

Annual Report for 2019/2020

International Education

THE UNIVERSITY OF HAWAII AT MĀNOA



Office of International
and Exchange Programs
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UNIVERSITY of HAWAII®
MĀNOA

Cover Photos:

Mānoa International Exchange (MIX) farewell event with inbound and outbound exchange participants, Fall 2019.

UHM Provost Michael Bruno and King Abdulaziz University Vice President for Educational Affairs and Professor of Neuroanatomy Abdulmonem A. H. Alhayani, signing MOU at College Hill, with delegation from KAU, March 3, 2020.

The College of Engineering Society of Women Engineers (SWE) Appreciation Ceremony for the Takinogawa Girls School of Tokyo, Fall 2019.

The International Student Association (ISA) East Shore Tour early Spring 2020.

The International Education Annual Report is edited by Shelley M. Hillberry in the Office of International and Exchange Programs at UH Mānoa.

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Message from the UH President



Aloha kākou,

The University of Hawai'i at Mānoa (UHM) is steadfast in our commitment to international education and research as evidenced by our campus accomplishments during the 2019-2020 academic year. We continue to initiate and renew strong academic and research partnerships, including remote settings, with various international institutions. In addition, we have supported faculty and student exchange agreements that provided new learning and life experiences through our programs in Hawai'i and overseas.

Despite nationwide international recruiting challenges and the onset of the COVID-19 pandemic, we are proud to include 1010 international students from 82 countries among our undergraduate and graduate students at Hawai'i's flagship research university, as well as 252 international visiting scholars and 82 non-immigrant employees engaged in instructional and research work. Due to the pandemic, many students paused from overseas studies and hope to participate in the future via our Study Abroad Center's faculty-led programs and Mānoa International Exchange (MIX) program's facilitated exchanges with partner institutions. In addition, Outreach College and the Hawai'i English Language Program (HELP) reported 1,168 international students enrolled in non-degree study programs. These programs have integrated remote learning where possible for the health and safety of our students and community.

Our engaged team of experienced faculty and staff actively support our international endeavors. UHM welcomed and hosted visits by top international scholars and artists through lectures, workshops, and performances. In addition, our faculty have presented to leadership, partners, and colleagues at international institutions on a variety of topics.

While the pandemic impacted our programs in Spring 2020, there are a multitude of highlights from Fall 2019 through the pandemic onset including the following:

- The School of Social Work's Office of Public Health Studies engaged in international collaborations with more than 30 countries.
- The College of Education hosted 14 inbound study tours and 5 visiting scholars from France, Japan, Korea, Namibia, Norway, Switzerland, and Taiwan.
- The College of Social Sciences intensified its Japan engagement, offering short programs for Japanese students and working on new and established partnerships with 8 universities.
- The John A. Burns School of Medicine maintained short-term exchanges with medical institutions in 37 Pacific Rim countries.
- Early in 2020, the Law School held its annual "Law Study Tour," hosting 51 students and faculty members from 5 medical schools in Japan.
- Shidler College of Business was again ranked highly for its international business program (15th by US News & World Report) for the signature VEMBA program in Vietnam.

We look back with pride on the year's campus initiatives and efforts to nurture international education and research for students and faculty in Hawai'i and beyond as we connect with our alumni, many of whom are in influential positions around the world. And we look forward to building and strengthening new and renewed collaborations and partnerships that will position the University of Hawai'i as a strong global leader for academic year 2021-2022 and beyond. Mahalo nui loa to the Office of International and Exchange Programs and its team for their exemplary efforts.

David Lassner,
President

International Vision and Mission of the University of Hawai‘i at Mānoa

Vision

The University of Hawai‘i at Mānoa is the flagship campus of the University of Hawai‘i System. UH Mānoa is a world-class institution, ranked among the top 250 universities in the world by the Times Higher Education World University rankings in 2020. Our unique geographic location combines with a rich cultural heritage to enable students to meet peers from around the world and gain insight into their lives and cultures. UH Mānoa embraces six core responsibilities that encompass international programs and services, as well as all other aspects of the university: (1) providing a high-quality undergraduate liberal education, (2) offering a broad range of top undergraduate specializations, (3) offering specialized graduate education in particular areas of strong demand or unique strength, (4) maintaining a research university with very high research activity to strengthen human knowledge and understanding, (5) serving our community, and (6) serving the world.

Mission

The international mission of UH Mānoa is to promote excellence by engaging diverse peoples and cultures and integrating international dimensions through teaching, research, scholarship, and outreach. Students will engage the world as they work to acquire the knowledge, skills, and spirit required to function competently, competitively, and responsibly as citizens of a global society.



Message from the Assistant Vice Chancellor for International and Exchange Programs



Aloha Pumehana,

International education in all its dimensions is core to our mission—from our curriculum, to study abroad and exchange programs, to collaborative research and much more. We are uniquely positioned as the flagship public institution in a location with unique advantages for global engagement, as well as a special responsibility to those whose homes and roots are in these islands and to those who reside elsewhere in and around this vast but vulnerable Pacific Ocean and beyond. International awareness and cross-cultural understanding are the foundations on which we build such an education; we extend from these in our emphasis across campus on developing global citizens who are sensitive to cultural differences, informed on international challenges, and prepared to seek solutions. UH Mānoa continues to offer instruction in more languages of Asia and the Pacific than any other university in the United States, along with a wide array of related courses across the humanities, social sciences, and professional schools.

The 2019-2020 year brought unprecedented challenges. The pandemic spurred a swift and dramatic shift to online learning. This, combined with heightened uncertainty on US immigration policy made it an especially challenging year for international education. I am pleased and proud to say that, despite it all, UH Mānoa remained committed to nurturing and intensifying international education as a vibrant and integral part of what we do.

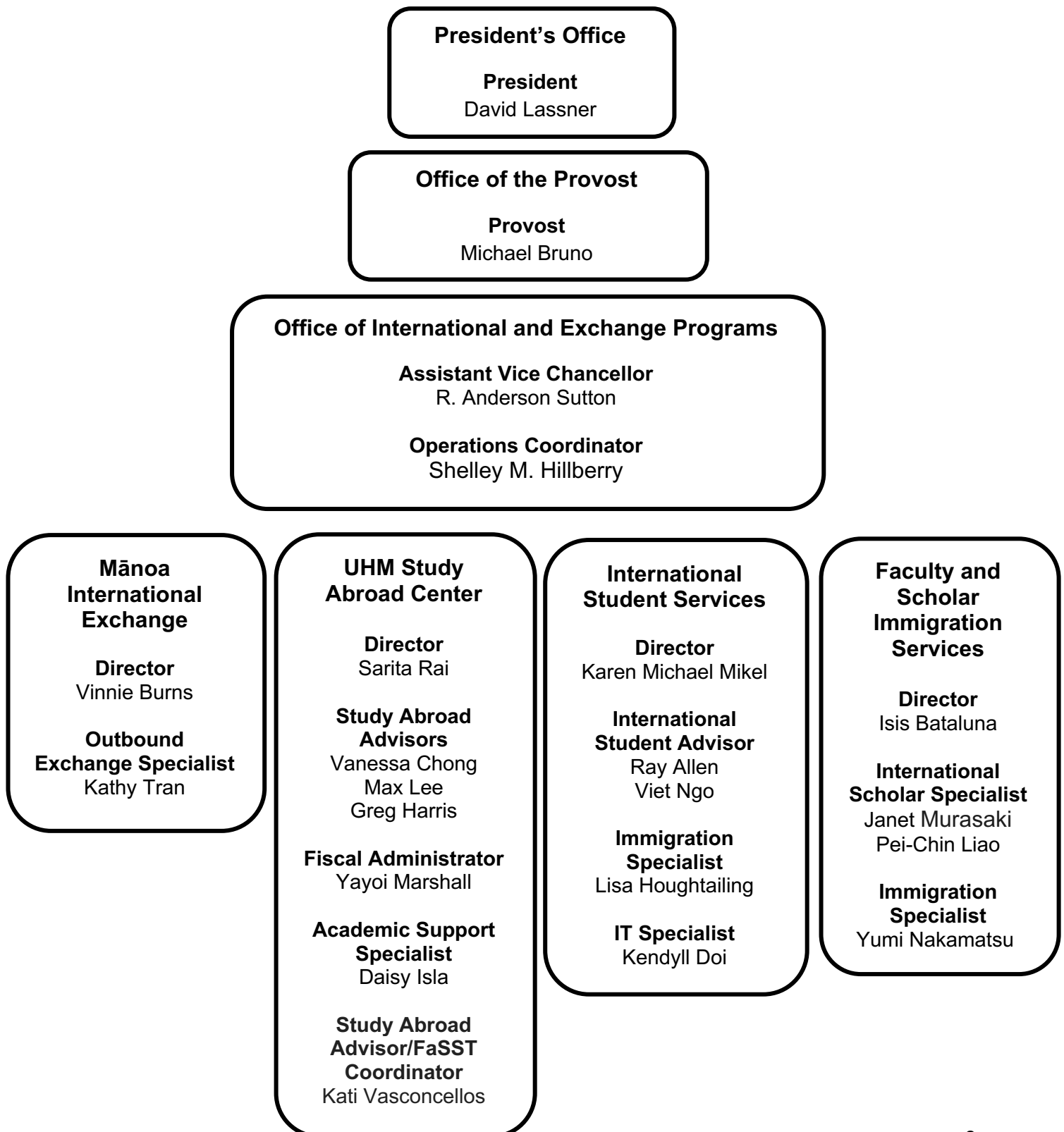
Even after activities on campus came to a near stand-still in late March, many units offered webinars, online lecture series, and continued their research collaborations with international partners. And before that shift, international activities on campus were as vibrant and numerous as ever—from a panel on “The Crisis in Hong Kong” hosted by the Law School in September to a collaboration with Indonesian artists-in-residence and our Department of Theatre & Dance in a spectacular combination of Balinese music, dance, theatre, and shadow puppetry in “The Last King of Bali,” performed at our Kennedy Theatre in February.

This report offers a record of just some of our many international activities over the last year. Our primary interactions and collaborations have been with institutions and individuals across Asia. Most of our international students come from Japan, China, and Korea, but partnerships with institutions in Southeast Asia and in Europe have opened new opportunities that build on longstanding strengths in our academic programs from liberal arts to the professional schools.

We are committed to making UH Mānoa a globally-oriented Hawaiian place of learning, where students achieve global citizenship—a must for the 21st century. Governor David Ige and a number of state legislators have given increasing attention to international education in the state and have been supportive of major new initiatives that help make UH Mānoa a truly international campus. The following pages demonstrate the breadth and depth of our accomplishments in these efforts.

R. Anderson Sutton
Assistant Vice Chancellor for International and Exchange Programs

Organizational Structure of the Office of International and Exchange Programs (OIEP)



International Visitors, Partnership Signings, and Events

Delegations, scholars and groups from universities and government agencies in Switzerland, France, Australia, New Zealand, Norway, Namibia, Greenland, Cambodia, Saudi Arabia, China, Taiwan, Japan, Philippines, South Korea, Thailand, Republic of Marshall Islands and other countries visited UH Mānoa. The purpose of the visits included foreign dignitary meetings, Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) signing ceremonies, short-term programs, conferences, and courtesy visits.

UH Mānoa administrators, faculty and staff also traveled to Brazil, Cambodia, China, Federated States of Micronesia, Finland, France, Guatemala, Hong Kong, Japan, Liberia, New Zealand, Palestine, South Korea, Switzerland, Taiwan, Thailand, United Kingdom, Vietnam and other countries.



Figure 1 UH President David Lassner and Doshisha University Chancellor Eiji Hatta, seated, signing MOU, with Urasenke Chado Tradition Grand Master XV, Dr. Genshitsu Sen, standing, center, Halekulani, February 23, 2020.



Figure 2 UHM Provost Michael Bruno and King Abdulaziz University Vice President for Educational Affairs and Professor of Neuroanatomy Abdulmonem A. H. Alhayani, exchanging protocol gifts, following MOU signing at College Hill, with delegation from KAU, March 3, 2020.



Figure 3 (Left) U.S. Ambassador to Cambodia Patrick Murphy and UHM Asian Studies alumnus Col. Marcus Ferrara, viewing UHM collection of artifacts from Cambodia, with Prof. Miriam Stark, Prof. Barbara Andaya, and Prof. Sothy Eng, Dean Hall; (Right) Lunch and conversation with faculty, graduate students, and staff, Dean Hall. March 6, 2020.

Mānoa International Education Committee

Given the curricular focus of Asia-Pacific in all programs at UH Mānoa, this report does not presume to include all international programs on the campus.

The Mānoa International Education Committee (MIEC) serves in an advisory capacity to promote the exchange of information, discuss issues, and make recommendations on international matters among the various international programs on campus. MIEC has focused on improving our recruitment and retention of international students, growing the participation in study abroad and international exchange, participating in organizations devoted to international research and higher education, exploring extramural funding opportunities for international education. Committee members met regularly throughout the year. MIEC members:

R. Anderson Sutton	Office of International and Exchange Programs
Shelley M. Hillberry	Office of International and Exchange Programs
Karen Michael Mikel	International Student Services
Viet Ngo	International Student Services
Vincent Burns	Mānoa International Exchange
Allison Yap	National Student Exchange
Max Lee	Study Abroad Center
Isis Bataluna	Faculty and Scholar Immigration Services
Graham Crookes	Department of Second Language Studies
Kenton Harsch	Department of Second Language Studies
Priscilla Faucette	Department of Second Language Studies
Joel Weaver	Hawai'i English Language Program
Nezia Azmi	College of Education
Dennis Chase	Outreach College International Programs
Michiko Kahmann	Outreach College International Programs
David Yang	Shidler College of Business
Carissa Gusman	School of Travel Industry Management
Tom Brislin	College of Arts, Languages & Letters
Carolyn Stephenson	College of Social Sciences
Nori Tarui	College of Social Sciences
Daniel Ferguson	College of Social Sciences
Theresa Kreif	Myron B. Thompson School of Social Work
Song K. Choi	College of Engineering
Lynne Higa	College of Natural Sciences
Walter Bowen	College of Tropical Agriculture and Human Resources
Spencer Kimura	William S. Richardson School of Law
Gregory Maskarenic	John A. Burns School of Medicine
Tim Li	School of Ocean and Earth Science and Technology
Kristine Qureshi	School of Nursing & Dental Hygiene
Xiaoxin Ivy Mu	Graduate Division
Motoyuki Tomita	Office of Admissions
Steve Rola	Office of Admissions
Ryan Yamaguchi	Office of Admissions

Mānoa International Education Week

The University of Hawai'i Mānoa joined campuses around the country and the world to celebrate International Education Week November 18-22, 2019. UH Mānoa International Education Week was made possible by the generous support of the Office of International and Exchange Programs (OIEP), Hawaii English Language Program (HELP) and Outreach College International Programs. Mahalo to the planning committee: AVC R. Anderson Sutton, OIEP; Co-Chair Shelley M. Hillberry, OIEP; Co-Chair Kimberly Imamura, HELP; Vincent Burns, Mānoa International Exchange; Viet Ngo and Karen Michael Mikel, International Student Services; Suzanne Mitri, Outreach College International Programs.

The IEW Celebration on November 19th showcased the international education endeavors of Mānoa students, faculty and staff. The Campus Center courtyard was transformed into an outdoor dance and music auditorium featuring vibrant student club performances and the campus community was invited to the Explore Your World Fair to learn about global opportunities to study and work abroad. UH Mānoa students were invited to submit photos for the Mānoa IEW Photo Contest in three categories: People and Portraits, Landscapes and Global Classroom.



Figure 4 (Bottom left to right) UHM Russian Club; UHM Japanese Music Performance: Koto; UHM Tahitian Ensemble.

IIE Open Doors Report

The *Open Doors* is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, U.S. students studying abroad for academic credit at their home colleges or universities, and a snapshot of the global mobility of international students, including mobility patterns by state. It is a publication by the Institute of International Education (IIE) and supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State. *Open Doors 2020* was released on November 16, 2020.

For 2019/20, Hawai'i ranks #38 of the 50 states with respect to students from abroad coming to the state to study. Brigham Young University-Hawai'i is the leading institution in the State of Hawai'i with 1,221; followed by UH Mānoa with 1,123; Kapi'olani Community College with 538; UH Hilo with 140; and Hawai'i Tokai International College with 118. The top 5 places of origin for international students in the state are Japan (26.5%), China (10.9%), South Korea (10.8%), Philippines (7.4%) and Tonga (4.3%). The top 5 places of origin for international students at UH Mānoa for 2019/20 are Japan (198), China (183), South Korea (117), Canada (53) and Taiwan (48)*. Overall for the state, the total number of international students decreased by 9.1%. The estimated expenditure of the 3,706 college-level students studying in Hawai'i was \$107,474,444 a decline of 11.1% from the previous year.

UH Mānoa's international student numbers decreased by 2% from 2018/19. For the fifth consecutive year the U.S. hosted more than a million international students (1,075,496) during the 2019/20 academic year, despite a slight decline (-1.8%) from 2018/19. International students still represent 5.5 % of all students in U.S. higher education. The top five countries of origin are China, India, South Korea, Saudi Arabia, and Canada. For the sixteenth consecutive year, China remained the largest source of international students in the U.S. with over 372,000 Chinese students during 2019/20; with continued growth in Chinese graduate students (+3%) and those pursuing Optional Practical Training (OPT) (+2%). India remained the second largest source of international students, despite a 4% decline to 193,124 students. Among the top 20 places of origin, the largest percentage increases were students from Bangladesh (+7%), Brazil (+4%) and Nigeria (+3%). Saudi Arabia saw the largest percentage decrease (-17%), primarily due to changes in its government's scholarship program. According to U.S. Department of Commerce, international students contributed \$44 billion to the U.S. economy in 2019.

Sources:

IIE Open Doors 2020: <https://opendoorsdata.org/annual-release/>

ISS Fact Sheet Fall 2019: <https://www.hawaii.edu/issmanoa/wp-content/uploads/2019/10/ISSManoa-Factsheet-FI-2019-191021.pdf>

Institute of International Education "Open Doors Fast Facts 2020":
https://opendoorsdata.org/fast_facts/fast-facts-2020/

NAFSA: Association of International Educators, Economic Value Statistics:
www.nafsa.org/economicvalue

International Student Services

The Office of International Student Services (ISS) is responsible for meeting university federal compliance with regard to international students. The program strives to support international student success and university global engagement initiatives through the following endeavors:

- Advising on immigration regulations that affect student status in the United States;
- Providing programs that help promote international student cross-cultural adjustment;
- Serving as a resource to the campus and international student communities;
- Advocating for international students and international education.

Initiatives

The ISS website is continuing to be reviewed by a website sub-committee that has been formed to improve the organization of content and the look and feel of the website, within current IT resources. Due to COVID-19 pandemic, ISS also created the international students COVID-19 webpage to answer common questions and share resources with students and campus community. The webpage includes COVID-19 FAQs, travel resources and relevant news and updates related to COVID-19 and immigration regulations. The ISS Enrollment Decision Tree was also created as a tool to ascertain students' enrollment decision and status. Students can use the Enrollment Decision Tree to learn about their status and required actions and processes to maintain status.

ISS converted to a digital student files system two years ago and had already begun moving its services to online platforms: request for travel endorsement, reserve seats to our workshops and make appointment with ISS Advisors. Remote working and physical distancing necessitate even more online operations and services. ISS quickly shifted to receiving student requests for F-1 and J-1 benefits electronically via UH FileDrop. When completed, documents are transmitted to students electronically, or shipped out when wet signature forms are required. In-person services such as student advising and workshops are conducted by telephone and by online conferencing and video platforms such as Google Meet and Zoom.

In addition, the Orientation Program continues to be revised, including the implementation of a variety of workshops presented over a week's period (Welcome Week), such as *Tips for Living in Hawai'i*; *Social Security, Driver's License, & State I.D.*; and *F-1 Employment, J-1/J-2 Employment Options*. For fall 2020 we adapted these activities to be delivered via Zoom meeting and added relevant topic such as *Quarantine Resources*.

Departmental Activities

Welcome Week: The Orientation provided in the Fall and Spring semesters for new students is divided into three parts: Visa Clearance, Welcome Week, and The Welcome Orientation. Visa Clearance is an online video that informs students about regulations related to their visa status. Their understanding of the regulations is measured by an online quiz. Welcome Week takes place the week before the semester and includes a variety of optional one-hour activities or topical sessions that help with student adjustment culturally and academically. There are also many opportunities for students to meet other students, as well as ISS staff. The Welcome Orientation occurs at the end of Welcome Week and brings all students together in an afternoon filled with information on culture and campus resources, as well as icebreakers, games, and prizes. It ends with a reception. The Welcome Week activities in Fall 2019 and Spring 2020 were presented in face-to-face format but the Fall 2020 and Spring 2021 will be conducted virtually.



Figure 5 ISS Orientation Spring 2020



Figure 6 ISS Orientation Fall 2019

International Undergraduate Student Scholarship (IUSS): For AY 2019–2020, ISS awarded the International Undergraduate Student Scholarship (IUSS) to 24 new recipients: 1 freshmen, 3 sophomores, 8 juniors, and 1 seniors. Of that total, 3 were transfer students. In addition, 20 previous recipients renewed their awards.

On-campus Immigration Workshops: ISS hosted local immigration attorneys in Fall 2019 to offer student workshops on the H-1B work visa and other employment-based visas.

J-1 Student Intern Program: Based on a 7/01-6/30 time period, 37 internships started in 2019-20, which is a 46% drop from 2018-19. The drop in internships may be attributed to two main factors: (1) prior internship programs with large cohorts discontinuing, and (2) the suspension of applications or cancellation of internships due to the limitations on visas and travel in the late spring and summer of 2020 brought on by the Covid-19 pandemic.

Based primarily on the Mānoa campus, these student interns worked in areas such as Engineering (Chemical and Mechanical), Cell and Molecular Biology, Microbiology, Marine Biology, Nutrition Sciences, Philosophy, Geology, Oceanography, and Pharmaceutical Sciences. The top three countries of participation were Germany (11), France (7), and China and Ireland (tying for third with 3 each), accounting for nearly 65% of the total. Other countries represented were Brazil, Canada, Colombia, Iran, Italy, Netherlands, Switzerland, Thailand, and the United Kingdom.

The coordinating J-1 Alternate Responsible Officer (ARO) handles regulatory orientations, while hosting departments craft their own program-specific orientations and activities, including field trips, cultural classes, and department professional and social events. In addition, student interns have time to take advantage of the many diverse activities happening on their respective campuses and in the local multicultural community of Hawai'i. These offerings are promoted to the student interns online via campus, community and the ISS websites and direct email communications. Many student interns also work alongside and maintain friendly relations with their department's degree students, who come from local, mainland and international backgrounds.



