Cover Photos:

1. Michelle Au is the winner of the Mānoa International Education Week 2019 Photo Contest, Global Classroom category:

Roadblock – “The Faculty-Sponsored study abroad trip to Balule Nature Reserve provided unforgettable experiences of learning, culture, and beauty. This photo is just one example of a typical day in our amazing outdoor classroom. Dr. Mark Wright and his students watched as two elephant bulls greeted them on a beautiful South African morning. What better way to learn about African Ecology than by the animals that call this amazing place their home.”

2. Yu-Tseng Lin is the winner of the Mānoa International Education Week 2019 Photo Contest, Landscapes category:

Present, past and future – “The concept of the photo is about the past (history) - white and black picture - and the present - which is colorful landscape. The culture (history) makes who we are and how “colorful” we are.”

3. Irene Chen is the winner of the Mānoa International Education Week 2019 Photo Contest, People & Portraits category:

Timeless – “Regardless of where you go, you are often amongst a diverse group of people shaped by cultures of the world, standing strong in adversity. The Mānoa International Exchange and Study Abroad program allows you to truly immerse yourself with people around the world, especially in places where you find those intimate moments that come and go, unseen and unappreciated by many.”

4. Indian Bollywood dance workshop for Mānoa International Education Week, November 2018, led by Dr. Sai Bhatawadekar Director, Center for South Asian Studies, and Associate Professor of Hindi/Urdu, Indo-Pacific Languages and Literatures.

5. The University of Tübingen hosted UH Mānoa for a visit to Tübingen, Germany for the Tübingen Family Meeting in 2018.

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</tr>
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</table>
Message from the President of the University of Hawai‘i

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 2018–2019 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 1005 international students from 83 countries among our undergraduate and graduate students at our flagship campus, as well as 331 international scholars and 86 non-immigrant employees engaged in instructional and research work. More than 472 students studied overseas via the Study Abroad Center’s faculty-led programs and 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 1,726 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 John A. Burns School of Medicine (JABSOM) continues its extensive engagement throughout Asia and the Pacific, sending 11 physician consultants to Chubu Hospital in Okinawa, hosting 12 medical school professionals under the Hawai‘i Medical Education Program (HMEP), and sending 15 students abroad to Udayana University in Bali, Indonesia.
- The Shidler College of Business was again ranked highly (15th) by U.S. News and World Report on its list of top international business programs. They sent 130 students on study abroad and exchange programs and graduated 31 business executives in the VEMBA (Vietnam Executive MBA) program.
- The William S. Richardson School of Law hosted 61 law students and 5 law professors from universities in Japan, as well as visiting scholars from Canada, China, Korea, Japan, and Norway.
- The College of Education hosted 15 inbound study tours from institutions in Japan, China, Korea, and Greenland, and sent students abroad for summer programs in Japan and Switzerland.
- The College of Social Sciences welcomed students from Japan and Korean universities for short programs while Mānoa Academy collaborated with its Nā Koʻokoʻo Native Hawaiian Leadership Program for a 2-week program in Aotearoa (New Zealand).

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

Vision

The University of Hawai‘i at Mānoa is the flagship campus of the University of Hawai‘i System. UH Mānoa is a world-class institution, ranked among the top 250 universities in the world by the Times Higher Education World University rankings in 2019. Our unique geographic location combines with a rich cultural heritage to enable students to meet peers from around the world and gain insight into their lives and cultures. UH Mānoa embraces six core responsibilities that encompass international programs and services, as well as all other aspects of the university: (1) providing a high-quality undergraduate liberal education, (2) offering a broad range of top undergraduate specializations, (3) offering specialized graduate education in particular areas of strong demand or unique strength, (4) maintaining a research university with very high research activity to strengthen human knowledge and understanding, (5) serving our community, and (6) serving the world.

