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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 Pacific Islands at the University of Hawaiʻi

ED-GRANTS-121621-001 (NRC); 84.015A ED-GRANTS-121621-002 (FLAS); 84.015B

# APPLICATION NARRATIVE

Center for Pacific Islands Studies, Univeristy of Hawaiʻi

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# ACRONYM GUIDE

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| AANAPI | Asian American and Native American Pacific Islander |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ANU | Australian National University |
| ASCC | American Samoa Community College |
| AUT | Auckland University of Technology |
| AY | Academic year |
| BYUH | Brigham Young University of Hawaiʻi |
| CC | Community Colleges |
| CALL | College of Arts, Languages, & Letters |
| CCSF | City College of San Francisco |
| CES | Course Evaluation System |
| CLT | Center for Language and Technology |
| COE | College of Education |
| COM | College of Micronesia |
| CNRS | Centre National de la Recherche Scientifique |
| CPIS | Center for Pacific Islands Studies |
| CSEAS | Center for Southeast Asian Studies, see also NRCSEAS |
| CSM | College of San Mateo |
| CUH | Chaminade University |
| DOE | Department of Education (Federal) |
| DNS | Desktop Networking Services |
| EEO | Equal Employment Opportunity |
| eHRAF | Human Relations Area Files |

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| EWC | East-West Center |
| FAFSA | Free Application for Federal Student Aid |
| FAGASA | Association of Samoan Language Educators of New Zealand |
| FLAS | Foreign Language and Area Studies |
| FRN | Faculty Resource Network |
| GA | Graduate Assistant |
| GWLA | Greater Western Libraries Alliance |
| HCC | Hawaiʻi Community College |
| ILL | Interlibrary Loan |
| ILO | Institutional Learning Outcomes |
| IPLL | Indo-Pacific Languages and Literatures |
| KCC | Kapiʻolani Community College |
| LCC | Leeward Community College |
| LCT | Less commonly taught language(s) |
| MIT | Massachusetts Institute of Technology |
| MIX | Manoa International Exchange |
| MSI | Minority Serving Institutions |
| NFLRC | National Foreign Language Resource Center |
| NRC | National Resource Center |
| NRCEA | National Resource Center for East Asian Studies (UHM) |
| NRCSEAS | National Resource Center for South-East Asian Studies (UHM) |
| NUS | National University of Samoa |
| OCLC | Online Computer Library Center |
| OPI | Oral Proficiency Interview |
| PC | Pacific Collection |

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| PCC | Palau Community College |
| PIDP | Pacific Islands Development Program |
| PIMS | Pacific Islands Monograph Series |
| PIR | Pacific Islands Report |
| PMB | Pacific Manuscript Bureau |
| PREL | Pacific Resources for Education and Learning |
| SAASIA | New Zealand Association of Samoan Early Childhood Educators |
| SFSU | San Francisco State University |
| SLO | Student Learning Outcome |
| SPAS | School of Pacific and Asian Studies |
| STEM | Science, Technology, Engineering, and Mathematics |
| TCP | The Contemporary Pacific |
| UCLA | University of California, Los Angeles |
| UH | University of Hawaiʻi System |
| UHH | University of Hawaiʻi Hilo |
| UHM | University of Hawaiʻi at Manoa |
| UHP | University of Hawaiʻi Press |
| UHWO | University of Hawaiʻi West Oahu |
| UNDP | United Nations Development Program |
| UOA | University of Auckland |
| UOC | University of Chicago |
| UOG | University of Guam |
| UPF | Université de la Polynésie Française |
| USP | University of the South Pacific |
| UU | University of Utah |

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| --- | --- |
| VUW | Victory University of Wellington |
| WCC | Windward Community College |
| WRGP | Western Regional Graduate Program |
| WU | Waikato University |
| WUE | Western Undergraduate Exchange |
| WSRSL | William S. Richardson School of Law |

**Application Narrative, Center for Pacific Islands Studies, University of Hawaiʻi**

1. **COMMITMENT TO SUBJECT AREA**.

Since the establishment of the Pacific Islands Studies program in 1950, the University of Hawai‘i at Mānoa (UHM) has been committed to the Pacific Islands. Reorganized as the Center for Pacific Islands Studies (CPIS) in the 1970s, the Center is at the forefront of Pacific language and area studies nationally and internationally. CPIS is a home for initiatives bringing together people and resources to promote an understanding of the Pacific Islands and Islanders. Its innovative regional, comparative, and interdisciplinary instructional program is particularly geared to meet emerging challenges and critical workforce needs in the region.

The Pacific Islands are of global importance in terms of security, climate change, migration, sustainability, and ocean economics. As President Biden noted of the Pacific Islands Forum in 2021, “The United States is a proud Pacific power and will continue to be an active, engaged partner in the region … [because] a free and open Indo-Pacific is vital to each of our nations’ security and prosperity and to all our shared futures.” Pacific Islands are vital to the U.S., and CPIS is well positioned to train the next generation of leaders to address pressing challenges and opportunities, in line with the goals of the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) programs and broader efforts by the Secretary of Education.

CPIS is the oldest Pacific Islands focused comprehensive Center in the world and the most expansive in student programs, language instruction, publishing, career development and outreach activities and the first in the U.S. to offer graduate degrees in Pacific Islands Studies. The largest such program in the world, the Center offers instruction in 6 Pacific languages (Chamorro, Fijian, Maori, Samoan, Tahitian, and Tongan), 3 (Maori, Samoan, and Tahitian) at

advanced levels, and is adding a 7th language (Marshallese). Students enjoy access to the Pacific Collection (PC) in Hamilton Library, the largest and most comprehensive collection of its kind. For seventy years CPIS has been regarded as the national and global leader in curriculum and instructional resource development for Pacific Island languages and area studies. Responsive to NRC and FLAS priorities, CPIS proposes the following 2022-26 goals to align with local, regional and national needs (Table 1).

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| **TABLE 1. 2022-26 NRC & FLAS GOALS** |
| Goal 1: Increase the capacity of teachers to incorporate Pacific Islands language and area studies into the K-16curriculum (aligned with NRC Absolute Priority 2); |
| Goal 2: Increase the number of students engaged in the study of less-commonly taught (LCT) Pacific languages and area studies at the undergraduate and graduate level (aligned with NRC Absolute Priority 1 and FLASCompetitive Preference Priorities 1 and 2); |
| Goal 3: Increase skills preparation for further study and postgraduate employment in areas of national need(aligned with NRC Competitive Preference Priority 1); |
| Goal 4: Increase Pacific language and area studies resources and information accessibility to local and nationalaudiences (aligned with Absolute Priority 1). |

U.S. Congressman Ed Case noted in 2021, “Over the past decade, the Pacific Islands have boldly pursued regionalism and cooperation to address the most pressing challenges they face, including climate change, sustainable development, public health, maritime security and more … As a Pacific nation, the United States can and must contribute to regional efforts to address these

issues.” To offer leadership and advance national priorities and strategic interests in the region, the U.S. requires continuing support and national investment in area expertise. This 2022-2026 CPIS NRC and FLAS proposal advances Pacific Islands area studies for a wide range of 21st- century workforce needs, including health sciences, STEM, diplomacy, education, defense, economics, and information technology.



1. *Operations.* For the 2021-22 academic year, UHM provided **$685,387.80** to CPIS, inclusive of

a UHM investment creating a new Department of Pacific Island Studies to join CPIS as paired units in UHM’s Pacific Islands Studies NRC.1 The instructional faculty of the new Department are core faculty members of CPIS alongside dedicated CPIS staff and a large network of affiliates. Tuition revenues of **$9,119** from Summer Session and Outreach College course offerings provided additional funding to support CPIS activities. CPIS is an integral member of UHM’s School of Pacific and Asian Studies, with 8 area studies centers, 2 academic programs (Asian Studies and Pacific Islands Studies) and three NRCs, housed with UHM’s College of Arts, Languages and Letters (CALL). UH’s largest college, CALL includes 9 offices for CPIS faculty and staff and a large front office in Moore Hall. Hale Pasifika, a meeting/study space for CPIS students, is in a nearby cluster of buildings with a large deck space for social gatherings. Fiscal and personnel matters are handled by two CALL administrative officers, one for external funding and the other for UHM resources. The CALL Fellowships Coordinator manages routine

1 Because of their interchangeability (all DPIS faculty are core faculty for CPIS, while CPIS includes additional staff), for the remainder of this proposal, we use CPIS to refer to both the Center and the Department.

FLAS business. CPIS is well supported within SPAS and CALL. In 2022, CALL provided SPAS a **$50,000** professional development grant to support the SPAS council, Centers, and academic programs in furthering Pacific (and Asian) studies in the college, UHM and UH system units and programs.

1. *Teaching Staff.* CPIS has 5 full-time faculty2 (Dr. Lola Quan Bautista, Dr. Tarcisius

Kabutaulaka, Dr. Alexander Mawyer, Ms. Foley Pfalzgraf, Dr. Julianne Walsh), 2 staff (Ms. Candice Steiner, Ms. Jennifer Mercado), 2 administrative officers (Ms. Myra Yamamoto, Ms. Dawn Wakamura), 1 Research & Fellowship Coordinator (Ms. Chizuko Allen) from the Dean’s Office in CALL, 2 librarians (Ms. Eleanor Keliber and Mr. Stuart Dawrs) and 7 student workers (4 graduate and 3 undergraduate) for a total of **19 members**. The Department of Indo-Pacific Languages and Literatures (IPLL), co-located with CPIS in CALL, provides instruction in 6 Pacific languages through 3 faculty and 4 instructors. CPIS also draws on the expertise of 46 active affiliate faculty from the broader UH System including UH West Oʻahu (UHWO) and UH Hilo (UHH), 5 colleges,18 departments, and regional experts from the East-West Center’s (EWC) highly regarded Pacific Islands Development Program (PIDP). The demands of the BA program, launched in 2011 and aimed primarily at underserved minority students, justified UHM assuming full responsibility for the Center’s Education Specialist previously supported 0.375 FTE from the NRC. The 3 core teaching faculty are all tenured: CPIS Director and Associate Professor Alexander Mawyer, Associate Professor Tarcisius Kabutaulaka, and Associate Professor Lola Quan Bautista. The Center has 2 full-time faculty specialists, Associate Specialist Dr. Julianne Walsh and Assistant Specialist Foley Pfalzgraf. In addition to administrative and project-based duties, both teach at least 1 course per year. Each semester, 3 additional lecturers

2 A retirement in 2021 and a Dean-approved hire at the start of the pandemic will be refilled when a UHM COVID- 19 hiring freeze is lifted.

teach in the BA program. Also working full-time at CPIS are Ms. Candice Steiner, Managing Editor, and Ms. Jennifer Mercado, Academic Support officer. Part-time employees include 4 graduate assistants (GAs) and 3 undergraduate student assistants. All but one of these 6 FTEs, as well as 2 of the 4 GAs, are fully funded by UHM. Subscription revenue through the University of Hawai‘i Press (UHP) from the Center’s journal funds the 4th GA position. The Outreach Director is funded 0.5 FTE from the NRC budget, alongside two graduate assistants (Carrying Culture GA and Outreach GA, see line items 1.C.1-1.C.3), three student assistants and a supervisor (Digital Language Fellow, see line 1.A.4; Digital Collections Fellows, see line 1.B.1 supervised by the Digital Collections Coordinator, see 1.B.2) who support digital language programming and library digitization projects while receiving professional development in Pacific language and area studies.

