ANNUAL REPORT
INTERNATIONAL EDUCATION
2017-2018
University of Hawai‘i
Mānoa
OFFICE OF INTERNATIONAL AND EXCHANGE PROGRAMS
MESSAGE FROM THE CHANCELLOR

MESSAGE FROM THE ASSISTANT VICE CHANCELLOR FOR INTERNATIONAL AND EXCHANGE PROGRAMS

VISION AND MISSION OF THE INTERIM CHANCELLOR

Vision

Mission

Interim Chancellor’s Vision for the University of Hawai‘i at Mānoa

ORGANIZATIONAL STRUCTURE THE OFFICE OF INTERNATIONAL AND EXCHANGE PROGRAMS

Chancellor’s Office

Study Abroad Center

Mānoa International Exchange

International Student Services

Faculty and Scholar Immigration Services

Office of International and Exchange Programs

Office of the Vice Chancellor for Academic Affairs

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MESSAGE FROM THE CHANCELLOR

Aloha kākou,

The University of Hawai‘i at Mānoa (UHM) is steadfast in its commitment to international education and research as evidenced by our campus accomplishments during the 2017–2018 academic year. We continue to initiate and renew strong academic and research partnerships 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 nation-wide international recruiting challenges, we are proud to include 973 international students from 75 countries among our undergraduate and graduate students at our flagship campus, as well as 377 international scholars engaged in instructional and research work. More than 321 students studied overseas via the Study Abroad Center’s faculty-led programs, and 140 students participated in exchanges with partner institutions facilitated by our Mānoa International Exchange (MIX) program. In addition, Outreach College and the Hawai‘i English Language Program (HELP) reported more than 1,622 international students enrolled in non-degree study programs.

Our engaged team of experienced faculty and staff continue to support our campus’s 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.

There are a multitude of highlights, including the following:

- The College of Social Sciences welcomed students from three universities in Japan for short programs, hosted the annual Fulbright Canada Colloquium Series, and initiated a 3+2 program with Beijing Foreign Studies University.
- The Shidler College of Business was again ranked highly (tied for 16th) by U.S. News and World Report on its list of top international business programs. They sent 21 undergraduate students on study abroad and exchange programs and graduated 52 business executives in the VEMBA (Vietnam Executive MBA) program.
- The William S. Richardson School of Law hosted 52 law students and 10 law professors from universities in Japan and a Chinese Media Tour with 32 media representatives.
- In Fall 2017, UHM initiated the "International Merit Award Scholarship" for high achieving international undergraduate students.
- UHM renewed connections with alumni and with international university leaders when I attended the Annual Presidents’ Meeting of the Association of Pacific Rim Universities in Taipei and the 120th Anniversary celebration of our longtime partner, Peking University.

As we look back on our campus initiatives and efforts to nurture international education and research for students and faculty in Hawai‘i and beyond and connect with our alumni, many of whom are in influential positions around the world, we look forward to building and strengthening collaborations and partnerships in the future. Mahalo nui loa to the Office of International and Exchange Programs and its team for its exemplary efforts.

David Lassner,
Interim Chancellor
MESSAGE FROM THE  
ASSISTANT VICE CHANCELLOR FOR  
INTERNATIONAL AND EXCHANGE PROGRAMS

Aloha Pumehana,

As our world grows smaller and its peoples more interconnected than ever before, the time for an intensive international education is now. Facing common challenges that are global in scope, countering the causes and effects of climate change and social conflict, and navigating the emergence of a global knowledge economy, UH Mānoa is committed to ensuring that international education is a vibrant and integral part of what we do here. We are uniquely positioned as the flagship public institution in a location with unique advantages with regard to 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 such an education must begin; we build from these in our emphasis across campus on developing global citizens prepared to contribute to solutions.

Our many international programs and the people whose vision, energy, and commitment nurture these programs make our campus a truly international one. We welcome new and continuing students from countries around the world, from short-term program participants to degree students at all levels. Collaborative projects and programs involve UH Mānoa faculty and students with research, study, and training abroad. UH Mānoa offers 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. Throughout the year, we have hosted a steady stream of visiting international delegations and many of us, including our top leadership, have traveled overseas to meet with educational leaders, government officials, and international alumni, confirming our ongoing linkages and establishing new ones.

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 all of us in 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 UH Mānoa’s accomplishments in these efforts.

R. Anderson Sutton  
Assistant Vice Chancellor for International and Exchange Programs
VISION AND MISSION
OF THE INTERIM CHANCELLOR

Vision
At the University of Hawai‘i at Mānoa, 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.

Mission
The international mission of the University of Hawai‘i at Mānoa is to promote excellence by engaging diverse peoples and cultures and integrating international dimensions through teaching, research, scholarship, and outreach.

Interim Chancellor’s Vision for the University of Hawai‘i at Mānoa
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. 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. According to Interim Chancellor David Lassner, 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.
Programs and Services under OIEP

Faculty and Scholar Immigration Services (FSIS)

The Office of 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. System wide J-1 student interns, as well as some J-1 and non-degree students and UH 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 being filed on behalf of international faculty, researchers, and administrative, professional, and technical staff (APTs). Finally, FSIS assists UH System hiring units in sponsoring tenure-track faculty, eligible researchers, and APTs for lawful permanent residence in the United States.

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 scholars
- 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
- Providing support services for international exchange visitors and their dependents (e.g. health insurance information, orientation, tax workshops, cross-cultural opportunities)

Events

On the UH Hilo campus on Hawai‘i Island, the Center for the Study of Active Volcanoes (CSAV) held its annual International Training Course in Volcano Hazards Monitoring, an 8-week series of lectures and field sessions that serve to augment the knowledge bases of professional geologists and seismologists from countries with active volcanoes but few resources to closely

CSAV exchange visitors observing Halema‘uma‘u Crater at the Hawaii Volcanoes National Park before closure due to the ongoing eruption.
study them. Each summer, CSAV hosts exchange visitors who participate in this training and outreach program, which provides the exchange visitors with an opportunity to observe an active volcano up close using current methods of monitoring volcanic unrest and to learn about hazard management and public volcano safety education.

Through an ongoing partnership, the Mānoa Heritage Center hosted tour and lei-making events on November 27, 2017, and May 1, 2018, for interested J-1 scholars and J-2 family members. The tour included a walk through a Native Hawaiian garden featuring endemic and indigenous flora and views of Kūalii, as well as a Tudor-style mansion built in 1911 and Kūkaʻōʻō 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. The Center recently opened the Harry and Jeannette Weinberg Visitor Education Hale which extends the Mānoa Heritage Center’s campus with educational, structural, and technological features. The Center provided these well-received events free of charge in keeping with its mission to educate the community on Hawaiʻi’s history.

Future Goals

- Develop more cross-cultural activities for J-1 scholars and J-2 family members
- Review FSIS policies and procedures to increase efficiency and enhance services

Statistics

J-1 exchange visitors: A total of 394 international exchange visitors conducted J-1 exchange visitor program activities throughout the UH System. Of these exchange visitors, 377 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 scholars (94), followed by the School of Pacific and Asian Studies (50), and the College of Tropical Agriculture and Human Resources (41).

Nonimmigrant employees: The system wide number of E-3, H-1B, O-1, and TN employees totaled 108. Of these, 89 worked UH Mānoa and included E-3 Australian specialty occupation workers (1), H-1B specialty occupation workers (80), O-1 individuals with extraordinary ability (4), and TN (North American Free Trade Agreement) professionals (4). The College of Natural Sciences had the largest number of nonimmigrant employees (11), followed by the College of Languages, Linguistics, and Literature (10), the College of Tropical Agriculture and Human Resources (10), the College of Social Sciences (10), the School of Ocean and Earth Science and Technology (8), and the John A. Burns School of Medicine (7).

Permanent residence sponsorship: FSIS filed 11 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. Three immigrant petitions were 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 & Scholars in AY 2017–2018

By World Region

- Africa: 3
- Asia: 357
- Middle East: 9
- Europe: 85
- North America: 24
- Central America & Caribbean: 0
- South America: 12
- Oceania: 15

By Academic Field

- Agriculture: 19
- Architecture: 2
- Area, ethnic, cultural, gender & group studies: 9
- Biological & biomedical sciences: 63
- Business, management & marketing: 22
- Communication & journalism: 8
- Computer & information sciences: 11
- Education: 29
- Engineering: 45
- English language & literature/letters: 14
- Family & consumer/human sciences: 4
- Foreign languages, literatures & linguistics: 32
- Health professions & programs: 34
- Legal professions & studies: 15
- Library science: 3
- Mathematics & statistics: 9
- Natural resources & conservation: 12
- Parks, recreation, leisure & fitness studies: 1
- Philosophy & religious studies: 8
- Physical sciences: 120
- Psychology: 2
- Public administration & social services: 3
- Social sciences: 22
- Visual & performing arts: 12
- Other: 6
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 U.S.
- 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. In addition, the Orientation Program continues to be revised, including the implementation of variety of workshops presented over a week’s period (Welcome Week), such as Tips for Living in Hawaiʻi; Social Security, Driver’s License, & State I.D; and F-1 Employment; J-1/J-2 Employment. Our Space Committee is also working on reconfiguring our cubicles and cabinets for greater open areas and better use of desks and work stations. Finally, we continue in our goal to go “paperless” as we reduce the amount of paper we use on a daily basis, as well as the number of past paper files and documents.

Departmental Activities

**ISS Mentor-Mentee Program:** MMP was implemented during the Fall 2017 and Spring 2018 semesters. MMP is an enrichment program designed to support cross-cultural adjustment of new students throughout the first critical weeks of each semester. The program is coordinated by two ISS interns and supervised by an ISS adviser, with voluntary participation of continuing students (mentors) and new students (mentees). Mentors are trained before the program begins and matched with a group of five to eight new students. Each semester, in addition to the Welcome Party on campus, MMP provides several organized events (beach potluck/fireworks, dinner at a Waikīkī restaurant, farmers’ market, hike, and voluntary dinners). An on-campus Appreciation Reception for the mentors closes out the formal MMP activities each semester. Approximately 117 students (27 Mentors and 90 Mentees) participated in this year’s program.
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.

International Undergraduate Student Scholarship: For AY 2017–2018, ISS awarded the International Undergraduate Student Scholarship (IUSS) to 31 new recipients: 3 freshmen, 1 sophomore, 4 juniors, and 23 seniors. Of that total, four were transfer students. In addition, 19 previous recipients renewed their awards. Extra funding was available in Spring 2018 because Fall graduations allowed an additional eight seniors to receive Spring semester awards.

On-campus Immigration Workshops: ISS worked with local immigration attorneys in Fall 2017 to offer student workshops on the H-1B work visa and other employment-based visas.

J-1 Student Intern Program: Based on the 7/01-6/30 time period, the J-1 Student Intern participation continues to grow. In 2017-18, 80 new student internships started, up from 60 the previous year. Across the University of Hawai‘i System campuses, these student interns worked in areas such as athletic training, biochemistry, business administration, cell and molecular biology, engineering, geology, food science, hospitality administration, marine biology,
neuroscience, oceanography, public health, and virology in order to satisfy requisite training to complete degree programs in their home countries. The top three countries of participation were South Korea (20), Germany (17) and France (11), accounting for nearly 60%. Other countries represented were Canada, China, Finland, India, Ireland, Italy, Japan, Mexico, Netherlands, Poland, Sweden, Switzerland, Taiwan, Thailand, and the United Kingdom.

The J-1 Student Intern Coordinator 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 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.

**International Student Association (ISA):** ISS works closely with the ISA to provide cross-cultural activities for all international students. ISA is a UH Mānoa student organization that focuses on leadership training for international students, which is acquired through hands-on experience in designing, implementing, and evaluating culture-learning activities. Members comprise both U.S. students and F-1 and J-1 students who are either degree-seeking or participating in an exchange program. In Fall 2017, ISA membership was 34 student members, with 70% of student members being local or mainland U.S citizens. In Spring 2018, ISA had 71 student members, with 70% of them being international students. This composition allows for many opportunities for international students to interact with U.S students.

Each fall, International Student Association members participate in a mandatory leadership retreat where students experience overnight camping and training modules that promote teamwork, leadership, and cross-cultural communication. Each month, ISA invites international students to participate in activities designed to promote cross-cultural adjustment to Hawai‘i and the U.S. and familiarize them with the cultural diversity of Hawai‘i. Here are the activities that were organized for this past year:

- **Fall 2017:** Welcome Party, North Shore Tour, Leadership Retreat Camp, Halloween Party, Carwash Fundraiser, Thanksgiving Dinner, End of Semester Banquet.

- **Spring 2018:** Welcome Party, Beach Potluck Beach Pow Wow Camp, International Night, Carwash Fundraiser, Ice Palace Skating, End of Semester Banquet.

![International Student Association (ISA) Beach Pow Wow Camp Spring 2018](image_url)
International Night: Each March, the International Student Association coordinates a campus-wide event called “International Night.” The purpose of International Night is to promote cross-cultural understanding and celebrate cultural diversity as represented by UH Mānoa students and faculty. ISA members gain experience in teamwork, leadership, and communication by serving on the Marketing, Programming, Cultural Booths, Decorations, and Logistics committees. Cultures highlighted this year were from the countries of Russia, Nepal, Thailand, Vietnam, China, Tonga, Bhutan, and Tahiti. This event is free, advertised widely on and off campus, and open to the public. For International Night 2018, ISA chose a simple theme – “Home Away from Home” – and was sponsored by the Campus Center Board & Activities Council; International Student Services; SEED Inclusion Diversity, Equity, Access, and Success (IDEAS); Student Activities & Program Fee Board; the UH Bookstore; International Student Organization; and several local businesses.

Significant Achievements/Highlights of the Year

Ray Allen served on the planning committee for the annual Mānoa International Education Week, held November 13-18, 2017. Activities included lunchtime cultural performances at the Campus Center Courtyard, an International Programs Fair displaying international education programs available at UH Mānoa, a “Hot Topic” presentation on North Korea, and a film called “He Named Me MALAL,” with a calendar of all international education events offered at UH Mānoa that particular week.

Exchange Visitor Program Alternate Responsible Officer (ARO) designation was transferred from clerical staff to a new immigration specialist position, which is primarily responsible for visa document issuance, monitoring international student federal compliance, and maintaining data integrity.

NAFSA 2018 Hawai‘i/Pacific Islands District team members included Viet Ngo, past-chair, and Karen Michael Mikel, knowledge community representative for International Student and Scholar Services. Staff presentations at the annual spring conference of NAFSA Hawai‘i/Pacific Islands District, “International Education: How Aloha Can Bridge the Divide” held at Brigham Young University - Hawai‘i on April 20, 2018 included the following:

- Linda Duckworth chaired a panel discussion titled “Leadership and Organization: Campus Perspectives on International Education.”
- Ray Allen, presented “Humor and Advising: Bridge Building and De-escalation.”
Karen Michael Mikel chaired a presentation titled “To Batch, or Not to Batch, That is the Question: A Comparison of BYUH, HPU and UHM SEVIS Reporting Process.”

**Major Issues**

The number of international students with F-1 or J-1 student visa status stabilized from a long-standing decline. The Fall 2016 enrollment of 976 (undergraduates: 314 degree and 92 non-degree; graduates: 555 degree and 15 non-degree) only dropped by 3 students to 973 for Fall 2017 (undergraduates: 334 degree and 93 non-degree; graduates: 526 degree and 20 non-degree).

**Future Goals**

ISS will continue to develop a “Welcome Week” of activities for new international students the week before Fall 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 Honolulu, and Study Skills. Welcome Week will conclude with the Welcome Orientation for all new international students and will include icebreakers, introductions to Hawaiian culture and campus and community resources, and a pizza social.

The ISS staff will work toward going paperless by transferring all paper documents and files into electronic documents and files. In addition, as file cabinets are gradually removed, a reconfiguration of our office’s cubicles and work stations will be done to promote a better use of space, a more open office atmosphere, and a working environment that improves and enhances communication and synergy among all members of the ISS and MIX staff.

ISS staff will continue to implement changes to the ISS website: [https://www.hawaii.edu/issmanoa/](https://www.hawaii.edu/issmanoa/) to promote improved communication with international students and the larger international community and meet ADA compliance.

**International Student Data, Fall 2017**

**Enrolled Students**

This Fact Sheet includes summary data for international students with the F-1 or J-1 student visa who are enrolled in full time programs of study. It provides selected details on degree-seeking undergraduate and graduate students, as well as non-degree students (i.e., visiting exchange students attending UH Mānoa for up to two semesters or enrolled in other non-degree programs). All students holding the F-1 visa at UH Mānoa 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 at UH Mānoa with a non-student visa status.