Mission

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

International education in all its dimensions is core to our mission—from a curriculum that is international in focus, to semester-long study abroad and international student exchange programs, to international collaborative research engaging faculty and students and much more. Facing common challenges that are global in scope, such as the causes and effects of climate change, social upheaval and migration, and navigating the emergence of a global knowledge economy, UH Mānoa is committed to intensifying international education as a vibrant and integral part of what we do. We are uniquely positioned as the flagship public institution in a location with unique advantages in fostering global engagement, as well as a special responsibility to those whose homes and roots are in these islands and to those who reside elsewhere in and around this vast but vulnerable Pacific Ocean and beyond. International awareness and cross-cultural understanding are the foundations on which we build such an education; we extend from these in our emphasis across campus on developing global citizens who are sensitive to cultural differences, informed of international challenges, and prepared to seek 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. 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
Organizational Structure of the Office of International and Exchange Programs (OIEP)

President’s Office
President
David Lassner

Office of the Provost
Provost
Michael Bruno

Office of International and Exchange Programs
Assistant Vice Chancellor
R. Anderson Sutton
Operations Coordinator
Shelley M. Hillberry

International Student Services
Director
Linda Duckworth
Interim Co-Director
Ray Allen
Viet Ngo
Immigration Advisors
Ray Allen
Karen Mikel
Viet Ngo
Immigration Specialist
Pei-Chin Liao
Secretary
Lisa Quijano
IT Specialist
Kendyll Doi

Faculty and Scholar Immigration Services
Director
Isis Bataluna
International Scholar Specialist
Kathy Todoki
Janet Zukumura
Immigration Specialist
Yumi Nakamatsu

Mānoa International Exchange
Director
Vinnie Burns
Outbound Exchange Specialist
Kathy Tran

Study Abroad Center
Director
Sarita Rai
Study Abroad Advisors
Vanessa Chong
Max Lee
Allison Yap
Administrative Support Specialist
Lentina Villa
Academic Support Specialist
Daisy Isla
FaSST Coordinator
Kati Vasconcellos
Faculty and Scholar Immigration Services

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

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

Initiatives

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

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

Events

On April 9, 2019, we hosted a “Meet and Greet” with Program Analysts from the U.S. Department of State Office of Private Sector Exchange Designation. The Program Analysts met with the UH EVP Responsible Officer and all Alternate Responsible Officers, including the Assistant Vice Chancellor of International and Exchange Programs. Topics discussed were the UH EVP operations, challenges, immigration trends, and training.

Future Goals

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

J-1 exchange visitors: A total of 347 international exchange visitors conducted J-1 exchange visitor program activities throughout the UH System. Of these exchange visitors, 331 conducted their activities at UH Mānoa. At the Mānoa campus, the School of Ocean and Earth Science and Technology had the highest number of J-1 exchange visitors (88), followed by the College of Natural Sciences (37), and the College of Tropical Agriculture and Human Resources (36).

Nonimmigrant employees: The system wide number of E-3, H-1B, O-1, and TN employees totaled 104. UH Mānoa was the worksite for 86 of these individuals, who comprised E-3 Australian specialty occupation workers (1), H-1B specialty occupation workers (80), O-1 individuals with extraordinary ability (3), and TN (North American Free Trade Agreement) professionals (2). The College of Languages, Linguistics, and Literature had the largest number of nonimmigrant employees (14), followed by the College of Tropical Agriculture and Human Resources (10), the College of Social Sciences (9), and the College of Natural Sciences (9).

Permanent residence sponsorship: FSIS filed 16 permanent labor certification applications and 11 employment-based immigrant petitions on behalf of faculty and APTs being sponsored by their hiring units for permanent residence. Two 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 & Exchange Visitors by World Region

By World Region

<table>
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<tr>
<th>Region</th>
<th>Number</th>
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<tbody>
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<td>Africa</td>
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<td>Asia</td>
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<td>Middle East</td>
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<td>Europe</td>
<td>85</td>
</tr>
<tr>
<td>North America</td>
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</tr>
<tr>
<td>Central America &amp; Caribbean</td>
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</tbody>
</table>
International Student Services

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

- Advising on immigration regulations that affect student status in the 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 Hawai‘i; Social Security, Driver’s License, & State I.D; and F-1 Employment; J-1/J-2 Employment Options.

Departmental Activities

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

International Undergraduate Student Scholarship IUSS: For AY 2018-2019, ISS awarded the International Undergraduate Student Scholarship (IUSS) to 24 new recipients: 5 freshmen, 5 sophomore, 10 juniors, and 4 seniors. Of that total, seven were transfer students. In addition, 12 previous recipients renewed their awards.

