHM-Cornell* | Cornell-UHM children and young adult book award | Promote SEA literature for children & youth | Support SEA-themed author K-12 outreach |
| *UHM IPLL* | Continue *Pamana ng lahi*  Workshop | Complete online asynchronous modality | Add 4 new high schools |
| *UHM IPLL* | Tagalog Language Animation Film Series | Increase # of films | Create more innovative instructional materials |
| *UHM CSEAS*  *Affiliates* | Develop Online SEA Institute Development | Create 1 credit-bearing SEA course/ year | Run Online SEA institute |
| *UHM Library* | Enhance Library Resources accessibility (SEA maps) | Complete metadata project | Make all digitized SEA maps OA online | Increase SEA language/area studies resources accessibility to local and national audiences & |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Sponsor SEA artists, speakers and events | Infuse SEA into community | Establish regular sponsorships | promote activities that reflect diverse perspectives on SEA **AP1-1** |
|  | Fund faculty travel for professional development |  | Support SEA faculty research/outreach |
|  | Support AIFIS conference |  | Promote junior scholars |

* + 1. ***Evaluation Schedule*** / Our four-year NRC evaluation plan/schedule uses quantitative and qualitative data to examine short-term and long-term outcomes and impacts of proposed NRC projects, which we outline by year below.

In Y1, CSEAS ExCom will identify community stakeholders for the *CSEAS Advisory Team*

(including educators) to help guide outreach programming that meet local educators' needs. We are proud of our current outreach efforts and recognize room to grow by working directly with educators to identify priorities: subjects, grade levels, and delivery formats. This Advisory Team will also help us establish new ties to under-resourced schools across the state where we should concentrate our F2F efforts. We will partner with EA/PIS to develop a SPAS-wide *Alumni Survey* (administered and analyzed in-house annually) that better monitors professional outcomes for FLAS-supported graduates within 8 years after graduation (a FLAS GPRA measure). Outsider evaluator will also design *CSEAS stakeholder surveys* based on feedback from 2022 Peer Program review.

In Y2, CSEAS Advisory Team meets regularly to identify potential needs in SEA

programming/ curriculum development and *target under-resourced K-12 schools* where outreach will concentrate. CSEAS staff administer and analyze the first iteration of the *Alumni Survey* and establish an Alumni database.

Y3 CSEAS activities include regular meetings with the CSEAS Advisory Team to co-

create and prioritize K-16 curricular priorities/programs for CSEAS to implement in the 2022-26 NRC cycle, with goal of targeting more under-resourced schools in Hawai’i DOE and supporting

K-16 educators in Guam (in partnership with the UHM NRCEA) to provide SEA language instruction. SEAS staff can administer and analyze the second iteration of the Alumni Survey and produce a report on findings from the first two years.

Y4 NRC activities include consultation with the CSEAS Advisory Team to develop

Outreach Priorities for next NRC cycle, prioritizing SEA curricular development of resources that are accessible and sufficiently flexible for teachers to tailor curriculum to fit their own state’s curricular core requirements. CSEAS staff will administer and analyze the third iteration of the Alumni Survey, and project directors will submit written project evaluations to CSEAS, **Table 19**

summarizes our evaluation timeline.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 19. Evaluation Timeline for NRC Projects: 2022-2026** | | | | | | | | | | | | | | | | |
|  | **Y1** | | | | **Y2** | | | | **Y3** | | | | **Y4** | | | |
| **EVALUATION ACTIVITY** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| Develop Alumni Survey & other survey  instruments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Administer Alumni Survey and analyze data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Form CSEAS Advisory Team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meet with CSEAS Advisory Team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop NRC Project-based logic models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assess NRC Projects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze data on NRC Projects & submit annual  report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* 1. ***Provisions for Equal Access and Treatment of Eligible Project Participants* /** Housed within an MSI (**NRC CPP 1**), UHM is committed to diversity and equal opportunity in employment in compliance with Section 426 (See GEPA statement). More than 70% of UHM students self-describe as non-Caucasian, and Asian is the dominant cited ethnicity: but diversity alone does not guarantee equal access. UH policy and our EEO/AA office together cover admission and access to, and participation, treatment and employment in the University’s programs and activities. The Center’s website is ADA-compliant, and public events are held in wheelchair accessible buildings. The university’s Nā Kūpuna Senior Citizen Visitor Program opens classrooms to those over 60 years of age, and they are also welcome at our public events.