**Student Visa-holders not enrolled**

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 “F-1 Optional Practical Training” (OPT) or “J-1 Academic Training” and must be 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 abroad through specialized training and supervision.
### F-1 & J-1 Students

<table>
<thead>
<tr>
<th>Enrolled Students</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>196</td>
<td>138</td>
<td>334</td>
</tr>
<tr>
<td>Masters</td>
<td>92</td>
<td>60</td>
<td>152</td>
</tr>
<tr>
<td>Doctoral</td>
<td>182</td>
<td>174</td>
<td>356</td>
</tr>
<tr>
<td>Prof (Med/Law/Arch)</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Non-Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad-Visiting/Exch</td>
<td>63</td>
<td>30</td>
<td>93</td>
</tr>
<tr>
<td>Grad-Visiting/Exch</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Enrolled</strong></td>
<td>550</td>
<td>423</td>
<td>973</td>
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### Degree Objectives

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<thead>
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<th>Enrolled Students</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>F-1 Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td>790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof (Med/Law/Arch)</td>
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<tr>
<td><strong>J-1 Total</strong></td>
<td>183</td>
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<tr>
<td><strong>Sub Total</strong></td>
<td>973</td>
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<td></td>
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### J-1 Sponsors*

<table>
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<tr>
<th>UHM</th>
<th>140</th>
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<tbody>
<tr>
<td>EWC/DOS</td>
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<tr>
<td>IIE-Fulbright</td>
<td>6</td>
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<tr>
<td>IIE-FLTA</td>
<td>4</td>
</tr>
<tr>
<td>USAID</td>
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<tr>
<td>LASPAU/Sci w/o border</td>
<td>2</td>
</tr>
</tbody>
</table>

### Top 5 - Majors - Overall**

<table>
<thead>
<tr>
<th>Travel Industry Management</th>
<th>55</th>
<th>10</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>19</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>Second Language Studies</td>
<td>13</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>2</td>
<td>19</td>
<td>21</td>
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### Top 5 - Majors - Undergrad**

<table>
<thead>
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<th>Travel Industry Management</th>
<th>55</th>
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</thead>
<tbody>
<tr>
<td>Economics</td>
<td>19</td>
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<tr>
<td>Biology</td>
<td>16</td>
</tr>
<tr>
<td>Accounting</td>
<td>13</td>
</tr>
<tr>
<td>Second Language Studies</td>
<td>13</td>
</tr>
<tr>
<td>KRS, Health &amp; Exercise Science</td>
<td>11</td>
</tr>
</tbody>
</table>

### Top 5 - Majors - Graduate**

<table>
<thead>
<tr>
<th>Second Language Studies</th>
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<tbody>
<tr>
<td>Economics</td>
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<td>Political Science</td>
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<td>Civil Engineering</td>
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<tr>
<td>Molecular Biosciences &amp; Bioeng</td>
<td>19</td>
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<tr>
<td>Business Administration</td>
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<td>Electrical Engineering</td>
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### Top 5 Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>UG</th>
<th>G</th>
<th>ND</th>
<th>Total</th>
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<tbody>
<tr>
<td>Japan</td>
<td>104</td>
<td>59</td>
<td>36</td>
<td>199</td>
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<tr>
<td>China</td>
<td>49</td>
<td>124</td>
<td>9</td>
<td>182</td>
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<tr>
<td>South Korea</td>
<td>39</td>
<td>45</td>
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<tr>
<td>Canada</td>
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<td>0</td>
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<tr>
<td>Taiwan</td>
<td>11</td>
<td>32</td>
<td>4</td>
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</table>

### Top 5 Colleges/Schools**

<table>
<thead>
<tr>
<th>College/School</th>
<th>UG</th>
<th>G</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
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<td>271</td>
<td>409</td>
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<tr>
<td>Business Administration</td>
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<td>27</td>
<td>105</td>
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<tr>
<td>Tropical Agriculture &amp; Human Resources</td>
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<td>59</td>
<td>75</td>
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<tr>
<td>Travel Industry Management</td>
<td>55</td>
<td>10</td>
<td>65</td>
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<tr>
<td>Ocean and Earth Science and Technology</td>
<td>7</td>
<td>52</td>
<td>59</td>
</tr>
</tbody>
</table>

*Sponsors*

- UHM: University of Hawai'i at Mānoa
- EWC/DOS: East West Center or Department of State
- IIE-Fulbright: Institute of International Education - Fulbright
- USAID: U.S. Agency for International Development
- LASPAU: Latin American Scholarship Program for American Universities
- IIE-FLTA: IIE-Foreign Language Teaching Assistant

**Undergraduate students
- G: Graduate students
- ND: Non-Degree students
- **: Degree-seeking students only
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 Oceania includes students from the Republic of the Marshall Islands, who do not need a student visa to study in the United States. Non-native-born citizens of this island nation may be required to hold a student visa to study in the US and thus are counted in this report.

<table>
<thead>
<tr>
<th>Africa</th>
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</thead>
<tbody>
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<tr>
<td>Sudan</td>
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<td>India</td>
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<tr>
<td>Myanmar</td>
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<td>Honduras</td>
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<td>Latvia</td>
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<td>Iraq</td>
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<td>Tonga</td>
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<tr>
<td>Vanuatu</td>
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<td>Brazil</td>
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<td>Chile</td>
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<td>Ecuador</td>
<td>3</td>
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<td>Peru</td>
<td>1</td>
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<tr>
<td>The Caribbean</td>
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<tr>
<td>Dominican Republic</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Total Students</td>
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<td>Total Countries</td>
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<tr>
<td>J-1 Student Interns</td>
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<td>Belgium</td>
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<td>Canada</td>
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<td>China</td>
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<td>Finland</td>
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<td>France</td>
<td>8</td>
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<tr>
<td>Germany</td>
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<tr>
<td>India</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>7</td>
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<td>Mexico</td>
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<td>Taiwan</td>
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<td>United Kingdom</td>
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<tr>
<td>Total J-1 Interns</td>
<td>47</td>
</tr>
<tr>
<td>Total Countries</td>
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</table>
Open Doors Report

The Open Doors 2018 Report on International Educational Exchange, supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State, is published by the Institute of International Education (IIE). It provides a comprehensive picture of the importance of international education at higher education institutions in the United States and a snapshot of the global mobility of international students, including mobility patterns by state. Open Doors 2018 was released on November 13, 2018.

With respect to students from abroad who are coming to Hawai‘i to study, per the Open Doors Fact Sheet for Hawai‘i for AY 2017-2018,¹ Hawai‘i ranks #40 of 50 states. Brigham Young University-Hawai‘i is the leading institution in the State of Hawai‘i with 1179 students, followed by UH Mānoa with 1,104 students, Kapi‘olani Community College with 736 students, Hawai‘i Pacific University with 439 students, and UH-Hilo with 146 students. UH Mānoa has traditionally attracted the highest number of international students from Japan, South Korea, and China and continues to do so. Overall for the state, the total number of international students increased 3.1 percent. The estimated expenditure of the 3,975 college-level students studying in Hawai‘i was $114,183,537, a small increase from the previous year.

According to OPEN Doors 2018, UH Mānoa’s international student numbers decreased by 3.3 percent from AY 2016–2017; however, the enrolled students total (F-1 and J-1) decreased slightly from 976 (AY 2015-2016) to 973 (AY 2016-2017), a 0.3 percent decrease. Nationally, per the Open Doors Executive Summary, institutions experienced a 1.5 percent increase to a record high of 1,094,792 million international students. The top five countries of origin are China, India, South Korea, Saudi Arabia, and Canada. The largest growth was in the number of students from Nepal at 14.3 percent. China remains the top sending country followed by India, but India’s rate of growth still outpaced China’s. Students from the top three countries of origin, all from Asia – China, India, and South Korea – represent 55.2 percent of the total international students in the United States. The fastest-growing student populations were all from Nepal (+14.3 percent), Brazil (+11.7 percent), Vietnam (+8.4 percent), and Nigeria (+8.4 percent).

F-1 and J-1 Students at UH Mānoa Fall 2016 and Fall 2017²

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
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<tr>
<td><strong>Enrolled Student</strong></td>
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<tr>
<td>F-1 Student</td>
<td>791</td>
<td>790</td>
</tr>
<tr>
<td>J-1 Student</td>
<td>185</td>
<td>183</td>
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<tr>
<td><strong>Enrolled Student Subtotal</strong></td>
<td>976</td>
<td>973</td>
</tr>
<tr>
<td><strong>Not Enrolled Student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-1 Student OPT</td>
<td>166</td>
<td>131</td>
</tr>
<tr>
<td>J-1 Student AT</td>
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<td>8</td>
</tr>
<tr>
<td>J-1 Student Intern</td>
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<td>47</td>
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<tr>
<td><strong>Not Enrolled Student Subtotal</strong></td>
<td>215</td>
<td>186</td>
</tr>
<tr>
<td><strong>IIE Open Doors Total (Enrolled F-1 Student + Not Enrolled F-1 Student OPT)</strong></td>
<td>1142</td>
<td>1104</td>
</tr>
</tbody>
</table>

² International Student Services, UH Mānoa “International Student Data”: https://www.hawaii.edu/issmanoa/?page_id=3633
Mānoa International Exchange (MIX)

Mānoa International Exchange (MIX) is one of the many ways UH Mānoa demonstrates a commitment to enhancement of international exchange and understanding among our students, faculty, and staff, as well as the global community.

Various academic units on the UH Mānoa campus, in collaboration with the MIX Office, support and maintain international exchange partnerships with universities around the world. (For a directory of UH Mānoa partner universities and international agreements, visit http://manoa.hawaii.edu/mix/international-agreement-directory/).

MIX provides opportunities for UH Mānoa undergraduate and graduate students to study overseas and allows students from overseas partner universities to study at UH Mānoa. Exchange study may be for one or two semesters.

Outbound Exchange Students

For the 2017-18 academic year, 104 UH Mānoa students studied abroad through MIX. The majority of these students paid tuition directly to UH Mānoa and was exempted from paying tuition to the partner universities at which they studied. (Eight summer students paid tuition directly to the partner university rather than paying UH Mānoa tuition.)

In total, 43 students studied abroad in Fall 2017, 2 of whom were continuing their studies from Spring 2017 and 13 of whom continued their studies through Spring 2018. An additional 41 students went abroad for Spring 2018, four of whom continued their studies through Fall 2018. Finally, 20 students went abroad in Summer 2018. In all, these students paid a total of approximately 101 semesters of outbound tuition to UH Mānoa. (Most summer exchanges are equivalent to one-half to one-third of a semester; summer “direct enrollments,” i.e. partner tuition-paying students, are not counted in the exchange balance.)
In AY 2017-2018, Korea and Japan remained the top destinations of choice for MIX students: 38 students studied in Korea, and 25 students studied in Japan. These numbers were followed by Hong Kong (8); Denmark and Singapore (6 each); China (5); Australia (4), New Zealand, Taiwan, and Czech Republic (3 each); the United Kingdom (2); and French Polynesia (1).

MIX also continued its trend as a strong study abroad option for local undergraduate students, many of whom receive financial aid and have high financial need. In total, 86% of students that studied abroad in 2017-18 were undergraduates. Of those, 75% paid resident tuition, 15% paid the WUE rate, and 10% paid non-resident tuition. In addition, 54% of these students, 52% of whom were Pell Grant eligible, applied for financial aid. As usual, it was also a diverse pool of applicants: 65% of participants identified as female and 35% identified as male. Applicants most frequently identified themselves to be of Caucasian (37%), Chinese (35%), Japanese (31%), Korean (13%), Filipino (9%), Latino/Hispanic (6%), and Hawaiian (5%) descent.

Inbound Exchange Students

For the 2017-18 academic year, MIX continued to welcome three categories of visiting students:

1. Exchange: students who are exempted from tuition and fees at UH Mānoa based on our agreements with the students’ home universities.
2. Hoakipa: students from partner universities (or institutions with which we have a Hoakipa-specific agreement) who pay non-resident tuition to UH Mānoa and receive a scholarship equivalent to 15% of the tuition.
3. Independent: students who pay full non-resident tuition and fees to UH Mānoa.

During this period, UH Mānoa welcomed 144 visiting students (94% undergraduate): 129 Exchange, 12 Hoakipa, and 3 Independent. Of these students, 89 arrived in Fall 2017, with 35 continuing their studies through Spring 2018. An additional 55 students came to UH Mānoa in Spring 2018, with five planning to stay through the end of Fall 2018.

The Hoakipa and Independent students combined to generate approximately $267,054 in revenue from tuition and fees. This figure represents tuition only and does not include additional expenditures by these students.

In 2017-18, MIX accepted visiting students from a wide range of countries. The top two countries were Korea and Japan, which sent 40 and 39 students respectively. They were followed by Hong Kong (13); New Zealand (8); France and China (6 each); Thailand and
Taiwan (5 each); Germany (4); Sweden, the Philippines, Denmark (3 each); the United Kingdom, Norway, Netherlands (2 each); and Switzerland, Singapore, and Malaysia (1 each).

**Balance of Exchanges:** In 2017-18, UH Mānoa welcomed a total of 144 students and sent out a total of 104 students on MIX programs. UH Mānoa provided tuition exemptions for 129 inbound exchange students and sent out 96 tuition-paying students. The balance of student semesters exchanged was 101 semesters sent out from UH Mānoa to 179 semesters received by UH Mānoa.

**Hoakipa Scholarship Program:** The Hoakipa Scholarship covers 15% of non-resident tuition. All UH Mānoa partner universities may choose to send additional students to study at UH Mānoa under the terms of the Hoakipa Scholarship Program. The Hoakipa Scholarship Program allows for the following:

- Partner universities to send more students to UH Mānoa than can be accommodated under the terms of the reciprocal student exchange agreement
- Opportunities for other universities to partner with UH Mānoa to provide study abroad experiences at UH Mānoa for their students on a tuition-paying basis.

**International Exchange Agreements:** In 2017-18, UH Mānoa had 87 bilateral student exchange partnerships with universities around the world and an additional 15 Hoakipa-only partnerships. During this period (August 2017 – July 2018), the MIX Office assisted UH Mānoa Coordinating Academic Units to finalize new international agreements with 12 universities.

<table>
<thead>
<tr>
<th>University Name</th>
<th>UH Mānoa Coordinating Unit</th>
<th>Agreement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing Foreign Studies University</td>
<td>College of Social Sciences</td>
<td>Dual Degree 3+2</td>
</tr>
<tr>
<td>J.F. Oberlin University</td>
<td>College of Social Sciences</td>
<td>General MOU</td>
</tr>
<tr>
<td>Republic of the Marshall Islands</td>
<td>College of Education</td>
<td>Program Implementation MOA</td>
</tr>
<tr>
<td>Keimyung University</td>
<td>College of Education</td>
<td>General MOU</td>
</tr>
<tr>
<td>University of Augsburg</td>
<td>School of Hawaiian Knowledge</td>
<td>General MOU</td>
</tr>
<tr>
<td>Tsinghua University</td>
<td>School of Pacific &amp; Asian Studies</td>
<td>General MOU</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>College of Languages, Linguistics &amp; Literature</td>
<td>General MOU</td>
</tr>
<tr>
<td>Graduate School of Education at Kyoto University</td>
<td>College of Education</td>
<td>General MOU</td>
</tr>
<tr>
<td>National Institute for Japanese Language and Linguistics</td>
<td>College of Languages, Linguistics &amp; Literature</td>
<td>General MOU</td>
</tr>
<tr>
<td>Asahi University</td>
<td>College of Education</td>
<td>General MOU</td>
</tr>
<tr>
<td>Hainan Normal University</td>
<td>College of Education</td>
<td>General MOU</td>
</tr>
<tr>
<td>Seoul National University of Education</td>
<td>College of Education</td>
<td>General MOU</td>
</tr>
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</table>

**UH Mānoa renewed existing agreements with 3 universities:**

<table>
<thead>
<tr>
<th>University Name</th>
<th>UH Mānoa Coordinating Unit</th>
<th>Agreement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okayama University</td>
<td>School of Ocean &amp; Earth Science &amp; Technology</td>
<td>General MOU</td>
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<tr>
<td>Ibaraki Christian University</td>
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<td>Student Exchange MOA</td>
</tr>
<tr>
<td>University of the South Pacific</td>
<td>School of Pacific &amp; Asian Studies</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
</tbody>
</table>
The mission of the UHM Study Abroad Center (SAC) is to foster the acquisition of knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion. In keeping with our mission, the programs enable students to study and earn UH Mānoa credits toward their Mānoa degrees and for UH Mānoa faculty members to mentor students, teach, develop new courses, and conduct research while abroad.

Statistics

The Council on Study Abroad, which is the policy-making body and the curriculum committee of UHM Study Abroad Center, appointed a total of 27 instructional and research faculty to teach and/or conduct research abroad for Fall 2017, Spring 2018, and Summer 2018. These faculty members represented the following departments: Anthropology, Academy for Creative Media, American Studies, Architecture, Asian Studies, Curriculum Studies, Economics, Geography, Human Nutrition Food and Animal Science, Indo-Pacific Languages & Literature, Kinesiology and Rehabilitation Science, Languages and Literatures of Europe and the Americas, Native Hawaiian Student Services, Public Health Studies, Second Language Studies, Hawai‘inuiakaa School of Hawaiian Knowledge, Special Education, Theatre and Dance. During the 2017-18 academic year, 293 students studied abroad and enrolled in approximately 300 UHM courses.