On-campus Immigration Workshops: ISS hosted local immigration attorneys in Fall 2018 to offer student workshops on the H-1B work visa and other employment-based visas.

Tax Workshops - In collaboration with Faculty and Scholar Immigration Services (FSIS), ISS hosted Federal and State tax workshops for international students and scholars in March 2019, presented by the UH Tax Office.

J-1 Student Intern Program - Based on a 7/01-6/30 time period, 69 internships started in 2018-19. Spread across the University of Hawai‘i System campuses, these student interns worked in areas such as Natural Resources Management and Policy, Engineering (Agricultural, Biological, Electrical, Mechanical, and Ocean), Library and Information Science, Cell and Molecular Biology, Virology, Reproductive Biology, Epidemiology, Neurology, Mathematics, Nutrition Sciences,
Philosophy, Chemistry, Geology, and Hospitality Administration and Management. The top three countries of participation were Japan (19) France (12), Germany (11), accounting for nearly 61% of the total. Other countries represented were Austria, Brazil, Canada, China, Ecuador, Ireland, Italy, South Korea, Mexico, Morocco, Sweden, Switzerland, Taiwan, and the United Kingdom.

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

**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 2018, ISA membership was 142 student members, with 60% of student members being international students. In Spring 2019, ISA had 98 student members, with 51% of them being local or mainland U.S. citizens. 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 2018:** Welcome Party, North Shore Tour, Annual Leadership Retreat Camp at Mālaekahana State Recreation Area, Halloween Party, Carwash Fundraiser, and End of Semester Banquet.
• **Spring 2019:** Welcome Party, Beach Potluck with Kapiʻolani Community College’s International Club, Beach Pow Wow Camp at Kualoa Regional Park, International Night, North Shore Tour, McDonald’s Fundraiser, and End of Semester Banquet.

![International Student Association Fall 2018 Annual Leadership Retreat Camp.](image)

**International Night:** Each March, before spring break, 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. For International Night 2019, ISA chose a simple theme “Hokulea: You Will Always Find Your Way Home”, representing the university’s welcoming nature of the diverse community everyone can always come home to; the university is a home to international students from 75 countries. Cultures highlighted this year were China, Egypt, Hawai’i, Ilokano (Philippines), Japan, Nepal, Okinawa (Japan), Thailand, Ukraine, USA, and Vietnam. International Night is free and open to the public. Sponsors included Associated Students of the University of Hawai’i (ASUH), Campus Center Board Activities Council, SEED Inclusion, Diversity, Equity, Access and Success (IDEAS) International Student Services, New Intensive Courses in English (NICE), UH Bookstore, and ISO Student Health Insurance.

**Significant Achievements and Highlights**

Karen Michael Mikel and Viet Ngo presented a profession development topic: “Orientation: Best Practices” at the 2018 NAFSA Hawai’i/Pacific Islands District Fall 2018 Luncheon at the Willows Restaurant, Ånuenue 1 Room, on November 2, 2018.

Ray Allen served on the planning committee for the annual Mānoa International Education Week, held November 12-16, 2018. Activities included lunchtime cultural performances at the Campus Center Courtyard, an International Programs Fair, “Hot Topic” presentations and a calendar of international education events offered at UH Mānoa that particular week.
2019 NAFSA Hawai‘i/Pacific Islands District team members included Viet Ngo, Secretary, and Karen Michael Mikel, Knowledge Community for International Student and Scholar Services Representative. Staff presentations at the annual spring conference of NAFSA Hawai‘i/Pacific Islands District, “Embracing Diversity and Multiculturalism” held at Waikiki Vista, Student Residences, Honolulu on April 26, 2019 included the following:

- Linda Duckworth chaired a panel discussion titled “Experiencing Professional Development in International Education Through Personal Experience and Program Planning.”

- Karen Michael Mikel chaired a presentation titled “Sharing Similarities, Celebrating Differences: A Comparison of Brigham Young University - Hawai‘i, Hawai‘i Pacific University and University of Hawai‘i at Mānoa J-1 Programs.”