## Outreach Activities

CSEAS outreach programs offer high-quality, accessible programming to diverse audiences. WE launched two post-secondary webinar series focused on SEA geopolitics, heritage issues, the Mekong in 2019, and are now building online SEA transitions curricula through a concurrent LuceSEA grant. In 2021, CSEAS began the 2022-2026 Cambodia-themed outreach activities to target K-16 institutions in under-served communities where our SEA activities resonate with SEA heritage populations. Our November 2021 Lowell MA inaugurated our Cambodia initiative; Long Beach is our next goal in May 2022 in collaboration with UCLA CSEAS; CSULB and CSU-DH and Long Beach colleagues stand ready to work with us. All outreach activities are coordinated by CSEAS Associate Director P. Heng with Outreach GA support.

* 1. ***Elementary and Secondary Outreach* /** NRC grants support outreach activities to our state’s K-12 DOE, where SEA heritage students comprise more than 25% of public-school enrollments. Our Philippine Language and Culture Outreach program, which produced the K-12 *Kadagatan* (environmentally themed), the K-5 *Old Kiyanggan* (archaeologically themed local history), and *Ub-ufok Ad fiallig* (Tagalog language) educational materials, launched its next multi- year project in 2019: *Pamana ng lahi.* A summer 2019 pilot at St. Louis High school was followed by in 2019 a Summer 2021 online program to interest high school Philippine heritage students in language and culture and expose them to college-level instructors.

Our third K-12 outreach project underway centers on developing Hmong and Vietnamese SEA teacher training modules through our *Carrying SEA Cultures* program, which integrates the arts into social studies to nurture culturally sustaining K-12 classrooms. Each module uses a particular SEA culture with a US-based migration history to help teachers better understand their students and create a curriculum that resonates with their students’ experiences. Our educational

specialists work closely with Dr. Mary Hattori (EWC) to model our SEA projects after the original Micronesia-based Carrying SEA Cultures teacher training structure, used in our state’s DOE since 2019. COE PhD student Ger Thao is leading our project with a Hmong-American unit, and Dr. Margaret Bodemer (Cal Poly) serves as anchor person for the Vietnamese module under development. NRC 2022-26 plans include teacher training in both programs (**AP 2).**

* 1. ***Post-Secondary Outreach*** / Making film resources available (both new materials and archival) has been an aim of CSEAS. A previous NRC funded our *Vietnamese Cinema for Film Researchers* project (partners: CSEAS, Hanoi Vietnam Film Institute, and *Arts Focus Southeast Asia*)*.* CSEAS has translated/subtitled more than 50 classic feature VFI films that represent the history of Vietnamese cinema from 1959-2010, available to libraries by late Spring 2022. CSEAS’ *Voicing Diversity Project*, a collaboration CRCS, Gadjah Mada and CSEAS, has produced documentaries and educator guides to using these media products. The first, *Our Land is the Sea* (Indonesian title: *Air Tanahku*), follows three generations of a Bajau family in Wakatobi National Park, Indonesia navigating drastic cultural and environmental change. Our second documentary, *Sasi*: *Resource Management through Customary Law in Haruku* (Indonesia), examines current resource management challenges in Haruku (26 minutes) and should be available by late Spring 2022.

Interest in our public lecture program has grown markedly since shifting to an online

modality after March 2020. CSEAS hosts/co-hosts a diverse series of SEA-content roundtables and lectures each semester in collaboration with EWC and four partner institutions (UCLA, UW, MSU, NCCU). In AY 2020-21, CSEAS sponsored and co-sponsored 24 webinars (thematic series, individual colloquia) that netted large audiences and post-event viewing of the ADA- compliant recordings our Center posts on our YouTube site. Three new collaborations include: 1)

Fall 2020 cross-center project with UHM CCS,

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 20. UHM CSEAS Top Examples of Public Facing Events** | | | | | |
| **Date** | **Partner(s)** | **Webinar Titles** | **Live Parti- cipants** | **Post event YouTube**  **viewers** | **Total Views** |
| 8/16/  2018 | Gadjah Mada University | Our Land is the Sea - Events | 390 | 7033 | 7423 |
| 9/16/  2020 | UCLA | Panel 1: Defining the terms:  Heritage, Landscapes, Indigenous Empowerment | 68 | 978 | 1046 |
| 4/28/  2021 | EWC/MSU | Panel 4: Mekong Dams: Debates and the Politics of Evidence | 154 | 482 | 636 |
| 10/2  8/20  20 | UCLA | Panel 7: Indigeneity, Identity, and Empowerment | 71 | 435 | 506 |
| 1/27/  2021 | EWC/MSU | Panel 1: Markets for Mekong Commodities | 148 | 333 | 481 |
| 2/24/  2021 | EWC/MSU | Panel 2: Migration, Mobility, and Mekong | 125 | 329 | 454 |
| 4/7/2  021 | EWC/MSU | Panel 3: The Spirits and Spiritual Life of the Mekong | 110 | 322 | 432 |
| 10/1  4/20  20 | UCLA | Panel 5: History and Heritage | 116 | 292 | 408 |
| 11/4/  2020 | UCLA | Panel 8: Indigenous Rights and Heritage Laws | 55 | 137 | 192 |
|  |  |  |  | **Total** | **11847** |

1. Fall 2020 CTPILS

series focused on Indigenous Peoples, Heritage and Landscape in the Asia Pacific, and

1. 2021 UHM/EWC

series as part of our joint LuceSEA Transitions grant on SEA agrarian and urban transitions.