CPIS core (teaching) and specialist faculty work closely with the 46 affiliate faculty in 18 departments or professional schools at UHM who devote a percentage of their time to Pacific Islands research, teaching, and supervising graduate students (see faculty profiles in Appendix 3). In addition to hires in CPIS itself, UHM continues to invest in new hires with Pacific expertise in several other departments, including Dr. Joseph **Foukona**, Assistant Professor, History (land tenure and rights in Oceania); Dr. Monica **LaBriola**, Assistant Professor, History (Marshall Islands); Dr. Marina **Karides**, Professor, Geography and Environment (Island Studies, Equity, Convivial Economics), Dr. Jamaica Heolimeleikalani **Osorio**, Assistant Professor, Political Science (Indigenous politics, Indigenous literature); Dr. Patrick **Kirch**, Professor, Anthropology (Archeology of Oceania, Hawai‘i, also Professor Emeritus of Integrative Biology and the Class of 1954 Professor of Anthropology at the University of California, Berkeley); and, in January 2022, Dr. Eleanor **Sterling**, Director, Hawai‘i Institute of Marine Biology (place-

based STEM, biocultural research). For the 2021–22 academic year total salaries for the 5.5 CPIS (4 FTE Faculty and Specialists positions, noting one faculty retirement in 2021) amount to

$685,387.80 (Table 1). This figure excludes faculty fringe benefits of roughly 59% covered by UHM and salary support and fringe benefits for instruction and Pacific Islands–related activities by affiliate faculty.

1. *Library Resources.* UHM hosts the Pacific Collection (PC) in Hamilton Library. Exclusing

fringe, in 2021-22 the PC’s institutional support includes 2 librarians ($217,968, both Rank V, equivalent to full professor in library faculty classification), 2 civil service, 1 APT support staff, and 12 student assistants ($226,000, 50% to the Pacific Collection), Pacific Islands related library acquisition funding ($145,804), microfilming support ($20,000), and additional support for the Web Archiving of the Pacific project ($2,500) (see Section F, p. 29).

1. *Linkages with Overseas Institutions.* CPIS coordinates formal exchange relationships with

many regional institutions supported by the Mānoa International Exchange (MIX) office, including the University of Auckland (UOA), Auckland University of Technology (AUT), Victoria University of Wellington (VUW), University of Otago, and Waikato University (WU) (all in New Zealand), and University of the South Pacific (USP) in Fiji. Exchange networks with the Université de la Polynésie Française (UPF) continue to expand, with a multi-campus dual- degree program, a European Union Erasmus/ExcellencES exchange program under active consideration. An exchange agreement with Australia National University (ANU) was signed in 2014, and CPIS has co-hosted 3 short-term field schools. CPIS also has close informal relationships with many other regional educational institutions including College of Micronesia (COM), American Samoa Community College (ASCC), National University of Samoa (NUS), Palau Community College (PCC), and University of Guam (UOG). Excepting the COVID-19

pandemic, most CPIS MA students conduct thesis research overseas. The UHM Study Abroad Center helps arrange overseas programs, and during the prior grant periods CPIS piloted summer programs with universities in Aotearoa/New Zealand (2015, WU), Samoa (2017, NUS), French Polynesia (2018, UPF), and Palau/Australia (2019, ANU). CPIS launched the Wansolwara Initiative for Student Exchange (WISE) to promote interaction among regional universities offering Pacific Studies degree programs, including UOA, VUW, and ANU. CPIS partners with University of Bergen and USP in a large research project funded by the Research Council of Norway for 2018-2023, titled *Mare Nullius? Sea Level Rise and Maritime Sovereignties in the Pacific*, and the new in 2021 *4Site Initiative: Pacific Transect Collaborative* with The Nature Conservancy, University of California Berkeley, Tetiaroa Society, and CNRS.

1. *Financial Support for Students.* CPIS awards graduate students $16,000/year in need/merit-

based scholarships and four graduate assistantships ($67,308.00, covering tuition and a living stipend). About 20% of the Center’s MA students and undergraduate majors receive UHM Achievement Scholarships to offset tuition and other expenses. Seven students received FLAS Fellowships in 2020-21 (2 undergraduate, 2 masters, 4 doctoral) totaling $172,635. Annual Center awards are outlined in Table 3.

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| **TABLE 3. Financial Support for Students** |
| *Name* | *Eligibility & Purpose* | *Amount* |
| FLAS | Undergrad or Grad, training in Pacific languages and area studies | Undergrad: $15,000/yr Grad: $38,000/yr |
| CPIS Merit Scholarships | Merit and need-based direct aid to grad students in MA program | $16,000 |
| Miriam Deisseroth Scholarship Endowment | Interest in Pacific Islands, Southeast Asian Studies, Undergrad | Variable |
| Na Nei Tou I Loloma Award | Grad, funding for research and travel | $2,000 |
| Norman Meller Research Award | Best MA paper produced at UHM in the social sciences or humanities focused on Pacific Islands | $250 |
| Paul Lyons Scholarship Endowment | MA with research on Literature and Languages of Oceania | $1,000 x 2 awards |
| Renee Heyum Endowment Fund | Pacific Islander, Undergrad or Grad | $4,000 |
| William B. Allen PacificIslander Endowment Fund | Pacific Islander or Filipino, Undergrad or Grad | $10,000 |

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| Wesley-Smith Awards\* | New in 22 annual awards for best undergraduate and graduate presentations at CPIS Conference | TBD |

Those of Native Hawaiian ancestry are eligible for other types of support, including tuition waivers. CPIS students are frequently supported by other scholarship programs, including East- West Center fellowships. Eligible out-of-state MA students can claim 150% of in-state tuition rates under the Western Regional Graduate Program (WRGP), and undergraduates can receive 150% of in-state tuition rates under the Western Undergraduate Exchange (WUE). About 70% of graduate and 65% of undergraduate students receive financial support.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. *Languages, Levels Offered, & Enrollment.* Pacific languages are taught through the

Department of Indo-Pacific Languages and Literatures (IPLL) with three faculty and four instructors to teach six Pacific languages (Chamorro, Fijian, Maori, Samoan, Tongan, and Tahitian). No other U.S. university has programs for three major Pacific languages—Maori, Samoan, and Tahitian—in addition to first and second year offerings for Tongan and Chamorro and first year courses in Fijian. Instruction in Samoan and Tahitian began as summer offerings three decades ago, and summer instruction in Maori was introduced in 2000. Introductory Fijian was developed in partnership with CPIS for Summer 2022. Samoan is taught by three UHM- funded faculty including Assistant Professor Manumaua Fata Simanu-Klutz, Associate Professor John F. Mayer, Associate Professor Lesā Faʻafetai and one full-time Instructor. Tahitian and Maori are taught by UHM-funded lecturers at first through fourth-year levels and summer study programs. Chamorro, the Indigenous language of Guam and the Northern Mariana Islands, is offered through the second year. Tongan and Chamorro are taught by UHM-funded lecturers.

Seeking to address unmet language education in line with the Dept. of Education’s (DOE) 2022

*Consultation with Federal Agencies on Areas of National Need,* two Pacific Islands strategic

languages not currently taught at UHM, Fijian and Marshallese, will be taught in 2022-2026 (see budget lines 1.A.1, 1.A.2). In 2020-21, a total of 343 students (undergraduate and graduate) enrolled in 34 Pacific Islands language courses (excluding Hawaiian).

During the last two years, CPIS’ work with IPLL focused on digital language resources, including Introductory Samoan, to support remote language learning in the Hawaiian Islands, Pacific region, and nationally. In addition to increasing the number of Pacific Islands languages meeting national strategic needs taught at UHM, work in the coming grant cycle will complement and develop our online language teraching, increasing the number of trained students prepared to draw upon this language expertise in professional and career contexts meeting national needs, including students outside Hawaiʻi (see budget lines 1.A.3, 1.A.4).

* 1. *Upper-Level Pacific Language Training.* With a large number of heritage students on campus

and responding to the DOE’s identification of Samoan as a priority language, Samoan language is the most extensive Pacific language offering and has the largest enrollments and resources in IPLL. Over 22 Samoan language courses range from the basic four-year sequence to specialized courses on traditional and modern literature, ceremonial language, oral traditions, linguistic structure, and area studies in Samoan archeology, culture, and natural resources management taught in other departments. The Samoan program headed by Dr. John Mayer also offers community courses to address translation and language needs in health, education, and social services. Outreach efforts by Mayer and his staff to promote Samoan language learning include a community-based heritage language school, Le Fetuao, which has been a model for establishing similar schools elsewhere in Hawaiʻi. The Samoan language faculty at UHM work closely with ACSS, the Association of Samoan Language Educators of New Zealand (FAGASA), and the New Zealand Association of Samoan Early Childhood Educators (SAASIA). In 2017 it partnered

with Le Fetuao for a two-day international symposium on Samoan for universities, community colleges, and community organizations around the US. A symposium in September 2018 was followed by the 3rd international Samoan Language Symposium held virtually in November 2021 with ACSS, Brigham Young University of Hawaiʻi (BYUH), and University of Utah (UU) for over 500 attendees. The Samoan language program is committed to distance-learning and computer-assisted instruction to increase access for U.S. students, with fully-remote first and second year Samoan courses developed in partnership with UHM Information and Computer Science faculty.

The Maori language program has 1st through 4th-year course offerings, courses in Maori culture and performing arts and a study abroad program in New Zealand. Dr. Raukura Roa, an experienced language teacher from WU, increased student enrollment by a new performing arts curriculum and online instructional materials expanding Maori language study beyond the UH system. Tahitian language has 1st through 4th-year courses and area studies courses in Tahitian culture, history and art. Tahitian is currently taught by experienced language instructor and linguist Mr. Noah Williams-Solomon. Dr. Richard Keao NeSmith added a new study abroad program in French Polynesia, beginning in 2018, expected to run again next academic year depending on COVID-19. Advanced instruction beyond the fourth year in all Pacific Islands languages is supported by faculty through directed readings, including Samoan, Tongan, Tahitian, and Chamorro.

* 1. *Pacific Language Faculty.* UHM has sufficient faculty for current and planned course

offerings in Pacific Islands languages. Working with Mayer in the Samoan program, 3 instructional and research faculty include Dr. Faafetai Lesa and additional lecturers meeting Samoan language instruction needs. Williams-Solomon offers Tahitian while Dr. Raukura Roa

and A.H. Butler handle Maori language instruction. A two-year sequence of Tongan language instruction (TONG 101-102 and 201-202) and upper-division directed studies courses (IP 399 and IP 499) are offered by Ms. Amelia Pasi, a CPIS MA graduate and native speaker trained in language instruction. The Chamorro language program has a full two-year language curriculum (CHAM 101-102 and 201-202) and upper-division directed studies courses on demand (IP 399 and IP 499). In 2017, Chamorro language instructor Mr. Brant Songsong completed a three-year collaborative project with UOG, Guam Community College, and the Northern Marianas College on a standardized curriculum for teaching Chamorro at the post-secondary level which is now in use at those institutions. Assistant Professor of Anthropology at UHH and heritage speaker Dr. Tarisi Vunidilo developed online pedagogy for introductory Fijian to be taught in Summer 2022.