**Major Issues**

The number of international students with F-1 or J-1 student visa status shifted to a growth after a period of decline. The Fall 2017 had shown 973 students (undergraduates: 334 degree and 93 non-degree; graduates: 526 degree and 20 non-degree). Fall 2018 enrollment rose to an estimated 3.29%, to 1005 students (undergraduates: 349 degree and 83 non-degree; graduates: 558 degree and 15 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. Topics may change based on changing student needs. Welcome Week will conclude with the Welcome Orientation that brings students together for icebreakers and games, and provides introductions to Hawaiian culture and campus resources. The day concludes with a catered reception.

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

**International Student Data, Fall 2018**

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

**Student Visa-holders not enrolled:** Also included in this Fact Sheet are (1) F-1 and J-1 visa-holders, who remain in the US after completing a program of study to engage in employment: “F-1 Optional Practical Training” (OPT) or “J-1 Academic Training” (AT), and must be monitored by ISS per federal regulations; (2) J-1 Student Interns placed at various campuses in the UH system to fulfill degree requirements for their home university program through specialized training and supervision.
### F-1 & J-1 Students

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<thead>
<tr>
<th>Description</th>
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<tr>
<td>Enrolled Students</td>
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<tr>
<td>F-1 Students</td>
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<tr>
<td>J-1 Students</td>
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<td><strong>Sub Total</strong></td>
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<td>Student Visa-holders not enrolled</td>
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<td>F-1 OPT</td>
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<tr>
<td>J-1 AT</td>
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<tr>
<td>J-1 Interns</td>
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<td><strong>Sub Total</strong></td>
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<td><strong>Total Students</strong></td>
<td>1183</td>
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### Education Level Statistics

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<tr>
<td>Bachelor's</td>
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<tr>
<td>Master's</td>
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<tr>
<td>Doctorate</td>
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<td>Prof (Law/Med/Arch)</td>
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<td><strong>Sub Total</strong></td>
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<td>Undergraduate/Visiting/Exchange</td>
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<td>Graduate Certificate</td>
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<td><strong>Sub Total</strong></td>
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### J-1 Sponsors*

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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>127</td>
</tr>
<tr>
<td>EWC/DOS</td>
<td>32</td>
</tr>
<tr>
<td>IIE-FLTA</td>
<td>4</td>
</tr>
<tr>
<td>IIE-Fulbright</td>
<td>6</td>
</tr>
<tr>
<td>LASPAU</td>
<td>1</td>
</tr>
</tbody>
</table>

### Top 5 Majors**

<table>
<thead>
<tr>
<th>Overall Major</th>
<th>UG</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>24</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>Travel Industry Management</td>
<td>45</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>Second Language Studies</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>7</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>Computer Science</td>
<td>8</td>
<td>15</td>
<td>23</td>
</tr>
</tbody>
</table>

### Undergraduate Majors

<table>
<thead>
<tr>
<th>Country</th>
<th>UG</th>
<th>G</th>
<th>ND</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>105</td>
<td>68</td>
<td>26</td>
<td>199</td>
</tr>
<tr>
<td>China</td>
<td>43</td>
<td>12</td>
<td>8</td>
<td>101</td>
</tr>
<tr>
<td>South Korea</td>
<td>35</td>
<td>49</td>
<td>19</td>
<td>103</td>
</tr>
<tr>
<td>Canada</td>
<td>23</td>
<td>29</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>Taiwan</td>
<td>11</td>
<td>34</td>
<td>1</td>
<td>46</td>
</tr>
</tbody>
</table>

### Top 5 Countries

<table>
<thead>
<tr>
<th>College/School</th>
<th>UG</th>
<th>G</th>
<th>ND</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>13</td>
<td>4</td>
<td></td>
<td>289</td>
</tr>
<tr>
<td>Tropical Agriculture and Human</td>
<td>16</td>
<td>57</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Business Administration</td>
<td>50</td>
<td>22</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Ocean and Earth Science and Technology</td>
<td>13</td>
<td>57</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Engineering</td>
<td>17</td>
<td>43</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