Events on Campus and Outreach

- Outreach activities that inform the university community about Study Abroad programming and how integral it is to student learning, pedagogy, and research continues. Examples are the 23rd Annual Study Abroad Fair and the 15th Annual Study Abroad Spring Festival; faculty panels discussing mentoring, teaching, and research collaborations; and 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 in 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, as well as the 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. The Center 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 toward increased participation in Study Abroad programs
- Continue to expand current Study Abroad offerings in STEM fields and to increase student participation from these majors
- Contribute to develop pedagogy and research through faculty appointments in Study Abroad programs
- Contribute to develop pedagogy and research through faculty appointments in Study Abroad programs
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- Contribute to develop pedagogy and research through faculty appointments in Study Abroad programs
- Contribute to develop pedagogy and research through faculty appointments in Study Abroad programs
- Increase the total number of UHM students studying abroad

**Initiatives and Highlights of the Year**

- In an effort to engage with UH Mānoa academic advisers and the University community, the Study Abroad Center hosted its second annual Study Abroad Conference entitled “Study Abroad an Integral Part of a University Education” on October 30, 2017, at the UHM Campus Center Executive Dining Room. The conference featured student and faculty panel speakers who shared their perspective and study abroad experience. The keynote speaker was Interim VC for Academic Affairs & VC for Research Michael Bruno.

- The Faculty-Sponsored Study Tours (FaSST) program helped UHM faculty design and carry out their own programs to teach courses and lead experiential learning activities abroad. In Summer 2018, more than 70 students participated in a FaSST program, going to countries, such as Vietnam, Cambodia, Thailand, and Tahiti, that are otherwise unavailable with the Study Abroad Center’s regular programs. The Thailand FaSST was lead by Assistant Professor Betsy Gilliland of the Second Language Studies department, and students taught the English language to students at Ubon Ratchathani University. This teaching practicum provided non-native English speaking students experience in teaching English, which is hard to find with most English teaching programs. Theresa Kreif, Assistant to the Dean and faculty from the School of Social Work, led a program in Yangcun, China. Students could earn credit for SW 699 and work with Chinese social workers, caregivers, and children to develop their social work knowledge, values, and professional roles in an international setting at the Prince of Peace Children's Home (POPCH). It has been a full year (Spring, Summer, and Fall) since the Study Abroad Center initiated strategic collaborations to embed Study Abroad Adviser within the Colleges of Social Sciences, Arts and Humanities/Languages, Linguistics & Literature and Natural Sciences.
INTERNATIONAL HIGHLIGHTS

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.

Mānoa International Education Committee

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 (OIEP and School of Pacific and Asian Studies)
- Shelley M. Hillberry (Office of International and Exchange Programs)
- Linda Duckworth (International Student Services)
- George Sabo (Mānoa International Exchange)
- Vincent Burns (Mānoa International Exchange)
- Sarita Rai (Study Abroad Center)
- Max Lee (Study Abroad Center)
- Isis Bataluna (Faculty and Scholar Immigration Services)
- Rayna Tagalicod (National Student Exchange)
- Graham Crookes (Department of Second Language Studies)
- Kenton Harsch (Department of Second Language Studies)
- Joel Weaver (Hawai‘i English Language Program)
- Nezia Azmi (College of Education)
- David Ericson (College of Education)
- Le Ha Phan (College of Education)
- Dennis Chase (Outreach College)
- Judy Ensing (Outreach College)
- David Yang (Shidler College of Business)
- Junwook Chi (Travel Industry Management School)
- Tom Brislin (College of Arts and Humanities)
- Carolyn Stephenson (College of Social Sciences)
- Aya Saito (College of Social Sciences)
- Theresa Kreif (School of Social Work)
- Song K. Choi (College of Engineering)
- Lynne Higa (College of Natural Sciences)
- Rameshwar Kanwar (College of Tropical Agriculture & Human Resources)
- Jinzeng Yang (College of Tropical Agriculture & Human Resources)
- Charles Kinoshita (College of Tropical Agriculture & Human Resources)
- Alison Conner (William S. Richardson School of Law)
- Spencer Kimura (William S. Richardson School of Law)
- Satoru Izutsu (John A. Burns School of Medicine)
- 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)
- Janice Taniguchi (Office of Admissions)
- Ryan Yamaguchi (Office of Admissions)
- Steve Rola (Office of Admissions)
- Justin Lau (Office of Admissions)
International Visitors, Partnership Signings, and Events

A number of delegations/groups from universities and government agencies in China, Indonesia, Japan, New Zealand, Rapa Nui, South Korea, Thailand, Vietnam and other countries visited UH Mānoa for purposes such as foreign dignitary meetings, Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) signing ceremonies, short-term programs, and courtesy visits.
During the second week of November, UH Mānoa joined campuses around the country and the world to celebrate the annual International Education Week (IEW), a national initiative co-sponsored by the U.S. Department of State and the U.S. Department of Education. A volunteer committee of UH Mānoa faculty and staff who work in various aspects of international education put together an exciting week of programming that sought to achieve IEW’s goal to “promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences.”

Visiting performers from the province of West Sumatra, Indonesia, kicked off the week with an exciting mix of music, dance, and martial arts performances. Lunchtime cultural performances highlighted talent from the UH Mānoa campus and other events of the week included talks and workshops on international topics, international films; food specials from around the world; and the annual International Education Fair, highlighting international education programs.

### 2017 MIEW Planning Committee
- Andy Sutton, Assistant VC for International & Exchange Programs, co-chair
- Judy Ensing, Outreach College, co-chair
- Linda Duckworth, International Student Services (ISS)
- Ray Allen, ISS
- Suzanne Mitri, Outreach College
- Spencer Kimura, Richardson School of Law
- Kimberly Imamura, Hawai‘i English Language Program (HELP)
- Evan Waterbury, Campus Center Board & Activities Council (CCBAC)

### 2017 MIEW Sponsors
- CCBAC
- HELP
- OIEP
- SEED Inclusion, Diversity, Equity, Access, and Success (IDEAS)

Law Professor Tae-Ung Baik and History Professor C. Harrison Kim speak on the timely topic entitled “A New Stage of North Korean Nuclear Weapons Challenges.” Moderated by Dean, Andy Sutton.
The College of Education (COE) has a mission to prepare tomorrow's teachers, educational leaders, researchers, and exercise and health professionals. To support this mission, COE provides over 25 degrees and certificates.

Formal Partnerships

The College has Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) with 28 international partners in Asia and Europe, contributing to ongoing internationalization, with about half of the agreements resulting in continued active engagement. New agreements for this reporting period are as follows:

- **MOU with Keimyung University (November 2017)**
  - Department: Learning Design and Technology (LTEC)

- **MOU with Kyoto University Graduate School of Education (December 2017)**
  - Department: Educational Foundations (EDEF)
  - MOU signing ceremony held at the College on December 15, 2017

- **MOU with Asahi University (April 2018)**
  - Department: Kinesiology & Rehabilitation Science (KRS)
  - MOU signing ceremony held at Asahi University on April 2, 2018

- **3+2 MOA with Hainan Normal University (May 2018), Central South University (June 2018), and Jilin Huaqiao University of Foreign Languages (June 2018)**
  - Department: various

- **MOU Seoul National University of Education (June 2018)**
  - Department: Institute for Teacher Education (ITE)
  - MOU signing ceremony held at the College on June 4, 2018

Inbound degree and certificate-seeking students

For the 2017-2018 academic year (including Summer 2018), the College enrolled 47 international students out of a total of 2143 students. The majority of the students came from East Asia, including China, Japan, South Korea, Taiwan, and Macau. Other parts of the world represented were Europe (Germany, Spain, Slovenia, and Sweden), Southeast Asia (Brunei, Indonesia, the Philippines, and Vietnam), as well as Australia, New Zealand, and Canada. Over 65% of the students were enrolled in graduate programs. Doctoral student enrollment was nearly double that of master's student enrollment. Of the international students, 15 were enrolled in undergraduate programs, one student was enrolled in a post-baccalaureate certificate program, and another student was enrolled in a graduate certificate program.

Other Activities and Programs

**Inbound study tours**

- **August 29 to September 13, 2017**: Ritsumeikan University (Japan) through the Hawai'i Athletic Training Education Clinic (HI-ATEC) hosted by KRS
- **September 1, 2017**: Hakuoh University (Japan) visited University Laboratory School (ULS) and UH Mānoa Children's Center (UHMCC), hosted by Dean’s Office
• **September 5-8, 2017:** Sendai University (Japan) Athletic Training hosted by KRS
• **September 15 and 18, 2017:** Nippon Sports Science University (Japan) hosted by KRS
• **February 11-17, 2018:** Miyagi University of Education (Japan) hosted by ITE
• **February 20–23, 2018:** Sendai University Athletic Training hosted by KRS
• **February 20-25, 2018:** Bukkyo University hosted by ITE
• **March 6-15, 2018:** Ritsumeikan University HI-ATEC hosted by KRS
• **July 16 to August 2, 2018:** Zhejiang University Summer Program at UH Mānoa, hosted and coordinated through an intra-campus collaboration between Outreach College, Graduate Division and the College by way of the pilot Summer UP (University Preparatory) program

**Outbound study tours:**

• **June 4-20, 2018:** KRS 208 Recreation Service in Contemporary Society summer course with field trip to Spain (offered through the Study Abroad Center)
• **June 17 – July 7, 2018:** ITE 403C International Inquiry and Field Study to Bukkyo University, Doshisha University, and Miyagi University of Education in Japan, and Seoul National University of Education in South Korea (offered through the Outreach College Summer Session)

**Other visits, meetings and activities:**

• **August 21-25, 2017:** Fourth graders from the University of Tsukuba affiliated elementary school visited the STEMS² program in Curriculum Studies as part of their visit to Honolulu
• **October 31 to November 6, 2017:** Dr. Terry Lock of ITE was invited to present at the SunPro International Kindergarten opening in Foshan, Guangdong, China
• **October 31 to November 13, 2017:** Math education researchers from the Wits School of Education (University of Witwatersrand) in South Africa visited colleagues at the Curriculum & Research Development Group (CRDG)
• **January 10, 2018:** Dr. Elizabeth Stojanovski of the University of Newcastle in Australia visited CRDG to discuss possible areas of collaboration
• **February 3-10, 2018:** Representatives from the Ministry of Education in Greenland visited CREDE (Center for Research on Education, Diversity and Excellence) at the Department of Educational Psychology
• **February 25 to March 10, 2018:** In-service teachers and administrators from the University of Tsukuba affiliated schools visited Hawai‘i island with STEMS² practitioners to learn more about the STEMS² learning journey approach to professional development for teachers

Master of Education in Teaching (MEdT) student Jodie Young in a classroom in South Korea as part of the ITE 403C International Inquiry and Field Study course, - July 5, 2018.

*Photo credit: Adam Tanare Jr.*
• April – May 2018: Cultural Card Exchange project between the University Laboratory School and Experimental Elementary at National Chiayi University in Taiwan

• May 3-11, and July 9-29, 2018: Dr. Byungjun Yi of Pusan National University worked with Dr. Lois Yamauchi in Educational Psychology (EDEP) on the concept of cultural learning, resulting in the co-authorship of a paper submitted for publication.

Events

• September 14 – 17, 2017: The 29th Japan-US Teacher Education Consortium (JUSTEC) Conference was hosted by the College at the Imin Conference Center; the conference had the highest attendance of all its 29 years

• February 16, 2018: “The Prospective Role of Special Subsidiaries for Employment of Persons with Intellectual Disabilities,” presented by Dr. Yae Kusuda, visiting scholar at the Center on Disability Studies (CDS)

• March 20 and April 4, 2018: Two-part lecture workshops on fuzzy sets analysis as comparative research methodology by Dr. Matej Makarovic, visiting scholar at EDEP

• May 4, 2018: “The Massification of MA Degree in Translation and Interpretation Studies in China,” presented by Dr. Meng Liu, visiting scholar at EDEF

• May 8, 2018: “Reflexivity and the Youth: How Is It Understood, Measured, and Encouraged?” presented by Dr. Matej Makarovic, visiting scholar at EDEP

2017–2018 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:

• Mr. Sunao Goto, professor at the School of Education at Bukkyo University in Japan; hosted by Dr. Sarah Twomey, associate professor in the Department of Curriculum
Studies and director of the EdD in Professional Practice program (April 7, 2017 to September 24, 2017)

- **Dr. Meng Liu**, associate professor and chair of Department of Translation and Interpreting, College of Foreign Languages, Yangzhou University, China; hosted by Dr. Le Ha Phan, professor in the Department of Educational Foundations (August 15, 2017 to August 15, 2018)

- **Dr. Yae Kusuda**, lecturer at the International College of Arts and Sciences and researcher at the Graduate School of Urban Social and Cultural Studies at Yokohama City University, Japan; co-hosted by Dr. Patricia Morrissey, director at the Center on Disability Studies (September 1, 2017 to February 28, 2018)

- **Dr. Matej Makarovic**, professor at the School of Advanced Social Studies in Nova Gorica, Slovenia; hosted by Dr. Kathy Ratcliffe at the Department of Educational Psychology (March 5 to June 6, 2018)

- **Dr. Shinobu Nishimura**, associate professor at the Faculty of Business Administration, Toyo University in Japan; hosted by Dr. Kaori Tamura at KRS (April 1, 2018 to March 31, 2019)

**Significant Achievements/Highlights of the Year**

- Data and observations have been gathered in a deliberate effort to review international and special programs at the College to better align and support the mission of the College.
- Efforts to streamline processes for creating short-term study experiences both for incoming international visitors and for COE’s faculty, staff and students are bearing fruit.
- Continued progress has been made toward creating opportunities for COE study away programs.
- Inter-unit collaboration within the College will pave the way toward a more comprehensive and strategic approach in creating a truly global experience at the College for students, faculty, and staff.
- Key event opportunities were made available for the COE community to engage and participate in, such as talks by international scholars and international conferences.

**Challenges and Future Goals**

While the International and Special Programs unit at the College has been able to serve the different needs and aspirations of students, faculty, and staff, the time has come to have more concrete and deliberate goals and strategies and to proactively pursue and devote resources to activities that directly align with the College’s mission. In 2018-2019, COE plans to (1) align its strategies for international activities with the COE’s own refined vision, mission, and objectives; (2) make a more concerted and targeted effort in creating “true exchange” dynamic experiences rather than only on one-way or two-way transactional isolated projects/programs; (3) focus new efforts toward collaboration and support with partners in the Pacific Basin; and (4) continue to commit to the Promise to Children as part of Mālama Honua (caring for the Earth) and the now completed worldwide voyage of the Hōkūle‘a.
International activities in the College of Social Sciences (CSS) increased this year and included academic exchanges, short-term programs for students and faculty, and the Canada Fulbright and Mānao Academy: Beijing programs. Under the leadership of Dean Denise Eby Konan, the College continued to advance its global college initiative, with a focus on the Asia-Pacific region.

**Collaborations with Universities in Japan**

CSS continued to develop meaningful partnerships with several universities in Japan and has expanded its short-term programs through a new partnership with J.F. Oberlin University. In August 2017, Oberlin students began a 2-month program centered on the theme, "Service Learning and the Environment in Hawai'i." Oberlin and UH Mānoa students participated in activities at field sites such as Ka Papa Lo‘i o Kānewai on the Mānoa campus and Ulupo, a historical marsh in Kailua. A second Oberlin program began in February 2018 and concluded in May 2018.

In September 2017, a 3-week program for students from Tohoku University combined English language courses with special lectures and excursions centered on the theme, “Exploring History and Culture in Hawai‘i.” Tohoku and UH Mānoa students engaged in service learning and cultural activities through field trips to Ka Papa Lo‘i o Kānewai, Pearl Harbor Memorial, and the Japanese Cultural Center of Hawai‘i.

“Exploring Culture, Linguistics, and Sustainability in Hawai‘i,” a 1-week program with Konan University, took place in March 2018. Participants visited Hanauma Bay, Lyon Arboretum, and Bishop Museum. In addition, a Memorandum of Understanding was signed with Soka University and scheduled for 2020.

**Canada Fulbright**

The annual Canada Colloquium Series, in partnership with Fulbright Canada and SUNY Plattsburgh, was held at the Mauna Lani Bay Hotel in March 2018. The colloquium was
designed to explore significant and complex issues surrounding sovereignty, sustainability, and rights and reconciliation for Indigenous peoples. Three UHM undergraduate student ambassadors participated in the Youth Leadership Program, which was organized by Kohala Institute. UHM and Fulbright Canada signed a Memorandum of Agreement adding UHM to the Killam Fellowships Program, which allows exceptional undergraduates to participate in exchanges with universities in Canada. Michael Hawes, CEO of Fulbright Canada; Roseann O’Reilly Runte, President and CEO of the Canada Foundation for Innovation; Denise Eby Konan, Dean of UHM’s College of Social Sciences; David Lassner, President of UH System; and Christopher Kirkey, Director of the Center for the Study of Canada and Institute on Québec. Studies at the State University of New York College at Plattsburgh participated in the signing.