Figure 7 ISA Beach Pow Wow Spring 2020

International Student Association (ISA): ISS works closely with the ISA to provide cross-cultural activities for all international students. ISA is a UH Mānoa Registered Independent student Organization (RIO) that focuses on engagement opportunities that allows domestic and international students a chance to share their UH experience. International membership comprises F-1 and J-1 students who are either degree-seeking or participating in an exchange program. In Fall 2019 ISA membership was 157 student members, with 52% being international students; in Spring of 2020, ISA had 66 student members, with 55% of them being international. Membership typically peaks in Fall due to the addition of short-term exchange students, but as some activities are open to non-members, the reach of ISA extends beyond these paid membership numbers. The addition of domestic students allows for unique opportunities for international students to interact with U.S students outside of the academic realm.

Activities throughout the year include: structured events such as Retreat and Beach Pow Wow, which involve overnight camping and modules designed to promote teamwork, leadership, and cross-cultural communication; relaxed social gatherings, such as Ice Palace and North Shore tour; and official club activities, such as the Car Wash fundraiser and the end of the semester Banquet.

Major activities in academic year 2019-2020 included:

- Fall 2019: Welcome Party, Mānoa Falls Hiking and Lunch, North Shore Tour, Ice Palace, Halloween Party, Car Wash, Thanksgiving Dinner, and End of Semester Banquet.
- Spring 2020: Welcome Party, East Shore Tour, iTrampoline and West Shore drive, Beach Pow Wow. *Spring activities were cut short because of the campus closure due to COVID-19.

The culmination of the friendships and bonds formed throughout the year are highlighted each year in Spring in a large event open to the community. In previous years ISA held “International Night” as a chance for general community groups to showcase their cultures. This year ISA was going to try a Sports Day, inviting other RIOs and other international student groups from other UH campuses, as an effort to try something new to more heavily involve students. Unfortunately, due to the campus closure from the Coronavirus pandemic, Sports Day and all remaining Spring activities were cancelled.



Figure 8 ISA Fall 2019 Halloween



Figure 9 ISA Fall 2019 Retreat

Significant Achievements and Highlights

- Karen Michael Mikel and Viet Ngo served on the planning committee for the annual Mānoa International Education Week, November 18-22, 2019;

- Karen Michael Mikel was chair the NAFSA Hawai'i and Pacific Islands District for the year 2020. As District Chair, Karen hosted the online NAFSA Hawaii and Pacific Islands district meeting at the recent NAFSA Region XII Conference (Oct 19-23, 2020).

Major Issues

The number of enrolled international students with F-1 or J-1 student visa status increased slightly in 2019/20. Fall 2018 totaled 1005 students (undergraduates: 349 degree-seeking and 83 non-degree; graduates: 538 degree-seeking, 20 professional, 14 non-degree and 1 certificate). Fall 2019 enrollment increased 0.5% to 1010 students (undergraduates: 358 degree-seeking and 68 non-degree; graduates: 544 degree-seeking, 29 professional and 11 non-degree). However, the pandemic disrupted many of our short-term programs; all but two of our exchange students returned to their home country this past spring. Due to travel ban for travelers from China, the School of Communication also canceled its PARVIN Fellowship in Journalism Studies program- this year would have marked the 40th anniversary that the School of Communications host 4 to 6 journalists from China. We also had to put on hold the newly approved College of Social Science and Meiji Gakuin University J-1 student program to a future semester.

The COVID-19 pandemic has added many profound uncertainties to the arrival plans for new and returning students this fall 2020 semester: suspended or limited visa services at the U.S consulate offices, travel restrictions, limited flights and quarantines. Although SEVP (F program) and BridgeUSA (J program) allowed for some enrollment flexibility for students in the spring, summer and fall 2020 semester, it was apparent that the ISS needs to track international student enrollment and whereabouts. Faced with unprecedented reporting requirements, new processes and gaps in government guidance, the ISS enacted questionnaire, enrolment decision tree, run multiple reports on various databases to track and maintain students' F-1 and J-1 status. Many hours were spent cross checking reports and advising students on various scenarios. Due to campus hiring freeze, the ISS is also short-staffed (2 positions) which negatively impacts our ability to offer timely services and assistance to students and campus community. This also force our office to scale back on offering cultural adjustment activities or implementing new programs.

Future Goals

ISS will continue to develop a "Welcome Week" of activities for new international students the week before classes begin. Welcome Week will include daily morning coffee mixers, mandatory small group visa clearance sessions with ISS advisers, and optional information sessions offered throughout the week on *Working in the U.S.*, *Applying for a Social Security Number* or *Hawai'i Driver's License*, *Tips for Living in Hawai'i*, and *Study Skills*. Topics may change based on changing student needs. We also plan to include activities led by our students interns or other student groups or organization to encourage student-to-student interaction and engagement as well as open spaces for student discussions, events, social wellness and interest. Welcome Week will conclude with the Welcome Orientation that brings students together for icebreakers and games, and provides introductions to Hawaiian culture and campus resources. The day concludes with a catered reception.

ISS staff will continue to implement changes to the ISS website (<https://www.hawaii.edu/issmanoa/>) to promote improved communication with international students and the larger international community, improve the ease of use, and meet ADA compliance.

Statistics – International Student Data Fall 2019

International Student Data - Fall 2019

Enrolled Students:

This Fact Sheet includes summary data for enrolled international students with F-1 or J-1 student visa status. It provides selected details on degree-seeking undergraduate and graduate students, as well as non-degree students (i.e., visiting exchange students enrolled in one or two semesters). All F-1 Students are sponsored by UH Mānoa. However, J-1 students are sponsored by various organizations, as noted below. Not included in the Fact Sheet are foreign citizens enrolled with a non-student visa status.

Student Visa-holders not enrolled:

Also included in this Fact Sheet are (1) F-1 and J-1 visa-holders, who remain in the US after completing a program of study to engage in employment - "F-1 Optional Practical Training" (OPT) or "J-1 Academic Training" (AT), and are monitored by ISS per federal regulations; and (2) J-1 Student Interns placed at various campuses in the UH system to fulfill degree requirements for their home university program through specialized training and supervision.

F-1 & J-1 Students

Enrolled Students	Total
F-1 Students	871
J-1 Students	139
Sub Total	1010

Student Visa-holders not enrolled

Not Enrolled Students	Total
F-1 OPT	113
J-1 AT	12
J-1 Interns	23
Sub Total	148

Total 1158

J-1 Sponsors

Organization	Total
UHM	106
EWC/DOS	29
IIE-Fulbright	4

Education Level

Degree Objectives	Female	Male	Total
Bachelor's	222	136	358
Master's	103	89	192
Doctorate	179	173	352
Prof (Law/Med/Arch)	13	16	29
Sub Total	517	414	931

Non Degree	Female	Male	Total
Undergrad-Visiting/Exch	47	21	68
Graduate-Visiting/Exch	5	6	11
Sub Total	52	27	79

Students	Female	Male	Total
Enrolled	569	441	1010

Top 5 Countries

Country	UG	G	ND	Total
Japan	116	64	18	198
China	42	138	3	183
South Korea	36	64	17	117
Canada	20	33	0	53
Taiwan	14	34	0	48

Top 5 Majors (Degree-Seeking Students Only)

Overall Major	UG	G	Total
Travel Industry Management	48	6	54
Second Language Studies	11	39	50
Economics	21	27	48
Computer Science	11	19	30
Civil Engineering	6	22	28

Undergraduate Majors	Total
Travel Industry Management	48
Economics	21
Communications	15
Marine Biology	14
Biology	13

Graduate Majors	Total
Second Language Studies	39
Economics	27
Atmospheric Sciences	23
Business Administration	23
Civil Engineering	22

Top 5 Colleges/Schools (Degree-Seeking Students Only)

College/School	UG	G	Totals
College of Arts and Sciences	149	288	437
School of Ocean and Earth Science and Technology	18	60	78
Shidler College of Business	43	29	72
College of Tropical Agriculture and Human Resources	18	53	71
College of Engineering	20	50	70

List of Abbreviations and Definitions

Term	Definition
UHM	University of Hawai'i Mānoa Campus
EWC/DOS	East West Center or Department of State
IIE-Fulbright	Institute of International Education – Fulbright
UG	Undergraduate Students
G	Graduate Students
ND	Non-degree Students

Countries

Countries of citizenship for enrolled F-1 and J-1 students are reported below by region. Listed separately are countries of citizenship for J-1 Student Interns. Note that students from various US Pacific Territories and Freely Associated States (American Samoa, Federated States of Micronesia, Marshall Islands, Palau, the US Commonwealth of the Northern Mariana Islands-CNMI, the US Territory of Guam) who are exempted from holding a student visas are not included in these statistics. Region classifications are based on the Institute of International Education's 2018 regional data.

Asia	708	Europe	152	North America	53
Afghanistan	1	Austria	2	Canada	53
Bangladesh	15	Bulgaria	2	Latin America & the Caribbean	27
Bhutan	3	Czech Republic	3	Brazil	10
Brunei	2	Denmark	2	Chile	3
Cambodia	1	Estonia	1	Colombia	1
China	183	Finland	3	Costa Rica	1
Hong Kong	6	France	17	Ecuador	5
India	15	Georgia	1	Guatemala	1
Indonesia	12	Germany	26	Haiti	1
Japan	198	Hungary	1	Honduras	1
Kyrgyzstan	1	Iceland	1	Mexico	1
Macau	3	Italy	5	Panama	1
Malaysia	8	Latvia	1	Peru	2
Mongolia	3	Liechtenstein	1		
Myanmar	2	Netherlands	5	Total enrolled students	1010
Nepal	18	Norway	13	Total Countries	82
Pakistan	1	Poland	3		
Philippines	18	Portugal	3	J-1 Interns	
Singapore	8	Russia	3	Asia	7
South Korea	117	Serbia	2	China	5
Sri Lanka	4	Slovakia	3	Japan	1
Taiwan	48	Slovenia	3	Thailand	1
Thailand	16	Spain	12	Europe	10
Vietnam	25	Sweden	10	Germany	6
Middle East & North Africa	29	Switzerland	6	Ireland	1
Egypt	4	Turkey	4	Italy	2
Iran	16	Ukraine	2	Switzerland	1
Iraq	1	United Kingdom	15	Latin America & the Caribbean	4
Israel	2	Oceania	36	Brazil	3
Saudi Arabia	6	Australia	20	Colombia	1
Sub-Saharan Africa	5	Fiji	2	Middle East & North Africa	2
Ghana	1	New Zealand	9	Iran	2
Kenya	1	Papua New Guinea	2	Total J-1 Interns	23
Lesotho	1	Samoa	1	Total Countries	10
Nigeria	1	Tonga	1		
Sudan	1	Vanuatu	1		

Faculty and Scholar Immigration Services

Faculty and Scholar Immigration Services (FSIS) provides immigration services for departments, international exchange visitors, and employees across the UH System. FSIS administers UH's Exchange Visitor Program (EVP) for J-1 exchange visitors in the professor, research scholar, short-term scholar, and specialist categories at all 10 campuses of the UH System. FSIS also assists the other nine campuses of the UH System with sponsoring J-1 students, while Mānoa students are assisted by the office of International Student Services. The FSIS director is the Responsible Officer for UH's EVP, and the three other FSIS staff members are Alternate Responsible Officers.

Additionally, FSIS processes system-wide requests for nonimmigrant employment petitions for E-3, H-1B, O-1, and TN status on behalf of international faculty and administrative, professional, and technical staff (APT). FSIS also prepares P-3 petitions for visiting artists and performers participating in culturally unique events at UH. Finally, FSIS assists UH System hiring units in sponsoring tenure-track faculty, eligible researchers, and APTs for lawful permanent residence in the U.S.

Initiatives

FSIS's services continue to include but are not limited to the following:

- Maintaining UH's compliance with the Student and Exchange Visitor Information System (SEVIS) reporting and monitoring requirements;
- Disseminating information on immigration laws, regulations, and procedures to the UH community through case-by-case advising and by providing training sessions;
- Maintaining UH's immigration database of UH-sponsored employees and exchange visitors;
- Preparing and submitting narrative and statistical reports to governmental agencies, external organizations, and internal administrative units;
- Liaising with federal agencies on employment-based immigration matters and the UH EVP;
- Providing support services for exchange visitors and their dependents (e.g. health insurance information, orientation, tax workshops, cross-cultural opportunities).

Events

Through an ongoing partnership, the Mānoa Heritage Center hosted a tour and lei-making event on October 31, 2019 for interested J-1 exchange visitors and J-2 family members. The tour included a walk through a Native Hawaiian garden featuring endemic and indigenous flora and external views of Kūali'i, a Tudor-style mansion built in 1911, and Kūka'ō'ō Heiau, both of which are listed on the National Register of Historic Places. At the end of the tour, each visitor made their own ti leaf and flower lei using plants from the garden at the Harry and Jeannette Weinberg Visitor Education Hale, which extends the Mānoa Heritage Center's campus with educational, structural, and technological features. The Center provides these well-received events free of charge in keeping with its mission to educate the community on Hawai'i's history.



Figure 10 Mānoa Heritage Center

Major Issues

The COVID-19 Global Pandemic caused the following challenges for FSIS and for international exchange visitors and employees:

- Presidential Proclamation suspending travelers from China, Iran, Schengen Area, United Kingdom, Ireland, and Brazil during the 14-day period preceding their entry into the U.S.;
- U.S. Department of State's suspension of the J-1 exchange visitor program for all initial entry;
- Closing of US embassies/consulates and suspension of regular visa processing;
- Closing and limitation of services at USCIS Field Offices and Social Security Administration Offices;
- Presidential Proclamation 10052 suspending the entry into the U.S. for certain H-1B workers and J-1 exchange visitor categories;
- State of Hawai'i 14-day quarantine for all incoming travelers;
- Cancellation and limitation of international flights to and from Hawai'i;
- Suspension of passport renewals at Honorary Consuls in Honolulu;
- Cancellation of cross-cultural activities for 2020;
- Transitioning into teleworking and limiting time on campus during the State of Hawai'i Stay-At-Home and Safer-At-Home Orders.

Future Goals

FSIS continues to review policies and procedures to increase efficiency and enhance services to the UH System. This includes conducting outreach and training on U.S. federal immigration regulations and UH policy and procedures to UH departments, faculty, and staff. FSIS also plans to continue increased communication and engagement with UHM International Student Services.

Statistics

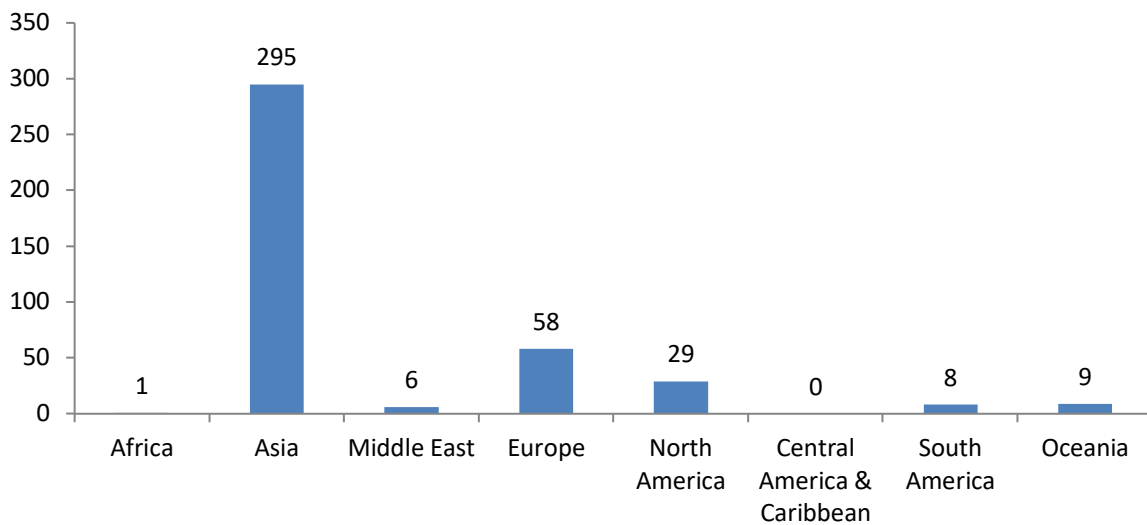
J-1 exchange visitors: A total of 265 international exchange visitors conducted J-1 exchange visitor program activities throughout the UH System. Of these exchange visitors, 252 conducted their activities at UH Mānoa. At the Mānoa campus, the School of Ocean and Earth Science and Technology had the highest number of J-1 exchange visitors (64), followed by the College of Tropical Agriculture and Human Resources (31), and the College of Natural Sciences (30).

Nonimmigrant employees: The system wide number of E-3, H-1B, O-1, and TN employees totaled 104. UH Mānoa was the worksite for 82 of these individuals, who comprised H-1B specialty occupation workers (75), O-1 individuals with extraordinary ability (3), and TN (United States-Mexico-Canada Agreement) professionals (4). The College of Languages, Linguistics, and Literature had the largest number of nonimmigrant employees (12), followed by the Shidler College of Business (9), College of Engineering (8), the College of Social Sciences (8), and the School of Ocean and Earth Science and Technology (8).

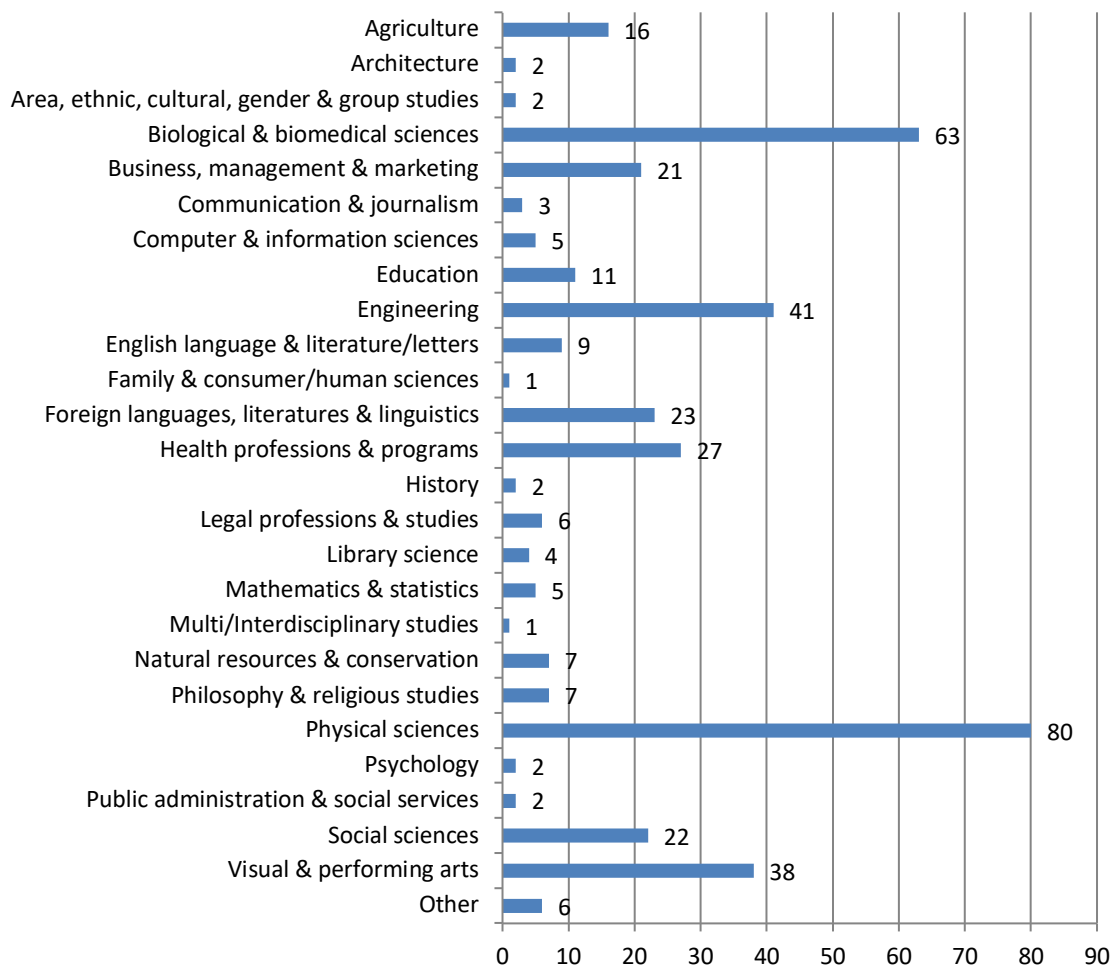
Permanent residence sponsorship: FSIS filed 15 permanent labor certification applications and 14 employment-based immigrant petitions on behalf of faculty and APTs being sponsored by their hiring units for permanent residence. One immigrant petition was filed in the EB-1 outstanding professor or researcher category, which is reserved for individuals who are internationally recognized as outstanding in their academic fields.

UH-Sponsored International Employees & Exchange Visitors in AY 2019-2020

By World Region



By Academic Field



Mānoa International Exchange

Mānoa International Exchange (MIX) is one of the many ways the University of Hawaii at Mānoa (UHM) demonstrates a commitment to the promotion of international exchange and understanding among students, faculty, and staff. In collaboration with various academic units, MIX supports and maintains a wide variety of international agreements with higher education institutions across the globe. These agreements not only enable UHM to host students from partner institutions, but also provides opportunities for UHM students to participate in a variety of international exchange programs around the world.

Initiatives

The responsibilities of MIX include but are not limited to:

- Serving as UHM's primary point of contact and key resource on developing, implementing, and maintaining international exchange agreements and partnerships with foreign institutions, with reporting functions related to such agreements;
- Coordinating application, accommodation, arrival and orientation activities for incoming international exchange and visiting students from partner and non-partner institutions;
- Coordinating promotion, selection, application, and pre-departure orientation activities for outbound students;
- Overseeing the administration and allocation of tuition waivers supporting international student exchange programs;
- Providing support services to UHM students abroad;
- Providing support services to international exchange and visiting students from partner and non-partner institutions.

Campus Activities

In 2019-20, to promote the study abroad opportunities available to students through MIX:

- MIX staff participated in and/or presented at the following events: the UHM Honors Program Orientation, the New Rainbow Warrior Orientation, the UHM High School Counselors Workshop, Mānoa International Education Week, the Explore Mānoa Resource Fair, and the Hawaii Undergraduate Initiative (Jul 29). MIX also participated in events hosted by the School of Ocean and Earth Science and Technology (SOEST), the School of Travel Industry Management (TIM), and the Shidler College of Business.
- MIX Peer Advisors, who are past participants of MIX programs themselves, conducted 200 in-class presentations! Without their support and enthusiasm, there would be far less awareness of the study abroad opportunities available through MIX.