### Top 5 Colleges/Schools**

<table>
<thead>
<tr>
<th>*<em>Sponsors</em></th>
<th>Terms</th>
<th>College/School</th>
<th>UG</th>
<th>G</th>
<th>ND</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EWC/DOS</td>
<td>UG</td>
<td>Arts and Sciences</td>
<td>13</td>
<td>4</td>
<td></td>
<td>289</td>
</tr>
<tr>
<td>IIE-FLTA</td>
<td>G</td>
<td>Tropical Agriculture and Human</td>
<td>16</td>
<td>57</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>IIE-Fulbright</td>
<td>ND</td>
<td>Business Administration</td>
<td>50</td>
<td>22</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>LASPAU</td>
<td>**</td>
<td>Ocean and Earth Science and Technology</td>
<td>13</td>
<td>57</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>UHM</td>
<td></td>
<td>Engineering</td>
<td>17</td>
<td>43</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

*Terms
- UG: Undergraduate students
- G: Graduate students
- ND: Non-Degree students

**Degree-seeking students only
Countries

Countries of citizenship for enrolled F-1 and J-1 students are reported below by region. Listed separately are countries of citizenship for J-1 Student Interns. Note that Oceania includes students from the Republic of the Marshall Islands. Students born in this island nation do not need a student visa to study in the US. However, 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>Region</th>
<th>Total Countries</th>
<th>Asia</th>
<th>Europe</th>
<th>North America</th>
<th>Oceania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolled students</td>
<td>1005</td>
<td>696</td>
<td>151</td>
<td>56</td>
<td>41</td>
</tr>
<tr>
<td>Total J-1 Interns</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Countries</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Asia

- Afghanistan: 1
- Bangladesh: 12
- Bhutan: 1
- Brunei: 1
- Burma: 3
- Cambodia: 2
- China: 181
- Hong Kong: 10
- India: 17
- Indonesia: 12
- Japan: 199
- Kyrgyzstan: 1
- Macau: 2
- Malaysia: 7
- Mongolia: 2
- Nepal: 19
- Pakistan: 1
- Philippines: 24
- Singapore: 5
- South Korea: 103

### Europe

- Austria: 2
- Czech Republic: 5
- Denmark: 2
- Estonia: 1
- Finland: 2
- France: 11
- Germany: 25
- Iceland: 1
- Italy: 3
- Latvia: 1
- Netherlands: 8
- Norway: 14
- Poland: 3
- Portugal: 2
- Russia: 3
- Serbia: 1
- Slovenia: 3
- Spain: 13
- Sweden: 13
- Switzerland: 6
- Turkey: 5
- Ukraine: 3
- United Kingdom: 16
- France: 2
- Germany: 8
- Saudi Arabia: 5
- Switzerland: 2
- United Kingdom: 3

### North America

- Canada: 56
- Mexico: 1
- Panama: 1
- Peru: 3

### Oceania

- Marshall Islands: 1
- Papua New Guinea: 2
- Samoa: 1

### Sub-Saharan Africa

- Ghana: 1
- Kenya: 1
- Liberia: 1
- Nigeria: 1
- Sudan: 1

### Latin America & the Caribbean

- Brazil: 7
- Chile: 4
- Colombia: 1
- Costa Rica: 1
- Dominican Republic: 1
- Ecuador: 4
- Honduras: 1
- Mexico: 1
- Panama: 1
- Peru: 3

### Middle East & North Africa

- Egypt: 2
- Iran: 21
- Iraq: 2
- Israel: 2
- Saudi Arabia: 5

### Total Countries

- Asia: 56
- Europe: 20
- North America: 56

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1 Region based on the Institute of International Education classification.
The *Open Doors* is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, U.S. students studying abroad for academic credit at their home colleges or universities, and a snapshot of the global mobility of international students, including mobility patterns by state. It is a publication by the Institute of International Education (IIE) and supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State. *Open Doors 2019* was released on November 18, 2019.

For 2018-2019, Hawai‘i ranks #40 of the 50 states with respect to students from abroad coming to Hawai‘i to study. Brigham Young University-Hawai‘i is the leading institution in the State of Hawai‘i with 1,295 students; followed by UH Mānoa with 1,146; Kapi‘olani Community College with 641; UH Hilo with 134; and Hawai‘i Tokai International College with 123. 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 2.6 percent. The estimated expenditure of the 4,078 college-level students studying in Hawai‘i was $120,965,482* a small increase from the previous year.