Mānoa Academy: Beijing

CSS was able to offer a second installment of the Mānoa Academy: Beijing program in Summer 2018. Fifteen students participated in a 4-week summer offering of SOCS 180, in which 2 weeks were spent on the UHM campus and 2 weeks were spent at Beijing Foreign Studies University (BFSU). In addition to exploring the topic of healthy aging, participants studied conversational Mandarin, Chinese history and culture, and traditional Chinese skills such as tai chi and calligraphy. Students spent their afternoons exploring some of China’s most culturally and historically significant landmarks, including the Summer Palace, Tiananmen Square, and the Great Wall of China. Participant expenses for airfare, room and board, and excursion fees were covered through sponsorships from Hawaiian Airlines and Han Ban Chinese Ministry of Education.

Other Notable Achievements

BFSU students can now study at UHM through a 3+2 Memorandum of Agreement signed in Beijing by Dean Konan and Jian Zhang, Dean of BFSU’s School of International English and International Studies. Through this agreement, students will be eligible to apply to CSS Master’s degree programs in Economics, Political Science, Public Administration, and Sociology. A transfer and articulation agreement allows BFSU students in the International Business School to transfer to UHM for their 3rd and 4th years of undergraduate studies. If they successfully graduate, they may apply for admission to pursue a Master’s degree in Economics, which can be completed in 1 year. CSS continued its association with the Northeast Asia Economic Forum (NEAEF). The Forum is chaired by Dr. Lee-Jay Cho and members of the secretariat include Dean Konan and former Hawai‘i Governor George Ariyoshi. The 27th Annual NEAEF Annual Conference and the 13th Young Leaders Program (YLP) were hosted by Tohoku University’s Graduate School of Economics and the International Research Institute of Disaster Science from July 24, 2018 to August 11, 2018.
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.

Initiatives

In response to an initiative from the Vice Chancellor of Academic Affairs, SLS proposed and now offers a BA+MA pathway program, allowing students to double-count up to 9 credits toward both a Bachelor’s and a Master’s degree in SLS. In Spring 2018, six students applied for admission and were accepted into the pathway.

Statistics

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

<table>
<thead>
<tr>
<th>Students in SLS programs</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in SLS</td>
<td>80 (13 international)</td>
<td>71 (10 international)</td>
</tr>
<tr>
<td>MA in SLS</td>
<td>44 (14 international)</td>
<td>41 (13 international)</td>
</tr>
<tr>
<td>Advanced Graduate Certificate in SLS</td>
<td>9 (3 international)</td>
<td>9 (3 international)</td>
</tr>
<tr>
<td>PhD in SLS</td>
<td>46 (24 international)</td>
<td>36 (23 international)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>179 (54 international)</td>
<td>157 (49 international)</td>
</tr>
</tbody>
</table>

Events

- The third annual Chuo University-UH Manoa-University of Tokyo Student Conference on Linguistics, Psycholinguistics, and Second Language Acquisition was held in September of 2017. Students gave poster presentations and attended lectures at UHM.
- A delegation of ten undergraduate students and one professor from the Department of English Education at Sookmyung Women’s University visited SLS in January 2018. They observed courses in the ELI, HELP, and SLS, as well as ESL classes in local K-12 schools. They also presented on the current state of English education in South Korea.
- In Summer 2018, Professor Betsy Gilliland led eight MA students and two PhD student leaders to Ubon Ratchathani University in Thailand for a practicum, where the students taught ESL to approximately 140 Thai undergrad students and 30 lecturers and staff.
- In Summer 2018, Kenton Harsch accompanied two undergraduate students to Ho Chi Minh City, Vietnam, where they served as ESL teachers and tutors, led workshops, and created curricular materials as part of a 45-day internship at Southeast Asian Ministries of Education Organization Regional Training Center (SEAMEO RETRAC).
Significant Achievements/Highlights of the Year

Faculty in SLS are regularly invited by international conferences or universities to give plenary and keynote speeches, organize invited colloquia, and give workshops or special courses:

- **JD Brown** gave a plenary address at the Pan-Korea English Teachers' Association International Conference (Jinju, Korea), a keynote address at the 3rd International VietTESOL Conference (Thai Nguyen, Vietnam), and a plenary and invited workshop at the 2nd International Conference on Business Chinese Education (UHM).
- **Graham Crookes** gave plenary addresses at the 13th Seoul KoTESOL annual conference (Hanyang U, South Korea) at the Korean Association of Teachers of English conference (Seoul, Korea) and at Illinois TESOL. He also gave an invited panel presentation at the Brazil Association of Critical Applied Linguistics (Brasilia, Brazil).
- **Betsy Gilliland** gave a plenary address at the Chulalongkorn University Language Institute International Research Seminar (Bangkok, Thailand), where she also gave three invited workshops. She also organized a colloquium at the Teachers of English to Speakers of Other Languages International Convention (Chicago, IL).
- **Theres Grüter** was invited to serve as "Project Associate Professor" at the University of Tokyo (Japan), where she taught a graduate seminar and organized a colloquium. She also gave an invited talk at Chuo University (Tokyo, Japan).
- **Christina Higgins** was invited to organize a colloquium at the Sociolinguistics Symposium (Auckland, New Zealand).
- **Geoffrey LaFlair** participated in an invited colloquium at the 45th International Systemic Functional Congress (Boston, MA).
- **Dongping Zheng** organized a colloquium at the Philosophy of Congress (Beijing, China), and gave invited talks at several Chinese universities, including Southwestern University of Finance and Economics (Chengdu), Guangdong University of Foreign Studies (Guangzhou), China Central University (Changsha), and Huaqiao University of Foreign Studies (Changchun).

Additional achievements involving SLS faculty and students in AY 2017-18

- Professors Kristopher Kyle, Geoffrey LaFlair, and Nicole Ziegler were awarded a TOEFL COE grant by Educational Testing Services for their project, *A linguistic analysis of the communication demands in typical technology-mediated learning environments*.
- Dr. Christina Higgins was appointed to serve as co-editor of *Applied Linguistics*, a prestigious peer-reviewed academic journal published by Oxford University Press.
- Dr. Richard Day was awarded the 2018 University of Hawai`i at Mānoa Chancellor's Citation for Meritorious Teaching, which recognizes Mānoa faculty who have made significant contributions to teaching and student learning.
- Dr. Betsy Gilliland was awarded the 2018 Award for Excellence in Teaching from the College of Languages, Linguistics, and Literature (LLL). Dr. Gilliland also received a Fulbright Award to teach at the Universidad de Atacama in Chile in Fall 2018.
- PhD student Junichi Yagi was one of six awardees nationwide for the 2018 American Association for Applied Linguistics (AAAL) Graduate Student Award.
- MA Student R.L. Hughes was granted a Foreign Language and Area Studies (FLAS) fellowship to study Indonesian in Yogyakarta, Central Java in Summer 2018.
- MA Student Uy-Di Nancy Le was awarded a Fulbright English Teaching Assistant Award, to teach American Studies and English language in Germany.
- SLS BA Students Michelle Akamine and Victoria Lee received awards from the Undergraduate Research Opportunities Program (UROP) for their projects documenting and analyzing a young Japanese boy's English language development.
The English Language Institute (ELI), which is housed in the Department of SLS, supports students who have been admitted to the university and who do not speak English as a native language. ELI courses help students with English for academic and professional purposes and with acculturation into a new academic context. While the ELI also serves immigrants and U.S. citizens, the majority of our students are international. The ELI plays an integral role in the SLS mission by providing graduate students with opportunities to be involved in teaching, curriculum development, program administration, language testing, and a wide range of research projects. In addition, the ELI provides campus programs with expertise and resources in areas such as second language learning, language testing, English language requirements for admissions, and writing across the curriculum (WAC). ELI administrators serve on several campus boards, advocating on behalf of second language learners at UH Mānoa.

**Initiatives**

**ELI support of international outreach**
In the 2017–18 academic year, the ELI continued 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. The ELI provides support to colleges and departments who want to offer entrepreneurial degree programs to ensure that UH Mānoa’s English language requirements are met while allowing them to confidently admit promising students who need support with academic English.

**International TA Training**
For nearly two decades, the ELI has worked with the Center for Teaching Excellence (CTE) to offer special training sessions for International Teaching Assistants (ITAs) as part of CTE’s TA training program offered prior to the start of every semester. The two sessions offered by the ELI are “Juggling Manapua: Being a Teacher and a Student at the Same Time” and “Mixed Plate: A Panel of Veteran International TAs.”

**Hybrid courses**
The ELI has been offering our courses in online or hybrid versions for more than 15 years. Currently, we regularly offer our advanced-level ELI courses in hybrid format and continue to develop and enhance the curriculum.

**Events**

- **Coffee Hour:** The “ELI coffee hour” is a popular informal social gathering where ELI students chat and share perspectives with other international and American students.
- **Visiting Scholars & Colleagues:** The ELI regularly receives requests from visiting scholars and colleagues to audit ELI classes, get tutoring help, or get other support with their academic English development. Our program supports these scholars and colleagues to the extent that is feasible.

**Significant Achievements/Highlights of the Year**

Every year, the ELI supports a large number of research projects conducted by faculty and students from the Department of SLS. Projects focus on second language acquisition, second language use, teaching methodology, program administration, and testing and evaluation.
ELI faculty and administrators, including our graduate assistant faculty, routinely participate in community service, professional development, and scholarly activities. In the 2017-18 academic year, our faculty presented at and attended the following conferences in the field: Chulalongkorn University Language Institute International Research Seminar (Bangkok, Thailand), Hawaii Association of Language Teachers, Hawaii TESOL Annual Conference, Teachers of English to Speakers of Other Languages International Convention, 26th Symposium about Language and Society (Austin, TX), the 6th Paper Presentations of Mandarin Chinese as a Second Language Teaching Research (Taipei, Taiwan), and the 22nd Annual Graduate Student Conference of the College of Languages, Linguistics, & Literature (UH Mānoa).

**Major Issues**

The ELI continues to support second language students at UH Mānoa and provide professional development opportunities for our graduate assistant teachers. The primary issue faced by the ELI is the same issue faced by all programs involved in international education at UH Mānoa: the continued decline in the number of international students. We are encouraged, however, by recent initiatives to improve international recruiting, as well as by our continued involvement in entrepreneurial programs for international students. Additionally, as is the case with many departments and programs on campus, the ELI is dealing with an increasing number of responsibilities and duties with no increases in human resources, which requires creativity in prioritizing and streamlining. Nonetheless, the ELI will continue to contribute to learning, teaching, student success, and research at the Mānoa campus.

**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.

**Statistics**

In AY 2017-18, the ELI served students from 20 countries, 82.5% of whom came from China, Japan, South Korea, Taiwan, and Vietnam.

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<thead>
<tr>
<th>Students enrolled in ELI courses</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students</td>
<td>40 (35 international)</td>
<td>31 (25 international)</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>95 (66 international)</td>
<td>66 (50 international)</td>
</tr>
<tr>
<td>Post-Baccalaureate Unclassified</td>
<td>1 (1 international)</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS</strong></td>
<td>136 (102 international)</td>
<td>97 (75 international)</td>
</tr>
<tr>
<td><strong>Total enrollments in ELI courses</strong></td>
<td>211</td>
<td>137</td>
</tr>
</tbody>
</table>
The Hawai‘i English Language Program (HELP) is a unit of the Department of Second Language Studies (DSLS) dedicated to providing high quality Academic English courses for international students seeking entry to degree-granting courses. It also serves as a research site for DSLS. 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.

Initiatives

Academic English Program
HELP has served as a pathway for students into the University of Hawai‘i at Mānoa for over 45 years. Through the Conditional Admission pathway, more than 40 students have continued on to undergraduate programs, over 40 into graduate study at UH Mānoa, and more than 100 into one of the community colleges in the UH System since 2004. 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. HELP again welcomed students from our continuing university partners: Aichi Shukutoku University (Japan), Doshisha University (Japan), Hankyong National University (South Korea), Hannam University (South Korea), Hanshin University (South Korea), Kwansei Gakuin University (Japan), Reitaku University (Japan), Waseda University (Japan), and Yasuda Women’s College (Japan). HELP also welcomed students from several new partners: Dankook University (South Korea), Dong-A University (South Korea), Honam University (South Korea), Jeju National University (South Korea), and Keimyung University (South Korea). As a result of the quality and academic rigor of HELP courses, many of these partner universities offer their students credit for their studies here.
The high quality of education and effective organization of 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. In 2018, HELP conducted three intensive TEFL seminar programs with English teachers from new partners Chonnam National University (South Korea) and Ibaraki Christian University (Japan).

CELT A Teacher Training Certificate
The Certificate in English Language Teaching to Adults (CELT A) 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. In 2018, we had two courses – in May and in June – with a total of 15 trainees and over 50 students from the community impacted.

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 number of research projects on a variety of topics related to second language theory, language teaching methodology, program administration, and 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 other 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 seven graduate students from DSLS as instructors.

Faculty and Staff Professional & Academic Contributions
HELP Service Learning Coordinator Sandra Iwamura co-presented with Assistant Director Christine Guro on “Mandatory Service Learning in an IEP: Challenges and Rewards” at the 2018 Hawaii TESOL Conference. Instructor Gina Redila coordinated the 3rd year of internships for 16 students from Yasuda Women's University. Office Manager/Registrar Kimberly Imamura served on the 2017 MIEW planning committee and 2018 NAFSA Hawaii/Pacific District team. Kimberly presented at the 2018 NAFSA HIPAC District Spring Conference and the 2018 NAFSA National Conference – she is the recipient of the 2018 NAFSA National Conference. HELP Assistant Director Christine Guro co-presented with DSLS alumnus and former HELP instructor Daniel Holden on "Mandatory Service Learning in an IEP: Challenges and Rewards" at the 2018 TESOL Convention in Chicago." Director, Joel Weaver was a member of the MIEC and the International Enrollment Management group. Joel served as a trainer for F-1 visa advising workshops at the NAFSA Regional conference in Sacramento, attended the 2018 NAFSA National Conference in PA, and served as President of the Study Hawai’i coalition, which advocates for international education in Hawai’i.
Significant Achievements/Highlights of the Year

New Partnerships: HELP signed new MOUs with eight universities and successfully conducted English programs for ten new and continuing groups.

International Education Week: HELP’s hula class performed for Governor David Ige at the signing ceremony for the 2017 International Education Week proclamation.

Yasuda Women’s University (YWU) – HIBISCUS Program: Yasuda Women’s University’s Business and Tourism department sent their third cohort of students for a 5-month long academic English and Internship program called the HIBISCUS program. In addition to integration into HELP’s regular academic English courses, the 60+ students also took courses in Business and Tourism and Service Learning and select students participated in internships coordinated by the HELP program. Internship students learned about tourism in Hawai’i through unpaid internships with E Noa Tours, ‘Iolani Palace, KauKau Magazine, Atlantis Adventure,s and Casablanca Bridal and Formals.

Study Hawaii Ambassador Program: The State of Hawai’i Department of Business, Economic Development and Tourism recognized the students of the YWU 2018 program as Study Hawaii Ambassadors. The students were inspired to engage with their peers in Japan and around the world through social media to spread the word that Hawai’i is a safe, fun, and high-quality study destination.

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.

TEFL Seminar Programs: HELP conducted three intensive TEFL seminar programs with English teachers from Chonnam National University (South Korea) and Ibaraki Christian University (Japan). Teachers in this program participated in teacher training courses, special lectures by DSLS faculty, and school observations of local K-12 schools. Special lectures included topics such as Teaching English through English, Developing a Philosophy of Teaching, Approaches to Teaching Writing, and Place-Based Language Learning.
UH credit for CELTA Course: University of Hawai‘i students may now receive SLS department credit for their successful completion of the CELTA Course at HELP.

Pathway to UH: In 2017, HELP assisted five students transfer to Kapi‘olani Community College, three students into the UHM MIX Hoakipa Scholarship program, two students into UH Mānoa undergraduate programs, and three students into UH Mānoa graduate programs.

Statistics

HELP Academic English Program Enrollment: Students in regular Academic English programs

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Dates</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1 2017</td>
<td>August 21 - October 13, 2017</td>
<td>59</td>
</tr>
<tr>
<td>Fall 2 2017</td>
<td>October 23 - December 15, 2017</td>
<td>59</td>
</tr>
<tr>
<td>Spring 1 2018</td>
<td>January 7 - March 1, 2018</td>
<td>55</td>
</tr>
<tr>
<td>Spring 2 2018</td>
<td>March 11 - May 3, 2018</td>
<td>86</td>
</tr>
<tr>
<td>Summer 1 2018</td>
<td>May 13 - June 21, 2018</td>
<td>74</td>
</tr>
<tr>
<td>Summer 2 2018</td>
<td>July 2 - 27, 2018</td>
<td>51</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

HELP Short-Term Programs Enrollment: Self-Contained Programs

<table>
<thead>
<tr>
<th>Group Name</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incheon JEI</td>
<td>9</td>
</tr>
<tr>
<td>Chonnam National University (TEFL Seminar), Spring 2018</td>
<td>17</td>
</tr>
<tr>
<td>Chonnam National University (TEFL Seminar), Summer 2018</td>
<td>23</td>
</tr>
<tr>
<td>Ibaraki Christian University (TEFL Seminar)</td>
<td>23</td>
</tr>
</tbody>
</table>

HELP Student Nationality Data: Students per country during Fall 2017 – Summer 2018

<table>
<thead>
<tr>
<th>Country</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>161</td>
</tr>
<tr>
<td>South Korea</td>
<td>117</td>
</tr>
<tr>
<td>China</td>
<td>4</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>3</td>
</tr>
<tr>
<td>Taiwan</td>
<td>2</td>
</tr>
<tr>
<td>Thailand</td>
<td>2</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Slovakia</td>
<td>1</td>
</tr>
<tr>
<td>Vietnam</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>293</strong></td>
</tr>
</tbody>
</table>
Global Health at the
John A. Burns School of Medicine

JABSOM’s Office of Global Health and International Medicine (OGH) is located in the Office of the Dean. OGH works to ensure that all international medical education and research activities of JABSOM faculty, staff, and students are aligned with the school’s mission and in compliance with all accreditation body requirements. Our goal is to promote for our students appreciation of the ways that global issues impact the health of patients and communities in Hawai‘i and encourage them to gain experience in international health care settings. OGH recognizes that health is a human right and works to promote an understanding of social justice in medicine. Since January 2018, the office has been directed by Gregory G. Maskarinec, PhD, assisted by Paula Uchima.