All tenured or tenure-track faculty undertake a professional development program including continued pedagogical training. Recently, Roa, Songsong, Mayer, Lesa, Simanu-Klutz and Danielson participated in numerous workshops with the UHM National Foreign Language Resource Center (NFLRC) and UHM Center for Language and Technology including computer assisted learning, blended learning, teaching through video production, social media and Google language teaching, web audio utility training, and heritage language materials. A PhD candidate in linguistics studying language documentation and revitalization, Noah-Williams Solomon is qualified in advanced language instruction and training with ongoing professional development. UHM Pacific language instructors have received numerous awards. Mayer, whose awards include Congressional Recognition for Community Service and Outstanding Contributions for the Promotion and Enhancement of the Samoan Language in 2004, was PI on a 3-year American Administration for Native Americans grant for Samoan language preservation with Le Fetuao 2014-2017, the first such award for a Samoan in the U.S.

* 1. *Performance-Based Instruction, Resources for Teaching, and Proficiency Requirements.*

Instruction in Pacific languages is performance-based and uses standardized evaluation instruments to measure learning. The UHM Center for Language and Technology (CLT) works with the American Council on the Teaching of Foreign Languages (ACTFL) on critical language assessment training for UHM faculty. In 2017, Samoan program faculty members Danielson, Lesa, and Mayer participated in ACTFL Oral Proficiency Interview (OPI) training and certification sponsored by CPIS. Pacific language faculty engage in a department-wide process to develop shared learning outcomes and goals to meet UHM two-year language study requirements and devise standardized assessment procedures.

For 60 years the University’s Language and Technology Center has provided resources for all of UHM’s language departments with an audio library composed of commonly used material and an extensive collection of rare language materials produced at UHM. In many cases the materials available for IPLL’s languages are unique. The Center’s evolution into a high-tech resource-development and teacher-training unit for computer-assisted and web-based language

teaching has made the Language and Technology Center one of UHM’s greatest resources for language study, teaching, and research along with, the Hamilton Library’s huge Asia-Pacific collections. The Pacific Collection hosts more than 10,000 titles in Indigenous languages of the Pacific Islands and a vast suite of other transmedia resources (see Section F, p. 29).

All UHM Pacific Island language programs provide language assessment and placement exams for BA, MA, and PhD students. Maori, Tahitian, and Samoan language programs conduct regular placement assessments of heritage students from Beginning through Advanced levels.

Additionally, Mayer provides Samoan language proficiency assessment for the Hawai‘i State Department of Education. Tongan and Chamorro regularly offer assessments and placement

exams for Beginning through Intermediate level courses, although heritage students can place into Advanced level classes using Directed Studies courses. Placement exams for Fijian and Marshallese are in development. All Pacific Island language courses have established Student Learning Outcomes that describe the performance-based skills students will be able to demonstrate at each language proficiency level. In 2021-2022, CPIS supported IPLL to develop and pilot online language proficiency evaluation (see budget line 1.A.3).

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. *Course Offerings in a Variety of Disciplines.* A 2021 survey of UHM departments identified

courses with 25% or more content devoted to the Pacific Islands, some taught by the CPIS faculty and 46 affiliate faculty, others by instructors not affiliated with the Center (Appendix 1). For the 2020-21 fall and spring semesters and two summer sessions, **382** such course offerings were taught by **148** instructors based in **44** academic departments in the Colleges of Arts, Languages, and Letters, Natural Sciences, Social Sciences, Education, Law, Medicine, Tropical Agriculture and Human Resources, Ocean and Earth Science and the School of Hawaiian Knowledge. Total enrollment was **5,540** students, including **750** graduate and **4,790**

undergraduate students. From the inclusive listing in Table 2 of Appendix 1, CPIS particularly identified 87 preferred courses (including PACS directed readings) with content entirely (100%) devoted to the Pacific Islands offered by 12 academic departments in 2020–21. Total enrollment in preferred courses was 921 students, including 116 graduate students and 805

undergraduates (Table 2). With a total enrollment of about 19,000 students, nearly 30% of UHM students enroll in Pacific Islands courses. Five academic departments (Anthropology, English, Geography, History, and Natural Resources & Environmental Management), the WSRSL, and the COE host over 50 graduate students (MA, JD, MEd, and PhD) with Pacific Islands languages or area studies as a primary focus.

*Professional schools.* Courses with significant Pacific Islands content are regularly offered in 4

professional schools (Law, Medicine, Education, and Library and Information Science). In 2020- 21, a total of 473 students enrolled in 27 professional courses. UHM hosts the only American law school to teach Native Hawaiian and Pacific Islands law. Courses are taught through the Law-Pacific and Asian (LWPA) and Law-Environmental (LWEV) programs and a Pacific-Asian Legal Studies Certificate is available. The WSRSL Asian-Pacific Law and Policy Journal (APLPJ) is a web-based American legal journal covering issues in Asia and the Pacific.

Professors and affiliates, including noted scholars Maxine Burkett and Julian Aguon, regularly engage Pacific case law and legal contexts in courses on climate change, national boundaries, decolonization, human rights, and migration from US-affiliated island states. Relevant courses include LAW 520P: Multilateral Environmental Agmt. Compl. in Pac. Region, LWPA 526: Pacific Isl. Env. Leg. Drafting, LWEV 527 / LWEV 528: International Environmental Law, LWPA 582E: Comparative Indigenous Rights, and LWPA 594: Pacific Islands Legal Systems.

In UHM’s COE, the Pacific Master’s in Education (PACMED) program focuses on culturally responsive, Pacific Islands placed-based STEM subjects for teachers in the Republic of the Marshall Islands (RMI) and American Samoa. In 2019, UHM graduated 17 Marshallese students, bringing their graduate total to approximately 300. Courses include EDCS 640M: Interdisciplinary Education, EDCS 623: Science & Science Curriculum, EDCS 630: Cultural

Diversity & Education, and EDCS 642: Seminar in Integrative Multicultural Middle Level Education.

John A. Burns School of Medicine, or JABSOM, provides classes on health in the Pacific Islands, health outcomes for Pacific Islanders, and tailored training programs for under- represented Pacific Islander students, including a $2 million NIH grant awarded in 2021 to recruit and mentor 30 junior and senior undergraduate students from underrepresented backgrounds in biomedical sciences. Core faculty member Walsh partners with JABSOM for Maternal Child Health (Title V) for near developmental disabilities with an emphasis on Pacific Islander families. JABSOM also hosts the Pacific Disabilities Center to improve the lives of persons with disabilities by integrating culturally-based, community-engaged, technologically innovative solutions. The Center for Disability Studies, one of 67 national University Centers for Excellence in Developmental Disabilities Education, Research and Service, provides direct special education training and hosts the annual PAC RIM conference. Health-focused courses in JABSOM and related units include NHH 545 Native Hawaiian Health Care and PH 635 Indigenous Health Seminar.

Accredited by the American Library Association, UHM’s Library and Information Science (LIS) program provides six professional pathways and two specializations. CPIS has a dual-degree program with LIS as a pathway for library professionals to develop language and area studies expertise. Pacific focused librarianship courses include LIS 630 Community Engagement, LIS 631 Intro Hawai’i Pacific Librarianship, LIS 633 Indigenous Librarianship, LIS 634 Multicultural Resources for Diverse User Groups, and LIS 635 Traditional Literature and Oral Narration.

* 1. *Specialized Course Coverage.* Of the 419 courses with at least 25% Pacific content offered in

2020-21, 209 (50%) were offered at 300- or 400-level, and 66 (16%) were graduate classes. Upper-division and graduate classes were distributed across 23 disciplines, revealing the depth of specialized Pacific-related course coverage at UHM. Many CPIS students pursue specialized topics in faculty-supervised directed reading and research courses (PACS 399 and 699). Faculty- supervised directed reading and research courses are also offered by the 46 affiliate Center faculty across eighteen departments in five colleges, including POLS 387 Politics of the Ocean, HIST 452D History and Film: Asia/Pacific, WS 382 Island Feminisms, ES 392 Change in the Pacific-Polynesia, ANTH 350 Pacific Islands Cultures, ACM 360 Indigenous Aesthetics, MUS 457 Asian and Pacific Music and Education.

* 1. *Faculty Strengths.* Each year CPIS offers at least 22 courses or seminars (8 undergraduate

courses, 10 sections of PACS 108, 4 graduate seminars). This workload is handled by the 3 core teaching faculty supported by 2 faculty specialists teaching at least one course/year. All teaching faculty (Bautista, Kabutaulaka, Mawyer) are tenured. The 2 faculty specialist contracts are renewed annually. CPIS undergraduate and graduate students take classes offered by affiliate faculty in other academic departments and professional schools. All affiliate faculty devote at least 25% of their time to Pacific Islands research and teaching, and many of their courses have 100% Pacific content. 38 of 46 affiliate faculty (83%) are tenured, 4 are tenure-track, and others are librarians or research associates. CPIS employs 1 GA to work with the instructors of the multi-sectional PACS 108 Pacific Worlds course, while a second GA works with students on writing skills in the *Write Oceania* initiative, a dedicated writing program to support undergraduate, graduate, and certificate students in the Pacific Islands Studies curriculum with workshops, online learning resources and one-on-one mentoring. The PACS 108 GA generally

works with students on a semester-long group project and gives at least two lectures in their specialty area. New GAs have a mandatory training program run by the UHM Center for Teaching Excellence covering such topics as rights and responsibilities, classroom management, professional and ethical issues, teaching in a multicultural environment, and understanding learning styles. The PACS 108 GA and the *Write Oceania* GA are supervised and mentored by Quan Bautista, who coordinates the PACS 108 offerings. GA performance is included in the Course Evaluation System (CES) online student evaluation system, and the results are discussed with the Department Chair and CALL Associate Deans. The GAs are evaluated annually for recommendations to the CALL Dean on contract renewal.

* 1. *Interdisciplinary Courses.* All 4 graduate seminars and 8 undergraduate courses regularly

offered by CPIS, including the multi-sectional PACS 108, integrate multiple disciplines including anthropology, art, botany, ethnic studies, geography, history, literature, natural resource management and visual media. Graduate offerings include the three seminars that form the core of the graduate program (PACS 601, 602, 603) and PACS 690 Change in the Pacific, offered regularly on a variety of topics. Recent seminar topics included China in Oceania (Spring 2022) and Natural Resources and Development in Oceania (Spring 2018). At the undergraduate level, PACS 492 Topics in Pacific Islands Studies is offered periodically.

# QUALITY OF CURRICULUM DESIGN

Since the 1970s the Center has offered a globally-recognized MA in Pacific Islands Studies and a Certificate in Pacific Islands Studies as a graduate minor field for PhD or MA students in other departments. In 2011, an interdisciplinary BA program in Pacific Islands Studies was introduced. In spring 2021, a new Bachelors and Masters (BAM) dual degree was approved by UHM as a pathway to graduate studies for BA students, with first enrollments in AY 21-22. After the

creation of the new Department of Pacific Islands Studies (see note on p. 3), CPIS faculty are assessing program strengths and opportunities to enhance the curriculum in the next decade for UHM, HI, and national strategic goals and priorities, career pathways, and workforce needs.

1. *Baccalaureate Program Curriculum & Undergraduate Instruction.* The BA program arose in

response to increased student demand, particularly from underserved minority students, and state, regional and national needs for individuals knowledgeable about Pacific Islander communities. It addresses imperatives in UHM strategic plans, particularly increased service learning and enhancing UHM’s role as a Pacific place of learning. With the introduction of the BA, the number of regularly offered undergraduate CPIS courses expanded from 3 in 2007–08 to 12 in 2020-21, with 16 declared majors in Fall 2021 and further growth expected. Some 85% of these students are underserved minorities. Most CPIS majors are transfer students from the UH system using articulation pathways from MSI CCs (articulation agreements have been in place among 6 campuses since 2015), and new agreements are being pursued with West Coast community colleges such as City College of San Francisco (CCSF) and College of San Mateo (CSM) and campuses in U.S.-affiliated Pacific Islands. Undergraduate, graduate, and professional students from many departments take CPIS courses (Appendix 1). PACS courses now provide all 8 general education focus requirements serving the rest of the campus. A dual MA degree in Pacific Islands Studies and Library and Information Science is available, and students can readily negotiate dual degrees in the social sciences, humanities and professional schools. Students from other departments also enroll in the Center's Certificate program. Recent certificate recipients come from Natural Resources and Environmental Management, Ethnomusicology, Education, History, Geography, Anthropology and Social Work.

