

# THE PRISM

## UNIVERSITY OF HAWAI'I AT MĀNOA INTERNATIONAL NEWSLETTER



### MĀNOA INTERNATIONAL EDUCATION WEEK

**Mānoa International Education Week is a showcase of the international education endeavors of the UH Mānoa community and as part of the nationally celebrated International Education Week.**

The University of Hawai'i at Mānoa students, faculty, and staff were invited to get involved in the 2018 Mānoa International Education Week ([MIEW](#)), which was held Tuesday through Saturday, November 13-17. Global education is woven through the fabric of our degree programs, co-curricular programs, and research activities and, thus, is so important at UH Mānoa.

MIEW featured "Hot Topic" talks on our current economic relationships with East Asia and their implications, as well as an International Education Fair at the Campus Center to encourage learning about Mānoa international programs, clubs, and departments' international activities. Spectacular lunchtime cultural performances included Indian Bollywood dance, Brazilian Capoeira and Jiu Jitsu, Russian folk song and dance, Middle-Eastern belly dance, Chinese martial arts, Okinawan dance, Afro-Caribbean drums, and Balinese and Javanese Gamelan music and dance.

International Education Week (IEW) is a joint initiative between the U.S. Department of State and Department of Education to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences.

#### UPCOMING EVENTS

Association of International Education Administrators (AIEA) Conference  
January 20-23, 2019 - San Francisco, CA

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# MEET DR. KRISNA SURYANATA

## Department of Geography



DR. KRISNA SURYANATA, Associate Professor of Geography at UH Mānoa, was born and raised in Indonesia and received her PhD in Geography from the University of California, Berkeley. Her research interests include political ecology and the geography of agriculture and food in Southeast Asia, Indonesia, and Hawai'i. Dr. Suryanata is the recipient of the [Fulbright Scholar Program](#) fellowship.

### WHERE DID YOU CONDUCT RESEARCH AS A FULBRIGHT SCHOLAR AND WHAT WAS THE PROJECT?

I spent the 2018 Spring semester as a Visiting Professor of Geography at the Gadjah Mada University (UGM) in Yogyakarta, Indonesia. I used my time there to begin a new research project on the political ecology of agricultural change in Java, focusing on the rapid expansion of the poultry industry by rural smallholders. As a relatively late entrant to the modern poultry industry, Indonesian poultry growers have adopted many technical and organizational schemes, including CAFO (concentrated animal feeding operation), that were developed in the US. The government of Indonesia has issued a number of policies to manage the delicate balance of promoting the welfare of poultry growers, assuring a stable and affordable market for urban consumers, and protecting public health. Poultry production in Indonesia, however, is widely differentiated by size, labor arrangements, and types of flocks. Their capacity and incentives to adopt biosecurity measures on the respective farms are uneven. The result is a rapidly changing political ecologies of poultry diseases that emerge from the adoption of CAFO practices in the context of rural Indonesia.



### HOW WAS YOUR RESEARCH INFLUENCED BY THE FULBRIGHT FELLOWSHIP?

I was born and raised in Indonesia, so my time in Indonesia was not a new experience. However, I have been away for more than 27 years. I did my doctoral dissertation research in Indonesia in 1990-91, examining changing land use in the uplands of Java associated with the development of domestic fruit industry. Since joining the UH faculty, my research has mostly focused on Hawai'i's agro-food systems. The Fulbright fellowship allows me to return to doing research in Indonesia. I was able to share many of the insights I gained from my Hawai'i research with colleagues and students at UGM, and build new collaborations to examine questions that emerge from the new research.

### WHAT WERE YOUR MOST MEMORABLE EXPERIENCES IN INDONESIA?

I was most struck by the enthusiasm and welcome extended to me as a Fulbright scholar and professor from UHM. My colleagues in Indonesia generously gave me their time, helped facilitate visits to fit my interests, and invited me to join different working groups. The 6 months quickly filled with productive activities, which I would not have been able to pull together if I were an independent visitor. I was also able to enjoy the world-famous tourist destinations (Borobudur, Mt. Bromo...) that take my breath away, no matter how many times I've been there.

# MINORITY HEALTH AND HEALTH DISPARITIES INTERNATIONAL RESEARCH TRAINING (MHIRT)

Founded in 2014, the [Minority Health and Health Disparities International Research Training Program](#) (MHIRT) offers short-term international research training opportunities to undergraduate and graduate students from under-represented backgrounds. At the University of Hawai'i at Mānoa, the program is associated with the Department of Tropical Medicine, Medical Microbiology, and Pharmacology at the John A. Burns School of Medicine.