Highlights of the Year

- MIX hosted visiting faculty members and administrators from 10 institutions: Kwansei Gakuin University (Japan), Aichi University (Japan), Deakin University (Australia), Victoria University of Wellington (New Zealand), Kyung Hee University (South Korea), University of Seoul (South Korea), Taisho University (Japan), Korea University (South Korea), University of Waikato, Tauranga Campus (New Zealand), and Toyo University/UMAP (Japan).

- The Mānoa International Exchange Advisory Committee (MIXAC), which was established in November 2018, to assist with the formal review of new and existing international exchange agreements at UHM, convened five times. This faculty committee helped MIX to evaluate 18 existing agreements and 8 prospective partnerships.
- MIX Outbound Exchange Specialist, Kathy Tran, co-presented a session on Process Mapping at the 2019 NAFSA Regional Conference in Pasadena, California with fellow OIEP colleague, Shelley Hillberry. The title of their session was “Process Mapping: Step by Step Guide.”
- MIX Director, Vinnie Burns, participated in a multi-day campus visit at the University of Auckland (UoA), during which he was able to meet with key stakeholders to discuss the development of a strategic partnership between UHM and UoA.
- MIX Director, Vinnie Burns, entered his fourth year as the Education Abroad Representative for the 2019 NAFSA Hawai'i/Pacific Islands District team and also served as Session Co-Chair for the 2020 NAFSA Region XII Virtual Conference.

Major Issues

2019-20 was a challenging period for international student mobility, particularly from February onward, due to the COVID-19 global pandemic. On March 14, after careful deliberation, MIX, with the support of UH leadership, made the difficult decision to suspend all Spring 2020 programs that had yet to commence. In April, Summer 2020 programs were also cancelled. Ultimately, the decision to suspend MIX programs was made with the intention of protecting the health and wellbeing of our students and local communities, as well as our partner institutions, to the fullest extent possible. The data in the following sections reflects these decisions.

Outbound Student Mobility:

In 2019-20, 123 applicants fully completed a MIX application and were nominated to a MIX partner institution. However, only 64 students were able to study abroad. This represents an overall decrease of roughly 41.7% from 2018-19 when MIX sent 108 students abroad.

In fall 2019, 46 students studied abroad in before the spread of the COVID-19 virus. Their programs were largely unaffected. However, the same cannot be said for the students who planned to study abroad in Spring 2020 and Summer 2020.



Figure 11 Students pose in front of the Merlion statue, Singapore

In all, 60 students expected to study abroad in Spring 2020, but only 18 were able to do so. 10 out of 13 students expecting to study abroad for the full academic year returned home, and 32 out of 47 students planning to begin their study abroad program in Spring 2020 were unable to participate due to program cancellations and other challenges created by the COVID-19 pandemic. An additional 13 students expecting to study abroad in Summer 2020 were unable to do so, as MIX cancelled all Summer 2020 programs.

Despite these challenges, UHM students studied abroad in 14 different countries via MIX in 2019-20. South Korea and Japan remained the most popular destinations, with 22 students studying at Korean partner institutions and 9 students choosing Japanese partner institutions. However, MIX also sent students to New Zealand (7 students), China (5), Singapore (4), Australia (3), France (3), Czech Republic (2), Denmark (2), Italy (2), as well as Canada, French Polynesia, Hong Kong, and Sweden (1 each). Looking ahead, MIX anticipates interest in student exchange programs to remain strong. MIX received a total of 169 applications in 2019-20 and many students who were unable to participate in 2019-20 have deferred their application to a future term. Although it has been a challenging year in many ways, the outlook remains bright for outbound international student mobility moving forward.

Inbound Student Mobility - MIX regularly welcomes three categories of inbound students:

Exchange students: Students from partner institutions who are exempt from paying tuition and fees at UHM;

Hoakipa visiting students: Students from partner institutions who pay a discounted tuition rate equivalent to 150% of the resident tuition rate;

Independent visiting students: Students from non-partner institutions who pay full non-resident tuition and fees to UHM.



Figure 12 Students from the University of Waikato in New Zealand enjoy a day at the beach in Hawaii

In 2019-20, MIX hosted 120 inbound students from 20 different countries. 51 students studied at UHM for Fall 2019 only, 40 students joined for Spring 2020 only, and 24 students participated for a full academic year. 5 students also participated in calendar year programs, with 1 student studying at UHM from Spring 2019 through Fall 2019 and another 4 students opting to study from Spring 2020 through Fall 2020. In terms of category, 91 students were exchange students, 24 were Hoakipa visiting students, and 5 were independent visiting students. Our partners in South Korea and Japan sent the largest number of students, sending 30 and 26 students, respectively, followed by Norway (13 students), New Zealand (8), France (7), Hong Kong (6), Australia (6), Singapore (5), Denmark (3), Italy (3), Netherlands (2), Thailand (2), United Kingdom (2), as well as Canada, China, Czech Republic, Germany, the Philippines, Switzerland, and Taiwan (1 each).

Unfortunately, our inbound exchange and visiting students were also impacted by the COVID-19 pandemic. MIX hosted 68 inbound exchange and visiting students in Spring 2020, but only 15 students were able to remain in Oahu for the full duration of their program. Most of these students were able to complete the remainder of their exchange studies remotely. However, some students were required to withdraw from the exchange program entirely and resume their studies at their home institution. Although Spring 2020 ended abruptly for many inbound students due to the COVID-19 pandemic, MIX is confident that UHM will remain a very attractive study destination for international exchange and visiting students in the years ahead, as soon as the pandemic is under control.

Increase in Hoakipa Visiting Students

Until Fall 2018, the Hoakipa Scholars Program tuition rate was equivalent to 85% of the non-resident tuition rate. In order to make the cost of tuition more attractive to prospective students and partners, MIX worked with UHM to lower the tuition rate for Hoakipa students to 150% of the resident tuition rate. As predicted, there has been an increase in the number of Hoakipa participants since this change was enacted. From Fall 2016 to Spring 2019, MIX hosted an average of 15-16 Hoakipa visiting students per year. However, in 2019-20, MIX hosted 24 Hoakipa visiting students, an increase of 50%. Further growth is expected as MIX continues to establish new Hoakipa Scholars Program partnerships.

International Agreements

The University of Hawai'i at Mānoa partners with educational and research institutions all over the world, providing international opportunities for students, faculty, and scholars. Along with the occasional General MOU, the MIX Office is primarily responsible for two types of agreements, both of which are focused on student mobility:

- **International Student Exchange (MOA)** – A bilateral agreement that enables the exchange of students with a partner institution on a tuition-waiver basis for one or two semesters of study.
- **Hoakipa Scholars Program (MOA)** – A unilateral agreement that enables students from partner institutions to receive a tuition discount to study at UHM for one or two semesters of study; it does not enable UHM students to study at the partner institution.

Although 2019-20 was a difficult period for international student mobility, MIX's commitment to international collaboration and exchange has not wavered. From August 2019 through July 2020, MIX established 17 agreements with 14 institutions and renewed 34 agreements with 21 institutions. A list of these agreements can be found in the tables below.

International Agreements Established in 2019-20			
Institution Name	Country	Agreement Type	Begin Date
Kagoshima University	Japan	Student Exchange MOA	20-Nov-2019
Hiroshima University	Japan	General MOU	3-Dec-2019
Japan Study Abroad Foundation	Japan	Hoakipa Scholars Program MOA	7-Jan-2020
Universitat Autònoma de Barcelona	Spain	Student Exchange MOA & General MOU	8-Jan-2020
Waseda University, Graduate School of Asia-Pacific Studies	Japan	Student Exchange MOA & General MOU	27-Feb-2020
Jeju National University	Korea	Hoakipa Scholars Program MOA	1-Apr-2020
Kansai University	Japan	Hoakipa Scholars Program MOA & General MOU	1-Apr-2020, 18-May-2020
National Central University	Taiwan	General MOU	4-Jun-2020
Akita International University	Japan	General MOU	5-Jun-2020
Management Center Innsbruck	Austria	Hoakipa Scholars Program MOA	6-Jun-2020
Technische Hochschule Ingolstadt	Germany	Hoakipa Scholars Program MOA	16-Jun-2020
WHU - Otto Beisheim School of Management	Germany	General MOU	30-Jun-2020
Beijing Foreign Studies University	China	Student Exchange MOA	2-Jul-2020
Victoria University of Wellington	New Zealand	General MOU	20-Jul-2020

International Agreements Renewed in 2019-20			
Institution Name	Country	Agreement Type	Renewal
Meiji University	Japan	Hoakipa Scholars Program MOA	25-Oct-2019
Sogang University	Korea	Student Exchange MOA & General MOU	19-Aug-2019
Keio University	Japan	Student Exchange MOA & General MOU	27-Aug-2019
Rennes School of Business	France	Student Exchange MOA	27-Aug-2019
Sookmyung Women's University	Korea	Student Exchange MOA & General MOU	30-Aug-2019
Kwansei Gakuin University	Japan	Student Exchange MOA & General MOU	30-Aug-2019
Thammasat University	Thailand	Student Exchange MOA & General MOU	17-Sep-2019
Deakin University	Australia	Student Exchange MOA & General MOU	21-Oct-2019
Korea University	Korea	Student Exchange MOA & General MOU	13-Dec-2019
Inha University	Korea	Student Exchange MOA & General MOU	16-Dec-2019
Chulalongkorn University	Thailand	Student Exchange MOA & General MOU	16-Jan-2020
University of the Ryukyus	Japan	Student Exchange MOA & General MOU	22-Jan-2020
Seoul National University	Korea	Student Exchange MOA & General MOU	20-Feb-2020
Hokkaido University	Japan	Student Exchange MOA & General MOU	27-Feb-2020
Chuo University	Japan	Student Exchange MOA & General MOU	27-Feb-2020
National Central University	Taiwan	Student Exchange MOA	4-Jun-2020
Akita International University	Japan	Student Exchange MOA	5-Jun-2020
Hankuk University of Foreign Studies	Korea	Hoakipa Scholars Program MOA	16-Jun-2020
Doshisha University	Japan	Student Exchange MOA	29-Jun-2020
WHU - Otto Beisheim School of Management	Germany	Student Exchange MOA	30-Jun-2020
Victoria University of Wellington	New Zealand	Student Exchange MOA	20-Jul-2020

Future Goals

A key goal of MIX moving forward is to create greater access to MIX programs for all UHM students, particularly students who have traditionally been underrepresented in study abroad. To accomplish this goal, MIX plans to:

- Develop virtual exchange programs to supplement existing in-person program options.
- Work with colleges and departments to create additional pathways and incentives for students to participate in international exchange programs, especially students with majors that are currently underrepresented in MIX programs.
- Establish new partnerships and strengthen existing partnerships that appeal to and, more importantly, benefit a broad range of participants. These exchange programs should be accessible to most, if not all, majors; have a diverse portfolio of courses taught in English; and offer strong support to international exchange students. Although it is also important to develop and maintain niche programs, particularly if they serve an underrepresented group, such as STEM students, partnerships that are accessible to all types of students are more likely to be sustainable in the long run.

Statistics

2019-20 Outbound Participant Data

Residency	#	Term(s) Abroad	#
Resident	50	Spring 2019 + Fall 2019	0
WUE	9	Fall 2019 only	42
Non-Resident	4	Fall 2019 + Spring 2020	3
		Spring 2020 only	15
Gender	#	Spring 2020 + Fall 2020	3
Female	40	Summer 2020	0
Male	23	Total	63

Academic Level	#
Undergraduate	60
Graduate	3

Financial Aid	#
Financial Aid Recipient	52
Pell Grant Eligible	23

Top Majors	#
International Business	13
Marketing	10
Finance	7
Korean	7
Psychology	5
Human Resource Mgmt.	5
Computer Engineering	4
Economics	3
Global Environ. Science	3
Mgmt. Information Systems	3

Host Country	#
South Korea	22
Japan	9
New Zealand	7
China	5
Singapore	4
Australia	3
France	3
Czech Republic	2
Denmark	2
Italy	2
Canada	1
French Polynesia	1
Hong Kong	1
Sweden	1

2019-20 Inbound Participant Data

Term(s) at UHM	#	Category	#
Spring 2019 + Fall 2019	1	Exchange	91
Fall 2019 only	51	Hoakipa	24
Fall 2019 + Spring 2020	24	Independent	5
Spring 2020 only	40		
Spring 2020 + Fall 2020	4	Gender	#
Summer 2020	n/a	Female	87
Total	120	Male	33

Home Country	#	Academic Level	#
South Korea	30	Undergraduate	108
Japan	26	Graduate	12

Top Host Departments	#
Business	20
English	8
Art & Art History	7
Political Science	7
Engineering	6
Earth Science	6
Academy for Creative Media	4
Architecture	4
Biology	4
Economics	4
Fashion Design & Merch.	4
Psychology	4
Information & Comp Sci	3
Anthropology	3

UHM Study Abroad Center

Our Mission: Students in the Study Abroad Programs shall acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion in those countries. Faculty in Study Abroad Programs shall have opportunities for research, professional development and teaching.

In keeping with our mission, the programs enable students to study and earn UH Mānoa credits applicable toward their Mānoa degrees, and for UH Mānoa faculty members to mentor students, teach, develop new courses, and conduct research while abroad.



Figure 13 UHM Students in Florence, Italy

Initiatives and Highlights Year

- Collaborating with University College Dublin, the Center together with the UHM College of Natural Sciences have identified and developed an additional Science, Technology, Engineering and Math (STEM) track for UHM students. The latest has been an Organic Chemistry track for those students who wish to complete one year of pre-med Organic Chemistry during the summer. This new program is in addition to the Nursing, Health Sciences, Physics, and Business Internship tracks. We continue to expand our curricular offerings in Dublin.
- The Faculty-Sponsored Study Tours (FaSST) program helped UHM faculty design and carry out their own programs to teach courses and lead experiential learning and research abroad. Although there continue to be initiatives from the faculty ranging from architecture, environmental sustainability, archaeology, to name a few, during summer 2020 SAC was unable to offer these programs as planned.
- In October of 2019, SAC hired a new Study Abroad Adviser, Greg Harris, who is based in the College of Arts, Languages and Letters. He has quickly become a valuable asset to the team.
- In March 2020, due to the COVID-19 pandemic, the Center's entire operations moved to on-line platforms. The SAC team has been working remotely since then. SAC team members have excelled in this environment, have worked prodigiously, and have been very supportive of one another.

- Advising of students has moved to the digital version of “walk-in-advising” on STAR Balance.
- SAC Spring 2020 programs abroad continued as students and faculty quickly moved to on-line remote teaching platforms. Students were able to complete their study abroad terms and receive full UHM credits toward their UHM degrees.
- The Journal of Comparative and International Higher Education (Spring 2020) published “*Making a Case for an Integrated Faculty-Design and Faculty Operated Study Abroad Center.*” by Sarita Rai.
- Study Abroad Adviser Vanessa Chong was invited to present a paper “*Barriers to Study Abroad for Underrepresented Undergraduate Students in Higher Education in the USA,*” at the Comparative International Education Society (CIES) April 14-18, 2019 in San Francisco.

Events on Campus and Outreach

Outreach activities continue to inform the University community about Study Abroad programming and how integral it is to student learning, pedagogy and research. Examples are the 25th Annual Study Abroad Fair, 17th Annual Study Abroad Spring Festival; faculty panels discussing mentoring, teaching, and research collaborations; workshops for interested UHM faculty on how to design and develop Faculty-Sponsored Study Tours (FaSST); to name a few.

- As part of the Study Abroad Student recruitment efforts to Study Abroad Programs, Study Abroad advisors participated and/or conducted presentations and campus-wide events throughout the year, including the New Student Orientation Resource Fair for Freshman Students, New Student Orientation Resource Fair for Transfer Students, Week of Welcome Resource Fair, Mānoa Exclusive Workshop for Transfer Students, Accepted Student Reception, the Mānoa Experience, and the High School Counselors’ Workshop Fair, Shidler College of Business Passport Fair. College Opportunities Program, the Hawai’i Undergraduate Initiative, the Department of East Asian Languages and Literatures’ “Nippon Culture Day,” National Student Day Resource Fair, Mānoa Advising Center, the Honors Program, the Center for Japanese Studies, the French Division’s French Day event, College of Engineering Welcome Back Showcase, Human Nutrition Food Animal Science, the International Business Organization (a Shidler College of Business student club), and the Shidler College of Business Fish Scholars’ “Education Abroad” information session.
- UHM SAC continues to develop and offer meaningful programs to both faculty and students by providing innovative and thoughtful curricula. UHM SAC will keep its course to contribute to teaching, research, and service at the Mānoa campus.

Future Goals (2017–2021)

- Achieve parity in Native Hawaiian student representation in the Study Abroad student population, in proportion to the overall student body at UH Mānoa.
- Continue to develop a student advising and recruitment plan to reach out to Native Hawaiian and underrepresented students to participate in Study Abroad programs.
- Continue to expand current Study Abroad offerings in STEM fields and to increase student participation from these majors.
- Contribute to pedagogy and research through faculty appointments in Study Abroad programs.
- Increase the total number of UHM students studying abroad.

Statistics

During the 2019-2020 academic year, a total of 112 students studied abroad. An additional 172 students were enrolled in our summer programs; however, as a result of the COVID-19 unfolding pandemic in February 2020 and progressing rapidly around the world, summer program enrollment was severely impacted. Cancellations were necessary, as our priority was to safeguard the health and safety of our students and faculty. Students who committed to a Summer 2020 program were transferred to Summer 2021 instead.

The Council on Study Abroad, which is the policy-making body and the curriculum committee of UHM Study Abroad Center, appointed a total of 21 instructional and research faculty to teach and/or conduct research abroad for Fall 2019, Spring 2020, and Summer 2020. These faculty members represent the following academic schools/departments: Anatomy, Biochemistry and Physiology, Architecture, Communication and Journalism, East Asian Languages and Literatures, English, Finance, Geography, History, Information and Computer Sciences, Languages & Literature of Europe and the Americas, Mānoa Advising Center, Plant and Environmental Protection Sciences, Political Science, Special Education, and Sociology.

The 13 faculty members who were appointed for Summer 2020 programs have transferred their appointments to Summer 2021.



Figure 14 UHM Students in Morocco

College of Education

A Sense of Purpose. A Sense of Place. Preparing knowledgeable, effective, and caring educational leaders to contribute to a just, diverse, and democratic society.

The College of Education envisions a Native Hawaiʻian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, leadership, and community engagement. We endeavor to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society and to prioritize the educational well-being of the Native Hawaiʻian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawaiʻi and is informed by tenets of aloha ʻāina, aʻo, mālama, ʻike Hawaiʻi, and pono, creating our sense of purpose and sense of place. To prepare tomorrow's teachers, educational leaders, researchers, as well as exercise and health professionals, we offer over 25 degrees and certificates across a wide range of fields in education. The College has eight academic departments:

- Curriculum Studies (EDCS)
- Educational Administration (EDEA)
- Educational Foundations (EDEF)
- Educational Psychology (EDEP)
- Institute for Teacher Education (ITE)
- Kinesiology and Rehabilitation Science (KRS)
- Learning Design and Technology (LTEC)
- Special Education (SPED)

and two major research units:

- Center on Disability Studies (CDS)
- Curriculum Research & Development Group (CRDG)

Initiatives

Housed within these departments and units are three bachelor's, four master's, and four doctoral degree programs across over 35 areas of specializations, as well as a minor in education. About half of the programs lead to licensure, and the other half focused on professional development and educational research. The College also offers two post-baccalaureate certificates that lead to teacher licensure, and five graduate certificates focused on specific areas of competencies. In total, the College awards about 700 degrees annually.

For the 2019-2020 academic year (including Summer 2020) the College enrolled 53 international students out of a total of 2127 students (about 2.5%). The majority of the students came from East Asia, including China, Japan, South Korea, and Taiwan. Other parts of the world represented were Oceania (American Samoa, Western Samoa, and Australia), Southeast Asia (Brunei, Philippines, Singapore, and Vietnam), Europe (Germany, Greece, Hungary, Slovakia, and Slovenia), as well as Canada and Guatemala in the Americas. About 66% of the students were enrolled in graduate programs (with a more less equal division between master and doctoral levels), while the remaining 34% are in undergraduate programs - Bachelor of Education at ITE and the Bachelor of Science at KRS.

The College has agreements with 29 international partners in Asia and Europe contributing to ongoing internationalization, with about half of these agreements resulting in continued active engagement. For this reporting period, a research-focused Memorandum of Understanding was signed between CDS and the University of Tokyo's Research Center for Advanced Science and Technology (RCAST).

Inbound Study Tours

- **August 6, 2019:** Ohara Gakuen (Japan) Study Tour hosted by ITE;
- **August 30, 2019:** Hakuoh University (Japan) Study Tour to University Laboratory School (ULS) and UH Mānoa Children's Center (UHMCC) coordinated by the Dean's Office;
- **September 3-6, 2019:** Sendai University (Japan) Athletic Training Study Tour hosted by KRS;
- **September 3-18, 2019:** Ritsumeikan University (Japan) Hawai'i Athletic Training Education Clinic (HI-ATEC) hosted by KRS;
- **September 9-13, 2019:** Asahi University (Japan) Exercise Science Study Tour hosted by KRS;
- **September 16-20, 2019:** Nippon Sport Science University (Japan) Exercise Science Study Tour hosted by KRS;
- **September 29 to October 17, 2019:** Thurgau University of Education (*Pädagogische Hochschule Thurgau* or *PHTG*) (Switzerland) "Teaching and Learning for a Globalized Sustainable World" Study Tour hosted by ITE;



Figure 15 Group photo during the welcome reception for the "Teaching and Learning for a Globalized Sustainable World" Study Tour with PHTG hosted by ITE – October 2019

- **October 24-30, 2019:** Toyo Medical College Athletic Training Study Tour hosted by KRS;
- **February 7, 2020:** Seoul National University of Education Study Tour hosted by ITE;
- **February 18-20, 2020:** Bukkyo University Teacher Education Study Tour hosted by ITE;
- **February 22- to March 3, 2020:** Kyoto University's Graduate School of Education "Learning to Read the Global through Education in Hawai'i" Study Tour hosted by EDEF;
- **February 10 – 14, 2020:** Sendai University Athletic Training Study Tour hosted by KRS;
- **February 17 to March 5, 2020:** Lyon University (France) Teacher Education Study Tour hosted by ITE;
- **February 25 to March 14, 2020:** Ritsumeikan University HI-ATEC hosted by KRS;

Outbound Study Tours

- **CANCELLED DUE TO THE COVID-19 GLOBAL PANDEMIC:** ITE 403C International Inquiry and Field Study to Switzerland and Japan.