Students majoring in Pacific Islands Studies earn at least 33 credit hours in Pacific- related coursework plus at least two years of training in one of 7 Pacific Islands languages (including Hawaiian) taught at UHM (12–16 credits). Students must take the introductory Pacific Worlds course and a senior capstone, select 2x200+ and 2x300+ level PACS courses, and meet an additional six Pacific-related credit hours from more than two dozen Pacific-related courses regularly offered in other UHM departments or elective CPIS courses such as PACS 492 Topics in Pacific Islands Studies or PACS 493 Moving Images in the Pacific. In ongoing program iteration, the faculty collects student work each semester and applies the rubrics developed for program assessment. All faculty, including the CPIS Director and DPIS Chair, read and score all samples and curricular changes are proposed when results do not meet expectations. For example, the *Write Oceania* program was born because of deficits in Student Learning Outcome (SLO) 4 Critical Thinking & Writing Analytically.

1. *Master’s Program Curriculum, Graduate & Professional Student Instruction.* The core of the

two-year MA program in Pacific Islands Studies is an integrated series of three graduate seminars: PACS 601 Learning Oceania, PACS 602 Re/Presenting Oceania (Semester 1), and PACS 603 Researching Oceania (Semester 2). PACS 601 introduces students to key learning and research in this dynamic interdisciplinary field, including questions of approach, epistemology, and positionality. Key readings in a growing Pacific Islands Studies canon help students identify possible MA research topics. PACS 602 explores how Oceania has been represented in dominant academic literature and other media and how indigenous Pacific Islanders “write back” through distinctive forms of scholarship and creative expression. In PACS 603 students develop a comprehensive research proposal, select members of their MA committees, and sit the MA Written Examination testing knowledge of the Pacific Islands region and readiness to conduct

research. MA students can choose to write a thesis or select the MA Portfolio option designed to include innovative performance, creative writing, artwork, or multimedia elements. Thirty credit hours are required for the MA degree. Course offerings by core and affiliate faculty are grouped into clusters around key themes or topics, and students select among them to meet focus and elective requirements. Students must have a second-year level of competence in a Pacific Island language. The Center’s graduate certificate program allows students in other MA and PhD programs to acquire Pacific expertise. Candidates must take 18 credits in Pacific-related courses, including at least one core graduate seminar, and pass the MA Written Examination.

1. *Program Assessment.* CPIS faculty have aligned MA and BA program outcomes with

Institutional Learning Outcomes (ILOs) for UHM and SLOs across all course syllabi. Rigorous assessment programs include detailed assessment rubrics, periodic adjustments to SLOs and student assignments and coordination of content across course offerings. In 2014 the UHM Assessment Office (AO) described the CPIS program as exemplary, and in 2015 CPIS faculty won the AO poster competition for most impactful assessment.

1. *Academic and Career Advising.* Education Specialist Walsh is tasked with undergraduate

academic advising. As of Fall 2021, 47 students have graduated with a BA in Pacific Islands Studies since the program’s approval in 2013. Many were transfer students from UH system MSI-serving community colleges. Academic advising is mandatory each semester for all undergraduate students. Career counseling is integral to academic advising at CPIS.

Opportunities associated with service learning and internships provide hands-on community engagement, networking, and employment prospects. Between spring 2016 and spring 2018, we provided 10 semester-long internships (requiring 140 hours) at the Hawaii Community

Development Authority, ʻIolani Palace, Fuetsan Famalaoʻan, Honolulu Museum of Art,

Hamilton Library, and the Honolulu Museum of Art. Numerous related capstone and service- learning opportunities (approximately 700+ hours a year) engage students in communities, build connections, and provide workforce skills. Of the 47 BA graduates, 20% work in education, 20% are employed at non-profit organizations, 12% work in media, 12% returned to their island nations to serve in national government positions, and 5% work in Hawaii state agencies or Honolulu government. Approximately 20% went on to graduate studies. Halia Hester (2017 grad) turned her internship at ʻIolani Palace into a career as Collections Manager. Chantelle Matagi (2017 grad) currently serves as Hawaii State Department of Health Contact Tracing Lead Investigator 6B - Pacific Islander communities. Nikola Komailevuka, our first graduate (2012), is at the Foreign Policy Research Institute in Fiji after her years at the Pacific Forum.

Graduate advising is primarily the responsibility of the core CPIS instructional faculty, although 3-person MA and certificate committees are also chaired and directed by affiliate faculty members. The Center’s Graduate Chair coordinates advising for MA and certificate students. Student progress is tracked by the UHM Star database, Graduate Division progress forms, and regular consultations. CPIS is committed to the professional placement of its MA graduates. Many (approximately 40%) go on to pursue PhD studies or attend law school at top universities (University of California, Los Angeles, University of Chicago, University of California, Santa Cruz, UHM, Australia (ANU), New Zealand (UoA, UOW, University of Canterbury), Japan (Okayama University) and the United Kingdom (London School of Economics). CPIS monitors employment opportunities, contacts students directly, and publishes notices on its Facebook page or through its alumni email network. The more than 286 MA graduates include high-ranking cabinet members of Pacific Island nations, the recent Hawai‘i senate majority leader, state legislators, prominent artists, scholars, K-12 educators in public and

private schools, and community development leaders in the U.S. and the Pacific. CPIS alumni hold faculty positions in the UH system and elsewhere, including ANU, BYUH, COM, Hitotsubashi University, Massachusetts Institute of Technology, Okayama University, Osaka University, USP, NUS, UHWO, University of Papua New Guinea, UOG, UCLA, and VUW.

1. *Research and Study Abroad Opportunities.* CPIS successfully developed 2 new 4-week

summer study abroad programs, the first hosted with ANU in Palau in 2019 (20 students including 5 from CPIS) and a second program planned for Fiji but postponed due to COVID-19. Programs in French Polynesia, the Marshall Islands, and Fiji are proposed for the upcoming grant period. In 2017 the Wansolwara Initiative for Student Exchange (WISE) was launched for student exchange among Pacific Studies programs in Oceania. Two students from ANU and 1 from VUW spent a semester at UH, and 2 CPIS students attended VUW or UOA. At the graduate level, the thesis and MA Portfolio options include a formal research component, and 60% of recent graduates conducted MA research in Pacific locations outside Hawaiʻi. The exchange agreement with UPF remains active and UHM students participate in regular joint seminars and classrooms by videoconference and in-person exchanges. CPIS hosted 15 undergraduate students for an interactive, three-week field school in November 2014, We continued this program hosting ANU field schools in 2019. CPIS faculty and graduate students provide orientation for study abroad programs in Samoa and Fiji organized by the Vermont- based School for International Training. A wide range of introductory, upper level, and independent study summer language courses are regularly provided by IPLL. FLAS program students regularly access summer language courses in French Polynesia, Samoa, and Aotearoa/New Zealand.

# QUALITY OF STAFF RESOURCES

* 1. *Qualifications.* CPIS employs **5** full-time faculty and **2** support staff and has an affiliate

faculty of **46**, the world’s largest aggregation of scholars with dedicated expertise in the Pacific Islands. **95%** have doctorates, **73%** are competent in one or more Pacific languages, and **22** are Pacific Islanders including Native Hawaiians (Appendix 3). CPIS affiliates include **18** departments in the social sciences and humanities and **3** professional schools with faculty at the East-West Center and Hamilton Library. The **7** CPIS core faculty and staff are exceptionally well qualified in the interdisciplinary field of Pacific Islands Studies. All but the administrative assistant hold or are seeking doctoral degrees.

**Principal Investigator, CPIS Director, and Associate Professor Dr. Alexander Mawyer** holds a BA from Amherst College, MAs in Pacific Studies from UHM (CPIS), and an MA and PhD in Anthropology from the University of Chicago (UOC). Joining CPIS’ faculty in Spring 2014, Mawyer earned tenure and promotion to Associate Professor in 2016. His research interests include language and space in Oceania, biocultural indicators, conservation, sovereignty, and marine governance. Since joining CPIS he has published widely in books and quality journals, served as editor for *The Contemporary Pacific* from 2016 to 2021, sits on the Board of UHP, and is a member of the scientific committee of the *Maison des sciences de*

*l’Homme du Pacifique*. In 2020, Mawyer won UH’s most prestigious teaching award, the Board of Regents Medal for Excellence in Teaching. In 2021 he was awarded an NSF (NSF 2022921, 02/15/2021–01/31/2025, $127,859) and became PI of UHM’s 2018-2022 Pacific NRC.

**Associate Professor Tarcisius Kabutaulaka,** a political scientist with an MA in Development Studies from USP and a PhD in Politics from ANU, joined the Center in 2009 with research interests in natural resources and economic development, peacebuilding, post-conflict

rehabilitation, and governance. He consults for national governments and international organizations including the United Nations Development Program (UNDP), World Bank, and Pacific Islands Forum Secretariat. From 2009-2013 Kabutaulaka was a member of the Experts Team on the Partnership Framework, Solomon Islands Government and Regional Assistance Mission to Solomon Islands. In 2017 he advised the government on Truth and Reconciliation Commission findingsafter the political crisis of the early 2000s. A widely respected media commentator in the Pacific Islands, Australia, and New Zealand, Kabutaulaka edits the prestigious Pacific Islands Monograph Series and coordinates the “Blue Pacific Futures” webinar series with Georgetown University’s Center for Australia, New Zealand and Pacific Studies (CANZPS).

Born and raised in Guam, sociologist **Dr. Lola Quan Bautista** joined the Center in 2008 and earned tenure and promotion to Associate Professor in 2013. Her work supported by NSF grants focuses on Micronesian migration, urban spaces, and connections between diasporic and home communities. Her documentary film *Breadfruit and Open Spaces* won the Best Documentary Short award at the 2012 Guam International Film Festival. Her latest docuseries, *Crossing Spaces*, explores how higher education transforms the lives of Micronesian women.

Her website provides lesson plans and resources for educators. She coordinates the CPIS undergraduate student program and is active in service learning, community outreach, and recruitment of underserved minorities.

**Dr. Julianne Walsh,** an Associate Specialist, earned a PhD in cultural anthropology from UHM in 2003 and joined the Center as an educational specialist in 2008. She is responsible for undergraduate advising, UH system articulation, curriculum coordination, program assessment and service learning. Walsh serves on graduate committees, teaches a 300-level

course, and is a sought-after cultural advisor for state service providers and others working with migrant Micronesian communities. She recently was content lead on a committee to revise the 7th grade social studies standards for public schools in Hawaiʻi. Walsh co-authored a history of the Marshall Islands used by the Marshall Islands Ministry of Education and her scholarly interests include the adoption of Marshallese children by U.S. parents. She is the founding editor of the *Teaching Oceania* digital textbook series.