UH Mānoa’s international student numbers increased by 3.8 percent from 2017/18. Per the Open Doors Executive Summary, institutions nationwide experienced a 0.05 percent increase, to a record high of 1,095,299 international students. The top five countries of origin are: China, India, South Korea, Saudi Arabia, and Canada. For the tenth consecutive year, China remained the largest source of international students in the United States in 2018/19 with 369,548 students in undergraduate, graduate, non-degree, and optional practical training (OPT) programs, a 1.7 percent increase from 2017/18. India (202,014, +2.9 percent), South Korea (52,250, -4.2 percent), Saudi Arabia (37,080, -16.5 percent), and Canada (26,122, +0.8 percent). Emerging market countries showed some of the strongest growth year over year, especially Bangladesh (+10.0 percent), Brazil (+9.8 percent), Nigeria (+5.8 percent), and Pakistan (+5.6 percent). According to data from the U.S. Department of Commerce, international students contributed $44.7 billion to the U.S. economy in 2018, an increase of 5.5 percent from the previous year.


* Source: NAFSA: Association of International Educators. For more information, see www.nafsa.org/economicvalue.
Mānoa International Exchange

Mānoa International Exchange (MIX) is one of the many ways UH Mānoa demonstrates a commitment to the 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. UHM students also can study at our partner universities during the summer if they offer summer programs.

Outbound Exchange Students

In 2018-19, a total 108 UH Mānoa students studied abroad through MIX. Roughly 20% studied abroad in the Fall only; 23% studied abroad for the full academic year; 39% studied abroad in the Spring only, and an additional 14% chose summer as their term of choice.

<table>
<thead>
<tr>
<th>Term(s) Abroad</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018 + Fall 2018</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2018 only</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2018 + Spring 2019</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2019 only</td>
<td>42</td>
</tr>
<tr>
<td>Spring 2019 + Fall 2019</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>15</td>
</tr>
</tbody>
</table>

During this period, MIX sent students to 14 different countries. South Korea and Japan continued to be the most popular study destinations for students, with 38 students choosing to study in South Korea and 30 students choosing to study in Japan. However, we also sent students to the following countries (in order of total student participation): Hong Kong (8), France (7), New
Zealand (7), China (5), Australia (4), Singapore (3), Canada (2), Denmark (1), French Polynesia (1), Philippines (1), Taiwan (1), and United Kingdom (1).

MIX also continued to be a strong option for local undergraduate students, many of whom received financial aid and have high financial need. Overall, 92% of the students that studied abroad in 2018-19 via MIX were undergraduates. Including our postgraduate applicants, 78.8% paid the resident tuition rate, 13% paid the WUE rate, and 9.2% paid the non-resident tuition rate. At least 65.7% of these students applied for Federal Financial Aid, 49.3% of whom were also Pell Grant eligible.

As usual, MIX served a diverse population of students: 70.4% of participants identified as female, 29.6% identified as male, and 0.9% identified as Non-Binary/Third-Gender. Applicants most frequently identified themselves to be of Japanese (35.2%), Caucasian (32.4%), Chinese (28.7%), Korean (14.8%), Hawaiian (12%), and Filipino (8%) descent. Less than 5% of students also identified as African American, American Indian/Alaskan, Hispanic/Latinx, Laotian, Okinawan, Taiwanese, and Vietnamese. Moreover, 5.5% of the students MIX sent abroad were international students.

MIX also served a diverse range of majors in 2018-19. The Shidler College of Business sent the highest number of students, 42 in total. However, MIX also helped students from the following majors achieve their study abroad goals: Animal Science, Asian Studies, Biochemistry, Biology, Chinese Linguistics, Civil Engineering, Communications, Computer Engineering, Computer Science, Creative Media (Digital Cinema), Dance, Peace Studies, Economics, Japanese, Exploratory, Korean, Food Science, Geography, Geology, Global Environmental Science, Graphic Design, Hawaiian Studies, History, Interdisciplinary Studies, Spanish, Korean Flagship, Mechanical Engineering, Natural Resources and Environmental Management, Pacific Island Studies, Political Science, Public Health, Psychology, Second Language Studies, Secondary Education, Sociology, Studio Art, Theatre, and Travel Industry Management.