Delegation Visits and Meetings

- **August 8, 2019:** Dr. Chie Ohtani from Tamagawa University (Japan) visited and met with various faculty in EDEF and LTEC;
- **August 23, 2019:** School principals involved in developing Philosophy for Children (P4C) in China visited the UH Mānoa campus, hosted by Hawai'i P4C faculty in EDCS and ITE;
- **September 10, 2019:** Delegation from National Chung Hsing University (Taiwan) met with faculty in ITE;
- **September 12, 2019:** Niigata University of Health and Welfare (Japan) met with faculty in KRS;
- **October 4, 2019:** Dr. Nanako Iwasa, Postdoctoral researcher focusing on Ainu indigenous education at Hokkaido University (Japan) met with the Dean's Office to be connected to Native Hawaiian indigenous education scholars at the College;
- **October 5-19 2019:** Three College representatives were invited to and participated in the Belt and Road Shanghai Autumn 2019 Study Project "Policy and Practice: Teacher Professional Development";
- **October 28 to November 1, 2019:** Delegation from the National Human Rights Commission of the Republic of Korea visited CDS;
- **December 9, 2019:** Dr. Ryuji Ishikawa from the University of the Ryukyus met with faculty at EDEF;
- **December 20, 2019:** Group of eight emerging activist leaders from Indonesia visited CDS as part of the International Visitor Leadership Program at the US Department of State, in partnership with the Pacific Asian Affairs Council (PAAC);
- **January 6, 2020:** Dr. Tsuyoshi Matsumoto from the University of Tsukuba's Faculty of Health and Sports Sciences met with the Dean;
- **January 9, 2020:** Commissioner Jelton Anjain from the Republic of Marshall Islands met with the Dean;
- **January 10, 2020:** COE-sponsored lunch with the International Academic Forum (IAFOR) leadership and stakeholders.

Visiting Scholars

COE continues to attract international scholars interested in extending their research through collaboration with COE faculty. During this reporting period, COE hosted (or began hosting) the following visiting scholars:

- **Dr. Ryota FUJII**, Research Fellow, Department of Orthopedic Surgery, Nihon University School of Medicine, Japan – hosted by Dr. Christopher Stickley at KRS (May 15, 2019 to March 18, 2020);

- **Mr. Kai-Lung WANG**, PhD student, Institute of Education, National Sun Yat-sen University, Taiwan – hosted by Dr. Pauline Chinn at EDCS (August 1, 2019 to February 29, 2020).
- **Dr. Perien Joniell Boer**, Senior Lecturer in Educational Technology, Faculty of Education, University of Namibia – hosted by Dr. Seungoh Paek at LTEC (September 3 to December 20, 2019);
- **Dr. Masayuki MIYOSHI**, Assistant Professor, Division of Medical Education Department, Faculty of Medicine, Tottori University, Japan – hosted by Dr. Peter Leong at LTEC (October 1, 2019 to March 20, 2020);
- **Ms. Lise PORSANGER**, Assistant professor, Department of Teacher Education, Norwegian University of Science and Technology (NTNU) – hosted by Dr. Kelle Murphy at CDS (January 13 to June 12, 2020).

Events

- **Visiting Scholar Talk-Story Series:**
 - December 16, 2019, Dr. Perien Joniell Boer of the University of Namibia on investigating the implementation of the LTEC program in order to learn from it to improve the implementation and delivery of a similar program at the University of Namibia;
 - February 20, 2020, Mr. Wang “Giyu” Kai-Lung of National Sun Yat-sen University on curriculum design using the theories of culture-based and place-based education, by integrating indigenous science knowledge into science curriculum;
 - February 28, 2020, Dr. Ryota Fujii of Nihon University on determining the biomechanics of joint arthroplasty (surgical reconstruction or replacement of a joint) using 3D biomechanical and motion analysis;
 - February 28, 2020, Dr. Masayuki Miyoshi of Tottori University on Developing a self-directed transesophageal (TE) shunt speech training program using the principles of instructional design (ID);
 - June 4, 2020, Ms. Lise Porsanger of the Norwegian University of Science and Technology on exploring comparative and international perspectives on teachers’ differing institutional environments and their influence on teachers’ perceptions.

Current Challenges and Future Goals

With inbound and outbound visits on hold due to the pandemic since March 2020, much of this academic year has been spent on two things: 1) deciphering and keeping up-to-date on the changing entry and travel restrictions across different visa categories; and 2) taking a moment to critically view current international education practices that privilege the ability to travel. While the pandemic is tragic for many, it has also forced us to more pointedly explore virtual exchange formats, including pushing for campus-level clarity on recruiting non-entering international students into the many fully-online offerings that the College has to offer. The current global pandemic also highlights both Hawai‘i’s vulnerability to global upheaval as well as its strength and resilience in the face of difficult times. In view of the above considerations and revelations, as well as the ongoing UH Mānoa reorganization and post-pandemic planning discussions, the College is currently revisiting its global engagement practices and goals in order to truly engage globally in a way that remains true to our vision and mission.

College of Engineering

The College's mission is global and titled **"Transform Lives, Improve Society,"** where "The College of Engineering at the University of Hawai'i (CoE UHM) is dedicated to the world-class education and research. We produce the entrepreneurial and innovative human and intellectual capital required to be competitive in an increasingly technological and global society. Through our graduates and our research, we provide people and discoveries to transform lives and to support vibrant, knowledge-based economies. We are inspired by the principles of sustainability and resilience, flavored by our unique island environment."



Figure 16 UHM College of Engineering



Figure 17 CoE Holmes Hall

The CoE traditionally offers Bachelor of Science (BS) degrees in civil (CE), electrical (EE), and mechanical (ME) engineering. We have recently added computer (CENG) and construction (CNST) engineering degrees as well as an engineering science (ENGS) degree with concentrations in aerospace engineering and bio-medical engineering. We also offer the Master of Science (MS) degrees in CE, EE, and ME. Our doctor of philosophy (PhD) program also offers degrees in CE, EE, and ME. Currently, the College has awarded more than 10,000 degrees since 1912. The College opened in 1908.

In the Fall 2019, the CoE had 1377 total enrollment, where 1226 were undergraduate student and 151 were graduate students. The total student body male to female student ratio was 3.35 to 1 for both undergraduate as well as graduate programs, respectively. We graduated 289 BS degrees, 27 MS degrees, and 10 PhD degrees in the previous academic year.

Physically located in the middle of the Pacific Ocean, the people of Hawai'i have always been resourceful and creative, thus very innovative – "when you lack resources, you come up with novel ideas for solutions"... Our talent replenishment relies on continued outreach not only within our State, but internationally, to continuously and consistently diversify our talent-pool. These outreach programs are not limited to graduate, research students, but also to diversify our undergraduate student enrollment.

In the past two decades, the College has intentionally and strategically sought research and academic collaborations in Asia – more specially Japan, Korea, China, Southeast Asia, and the South Pacific. We have also outreached to recruit outstanding high school students to join our College at the undergraduate education levels. Here are some of the activities that have continued through the 2019-2020 academic year even with the Covid-19 pandemic that have limited in-person, physical events.



Figure 18 UHM CoE Formula Racer Research Lab

Some Activates

The College has always maintained several strong relationships with universities in Japan – namely Tokai University, Shizuoka Campus; Chuo University, Korakuen Campus; and Ritsumeikan University, Biwako-Kusatsu Campus.

Tokai University Marine and Agricultural Engineering researchers visited in the early Fall 2019 semester to present research collaboration areas within the underwater technologies arena as well as potential automation of novel agricultural techniques for growing wasabi. This particular visit included Dr. Hiromichi Tanaka, Mr. Shinichiro Miyagawa, and Mr. Michael Sunao Hanashiro along with a dozen graduate students conducting research in the above-mentioned subjects. This was a one-day event with presentations from the CoE researchers as well as Tokai University researchers and their graduate students. This collaboration has always produced visiting scholars, graduate student exchange, and most recently, a couple of undergraduate students who were interested in innovation and entrepreneurship in engineering. One Tokai University student participated in the 2019 Fall BIC (Breakthrough Innovation Challenge) to promote his innovation.



Figure 19 UHM CoE Professor Explaining Robotics

Chuo University Faculty of Science and Engineering researchers have visited our College twice annually for research and academic collaboration in robotics, visualization, and bio-medical engineering. Chuo University last visited us in the middle of the Fall 2019 semester with Dr. Hiroshi Yamamura and 20 undergraduate students interested in engineering. The Chuo University students were immersed in our engineering lectures by our faculty – Dr. Sangwoo Shin (ME), Dr. Aaron Ohta (EE), Dr. Joseph Brown (ME), Dr. Albert Kim (CEE), and Dr. Song K Choi (CoE). There were also laboratory tours of the researchers and a student to student mixer with our American Society of Mechanical Engineers (ASME) and our Institute of Electrical and Electronics Engineers (IEEE) student chapters for language immersion and networking. Many of our students remain in touch with Chuo University students from the visit, and some have visited Japan after the Fall 2019 semester. There would have been a follow-up visit by another group of researchers led by Dr. Toshi Kato in the arena of robotics, human interface, and kansei kougaku (emotional or affective engineering) during the Spring 2020 semester, but it was canceled due to the pandemic. However, this has not halted the collaboration, as there have been virtual presentations to keep maintaining the transfer of knowledge.



Figure 20 Chuo University Professor Lecture



Figure 21 Chuo University and UHM Group Picture

Ritsumeikan University College of Information Science and Engineering researchers and graduate students in various arenas of engineering. This group was led by Dr. Segeru Takayama, Dr. Kitosugu Shimonomura, Dr. Yukihiro Kubo, and Dr. Ami Tanaka with 16 graduate students with poster and oral presentations. This was a 3-day mini symposium with presentations where several of our graduate students from CE, EE, and ME participated in presenting their MS and PhD research for potential student research collaborations. The four professors from Ritsumeikan University along with 4 professors from our College gave presentations as well.



Figure 22 UHM CoE Student Explains 3D Imaging



Figure 23 UHM CoE Students Explaining Research

These gatherings have generated several visiting scholars and post-doctoral researchers. We have also seen a couple of younger Japanese graduate students show interest in innovation and entrepreneurship.

Takinogawa Girls School of Tokyo

Finally, a unique outreach for the College has been with Takinogawa Girls School of Tokyo. Each Fall semester, this girls' high school brings approximately 100 female high school students to UHM to immerse in the English language and our unique, diverse culture through language courses, interactive tours, and a charity bazaar hosted by our Society of Women Engineers (SWE) student chapter. The items for sale are all student hand-made and directly benefit our SWE student chapter for their efforts in planning, organizing, and leading the tours throughout our UHM campus as well as our CoE labs. This outreach has truly been a successful yet unique experience; thus, our initiative to duplicate these efforts with other minority schools throughout Asia.

The Covid-19 pandemic has not halted any of our efforts in international collaboration and outreach; however, it has pivoted our medium of communication. We are continuing our efforts via virtual and online gatherings; however, it is extremely difficult to emulate the language and cultural immersion, which is an integral part of learning via experience. We look forward to returning to our in-person, immersion events in the near future.



Figure 24 Takinogawa Girls School Bazaar



Figure 25 Takinogawa Appreciation Ceremony

College of Social Sciences

The Global College Initiatives in the College of Social Sciences (CSS) continued academic exchanges and short-term programs for students and faculty. Under the leadership of Dean Denise Eby Konan, the College continued to advance its global college initiative, with a focus on research and education associated with the Asia-Pacific region.

Initiatives

- Research collaborations with strategic partners including Kobe University, Hitotsubashi University, Keio University, and Kobe University;
- Potential research collaborations with new partners including North-South University, Bangladesh; Chuo University, Japan; and Royal University of Phnom Penh, Cambodia;
- Renewal of MOU with University of Victoria, BC, Canada;
- New MOU with Otemon Gakuin University, Japan;
- Educational collaborations (short-term programs-Meiji Gakuin University, Tohoku University, Konan University, and Musashi University);
- Recruitment-based development of Beijing Foreign Studies University (BFSU) /UHM 2+2 pathways;
- Semester-long program collaboration with Meiji Gakuin University that involves units within CSS and the HELP program is under preparation for implementation in Summer 2021.

Significant Events and Highlights of the Year

CSS hosted a group of students from Meiji Gakuin University for a short-term program focusing on environmental policy issues, service learning, and economics; and another group from Tohoku University for a program with the theme, "Exploring History and Culture in Hawai'i." Tohoku and UHM students engaged in service learning and cultural activities through field trips to Malama Maunalua Huki in Hawaii Kai, Pearl Harbor Memorial, and the Japanese Cultural Center of Hawai'i, Bishop Museum, and Sustainable Coastlines Hawaii on Plastic Pollution in Kahuku. A student group from Musashi University visited CSS for a few presentations about globalization and sustainability issues in Hawai'i. CSS also hosted a group of students from Konan University for a short-term program focusing on environmental policy issues, service learning, and Hawaiian culture and history. Over 40 students from Japan participated in short-term programs. Highlights include the following.

- Short-term programs with Tohoku University (Japan), Meiji Gakuin University (Japan), August-September, 2019 and Konan University, March 2020.
- CSS and Meiji Gakuin University (MGU) worked together to prepare a cohort study-abroad program to provide MGU students with a U.S. education experience. The program will be implemented in the next academic year.
- The 5th International Conference on Applied Econometrics in Honolulu, jointly hosted by Kobe University and CSS, September 2019.
- Visited Tohoku University to discuss updates on the short-term program, September 2019 (Dan Ferguson).
- Visited Beijing Foreign Studies University, October 2019 (Dean Denise Konan).
- CSS continued our research collaborations with Kobe University.
- Dean Konan gave a speech at the World Bosai Forum, Sendai, Japan, November 2019, introducing CSS disaster risk reduction research efforts.
- With CSS as the coordinating unit, UHM signed MOA for Student Exchange with Kagoshima University in November 2019.



Figure 26 Meiji Gakuin University Field Study in Honolulu, September 2019



Figure 27 (Left) UHM faculty, staff and RUPP Delegation; (Right) Dean Konan and RUPP Rector Chet Chealy

- Visited Waseda University to discuss dual degree programs, November 2019 (Denise Konan and Nori Tarui).
- Visited Meiji Gakuin University to discuss cohort study-abroad programs, November 2019 (Denise Konan and Nori Tarui).
- Co-hosted delegation from Royal University of Phnom Penh (RUPP), November 2019.
- CSS hosted a delegation from Chuo University to discuss research collaboration involving psychology and natural disaster risk reduction in January 2020. Kobe University delegates visited CSS to discuss a Kobe University Satellite Office in Honolulu.



Figure 28 Chuo University delegates, Jan. 2020



Figure 29 Signing Ceremony at Kagoshima University



Figure 30 Kobe University Faculty of Economics Visit



Figure 31 5th Intl. Conference on Applied Econometrics

Major Issues

- New programs with focus on dealing with the COVID-19 issues: The College needed to cancel several international programs due to COVID-19 pandemics including a few short-term programs and a new cohort study-abroad program to host students from Meiji Gakuin University. The College has been adjusting programs by converting in-person programs to virtual/online programs.
- As the College's Global College Initiatives expand their activities, it is becoming apparent that the College needs a comprehensive tracking system for all relationships including database for partner universities and representatives. With the addition of the new Director of International Programs, the College plans to enhance efforts to develop the database.

Future Goals

- Further expansion
- We will update the CSS Global College Initiatives website.
- Promotion of international study opportunities (student exchange and study abroad) for UHM students.

Statistics

- COVID-19 pandemic resulted in a decrease in the international student enrollment in CSS. However, the enrollment impact is relatively limited for Fall 2020. Table 1 shows the number of students classified as international in the fall semester of each year.

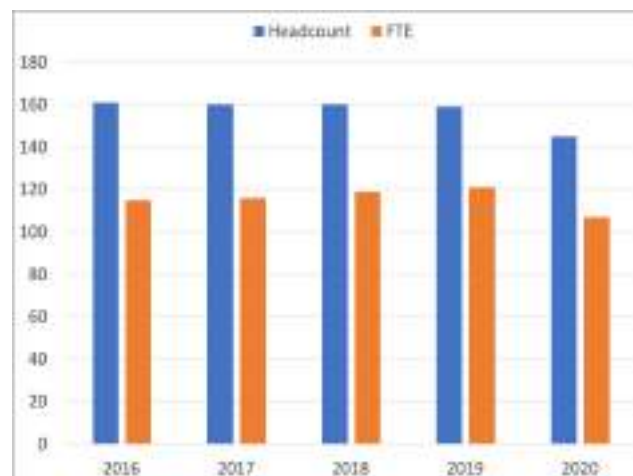


Table 1 Source: Mānoa Institutional Research Office

Department of Second Language Studies

The Department of Second Language Studies (SLS) is an internationally leading institution studying how additional languages are learned, effectively taught, and used in local and global societies. SLS offers BA, MA, and PhD degrees, as well as an advanced graduate certificate. Our faculty and students examine multilingualism and multiculturalism from educational, linguistic, psychological, sociological, and anthropological perspectives.

Events

SLS hosted the fifth annual Chuo U/UH Mānoa/U of Tokyo Student Conference on Linguistics, Psycholinguistics, and Second Language Acquisition in January of 2020. Students from all three universities gave poster presentations and attended lectures at UHM. In late January/early February, SLS hosted undergraduate students from Sookmyung Women's University. The visiting students presented about uses of English in Korea, observed courses in SLS and ESL teaching, and joined in academic and cross-cultural events with SLS students, faculty, and staff.

Significant Achievements and Highlights

Faculty in SLS were regularly invited to give plenary or keynote addresses at international conferences, and workshops or special courses at international universities. Additionally, SLS faculty served as journal editors and board members of professional organizations.

- Dr. Richard R. Day served as co-editor of *Reading in a Foreign Language*. He also gave three plenary addresses: "Extensive reading in practice" at the ER SIG & JERA ER Seminar; "Exploring extensive reading" at the Thai Extensive Reading Webinar; and "Using extensive reading" at the Indonesia Extensive Reading Association Webinar.
- Dr. Betsy Gilliland was co-editor of *Journal of Response to Writing* and Chair of TESOL's Second Language Writing Interest Section.
- Dr. Theres Grüter was associated editor of *Language Learning*. She also gave two plenary speeches at international conferences: "Thinking ahead in a second language" at the 30th International Conference of the International Association for Korean Language Education (IAKLE) (Seoul, Korea, August 2020); and "The power of prediction in language processing and learning" at the 24th Annual College of LLL Graduate Student Conference (University of Hawai'i at Mānoa, April 2020).
- Dr. Christina Higgins was co-editor of *Applied Linguistics*. She also gave an invited lecture, "Local and Global Languages in the Linguistic Landscape of Tourism" at the International Program in English as an International Language Webinar Series, Chulalongkorn University (Bangkok, Thailand, July 2020).
- Dr. Bonnie Schwartz gave two plenaries: "The full transfer/full access model and L3 cognitive states", together with Dr. Rex A. Sprouse (Indiana University) at the Fifth Chuo U-UH Mānoa-U of Tokyo Conference on Linguistics, Psycholinguistics, and Second Language Acquisition (UH Manoa, January 2020); and "How do L1-Korean speakers understand English VP-ellipsis and Gapping?", together with Haerim Hwang at the NINJAL-UHM Linguistics Workshop on Syntax-Semantics Interface, Language Acquisition and Naturalistic Data Analysis (UH Manoa, October 2019).
- Dr. Dongping Zheng served as a member of the board for the International Society for the Study of Interactivity, Language, and Cognition. She also gave a keynote address, "An embodied languaging model for language education: A case of virtual reality" at the International Conference on Languaging, Embodiment and Cognition (College of International Studies, Southwest University, China, November 2019). Additionally, she

gave invited lectures: “Impact of technology on language and culture” at Chongqing Normal University (Chongqing, China, November 2019); and three invited lectures at Southwestern University of Finance and Economics (SWUFE) (Chengdu, China, August, 2019): “Cultivating Cross-cultural Wellbeing : An East and West Perspective on Taiji and Sports”; “Action-based language teaching and learning”; “Co-experiencing event friendship, languaging, wellbeing and extended reality technologies”.

- Dr. Nicole Ziegler gave an invited talk, “Miscommunication in Maritime English” at the West Coast Pilot Conference (Honolulu, HI, March 2020).

Major Issue: Adjusting to the COVID-19 Pandemic

As was the case with all departments and programs throughout UHM, when university administration announced the mandate for moving all courses online, SLS found itself needing to make several quick pivots to ensure as smooth a transition as possible to distance learning.

Support staff in the department (particularly Justin Kanda and Sunhee Kim-Fujii) quickly learned the how to use *Zoom* and *Google Meet* to run classes so they could troubleshoot technical difficulties and provide walkthrough guidance for faculty and GAs. They also worked with the Department of Linguistics to secure spaces in Moore Hall for instructors to conduct classes and for students who needed a quiet space to join classes. All members of SLS continue to explore ways of strengthening interpersonal connections, and make our students aware of support systems throughout the university, to contribute not only to their learning, but also to maintaining their mental health and well-being.

SLS faculty, staff, and GAs held informal meetings online to discuss concerns and best practices for teaching online. One of the issues that needed immediate attention was how to best support international students who went back to their home countries as COVID-19 cases increased significantly throughout the US. Similarly, faculty and staff needed to quickly adjust to online video-conferencing for advising, again seeking out best practices to mimic online the value provided by in-person, hands-on advising sessions, and providing meaningful support especially to those international students who returned to their home countries.

Additional impacts of the pandemic on SLS’ strong international presence included the cancellation of conferences (where our faculty and graduate students were on tap to present or give plenaries) and cancellation of the Summer 2020 Thai Practicum (every two years, Dr. Betsy Gilliland leads a group of MA students and PhD student leaders to Ubon Ratchathani University in Thailand for a practicum, where the students teach English as a foreign language to over 100 Thai undergraduate students and approximately 30 lecturers and staff).

Graduate students in the SLS Student Association (SLSSA) rose to the challenges of the pandemic. During “normal” semesters, SLSSA would hold monthly parties for students, faculty and staff. Once the pandemic hit, these in-person parties were no longer a possibility, but SLSSA members capitalized on the strengths of *Zoom*, using breakout rooms for discussion of SLS-related topics of interest, free conversation, language-related games, and holding a virtual graduation to celebrate the accomplishments of those who completed their degrees.

Statistics: Students in SLS Programs

International students in SLS came from Canada, China, Germany, Iran, Japan, Mexico, the Philippines, South Korea, Spain, Taiwan, Thailand, the United Kingdom, and Vietnam.