**Foley Pfalzgraf,** an Assistant Specialist, joined the Center as Outreach Director in 2022. She is ABD in Geography and Environment (anticipated defense in 2022), earned a Certificate in Pacific Island Studies, and was awarded a Fulbright-Hays Doctoral Dissertation Research Award for work on forest carbon offsetting in Vanuatu. She is a founding instructor of UHM’s BA in social sciences of oceans and teaches courses related to Pacific environments. She holds an MA from UHM, an MSc in Nature, Society, and Environmental Governance from Oxford, a BA in International Studies from American University and a Certificate in Social Sciences and Humanities from Sciences Po Paris.

CPIS also employs a full-time Managing Editor, **Candice Steiner**, whose research interests include the music and dance of Tokelau and its diaspora and Pacific Islands representation in film music. Before becoming managing editor in 2019, she was CPIS’s graduate assistant for publications from 2010 to 2016 and cofounded the center’s student writing program, *Write Oceania*, with former managing editor Jan Rensel.

**Ms. Jennifer Mercado** joined the center as Administrative Assistant in December 2017 after completing her BA in English from UHM in 2016. Mercado supervises the financial, record-keeping, and administrative aspects of center programs. Of Native Hawaiian descent, Mercado is skilled in creating educational resources in support of Pacific Studies courses.

The framework for faculty and staff performance evaluation and career development is established by UHM collective bargaining agreements, Board of Regents policies, and Center guidelines. Tenure track faculty meet with the CPIS Personnel Committee, and along with the Center Director provide written recommendations to the CALL Dean on contract renewal, promotion, and tenure. All core instructional faculty are tenured (Bautista, Kabutaulaka, Mawyer) and subject to post-tenure review every 5 years. In spring 2022 Mawyer will apply for promotion to Full Professor. Non-teaching staff and faculty specialists (Steiner, Walsh, Foley, Mercado) are evaluated annually by the Center Director on job descriptions and performance goals. All CPIS employees are encouraged to participate in professional development activities. UHM teaching faculty are eligible for sabbatical leave after completing 6 years of service. Most CPIS faculty and staff travel overseas for conferences or research at least annually, though travel is restricted by the pandemic. Faculty and staff serve on CPIS and other editorial boards and organize international conferences and workshops. Steiner, Walsh, and Pfalzgraf also maintain active research and publication agendas. Mercado attends on-campus training workshops on administrative duties. CPIS students, including GAs, regularly access intramural and external funding sources for research and conference-related travel.

* 1. *Teaching, Supervision, and Advising.* The **3** core teaching faculty and **2** faculty specialists,

with support from affiliate faculty, cover the **20** or so regularly offered DPIS courses and seminars and multiple sections of PACS 108 Pacific Worlds. Director Mawyer has a 1-2 teaching load, while other faculty have a 2-2 schedule. When UH created the new DPIS, they provided a one-semester course release and two months of additional summer salary to Bautista as Chair of the new department, a new UHM investment contribution to Pacific Islands area studies. The faculty specialists usually teach 1 course or 1 section of PACS 108/year and

lecturers are hired to fill any gaps. Affiliate faculty have expanded teaching offerings and teach sections of PACS 108. To expand Pacific studies to MSI community colleges in the UH System beyond those already taught at Kapi‘olani Community College (KCC), Leeward Community College (LCC), and Windward Community College (WCC)—Hawaiʻi Community College (HCC), Interim Vice Chancellor Wilson provided complementary funding to NRC support for PACS 108 in Spring 22. Walsh handles undergraduate advising and Mawyer covers graduate advising for DPIS as Graduate Chair. Core teaching faculty, specialists and affiliates share supervisory duties on MA committees and frequently serving on PhD committees in other units.

Written bylaws spell out CPIS and DPIS membership, workload, administrative procedures, personnel actions, and committee responsibilities including an executive committee, outreach committee, search committee, scholarship committee, and 2 editorial boards. The 18- member editorial board for *TCP* has 11 units including CPIS, the Library, History, Political Science, English, Sociology, Ethnic Studies, Academy for Creative Media, and East-West Center. The Center, in partnership with DPIS, conducts annual, daylong, off-campus faculty-staff retreats to construct a common agenda. The Center’s operations are evaluated in periodic reviews of CALL and UHM accreditation processes, including Center, College, and University accreditation review in AY2021-22. In the last complete review 3 distinguished external reviewers described CPIS as a “global leader,” offering an “internationally renowned” MA program, courses that were “diverse and of high quality,” a “stellar publications profile,” and “an extraordinary number of public events.” Follow-up action included the creation of Asia Pacific Flows, a new UHP book series for research across area studies. The next volume, *Across Species and Cultures: Whales, Humans, and Pacific Worlds*, comes out in May 2022.

* 1. *Nondiscriminatory Employment Practices.* UHM is an affirmative action employer. All

personnel actions are scrutinized for compliance with federal and state regulations. Each individual employed at CPIS was appointed after a rigorous hiring process overseen by CALL Human Resources and EEO Officer Ms. Myra Yamamoto. CPIS is known for the efficiency, responsiveness, and positive quality of its working relationships and emphasizes the hiring of women, minorities, the disabled, and other underrepresented groups. All open positions in CPIS are advertised, and minorities, women, persons with disabilities, and the elderly are encouraged to apply. UH complies with or exceeds all U.S. disability access, equal opportunity, and anti-age discrimination laws. As explained in our GEPA Section 427 Statement, non-discriminatory practices are not just an obligation, but reflect values we enthusiastically support. CPIS assessment mechanisms monitor the institutional climate and ensure support for diverse perspectives. All activities under this grant will feature inclusiveness of the under-represented and a safe environment free from discrimination or harassment of any kind.

UH students and faculty and the personnel associated with this project reflect the multi- racial, multi-ethnic diversity of Hawaiʻi. Asians/Native Hawaiians/Pacific Islanders (ANHPI) comprise 51.5%, and women comprise 65% of the student body. ANHPI colleagues comprise 45.2%, and women comprise 47% of all UH instructional faculty. The CPIS team comes from diverse backgrounds: 8 females and 4 males; 3 Native Hawaiians (Mercado, Hennessey, Perez), 4 Pacific Islanders (Bautista, Kabutaulaka, Defngin, Uipi), and 5 Caucasians (Mawyer, Walsh, Steiner, Sojot, Pfalzgraf). All core faculty speak a Pacific language, have spent years studying and/or working in one or more Pacific island countries outside of Hawai‘i, have extensive cultural knowledge and ongoing personal and professional ties demonstrating commitment to the students, communities, and region. Nearly all contributed their expertise to local, national or

Pacific communities and work with families and students of low to average socioeconomic status. CPIS works diligently with UHM’s Kokua (“help”) program to ensure participation in all its endeavors for the elderly or physically disadvantaged, and with the Title IX Office to eliminate sex/gender bias or misconduct.

# STRENGTH OF LIBRARY

* 1. *Library Holdings.* The Pacific Collection (PC) at Hamilton Library comprehensively gathers

materials relating to the island regions of Melanesia, Micronesia, and Polynesia (excluding Hawai`i) in all subject areas, time periods, languages, reading levels, and formats and is in the world’s largest and most comprehensive library collection of its kind, more than 125,000 volumes, 75,630 in English and more than 10,000 titles in Indigenous Pacific languages, adding about 3,000 volumes each year. The PC’s rare book collection has more than 3,756 Pacific- related items, 2,785 in a separate creole collection, and receives 6,775 journals and periodicals annually including over 90,000 individual periodical issues; and subscribes to more than 33

Pacific-region newspapers. The PC also has a world class visual materials collection and now holds approximately 120,000 photographs (as either prints or 35mm slides), more than 13,000 of which have been digitized and are freely available online; over 10,500 reels of microfilm materials; and more than 850 Pacific-related DVDs and films. The PC an

accelerating program purchasing electronic books. It houses the world’s most complete holdings of post-WW II government documents published in island nations, and unpublished materials like conference papers, field notes, diaries, photographs, theses, dissertations, and manuscripts

are a major strength of the collection. The PC is one half of a library department that also includes the Hawaiian Collection, with 145,000 volumes, a vital resource for Hawaiʻi-Pacific scholars. The UH Library is a founding member of the Pacific Manuscripts Bureau (PMB) with all the microfilm copies of archival sources produced by PMB and full access to the PMB’s growing collection of digital material. UH holds over 2,000 reels of Trust Territory Archives (Micronesia) microfilm documents and the Trust Territory Archives Photo Collection, all publications of the Secretariat of the Pacific Community (SPC), the largest regional organization. Pacific Islands video recordings, DVDs, and CDs are housed at the Wong Audiovisual Center.

The Library’s periodical index for regional publications, the Hawaii Pacific Journal Index, is heavily used worldwide via the library website.

* 1. *Institutional Support.* For FY2021, acquisitions and ongoing subscriptions funds were

$145,804 (an increase over 2018 funds). $20,000 is annually budgeted for microfilming newspapers and $2,500 is provided annually for the Web Archiving Project of the Pacific Islands. The PC is staffed by two full-time librarians, Senior Pacific Specialist Stuart Dawrs and Pacific Specialist Eleanor Kleiber. Salaries for the two Pacific librarians are $217,968 not including fringe. UHM also provides 3 paraprofessionals and 12 student assistants with salaries of approximately $226,000, 50% of which supports the PC. UH annual funding support for the PC is approximately $612,272.The library’s Desktop Networking Services (DNS) department also provides substantial support to CPIS via ScholarSpace, UHM’s institutional digital repository, provides the server space, digital archiving and maintenance for CPIS’s online repository of MA theses and Plan B projects, back issues of *TCP*, CPIS “Occasional Papers, the CPIS newsletter and the Pacific Islands Monograph series, 2,500 digital files making the CPIS collection one of the largest on ScholarSpace. Using the Cornell University Library formula of

$15.75 as the value to researchers for each file downloaded from an open access digital repository, the 159,738 files downloaded from the CPIS repository in calendar year 2021 and the 89,387 files downloaded from the PC digital repositories tota created an added value to Pacific Islands researchers of $3,923,719.

* 1. *Access to Information.* The UHM Library is part of the Greater Western Libraries Alliance

(GWLA), a consortium of 31 academic research libraries sharing materials via Interlibrary Loan Services (ILL) and Online Computer Library Center (OCLC) WorldCat Resource Sharing system. The Library provides electronic document delivery of journal articles unavailable in hard copy or by Library database subscriptions. Students have access to database subscription services including ProQuest Dissertations & Theses Database, EBSCOHost providing access to more than 10,000 full-text journals, eHRAF (Human Relations Area Files) Collection of Ethnology, JSTOR with access to the Arts & Sciences I, II, III, IV, V, VI, and VII collections and Life Sciences collection, and Project MUSEwith full-text access to approximately 250 scholarly journals. Digital materials are regularly created or acquired and made available via 2 UHM digital repositories, ScholarSpace and eVols, housing several thousand pages of Pacific-related print and audio material, a web-archiving program for important Pacific-related websites, while a digital reformatting program is transferring aging Pacific videotapes to online streaming formats. The heavily used Hawaii Pacific Journal Index is available worldwide via the library’s website. The PC is also a founding partner of the Digital Pasifik initiative, which seeks to increase discoverability and access to Pacific-related materials housed in institutions worldwide.