Inbound Exchange Students
MIX welcomes three categories of visiting students:

**Exchange**: Students who are exempted from tuition and fees at UH Mānoa based on our agreements with the students’ home universities.

**Hoakipa**: Students from partner universities (or institutions with which we have a Hoakipa-specific agreement) who pay a discounted tuition rate.

**Independent**: Students who pay the full non-resident tuition and fees to UH Mānoa.

In 2018-19, MIX admitted 112 Exchange students, 16 Hoakipa students, and 6 Visiting Students, a total of 135 visiting students in all. For the most part, our visiting students preferred to stay for a single semester rather than for a full academic year, with a greater number of students choosing Fall over Spring for their study period.

<table>
<thead>
<tr>
<th>Term(s) at UHM</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018 + Fall 2018</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2018 only</td>
<td>58</td>
</tr>
<tr>
<td>Fall 2018 + Spring 2019</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2019 only</td>
<td>44</td>
</tr>
<tr>
<td>Spring 2019 + Fall 2019</td>
<td>1</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>N/A</td>
</tr>
</tbody>
</table>

MIX also added diversity to the campus by inviting students from 18 different countries to study at UH Mānoa. As has been the trend of late, our partners in South Korea and Japan sent the largest number of students, sending 35 and 32 students, respectively, followed by Hong Kong (11), New Zealand (8), Australia (6), Norway (6), China (5), Denmark (4), Singapore (4), Canada (3), France (3), Indonesia (3), Philippines (3), Taiwan (3), Germany (2), Netherlands (2), Sweden (2), and Switzerland (2).

Each incoming exchange student is assigned a host department at UHM based on their home major or academic area of interest. In 2018-19, Travel Industry Management and Business hosted the largest number of students: 20 and 18 students, respectively. However, following departments/schools also hosted visiting students (in alphabetical order): Academy for Creative Media (1), American Studies (1), Anthropology (6), Architecture (1), Art & Art History (2), Atmospheric Sciences (3), Biology (7), Botany (1), Business MBA (5), Chemistry (1), Economics (9), Electrical Engineering (3), English Language & Literature (4), Fashion Design & Merchandising (1), Food Science (2), Geography (1), History (3), Human Nutrition (1), Information & Computer Sciences (6), Japanese Studies (4), Mechanical Engineering (2), Molecular Biosciences & Bioengineering (1), Natural Resources & Environmental Management (1), Ocean & Earth Science & Technology (7), Physics (2), Political Science (7), Psychology (4), Religion (1), Second Language Studies (4), Sociology (3), and Urban & Regional Planning (2).

**Balance of Exchanges**

In 2018-19, UH Mānoa welcomed a total of 134 students and sent out a total of 108 students on MIX programs. UH Mānoa provided tuition exemptions for 112 inbound exchange students and
sent out 98 tuition-paying students. The balance of student semesters exchanged was 120.32 semesters sent out from UH Mānoa to 131 semesters received by UH Mānoa. This balance was an improvement from the previous year, when we provided tuition exemptions for 129 inbound exchange students (179 total semesters) and sent out 96 tuition-paying students (101 total semesters).

**Hoakipa Scholars Program**

- Allows partner universities to send more students to UH Mānoa than can be accommodated under the terms of the reciprocal student exchange agreement
- Creates 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.

Up until Fall 2018, the Hoakipa Scholars Program tuition rate was equivalent to 85% of the non-resident tuition. In order to make the discount more attractive to prospective students, the MIX Office received approval from UH Mānoa to lower the tuition rate for Hoakipa students to 150% of the resident tuition rate, which is equivalent to the Western Undergraduate Exchange (WUE) rate. As a result of this discount, we expect to receive more applications from Hoakipa students in the future, as well as an increase in Hoakipa Scholars Program partnerships.