	Fall 2019	Spring 2020
BA in SLS	69 (11 int'l)	64 (12 int'l)
MA, AGC, & PhD in SLS	92 (39 int'l)	85 (38 int'l)

English Language Institute

The English Language Institute (ELI) is an integral part of the internationally renowned Department of Second Language Studies (SLS), in the newly-formed College of Arts, Languages and Letters, with the primary purpose to provide English instruction for students at UHM who do not speak English as a native language in support of their academic studies. We offer intermediate and advanced-level academic English language courses in Listening/Speaking, Reading, and Writing.

Reflecting international student enrollment at UHM, the majority of our students come from China, Japan and Korea. However, a wide range of countries is represented among our recent student body, such as Bhutan, Brazil, Egypt, Nepal and Serbia. Our instructors are well-travelled and multilingual, hailing from China, Germany, Japan and Taiwan, as well as the USA. Our American teachers have lived in China, Japan, Kuwait, Taiwan and the Philippines, travelled extensively around the world, and speak several languages.

The ELI works collaboratively with many units on campus, such as International Student Services (ISS), Mānoa International Exchange (MIX), Student-Athlete Academic Services, Graduate Division and the East-West Center, and provides expertise and resources related to second language learning, language testing, English language requirements for admissions, and writing across the curriculum.

Initiatives

ELI support of international outreach: The ELI continues to offer specially tailored versions of its courses for the Shidler College of Business' Vietnam Executive MBA (VEMBA) program (offered in both Hanoi and Ho Chi Minh City) and for the School of Architecture's Global Track Dual Degree Program with Tongji University in Shanghai, China.

International TA Training: For nearly two decades, the ELI has worked with the Center for Teaching Excellence (CTE) to offer training sessions for International Teaching Assistants (ITAs) as part of CTE's TA training program at the start of every semester—"Juggling Manapua: Being a Teacher and a Student at the Same Time" and "Mixed Plate: A Panel of Veteran International TAs." We are currently in the process of designing an ELI course especially for ITAs.

Events

- **The "ELI coffee hour"** is a popular, informal social gathering where ELI students chat and share perspectives with other international and American students.
- **International visiting scholars & colleagues** regularly request to audit ELI classes or to receive other support with their academic English development. Our program supports these international faculty to the extent that is feasible.

Significant Achievements and Highlights of the Year

With the sudden switch to fully online instruction, Spring 2020 was indeed challenging, yet enriching for both our ELI teachers and students. **Student motivation and engagement** was a major concern. It is hard to stay focused and engaged when you are sitting in front of the computer all day long, especially if English is not your first language. In addition, many of our international teachers and students were all in different time zones, all while experiencing the stress and uncertainty of the pandemic.

Despite these challenges, both teachers and students rose to the occasion and were able to support each other. There were many moments in class when classmates spent time sharing their concerns as international students and even initiating an online group to practice speaking English. As one ELI teacher put it, *“ELI classes serve as a place to not only learn academic English, but also to get connected with others who also have multicultural backgrounds in this pandemic.”*

Technological Tools for Online Instruction: ELI teachers, lead teachers and staff worked tirelessly to make a quick pivot to online instruction. In curriculum area teams, teachers shared their challenges, solutions and explored new apps and websites to make online classrooms and language learning more welcoming, interactive, engaging, effective and efficient. Support staff helped ensure a smooth transition to distance learning by being available for any technical troubleshooting, providing in-depth tutorials of Zoom, and securing spaces for faculty without access to a webcam or quiet space to hold classes.

ELI teachers now have a solid base of experiences and resources to draw on for the upcoming semesters. One ELI teacher said *“Personally, I've enjoyed teaching online, although I've missed seeing my students face-to-face. My students had some difficulties adjusting to all of the new online tools, but now I think they're doing well.”*

Major Issues

The ELI continues to support second language students at UH Mānoa and provide professional development opportunities for our graduate assistant teachers and research opportunities for faculty and graduate students. The primary issue faced by the ELI is the same issue faced by all programs involved in international education at UH Mānoa: the continued, significant decline in the number of international students.

Future Goals

ELI administrators continue to be involved in developing a variety of initiatives to increase the numbers of international students and advocating for continued improvement of the educational experience for students who speak English as a second language. For Spring 2021 (and beyond), we're looking at ways to improve engagement with our students during these physically-distanced times: the recent ELI-hosted virtual “coffee hour” had 21 students (of 78 total) log on for at least half an hour, indicating a likely need for informal connection opportunities with their peers. With strengthened interpersonal connections, we aim to contribute positively to our students' mental health and well-being, in addition to their language learning.

Statistics

Students enrolled in ELI courses	Fall 2019	Spring 2020
Graduate students	33(29 international)	35 (33 international)
Undergraduate students	66 (46 international)	59 (51 international)
TOTAL STUDENTS	99 (75 international)	94 (84 international)
Total enrollments in ELI courses	138	147

Countries represented: **20**

Interested in observing an online ELI class or curious to know more? Check out the ELI website: <http://www.hawaii.edu/eli/> or contact: Priscilla Faucette, Assistant Specialist, SLS <faucette@hawaii.edu>

Hawai'i English Language Program

The Hawai'i English Language Program (HELP) is an Academic English and English teacher training unit of the Department of Second Language Studies (DSLS). HELP provides high quality Academic English courses for international students seeking entry to degree-granting courses, as well as customized and certificate programs for English teachers. The mission of HELP is to empower our students to succeed at the University of Hawai'i at Mānoa and other UH system schools, as well as in their personal and professional lives. As a unit of the renowned Department of Second Language Studies, HELP also advances understanding of language learning by promoting second-language research and professional development for members of the department and other researchers.



Figure 32 HELP students and teachers visit Kapiolani Regional Park

Initiatives

Academic English Program

Established in 1971, HELP has served students as a pathway into the University of Hawai'i at Mānoa for 50 years. Through our Conditional Admission pathway, many HELP students have continued on to undergraduate and graduate programs at UH Mānoa, or into one of the community colleges in the UH System. Thus, we carry forward our commitment to our students to "HELP make academic dreams come true."

HELP's main Academic English program consists of two 8-week sessions in the Spring and Fall, and a 6-week and 4-week term in the Summer. By integrating students from various university groups into these sessions, HELP continues to foster its relationship with universities abroad and provide quality English instruction to their students. In the past year, HELP again welcomed students from our continuing university partners: Doshisha University (Japan), Kwansei Gakuin University (Japan), Chonnam University (South Korea), Waseda University (Japan), and Yasuda Women's University (Japan). Students from new partner universities Chuo University (Japan) and Nara Institute of Science and Technology (Japan) also enrolled at HELP for the first time.

The high quality of education and transformative experience students have in the HELP program have been well received over the years. By providing innovative and research-backed English courses to students coming from around the world and a pathway for international students into UHM, HELP supports UHM's mission to strengthen its international reputation and broaden its outreach.

Teacher Training Seminars

Because of our location in the Department of Second Language Studies, HELP has successfully hosted numerous groups of English teachers from non-English speaking backgrounds for intensive workshops in the Theory and Methodology of Language teaching.

CELTA Teacher Training Certificate

The Certificate in English Language Teaching to Adults (CELTA) is the world's foremost initial qualification for people who wish to become professional teachers of the English language. It is accepted throughout the world by organizations that employ English language teachers. HELP offers this prestigious course every summer.

Curriculum Development/Teacher Training Expertise

In 2019-20, HELP entered into a joint project with Al Quds University in East Jerusalem to develop a "Soft Skills for the Workplace" curriculum, intended to increase employability of AQU grads in the context of Palestine. Funding for this unique effort came from the U.S. Embassy in Israel. A cadre of professors from AQU traveled to UHM in August of 2019 for an intensive 2 weeks of training in curriculum development and delivery. The curriculum was piloted in Fall 2019 and in January 2020 Director Joel Weaver and SLS Professor Nicole Ziegler traveled to Israel to carry out additional observations, student surveys, and training on site, culminating with a workshop for current and future instructors of the course.

Research & Notable Contributions

HELP serves the university not only in its role as a specialized academic English program for students seeking entry to degree-granting courses but also as a research site for the Department of Second Language Studies (DSLS). Every year, faculty and students from DSLS carry out a range of research projects on a variety of topics related to second language theory, language teaching methodology, program administration, testing and evaluation. Additionally, HELP employs a number of DSLS MA and PhD candidates and graduates, allowing them to gain practical experience in language teaching and helping them to develop as ESL professionals. This year, there were a number of notable DSLS and academic/professional contributions:

DSLS Contributions:

- HELP master teachers served as observation models for students in DSLS courses SLS303 and 614. The opportunity to sit in actual language classes and watch experienced teachers is an invaluable part of these undergraduate and graduate students' education.
- Students from SLS650 worked with HELP students and teachers to complete course research projects in the area of second language acquisition.
- HELP provided employment for five graduate students and two graduates from DSLS as instructors.

Faculty and Staff Professional & Academic Contributions:

- HELP Office Manager/Registrar Kimberly Imamura served on the 2019-20 NAFSA Hawaii/Pacific District team and served as co-chair of the 2019 Manoa International Education Week (MIEW) committee. As part of the MIEW committee she spearheaded the campus-wide photo contest (which HELP sponsored) to promote international education opportunities by Manoa international exchange and study abroad programs.
- HELP Assistant Director Christine Guro took professional development courses on the Flipped Learning Approach and led a series of workshops on this to the HELP faculty for implementation in the Fall terms.
- HELP Director Joel Weaver continued service on the Manoa International Education committee, as well as continuing to lead the Study Hawaii Educational Consortium for statewide advocacy on behalf of International Ed initiatives.

Significant Achievements and Highlights of the Year

- New Partnerships: HELP continued expanding its overseas partnerships by signing new MOUs with new universities in Palestine, Japan, and Korea. HELP successfully welcomed teachers and students from these new partners.
- Nara Institute of Science and Technology (NAIST) - Academic English & TOEIC Preparation program: HELP conducted a rigorous Academic English and TOEIC preparation program with NAIST PhD students. Students in the program achieved an average 11% increase in their scores and reported high satisfaction with their experience at HELP.
- Service Learning Program: HELP continued its service learning program, which requires all students to participate in community projects. By combining classroom instruction with community service, students give back to the local community while also applying language skills learned in class. Through this program, HELP students build and foster positive relationships with people in the local community and develop an attitude of service toward others. HELP has received positive feedback from both the students and local agencies regarding this program.
- Pathway to UH: In 2019-20, HELP assisted three students transfer to Kapi'olani Community College, four students into UH Mānoa undergraduate programs, and one student into a UH Mānoa Master's program.

Effect of COVID-19 on operations

The COVID-19 pandemic presented unprecedented challenges for HELP. Like many of our colleagues, we had to swiftly move our courses online and implement work from home procedures. We are proud to say that our 'ohana rose to the occasion to deliver the same high quality Academic English curriculum to our students online. Our faculty attended UHM training sessions on teaching remotely and developed a flipped classroom curriculum. Our staff developed communications and procedures for supporting and enrolling students remotely. Once classes were allowed to be in-person again, our 'ohana worked together to ensure that our operations followed strict health and safety guidelines and that classes had the flexibility to respond to any sudden disruptions.



We have also had to constantly develop strategies to adjust to changing health and travel regulations, student visa regulations, and university COVID guidance. Because of the global impact of COVID-19, it has been an enormous challenge to recruit students in the current environment. We have had to increase our digital outreach efforts, and Director Weaver has participated in dozens of virtual recruiting fairs since Spring 2020. Furthermore, due to the restrictions of the pandemic, we experienced significant disruptions to our programs. We have had to postpone multiple programs with our usual partner institutions and were not able to run our prestigious CELTA certificate course in spring and summer. The pandemic has tested us, but has also made us more resilient and creative in the services we offer.

We join colleagues in international education across the globe in hoping for a vaccine for COVID19 to be in wide distribution early in 2021 so that we can resume the important work of building bridges of understanding and educational collaboration through study abroad—both in-person and online!

Statistics

HELP Academic English Program Enrollment:

Students in our regular Academic English programs

Term	Term Dates	# students
Fall 1 2019	August 19 - October 11, 2019	92
Fall 2 2019	October 21 - December 13, 2019	60
Spring 1 2020	January 13 - March 6, 2020	62
Spring 2 2020	March 16 - May 8, 2020	111
TOTAL AEP ENROLLMENT		325

HELP Short-Term Programs Enrollment:

Self-Contained Programs

Group Name	# students
Sangji University	12

HELP Student Nationality Data:

Unique students per country between Fall 2019 - Spring 2020

Country	# students
Japan	97
South Korea	23
China	13
Vietnam	4
Malaysia	3
Taiwan	3
Argentina	1
Bangladesh	1
Brazil	1
Ecuador	1
Guatemala	1
Hong Kong	1
Indonesia	1
Mongolia	1
TOTAL:	155

Outreach College International Programs

The year 2020 has become the most challenging year for us due to COVID-19. With the statewide stay-at-home order issued in March 2020, our 10-week NICE was forced into emergency remote teaching and all our custom programs that were scheduled to start in and after March were cancelled. Subsequent 10-week NICE terms remained mostly online and our enrollment numbers dropped significantly.

Without knowing when our students may be able to travel to Hawai'i, we decided to reach out to them remotely. We first made Tutoring and Interchange Plus (TIP) program that we launched last year available online. We then launched a new online ESL program, Global English Online (GEO), in July. We also started looking into external funds such as grants and what might be possible locally. We faced different sets of challenges both internally and externally but we are now expanding our program offerings to include online courses and Japanese and Chinese language and culture courses which were previously housed in Outreach College Professional Programs.



Figure 33 NICE hybrid class with social distancing



Figure 34 Chinese calligraphy students in class

This summer, we modified our mission statement to reflect the expansion in our vision. Now, the mission of the International Programs of Outreach College is to provide excellent non-degree programs that actualize:

- The educational goals of international students and professionals while contributing to their growth as global citizens;
- The goals of international educational institutions dedicated to preparing students for today's global world;
- The global engagement goals of UHM and Outreach College through innovative educational and training programs;
- The aspirations of those with limited English proficiency in their efforts to transition and succeed in the workforce.

At International Programs (IP) of Outreach College, we continue to offer a range of non-degree programs for individuals and groups, including intensive training in English, language and content-based training programs, and programs that fulfill degree requirements at participants' home institutions. In 2019–2020, IP brought 1013 international students to the UH Mānoa campus.

The New Intensive Courses in English (NICE) Program provides in-depth English- as- a- second- language (ESL) instruction for academic, professional, and general communication purposes. NICE offers four intensive 10-week sessions per year, plus four 3-week sessions that focus on

English conversation and Hawaiian culture. While NICE helps many students reach their career and personal goals, the program also prepares students for academic study.

The University Preparation (UP) Program offered a two-semester pathway program that prepared international students for undergraduate or graduate university admission and academic success but was discontinued at the end of AY 2020.

The Custom Programs division designs and administers programs uniquely tailored to the requirements of sponsoring international universities, colleges, high schools, and community organizations. Programs include English training, lectures, workshops, courses, and site visits, to include collaboration with academic departments and UH Mānoa faculty.



Figure 35 Custom Programs students, January 2020



Figure 36 Custom Programs students during interchange

Initiatives

- Arranged customized programs for four new schools and universities;
- Collaborated with Korean Language Flagship Center at UHM to host a group of students from Kyung Hee University, Korea;
- 10-week NICE transitioned to emergency remote teaching in March 2020;
- Made Tutoring and Interchange Plus (TIP) Program available online as well as in-person;
- Launched new Global English Online (GEO) courses.

Highlights of the Year – Departmental Activities and Milestones

- Custom Programs Coordinator Suzanne Mitri served on the Mānoa International Education Week Committee.
- Interim Dept. Chair Michiko Kahmann has served on Mānoa International Education Committee, Campus Internationalization Task Force, and as NAFSA IEM Representative, Region XII Hawaii & Pacific District Team.
- Partnered with the East-West Center to enhance student experiences.
- Collaborated with 13 departments, companies, and faculty to arrange a customized program on Sustainability for Kyung Hee University.
- Continuing relationship with Mid-Pacific Institute through cultural exchange.
- Arranged a lecture by Dr. Jayson Leigh for Shibaura Institute of Technology students to include a visit to the LAVA Lab.
- Outreach College signed an MOU with the Ministry of Foreign Affairs of Vietnam.

Campus Activities and Contributions – Internationalizing the UH Mānoa community

- Extending UH Mānoa's Expertise: The IP staff delivered focused programs and cross-cultural exchange experiences through collaboration with several UH Mānoa colleges, departments, and faculty.
- Impacting UH Mānoa's Domestic Students and the Community:
 - The Interchange program provided campus jobs to UH Mānoa students as well as the opportunity for them to engage in meaningful interaction with international students from around the world;
 - The International Language Exchange provided reciprocal learning for UH Mānoa and IP students wishing to practice their target language(s) with native speakers;
 - Multiple service-learning opportunities allowed international students to become involved in multiple volunteer activities in the community;
 - Outreach College was a sponsor of the Mānoa International Education Week.



Figure 37 IP volunteers at Manoa Int'l Education Week



Figure 38 UH-NICE students Int'l Language Exchange

Future Goals – Continuing IP Outreach

- Extend efforts to ensure the growth and success of newer programs while maintaining the quality of established ones;
- Expand new programs that further IP's outreach including remote learning opportunities;
- Continue to expand collaborative efforts with other units on campus to further the internationalization of UH Mānoa;
- Promote the nurturing and development of SLS graduate students and their professional endeavors in the fields of research and teaching.

Statistics

Enrollment by Program

Program	# Groups	Enrollment
Custom Programs	18 groups/sessions	627
NICE 10-week	4 sessions	118
NICE 3-wk	3 sessions	243
Tutor & Interchange Plus	7 sessions	25
Total	International Programs	1013

Nationality Breakdown

Citizenship	Program	Enrollment	TOTALS
Brazil	NICE 10-week	1	1
China	NICE 10-week	3	3
Germany	NICE 10-week	1	1
Japan	NICE 10-week	43	579
	Custom Programs	511	
	Tutor & Interchange Plus	25	
Korea	NICE 10-week	68	184
	Custom Programs	116	
Taiwan	NICE 10-week	2	2
Total	International Programs		770

NOTE: Data reflects enrollment, not individuals. Students are sometimes enrolled in more than one program or session and some opted out of identifying their race.

Shidler College of Business

Established in 1949, the Shidler College of Business has been a leader in international business education for more than six decades and has been consistently ranked by U.S. News and World Report for its international business programs. The college offers academic degree programs focused on the Asia-Pacific region such as the Global MBA program with a China and Japan track and the MBA for Executives in Vietnam program in Hanoi and Ho Chi Minh City. It also offers international-focused activities such as the International Passport Fair, Asian Field Study program and global business plan competitions. The College also runs two international conferences: Hawai'i International Conference on Systems Sciences (HICSS) and Hawai'i Accounting Research Conference (HARC) annually.

On September 1, 2019, the School of Travel Industry Management and the Shidler College of Business merged and brought new opportunities for international growth and partnerships with foreign universities and institutions. These partnerships enabled our students to live, learn and study in locales that span the world. This contributed to collaboration between faculty in research and curriculum development. With the onset of a global pandemic, all University of Hawai'i at Mānoa's (UHM) international programs and activities were canceled as of March 2020. This affected all Shidler College's study abroad programs, international conferences, regional and international student business competitions, international exchange programs and overseas internships.

2020 Highlights

- The U.S. News & World Report's 2021 edition of "Best Colleges" ranked the Shidler College of Business 15th on its list of top international business programs. In the U.S. News business school ranking, the college was tied for 112 out of 504 AACSB- accredited business programs. The college has been consistently ranked in the top 25 percent nationwide for the past decade.
- Forty-nine undergraduate business students participated in study abroad opportunities offered through UHM's Study Abroad Center or the Mānoa International Exchange Office for 2019-2020 academic year. Business students spent their fall, spring or summer semester studying at host universities including those in the Czech Republic, Hong Kong, South Korea, Japan, China, Singapore, Italy, Spain, France, England, Denmark, and Australia. In addition, Accounting Professor Shirley Daniel led a group of students to France during the fall. Shidler welcomed 26 international undergraduate and three graduate business students from Japan, South Korea, Denmark, France and Thailand.
- Twenty-five students received the Freeman Foundation Scholarship to study abroad at universities in China, Hong Kong, Japan, Korea and Singapore. While 10 students were able to complete their semesters abroad during Fall 2019, only three out of the 15 students were able to study abroad during the spring semester. Unfortunately, due to the pandemic, the UHM canceled its study abroad programs midway through the semester and requested that students return home immediately and return unused scholarship funds. The change in plans adversely affected students' scholarships and registration.



**Figure 39 Freeman Foundation
representatives and scholarship recipients**



Figure 40 Students competed virtually at the HSBC/HK Asia Pacific Business Case Competition

- In the fall semester, International Business Organization (IBO) facilitated their first annual Global Leaders, Global Success seminar to provide information on various study abroad programs and resources provided by Shidler College of Business and UH Mānoa. Guest speakers included study abroad scholars and alumni who shared their experiences studying abroad and its impact on their career. IBO also invited study abroad students to provide a 30-minute presentation about their academic program, and their cultural and personal experiences living in another country.
- Due to the pandemic, the HSBC/HKU Asia Pacific Business Case Competition was held virtually from June 6-9, 2020. The Shidler team impressed judges with an exceptional presentation that earned them third place. For the competition, 20 teams representing 12 countries collaborated to develop their presentation on blockchain, sustainability and the COVID-19 pandemic.
- The Hawai'i Accounting Research Conference (HARC) was held at the University of Hawai'i at Hilo in January 2020. The conference drew nearly 300 participants and included panel discussions on blockchain, imprecision in asset measurement, corporate credit rating errors, CRS performance, non-compete agreements and deterrents to inside trading. Keynote speaker Christine Botosan, from the Financial Accounting Standards Boards, spoke about their challenges to establish and improve financial accounting and reporting standards. Since 2017, the HARC conference has grown in the quantity and quality of its research papers and gained international sponsorship from universities such as Seoul National University, National Taiwan University, Copenhagen Business School, Nanyang Technological University and Waseda University.
- More than 1,000 top academics, researchers and practitioners from 41 countries gathered at the Grand Wailea Resort on Maui in January 2020 for the 53rd Hawai'i International Conference on System Sciences (HICSS). The conference featured three keynote speakers: Kohei Itoh, professor and founder of the IBM Q Hub from Keio University; Jervis West, director of the Center for an Informed Public at the University of Washington's iSchool; and Ajit Pai, FCC chairman. The conference hosted 34 symposia, workshops and tutorials and 665 paper presentations on trend-setting research. The conference is ranked among the top three conferences in information systems with more than 1.3 million downloads.