Significant Achievements

- Ten JABSOM MS-4 students participated in 1-month reciprocal exchange international observership programs in Japan – Jikei University, Juntendo University, Nippon Medical School, Showa University, and University of Tokyo and in Thailand – Siriraj Hospital/Mahidol University. In addition, 36 fifth- and sixth-year undergraduate and graduate medical trainees came from Indonesia, Japan, the Philippines, South Korea, and Thailand to Hawai‘i to participate in 1-month reciprocal exchange programs.
- The UH system will join as an institutional member the Consortium of Universities for Global Health for 3 years beginning in 2019.
- Enough JABSOM students volunteered to be standardized patients for these workshops that Tokai donated $2150 to be shared by the Partnership for Social Justice and the Global Health Interest Group.
- Dr. Maskarinec visited Showa University Medical School, Tokyo Women’s Medical University, Kanazawa Medical University, Kyorin Faculty of Medicine, Kochi Medical School, and The Jikei University School of Medicine. He delivered lectures on Social Justice in Medicine at Kochi and Kanazawa and recorded a web message to students at the Jikei.
- University Health Partners (UHP) has signed a 10-year MOA with Noguchi Medical Research, Inc, and Dr. Yoshihisa Asano, to create the "Hedges/Izutsu/Asano Project in Humanity and Empathy in Medicine/ Medical Education at the University of Hawai‘i," providing $100,000 for various events.
- A total of 11 consultants from UH or other US institutes visited Okinawa for teaching, with ten short-term (one week) consultants and one long-term (three month) consultant.

Office of Medical Education (OME)

- In February 2018, six physicians and three visiting faculty from Japanese medical institutions participated in JABSOM's 2.5-day Hawaii International Clinical Teaching workshop.
- In March 2018, 12 students from various Japanese medical schools participated in the weeklong Learning Clinical Reasoning Workshop at JABSOM. Sessions included small group reasoning exercises, communication skills training, physical examination skills, standardized patient encounters, manikin experiences, and cultural sharing.
- In May 2018, six fellows from various medical institutions in Okinawa, Japan, presented their year-long medical education curriculum project at the Hawaii-Okinawa Medical Education Fellowship closing session at JABSOM. The fellows were accompanied by
the program’s “Okinawa Team”: five faculty and one staff member from the University of the Ryukyus, Okinawa Chubu Hospital, and Irie Hospital.

- In June 2018, Dr. Richard Kasuya, Dr. Jill Omori, and Ms. Kori-Jo Kochi, comprising the “Hawaii Team,” traveled to the University of the Ryukyus to present during the Hawaii-Okinawa Medical Education Fellowship opening session. This session marked the seventh fellowship cohort, comprising seven fellows from various medical institutions in Okinawa.
- In August 2018, 27 students from various Japanese medical schools participated in the weeklong Summer Medical Education Institute at JABSOM. Sessions included hands-on Problem-Based Learning (PBL), doctor-patient communication exercises, standardized patient encounters, cultural sharing, and extensive interaction with JABSOM medical students.
- Eleven second-year JABSOM medical students completed a 2-week summer elective course at one of three medical schools in Japan (Saga University, Osaka Medical College, Kochi Medical School).
- Dr. Hiroaki Matsumoto from Osaka Medical College visited May 2017 – June 2018. Dr. Matsumoto’s visit included co-tutoring in the pre-clinical units, participation in the Fellowship in Medical Education, and assistance in international student workshops.
- The Philippine Medical Association of Hawaii in conjunction with the University of Santo Tomas Medical School annually offers four second-year medical students the opportunity to learn about the practice of medicine in the Philippines.

Hawaii/Pacific Basin Area Health Education Center (AHEC)

- E-DA Hospital in Kaoshiung, Taiwan, was offered as a choice for the Pacific Basin Experience. E-DA is a 1000 bed hospital with all the major specialty services located on the same campus with I-Shou University School of Medicine.
- Four medical students and two pharmacy students traveled to American Samoa, where they shadowed Dr. Erhle at the VA clinic.
- Two students traveled to Guam where they teamed up to write and create a brochure titled, “5 Easy Steps to Help Prevent or Reverse Diabetes.”

Simtiki Simulation Center

- Conducted onsite programs at SimTiki with over 130 international participants from Japan, Korea, Thailand, and Iceland.
- Conducted nine programs at JABSOM/SimTiki for 66 participants.
- Matriculated two international post-graduate physicians (one from Japan, one from Korea) for our SimTiki International Research Scholar Program. The Program had 21 participants from Japan and Thailand.
- Conducted four courses with the Office of Medical Education for 51 visiting international medical students from Japan and Korea.
- Facilitated the monthly international academic Journal Club at SimTiki by video-conference, which included participants from Japan, Korea, China, and Thailand.
- Completed the second annual 6-month program for participants in collaboration with Juntendo University, Tokyo, Japan.
- Conducted an ASIST Research workshop at Akita University, Akita, Japan.

In addition, SimTiki Director and Associate Director conducted faculty development and pediatric simulation courses at the Nagano Prefectural Hospital Organization’s Shinshu Medical Center. They also conducted three programs in Japan for over 60 participants in collaboration with NIPRO Medical Corporation, Jikei University, University of Ryukyus, and Laerdal Japan.
Native Hawaiian Health

- DNHH has an international research training program that sends four undergraduates to New Zealand for 8 weeks.
- In November 2017, the DNHH hosted Dr. Ngiare Brown, one of the first Australian aboriginal medical graduates, who has worked extensively on indigenous rights, both nationally and internationally (UN) and is on the Prime Minister’s Indigenous Advisory Council and is a Commissioner on the Australian National Mental Health Commission.

Tropical Medicine, Medical Microbiology and Pharmacology

- The Northern Pacific Global Health (NPGH) Research Fellows Training Consortium (sponsored by the National Institutes of Health [NIH] Fogarty International Center), a five-year program from 2012 to 2017, has provided fellowship and scholarship funding for international training in Thailand or Cameroon to JABSOM postdoctoral trainees, JABSOM scholar trainees, international postdoctoral trainees, and international scholar trainees. The NPGH research projects have included clinical studies on dengue virus, malaria, tuberculosis, and HIV/AIDS and qualitative research on transgender populations in Thailand.

- The Department supports the Minority Health and Health Disparities International Research Training (MHIRT) program, within which selected undergraduate and graduate students are trained to engage in international research projects in tropical medicine, infectious diseases, and related health sciences. The projects include research on arbovirus, HIV, Hepatitis C, malaria, Ebola, angiostrongyliasis, and tuberculosis.

Family Medicine and Community Health

Seiji Yamada, Nash Witten (R2 resident), and Arcelita Imasa (MS4) spent their summer in Majuro, the capital of the Republic of Marshall Islands (RMI), to participate in the “TB and Leprosy Free Majuro” project. This project is the largest screening and treatment campaign for active and latent tuberculosis (TB) in the contemporary era. It lasted from June through October 2018 and is a collaboration between RMI Ministry of Health workers, the U.S. Centers for Disease Control and Prevention (CDC), and World Health Organization (WHO). See https://jabsom.hawaii.edu/jabsom-joins-largest-global-effort-against-tb/

Geriatric Medicine

- Geriatrics has 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 translations are available on YouTube. Our partners at Mountain Pacific Quality Health (MPQH) will help disseminate publicity about these videos to the Pacific Islands. Video links can be found here: http://geriatrics.jabsom.hawaii.edu/gwep/. MPQH has conducted trainings using this curriculum in Hawai‘i, Guam, Saipan, and American Samoa.
- In October 2017, a team travelled to Yap to provide a Family Caregiver Training train-the-trainer certificate course for the Yap Ministry of Health. This week-long course provided 32 hours of training on care giving for the elderly and homebound. The workshop integrated the local culture and included role play, hand-on demonstrations, and home visits. Twenty-seven participants were trained as instructors. Over 125 Yapese family caregivers received training on proper use of canes and crutches, response to heart attack and stroke, and reduction of caregiver stress and burden.
- Faculty participated in Tausi Feagaiga (Covenant Keeper), a 5-year project in American Samoa funded by the Administration for Native Americans from 2015-2020, to increase the capacity of family and non-family caregivers to care properly for their own loved ones in the home. Monthly webinars were conducted to promote distance learning. In February 2018, GWEP faculty provided a 5-day Caregiver Training to 32 participants in American Samoa. The previous cohort served as co-trainers.
Communications Sciences and Disorders (CSD)

- CSD has established MOUs with Hallym University (South Korea), Kunming Medical University (China), and Taipei Medical University (Taiwan). Dr. Henry Lew delivered presentations in each of these countries this year.
- CSD graduate student Ting-Ting Hsu received the East-West Center Gary S.H. Lin Graduate Degree Fellowship. The 24-month fellowship allows a Taiwanese student to pursue a Master’s or Doctoral degree at UH.
- Again this year, CSD hosted a group of student from Seirei Christopher University (Japan) for a week long cultural exchange and clinical observation program and sponsored a Distinguished Guest Lecture featuring Dr. Isamu Shibamoto from Seirei Christopher.

Psychiatry
Dr. Sara Haack implemented a $79,000 contract to provide behavioral integrated training and services to Kosrae of the Federated States of Micronesia. The program involved training in behavioral health topics for 20 health care workers, as well as collaboration on the development of integrated behavioral health services for the state’s two community health centers.

Pediatrics
Three away rotations were offered to third-year residents: 1) 2-3 weeks at LBJ Tropical Medical Center in American Samoa, functioning as junior attendings who attend deliveries, consult in the ER, see patients in clinic, and attend to inpatients in the wards and ICU; 2) 2-week musculoskeletal elective in cooperation with Shriner’s Orthopedics at various outreach locations throughout the Pacific, including American and Western Samoa, the Marshall Islands, Fiji, and others; 3) 1 month at Lao Friends Hospital for Children in Luang Prabang, Laos.

Obstetrics, Gynecology, and Women's Health
- Dr. Corrie Miller, Maternal-Fetal Medicine Fellow, provided ultrasound training to providers in American Samoa in August 2018.
- Dr. Kareem Khozaim has provided general obstetrics and gynecology services in American Samoa on multiple occasions during 2017-2018.
- Dr. Shandhini Raidoo, Dr. Reni Soon, and Dr. Mary Tschann were invited to teach sexual health education in public high schools in American Samoa in May 2018.

Complementary and Integrative Medicine
- Kinoshita (Kyushu) University, Japan, implemented Collaborative Big Data Research (CBDRT) for multi-national comparisons of cancer screening behaviors and predictors among adults 50 years and over using Health and Retirement Study (HRS) cohort data.
- The Department of Genetics and Institute of Medical Biology, Medical School, Szeged University, Hungary facilitated genetic studies of a multi–system disorder manifested in cerebral, vascular, renal, ocular, and muscular defects; hereditary angiopathy with nephropathy, aneurysms, and muscle cramps (HANAC); and Walker–Warburg Syndrome.

Pathology
In April 2018, the department hosted Shimane University Medical Students Sachiko Shokei and Kanna Aoyama for medical student shadowing in the Queens Medical Center Department of Pathology.

Surgery
Maimona Ghaus works each year as an anesthesiologist and Intensivist for "Médecins Sans Frontières." Again this year, she works as a "Forced from Home" guide.
Office of Global Health Major Issues

- Worked 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 healthcare facilities throughout the Pacific, the Asian Rim Countries, and elsewhere in the world, with adequate pre-departure orientation and post-elective debriefings.
- Demonstrated that having UH join the Consortium of Universities for Global Health advances national understanding of Hawaiian and Micronesian health issues and helps participants prepare panel proposals that address these issues for future CUGH conferences.
- Fostered cooperation with other divisions and departments in the UH system, including public health, nursing, social work, pharmacy, and social science toward an interdisciplinary community engaged on global health issues and increase in state preparedness for global infectious and chronic disease epidemics (including diabetes and hypertension) and their potential impact on Hawai‘i.
- Supported additional faculty positions and release time for faculty with expertise in global health to accompany students and residents on international rotations.

Future Goals

- Establish a cross-residency didactic curriculum on global health to support a "global health track" for residents, including pre-departure training and post-rotation debriefings.
- Engage an interdisciplinary team white paper for Hawai‘i’s congressional delegation regarding the anticipated impact on health care in Hawai‘i resulting from the end of Compacts of Free Association funding in 2023, coupled with global warming and sea level rise.
- Support capacity-building at clinical sites in the Pacific Rim, including through bidirectional exchanges, shared education, and research partnerships.
- Increase research opportunities across the UH System on global health topics, including through implementation of protocols in low-resource settings across vast geographic areas and the study of rare tropical diseases and patient outcomes.
Outreach College International Programs

The mission of the International Programs of the Outreach College (IP) is to provide excellent non-degree programs that (1) further the educational goals of international students while contributing to their growth as global citizens, (2) further the goals of international educational institutions dedicated to preparing students for today’s global world, and (3) further the global engagement goals of UH Mānoa.

Initiatives

IP offers a range of non-degree programming for individuals and groups, including intensive training in English, programs that prepare students for entering degree programs at UH Mānoa, and programs that fulfill degree requirements at participants’ home institutions. In 2017–2018, IP brought nearly 1,200 international students to the UH Mānoa campus.

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 three 3-week sessions that focus on English conversation and culture. While NICE helps many students reach their career and personal goals, the program also prepares students for academic study. As of Fall 2018, there are currently at least three former NICE students currently in degree programs at UH Mānoa.

University Preparation (UP) Program: Offers a two-semester pathway program that prepares international students for undergraduate or graduate university admission and academic success. With conditional admittance to UH Mānoa, students engage in intensive English training, test preparation, and noncredit and credit coursework, while receiving personal advising and mentoring to help ensure preparedness. As of Fall 2018, 12 UP Program graduates were studying in degree programs at UH Mānoa, and three were at Kapiolani Community College. Two UP Program alumni have completed degrees at UH Mānoa since the program began in 2014.

The Summer University Preparation Program: “Summer UP” was offered for the first time in the summer of 2018 in collaboration with the Graduate Division. The program, which is designed to encourage students to return to UH Mānoa for the 3+2 program in the future, hosted 14 students from one of UH Manoa’s 3+2 partner institutions. In addition to daily classes in academic English and study skills, the program included an introduction to campus programs and resources, exposure to Hawaiian culture, and special activities with the College of Education, the academic department of the students’ major. In 2019, this program will be offered to all UHM 3+2 partner institutions.
Music Performance Certificate Program: Two-semester post-baccalaureate program offered in collaboration with the Music Department. Musicians work intensively on vocal or instrumental mastery with a master faculty member while studying English in the NICE Program.

Meiji University Academic Internship Program: Offers students from Meiji University, Japan, a special three-part program with a short-term English course prior to the Fall semester, a full load of credit courses in the Fall, and a 3-month internship in the tourist industry.

Custom Programs: Division that designs and administers programs to suit the schedules and requirements of sponsoring international universities, colleges, high schools, and community organizations. Programs include English training, lectures, workshops, courses, and site visits, sometimes in collaboration with academic departments and UH Mānoa faculty.

Highlights of the Year – Departmental Activities and Milestones

- College-level Memoranda of Understanding or Agreement were either initiated or renewed with Kanazawa Gakuen University (Japan), Miyaki Gakuin University (Japan), Kyoto Womens’ University (Japan), Pukyong National University (South Korea), and Gachon University (South Korea).
- A total of 44 institutions sent students for programs during the 2017–2018 academic year, including high schools, universities, colleges, and other types of institutions from Japan and South Korea.
  - Of those institutions, the program welcomed students from the following institutions for the first time: Kumamoto Gakuen University, Nanzan University, St. Paul Academy, Tsuda University.
- The 10th anniversary of programs with Hokkaido Pharmaceutical University was celebrated on March 16, 2018.
- Students from Kitano High School and from Nanzan University were deputized as Study Hawai‘i Ambassadors by the Department of Economic Development, Business, and Tourism (DBEDT) at the end of their study programs at UH Mānoa.

Staff engagement in professional development and service

- Director Judy Ensing served on the Mānoa International Education Committee (MIEC) and co-chaired the Mānoa International Education Week Committee. NICE Academic Coordinator Saori Doi presented at the Hawaii International Conference in Education (HICE), attended a Commission on English Language Program Accreditation (CEA) training workshop, and conducted a teacher training workshop at Nanzan University.