The specific objectives of the program are to encourage students to pursue careers in science and biomedical, clinical, and behavioral health research and also to expose students to global health disparities. The program collaborates with other colleges and universities and international research programs to put students in labs and hospitals where they can work directly with patients and assist with globally pertinent research.

**THIS YEAR, 12 STUDENTS VISITED 5 COUNTRIES ON 2 CONTINENTS, INCLUDING LAOS AND LIBERIA, WHERE MHIRT HAWAII STUDENTS WERE HOSTED FOR THE FIRST TIME. THEY DID THEIR OWN RESEARCH, WITH HELP FROM A RESEARCH TEAM, AND THEIR RESULTS WILL LEAD TO FUTURE STUDIES IN TREATING OR CURING DISEASES, SUCH AS MELIOIDOSIS, HIV/AIDS AND ZIKA.**

Christine Joy Baltazar, Joana Marcos Garcia, Jenny Nguyen, and Jasmine Padamada studied together in Bangkok, Thailand. Christine focused on melioidosis, a bacterial infection, and tracked human infections to their environmental sources of infection. Joana found that two species of rat lung worm, a nematode, can co-infect one host, which could change the way the disease is viewed. She also had the opportunity to work in Nan Province, a more rural area of Thailand.

Jenny worked with men who have sex with men (MSM) and transgender women to determine how different communities think about PrEP treatment for HIV and to extend treatment options to those who aren't currently receiving proper care. The experience was especially meaningful for her because "I am the youngest member of the program so I was amazed to get not only research experience but also cultural experience and get paid at the same time." Jasmine helped develop a phylogenetic tree, similar to a family tree, for the Zika virus to determine its morphology. Two other students traveled to Thailand, where they worked in Chiang Mai. Kenneth Go cultured malassezia fungus and skin cells and was able to grow the fungus in vitro as it would grow in nature on people skin, something previous researchers have been unable to do. He said, "Working internationally resulted in a greater understanding of the community back home and solidified my love for place."



Alison Nguyen offered the following in her own words: "Prior to the MHIRT program, I had no research experience and I was unsure of how to enter the field of research. My project was to build a user interface for a program that would allow volunteers to report a cutoff contrast for the program's algorithm. This research is very important for the medical imaging field because it promotes more efficient and accurate MR scanner maintenance. Although, I do not see computer programming in my future, this experience has helped me to develop a greater appreciation for those who program. MHIRT has definitely piqued my interest in the field of research and I feel more comfortable seeking other research opportunities."



**LANDON AND HIS RESEARCH TEAM IN NEW DELHI**

Anna Oliveros was the only student to study in Luang Prabang, Laos, where she found that, even with limited resources, nutrition and rural outreach programs are very viable. Because of her time in Laos, she is particularly interested in research in rural areas and indigenous communities.

Landon Negrillo traveled alone to New Delhi, India, and offers the following: “Honestly, I didn’t choose the MHIRT program the same way as some of the others. I wasn’t confident in my ability to become a doctor or a researcher. My journey with MHIRT started because I was at a crossroads in my academic career not really knowing what I wanted to do as a Biology student. After traveling I came to the conclusion that I would put more effort into continuing my efforts to do research more, but also explore the other opportunities that I can pursue.”

Boonya Jiyarom and JP Arios traveled to Yaounde, Cameroon, in Africa, where Boonya found the first significant evidence of multi-species parasite causation for Malaria and JP worked in hospitals to assess the correlation between immunosuppression and differences in the skin microbiome in HIV-positive patients. Cameroon has limited medical resources, so both students gained insight into the issues and opportunities that persist within global health research. Boonya said, “While there, I realized that research can be done anywhere. We’re privileged in the US, so I learned to be patient.” Monrovia, Liberia, Africa, was the second location added this year. Kianalei Garalde-Machida and Melissa Takaaze examined blood serums samples from local dogs to determine if pets could be a good indicator of Ebola or Lassa Virus, respectively, in local communities. When asked about her future plans, Melissa said, “I would love to pursue an MD/PhD in anthropology with an international focus, so I can work in communities like the ones in Liberia where people are getting infected by diseases for which vaccines have existed for decades.”

In addition to facilitating the excellent research students do abroad, the program is designed to introduce them to research at UH Mānoa and encourage them to contribute to the public health research environment in Hawai‘i. Jasmine said, “I originally wanted to be a physician, but now I want to do an MD/PhD so I can do international research, particularly sequencing work.” All the students indicated future medical goals that involve them in local and under-represented communities, where they are excited to continue developing their research skills global knowledge of infectious diseases.