**Table 20** lists some of

our top events, which included more than 50 speakers from 20 countries; CSEAS’ ADA compliant online recordings continue to extend CSEAS’ global reach. Co-sponsored activities with UH before COVID included the *Piña-Seda: Hibla ng Lahing Filipino* exhibit and associated public events and the 2020 *Art and Climate Change in the Pacific* exhibit in the UHM art gallery, which included SEA-originating artists.

***H.3 Community College and MSI Outreach*** / We are working directly with KCC to develop a Certificate of Community Interpreting (Section I), and plan to extend our CC reach with KCC as our anchor. We launched our U Mass-Lowell/ Middlesex CC (Lowell) partnership in Fall 2021 on future Cambodian-related outreach. Plans are now underway to include MSI’s in

the Long Beach area during the 2022-26 cycle, when we also launch our relationship with UOG. Working MSI to MSI and with community colleges is our goal.

***H.4. Business, Media, and General Public Outreach*** / CSEAS’ diverse activities for the professional community, media and the public produce a significant regional and global impact. CSEAS has long supported UHM’s *two Gamelan ensembles*: the Javanese *Gamelan Kyai Gandrung* (est. 1970, directed by Byron Moon) and the Balinese *Segara Madu* (est. 2009, directed by I Made Widana) and with 2014-2018 support commissioned a new Balinese orchestra that is now used for school outreach activities and public performances. In 2020-21, CSEAS faculty provided expertise on issues of current significance through interviews and articles in local, national, and international media and popular science sources like the *New York Times*, ABC, NPR, CBC, Rappler, *South China Morning Post*, *Philstar*, *New Scientist*, *Smithsonian*, *Applied Ecology News*, and *Stars and Stripes*.

## Program Planning and Budget

* + 1. ***Quality and Relevance of Programming*** */* Supporting SEA language and area studies requires a global reach, and CSEAS 2022-26 program planning aims to train local students to become global citizens while reaching an ever-broader audience. Using SEA language and area studies to create career readiness opportunities for students is key; so is engagement with under- resourced communities at home, and across the country. CSEAS project strategies involve institutional cooperation, the co-creation of meaningful SEA-based K-16 curriculum, interdisciplinary problem-solving, and informed debate on SEA affairs and culture that include diverse perspectives in respectful and meaningful dialogue. (**AP 1.1**) Title VI funds strengthen our impacts and advance NRC priorities through expanded language instruction, area studies educational programs, outreach, and teacher training (**AP 2**).

We prioritize two of our Priority SEA language programs for our 2022-26 NRC both because they are the largest SEA heritage populations in our state and DOE, and key US allies in Indo-Pacific affairs: (1) Filipino, whose dedicated instructional staff can assist in curriculum development, interpreter training, and pedagogical engagement with partners; and (2) Vietnamese, which we also feature in curriculum development projects, interpreter training, and for which we seek support to offer 3rd year instruction.

Our dynamic Philippine languages instructional team has demonstrated their value at the national level through service for SEASSI, and our strong SLS program continues to enroll talented Ph.D. students from Vietnam who now staff our courses and create rich new curricular materials. US and Hawai’i linkages with the Philippines have deep roots, and Vietnam has become a major ally. UHM, in collaboration with EWC, was one of the top 10 host institutions for the 2001-2013 Ford Foundation International Fellows Program, bringing 171 students from 13 countries in 28 fields of study (including Vietnam, Indonesia, and Thailand): Vietnamese IFP cohorts were prominent at UHM. Three programmatic goals are proposed.

***Goal 1: Enhance career readiness using SEAn language and area studies expertise to succeed in the workplace and meet national needs.* AP 1.1, AP 1.2** Goal 1 aligns with the UH system career readiness priorities and with the state’s Work-based Learning P20 Partnerships for Education program. Five projects in this theme address both undergraduates and graduate students (career outcomes, career preparation, graduate program enrichment, and expanded language availability), with career readiness as a primary goal. ***Activity 1a: Alumni Survey and Assessment*** / Support is requested to develop an Alumni Survey instrument to better track SEA- focused UHM alumni (BA, MA, PhD) career paths and guide programmatic and curricular changes, in partnership with NRSEA, NRCEA, NRCPI and ASD (all within SPAS).