Nanzan University students were deputized as Study Hawai‘i Ambassadors by First Lady of Hawai‘i Dawn Amano-Ige at the conclusion of their four-week Special English program.
➤ UP Program Coordinator Dennis Chase served on the Mānoa International Education Committee (MIEC), the International Undergraduate Student Scholarship Committee, and the “You Are Welcome Here” video sub-committee. He also presented at the Hawai'i Pacific NAFSA Conference and participated in two recruitment trips to Asia.

➤ Custom Programs Coordinator Suzanne Mitri served on the Mānoa International Education Week Committee.

➤ Custom Programs Manager Michiko Kahmann, Suzanne Mitri, and Judy Ensing presented at the Hawai‘i Pacific NAFSA Conference.

➤ Program Coordinator Bob Lipske presented a poster at the Hawai‘i TESOL Conference and published an article in Hawai‘i TESOL’s The Word.

Campus Activities and Contributions –
Internationalizing the UH Mānoa Community

Extending UH Mānoa’s Expertise: The IP staff delivered a variety of programs and cross-cultural exchange through collaboration with several UH Mānoa colleges, departments, and faculty, including the College of Tropical Agriculture and Human Resources, the School of Nursing and Dental Hygiene, the School of Travel Industry Management, Shidler College of Business, the Department of American Studies, the Department of English, the Department of Music, the Department of Information and Computer Sciences, and the Hawai‘i‘inuiākea School of Hawaiian Knowledge. In addition, the IP collaborated with Second Language Studies graduate students to offer an extensive reading course to NICE students as a class project.

Impacting UH Mānoa’s Domestic Students and the Community

- The Interchange program provided campus jobs to approximately 120 UH Mānoa students, along with the valuable opportunity to teach language skills and engage in meaningful interaction with international students from around the world.
- The International Language Exchange provided reciprocal learning for approximately 80 UH Mānoa and 138 IP students wishing to practice their target language(s) with native speakers.
- Approximately 115 NICE and Custom Programs students participated in a variety of service learning and volunteer activities in the community.

Future Goals – Continuing the Outreach

- Continue efforts to ensure the growth and success of the newer programs, while maintaining the quality of the mature programs.
- Continue to seek ways to collaborate with other units on campus to further the internationalization of UH Mānoa.
### Enrollment by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>2017-2018 Number of Sessions/Groups</th>
<th>2017-2018 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NICE 10-week</td>
<td>4 sessions</td>
<td>220</td>
</tr>
<tr>
<td>NICE 3-week</td>
<td>4 sessions</td>
<td>200</td>
</tr>
<tr>
<td>Custom Programs</td>
<td>28 groups/sessions</td>
<td>710</td>
</tr>
<tr>
<td>UP Program</td>
<td>2 semesters</td>
<td>12</td>
</tr>
<tr>
<td>Summer UP Program</td>
<td>1 session</td>
<td>14</td>
</tr>
<tr>
<td>Music Performance Certificate</td>
<td>2 semesters</td>
<td>2</td>
</tr>
<tr>
<td>Meiji University Academic Internship Program</td>
<td>1 session/group</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1166</strong></td>
</tr>
</tbody>
</table>

### Nationality Breakdown

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Program</th>
<th>Enrollment</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>NICE 10-week</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Canada</td>
<td>NICE 10-week</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>NICE 10-week</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UP Program</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Summer&quot; UP</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Perf. Certificate</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>NICE 10-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>NICE 3-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>NICE 10-week</td>
<td>131</td>
<td>885</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Custom Programs</td>
<td>573</td>
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</tr>
<tr>
<td></td>
<td>UP Program</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meiji Acad. Intern.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>NICE 3-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>NICE 10-week</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>NICE 10-week</td>
<td>65</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
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</tr>
<tr>
<td></td>
<td>Custom Programs</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UP Program</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>NICE 10-week</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thailand</td>
<td>NICE 10-week</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>NICE 3-week</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Venezuela</td>
<td>NICE 10-week</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Data reflect enrollment, not individuals. Students are sometimes enrolled in more than one program or session.
The School of Travel Industry Management

Founded in 1966, the School of Travel Industry Management (TIM) has maintained a mission to develop and disseminate hospitality, tourism, and transportation concepts, knowledge, and skills through global leadership in teaching, research, training, and outreach. In support of this mission, the TIM School offers a TIM Certificate, a TIM Bachelor of Science (with emphasis areas in hospitality, tourism or transportation), and a TIM Master of Science option for students.

For AY 2017-18, the TIM School enrolled approximately 65 international students out of 372 students total, comprising 18% of the TIM student population and forming one of the largest international student populations of all majors on the UH Mānoa campus. A majority of TIM international students came from East Asia, including Japan, China, South Korea and Hong Kong.

Events

Travel with TIM
In February 2018, the TIM School hosted the first Travel with TIM event, which gave students the opportunity to meet with UH Mānoa overseas educational support programs, including Mānoa International Exchange (MIX) and National Student Exchange (NSE), to further explore opportunities to study overseas.

17th Annual Asia Pacific Forum Conference
The TIM School co-hosted the 17th annual Asia Pacific forum (APF) for Graduate Students in Research in Tourism with Hong Kong Polytechnic University on May 16 - 18, 2018. The Forum was held at the Hawai‘i Convention Center and had participants from across the world, including from Asia Pacific and the United Kingdom. Participants were able to take part in 2 full days of presentations and poster sessions ranging from finance and economics to sustainable tourism, consumer behavior, destination management, and more.
Highlights of the Year

International Relationships
Thomas Bingham, Interim Dean for the TIM School, traveled to Guangzhou, China, to interview the next candidate from the Guangdong Academy of Social Sciences who will be a visiting colleague in TIM. Dean Bingham traveled to Tokyo, Japan, to visit Meikai University and Asahi University. As a partner institution, the TIM School consults directly with Meikai University as they develop their Global Management in Hospitality degree.

Professional Programs
In February 2018, the TIM School welcomed Professor of International Studies Kazumi Yamaguchi and 13 junior and senior level students from Bunkyo University located in Kanagawa Prefecture, Japan. Bunkyo students attended a 5-day program of courses and activities including a Hawaiian culture walking tour in Waikiki, Sea Life Park, Hanauma Bay, and site visitation to Alohilani Resort and the Hyatt Regency Hotel to experience Hawai‘i and the hotel and hospitality industry firsthand. Japanese speaking students from the University of Hawai‘i at Mānoa provided in classroom support by assisting faculty and Bunkyo student translations.

In April 23 - May 4, 2018, seven tourism executives attended the 39th Annual Executive Development Institute for Tourism program offered through the TIM School. Participants came from all over the globe, including from Sri Lanka, Nepal, South Korea and the Cook Islands. The Executive Development Institute for Tourism (EDIT) is the professional development program for career-minded tourism professionals. The 11-day institute offers a rigorous and interactive curriculum, preparing leaders to develop strategic approaches in global destination marketing, product development, and international tourism policy. This past year, participants attended the 17th Annual Celebrate a Legacy in Tourism dinner at the Hilton Hawaiian Village Waikīkī Beach Resort.

Student Exchange/Study Abroad

- The TIM School hosted 18 inbound exchange students during AY 2017-18. Inbound exchange students came from primarily the East Asia-Pacific region, including Japan, China, South Korea, Hong Kong and New Zealand. Inbound exchange students had the opportunity to take various TIM courses, including upper division TIM core and emphasis classes.
- Three TIM students completed Mānoa International Exchanges (MIX) during AY 2017-18. One student studied at Yonsei University in Seoul, South Korea, in Fall 2017, and two students studied at Keio University and Waseda University in Tokyo, Japan, respectively, in Spring 2018. Students took a variety of courses, including business and tourism related courses.
Two TIM students completed study abroad programs at Oxford Brookes University in London, England, in Fall 2017, and Konan University in Kobe, Japan, in Summer 2018, respectively. Students took courses to fulfill general education coursework and second language studies.

Scholarships

The TIM School awarded scholarships (UH Foundations and Achievement) to nine international TIM undergraduate and graduate students for AY 2017-18, totaling $43,500 in awards.

Future Goals

The TIM School looks to expand in the following areas with regards to international education:

- Establishing 3+2 agreements with institutions from the Asia-Pacific region and strengthening the partnerships with institutions that already have 3+2 agreements established.
- Continuing the process of pre-evaluating courses for transfer to ensure that coursework taken overseas is transferable.
- Continuing to strengthen relationships with partner universities by promoting outbound exchanges to TIM students through various events, including the expansion of Travel with TIM.
- Coordinating short-term overseas study tour opportunities for TIM students to give them the opportunity to experience the travel industry beyond the state of Hawai‘i.
- Continuing to fundraise and award scholarships to international students.
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. Strong partnerships with prominent foreign universities provide students with opportunities to live and learn in locales that span the world. During the past year, over 100 Shidler students have visited Japan, South Korea, China, Hong Kong, Taiwan, England, Thailand, Vietnam, Italy, Singapore, France, Australia, Germany, Denmark, and New Zealand on college-sponsored study tours, independent study abroad programs or international business competitions. The college continues to support international conferences such as the Hawai’i International Conference on Systems Sciences (HICSS) and Hawai’i Accounting Research Conference to advance research and increase academic collaboration throughout the world. Approximately one-third of our faculty members are from the Asia-Pacific region, providing students with first-hand knowledge of various Asian economies. Virtually all of our faculty members have international expertise and incorporate a global perspective in their courses and academic activities.

Highlights of the Year

- The U.S. News & World Report 2018 edition of Best Colleges ranked the Shidler College of Business 16th, tied with Brigham Young University, on its list of top international business programs. Shidler College was ranked with top schools such as University of Pennsylvania, USC, New York University, UC Berkeley, and the University of Michigan. The Shidler College has been consistently ranked among the top 25 international relations programs in the nation over the last decade.

- Twenty-one undergraduate business students participated in study abroad opportunities offered through UH Mānoa’s Study Abroad Center or the Mānoa International Exchange Office. Business students spent their Summer, Fall, or Spring semester studying at host universities in Argentina, Australia, Denmark, Germany, Hong Kong, Ireland, Italy, Japan, New Zealand, Singapore, South Korea, Spain, or the United Kingdom.

- The Freeman Foundation marked its 5th year of support for the college’s Study Abroad Programs with a $287,000 gift for the 2017-2018 academic year. Each of the 24 undergraduate Freeman Scholars received nearly $6,000 to study abroad in Asia at AACSB-accredited partner institutions. The Freeman Foundation also funded 20 graduate students from the Freeman Asian Fellows Program to experience international business through the Asian Field Study program, the Pacific Asian Center for Entrepreneurship project in Vietnam, or the college’s Global MBA internships in Japan or China. The Freeman Foundation’s mission is to support the study and understanding of Asia and its culture.

- Eight undergraduate students received a $5,000 scholarship from the William R. Johnson, Jr. Study Abroad Endowment. The Johnson Study Abroad program provides students with an opportunity to study abroad in Europe and gain an understanding of its culture and language, as well as a global perspective on issues related to that region.

Macau, China
A team of undergraduate students delivered a stellar performance winning first place followed by Olin School of Business, Washington University in St. Louis; Carson College of Business, Washington State University; and Fox School of Business, Temple University at the 2017 8th Annual CUIBE (Consortium for Undergraduate International Business Education) International Business Case Competition held at Northeastern University D'Amore-McKim School of Business in Boston. The team provided recommendations to the executives of Pharmacorp on its business plan to expand in Ukraine. A total of 16 teams were judged on their analysis, recommendations and overall presentation.

The Shidler College of Business biannual International Passport Fair showcased study abroad and scholarship opportunities available to business students. Hosted by the International Business Organization student club, the Fair featured Mānoa International Exchange, UHM Study Abroad Center, Asian Field Study, Chinese Flagship Program, UH Campus Center Passport Office and the Freeman and Johnson Scholars Programs. Student clubs set up country-themed tables promoting study abroad and exchange opportunities with partner universities in China, France, Japan, South Korea, Singapore, Sweden, Taiwan, and the United Kingdom.

In the Fall of 2017, three Shidler Global Leaders chose to study abroad in Hong Kong and Nanjing, China. In the following semester, three additional Shidler Global Leaders participated in student exchanges with South Korea and Singapore. The Shidler Global Leaders program selects promising students who have demonstrated the capability to achieve excellence in their business education, community service and have a proven record of academic and other achievements.

The Hawai‘i International Conference on System Sciences (HICSS) from January 2-6, 2018 on the Big Island drew information science researchers from more than 1,000 universities to collaborate on current and future technological research and innovations. HICSS featured keynote speakers Inhi Suh, general manager of IBM Collaboration Solutions, and Larry Smarr, founding director of the California Institute for Telecommunications and Information Technology. Over 600 papers were presented along with symposia, workshops and tutorials. Sponsored by the Shidler College of Business, HICSS is one of the longest-running general-purpose scientific conferences in the world. During the past five decades, HICSS has built a reputation as the premier forum for the exchange of ideas in the information systems industry.
• The inaugural Hawaii Accounting Research Conference (HARC) met on the University of Hawai‘i at Mānoa campus in January 2018 to discuss the latest research trends in the accounting industry. The conference attracted over 170 academics from 20 countries. Highlights included keynote speakers David Burgstahler, president of the American Accounting Association, and J. Michael McGuire, CEO of Grant Thornton LLP, as well as a panel discussion on block chain technologies.

• The AACSB 2018 International Conference and Annual Meeting (ICAM) met on O‘ahu at the Hawai‘i Convention Center in April. The conference addressed new issues and emerging trends in business education and focused on topics that are relevant to AACSB-accredited schools worldwide. The Shidler College of Business produced the conference’s “guide to Hawai‘i” video featuring the college’s faculty members, sponsored the Welcome Reception, and presented a breakout session by Dean Vance Roley and Jay H. Shidler titled “Best Practices in Fundraising for the Long-Run.” The conference drew over 1,200 from 780 business schools worldwide.

• The MBA for Executives in Vietnam (VEMBA) program graduated 52 students from its Ho Chi Minh City campus and Hanoi campus in May 2018. VEMBA is a two-year executive format program for working professionals living in Vietnam and is the only 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. Over 650 professionals have graduated from the VEMBA program.

• A Shidler team of undergraduate students competed against 24 international business schools at the 11th HSBC/HKU Asia Pacific Business Case Competition in Hong Kong. The case was centered on finance and risk management for Ryman Healthcare in New Zealand. The Shidler team placed third behind Yonsei University and Peking University in the preliminary round. The competition is sponsored by the Hong Kong and Shanghai Banking Corporation Limited and is the world’s largest business case competition for undergraduate students.

• The Pacific Asian Consortium for International Business Education and Research’s (PACIBER) Annual Meeting was held in Ho Chi Minh City, Vietnam, in July 2018. The meeting’s theme, “Opportunities and Challenges of Doing Business in Asia: Focus on ASEAN and Vietnam,” was attended by professors and deans from a dozen business schools representing the Philippines, Malaysia, Vietnam, Singapore, New Zealand, Australia, Taiwan, Canada, and the United States. As PACIBER Secretariat, Shidler College of Business Professor of Accounting Shirley Daniel provided the opening remarks. The consortium of leading universities meets annually to promote international business education, research, and the exchange of information among faculty and students.
Twenty undergraduate and graduate students from the Shidler College of Business participated in the Asian Field Study Program over Summer 2018. The 3-week tour of Asia included stops in Tokyo, Kyoto, Beijing, Hanoi, and Seoul. The group visited global multinational companies such as Nissan, Japan Airlines, Nestle, NBA China, and Kyland Technologies, as well as new high-growth ventures in China’s rideshare sector and Vietnam’s food service industry. They also visited the Forbidden City, the Great Wall of China, and Tiananmen Square in Beijing; toured historic towns of Kamakura and Kyoto; and visited temples in the old quarters of Hanoi. The 6-credit Asian Field Study program is designed to enhance students’ preparation for business careers in the Asia-Pacific region. Students received scholarships totaling over $100,000 from the Freeman Foundation, Ralph S. Inouye Co., Ltd., David T. Pietsch, and the UH Mānoa Shidler College of Business.

Human rights expert Dr. Tae-Ung Baik was the keynote speaker at the 41st Annual Dr. N.H. Paul Chung Memorial Lecture and Luncheon held at the Prince Waikiki in August 2018. Dr. Baik gave an insightful talk on the ongoing battle of the International Human Rights Law and enforced disappearances in the Asia-Pacific region. He also discussed his views on the current tensions of national security and counter-terrorism in that area. The annual summer lecture was held in honor of Dr. N.H. Paul Chung, who founded the Pacific Asian Management Institute (PAMI) at the Shidler College of Business.