# IMPACT AND EVALUATION

* 1. *Program Impacts.* The Center’s impact at UHM has increased significantly, particularly since

the introduction of the BA program in 2011. As discussed in the Quality of Curriculum Design

section (see Section D, p. 17), the number of regularly offered undergraduate courses engaged with Pacific Islands areal studies and expertise continues to grow. The total number of students taking courses with at least 25% Pacific content each year exceeds 5,400 students or approximately 30% of all UHM students (see Appendix 1). CPIS was also instrumental in developing Pacific Islands studies courses and programs in other parts of the 10-campus UH system, with multiple sections of PACS 108 now offered and new 200-level courses added in recent years. CPIS also contributed to a network of universities and colleges on the US west coast, building Pacific Studies courses in response to increasing demand for Pacific specialists. Support of Pacific Islander-serving MSIs in Pacific Studies curricular, program, and student educational equity initiatives is a key focus for CPIS in 2022-25. With the only MA program in Pacific Islands Studies in the U.S., CPIS graduates have a significant regional and national impact in areas identified as high-need by the Secretary of Education, as K-12 or postsecondary educators, in government agencies (including Peace Corps, GAO, Hawaiʻi Department of Health), museums (American Museum of Natural History, Bishop Museum), media agencies (*Civil Beat*), and numerous nonprofit organizations (East-West Center). In addition, CPIS MA and FLAS alumni frequently undertake doctoral studies in strategically important languages and many have tenure-track positions at high-ranking universities, further expanding the network of Pacific language and area studies across the U.S. and the Pacific. Center resources, particularly publications, are widely accessed across the nation and internationally. *The Contemporary Pacific* is a “must read” for specialists and policy makers everywhere; electronic versions attract more than 95,000 article views and downloads each year. The number of CPIS outreach events, including seminars, workshops, and conferences, continues to expand, and community engagement is strengthened by the service-learning activities required of all CPIS students (see

Section H, p. 38). Institutional support for the further development of Pacific Islands Studies at UHM will remain strong. Center activities are fully in line with the wider UHM campus vision, mission, values, and goals articulated in the 2011–2015 UHM strategic plan, *Achieving Our Destiny*— particularly excellence in teaching, research, community engagement, experiential learning, diversity, Indigenous scholarship, local-global connections, Pacific cultural understanding, and strategic investment in key areas of research and scholarship—and the 2015– 2025 UHM strategic plan, *Mānoa 2025: Our Kuleana to Hawaiʻi and the World*— particularly our “kuleana to serve the people and places of Hawaiʻi, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.” CPIS faculty are also involved in new cross-unit initiatives reinvigorating interdisciplinary research in the Pacific Islands, including the Biocultural Initiative of the Pacific, the French Speaking Asia and Oceania Initiative, the Sustainability Initiative, two new Pacific Islands area initiatives under the Provost’s office, (1) UHM and the U.S. Compact of Free Association nations and (2) UHM and American Samoa, as well as a collaboration between Asian and Pacific studies on China in Oceania, all of which support graduate and undergraduate training, research opportunities, seminars, and symposia.

* 1. *Post-Graduate Employment, Education, Training in Areas of National Need.* Enrollments in

courses with 100% Pacific content in 2020-21 totaled 912 (Appendix 1, Table 2). Enrollments in the CPIS MA program have remained relatively steady at around 25, and the number of undergraduate majors is generally between 15 and 20. These numbers are anticipated to grow, with the BAM pathway providing a pipeline to the graduate program and forming an important link from MSI-serving community colleges to baccalaureate and post-graduate study. A high

proportion (about 40%) of MA graduates go on to doctoral programs in Pacific topics, and many find employment in Pacific-related teaching positions in colleges and universities in Hawaiʻi, nationally, U.S. Affiliated islands (such as Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands), or elsewhere overseas. Many BA graduates who do not proceed to graduate studies find employment in the social services or nonprofit sectors or in policy work, education, and state and local government where they apply their Pacific-related skills.

Student Placement. Many MA graduates pursue doctoral degrees and apply their knowledge of

the region in teaching positions in K-12, community colleges, or universities, while others do so in public service or nonprofit positions. In the new grant period, preparing undergraduate students for employment in areas of national need will be met by expanding internship and study abroad programs, new fellowship programs including a Women in Pacific Studies Fellowship and a Climate Policy Fellowship, and increasing awareness of postgraduate options in PACS 401 Senior Capstone and individual counseling sessions.

FLAS Fellowships, Placement, and National Needs. FLAS awards contributed to the careers of

UHM students during the prior grant cycle. A total of 23 full-year awards were distributed for the study of Samoan (9 awards), Tahitian (13), and Maori (1). A selection of graduates with recent FLAS awards met strategic needs in a variety of industries, including public service (at the federal General Services Administration and State Department of Health as a COVID-19 Contact Tracing Lead Investigator for Pacific Islands), private sector (Cultural Resources Management), museums (Bishop Museum Press), and non-profits (Program Coordinator for the Visayas Deaf Livelihood Projects, Inc.), and several students are pursuing doctoral studies (3). We propose carefully scrutinizing FLAS recipient career goals and achivements via counseling and social networking, an alumni survey in collaborative development with the UHM NRCEAS and

NRCSEAS (budget line item 1.A.5) and new career-advancing fellowships (budget line items 4.A.1-2).

* 1. *Address National Needs & Generate Information for the Public,* As the only such center in the

U.S., CPIS has long met a key need for Pacific-related education and knowledge production. UHM is the only U.S. university regularly offering a wide range of courses on the entire Pacific Islands region, and the only to offer interdisciplinary MA and BA programs. UHM’s Pacific language offerings and library holdings are unmatched, and more Pacific-related research is generated at UHM than at any other campus in the U.S. CPIS makes increasing amounts of information available to the general public through its online databases, collaboration with the library, monograph series and journal, and many other public-focused outreach activities, annually reaching thousands.

* 1. *Evaluation Plan.* The Center will hire a specialist external evaluator to conduct the evaluation

for the 2022-25 grant. Potential evaluators have been identified. Based on previous experience and collaboration with evaluators, CPIS leadership (PI/Center Director, Outreach Director, DPIS Chair) have developed evaluation questions to guide annual NRC evaluations (see Table 4).

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| **TABLE 4. Evaluation Questions** |
| GPRAMeasures | 1-A. To what extent does the NRC address GPRA measures (particularly measures 3 and 4)?1-B. What are the Center’s strengths and weaknesses with regard to addressing GPRA measures? |
| NRCPriority | 2-A. To what extent does the Center address NRC priorities (absolute and competitive)? What are thecenter’s strengths and weaknesses with regard to addressing NRC priorities? |
| NRCProject- Specific Goals | 3-A. Is the center making planned progress with regard to meeting proposed outcomes for goals? Which activities are progressing well and which are not?3-B. With regard to projects not making planned progress toward target measures, what factors arehindering progress? What improvements can be made to the projects or what can be learned to inform future decision making? |
| FLASPriorities and Project Specific Goals | 4-A Is the center making planned progress with regard to meeting proposed outcomes for goals? Which activities are progressing well and which are not?4-B. With regard to projects not making planned progress toward target measures, what factors are hindering progress? What improvements can be made to the projects or what can be learned to inform future decision making to advance Pacific Islands LCTLs of current and future US strategicimportance? |

Specific, measurable, quantitative outcomes have been developed for each NRC and FLAS goal and activity as projected outcomes. Outcomes are constructed to align program activities with the budget, and to capture quantitative and qualitative long-term impacts of NRC and FLAS programming. The evaluator will help the PI develop and administer evaluation instruments and data analysis to ensure the reliability and validity of the evaluation. The evaluator will compile data and present it annually in an objective, comprehensive report to CPIS leadership to inform project planning and report program progress and impact to the Federal Department of Education (DOE). At the direction of the PI, coordinators for various activities (will do their own formative evaluations gathering feedback for further development and continuous improvement. When developing new materials, coordinators will first pilot materials with teachers and students and gather feedback through focus groups or surveys. When introducing new courses, coordinators will conduct mid and end-of-semester course evaluations using UH institutional tools to gather data for course improvement. Data for formative evaluations will be qualitative and quantitative as well as comparative across the years of the grant. The evaluator will assure the confidentiality of participant feedback to encourage honest and reliable data. Formative evaluation results will be reported informally to relevant stakeholders as the activities develop. A particular focus of the evaluation will be the extent to which funded programs meet GPRA measures, NRC Absolute and Competitive Preference Priorities, and FLAS Competitive Preference Priorities.

* 1. *Equal Access.* Many of the Center’s activities are explicitly designed to involve

underrepresented minorities, particularly those of Hawaiian or Pacific Islander descent. As a result of deliberate recruiting efforts, the Center’s outreach events feature numerous Hawaiian or Pacific Islander presenters and many audience members are also underserved minorities. These efforts at inclusion have accelerated during the grant period, especially through collaborative

projects with CCs and MSIs which continue in the next grant period. A significant proportion of project leaders at partner institutions are of Hawaiian or Pacific Island descent and many students participating in the planned activities will also be underserved minorities. Working with UHM's Kokua (“help”) office, CPIS and DPIS are committed to making sure that persons with disabilities and the elderly have equal access to all activities and events. Our evaluation process particularly attends to equal access by (1) annually collecting demographic data for participants in NRC-related activities and (2) annually collecting qualitative feedback from participants in NRC-related activities. This data will be analyzed to ensure all project activities are providing equal access. In case of a gap in access, such as a lack of engagement by a particular demographic in teacher training applications, new recruitment processes (such as sharing teacher training opportunities to local nonprofits that serve underrepresented groups) will be implemented to ensure equal access.

* 1. *Evaluation and Program Improvement.* During the last grant cycle Dr. Mary Hattori

completed external evaluation. Under her guidance, annual and sometimes biannual evaluations tracked the progress and outcomes of individual activities. Evaluation tables (during 2018-22, Performance Measurement Forms), which included objectives, quantifiable outcomes, and indicators, were developed for each activity and used to evaluate implementation progress.

An example of the iterative use of external evaluation to facilitate program improvement emerged during the unprecedented challenges of the pandemic. As noted by Dr. Hattori in 2021, in Hawaiʻi where Pacific Islanders comprise 4% of the population, the COVID-19 infection rates for Pacific Islanders were as high as 20%. As the pandemic forced delivery of educational services entirely online, there was a heightened demand for workshops provided by CPIS such as culturally sustaining education for Micronesians and other Pacific Islanders. Unable to deliver

traditional face-to-face workshops but compelled by the increased demand, the Center invested grant funds in curriculum development and online delivery platforms specific to Hawaiʻi Department of Education (HIDOE) PDE3 programs. The online platform and led a PDE3 workshop for 25 teachers in 2020. An interest survey for the 25-seat course had to be closed after over 120 responses were received in the first week, and six iterations of the course are planned for 2021-22 for delivery to teachers across the U.S. Additional PDE3 courses are planned in the 2022-25 grant period.

# OUTREACH ACTIVITIES

Aligned with our broader mission of serving the Pacific and its people, CPIS maintains a robust schedule of outreach activities, noted in our 2021 external evaluation as a particular strength: “[g]rant funds are leveraged to enhance and expand professional networks and partnerships across many sectors” while “the potential for sustaining grant initiatives is high as is potential for long-term and wide-reaching impacts.” Particularly important are efforts to bridge diverse opinions, multiple sectors, and strengthen a broader network of Pacific experts.