## Interested in more information?

Visit the MHIRT webpage  
or contact the  
Program Investigator,  
Vivek Nerurkar  
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## UP CLOSE & PERSONAL



**ASHLEY MCGUIGAN** fell in love with plants and how people interact with them when she first studied abroad in Fiji at the University of the South Pacific (USP) in 2012. After she graduated with her BS in Biology from North Carolina State University in 2014, she returned to Fiji to attend a conference on conservation biology in the Pacific. She met with Dr. Tamara Ticktin of the UHM Botany department at the conference to discuss research interests related to her work and Dr. Ticktin encouraged Ashley to apply to UHM, where she started her PhD in 2015. Ashley is the recipient of the [Fulbright US Student Program](#) award.



[www.ashleymcguigan.com](http://www.ashleymcguigan.com)

### WHAT WAS YOUR RESEARCH TOPIC?

My research is composed to of two primary questions. First, I investigate how agroforests recover after major cyclone disturbance in Fiji. I use data collected in 2014 on the different kinds of plants that were growing in the agroforests and compare it to biodiversity data I recorded after a major category 5 cyclone. The second then attempts to understand what role agroforests play in contributing to dietary intake and nutrition today and determine how much food consumed is processed or purchased. My research is driven by the rapid ecological, economic, and social changes occurring in Fiji, which are having unique impacts on environmental and human health.

### WHAT WAS YOUR FAVORITE EXPERIENCE?

My favorite experience while living in Fiji was undoubtedly the fieldwork itself. My team and I spent about 3 months living and working in nine villages across the three main islands in Fiji. Our days were filled with hikes into the forest to survey farmers' agroforests (traditional farming systems) for biodiversity and going to participants' homes to talk with them about their food. The evenings were often spent around a tanoa bowl drinking yaqona ('awa) telling stories about the place or discussing current events. Being able to connect, share, and learn collectively was the highlight of my time in Fiji.

### DID YOU FACE ACADEMIC OR PERSONAL CHALLENGES?

I have lived in Fiji previously, so I was fortunate to have a strong personal network of friends who supported me during my stay in Fiji. My biggest challenges came from trying to understand and navigate the governmental policies and procedures for conducting research in Fiji. To protect the rights of people in Fiji, and especially iTaukei (indigenous Fijians), the government has a long list of requirements researchers must agree to before they are given approval for their work. It took me about five months to learn about and gain approval from all the governmental agencies that needed to review and endorse my work before I could begin my fieldwork.

### WHAT ADVICE WOULD YOU GIVE TO A STUDENT APPLYING FOR FULBRIGHT?

Reach out to former awardees to the country you are interested in studying in and ask them about their experience with the program and with the application process. The Fulbright program's goals and resources vary dramatically by country, and it is important applicants understand those goals before setting out to write an application. There is also a wealth of knowledge online on how to write a successful application, and information about what studying under a Fulbright grant is like.

## UHM FULBRIGHT PROGRAM ADVISORS CONTACT INFORMATION

[WWW.US.FULBRIGHTONLINE.ORG](http://WWW.US.FULBRIGHTONLINE.ORG)

### Graduate Students Fulbright Program Advisor

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### Undergraduate Students Fulbright Program Adviser

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## PRISM INFORMATION CONTACT

Shelley M. Hillberry, Operations Coordinator  
[Office of International and Exchange Programs](#)  
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## INTERNATIONAL EDUCATION CONNECTIONS

### FACULTY AND SCHOLAR IMMIGRATION SERVICES ([FSIS](#)):

FSIS provides immigration services and advising for departments, international visiting scholars, and employees across the University of Hawai'i System.

### INTERNATIONAL STUDENT SERVICES ([ISS](#)):

ISS is the primary university resource for international students in areas ranging from immigration advising to cross-cultural adjustment. They consult with the greater community on related issues.

### MĀNOA INTERNATIONAL EXCHANGE ([MIX](#)):

MIX facilitates partnerships with outstanding universities around the world to the benefit of UH Mānoa students, faculty, and staff; promote cross-cultural education and understanding at UH Mānoa through the enrollment of international exchange students; and provide UH Mānoa students with study abroad opportunities that will have a transformative and positive effect on their lives.

### UHM STUDY ABROAD CENTER ([SAC](#)):

SAC provides summer, semester, and year-long study abroad programs for undergraduate student. Faculty are able to teach, mentor students, develop new courses, and pursue their research interests. Students earn UH Mānoa credits for coursework completed overseas.