Collaborating with a professional consultant ensures the creation of a survey instrument that our centers can administer and analyze in-house. (Budget Y1: $5,000)

***Activity 1b. Asian Studies Career Readiness Program*** / Proposed 2022-26 career readiness projects help our SEA-based students pursue postgraduate employment in areas of national need that use their language and area skills expertise, including Hawai’i-based government jobs, country, overseas and/or foreign-affairs related government positions. NRC funding is requested to create a new ***ASAN 305 Practicum Course (Activity 1c)*** that combines experiential learning with career readiness coursework run with Mānoa Career Center. We will use current ASD partners in the community for this program and requested funds will pay for ASAN course development (Y1), graduate assistant support and a course release to run program (Y2), and speaker fees for regular Careers in Public Service/Asian International Affairs (Y1-4) that both the undergraduates and graduate students will attend. NRC funding for our ***Careers in Public and Government Service Speaker Series (Activity 1d)*** will bring alumni and other professionals to campus to introduce different careers and meet directly with students. (Budget Y1 $9,568; Y2

$23,278; Y3 $23,928; Y4 $24,601). CSEAS has been an active GETSEA member through its

Luce-funded 4-year lifespan and is committed to continuing the ***Activity 1e. GETSEA Mini- Seminar program*** beyond the 2024 end of the Luce grant to expand graduate educational opportunities to SEA-focused curriculum nationally and building cross-institutional networks among students and faculty across institutions. Support is requested for one speaker fee in Years 3 and 4. (Budget Y3, Y4: $1,500/year)

***Activity 1f. Deepening and Broadening UHM SEA Language Instruction*** / Language competency is foundational to career readiness in SEA-focused careers within and beyond the government sector. Proposed CSEAS initiatives will expand and enrich SEA language

instruction for UHM students, our community, US-affiliated universities in the Pacific, and the broader public (the latter through new OA resources). We request the following support for UHM instruction: (1) funding to offer *Vietnamese 301-302* through the cycle to bring the language offerings in line with Filipino, Indonesian, Khmer and Thai, all which offer 3rd year classes. (2) Support for a *new IPLL 360V Vietnamese Food, Music, Ritual course* (Y1-3) to increase enrollment in the language courses and build interest in Vietnamese curriculum at UHM. (Budget Y1 $21,580; Y2 $22,011; Y3 $22,452; Y4 $15,267) (3) *Travel support for 4 UHM instructors to attend annual 3-day SEA Language Council (SEALC) workshops* to develop national standards for assessing speaking, reading, and listening proficiency in SEAn languages by teaching new OA pedagogical materials. NRC funding is requested for travel to four workshops. (Budget Y1-Y4 $5,200/year) NRC support is requested to extend our language expertise to partner institutions including KCC and the University of Guam. In partnership with NRC EA and NRC PIS, CSEAS seeks support for a new proposed ***Activity 1g. Kapiolani Community College (KCC) Certificate of Community Interpreting*** to provide SEA technical expertise to support teacher training activities, as a cross-center collaboration with NRC EA and NRC PIS, for summer certification courses designed to increase the number of SEA interpreters and translators in the state. UHM CSEAS requests support for Filipino and Vietnamese language experts to work with this program as summer overload. (Budget Y1 $7.193, Y2 $7,337; Y3

$7,484; Y4 $7,634)

***Goal 2: Contribute to educational equity through engaging with under-resourced educators to teach SEA Language and SEA studies.* AP1.1, AP 2** NRC support is requested to support free K-16 educational outreach to under-resourced schools in the state and across the nation. Approximately 50% of Hawai’i’s public-school students are economically disadvantaged:

a 20% increase since 2009. Offering free Indonesian performing arts to under-resource public schools is part of our ongoing, year-round Activity 2a. Funding is requested for three projects. (1) **Balinese Arts Environmentally Themed K-12 Outreach** to underwrite travel costs for teaching artists to visit select schools and education centers for workshops, residencies, and teacher training; new K-12 teacher resource materials will also be created (Budget Y1-4: $5,350/year). (2) **Gamelan & Dance Training** for the outreach team and TYA program students are run by master artist I Made Widana (Budget Y1,2,4: $8,000/year). (3) the AY 2024/25 **Balinese Wayang Listrik Shadow Theatre Production** to bring three master teachers from Bali for intensive training residencies with UHM undergraduate and graduate students. Performances held over a two-week period should attract 5,000+ attendees, including dedicated school shows. (Budget Y3 $35,000; see Budget Justification)

***Activity 2b. Using SEA to Create Culturally Responsive Classrooms Outreach Program***. Our four projects educate US teachers and their students about SEA and promote more culturally affirming classrooms in formats that can be transferrable to teachers in communities across the country to align with local community histories and state standards.