* 1. *Elementary and Secondary Schools.* By expanding partnerships, CPIS reached an audience of

1,211 in 4 islands in the State of Hawaii, California, and 2 Pacific Island countries/territories with K-12 training in 2018-21, providing culturally sustaining pedagogies training for teachers and training workshops including healthcare, social services, and law enforcement. As part of broader efforts to institutionalize Pacific Island Studies education in the State of Hawaiʻi, CPIS welcomed the new HIDOE standards for 7th grade Social Studies’ requirement of Pacific Islands Studies in Fall 2021. To meet the needs of teachers implementing these new standards, CPIS continues to implement the successful Carrying Culture PDE3 (approximately 100 teachers trained per year) and developed a section of PACS 108: Introduction to Pacific Islands Worlds

for HIDOE teachers in summer 2022. CPIS is aligning with HIDOE and DOE standards

implementation by taking a “train the trainer” approach to build the long-term capacity of teachers to meet state standards and integrate Pacific Island Studies in their curricula. As part of this proposal CPIS will offer a section of the core required PACS 108 (Pacific Worlds: An Introduction to Pacific Islands Studies) for Hawaii DOE teachers (budget line 1.D.2) and develop a Pacific Islands Place-Based STEM PD curriculum for in-service teachers (budget line 1.C.7).

CPIS also produced over 30 educational resources specific to Pacific area studies and languages. For elementary and secondary schools, these include a Pacific population dynamics and census materials resource, 2 primers on Culturally Responsive Teaching for Micronesians, 3 instructional and documentary films and 5 lesson plans.

* 1. *Postsecondary Institutions.* Over the last 4 years, CPIS has developed a wide range of

resources increasing the capacity of postsecondary teachers to incorporate Pacific Islands language and area studies into the curriculum. Of note is the *Teaching Oceania* open access, multimedia, digital textbook series. Since 2016, 7 volumes have been published including *Introduction to Pacific Studies* in 2021 and *Pacific Islands Studies: A Transformational Movement* in 2022, with more volumes in production. *Teaching Oceania* digital textbooks can be texts for introductory area studies courses and are completely online and free. *Teaching Oceania* books are uses in introductory courses across the UH System, including MSIs, and a module will be developed to adapt textbooks and lesson plans for high school instruction (line items 1.C.3 and 1.C.4).

From 2020 to the present, CPIS core faculty produced over 38 publications including 12 refereed articles, 1 book, 1 textbook, 1 edited volume, 5 book chapters, 7 web resources, 6 policy briefs, 2 non-refereed articles, 1 translation, and 2 presentations (webinar and/or conference).

The “Resilient Pacific” seminar series with the UH Institute for Sustainability and Resilience featured 20 speakers, attracting over 640 viewers from 15 countries, and 3 sessions of an occasional seminar series, “Blue Pacific Futures,” were hosted in collaboration with Georgetown University’s Center for Australian, New Zealand, and Pacific Studies (see Appendix 4). The Center’s annual student conference was fully online in Spring 2021, attracting an international audience of 200. The conference provides opportunities for postsecondary students from Hawaiʻi, and across the U.S. and the region to share their work, receive peer feedback, and engage with established Pacific scholars to nurture their professional development. Keynote speakers have included top international names in Pacific Studies such as Professor Damon Salesa (UOA), Professor Linda Tuhiwai Smith (UOW), Professor Konai Helu Thaman (USP), Professor Katerina Teaiwa (ANU), the late Professor Teresia Teaiwa (VUW), and Emalani Case (VUW).

Professional development opportunities for faculty in CCs in the San Francisco Bay Area included a Pacific Studies workshop at CCSF, where an AA degree in Pacific Studies was recently approved. In 2018 CPIS hosted faculty, staff, and administrators from CSM to address culturally responsive teaching for their growing Pacific Islander student population and expanding the curriculum beyond Polynesia. CPIS continues to support the faculty of CCSF and CSMand also worked with UHM colleagues to pilot 2 new Pacific study abroad programs (one cancelled due to COVID-19).

* 1. *Business, Media and General Public.* The CPIS outreach program organized 65 community

events, including public lectures and exhibits featuring Pacific scholars and artists, festivals, film screenings, performances, roundtable forums and radio broadcasts, cosponsored by community partners including private businesses and nonprofits, drawing a collective audience of 4,735. The

“Oceania on the Reel Pacific Film Series” at Bess Press’ facilities offered recent Pacific-related documentaries and other films, focus group discussions, and performances. Since 2017, the Center has collaborated with Twiddle Productions Inc., the Honolulu Museum of Art, and Cultural Animators in the three-day Cultural Animation Film Festival (CAFF) whi piloted in a fully-online format in 2021, drawing an estimated community audience of 400/year. The Center has been a lead collaborator with private businesses and nonprofits to offer the annual Celebrate Micronesia festival, which gathers an estimated audience of 400/year.

*The Contemporary Pacific (TCP)* is one of the most visible, successful, and public of CPIS endeavors. Subscriptions to the electronic edition of journals are fast print subscriptions, with <200 institutional subscribers to the print edition versus Project MUSE (2,554 institutions worldwide) and JSTOR (5,339 institutions worldwide). After one year, aAll back issues of TCP are free online via ScholarSpace with over 68,000 downloads of TCP articles per year. Research archived in ScholarSpace is also widely distributed through OAIster, a worldwide union catalog of digital resources, further increasing access to TCP. In addition to its sister series, South Sea Books, the Center’s award winning Pacific Islands Monograph Series (PIMS) addresses national and international needs for high quality scholarly works about the region. PIMS has published 30 volumes, including PIMS 29: *God Is Samoan (2020)* by Professor Matt Tomlinson (ANU) and PIMS 30: *Sweat and Salt Water: Selected Works* by Professor Teresia Kieuea Teaiwa (VUW), edited by Katerina Teaiwa (ANU), April K. Henderson (VUW), and Terence Wesley-Smith (UHM). Two new PIMS volumes are in preparation. CPIS instituted a new series of interactive digital texts, *Teaching Oceania*, with 7 volumes currently available in multiple formats on health, environment, and militarism, arts, France in Oceania, and Pacific Studies. Three titles are in preparation on traditional navigation and sustainable sea transport, Indigenous marine

protected areas in the Pacific, and women’s leadership in Oceania. At least four new volumes will be produced during the upcoming grant period (see budget line items 1.C.6, 3.A.3, 4.A.5-6).

Other digital resources include the Pacific Studies Initiative, with over 100 Pacific Related syllabi and bibliographies submitted by instructors around the world; Moving Images of the Pacific Islands, a comprehensive guide to over 8,000 films and videos about the Pacific Islands; and an expanding collection of streaming videos featuring recent seminar and conference presentations. The Center reaches a wide public audience with 1,000 listserv subscribers and over 2,300 followers on Facebook.

* 1. *Faculty & Professional School Engagement.* Over each of the prior NRC cycles, CPIS

developed a range of initiatives and collaborations with UH professional schools including the WSRSL, COE, and JABSOM. In 2018-2022, PI Mawyer and Walsh worked with COE on curriculum, HIDOE core standards, and in-service teacher professional development. Mawyer has been engaged with WSRSL faculty on reinvigorating the Pacific Islands focus of its flagship *Asia Pacific Law and Policy Journal*. Associate Specialist Walsh is engaged with JABSOM on training future Maternal Child Health leaders across disciplines to work closely with Pacific Islander children with special health care needs and their families in the Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) program. Outreach Director Pfalzgraf coordinates a wide range of Pacific Related outreach activities, primarily university and community programming focused on Curriculum and Resource Development, Professional Development and Conferences, and Community Events.

Pfalzgraf also edits the Center’s newsletter and other public information resources, manages the CPIS website and social media platforms, and helps administer the NRC grant. During the prior grant period, CPIS created 38 new educational resources, hosted 4 international conferences,

conducted 20 professional development workshops, developed 2 study abroad programs and organized 65 community events with 4,735 participants.

# I. PROGRAM PLANNING AND BUDGET

Over the next 4 years CPIS, with the support of CALL, UHM, and the UH System (see Appendix 4), will expand and improve Pacific Islands language and area studies training in K-12 and tertiary-level curriculum, increase the number of underserved minority and other students studying the Pacific Islands and preparing to work in areas of national need, enhance study abroad and exchange opportunities, and improve national access to reliable information about the Pacific Islands region. Partnering with educational institutions in Hawaiʻi, across the U.S. and U.S.-affiliated Pacific Islands, and overseas, our activities will expand the range of ongoing educational efforts focused on this increasingly important region. As noted by President Biden in the introduction to this narrative, issues demanding a supply of specialists include climate change and environmental change, regional security, Blue economies, and the increasing influence of China. The initiatives framed in our 2022-25 overarching goals further enhance the Center’s role as the foremost program of its kind in the world and build on UHM’s exceptional commitment to Pacific Islands studies since the Center’s beginnings in 1950, advancing US national needs for expertise in this region.

1. *Timeline, Use of Resources, and Personnel.* Our implementation plan effectively deploys core

faculty and other CPIS resources and relies on key partnerships with affiliates and colleagues in other UHM departments (including IPLL, the Library, and the COE) in the wider UH system (particularly KCC, UHH, and LCC), elsewhere in Hawaiʻi (East-West Center), nationally (CCSF, SFSU, GU, CSM, GU), and overseas (ASCC, COM, UPF, USP, PCC, and ANU).

Activities are iterative and carefully scaffolded across the grant period (Table 5). The proposed

activities strengthen the program, bringing together instructional and support resources to advance teacher subject content and pedagogical knowledge in Pacific Islands language and area studies at the K-16 level; enhance career readiness and professional development opportunities for meeting UHM, HI, and US strategic needs; and develop accessible high quality digital and transmedia resources for the Pacific Islands region. We use our resources and personnel effectively to achieve objectives with persistent outcomes (digital resources development, library collections enhancement, teacher professional development) and periodic actions with specific outcomes (publication of new volumes in the *Teaching Oceania* series, development of new tools and resources for teaching strategic Pacific Islands LCTLs, updating and advancing existing digital resources maintained by the Center). Robust collaborations with direct and in- kind support from partners such as with PIDP and the Carrying Culture PDE3 help implement program activities in a cost-effective collaborative manner. Finally, every activity is linked to a specific individual responsible for

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| **TABLE 5. TIMELINE OF ACTIVITIES** |
| **Activity** | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| **F** | **S** | **Su** | **F** | **S** | **Su** | **F** | **S** | **Su** | **F** | **S** | **Su** |
| Carrying Culture PDE3 |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacific Place-Based STEM PDE3 |  |  |  |  |  |  |  |  |  |  |  |  |
| PACS 108 for In-service Teachers |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching Oceania Workshops |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching Oceania Volumes Released |  |  |  |  |  |  |  |  |  |  |  |  |
| PACS 108 Early College Course |  |  |  |  |  |  |  |  |  |  |  |  |
| PACS 108 UHH Course |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop Language Instruction: Fijian |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop Language Instruction: Marshallese |  |  |  |  |  |  |  |  |  |  |  |  |
| Digital Language Learning & Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |
| Digital Language and Digital Collections Fellows |  |  |  |  |  |  |  |  |  |  |  |  |
| Summer Field School |  |  |  |  |  |  |  |  |  |  |  |  |
| Alumni Survey |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pacific Studies Career Readiness Program |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacific Internship & Climate Policy Courses |  |  |  |  |  |  |  |  |  |  |  |  |
| Women in Pacific Studies Fellowship |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacific Climate Policy Fellowship |  |  |  |  |  |  |  |  |  |  |  |  |
| Library acquisitions |  |  |  |  |  |  |  |  |  |  |  |  |
| Digital library resources scanning project |  |  |  |  |  |  |  |  |  |  |  |  |
| Moving Images of the Pacific Islands database |  |  |  |  |  |  |  |  |  |  |  |  |
| Internal and External Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |
| NRC Outreach Director and Gas |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 1 Activities | Goal 2 Activities | Goal 3 Activities | Goal 4 Activities |

outcomes, overseen by the PI and Outreach Director and subject to evaluation, supported by the core faculty and staff as well as the 46 affiliates of the Center and UHM resources (including fiscal administration by CALL).