Figure 41 CUIBE International Business Case Competition

- The Shidler undergraduate student team placed second overall at the 9th Milgard Invitational Case Competition on social responsibility at the University of Washington Tacoma in February. The competition attracted 86 teams from 35 universities from around the world. The teams presented their business plan to help Microsoft use Artificial Intelligence (AI) to influence its social responsibility initiatives. Microsoft is a sponsor of the competition.
- The Shidler College team made up of undergraduate students, outperformed 15 teams to take first place at the 10th annual Consortium of Undergraduate International Business Education's (CUIBE) International Business Case Competition on October 31-November 2 at Northeastern University in Boston. The team presented a comprehensive analysis of a Polish cosmetics company.
- The pandemic and global travel restrictions put a creative twist to the 2020 Asian Field Study Program. The initial plan was to take a group of twenty graduate and undergraduate students on a three-week business tour to Seoul, Taipei, Bangkok, Hanoi and Singapore to visit 40 companies. Instead, the College developed a new online course in Asian Business with the objective of creating a virtual Asian Field Study. Top business executives from the NBA China, Softbank Group in Japan and other countries and industries participated in virtual meetings to give students the opportunity to speak directly on strategy, financial policy and markets around Asia. The new online course was designed to enhance students' preparation for business careers in the Asia-Pacific region.
- In lieu of its annual global meeting scheduled for Lima Peru from July 7-11, 2020, members of the Pacific Asian Consortium for International Business Education and Research (PACIBER) met virtually on July 9. Members shared how the pandemic affected their university and country from the rise of online activity and technology to the impact of the pandemic on their economy. PACIBER was created in 1988 as a consortium of 27 universities dedicated to promoting international business education. The annual meeting provides a forum for the exchange of ideas where members can network and learn from one another.
- The Shidler College's MBA for Executives in Vietnam (VEMBA) program graduated 54 students from its Ho Chi Minh City and Hanoi campuses in the 2019-2020 academic year. The VEMBA program is a two-year, executive format program for working professionals living in Vietnam and is the first AACSB- accredited institution in Vietnam. Since 2001, the VEMBA program has proven to be immensely successful in advancing many graduates' careers in the corporate and start-up world. To date, the program has graduated nearly 300 students.

The School of Travel Industry Management (TIM)

Highlights of the Year

- The TIM School hosted a “Travel with TIM” student exchange fair and informational session during the fall and spring semesters with representatives from the UHM International Exchange and the UH Study Abroad Center. Approximately 100 students participated in the event. During the information sessions, TIM students were also invited to share their experiences studying in South Korea, England and Italy.
- The TIM School reestablished a Memorandum of Understanding (MOU) with the School of Hospitality and Tourism Management at Meikai University in Japan. The MOU facilitates and encourages the exchange of faculty, scholars, students and academic knowledge between the two schools.
- Several study abroad programs were abruptly canceled due to the pandemic and affected student plans. They included three TIM students who were planning to study abroad in Kobe, Japan and fourteen TIM students who were planning to participate in the 2nd Annual Japan Study during spring break. This study trip is planned in collaboration with partner school Meikai University, in Tokyo, Japan. Additionally, two TIM students had planned to do their internships at the Tokyo Olympics in Japan.
- The TIM School hosted seven inbound exchange students from Japan, including students from Keio, Waseda and Meikai Universities.



Figure 42 TIM student enjoys his study abroad experience in Italy

Future Goals

- The college will continue to pursue study abroad, internship and research opportunities with top Asian companies and universities to broaden students' learning and working experiences.
- The college will enhance its international alumni engagement program by developing value-added events and opportunities for its alumni to connect with one another.
- The college will keep pace with the changing global business environment by seeking partnerships with universities overseas for potential joint programs and collaborations. It will continue to:
 - Pursue opportunities to bring in top faculty to participate in its research seminar series;
 - Seek additional research support to fund equipment, research databases and professional development activities.;
 - Provide study abroad and internship opportunities overseas;
 - Increase the number of full-time tenure-track faculty with endowment support;
 - Establish new degree programs and relevant courses to provide the necessary knowledge, skills, and cultural understanding for a global workforce.

Department of Theatre and Dance

The 2019-2020 academic year presented many challenges, particularly in spring semester, but faculty and staff in the Department of Theatre and Dance successfully pivoted to online teaching and developed pathways forward to be able to offer the 2020-21 Kennedy Theatre season productions remotely. Movement to online platforms enabled scholarly and artistic research of the faculty to be even more far-reaching, with faculty actively participating in numerous online conferences and symposia, and audiences from across the world able to attend remote productions.

Future Goals and Initiatives

As a department, we are currently decolonizing and recentering our curriculum as well as our Kennedy Theatre season planning by shifting our primary focus towards the cultures of Hawai'i, Asia, and the Pacific, which means that these will be more prominently represented in our future offerings with regard to courses, theatre and dance productions, guest artists and scholars. One major event that was scheduled for August 2020 but had to be postponed by a year (until August 2021) because of COVID-19, was the National Asian American Theater Conference and Festival (ConFest), co-organized by **Tammy Haili'ōpua Baker**, with a special focus on Native Hawaiian and Pacific Island theatre practitioners.

The 45th international *Brecht Yearbook* (with articles from France, Germany, Italy, Japan, Poland, Russia, the United Kingdom, and the United States), edited by managing editor **Markus Wessendorf** (and guest editors Micha Braun, Günther Heeg, and Vera Stegmann), will be published at the end of 2020. The 46th international *Brecht Yearbook* (with articles from Austria, Brazil, Canada, Germany, Italy, Luxembourg, South Africa, Sweden, and the United States) by the same group of editors will be forthcoming in November 2021.

Departmental and Campus Activities and Events



Figure 43 The Kennedy Theatre presented a wayang listrik (Balinese shadow-theatre) production of *The Last King of Bali*.

The Kennedy Theatre presented a *wayang listrik* (Balinese shadow-theatre) production of [*The Last King of Bali*](#), the culmination of a year-long collaboration between Balinese master artists Made Moja, Keturt Wirtawan, and Made Widana, and faculty member **Kirstin Pauka**, who served as the artistic director and producer. Five public and three school performances were given to nearly sold-out houses between Feb. 6 and 16, 2020. Additionally, the guest artists let audiences in on the secret workings behind the scenes in two pre-show chats. **Pauka** also received funding from two major grants: the LUCE Southeast Asia Transitions Initiative (LUCE-SEA) and the US Department of Education's National Resource Center (NRC) Grant to develop online educational

outreach projects on Balinese arts. These two- and four-year projects respectively, promise to reach a wide audience throughout Hawai'i, nationally and internationally. **Pauka** also presented a talk on "*Wayang Listrik—Process and Production of The Last King of Bali*" at the Conference of the Association of Asian Performance (AAP) in July 2020.

Tammy Haili'ōpua Baker co-organized a gathering of Māori graduates from Te Parekiretanga o Te Reo, Māori language excellence program, and Kānaka Maoli language scholars and practitioners for a language planning retreat and celebration in August 2019.

Julie A. Iezzi curated a two-week guest artist residency from Feb. 11-20, 2020, by leading kabuki *nagauta* musician Tobaya San'emon. In this first of several planned residencies to train students for the April 2021 kabuki production, *The Maiden Benten and the Bandits of the White Waves* (postponed due to COVID-19), students learned the main entrance song for the five bandits in the climactic scene of the play. While students encountered a new style of music as well as a new way of learning, guest artist San'emon was challenged to adapt the one-on-one environment common in training professionals to teaching a group of eager students.



Figure 44 (Left) Group photo with kabuki *nagauta* musician Tobaya San'emon guest artist in residency, pictured right.

Significant Achievements and Highlights of the Year—Faculty

Tammy Haili'ōpua Baker presented her research on Hawaiian-Medium Theatre at the University of Waikato, Aotearoa/New Zealand for the Native American and Indigenous Studies Association conference in August 2020.

Julie A. Iezzi was invited to attend the 49th Annual Aioi-za Kabuki Production in Mizunami City, Japan, on Sept. 28, 2019, where she gave a talk during intermission about the English-language kabuki tradition in Hawai'i, and the ongoing collaboration between the Aioi-za and the Dept. of Theatre and Dance. In 2020, **Iezzi** joined an international cast from the US, Canada, and Japan, to give a play reading of a new translation of Japanese play *Ekibyō Ryūkōki* (Journal of the Plague Year) by Terayama Shuji. Translated and directed by UHM alum Colleen Lanki (TomoeArts/University of British Columbia), the play reading was presented at the Association for Asian Performance Annual Conference on July 29, 2020.

Peiling Kao invited Taiwanese artist Ming-Shen Ku, Professor of Dance at the Taipei National University of the Arts, and curated this international artist residency, which took place on September 21 and 28, 2019. **Kao** was also invited to present and perform her own collaborative creative work entitled *Cover Your Mouth When You Smile* at the Kuandu Arts Festival on

November 1 and 2, 2019 in Taipei, Taiwan. During the festival, she also taught two master classes to the dance students at the Taipei National University of the Arts. Following that, **Kao** was invited to perform *body electric 3.2* and teach master classes at i-dance Taipei, an international dance improvisation festival, from November 5-10, 2019 at Songyan Creative Lab, Taipei, Taiwan. In 2020, **Kao** traveled to Lucerne, Switzerland from March 8 to 16, to conduct the second iteration of her research on *The dancing body through the lens of postcolonialism* with inkBoat, a physical theatre and dance company. She showed her work in progress solo at the Südpol Theatre, Kriens, Switzerland on March 13, and at Universe 9, Hergiswil, Switzerland on March 14.

Kara Jhalak Miller's article "Creating Performance Networks Online: Dance Improvisation and Location Sharing" was published in December 2019 in the international journal *Diálogos com a arte: revista de arte, cultura e educação*, a peer reviewed, online, interdisciplinary academic journal with contributions from scholars from eight countries. In 2020, **Miller** initiated the international online "Connections: Uplifting Dances at a Gathering Online" project, bringing together 30 new and original video dance shorts created by dance faculty, lecturers, undergraduate and graduate students, alums, and friends of dance from the US, Hawaii, Japan, and India. These video shorts were broadcast online during the pandemic in April and May of 2020—with one video a day released during the entire month of May. **Miller** also presented an online workshop and interview with dance scholar and choreographer Dr. Moonea Choi, with students in Hawaii and Seoul, South Korea, as part of the Department of Theatre and Dance Business for the Arts course in April 2020. In July 2020, **Miller** was invited to teach live online dance choreography workshops, mentor dance festival choreographers, and collaborate with the ING Improvisational Group for a screendance film at the Seoul International Festival in Seoul. She also participated in the international Dance Studies Association Dance and Technology Working Group throughout 2020.

Kirstin Pauka presented a Webinar talk on "*Randai's* Global Reach" as the Keynote Presentation for the 5th Conference of the Cultural Center of West Sumatra, Indonesia on *Randai Melintas Zaman*, on July 25, 2020.

Brian S. Shevelenko created and coordinated a new entertainment position aboard some of the largest ships in the Royal Caribbean fleet as part of his 2019-20 sabbatical research project. These ships, staffed by international teams, include those traveling throughout Asia, Australia/New Zealand, Europe, and the United States.



Markus Wessendorf (Chair) was the main editor of the 44th volume of the international *Brecht-Jahrbuch/ Brecht Yearbook*, published in November 2019 with Camden House in Rochester, New York. This volume includes contributions in English and German by authors from China, Germany, Ireland, the United Kingdom, and the United States.

Peng Xu served as a panel moderator for the first annual Hawai'i International Conference on Chinese Studies (HICCS) in January 2020. Selected as the theatre track leader for the second annual conference, she is co-organizing the panels on Chinese theatre studies with Professor Fu Jin, Dean of Academic Affairs of the National Academy of Theatre Arts in China. **Xu** was also interviewed by the Chinese Ministry of Education Designated Heritage Base for Outstanding Traditional Culture (Kunqu Opera) in March 2020. The interview was published on the [online platform of the Kunqu Heritage Base](#) on March 17, 2020.

Sai Bhatawadekar, Paul Mitri, and Maile Speetjens presented a roundtable discussion on “*A Midsummer Night's Bollywood Dream in Hawai'i: Triumphs and Tribulations*” at the Association of Asian Performance (AAP) annual conference in July 2020.

Significant Achievements and Highlights of the Year—Students

Crystal Kwok (PhD, Performance Studies) was invited to share her dissertation research in a talk entitled “Anti-blackness through a Chinese American Lens” at the Africa Center HK in Hong Kong in July 2020.

Maria Teresa Houar (PhD, Performance Studies) presented her paper “Leviathan: Reimagining Andersen’s ‘The Little Mermaid’ as a Tale of Transspecies Liberation through a Queer Ecoerotics of Sovereignty” as part of the Climate Fictions / Indigenous Studies Conference at the University of Cambridge Center for Research on the Arts Social Sciences and Humanities (CRASSH) at the University of Cambridge, UK, in January 2020.

2019-20 International Student Enrollment in the Department of Theatre and Dance

	Theatre	Dance	No. of Internatioinal Students
Undergraduate Minors	14	24	
Undergraduate Majors	42	28	3
MA/MFA	33	11	4
PhD	15	N/A	3

Academy for Creative Media

THE SMART (STUDENT MEDIA ART) EXCHANGE program was started in 2006 and since then has occurred semiannually, in November (Hawai'i) and in June (Shanghai, China), under the generous support of the Hawai'i International Film Festival (HIFF), the Shanghai International Film Festival (SIFF), Shanghai University (SHU), and UH Mānoa. For each film festival, student films are selected from each school, and filmmakers are invited as official delegates of the film festival. Along with film festival participation, these students participate in a filmmaker's workshops (and in previous years have produced film collaborations--a first in Sino-US student film co-productions)--as directed by Anne Misawa, Associate Professor at the Academy for Creative Media (ACM) at UH Mānoa. In this past year, the fall 2019 program was abridged to focus in on the film festival duration and the summer 2020 program was canceled due to the COVID-19 pandemic and travel restrictions. We hope to resume, or expand to another location, the SMART Exchange program, when safer circumstances prevail.

Significant Achievements and Highlights of the Year

November 2019: Six SHU students and one instructor visited Hawai'i and stayed at UH Mānoa for eleven days to participate in the SMART Exchange program and Hawaii International Film Festival, 2019. This SMART Exchange program duration was shortened to focus in on an in depth film festival participation and had SHU students join in class sessions and special events with ACM students. No film collaborations were done at this time though students from both schools had student short films (as well as past SMART Exchange co-produced films) screened at the Hawaii International Film Festival, 2019.



Figure 45 Shanghai Film Academy, SHU student filmmakers and ACM UHM students who participated in the SMART Exchange program, speak during the Q&A of their short films at the Hawaii International Film Festival, November 2019.



Figure 46 (Left) ACM and SHU students and professors, staff at the Hawaii International Film Festival, November 2019.

Figure 47 (Right) Shanghai Film Academy, SHU students visit the interactive LAVA Lab (Laboratory for Advanced Visualization & Applications) at Keller Hall UHM, directed by Professor Jason Leigh, during the SMART Exchange Program 2019.

SMART co-labs: For summer 2020, ACM UHM was not able to participate in the two SMART co-labs (collaborations with other international programs) due to the COVID-19 pandemic:

The LOOKING CHINA documentary program (by the Beijing Normal University) offers students from abroad an opportunity to film documentary co-productions in China.

THE INTERNATIONAL FILMMAKING ACADEMY (IFA) program which pulls together a select 20 students from international film schools to participate in a three week program with master classes with accomplished filmmakers and participate in a classics film festival.

Both of these programs canceled their international programs for this past year (summer 2020) due to the pandemic.

Major Issues

Sources of funding for future SMART Exchange programs, and to continue the new SMART co-labs with other programs, are being sought. More immediately, the COVID-10 pandemic situation is being assessed to determine if the summer and fall 2021 exchange programs can be offered or not. An updated MOU will need to be approved for signature well in advance.

Future Goals

With funding, the goal is to resume and/or expand to departments in other international universities related to film production and media studies.

Key Performance Indicators

Films produced in the SMART Exchange have had consistent international distribution with film festivals such as SIFF and HIFF. Student feedback from current and past participants over the fourteen years of the program as well as the newer SMART co-lab programs, reveal transformative experiences as a result of participation in the program.

William S. Richardson School of Law

In late February, the Law School had just begun its 16th annual Law Study Tour, which brought 51 students and faculty from five Japanese universities to Hawaii when the Covid-19 pandemic hit. All study abroad programs were being cancelled and quarantine measures were put into effect. This two-week Study Tour would be the last major 'in-person' gathering of international students for the year 2020. Every year, the Law School offers the Law Study Tour for law students from Japanese universities: The University of the Ryukyus, Aichi University, Aoyama Gakuin University, Meiji University, and Waseda University. The Law Study Tour provides basic law training, including customized lectures on American law topics and site visits to legal institutions in Honolulu. It also serves as an outreach tool to promote the Law School within the close-knit legal community of Japan.



Figure 48 Japanese study tour participants from Aichi University, Aoyama Gakuin, Meiji University, Waseda University, and University of the Ryukyus in front of the Hawaii State Supreme Court.

William S. Richardson School of Law

The Law Study Tour is one example of how the William S. Richardson School of Law has been active in international education over the years. Richardson currently has three degree programs for international students. Members of the Law School faculty have unusually broad expertise in international and comparative law issues, especially relating to the Pacific-Asia region. They specialize in areas such as international human rights law, international business and economic law, international dispute settlement and international criminal law, and they teach courses on Chinese, Japanese and Korean law. They also organize and participate in international conferences and symposia, and teach in foreign law programs.

Covid-19 Pandemic Impact

The Covid-19 pandemic and the accompanying tighter visa restrictions reduced the number of international students drastically. Several students decided to defer their admission to Fall 2021 because they were afraid of the possibility of contracting the corona virus in a foreign country or they were unable to obtain a student visa. In addition, the Law School closed its facilities to all except essential workers and switched all of its courses to the on-line format. This has made it difficult for students to interact with each other. It is especially hard on international students, who do not know anyone else in the class and are not comfortable with reaching out to interact with other students via Zoom. For the foreign students who did come to Hawaii, it has been very isolating, with quarantine rules and social distancing measures in place.

Master of Laws (LLM) Program

The LLM Program provides both domestic and international students with a broad understanding of US and international legal issues during a one-year course of study at the Law School. The program is open to domestic and foreign legal professionals and law graduates. The LLM Program now has 169 alumni from 57 countries around the world. Our graduates include judges, law teachers, and NGO personnel as well as lawyers and businesspeople in Asia, Europe, Latin America, Africa, North America, and the Pacific.

We fully integrate our international students into all Law School courses and activities while offering courses tailored to their interests. We offer specializations in seven areas: Environmental Law, International and Comparative Law, Conflict Resolution, Criminal Law, Business and Commercial Law, Ocean Law and Policy, and International Human Rights Law. The specializations have proved very popular and most LLM students earn a certificate in at least one of these areas. The Law School has also introduced a legal writing class developed for international law students, which most of the LLM students now take.

The Covid pandemic has caused a lower enrollment of LLM students (seven total) for Fall 2020 and has made it very difficult for them to form relationships with their peers, since all classes are online.



Figure 49 LLM students hike above Hanauma Bay

Advanced Juris Doctor Program for Foreign Law Graduates

In fall 2019, the Law School admitted its sixth class of Advanced Juris Doctor (AJD) students, who will graduate in 2021. The AJD program grants advanced standing for applicants who have already earned a foreign law degree. Highly qualified law graduates may receive up to one year of credit for their law training outside the US, allowing them to earn their JD degree in two years instead of three. The program is especially attractive to foreign lawyers who seek a deeper grounding in American and international law than a one-year program can provide, and to those who wish to qualify to take a bar exam in the US. We expect that students in this new program will continue to enrich the diversity of the student body.

Doctor of Juridical Science Program

In fall 2017, we launched the Doctor of Juridical Science (SJD) degree program. The SJD degree is an advanced legal degree with a focus on original research and scholarship under faculty supervision. Successful candidates for the degree must produce a work of publishable scholarship that makes a unique contribution to the legal scholarly literature. The program is intended for those who teach or who wish to teach law, or who are involved in policy work in research institutions or government organizations.

The SJD program requires one academic year of study at the Law School plus time to write a dissertation. During the first year, students work with a faculty mentor to get approval for their dissertation topics. The goal is for all students to submit their finished dissertations by the end of the third year of candidacy.

The UH administration has ordered the SJD program to stop admitting students, due to low enrollment and budget concerns. It is unclear if the program will be reinstated at a later date.



Figure 50 LLM and exchange students took a tour of the Halawa Correctional Facility

Student Exchange and Training Programs

The Law School has exchange agreements with several of universities in Asia, including Beijing Foreign Studies University, Aichi University, Aoyama Gakuin University, Meiji University, Waseda University and the University of the Ryukyus. These exchanges are suspended until the Corona pandemic settles down.

International Visiting Professors and Visiting Scholars Suspended

The Law School has suspended the International Visiting Scholars Program due to the pandemic. Normally, the Law School hosts visiting scholar, mainly from Asia, to conduct research and work with colleagues at the Law School. Visiting scholars collaborate with law school faculty and often participate in our Asia Law Talks series. In the year before the pandemic, we hosted 12 Visiting Scholars from Canada, China, Japan, Norway, and Korea.

Events

Every year the Law School organizes a series of programs involving participation by international legal experts and scholars, in addition to the regular Asia Law Talks series



Figure 51 The Pacific Asian Legal Studies program co-sponsored a conference with the Center for Korean Studies.

Future Goals and Programs

When the Covid-19 pandemic subsides, the Law School aims to expand its degree programs for international law graduates and its non-degree programs through pursuing more strategic marketing and outreach efforts, providing better service to current students, and seeking other opportunities for international activities.

John A. Burns School of Medicine

JABSOM's Office of Global Health and International Medicine (OGHIM) is directed by Gregory G. Maskarinec, PhD, within the Office of the Dean. OGHIM works to ensure that all international medical education activities of JABSOM faculty, staff and students are aligned with the school's mission, compliant with all accreditation body requirements, and within relevant legal parameters. Our goals are to promote student appreciation of global issues that impact the health of patients and communities in Hawai'i and to encourage students to gain experience in international health care settings. As aspired to in the 1948 United Nations' Universal Declaration of Human Rights (article 25) OGHIM advocates that "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services." OGHIM agrees with Richard Horton that "Global health is an attitude. It is a way of looking at the world. It is about the universal nature of our human predicament. It is a statement about our commitment to health as a fundamental quality of liberty and equity." Currently, 37 medical institutions in Pacific Rim countries have international student exchange memoranda of understanding (MOU) with JABSOM.