* + - 1. ***Carrying SEA Cultures Teacher Training and Curriculum Development*** project enhances teachers’ understanding of their SEA Asian American students and supports culturally responsive teaching through arts integration in collaboration with COE specialists, SEA heritage PhD students and subject matter experts. NRC funding for 2022-26 supports teacher training in Hmong-American Carrying SEA Culture (1) and Vietnamese-American Carrying SEA Culture (Y2), and development of a Carrying SEA Culture Cambodia teacher training module with U Mass Lowell (anchor person: Dr. Phitsamay Uy, UMass-Lowell COE) in Y2 to train in Y3. Y4 NRC funding is requested to visit Lowell for consultation with teachers and school presentations as

requested. UHM IPLL faculty will develop Carrying SEA Culture Philippines training module (Y2) and train Hawai’i DOE teachers in Y3 with our UHM IPLL staff with Hawai’i DOE teachers as a pilot. Pending interest, we may take Carrying SEA Culture Philippines curriculum to Guam- based DOE teachers (Budget Y1 $30,332; Y2: $31,258; Y3: $32,206; Y4 $33,153; see Budget Justification)

* + - 1. ***K-14 Teacher Training in Angkor (Cambodia) Curriculum*** links UHM CSEAS to the UCB-UCLA NRC consortium to develop new K-12 teacher education materials to incorporate the ancient Angkor civilization into Grade 6-10 Social Studies classes. A group of 5 middle school teachers (including from districts with high Cambodian-American populations [Lowell, MA and Long Beach, CA]) will meet (virtually) in through YR2 to review material and to develop a learning plan. The project promotes learning success for underrepresented communities and support teachers in creating culturally responsive classrooms. Working with MSI institutions (U Mass-Lowell, Middlesex Community College [Lowell campus], CSLB, CSDH) colleagues extends this outreach into Cambodian-American communities. (Budget Y4: $2,440)
      2. ***Pamana ng lahi Workshop on Philippine Language and Culture*** was launched in 2019 to encourage more Filipino heritage students to study heritage language and culture as part of their college careers. Funding the development of an asynchronous *Pamana ng lahi* Workshop on Philippine Language and Culture, coupled with live events in local schools with high Filipino- heritage populations (Campbell, Farrington, Waipahu, McKinley), is an effective college recruitment tool. (Budget Y1-Y4: $8,025/year).
      3. ***Filipino Language Critical Pedagogy Instruction*** CSEAS, EA and PIS partners at UHM will strengthen ties with MSI U of Guam (**NRC CPP 1**) in response to a recently completed Needs Assessment for K-16 educators in Guam, who requested pedagogy training for UoG

Philippine language instructors. Funding will pair remote instruction with one--week UHM instructor visits to Guam to work directly with teachers (Y1-3) in a Y4 weeklong onsite practicum course. (Budget Y1 $11,678, Y2: $11,822, Y3: $11,969, Y4: $4,485)

***Goal 3: Promote inclusion through making SEA education resources more accessible online.*** Fulfills AP1-1. AP2. Making more SEA educational resources available in digital A format promotes inclusion, and CSEAS plans to expand its digital SEA initiative as part of 2022- 26 activities. ***Activity 3a. Tagalog Animation Film Language Series*** responds to the need for culturally appropriate teaching materials for Philippine language and literature. Funding is requested to animate five Philippine environmentally focused Tagalog-language oral traditions from indigenous communities that CSEAS then streams through its website for use in courses at UHM and more broadly. (Project Budget Y1-Y3: $10,225/year) ***Activity 3b. Online SEA Institute Course Development:*** NRC funding for our Online SEA Institute enables our affiliates to create SEA-themed fully online asynchronous. The Online SEA Institute will make it possible for working UHM and non-UHM students (at institutions that lack SEA expertise) to learn the region and its languages through UHM Outreach in credit-bearing courses for transfer to their home institutions. These materials can also be repurposed for certificate and training programs with the US military and state department upon request. (Budget Y1 $10,753; Y2 $10,968; Y3

$11,187; Y4 $11,411)