1. *Quality and Purpose of Activities.* CPIS has identified 4 overarching goals with aligned

specific, measurable, achievable, relevant, and time-bound activities and outcomes for the 4-year grant period to address GPRA measures, NRC and FLAS priorities. Our goals and activities with *integrated outcomes* included in bold are in Table 6 below.

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| **TABLE 6. Goals, Activities & Integrated Outcomes** |
| *Goal* | *Activity* |
| Goal 1: Increase the capacity of teachers to incorporate Pacific Islands language and area studies into the K-16curriculum (aligned with NRC Absolute Priority 2). | 1. Develop and implement professional development programs for at least **500 in- service teachers** including: a) the Carrying Culture PDE3, b) piloting a Pacific Place-Based STEM PDE3, and c) adapting the PACS 108 curriculum to be offered for in-service secondary (6-12) teachers. |
| 2. Produce **4 digital textbooks** in the *Teaching Oceania* series with Pacific Islands experts and introduce the texts to **10 MSIs and/or CCs**. |
| Goal 2: Increase the number of students engaged in the study of LCT Pacific languages and area studies at the undergraduate and graduate level (aligned with NRC Absolute Priority 1, FLAS Competitive Preference Priorities 1 & 2). | 1. Increase pathways from local high schools to UH by offering a PACS 108 Early College course to at least **100 students** to advance Pacific Studies and educational equity. |
| 2. Develop **2 online language evaluation** and **2 new online language courses**for LCTL recognized as strategic by DOE, including Fijian and Marshallese. |
| 3. Provide professional training fellowships for **10 students** to build capacity and skills in LCTL with the Hamilton Library and IPLL. |
| 4. Organize and implement an annual Summer Field School for **80 undergraduate and graduate students** to advance training and careerreadiness in Pacific languages and area studies. |
| Goal 3: Increase skills preparation for further study and postgraduate employment in areas of | 1. Increase the integration of Pacific Studies and STEM to address access to undergraduate and graduate STEM pathways for Pacific Islander students within the UH System by convening a one-day symposium for over **50 faculty and administrators**. |

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| national need (aligned with NRC Competitive Preference 1). | 2. Implement an **alumni data collection project** that captures data on at least**500 alumni** in partnership with the NRC-funded Center for Southeast AsianStudies (CSEAS) and NRC Center for Japanese Studies (CJS) to increase knowledge about in-demand career-paths and useful professional development. |
| 3. Develop an Asian and Pacific Studies Career Readiness Program in partnership with NRCEA and NRCSEA that will serve **100 students** by introducing **1 PACS Internship Course** which will provide Pacific-related internship opportunities at relevant organizations including UN, World Bank, IMF, SPC, PIF, NOAA, DOD |
| 4. Continue the successful Women in Pacific Studies Fellowship Program piloted in Spring 2022 for **20 women in Pacific Studies** and pilot a Pacific Climate Policy Fellowship Program to increase networking and collaboration among **20****graduate students and early career professionals** |
| Goal 4: Increase Pacific language and area studies resources and information accessibility to local and national audiences (aligned with Absolute Priority 1). | 1. Annually acquire at least **400 new library materials** on acquisitions trips. |
| 2. Increase the number of digital library resources available by **20,000** through microfilm scanning and updating metadata. |
| 3. Revitalize and update the web database of **8,000 records** in the Moving Images of the Pacific Islands (MIPI). |
| 4. Facilitate **24 faculty and/or affiliates** to travel to conferences to share research and maintain professional networks across the region and the U.S. mainland. |
| 5. Support the Outreach Director and 2 GAs to manage NRC related projects and implement at least **80 outreach events** to ensure relevant audiences are awareof Pacific language area studies resources and information. |
| 6. Support the Outreach Director and 2 graduate assistants to manage NRC related projects and implement at least **80 outreach events** to ensure relevant audiences are aware of Pacific language area studies resources and information. |

1. *Reasonable Costs*. Costs associated with activities are clearly stated in the budget and are

reasonable, consisting mainly of summer salaries for course development, salaries or release time to support instruction, graduate assistantships to develop new programs, and travel funds for professional development, library acquisitions, or materials development. Some cost items are shared with other NRCs and the expenditures benefit students and faculty at CCs, MSIs and other US institutions as well as at UHM.

1. *Long-term Impacts.* Efforts and resources during the grant period will significantly expand the

number and variety of self-sustaining Pacific-related courses, resources, and outreach to audiences locally, nationally, and regionally. CPIS will boost educational and career opportunities for students, particularly underserved minorities, in line with strategic Pacific language and area studies needs elaborated by the DOE.

*Undergraduate.* Goals 1, 2, 3, 4 and related activities (including improved delivery of Pacific

Islands content at K-12 schools, early college courses, new language and area studies courses, student fellowship opportunities, summer field schools, and resources for study and research) focus on long-term impact for students by *increasing their likelihood to matriculate to higher education*, *increasing their capacities in Pacific Islands language and area studies*, and *increasing their skills preparation for careers in strategic, high-need sectors*. Higher education is directly correlated with long-term benefits such as higher earnings, improved workforce outcomes, better health, and individual and community well-being. Our focus on mentoring under-represented minorities (including women and Pacific Islander students) improves pathways for these students. For example, the innovative workshop on Pacific STEM pathways for the UH System will transform Pacific Islander students’ access to STEM pathways, significantly advancing educational equity in a high-need area.

*Graduate.* Long-term impacts for graduate students are integrated into each of our program goals

and many of our program activities, including publishing opportunities for graduate students through *Teaching Oceania*, language teaching and learning opportunities, career networking opportunities, summer field schools, professional development fellowships, resources for research and teaching, and outreach events increasing exposure to career opportunities. Our approach generates long-term impact by *building career readiness and facilitating the creation of robust professional networks to enable placement of gradiate students in advantageous positions in the public, private, or nonprofit sectors to meet national needs*. We also create broader impact by providing trained Pacific Islands experts to multiple sectors, domestically and internationally. *Professional.* We maintain partnerships with professional schools on our campus

(law, medicine, library and information science, and education) and many of our activities

generate long-term career impacts for these students, such as curriculum development and PDE3 opportunities, digital textbook production and workshops, fellowship and professional development opportunities, summer field schools, internship opportunities, and outreach events, seminars, lectures, conferences, and public education sessions. *Students in professional schools will have greater Pacific Islands and areal studies expertise and improved professional development enabling them to secure stable, well-paying employment in their sectors of choice*. The ongoing professional development of our core faculty and staff, 46 affiliates, and other partners including language instructors and librarians is addressed by travel support, opportunities for new course development, publishing with *Teaching Oceania*, and outreach activities. *Long-term impacts in this area include enhanced professional development, promotion, research, resource development, and teaching capacity*.

# J. NRC COMPETITIVE PREFERENCE PRIORITIES

*NRC Competitive Preference Priority 1.* Our project goals and activities have been intentionally and explicitly aligned with the Absolute and Competitive Preference Priorities of the 2022-25 NRC and FLAS competitions. The activities in this proposal (Table 6) include significant and sustained collaborative activities with AANHPI serving MSIs including CCs. Of particular importance, UHM is recognized by the federal DOE in 2021 as a Title III - Part F - Asian American and Native American Pacific Islander-Serving Institution (AANAPI) and Title III - Part F - Strengthening Institution (SIP) and therefore qualifies as an MSI. In addition, all other UH-partner campuses are also CCs and/or MSIs and recognized as Title III - Part F AANAPI institutions (UHH, HCC, KCC, LCC, WCC). We maintain ongoing collaborations with a number of U.S. colleges and universities, including UHH, CUH, CCSF, and CSM, as well as ASCC, COM, College of Marshall Islands, and UOG, all of which are CCs and/or MSIs. Since UHM is

a MSI, all goals and activities meet this priority. Table 7 presents a selection of specific goals and activities aligned with CCs in Hawaiʻi, US-affiliated Pacific Islands and the US mainland.

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| **TABLE 7. Selection of goals and activities aligned with MSI and CC needs.** |
| Goal 1.1. Produce **4 digital textbooks** in the *Teaching Oceania* series with Pacific Islands experts based across the US and regionally and introduce the texts to **10 MSIs and/or CCs**. |
| Goal 2.1. Increase pathways from local high schools to the UH by offering a PACS 108 Early College course to at least **100 students** to advance Pacific Studies and educational equity. |
| Goal 2.2. Develop **2 online language evaluation** and **2 new online language courses** for LCT PI strategic languages recognized by the DOE, including Fijian and Marshallese. |
| Goal 3.1 Increase the integration of Pacific Studies and STEM to address access to undergraduate and graduate STEM pathways for Pacific Islander students within the UH System by convening a one-day symposium for over **50 faculty and administrators**. |
| Goal 3.4. Organize and implement an annual Summer Field School for **80 undergraduate and graduate students**to advance training and career readiness in Pacific languages and area studies. |

**K. FLAS AWARDEE SELECTION PROCEDURES.** *Advertising the Awards.* FLAS

fellowships are advertised through media most likely to reach interested parties in Hawaiʻi and nationally, including the awards section of the CPIS website, the Center’s email listserves for faculty, staff, and graduate students, CPIS’ Facebook page and Instagram accounts, the UH Manoa student newspaper and Student Services offices at UHM, UHH, BYUH, and selected West Coast universities. *Application Process.* Students apply for FLAS by an online application

form via the CPIS and UHM Star scholarship websites. The form is accompanied by a list of FAQs and detailed instructions emphasizing selection criteria. The form requests general information including citizenship/residence status, degree sought, prior fellowships and awards, language proficiency and academic background. Applicants identify their career goals, list 3 references, outline a detailed program of study for the fall and spring semesters, and submit a short (500-word) statement of purpose discussing the role of language and area studies in their academic and career plans. *Selection Criteria.* In addition to financial need, every attempt is

made to identify applicants who demonstrate (a) a central goal of Pacific language and area studies; (b) strong academic and career potential; (c) commitment to long-term engagement with

the Pacific Islands region; and (d) a strong likelihood of employing language and area studies skills in future activities. Successful candidates are asked to sign an agreement to complete biennial online surveys over a period of 8 years to track postgraduate employment, education or training, and contributions to areas of national need. They are asked to join the LinkedIn networking site to help CPIS track employment and contact information. *Selection Committee.* A

3-person committee reviews the applications and selects awardees. Two selection committee members are CPIS faculty and the third is drawn from the IPLL faculty. In the second round of the process, an officer from UHM Financial Aid Services joins the committee as a non-voting member to advise on financial need. *Timing of the Selection Process.* Since 2015–16, notices for

the following year go out by 1 December with a 1 February application deadline and successful candidates notified by 1 April. The 2021-22 process produced a strong pool of applications.

Pending FLAS funding renewal, successful applicants for 2021-22 will be selected and notified and every effort made to make the funding available in the fall. *Announced Priorities.* The FLAS

review process has two stages, (1) to establish a short list of candidates strictly on merit, (2) to assign competitive preference to applicants who demonstrate financial need, in collaboration with s UHM Financial Aid officer to assist with FAFSA and other data. At least 25% of FLAS awards will be made to individuals with demonstrated need.

# L. COMPETITIVE PREFERENCE PRIORITIES

*FLAS Competitive Preference Priority 1.* The FLAS selection process requires at least 25% of

awards be made to individuals with demonstrated need and specifies how financial need is identified.

*FLAS Competitive Preference Priority 2.* All FLAS-eligible languages identified in this proposal

are modern languages other than French, German, and Spanish.