### COLLEGE OF EDUCATION ([COE](#)) – INTERNATIONAL ACTIVITIES:

COE develops and maintains sustainable international agreements and partnerships in higher education with institutions in China, Japan, Kazakhstan, Norway, Russia, and Vietnam. Activities include collaborative research projects, educational conferences, and student/faculty exchanges. COE annually hosts numerous visiting scholars interested in studying with COE faculty and exchanging expertise.

### COLLEGE OF SOCIAL SCIENCES ([CSS](#)):

CSS offers students many opportunities to engage in the global community through its expertise, leadership, and far-reaching partnerships, which span from Indonesia to Sweden. CSS continues to expand and grow new and existing relationships with its international partners through innovative educational agreements, programs, conferences, symposiums, and other collaborative projects.

### ENGLISH LANGUAGE INSTITUTE ([ELI](#)):

ELI, housed in the Department of Second Language Studies, supports admitted students at UH Mānoa who speak English as a second language and are found to be in need of ELI's support. ELI provides instruction in English for academic purposes and strategies for more effective study and helps students acclimate to a new academic culture.

### HAWAI'I ENGLISH LANGUAGE PROGRAM ([HELP](#)):

The HELP program has been providing the highest quality academic English classes for over 40 years. Through our Conditional Admission pathway, students can enter undergraduate or graduate study at UH Mānoa without a TOEFL score. HELP also offers teacher training workshops and the CELTA English teaching certificate program.

## JOHN A. BURNS SCHOOL OF MEDICINE ([JABSOM](#)) – GLOBAL

**HEALTH/MEDICINE PROGRAMS:** JABSOM is committed to improving the health of the people of Hawai'i and the Pacific Basin. Our mission is to train a globally competent health workforce with skills to address critical global health problems. JABSOM strives to understand and reduce health inequalities around the Pacific Rim.

## GRADUATE DIVISION – [UHM 3+2 International Program](#):

UHM 3+2 International Program cooperates with prestigious universities overseas to recruit well-performing college students to spend their senior year at UH Mānoa and simultaneously, pursue their master's program at UH Mānoa. After five years, the student will acquire a bachelor's degree from his/her home institution and a master's degree from UH Mānoa.

## OUTREACH COLLEGE – [International Programs](#):

The International Programs division of the Outreach College provides international students access to UH Mānoa through its ESL programs, conditional admission university preparation programs, and short-term customized programs on a variety of subjects.

## SCHOOL OF TRAVEL INDUSTRY MANAGEMENT ([TIM](#)):

TIM is recognized as a leading educational institution in hospitality, tourism, and transportation management. TIM pioneered the concept of integrating all aspects of the travel industry under a single discipline. Built on a foundation of management science, TIM also draws on a broad range of disciplines to provide high-quality education at the undergraduate and graduate levels to current and future professionals.

## SHIDLER COLLEGE OF BUSINESS - FULL-TIME [Global MBA Program](#):

The Full-time Global MBA program offers students a comprehensive foundation in business fundamentals with its wide array of internship and study abroad opportunities in the Asia-Pacific region. Students can take a semester of classes at one of our partner schools and work at a professional internship in countries such as China, Japan, and Vietnam.

## PACIFIC ASIAN MANAGEMENT INSTITUTE ([PAMI](#)):

PAMI is the center for international business programs with an Asia-Pacific focus. They are the umbrella organization housing the PAMI Summer Program, PAMI Year-Round Programs, PAMI Asian Field Study Program, Center for International Business Education and Research, and Pacific Asian Consortium for International Business Education and Research.

## WILLIAM S. RICHARDSON SCHOOL OF LAW - [International Programs](#):

WSRSL maintains an active schedule of international programs and activities. The law school offers two degree programs for international students, the LL.M. degree for foreign law graduates and the advanced JD program, which grants credit for qualified foreign law graduates. American law students are encouraged to pursue international law study through our exchanges with schools such as with Bucerius Law School in Germany or through programs in China, Hong Kong, or Australia.

## COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES ([CTAHR](#)):

CTAHR at the University of Hawai'i at Mānoa is composed of six academic departments, the Center on the Family, and the Western Insular Pacific Sun Grant Subcenter. The mission of the College of Tropical Agriculture and Human Resources is to create and deliver knowledge that supports and strengthens families, agricultural and food systems, and the natural environment.

## THEATRE AND DANCE: <http://manoa.hawaii.edu/liveonstage>

Theatre and Dance programs give students an opportunity to work in Asian and Pacific traditions, while also experiencing more Western ones. With a mix of academic coursework and live productions, the department aims to provide a rich global environment in which students strengthen both the mind and the body. The Kennedy Theatre provides a great space for experimentation and community collaboration.