***Activity 3c. Enhance the Range and Accessibility of Library Resources*** / Funds are sought for a SEA native speaker student assistant to help research and catalog collections. NRC support is requested for SEA Map Digitization project activities (inventorying materials, reconciling historical place names, other GIS technical procedures under supervision by the Geospatial Librarian). (Budget Y1 $24,726; Y2 $14,878; Y3 $15,096; Y4: $15,277)*.* ***Activity 3d. Support for***

***SEA Events*** / Artists and scholars headed from SEA to the US mainland are easily persuaded to route through Hawai’i when CSEAS can offset costs of their detour. Funds are requested to support occasional and annual events that include SEA content, in combination with internal sources (e.g., Florence Liu Macaulay Distinguished Lecturer endowment). (Budget Y1-Y4: $3,500/year) ***Activity 3e. Faculty Travel Grants for Professional Meetings & Outreach Enhancement*** / Support is requested to run a professional development travel grant program for early-career CSEAS faculty affiliates, which will also enable them to invest in outreach activities associated with their research. (Budget Y1-Y4: $3,000/year)

* + 1. ***b. CSEAS Effective Use of Resources and Personnel*** / NRC funds are requested to support staff/administrative support and administrator travel. Professional Opportunities through Graduate Assistantships / NRC funds are requested to support three Graduate Assistants to staff CSEAS: 1) an Outreach GA; (2) a Webmaster GA; and (3) a Digital Resources GA. CSEAS graduate assistantships provide valuable professional experience and funding for international SEA-focused students. (Budget Y1: $78,894; Y2: $82,060; Y3: $85,349; Y4: $88,761). Online Instructional Designer/Developer Services / An online course development expert (Laura Armer) helps our Graduate Assistant and faculty as they build their courses. Funded is requested to continue this support, including assessments of newly developed online courses. (Budget Y1, Y2

$10,000/year; Y3, Y4 $5,000/year)

***Assessment/Evaluator Services*** / NRC funds will support an outside specialist/evaluator to help strengthen the assessment/project evaluation process. (Budget Y1-Y4: $4,000/year) ***Administrative Travel: Domestic and International* /** Travel funds are requested for the Director and Associate Director to manage consortium activities and partnerships with MSI's/CC's, to build Outreach linkages (which require in-person visits as well as virtual meetings), and for one joint

trip to SEA to liaise with colleagues and recruit students and new project partners. (Budget Y1, Y2, Y4 $6,150/year; Y3 $4,100) Director and Associate Director will make one Y3 SEA trip to liaise with SEA-based institutional partners and recruit graduate students. (Budget Y3: $6,500)

***Supporting Partners in SEA Language and Area Studies*** / CSEAS recognizes that SEA Priority Languages, as LCTL's, must be offered nationally even when some languages have relatively small enrollments, like Lao. Consequently, CSEAS joins other Centers to support Lao language instruction at SEASSI (Budget Y1-Y4: $1,000/year) and help NIU fund its 2nd level AY Lao instruction (Budget Y1-Y4: $1,000/year). CSEAS will also support the annual virtual AIFIS- MSU conference to encourage a larger and more Indonesian and CC audience using virtual delivery, based on the success of its 2021 inaugural event. **AP 1.1** and **NRC CPP 1** (Budget Y1- 4: $2,000/year) CSEAS joins Cornell SEAP to support the Annual SEA Book Award to recognize children’s/YA authors who write SEA-focused books. **AP 2** (Budget Y1-Y4: $1,000/year)

* 1. ***Timeline.*** Strategic planning for the UHM CSEAS project draws on recognized scholarship and dedicated faculty/staff in each area, leverages other extramural and institutional support, and concentrates funds in selected sustainable projects to ensure their lifespan continues beyond the 2022-26 Title VI funding cycle. **Table 21** presents our project timeline, which organizes proposed NRC activities around four objectives: increasing the placement of SEA- focused students in government service and area of national need (**NRC AP 1-1**, increasing

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| **Table 21. UHM CSEAS Proposed NRC 2022-26 Project Timeline** | | **Y1 (22-23)** | | | **Y2 (23-24)** | | | **Y3 (24-25)** | | | **Y4 (25-26)** | | |
| **Objective** | **Activity** | **F** | **S** | **Sum** | **F** | **S** | **Sum** | **F** | **S** | **Sum** | **F** | **S** | **Sum** |
| Increase the placement of SEA-focused UHM graduates in government service and areas of national need including education, business, and | SPAS Alumni Survey |  |  |  |  | |  |  | |  |  | |  |
| ASAN 305 Course Development |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian and Pacific Studies Career Readiness ASAN 305 Instructor |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian and Pacific Studies Career Readiness Program Speaker Series |  |  |  |  |  |  |  |  |  |  |  |  |