Visit JABSOM's Office of Global Health webpage <https://jabsom.hawaii.edu/globalhealth/> and see a listing of JABSOM activities in the full report: [2020 JABSOM Annual Global Health Report](#) by Dr. Gregory G. Maskarinec. Visit <http://go.hawaii.edu/E2J> for a list of publications in 2020 related to global health by JABSOM faculty.

Major Issues

1. In response to the current coronavirus pandemic, OGHIM seeks to expand the options, logistical support and financial resources available to JABSOM students, residents and faculty to participate in exchange rotations at medical schools and health care facilities throughout the Pacific, in Asian Rim Countries, and the world, with adequate pre-departure orientation and post-selective debriefings.
2. We hope to demonstrate that joining the Consortium of Universities for Global Health (CUGH) advances national understanding of Hawaiian and Micronesian health issues, and have again prepared a proposal to address these issues for next year's CUGH conference delivered remotely.
3. OGHIM fosters cooperation with other divisions and departments in the UH System, including public health, nursing, social work, pharmacy and social sciences to develop an interdisciplinary community engaged in global health issues. JABSOM participation in the UH Systemwide Committee on Global Health and Social Justice advances this cooperation.

Goals

1. Continue to develop a cross-residency didactic curriculum on global health to support a "global health experience" available to all primary care residents, including pre-departure training and post-rotation debriefings.
2. Support faculty positions with expertise in global health to accompany students and residents on international rotations.
3. Propose and plan a second "Humanism, Empathy, Social Justice and Global Health" symposium for February 2022 during Humanism Week, with support from Dr. Yoshihisa Asano and the Noguchi Medical Research Institute, Japan.
4. Support capacity-building at clinical sites in the Pacific Rim, through bidirectional exchanges, shared education, and research partnerships.
5. Increase research opportunities across the UH System on global health topics, including implementation of protocols in low-resource settings across vast geographic areas with emphasis on tropical diseases.

Significant Achievements of JABSOM OGHIM in 2019-2020

- Six JABSOM students participated in a one-month reciprocal exchange program: Japan – Osaka Medical College and Tokyo Women's Medical University; Korea – Pusan National University; Thailand - Thammasat University. Additional planned travel was suspended in March 2020 for the remainder of the year due to the coronavirus epidemic.
- Twenty-three fifth- and sixth-year undergraduate and graduate medical trainees came from Bali, Japan, Philippines, South Korea, and Thailand to participate in a one-month reciprocal exchange program. Additional visits were cancelled due to the pandemic.
- Nine short-term physician consultants were sent to Okinawa Chubu Hospital.
- In January, Dr. Maskarinec visited five partner medical schools in Japan: Akita, Wakayama, the Jikei, Keio, and Showa, to discuss our student exchange programs, meet with faculty and students, and lecture on the importance of Social Justice in Medicine.
- New JABSOM scholarships were created for student international travel and administered through the OSA for students to attend international meetings, and we were able to sponsor two MS4s, Brittini Kam and Derron Maki, to attend the "Peace Summit of Emerging Leaders" in Bangkok, Thailand in February 2020.
- In February, the Noguchi Medical Research Institute and Dr. Yoshihisa Asano, "to spread the awareness of the importance of humanism and empathy in medicine and medical education," generously funded our first "Humanism, Empathy, Social Justice and Global Health Symposium" during 10-14 February 2020.



Figure 52 (Left) HMEP Tokai University; (Right) Students visit Thammasat Medical School Bangkok, Thailand

- Dr. Junji Machi continues to oversee the Hawaii Medical Education Program (HMEP), in which 13 Japanese Medical Schools participate. More than 800 students are registered in the program. A special class is offered every Saturday in Japan for HMEP Japanese students since April 2020, using Zoom. Online e-learning materials are provided to HMEP students. Dr. Machi visited 10 Japanese medical schools to provide an overview of HMEP. A JABSOM-style HMEP clinical clerkship began April 2020 at the International Hospital in Japan (Shizuoka Medical Center).
- Dr. Machi also continues to oversee the Okinawa Chubu Hospital (OCH) UH Postgraduate educational program, with a contract between UH and the Okinawa government to continue this program for 2 years (2019-2021). The 53rd Graduation ceremony was held on March 19, 2020: Dr. Machi participated by video. A total of 11 consultants visited Okinawa for teaching from the UH or other US institutes: 10 were short-term (one week) consultants, and one served as a long-term consultant. Beginning in fall 2020, the consultant education will be performed on Zoom. The OCH Residency Future Advisory Committee meets once or twice a year and the OCH Alumni seminar is held twice a year in Okinawa and in the continental US: March and October.
- Dr. Machi, in collaboration with the fiscal support of the JrSr Corporation hosted Resident/physician visitors (for observation at UH). Five Japanese residents and physicians

visited in January and February 2020 for observation training in IM, FM, Surgery and EM. There have been no visitors since March 2020 due to COVID-19.

- Dr. Machi organized a UH faculty seminar on oncology in Japan by Dr. Ken Sumida for Japanese students and residents in February 2020, and he organized a Zoom tele-conference for Japanese students and young physicians by JrSr teaching members.
- International Honors: "Kadar Patra 2019" for supporting local literature and cultural studies in Nepal, from the Nepal literary organization "Nepal Sahitya," Jumla Chapter, awarded to Gregory Maskarinec, November 2019.



Figure 53 (Left) Dr. Yoshihisa Asano; (Right) The Noguchi Medical Research Institute team at JABSOM

Office of Medical Education (OME)

The Office of Medical Education's International Programs, formerly the Program for Medical Education in East Asia (PMEEA), works with a broad network of medical educators throughout the Asia-Pacific region. Through workshops, personal consultations, visitations, and other educational opportunities, OME fosters professional development of medical faculty and the enhancement of medical students' total educational experience. OME was able to continue the Hawaii-Okinawa Medical Education Fellowship program virtually via Zoom. As the 2020-2021 Hawaii-Okinawa Medical Education Fellowship Program Opening Session, and Introduction to PBL student workshop at the University of the Ryukyus, Japan, we were able to hold a modified version via Zoom on July 24, 2020.

SimTiki Simulation Center

SimTiki is the healthcare simulation-based healthcare education center at JABSOM. SimTiki is an Educational Support activity conducted under the Office of the Associate Dean for Academic Affairs, Office of the Dean. International programs include a variety of short course for educators and healthcare providers, and an in-residence research scholar fellowship of 1-2-year duration under the J1-Visa program. Short term in-residence programs of one week to several months duration are focused on faculty development in simulation based education methods, and clinical skills training for international learners. Outreach educational programs have been conducted throughout the Asia-Pacific region, including Philippines, Japan, China, Thailand, Korea, and Malaysia.

1) The SimTiki international post graduate fellowship was reaccredited in categories of Teaching and Learning and, Research. Initial Accreditation in categories Assessment, and Fellowship was achieved this year. The International Fellowship accreditation recognized the strength of the international fellowship and was the first such program accreditation by the Society of Simulation in Healthcare.

2) International fellows from Korea (4) and Japan (3) were enrolled in the J1 visa fellowship program. Despite significant COVID restrictions the program recruited and enrolled 3 fellows, who enrolled in the program. COVID related delayed matriculation dates for 8 fellows was addressed

through development and delivery of a web-based forum for delayed fellows. The web-based SimTiki Pre-Fellowship Program (SPOT) provides a structured 12 week blended learning curriculum focused on core concepts of simulation education based methods.

3) SIMTIKI on-site international programs

The SimTiki simulation center had a curtailed on-site international program scheduled this year. The following on-site international education programs were conducted:

- Faculty Development Academy Program (2-8 weeks). One program participant matriculated. 7 scheduled academy participants delayed participation due to COVID restrictions.
- Honolulu - Uwajima Medical Learning Alliance - "HULA" Ehime Prefecture Medical Resident Program (2 weeks) – 5 Medical residents and one faculty member. This full time in -residence program was conducted in collaboration with JABSOM's Offices of Medical Education and Global Health and International Medicine, and the City and County of Honolulu Sister City program.

4) "FunSIM" is a 2-day faculty development course for healthcare instructors seeking to improve simulation-based education skills. FunSim has been conducted 35 time in Japan by SimTiki JABSOM faculty and colleagues in Japan including graduated SimTiki fellows. Due to COVID restrictions no courses were conducted this year, but the program was transitioned to an on-line program. The program attracted more participants than we have ever had in a single face-to-face course over the past 13 years. 45 participants and 9 Japanese faculty joined the blended learning program. This program was originally designed as a contingency program born of necessity but proved to be a highly successful model which will now be incorporated in our usual International program offerings.

Department of Family Medicine and Community Health

1) The long-awaited Special Issue of the Hawaii Journal of Health and Social Welfare, focusing on Health Disparities in the USAPI: A Voyage Forward, was published in June 2020 https://hawaiijournalhealth.org/past_issues/79.06.suppl2.htm. Six articles include topics written by local leaders, describing key collaborations, partnerships, and management of chronic disease and cancer programs within their specific contexts. Nine articles led by academic-based authors, including some indigenous Pacific islanders, address a myriad of issues relevant to maternal-child health, non-communicable disease, e-health and the challenges created by differing international connectivity that makes it difficult to utilize telecommunications technology to promote health as is common in Hawaii and most of the United States.

2) Ongoing implementation of the USAPI Pacific Regional Central Cancer Registry for 2017-2022, as well as the Pacific Regional Comprehensive Cancer Control program. These activities and programs, funded continuously by the CDC since 2007, includes providing technical assistance and guidance to each USAPI jurisdiction on the implementation of their local comprehensive cancer control plans and cervical cancer screening improvement efforts. Region-wide strategies focus on health system strengthening for cancer control, cancer surveillance, cervical cancer screening, and telehealth.

Tropical Medicine, Medical Microbiology and Pharmacology

1) The Northern Pacific Global Health (NPGH) Research Fellows Training Consortium (sponsored by the National Institutes of Health [NIH] Fogarty International Center): This five-year program, from 2012 to 2017 was renewed for additional five years (2017-2022). This program led by Dr. Vivek R. Nerurkar has provided fellowship and scholarship funding for international training in Thailand, Cameroon and India to JABSOM postdoctoral trainees, JABSOM scholar trainees, international postdoctoral trainees, and international scholar trainees since 2012. The NPGH research projects have included clinical studies on dengue virus, malaria, tuberculosis, HIV/AIDS, and qualitative research on transgender populations in Thailand.

2) The department was awarded a NIH/Fogarty International Center D71 grant entitled, "Sustainable Research Training and Capacity Building for Emerging Epidemic Viruses in Liberia"

to conduct collaborative research training with faculty and researchers at the University of Liberia (UL). The goal is to develop sustainable research capacity for early identification and control of emerging viral diseases with the potential for regional and global pandemics.

Department of Pediatrics

1) The UH Pediatric Residency Program currently offers three Global Health rotations to pediatric residents in their third year of training under the direction of Drs. Maya Maxym and Anna-Lena Lueker. Each rotation aims to provide residents with graded autonomy in the setting of unique learning opportunities, including exposure to pathology unlike that seen in the Hawaiian Islands or North America and their management in resource-limited environments.

- The 2-4-week rotation at LBJ Tropical Medical Center in Pago Pago, American Samoa gives residents the opportunity to work as pre-attendings in the inpatient and outpatient pediatric setting, provide care for patients in the newborn nursery and NICU, consult in the ED, and admit patients to their own service on the general pediatric floor or pediatric ICU. They are also asked to present a pediatric topic at the hospital-wide Grand Rounds.
- The 4-week rotation at Lao Friends Hospital for Children in Luang Prabang, Laos is designed for residents who wish to focus on their teaching skills, as it requires them to act as supervisor and clinical educator in the inpatient and outpatient settings at a busy children's hospital. They run rounds with local junior doctors pursuing training in pediatrics, and their responsibilities include the teaching of procedures and running of code events. Residents are also asked to participate in active QI projects during their rotation at Lao Friends.
- The 2-week elective in musculoskeletal medicine in cooperation with Shriner's Hospital for Children will allow pediatric residents to accompany orthopedic attendings on their outreach trips to various sites across the Pacific including American and Western Samoa, Guam, the Marshall Islands, and Fiji, among others.

2) We have incorporated more GH material into the residents' curriculum, including pre-departure preparation seminars and online modules, on-site educational assignments, and post-return debriefs for rotating residents. We also sponsor biannual inter-residency Academic Half Days devoted to Global Health topics for residents from programs including pediatrics, psychiatry, OB-GYN, and family medicine.

Department of Geriatric Medicine

The Geriatrics Workforce Enhancement Program (GWEP, HRSA grant) has been extended for additional years of funding. Through this grant, we provided training in geriatrics in the Pacific Islands. We have created a Dysphagia training video for patients and caregivers. In addition to English, the video has been translated into Ilocano, Samoan, and Chuukese, and all are available on YouTube. Our partners at Mountain Pacific Quality Health (MPQH) are helping to disseminate publicity about these videos to the Pacific Islands area. Video links: <http://geriatrics.jabsom.hawaii.edu/gwep/>.

Department of Psychiatry

Dr. Sara Haack is completing a third contract to provide behavioral integrated services to the Community Health Center, Kosrae, Federated States of Micronesia.

Department of Anatomy, Biochemistry and Physiology

The 4th International Hawaii Cardiovascular Symposium (IHCVS) IHCVS was held at UH Cancer Center Sullivan Center, February 5-6, 2020 This was the 4th symposium since it started in 2016. The invited speakers from Japan, Canada and the U.S. shared their latest research findings on cell death, mitochondrial dynamics, autophagy, with a specific focus on heart failure. We had a

total of 30 talks and were able to have productive discussions on transnational research in cardiovascular disease throughout the 2-day symposium.

Department of Obstetrics, Gynecology, and Women's Health

- 1) Dr. Holly Olson traveled to Okinawa as a visiting professor in November 2019. During her one-week stay she gave lectures and participated in hospital rounds.
- 2) Dr. Paris Stowers and Dr. Shandhini Raidoo taught visual inspection with acetic acid and cryotherapy workshops for cervical cancer screening to community health workers in Yap, Federated States of Micronesia, in September 2019.
- 3) Dr. Nancy Yang presented her project, "Sexual health influence & HIV/syphilis self-test distribution among at the MSM in China" at the virtual 23rd International AIDS conference in July 2020.
- 4) Dr. Steven Minaglia presented a virtual symposium to residents and fellows at Unidad de Laparoscopia Ginecologica Avanzada y Dolor Pelvico in Pereira, Colombia in May 2020.
- 5) Dr. Men-Jean Lee presented at Session 4 of the Pacific Islands COVID-19 Clinical Training Course, CDC IMS Coordination Task Force US Pacific Islands.

Hawaii Center for AIDS

As a continuation of a collaboration initiated several years ago, the Hawaii Center for AIDS (HICFA) hosted two junior investigators from the University of the Philippines (UP) this year. Utilizing clinical specimens from a UP/UH JABSOM collaborative HIV neurocognitive study done in Manila, Philippines. Ana Joy Padua, a MD/PhD candidate, spent one year working in the Tropical Medicine laboratory of Dr. Lishomwa Ndhlovu investigating the role of negative checkpoint receptors and their cognate ligands among patients with HIV-associated neurocognitive disorder as part of her PhD dissertation. Dr. Christian Francisco, a junior faculty member at the Philippine General Hospital, UP, spent 6 months working with HICFA's clinical research program to understand the long-term metabolic consequences of individuals living with HIV. Both were recipients of training scholarships awarded by the Department of Science and Technology (DOST), an executive department of the Philippine government similar to the U.S. NIH responsible for the coordination of science and technology-related projects in the Philippines. We were just informed by our lead collaborator Dr. Marissa Alexandria, Chair, Department of Clinical Epidemiology, UP College of Medicine, that the DOST has approved and awarded a 3 year program grant to follow through on these initiatives entitled: Philippine Program for Diagnostic Biomarkers, Disease Modeling and Nutriceutical Product Development (Phil-DIAMOND): Initial Focus on HIV-related Neurocognitive and Metabolic Complications.

Department of Medicine

Our 'ohana of 63 UH Internal Medicine residents includes 29 who bring international perspectives and experiences from India, China, Singapore, Thailand, Philippines, Japan, Canada, Poland, and Jordan. In addition, before COVID-19, our inpatient resident teams at Kuakini Medical Center hosted more than 10 observers from Japan, Thailand, and Korea. Working (and, before COVID-19, playing) with our international medical graduates fosters cultural exchange, and an awareness of differences in health care delivery systems, the built and natural environment. In 2019-2020, the geopolitical discussions were particularly eye-opening.

Department of Communication Sciences and Disorders

Due to the COVID-19 crisis which began in Asia early January 2020, physical aspects of our cultural and research collaborations with Korea, Japan, and Taiwan were curtailed. Fortunately, under the umbrella of the MOU, we were able to continue our research collaboration with colleagues in Taiwan (Taipei Medical University). Dr. YH Lee was a visiting fellow under Dr. Lew's supervision.

College of Tropical Agriculture and Human Resources

The founding college of UH, CTAHR has degree programs in agricultural science, human nutrition, natural resource management, molecular bioengineering, pre-veterinary care, family development, fashion design and merchandising, and more.

CTAHR's federal designation as the Land Grant college for the state of Hawai'i attracts an international presence. Many of our students and faculty hail from the Pacific Basin and throughout Asia, Europe and beyond.

As the state's Land Grant college, our federal mandate includes bringing practical knowledge to the community. Thus, CTAHR is uniquely positioned to interact with international scientists, agencies, and communities – far beyond Hawai'i's shores.

In 2019-2020, CTAHR continued its pre-COVID efforts to host international students, visiting researchers, scientific associations, trade groups, and government agencies. Our faculty and students participated – often virtually – in research symposiums, competitions, and humanitarian efforts in other countries. The following is a sampling of CTAHR's global reach.

Unintended Consequences?

NREM studies the human and environmental cost of closing fisheries across Palau

With 340 islands spread over the Pacific, it's no wonder the residents of Palau heavily depend on the ocean for food. So when this isolated archipelago closed 80% of its ocean to fishing in order to conserve biodiversity and ensure future food security, the concern quickly became, "What are the unintended consequences on local ecosystems and people?"

Enter an ongoing, multinational investigation of these potential socio-economic impacts, led by Kirsten Oleson of the Dept. of Natural Resources and Environmental Management. The authors' latest study concludes the new mandate will increase both offshore fish prices and tourist consumption of reef fish – which could endanger local reef ecosystems.

However, if tourists are offered a sustainable offshore fish choice, their demand for fish could be kept at current levels, and environmental impacts from increased reef fish consumption could be avoided.

"The Palau National Marine Sanctuary sets an international benchmark for protecting our oceans," says Kirsten. "Our findings support the government by turning potential downsides of fishery closures into new opportunities for the local economy."

The study, [Conservation policies informed by food system feedbacks can avoid unintended consequences](#), appears in *Nature Food*.

Natural Resource Master

The Role of Surfing in Biodiversity Conservation and Community Development in Indonesia

On **November 18**, 2020, Cameron Ogden-Fung, an MS candidate in the Dept. of Natural Resources and Environmental Management, gave a presentation on surfing's potential to support *biodiversity conservation and community development in Indonesia*.

“As a surfer and marine conservationist, I’m excited to explore the potential to harness the value of surfing resources and the surfing community to protect coastal environments and strengthen community development in Indonesia,” says Cameron. “It will be interesting to see how this new conservation approach can be expanded to Hawai’i and other global surf destinations.”



Figure 54 (Left to Right) Marine Conservationist Cameron Ogden-Fung; Palau Fisheries; Agro-Ecologist Rebecca Ryals

Wilt in Guam

PEPS develops a rapid test to distinguish the race 3 biovar 2 strain from RSSC

The USDA’s Priority Pest List includes *Ralstonia solanacearum* race 3 biovar 2, a bacterium better known as a bacterial wilt. It infects through the roots and is deadly to plants, and is the subject of new grant funding for the University of Guam under the USDA’s Plant Protection Act.

Assisting with the characterization of Guam’s bacterial wilt strains are Mohammad Arif of the Dept. of Plant and Environmental Protection Sciences and graduate students Sujan Paudel and Dario Arizala. Sujan and Dr. Shefali Dobhal recently developed a rapid assay test that can accurately and quickly distinguish the race 3 biovar 2 strain from RSSC.

“With these diagnostic assays in hand, we can rapidly detect the bacteria directly from crude host tissue sap. We are now responsible for understanding how bacteria interact inside the host tissues, as well as mapping out endophytic communities associated with ironwood decline through microbiome studies,” says Arif.

[Read more](#) about the multi-step study.

Elephant in the Ocean

NREM study finds plastic pollution is outpacing cleanup models

Living in Hawai’i and seeing firsthand the global impacts of plastic on local shores, and being part of grassroots change in plastic consumption, got postdoc Megan Barnes of the Dept. of Natural Resources and Environmental Management “really interested in using my skills to help make a difference in the global challenge of plastic pollution.”

But after an exhaustive study of aquatic ecosystems around the world, the frightening conclusion of her new study is that, even if multilevel mitigation strategies are in place to combat plastic pollution, there will need to be additional, extraordinary efforts put in place to reduce plastic emissions by 2030.

“A huge volume of plastic will continue to leak into the ocean, even if ambitious targets are met,” she says. “Even if we do everything else perfectly, innovative solutions are needed in all parts of the plastic waste pipeline.”

The study, “[Predicted growth in plastic waste exceeds efforts to mitigate plastic pollution](#),” appears in the latest issue of *Science*.



Figure 55 Assistant Professor Muhammad Arif with students Figure 56 Plastic Waste in N. Pacific Gyre by Tyler Mifflin

Across the Rio Grande do Sul

Extension agent is helping livestock producers, near and far

A longtime collaborator with cattle ranchers in Brazil, Extension agent Kyle Caires was a recent guest speaker for graduate students and veterinary students enrolled in the Medicina Veterinária (veterinary school) at the University of Passo Fundo (UPF) in Rio Grande do Sul, Brazil.

Kyle discussed embryologic development in mammals and the key events and molecular mechanisms responsible for sexual differentiation and establishment of fertility in livestock.

“UPF faculty have been great collaborators with CTAHR on several ongoing projects,” Kyle said. “They are very interested in how our approaches in genetics/genomic selection can be combined with advanced reproductive technologies for improving the breeding and management of livestock, as well as the preservation of endangered wildlife species.”

Bringing UH to Cambodia

FCS joins a \$1 million project to study socioeconomic and environmental shifts.

Southeast Asia is undergoing a sea change in socioeconomics and the environment. But its people won't have to forge ahead alone.