Future Goals

- The college will increase scholarship funding for its study abroad programs through the Freeman Foundation, William R. Johnson, Jr. Study Abroad Endowment, and other key endowments.
- The college will continue to seek new partnerships and joint programs with top Asian universities to broaden students’ learning and working experiences.
- With the establishment of new scholarships and faculty endowments, the college will continue to recruit talented students and faculty from around the world.
- To keep pace with the complex global business environment, the college will continue to bring in top international and national faculty to participate in its research seminar series; seek additional funding so faculty can attend leading academic conferences throughout the world; provide opportunities for students to compete in international business competitions; and update its curriculum to provide the knowledge, skills, and cultural understanding for a global workforce.
Department of Theatre and Dance

The 2017-2018 academic year was another active year internationally for the Department of Theatre and Dance, with an active faculty and students presenting research and performances throughout the world.

Initiatives

Kennedy Theatre is open for business, presenting departmental productions on our main stage and the Earl Ernst Lab Theatre, as well as special events performed by guest groups from our community and from other shores. This exciting development brings guest artists from a variety of global locations, with thousands of first-time visitors to Kennedy Theatre.

Faculty International Activities

Julie Iezzi interviewed kabuki actor Ichikawa Monnosuke VIII (May 24, 2018) about the latest SUPER KABUKI production, ONE PIECE, for an article on Super Kabuki she is writing with colleague and UHM alum Holly Blumner. She also attended a 5-day interdisciplinary workshop at Fukuoka University in Fukuoka, Japan (May 25-30, 2018), sponsored by the Japan Foundation, to foster collaborative research between Japanese Studies faculty at institutions in Southeast Asia and at the University of Hawai‘i. She is working with University of Singapore faculty Lim Beng Choo to develop materials for a digital humanities website focused on Japanese Theatre.

Markus Wessendorf was the Resident Director of the Study Abroad Program in Berlin from June 1 to July 14, 2018, and, in this context, taught a class on “The ‘New’ Berlin and Its Places of Memory” as part of the International Summer Academy of Freie Universität Berlin (FUBiS). While in Berlin, he was also a respondent during a 1-day conference titled “Baustelle Brecht II” at the Literaturhaus Berlin, and he conducted research at the Bertolt Brecht Archives.

Betsy Fisher presented her research about dance re-creation and performed her version of Mary Wigman’s Hexentanz at the International Symposium on Practice as Research held at the Hong Kong Academy of Performing Arts, Dec. 4-6, 2017. In Nov. 2017, Fisher directed Taiko Drum and Dance: Hana Hou! at Kennedy Theatre, featuring the music of Kenny Endo’s Taiko Center of the Pacific and Dance. Endo created new scores for works by kumu hula Noenoelani Zuttermeister Lewis, and Okinawan dance expert Yukie Shiroma. Other choreographers in the concert series were Japanese dance sensei Howard Asao, Bollywood dance specialist Sai Bhatawadekar, and Contemporary dance artist Peiling Kao. We were grateful for funding from the Cooke Foundation, Hawai‘i State Foundation for Culture and the Arts and the Mayor’s Office on Culture and the Arts for Endo’s compositions.

A drum and dance performance featuring new scores by Kenny Endo and a number of international dance styles, including hula
Peiling Kao taught Movement Improvisation master classes and performed at the Lake Studios in Berlin. She also created new choreography with Gerald Casel and Na-iy Kim at the Hong Kong Academy of Performing Arts. This collaborative production, *Cover Your Mouth When You Smile*, examines mimicry, assimilation, and racial melancholia within Asian/Asian-American contemporary culture(s). This production premiered in June 2018 in San Francisco.

Kao also attended CAMPING-International Choreography in Pantin, France, and conducted research on “The dancing body through the lens of postcolonialism” with choreographer Ming-Shen Ku, Taipei, Taiwan. In addition, she taught a 2-day intensive at the Cloud Gate Dance School, Taipei, Taiwan.

In Summer 2017, Associate Professors Amy Schiffner and Jhalak Kara Miller, in collaboration with Outreach College and the East-West Center, produced the biannual international 2-week dance intensive series and summer institute for teachers and college students featuring artists and scholars from the following companies and halau: Hula Halau-Ka Pa Hula O Kauanoe O Wa’ahila, under the direction of Kumu Hula Maelia Loebenstein Carter; Korea National University of Arts (K-ARTS), under the direction of Moonea Choi; and the Kanokupolu Dancers of Tonga, under the direction of Cotton Robusta Siale and the guidance of Her Majesty Queen Nanasipau’u. A semester study abroad opportunity for graduate students from the UHM dance program was established with the Korea National University of the Arts.

From August to December 2017, Jhalak Kara Miller was the Resident Director of the Study Abroad Program in Paris. In collaboration with Asphodèle Danses Envol, Miller conducted research at the Centre de La Danse, culminating in a residency at En Cours: Site d’art contemporain in December with an installation and performance “Un Chemin de Miettes,” and a dance for camera film “Boulangerie d’Antan.” She participated in “Animal Talks” at Sophiensaele in Berlin, performing in Miriam Jakob’s “Animal Dances: Chimpanzee.” Miller’s article “Dancing with the Animals at the Missa Gaia” in *GPS: The Global Performance Studies Journal* was published in December. She also presented Salesi, a dance film made in Hawai’i at the Maisons des Association in Paris, France. While overseas, she taught dance technique, improvisation, and video choreography classes for 3 days at Savonia University in Kuopio, Finland.

Dance workshops taught at the Université de Poitiers in France in October and November resulted in presentations in France titled “Attention Travaux” for the a Corps International Dance Festival at Université de Poitiers and the TAPS theater in March and April 2018. In July 2018, Miller presented “IMMERSIVE (Choreography and Art Making Process)” at the ING International “Festival in Tank” in Seoul, South Korea. She also presented “En Cours: Dance Performance with Projection Design and Performance Location Sharing Networks” at the Performance Studies International Conference, Performance as Network: Arts, City, Culture, held at the Daegu Arts Factory in Daegu, Korea.

Kirstin Pauka oversaw several outreach performances on O’ahu that featured Balinese music and dance lecture-demonstrations and performances for local schools, community centers, and senior homes as part of Department’s Asian Theatre Outreach program. As Director of the UHM Center for Southeast Asian Studies, Kirstin successfully wrote a 4-year FLAS grant for AY 2018-22 (Foreign Area and Language Studies grant from the U.S. Department of Education) that provides scholarships to UHM students focusing on SEA area and language studies.

Elizabeth Wichmann-Walczak and Mark Branner jointly translated plays and directed, produced, and hosted artists for the Xiqu (Chinese “opera”) for a Young Audiences Residency 2017-18, which provided intensive professional training in Chuanju (Sichuan “opera”) and Jingju (Beijing/Peking “opera”) acting, combat, dance, music, and song. The 7-month Resident Training Program was taught by four master artist-teachers from China: Mr. Lu Genzhang, Ms. Zhang Ling, and Mr. Zhang Xigui of the Jiangsu Province Jingju Co., one of China’s top
companies, as well as Mr. Xu Mingchi of the Art Vocational College of Sichuan Province. The residency training culminated in six public performances of the classic comedies *Pi Jin Rolls the Lamp* (Chuanju), and *Treasure in the Chest* and *Where Three Roads Meet* (Jingju), collectively entitled *Fights and Delights*, as well as three mornings of school shows for young audiences, followed by performance tours to Hawai‘i and Maui islands.

**Student International Activities**

Canadian MFA Dance candidate Pamela Wong-Shoebottom directed a lecture-performance of live Taiko and dance that performed in schools, libraries, and community centers on O‘ahu, Molokai, and the Big Island from February to April 2018.
In Fall 2017, Rachel Filbeck’s (MFA Theatre for Young Audiences) thesis was presented in Jordan, where she was working with Global Hope Network International (GHNI) and refugee groups. Her project was to create a curriculum that could easily be used by GHNI to aid interactions involving refugee families. Her focus within TYA has been in areas of understanding emotional and social needs of children in transitional situations. Filbeck’s later team relocated to Thailand, where they worked with the Daughters of Ruth Foundation.

In December 2017, Jennifer M. Yoo, a PhD candidate in Asian Theatre, began field research for her PhD dissertation in Kyoto, Japan, at the Ritsumeikan University Art Research Center as part of the Crown Prince Akihito Scholarship awarded in Spring 2017. She attended Kabuki/Noh performances, taking detailed notes during each show, collecting surveys/audience responses, and meeting with scholars/professionals in related fields, including Japanese folklore researchers at the International Research Center for Japanese Studies, professors in Japanese theatre, Director of Mino Kabuki Museum and Aioi-za Oguri Sachie, and noh mask carver Kitazawa Hideta. As a Crown Prince Akihito Scholar, Jennifer also had the honor of an Imperial Audience with Their Majesties in Tokyo on July 23, 2018.

John Oglevee, Asian Theatre PhD candidate, co-taught and interpreted for Theatre Nohgaku’s Summer 2018 Noh Training Project in Tokyo, a two-week intensive course in Kita-school noh movement, music, and voice.

**Future Goals**

In July 2019, we will present the Asia Pacific Dance Festival in collaboration with the East-West Center and Outreach College. The 2019-2020 academic year will feature a Hawaiian Theatre production and a Wayang Listrick, a Javanese shadow puppet production. In collaboration with the Music Department, a live gamelan orchestra will accompany the production. In the spring, we will host the Festival of Pacific Arts.
The William S. Richardson School of Law has long been active in international education and exchange programs and now offers 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 East and Southeast Asia. They specialize in areas such as international human rights law, international business and economic law, and 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.

**Master of Laws (LLM) Program**

The LLM Program provides both domestic and international students with a broad understanding of U.S. 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 143 alumni from 54 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. Since 2010, we have recognized 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, which was developed for international law students and which most of the LLM students now take.

**Advanced Juris Doctor Program for Foreign Law Graduates**

In Fall 2017, the Law School admitted its fourth class of Advanced Juris Doctor (AJD) students, who will graduate in 2019. The AJD program grants advanced standing for applicants who have already earned a foreign law degree. Highly qualified law graduates may receive up to 1 year of credit for their law training outside the United States, allowing them to earn their JD degree in 2 years instead of 3. The program is especially attractive to foreign lawyers who seek a deeper grounding in American and international law than a 1-year program can provide and to those who wish to qualify to take a bar exam in the United States. 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 legal scholarly literature. A student enrolled in the program must have earned a JD degree from an American law school or an LLM degree from the United States or another common law country after earning his or her first law degree. 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 program consists of 1 academic year of study at the Law School. The coursework will mainly focus on preparation of a dissertation proposal and final approval of a topic, and all assessment and counseling will be directed toward those goals. At the end of that year, all students will be expected to submit final proposals as they seek approval for their dissertation topics. Students may then return to their respective jobs or remain in residency. SJD students will have a maximum of 5 years to submit their dissertations and apply for their degrees. The goal is for all students to submit their finished dissertations by the end of the 3rd year of candidacy.

International Visiting Professors and Visiting Scholars

Each year, the Law School hosts visiting scholars from around the world, mainly from Asia, to conduct research and work with colleagues at the Law School. Most visiting scholars give faculty seminars or participate in our Asia Law Talks series open to both students and faculty. During the 2017–2018 academic year, we hosted nine visiting scholars from Australia, Canada, China, Japan, and Korea.

Student Exchange and Training Programs

The Law School has exchange agreements with a number of universities in Asia, including Beijing Foreign Studies University, Aichi University, Aoyama Gakuin University, Meiji University, Waseda University, and the University of the Ryukyus. We welcome international exchange students to study law in Hawai‘i.

Every year, the Law School organizes special training sessions, called the Law Study Tour, for law students from Japanese universities. In Spring 2018, we welcomed a group of 52 students and 10 faculty members from 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.

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.

Mānoa International Education Week

LLM Director Spencer Kimura served on the Mānoa International Education Week (MIEW) committee, which organized a week-long celebration of international education and exchange at UH Mānoa in November 2018. MIEW highlighted international endeavors at UH Mānoa through a series of cultural performances, an international fair, an open panel discussion on the North Korean security threat, and other international activities.

Chinese Media Tour

On February 6, 2018, the Law School hosted a Chinese Media Tour, organized by Study Hawaii and the State Department of Business, Economic Development and Tourism. A group of 32 media representatives and educators from China and Taiwan toured the UH Mānoa campus and visited the Law School to hear presentations by other departments, showcasing outstanding programs that UH Mānoa has to offer. Dean Avi Soifer and Chinese law specialist Larry Foster – along with Chinese-speaking law students Ai-jo Wu (LLM’09, JD ‘11), Tsui ‘Ariel’ Min, and Brandon Singleton – welcomed the delegation to the Law School.

Future Goals and Programs

The Law School aims to expand upon the establishment of its degree programs for international law graduates and its non-degree programs by pursuing greater marketing and outreach efforts, providing better service to current students, and seeking other opportunities for international activities.
The Student Media Art (SMART) Exchange program was started in 2006 and occurs 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. While attending the festival, these students participate in a filmmaker’s workshop and produce film collaborations – a first in Sino-US student film collaborations – during a 3-week period, under the direction of Anne Misawa, Associate professor at the Academy for Creative Media (ACM) at UH Mānoa.

**Significant Achievements/Highlights of the Year**

**November 2017:** Six SHU students and one instructor visited Hawai‘i and stayed at UH Mānoa for 3 weeks to participate in the SMART Exchange program. They, along with the students in the ACM 410 Advance Cinematic Production class, produced two short films. Both dramatic narrative films that were produced in the program, *The Magic Girl*, and *Becoming A Sistah*, were accepted to screen at SIFF in June 2018.

**June 2018:** Four students from ACM were invited to be official delegates of the films selected to screen at SIFF and to participate in the SMART Exchange program. This year’s program was shortened to 10 days focused on the film festival, but students still participated in film co-productions resulting in *Shanghai Treasures*, a short omnibus film with two film chapters, which premiered at HIFF 2018 in November.

“The SMART Exchange was a beautiful experience. It taught me friendship in collaborators, exposure to the film industry, and the work ethics between cultures. It was the perfect opportunity to learn what it’s like to work internationally.” —Kristle Backe.

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**ACM UHM student Kristle Backe with SHU student Su Kai on the set of SHANGHAI TREASURES (THE CANDY IN STONE PAPER) coproduction, June 2018**

**ACM UHM student filmmakers, Victoria Cuba and Kristle Backe, at the Shanghai International Film Festival, June 2018**
Newest Programs

This summer ’18, ACM UHM continued its two newest SMART co-labs (collaborations with other international programs):

The Looking China documentary program invited ACM students Kuuleilani Adric and Victoria Cuba to participate in an all-expense paid, 3-week trip to Xining, China in July ’18 to work alongside international students from France, Australia, and New Zealand, as well as local Normal University students, to co-produce individual short documentary films on the theme of “Ecology, Biology, Lifeology.” The ACM participants gained a unique insight into Chinese film production, Chinese culture, and the real-world demands of producing professional films under tight deadlines, while also enjoying cultural tours of Xining and interacting with people from around the world. They were paired with a local student producer to make a short documentary film. The Victoria Cuba directed short film, MOTHER OF THE PLATEAU premiered at the Hawaii International Film Festival 2018.

The International Filmmaking Academy program, which pulls together a select 20 students from international film schools to participate in a 3-week program with master classes by master filmmakers and participate in a classics film festival, occurred with an ACM student Rea Chupek this past July ’18. The student participated in VR research and created short films.

"I am incredibly grateful for IFA's program in Bologna and for the friendships that I've made with talented filmmakers from all over the world. It is truly an experience I will never forget and I'm thankful for all of the knowledge that I've learned as I was working with Cristian Mungiu, Don Zirpola and Matt Thompson. Director Cristian Mungiu worked with me one-on-one to direct a short scene I wrote. He taught us about character interaction, emotion and movement within a scene. I admired his patience with all of us, taking the time to talk with each of us as we directed our scenes with him. Don Zirpola and Matt Thompson worked together to teach us about Virtual Reality. This was an exciting experience to learn about this new technology and how filmmakers can incorporate this technique in their films. It was challenging and fun to create and edit our own VR content in groups with the other international students.” —Rea Chupek, ACM UHM student.
Major Issues

Sources of funding for future SMART Exchange programs, and to continue the new SMART co-labs with other programs, are being sought.

Future Goals

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

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 13 years of the program, as well as the newer SMART co-lab programs, reveal transformative experiences as a result of participation in the program.

ACM student Kui Adric and her local student partner Jiaming Du on location at Xining, China for the documentary, July 2018.

Rea (center top) and ACM alumna Erin Lau with international film students at IFA Bologna, July 2018.
The College of Tropical Agriculture and Human Resources (CTAHR)

The College of Tropical Agriculture and Human Resources (CTAHR) at the University of Hawai‘i at Mānoa is composed of six academic departments, the Center on the Family, and the Western Insular Pacific Sun Grant Subcenter. The mission of CTAHR is to create and deliver knowledge that supports and strengthens families, as well as agricultural and food systems and the natural environment. We educate and serve the people of Hawai‘i and those from around the world with integrity and excellence. In 2018, CTAHR faculty and students created impressive opportunities and collaborations through active international programs and scholar activities.