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| non-profit sectors. **NRC AP 1-1** | Asian and Pacific Studies Career Readiness Program Logistics (50% GA position) |  |  |  |  |  |  |  |  |  |  |  |  |
| Increase the number of students engaged in the study LCTL SEA languages. **NRC AP2, FLAS CPP 1& 2** | Vietnamese 301/302 |  |  |  | | | | | | | | | |
| IP 360V Vietnamese Food Language & Ritual |  |  |  |  |  |  |  |  |  |  |  |  |
| Lao (SEASSI, NIU) |  |  |  |  |  |  |  |  |  | |  |  |
| UHM Instructor Travel to SEALC workshops |  |  |  |  |  |  |  |  |  |  |  |  |
| KCC Community Interpreting Certificate Program |  |  |  |  |  |  |  |  |  |  |  |  |
| Filipino Pedagogy Training w/U Guam |  |  |  |  |  |  |  |  |  |  |  |  |
| Expand exposure to and interest in SEA area studies and language through innovative curriculum development, teacher training, and outreach **NRC AP 2** | Balinese Performing Arts Outreach |  |  |  | | | | | | | | | |
| K-14 Teacher Training/ Curriculum Development (\*Angkor project) |  |  |  | \* | \* |  |  |  |  |  |  |  |
| Cornell-UHM Children/Young Adult Book Award |  |  |  |  |  |  |  |  |  |  |  |  |
| *Pamana ng lahi* Program |  |  |  |  |  |  |  |  |  |  |  |  |
| Tagalog Language Animation Film Series |  |  |  |  |  |  |  |  |  | |  |  |
| Online SEA Institute Course Development |  |  |  |  |  |  | | | | | | |
| Online SEA Institute Course Instruction |  |  |  |  |  |  |  |  |  | |  |  |
| Increase SEA language/area studies resources accessibility to local and national audiences & promote activities that reflect diverse perspectives on SEA **NRC AP 1-1** | Enhance Library Resources (SEA map digitization) |  |  |  |  |  |  |  |  |  |  |  |  |
| Enhance Library Resources (SEA acquisitions) |  |  |  |  |  |  |  |  |  |  |  |  |
| Visiting SEA Artists, Speakers and Events |  |  |  |  |  |  |  |  |  | |  |  |
| Faculty Travel for Professional Development |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual Virtual AIFIS Conference |  |  |  |  |  |  |  |  |  |  |  |  |
| NRC Project Assessment (Internal and External) |  |  |  |  |  |  |  |  |  |  |  |  |
| CSEAS Program Evaluation (Internal and External) |  |  |  |  |  |  |  |  |  |  |  |  |
| NRC Outreach (Outreach Director and GAs) |  |  |  |  |  |  |  |  |  | |  |  |



enrollments in LCTL SEA languages (**NRC AP 2**, **FLAS CPP 1 & 2**), support SEA curriculum development and teacher training (**AP 2**) and promote activities that offer diverse perspectives on SEA. (**AP 1-1**)



UHM CSEAS participation in two LuceSEA grants involves complementary activities to those proposed for 2022-26 NRC funding. The UHM/EWC Luce Transitions grant in 2020 seeks

to enhance equity in collaborations with SEA-based partners that parallels efforts in these projects to enhance equity in US classrooms. Collaboration with UCLA, UW and SEA/EA-based institutions through PEMSEA (Program on Early Modern SEA) should bring SEA heritage students into our field-based projects and support some through FLAS funding. Each project can stand alone but has been designed to create synergies with other projects if funded.

* 1. ***Reasonableness of Costs*** / NRC resources requested for 2022-26 leverage other funding streams and other UHM programmatic investments using project budgets that are both feasible and reasonable. The requested budget (averaging $283,000/year in direct costs) aligns closely both with Title VI priorities and with UH system workforce development priorities. All CSEAS expenditures are subject to multi-level oversight, audit, and accounting.
  2. ***Impact*** / NRC funding to CSES will produce multiple lasting impacts for UHM and its partner MSI institutions that promote SEA language and area studies, like professional training for SEA-focused careers in government and other areas of need for undergraduates (***Activities 1a-1c***) and graduate students (***Activities 1b, 1e***). Project activities also generate new SEA-themed curricular materials and teacher training to create culturally responsive classrooms in which learning about SEA increases college aspirations among underrepresented groups including SEAn Americans (Activities 2a, b). Supporting SEA languages is central to CSEAS’ mission (e.g., ***Activities 1f, 1g, 3a***). CSEAS will increase SEA-themed course offerings, improve the quality of language instruction by enhancing systematic evaluation, and leverage other funding sources to maximize the impact of NRC support. We look forward to pursuing these projects across campus, and to bolstering career readiness for our graduates as they enter the global work force.