With their expertise in Southeast Asia, Sothy Eng and Thao Le from the Human Development and Family Studies program were invited to join the UH Center for Southeast Asian Studies, which will create mentorship programs that transcend institutional boundaries through joint fieldwork, professional training, conference participation, and scholarly publication.

“My excitement is this grant will provide networking opportunities with students and scholars from Southeast Asian universities, and UHM colleagues in other colleges who share a passion for finding solutions to growing global environmental issues impacting Southeast Asia,” says Sothy. “I am most excited to represent CTAHR and share our expertise.”

Read the [full story](#) here.



Figure 57 (Left to Right) Bringing UH to Cambodia; Professor Andy Reilly; Kyle Caires in Brazil

Closing the “Poop Loop”

Can human waste composting improve the environment and public health?

Four-and-a-half billion people around the globe lack access to good sanitation. The methods they typically use, such as pit latrines and lagoons, are responsible for widespread illnesses and a portion of the greenhouse gases warming our planet.

A new study by agro-ecologists Gavin McNicol and Rebecca Ryals shows how off-site composting of human waste is a full-cycle sanitation solution that increases safety, sustainability, even jobs. It also reduces greenhouse gas emissions and waste-borne illnesses—all while producing an effective fertilizer for agriculture.

“The compost itself becomes a carbon sink,” Becca explains. “We showed that spreading compost on grasslands helps the plants take carbon dioxide out of the atmosphere and increases water retention, and it’s an amazing resource to restore depleted soils. Closing the ‘poop loop’ helps the climate, advances sustainable development, fosters circular economies that recycle waste as resources, improves public health, and improves soil health.”

Read the full article, “Climate change mitigation potential in sanitation via off-site composting of human waste,” in [Nature Climate Change](#).

Fashion and Gender for the World

FDM professor honored as Fulbright Specialist

Fashion Design and Merchandising professor Andy Reilly has been accepted into the [Fulbright Specialist program](#), where he’ll be matched with institutions around the world to serve as a short-term visiting expert and collaborator in research or instruction.

Andy’s specialty is the intersections of sexuality, gender, and dress, as well as post-postmodern theory as applied to appearance and the fashion industry. His research investigates appearance-related issues surrounding gender and sexual identity. He tests and develops new theories of fashion adoption, fashion change, and the consequences of fashion-related behaviors.

Fulbright Specialists are competitively selected for their accomplishments and ways they can help. They’re matched up with host institutions internationally to provide two- to six-week assistance programs for their three-year term.

Andy says, “I’m looking forward to serving as a Fulbright Specialist because I want to contribute my knowledge, exchange ideas and information from other cultures, and establish continuing networks and partnerships with international scholars and schools. I want to encourage and mentor beginning educators and researchers.”

See the Dragons

Exhibition of rare robes will greet Chinese scholars

Shu Hwa Lin, in the Department of Family and Consumer Sciences, is preparing a special costume exhibition for the Hawaii International Conference on Chinese Studies to welcome international scholars and conference attendances. The exhibition will highlight three rare and beautiful Chinese Qing Dynasty dragon robes. Both semi-formal and formal dragon robes, intended for wearers of different ranks, will be included.

Over a 15-year period, Shu Hwa's research into these stunning and valuable articles of ceremonial clothing has led her to publish a book, *Qing Imperial Costume Design: Yin-Yang Philosophical Influence*, as well as research articles; give more than 20 oral presentation; and create a series of greeting cards.



Figure 58 Chinese Qing Dynasty Dragon Robe

Myron B. Thompson School of Social Work

Public Health, Social Work, and the Center on Aging

The Myron B. Thompson School of Social Work is committed to globally engaged research and education. Our students and faculty collaborate with international universities, professional institutions, and organizations engaged in epidemiology, gerontology, health literacy, health behavior & services, social welfare, mental health and health economics.

With the growing importance of interdisciplinary collaboration in social work, gerontology, and global health and public health education, research, and training, the School and in particular in light of the pandemic, the Office of Public Health Studies (OPHS), have continued to focus efforts on international exchange and collaboration. The School's efforts are connected to the vision: *achieving social justice and health equity for the people of Hawai'i and citizens in a changing world.*

Initiatives

- The Asia Pacific Academic Consortium of Public Health (APACPH) - OPHS is a founding members of this nonprofit international health organization with 81 institutional members in 23 countries throughout Asia-Pacific region. The main goal of APACPH is to improve professional education for public health.
- Hawai'i -China International Exchange Program in Public Health - The program aims to enhance public health education globally, to promote international cooperation with China to prepare future leaders at various universities including Fudan, Wuhan, and Nanchang Universities.
- International educational program (3+2) in Public Health - OPHS has an active joint educational program with several Schools of Public Health in China. Students receive a BS degree in Public Health from their home university (China) and an MPH from UH Manoa once they complete the program study.

Existing programs

-Wuhan University
-Fudan University
-Nanchang University

In development

-Jiangxi University of Traditional Chinese Medicine
-Xiangnan University

- Active Aging Consortium Asia Pacific (ACAP) is a network of gerontologists from more than 20 countries who develop and test programs and policies in support of healthy aging.
- OPHS students worked closely with American Samoa authorities and the American Samoa Community Health Centers (ASCHC) to provide medical supplies and monetary donations during a measles outbreak which infected more than 2% of the populations of American Samoa.
- Faculty continue as a consulting member of the NAPA (National Association for Practicing Anthropology) – OT Field School in Antigua

Events

The School hosted multiple international scholars and exchange students.

- Visiting scholars:
 - Marlene Longbottom, University of Wollongong, Australia
 - Hua Feng of Nanchang University, China
 - Biran Zhu of Hubei University of Traditional Chinese Medicine
- Visiting students:
 - Ziyou Chen of Jiangxi University of Traditional Chinese Medicine
 - Xian Li of Jiangxi University of Traditional Chinese Medicine
 - Huimin Yu of Jiangxi University of Traditional Chinese Medicine

Highlights of the Year

Faculty members participated in international collaboration and exchange activities including:

- WHO Expert Brief Intervention for Non-Communicable Disease Meeting;
 - CDC Cooperative Agreement on Infectious Disease in Liberia;
 - Global Health Literacy Consortium;
 - International COST Action proposal, which aims to contribute to the scientific, technological, and economic knowledge advancement and development of Europe
 - Cross-cultural study of family caregiving;
 - Examined awareness, understanding, and barriers to early detection and care related to Dementia;
 - NAPA (National Association for Practicing Anthropology) – OT Field School in Antigua, Guatemala.
- An OPHS Faculty member received a 2020 Fogarty International Cross-Border Collaboration Award connected to training in public health with the Universidade Federal do Rio Grande do Norte in Brazil on the intersections of adolescent fertility and childhood obesity.
 - International collaborations with more than 60 international scholars.
 - More than 50 joint international manuscripts were published by faculty/students.

Faculty members collaborated with universities in over 30 Countries, including:

- | | |
|---|---|
| • Amity University, India | • Kingston University, United Kingdom |
| • Cheongju University, Korea | • Monash University, Australia |
| • Ewha Woman's University, Korea | • Nanchang University, China |
| • Fudan University, China | • National University of Singapore |
| • Federal University of Pelotas, Brazil | • National Yang Ming University, Taiwan |
| • Hallym University, Korea | • Peking University, China |
| • The Hebrew University, Israel | • Seisen University, Japan |
| • Hiroshima University, Japan | • Soongsil University, Korea |
| • Hong Kong Polytechnic University, China | • Thammasat University, Thailand |
| • JeonBuk National University, Korea | • Trent University, Canada |
| | • Universitas Respati, Indonesia |
| | • University of Bielefeld, Germany |

- University of Cartagena, Colombia
- University of Delhi, India
- University Putra, Malaysia
- University of Toronto, Canada
- University of Wuerzburg, Germany
- Vienna Institute of Demography, Austrian Academy of Sciences
- Waikato University, New Zealand
- Wuhan University, China
- Xiangnan University, China
- Yamaguchi Prefectural University, Japan

Faculty members of the School led or participated in international research on topics such as:

- Global aging
- Public health education and exchange
- Biostatistics
- Health Economics
- General epidemiology
- Immigrant, youth, and indigenous rights and well-being
- Epidemiology research: MCH, Physical activity and therapy, chronic diseases in older adults, women's health, global health, and evaluation
- Ecotoxicology research: heavy metals, food safety, food insecurity
- Environmental health: health impact of air pollution, environmental toxicology, water quality monitoring and risk assessment
- Residential environments, health status, and physical disabilities among older adults
- Health literacy
- Social Policy
- Media, identify and mental health
- Children's Health
- COVID-19
- Ebola research

Future goals

The School and its units continue their focus on the development and strengthening of global networks. These relationships have taken on increasing importance during the COVID-19 pandemic. We aim to continue to support all students and ensure support of international students. Student engagement in globally connected research and practice through participation in international conferences, practicums, and service learning opportunities continues to be a priority.

Interested in learning more about international opportunities and research in social work, public health, and aging visit our website at <https://www.hawaii.edu/sswork/> or contact Theresa Kreif, kreif@hawaii.edu



Figure 59 Asia-Pacific Academic Consortium for Public Health (APACPH) Executive Council members and international collaborators at the 51st APACPH conference hosted by Mahidol University of Thailand



Figure 60 Visiting scholars Dr. Hua Feng and Biran Zhu and Public Health 3+2 student Yifei Li attended the 2019 OPHS Holiday Party

Graduate Division

The UHM Graduate Division is a central, comprehensive unit which provides integral leadership, vision, and administrative, student, and academic support services to promote excellence in graduate education. Graduate Division promotes the excellence of UHM's graduate programs globally, assists graduate programs in their international recruitment efforts, and provides academic and professional development support to graduate students at UHM including our international graduate students from over 80 countries.

Graduate Division 2020 Virtual New Graduate Student Orientation

This year has been very unusual for all of us because of the Coronavirus pandemic. Graduate Division had to close all in-person services beginning on March 27, 2020 and we continue to provide services and conduct all administrative activities virtually.

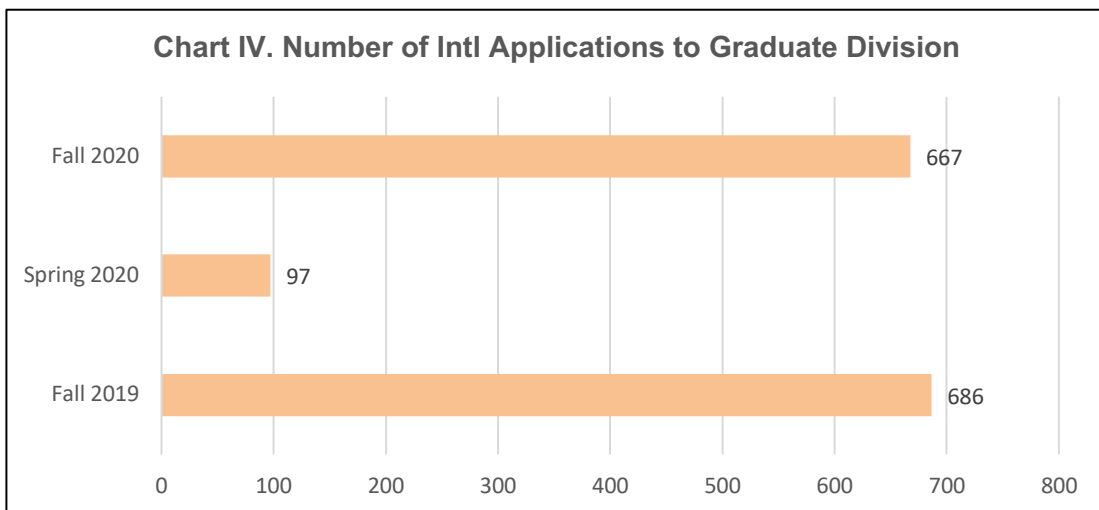
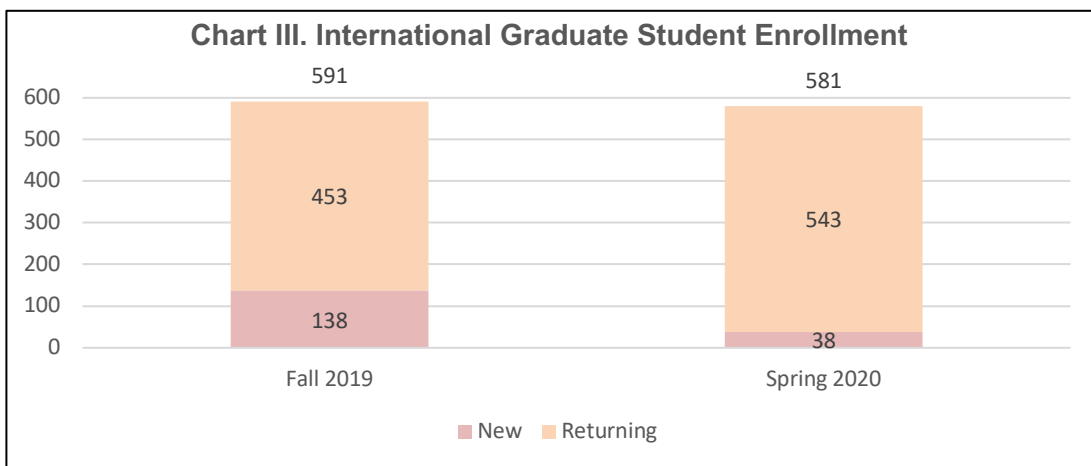
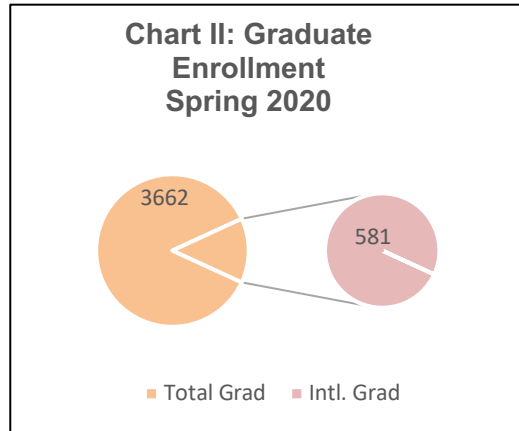
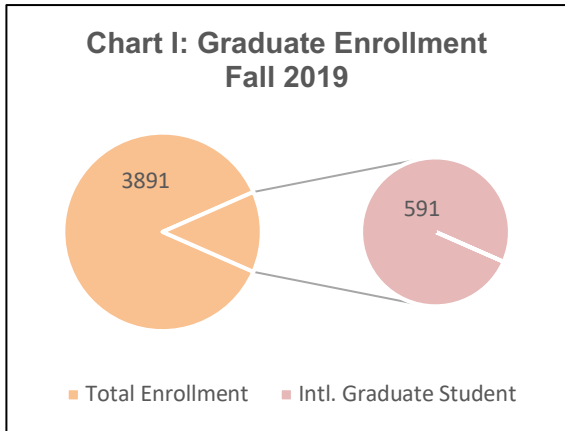
Previously, Graduate Division hosted New Graduate Student Orientation (NGSO) as a half-day, in-person event at Campus Center. The aim of NGSO is to welcome new graduate students to UHM, share important information in preparation for graduate school, and connect new students with other students and campus resources. Due to the Coronavirus pandemic, Graduate Division opted for a fully online format for Fall 2020 (August 10-17). Virtual New Graduate Student Orientation (VNGSO) offered flexibility to participants who could engage via live Zoom webinars, or watch recordings of the live webinars and pre-recorded videos. The comprehensive campus orientation was accomplished as a collaboration between Graduate Division, the Office of the Vice Chancellor for Students' New Rainbow Warrior Orientation (NRWO) Planning Committee, and the UHM Library. NRWO-hosted sessions provided campus-wide opportunities where students were welcomed to UHM, could learn the concept and values of Welina Mānoa, and were exposed to a broad range of campus resources. Graduate Division-hosted sessions were limited to new graduate students only and focused on topics relevant to graduate school expectations and establishing a successful graduate student career. UHM Library workshops introduced students to important library resources and software that may be utilized during their research.

To specifically address questions and concerns from international students, Graduate Division offered an International Students Q & A Panel. Panelists included Jarren Miki, Director of Graduate Student Services; Diane Bulosan-Randolph, Graduate Student Services Specialist; Xiaoxin Ivy Mu, Graduate Division's 3+2 & International Program Coordinator; and Ray Allen, International Student Services Advisor. Kristen Connors, Graduate Division's Fellowships, Scholarships, and Professional Development Coordinator noted that "Providing the International Panel virtually, as well as all our orientation sessions online, allowed students to connect with important resources and gain a foundation for their graduate education wherever they were located across the globe."

Statistics

International Graduate Student Enrollment Data for AY 2019-2020:

- Chart I-II: Graduate enrollment trend at UHM during the 2019-2020 academic year.
- Chart III indicates the international graduate student enrollment.
- Chart IV shows how many international applications that Graduate Division had received for Fall 2019, Spring 2020 and Fall 2020.



Note: The data above does not include graduate students in Business (except PhD in Business Administration), Law and Medicine.

Dean Krystyna Aune

- In previous years, Dean Aune was invited by the Hawaii State Department of Economy, Business and Tourism (DBEDT) and the Study Hawaii Consortia to join the Governor in some of the trips to Asia. These trips were designed to promote the educational and cultural exchange between the State of Hawaii and Asian countries.
- On February 20, 2020, The Council of Graduate School (CGS) hosted a Webinar titled “*Results from the Fall 2019 CGS International Graduate Admissions Survey*”. Dean Aune attended the session. This webinar presented an overview of the 2019 International Graduate Admissions survey results and provided an opportunity for CGS members to share their questions and experiences.

Graduate Student Services

- In terms of supporting international graduate applicants in coping with the travel difficulties and issues related to their visa applications, the Graduate Division allowed newly admitted international graduate students to defer their admissions from Fall 2020 to Spring 2021 or to Fall 2021 for no cost.
- Graduate Division also created a temporary policy amendment which allows Leaves of Absence due to the Coronavirus pandemic to not count against the 2-semester limit.

UHM 3+2 Program

The 3+2 Program was created first in the Office of Vice Chancellor for Academic Affairs in 2015 and then transferred to the Graduate Division in 2016. The 3+2 Program assists UHM academic units in cooperating with prestigious universities in China to recruit well-performing senior undergraduate students to pursue their graduate degrees here. In the 3+2 program, participating senior undergraduate students spend their fourth and fifth years at UHM finishing their undergraduate degree while simultaneously pursuing a master's degree at UHM. In short, students in a 3+2 program will acquire a bachelor's degree from their home institution in China and a master's degree from UHM once they complete all degree requirements. Xiaoxin Ivy Mu is appointed as the 3+2 Program coordinator who assists UHM academic units in communicating with partner institutions, managing all 3+2 program agreements and recruiting promising students to the program.

3+2 students are primarily funded by their families. To attract potential students and to ease the financial burden on the students and their families, a \$4,000/year scholarship program was created and offered to all 3+2 students, renewable for up to two years. Since its inception, 3+2 has grown from 2 students from 3 partnerships in Fall 2015 to 16 students from 7 partner institutions in Spring 2020. From Fall 2019 to Spring 2020, the 3+2 students generated \$384,000 in tuition dollars to the university.

Since 2019, the Trump administration has issued a series of presidential proclamations that suspend certain employment-based visas to preserve domestic jobs and support the U.S. economic recovery amid the Coronavirus pandemic. This has had an impact on the feelings of safety, security, and belongingness for many people, including international students and scholars in the United States. Besides, the intense US-China relationship also made Chinese partner institutions, parents and students hesitate to either work with universities in the US or invest in

the US higher education. On top of all the political reasons, because of the early occurrence of the Coronavirus pandemic in China in late 2019, the Chinese government quickly locked down almost all non-essential business nationwide. Some of the 3+2 partner universities were either temporarily closed or conducting only some business virtually. Students who were willing to apply to UHM were not able to acquire their student files in time, including their GPA report and reference letters. All international tests, including TOEFL, GRE, and IELTS were suspended from December 2019 to July 2020 in China as well; hence, students did not have access to these required tests for admissions to the 3+2 Program. All of these difficulties led to the fact that many students either delayed or cancelled their applications. For Fall 2020, there were only 2 students who were successfully admitted to the UHM Graduate programs through the 3+2 Program. However, because of the pandemic in the US, both students decided to defer their admissions to Fall 2021.

For the next academic year, the recruitment of the 3+2 Program will be conducted virtually mainly through Zoom and WeChat. Ivy plans to work with UHM academic units to offer 3+2 sessions to partner institutions.

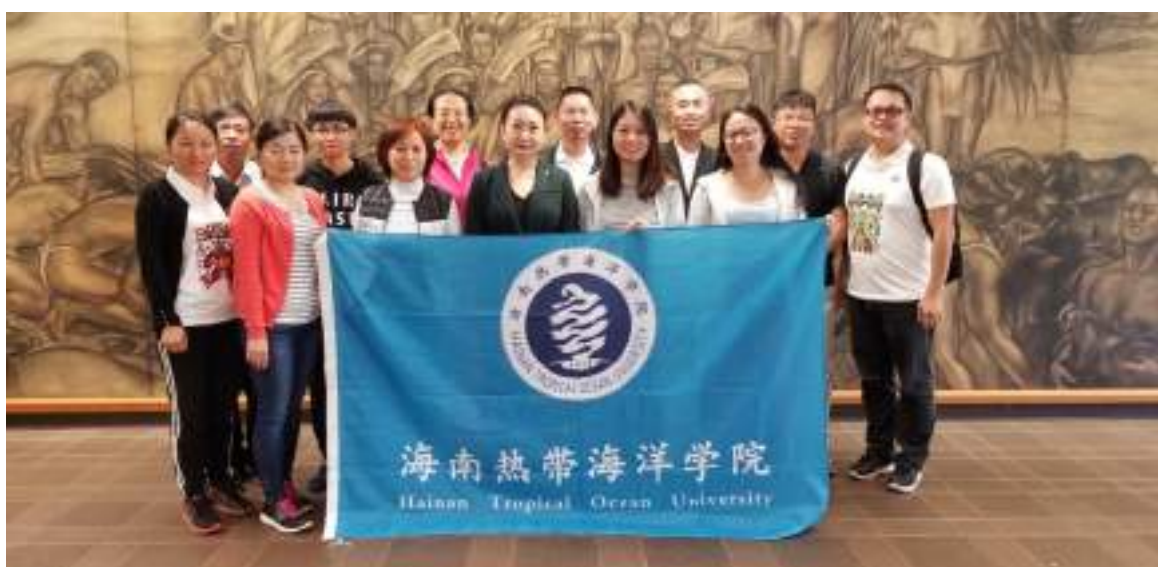


Figure 61 HTOU Visit UHM, January 2020



Figure 62 New Graduate Student Orientation (NGSO)