**Significant Achievements/Highlights of the Year**

- Smart Clothing and 3D Body Scanning Technology (FCS)
- Health in the Pacific (HNFAS)
- Joint Laboratory of Food, Nutrition and Health (HNFAS)
- Publications from International collaborations in MBBE
- Dealing with Climate Change in Samoa (NREM, TPSS)
- Collaborations in Indonesia (NREM)
- Deforestation in South America (NREM)
- Honeybee Pheromones can Safely Repel Elephants (PEPS)
- Detection, Characterization, and Management of Plant Viruses (PEPS)
- Japan Legislature visiting to CTAHR Mānoa facility (TPSS)
- CTAHR graduate student teaching farming practice in Tanzania (TPSS)

**Departmental Activities**

**Department of Family and Consumer Sciences (FCS)**
Shu Hwa Lin (FCS/FDM) invited Ching I “Genny” Lai to CTAHR as a visiting scholar to learn 3D body scanning. Genny is a Ph.D. candidate in her last semester at the Graduate School of Design at the National Yunlin University of Science and Technology, Taiwan. A designer of smart clothing, she is planning to research and design electromagnetic protection garments for children with 3D body scanning technology and will conduct research through February 2019 with Shu Hwa’s guidance and input. Genny will also present two design projects, “Love Postoperative ECG Vest” and “Love Postoperative ECG T-Shirt,” which have been selected as part of a juried exhibit at the International Textile and Apparel Association (ITAA) Annual Conference in Cleveland, Ohio, November 2018. Genny and Shu Hwa are pictured testing a novel wearable platform on the iPhone for 24-hour postoperative electrocardiogram (ECG) monitoring.

**Department of Human Nutrition, Food, and Animal Sciences (HNFAS)**
Rachel Novotny’s (Human Nutrition, Food and Animal Sciences) Children’s Healthy Living (CHL) Program for Remote Underserved Minority Populations in the Pacific Region has been
awarded a Center of Excellence designation and $2.126 million in supplemental funding from USDA's National Institute of Food and Agriculture (NIFA) for successfully decreasing the prevalence of obesity in the Pacific. In 2011, CHL was awarded a competitive grant of $25 million over five years from NIFA to monitor, develop, and test community-based approaches to decreasing the level of childhood obesity and diabetes-related disease in the U.S. Pacific and to provide training and other outreach. The project works with public and private partners in Hawai‘i, Alaska, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands, regions that are not surveyed by the Centers for Disease Control and Prevention in its national program to monitor health and nutrition.

Composting Helps Water Quality: Extension agent Glen Fukumoto (HNFAS) recently returned from the island of Pohnpei in the Federated States of Micronesia, where he was doing work on water quality and piggery systems as part of his MultiState Extension project with the college’s Pacific Island land-grant partners.

Connecting Cultures with Food: The Dietetics Program’s Individualized Supervised Practice Pathway (ISPP) interns recently met with visiting Chuo University Policy and Business Communications students for a morning of culture and noodles. The ISPP interns prepared a variety of noodle dishes representing the diverse cultures of our state, from long rice to chap chae, and in return, the visiting Chuo University students taught about the history of Japanese ramen. The students and interns discussed how policy, health, food, and the environment are linked and shared their experiences at each university.

CTAHR (HNFAS) and Hainan University have entered into an MOU agreeing to cooperate on the establishment of the Joint Laboratory of Food, Nutrition, and Health, which will be housed at Hainan University. Jinzeng Yang, Soojin Jun, Alan Titchenal, Joannie Dobbs, Yong Li, Andre Seale, Rajesh Jha, and Kacie Ho (all HNFAS) traveled to China to present on topics as diverse as “Potential Strategies to Enhance Functionality and Bioavailability of Naturally Derived Pigments and Antioxidants” (Ho) and “Control of Growth and Osmoregulation in Tilapia under Dynamically-changing Salinities” (Seale). With the Hainan University faculty, the CTAHR delegation discussed joint collaborations in research programs and education between the two schools in the areas of marine biology and seafood production; food chemistry, engineering, and biotechnology; nutritional composition and analysis; and graduate and undergraduate education. Under the terms of the MOU, CTAHR faculty will work as visiting researchers at Hainan University, and Hainan University students and graduates will be recruited for UH programs.
Rajesh Jha (HNFAS) delivered a keynote speech at the Poultry Nutrition and Health Forum in Beijing, China, held October 26-28. His presentation was focused on utilizing “Fermentable Carbohydrates in Poultry Nutrition to Modulate Gut Health.” Dr. Jha was involved in different international activities this year. He was appointed as an Associate Editor of the Poultry Science journal, considered the best journal globally in this field. He worked on collaborative projects in different universities in Korea, China, and Vietnam, and served as an Expert Volunteer in Nepal.

Reproductive Success from Hawai‘i to Brazil: Kyle Caires (HNFAS) gave two presentations on his collaborative research with partners at the University of Passo Fundo (RS, Brazil) at the XXIVth Annual Meeting of the Brazilian Society of Embryo Technology in Florianopolis, Brazil, held August 16-19.

Publication of International Collaborations in Department of Molecular Biosciences and Bioengineering: Dr. Qing Li (Professor of MBBE)’s lab has routinely hosted an average of 5-10 visiting scholars and students per year worldwide. Dr. Li’s research is centered on agrochemicals, with an emphasis on Alzheimer’s drug discovery, phytomedicines, functional proteomics, food safety, pesticide chemistry, and the environmental fate of agrochemicals. He has collaborated with eight research institutions in China, Environment Canada, University of Sadat City in Egypt, and the Korean Academy of Agricultural Sciences. His research team and collaborators use botanical sources to address human health and diseases. The studies focus on discovery of phytomedicines for cancers, obesity, diabetes, and Alzheimer’s and other dementia. His international education and research collaboration has resulted in 31 peer-reviewed publications in 2018. The collaboration in 2018 included China, Canada, Republic of Korea, Spain, Saudi Arabia, South Africa, and United Kingdom.

Department of Tropical Plants and Soil Sciences (TPSS)
Clay Trauernicht and Patricia Fifita (both NREM) organized the American Samoa Extension Climate Forum with partners at American Samoa Community College (ASCC), similar to the climate forum for Extension personnel that they organized last year at UH. Jonathan Deenik and Jensen Uyeda (both TPSS) also presented and attended, drawing on their prior experiences working on the island. Both of these forums explored Cooperative Extension’s role in helping farmers and landowners better prepare for natural disasters and other climate-related hazards.

Kimberly Carlson (NREM) is leading a NASA-funded project that aims to evaluate the environmental and socio-economic effects of sustainability certification by the Roundtable on Sustainable Palm Oil (RSPO) in Indonesia. Carlson is also collaborating with Lisa Kelley (Assistant Professor, Environment and Geography, UH Mānoa) and researchers from the University of California, Berkeley, and the University of Indonesia to understand feedbacks
between labor migration, commodity enclosures, and land use in Indonesia. This project aims to evaluate the effects of labor migration from commodity concessions in Indonesia on patterns of household labor relations, remittance spending and investment, and land use, land control, and land cover. From June to July 2018, Carlson led a team of three Indonesian field assistants to carry out in-depth interviews and life histories of people living near the Indonesian border with Sarawak. They are now preparing for a second year of fieldwork that will include surveys and landholding mapping.

Department of Plant and Environmental Protection Sciences (PEPS)

Alarm pheromones emitted by honeybees safely repelled elephants at South Africa’s Greater Kruger National Park in a study led by insect ecology specialist Mark Wright (PEPS). The findings offer a new strategy for preventing the world’s largest land animals from destroying crops or causing other damage in areas where humans conflict with elephants. Wright is lead author on the study published in the July 23 issue of Current Biology. John Hu (PEPS) has been working with scientists from China and Bangladesh on detection, characterization, and management of plant viruses.

Department of Tropical Plant and Soil Sciences (TPSS)

Representatives from the Hokkaido legislative assembly and prefectural government, accompanied by Thomas Lim and Steve Spielman, recently visited the Magoon Research Station. There they spoke with TPSS’s Orville Baldos about sustainable ornamental plant production, Tessie Amore and Peter Toves about anthurium and dendrobium culture, Ken Leonhardt and his graduate student Michael Martinez-Sepulveda about ornamental crops, and student Giselle Bryant about the Student Organic Farm Training program. They also met Birendra Mishra (HNFAS), Janice Uchida (PEPS), Craig Okazaki (TPSS), and Christopher Buehler (TPSS), and they expressed their admiration for the fine work being done at the station.
Graduate Division

The UHM Graduate Division provides opportunities for further study, research, and professional training to students who have earned a bachelor's degree from an accredited institution of higher learning. The Graduate Division is not a designated unit to conduct international activities; however, the Graduate Division has been dedicated to promoting international education at UH Mānoa and enhancing the success of international graduate students.

Dean Krystyna Aune, Graduate Division

The Dean of the Graduate Division, Dr. Krystyna Aune, has participated in many UH System wide international recruitment activities. Two of her recruitment trips are highlighted here:

In March 2018, Dr. Aune joined Dr. Joanne Taira, the former Senior Executive for International and Strategic Initiatives of the UH System, to attend the Asia Pacific Association for International Education (APAIE) conference in Singapore. During the conference, Dr. Aune helped run the Educational Fair for the UH System. Dr. Aune’s attendance at the Educational Fair at APAIE was very helpful as she was able to respond to questions from students and institutions who are interested in UHM’s graduate programs.

UHM 3+2 Program

The 3+2 Program was created in the Office of Vice Chancellor for Academic Affairs in 2015 then transferred to the Graduate Division in 2016. The Program assists UHM academic units in cooperating with prestigious universities in China to recruit well-performing senior undergraduate students to pursue their graduate degrees at UH Mānoa. In the 3+2 program, participating senior undergraduate students spend their 4th and 5th years at UHM finishing their undergraduate degree while simultaneously pursuing a master’s degree. 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 and assists UHM academic units in communicating with partner institutions, managing all 3+2 program agreements, and recruiting promising students to the program.

The first 3+2 Program was created in 2013 and was proposed by UHM Office of Public Health Studies and the College of Medicine, Wuhan University. Since then, 25 Chinese institutions have established the 3+2 partnership with UH Mānoa.

The table below shows the list of UHM 3+2 partnerships:

<table>
<thead>
<tr>
<th>3+2 Partner Institutions</th>
<th>Programs at UHM</th>
<th>Agreement Signed</th>
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</thead>
<tbody>
<tr>
<td>Beijing Foreign Studies University (BFSU)</td>
<td>Asian Studies</td>
<td>March, 2015</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>June, 2016</td>
</tr>
<tr>
<td>Beijing University of Civil Engineering and Architecture (BUCEA)</td>
<td>Engineering</td>
<td>July, 2018</td>
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<tr>
<td>Changsha U of Science and Technology (CSUST)</td>
<td>Ocean &amp; Resource Engineering</td>
<td>September, 2018</td>
</tr>
<tr>
<td>University</td>
<td>Programs</td>
<td>Date</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Central South University (CSU)</td>
<td>Second Language Studies Linguistics</td>
<td>June, 2018</td>
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<tr>
<td></td>
<td>bilingual education programs</td>
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<tr>
<td>Chengdu University of Information &amp; Technology (CUIT)</td>
<td>Atmospheric Sciences</td>
<td>September, 2018</td>
</tr>
<tr>
<td>China University of Geosciences (CUGW)</td>
<td>Geology &amp; Geophysics</td>
<td>May, 2016</td>
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<tr>
<td>Fudan University (FDU)</td>
<td>Public Health</td>
<td>September, 2016</td>
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<tr>
<td>Hainan Normal University (HNNU)</td>
<td>All Education Programs</td>
<td>March, 2018</td>
</tr>
<tr>
<td>Hainan University (HNU)</td>
<td>All CTAHR Programs</td>
<td>December, 2015</td>
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<td>Huaqiao University of Foreign Languages (HQFL)</td>
<td>Second Language Studies Education</td>
<td>June, 2018</td>
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<td>Huazhong Agricultural University (HZAU)</td>
<td>Human Nutrition, Food &amp; Animal Sciences</td>
<td>September, 2016</td>
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<td>Hunan Agricultural University (HAU)</td>
<td>All Agricultural Programs</td>
<td>March, 2015</td>
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<tr>
<td>Nanchang University (NCU)</td>
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<td>July, 2015</td>
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<tr>
<td>Nankai University (NKU)</td>
<td>Economics</td>
<td>April, 2015</td>
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<tr>
<td>Northwest A&amp;F University (NWAFU)</td>
<td>All Agricultural Programs</td>
<td>May, 2015</td>
</tr>
<tr>
<td>Nanjing University of Information Science and Technology (NUIST)</td>
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<td>Renmin University (RMU)</td>
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<td></td>
<td>Anthropology</td>
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<td>South China Agricultural University (SCAU)</td>
<td>All CTAHR Programs</td>
<td>May, 2016</td>
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<tr>
<td>Shaanxi Normal University (SNU)</td>
<td>All CTAHR Programs</td>
<td>May, 2016</td>
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<tr>
<td>Shanghai Normal University (SHNU)</td>
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<td>July, 2015</td>
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<td>South China Normal University (SCNU)</td>
<td>TIM</td>
<td>May, 2015</td>
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<tr>
<td>University of Electronic Science and Technology of China (UESTC)</td>
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<td>Wuhan University (WuDa)</td>
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<td></td>
<td>Public Health</td>
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<td>Zhejiang University (ZheDa)</td>
<td>Engineering &amp; Ocean and Resources Engineering</td>
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<td>Travel Industry Management</td>
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<td></td>
<td>Social Science &amp; SOEST</td>
<td>July, 2015</td>
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<tr>
<td></td>
<td>Asian Studies</td>
<td>March, 2016</td>
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<td></td>
<td>Second Language Studies</td>
<td>August, 2016</td>
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<tr>
<td></td>
<td>Education</td>
<td>August, 2017</td>
</tr>
<tr>
<td>Zhongkai University of Agriculture and Engineering (ZHUKU)</td>
<td>All Agricultural Programs</td>
<td>September, 2015</td>
</tr>
</tbody>
</table>
SummerUp Program

To enhance the 3+2 international partnership and graduate recruitment efforts, the Graduate Division created the SummerUp program in partnership with the Outreach College. The program is designed to bring freshman, sophomore, and junior Chinese undergraduate students from 3+2 partner institutions to study at Mānoa for 3 weeks. The program covers three components: 1) intensive academic English training (4 hours a day for 3 weeks in total); 2) introduction of graduate chairs and faculty members to students and help for the students in creating connections with Mānoa faculty members in the graduate programs to which they are interested in applying; 3) Hawaiian culture and history instruction, including a hula class and some site visits. In 2018, the SummerUp program was only announced among a couple of 3+2 partner institutions, and there were 17 students signed up for the program. Unfortunately, three students could not participate because of visa issues.

The first cohort of SummerUp students arrived in Hawai'i on July 15, 2018. The cohort had 14 students from the College of Education, Zhejiang University. The program was successful in providing students a more comprehensive understanding of Mānoa and the fields of study in which the students are interested. Two 2018 SummerUp students have already decided to apply for the 3+2 Program in Fall 2020. In 2019, the SummerUp program will be announced to all 3+2 partner institutions. There were 50 EWC dorm spaces already reserved for the SummerUp students. In 2019, the SummerUp program schedule will be adjusted from 3 weeks to 2 weeks.

3+2 students are primarily funded by their families. To attract potential students and to ease the financial burden, 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 two students from three partnerships in Fall 2015 to 12 students currently enrolled from 26 partnerships as of Fall 2018. (Only seven partnerships are currently active.) An additional two students have pending admission for Spring 2019. To date, 11 students have graduated with their master's degrees and four of these students are pursuing doctoral degrees in America while another is pursuing one in Europe. As of Fall 2018, 3+2 students have generated over $1 million in tuition revenue for UH Mānoa.

The advising model for 3+2 students goes beyond meeting with the students several times per semester to discuss their academic progress. The program coordinator serves as the students' American emergency contact so that she may assist them in any emergency that may arise. Additionally, the program coordinator organized several workshops for the students, including “How to Work with Your Advisors” and “Utilizing Campus Resources.” To support students culturally, the PC organizes Program-wide gatherings for participants. Every semester includes a Welcome Party and End-of-Semester Gathering, and the PC annually hosts Chinese New Year and Mid-Autumn Festival parties.

The program coordinator also assists academic departments in creating connections with Chinese universities. This service allows faculty members to visit 3+2 partner institutions, deliver lectures, and recruit students for the program. These connections are especially useful as some academic departments want to reach potential students before they enter the program.
The International Education Annual Report 2017-2018 is compiled and edited by Shelley M. Hillberry and Erin Cheslow in the Office of International and Exchange Programs, the University of Hawai'i at Mānoa.

Cover Photos:

Mānoa International Education Week Sumatran dance and music group from Indonesia, November 2017 (top left)

Assistant Vice Chancellor R. Anderson Sutton with faculty and graduate students after his presentation at Gadjah Mada University, Indonesia, November 2017 (top right)

Interim Chancellor David Lassner and Vice President Wang Xiqin of Tsinghua University, MOU Signing Ceremony, Hawaii Hall, UH Mānoa Campus, November 2017 (bottom left)

Okinawan Shisa statue, by Hamilton Library, UH Mānoa campus (bottom center)

Windward Community College’s “Papa Hula ʻŌlapa” performing at Beijing Foreign Studies University, during UH Mānoa visit to Beijing, May 2018 (bottom right)