Since 1978, UHM’s CSEAS has encouraged trans-disciplinary understandings of the eleven countries across SEA: its peoples, religions, history, economics, geography, art, cultures,

science, and politics. Developing and supporting UH Mānoa’s capacities in Southeast Asian studies by UHM faculty, staff, and students define the core of our work. FLAS funding has supported undergraduate and graduate education for students from more than 25 fields, from Anthropology to Urban Planning. Increasingly, our FLAS funds help undergraduates from

under-resourced homes complete their studies in professional fields (Public Health, Engineering) as frequently as the arts and sciences. Integrating languages – and at UHM, frequently heritage languages – into their college education has promoted academic success as well as expertise in SEA.

Previous NRC funding has enabled the Center to fund arts and performance initiatives that knit community members into long-term relationships with each other and SEA; it has supported numerous SEA-themed classes on topics from Mekong Ethnobotany to Historic Preservation; and NRC funding has underwritten innumerable SEA-themed events that help make UHM a magnet for both SEA-focused students and students from SEA. NRC funding has enabled UHM faculty and staff to build partnerships with K-12 schools, community colleges and non-profit organizations. UHM faculty have used NRC funds to establish long-lasting partnerships with SEA-based institutions, to run lecture and film series, celebrate museum exhibits, and bring colleagues. UHM’s SEA library section gains its vibrancy from NRC (and other extramural) funding that CSEAS brings to the university. It is no exaggeration to note that NRC/FLAS funding has been foundational to enhancing UHM’s national and international reputation as an outstanding center of SEA studies.

NRC projects that UHM CSEAS proposes for the 2022-26 funding cycle build on

longstanding strengths and allow the Center to reach in new directions to strengthen SEA language and area studies. Projects draw from broad expertise across our campus, link us more

firmly to our US-affiliated partners in the Pacific, and establish new relationships with MSI’s in the mainland US where SEA studies can reach – and perhaps help retain – at-risk students by engaging them through education that includes their histories, and creates more culturally responsive classrooms. Earlier sections in this proposal have illustrated ways in which UHM CSEAS and its many affiliates already engage with SEA. NRC/FLAS funding for the 2022-26 cycle will help us bring that scholarship to pedagogy and promote deeper cultural understanding of this very important region in today’s world.

## J. Competitive Preference Priorities

UHM is an MSI, and proposed work aligns with Competitive Preference Priorities for the 2022- 2026 Title VI period as outlined below.

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| **Table 22. Narrative Section J. Competitive Preference Priorities** |
| **NRC/FLAS Definition UHM CSEAS Proposed Activities Priority** |
| NRC Competitive Partnership with Minority- • CSEAS will support a 4-year Filipino critical pedagogical Preference Priority 1 Serving Institutions (MSIs) training with MSI University of Guam (AANAPI/AANH) (**NRC CPP 1**) or Community Colleges (up Filipino instructors, combining synchronous teaching  to 5 additional points) modalities (Y1-3) and intensive onsite teaching (Y4) with  annual visit to share curricular materials and encourage locally appropriate curriculum development   * CSEAS will support participation by UHM-based SEA language experts/instructors in the KCC Certificate in Community Interpreting (Spoken Languages) program (Y1-4) * CSEAS will directly collaborate with MSI University of Massachusetts- Lowell (AANAPISI) and Middlesex Community College on multiple K-14 educational projects using Cambodian materials to develop new Angkor-based Social Studies and Carrying SEA Culture modules * CSEAS will continue collaboration with MSI's Cal State Dominguez Hills (HSI) and Cal State Long Beach (HSI) to bring Cambodian archaeology events to Long Beach community centers after May 2022 Asian Heritage Month lecture tour |
| FLAS Competitive FLAS Fellowships for • Selection preference will be given to AY FLAS applicants who Preference Priority 1 Students Who Demonstrate demonstrate financial need based on their FAFSA status and in (**FLAS CPP1**) Financial Need (0 or 5 consultation with the UHM Financial Aid Office  points) |
| FLAS Competitive Academic Year FLAS • CSEAS will allocate 100% of SEA FLAS awards to LCTLS Preference Priority 2 Fellowships Awarded in the that UHM offers (Filipino, Indonesian, Khmer, Thai,  (**FLAS CPP2**) Vietnamese) and collaborate with GETSEA partners as needed |

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| Less Commonly Taught to meet needs of UHM students studying other SEA LCTLs Languages (0 or 5 points) (i.e., Burmese, Hmong, Lao)   * CSEAS will expand UHM Vietnamese language program by supporting VIET 301/302 and IP 360V |