**International Exchange Agreements**

From August 2018 to July 2019, the MIX Office established new agreements with the following institutions:

<table>
<thead>
<tr>
<th>University Name</th>
<th>Country</th>
<th>Agreement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universita Ca’ Foscari Venezia</td>
<td>Italy</td>
<td>Student Exchange MOA</td>
</tr>
<tr>
<td>Sungshin Women’s University</td>
<td>Korea</td>
<td>Hoakipa Scholars Program MOA</td>
</tr>
<tr>
<td>University of Birmingham</td>
<td>United Kingdom</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
</tbody>
</table>

In addition, MIX renewed existing agreements with 8 institutions:

<table>
<thead>
<tr>
<th>University Name</th>
<th>Country</th>
<th>Agreement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitas Gadjah Mada</td>
<td>Indonesia</td>
<td>Student Exchange MOA</td>
</tr>
<tr>
<td>University of Tübingen</td>
<td>Germany</td>
<td>Student Exchange MOA</td>
</tr>
<tr>
<td>Mahidol University</td>
<td>Thailand</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
<tr>
<td>Keio University, Graduate School of Business Administration</td>
<td>Japan</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
<tr>
<td>Waseda University</td>
<td>Japan</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
<tr>
<td>Leiden University</td>
<td>Netherlands</td>
<td>Student Exchange MOA</td>
</tr>
<tr>
<td>University of East Anglia</td>
<td>United Kingdom</td>
<td>Student Exchange MOA &amp; General MOU</td>
</tr>
<tr>
<td>Yonsei University</td>
<td>Korea</td>
<td>Student Exchange MOA</td>
</tr>
</tbody>
</table>
Study Abroad Center

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

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

**Initiatives and Highlights of the Year**

- Collaborating with University College Dublin, Chemistry Department, the Center and the UHM Chemistry Department developed the Organic Chemistry STEM track for UHM Students who wish to complete one year of pre-med Organic Chemistry during summer. This new program is in addition to the Nursing, Health Sciences, Physics, and Business Internship programs.

- The Faculty-Sponsored Study Tours (FaSST) program helped UHM faculty design and carry out their own programs to teach courses and lead experiential learning and research abroad. Ninety students participated in FaSST - a net increase of 22.23%. Dr. Mark Wright from the Department of Plant & Environmental Protection Sciences brought students to Hoedspruit, South Africa to work with local African conservation professionals and learn about the challenges faced in conservation. Students earned PEPS 491 for course work completed in South Africa. From the Center for Pacific Island Studies, Dr. James Perez Viernes organized a Palau Field School in Koror and students earned credits for PACS 492/PACS 690. In Koror, they collaborated with the local Palau Community College students, scholars, activists, and artists to discuss important issues facing Palau regarding gender, environment, tourism, politics and the arts.

- It has been a full year (Spring, Summer and Fall) since the Study Abroad Center initiated strategic collaborations to embed Study Abroad Advisers within the Colleges of Social Sciences, and Natural Sciences. Largely due to this effort the overall Study Abroad student enrollment has increased by 19.51 percent.

- The Modern Languages Association of America (MLA) published *Study Abroad Traditions and New Dimensions* edited by Miriam Fuchs and Sarita Rai.

- Study Abroad Adviser Vanessa Chong was invited to present a paper “Barriers to Study Abroad for Underrepresented Undergraduate Students in Higher Education in the USA,” at the Comparative International Education Society (CIES) April 14-18, 2019 in San Francisco, CA.
Events on Campus and Outreach

- Outreach activities continue to inform the University community about Study Abroad programming and how integral it is to student learning, pedagogy, and research. Examples are the 24th Annual Study Abroad Fair, 16th Annual Study Abroad Spring Festival; faculty panels discussing mentoring, teaching, and research collaborations; workshops for interested UHM faculty on how to design and develop Faculty-Sponsored Study Tours (FaSST); to name a few.

- As part of the Study Abroad Student recruitment efforts to Study Abroad Programs, Study Abroad advisors participated and/or conducted presentations and campus-wide events throughout the year, including the New Student Orientation Resource Fair for Freshman Students, New Student Orientation Resource Fair for Transfer Students, Week of Welcome Resource Fair, Mānoa Exclusive Workshop for Transfer Students, Accepted Student Reception, the Mānoa Experience, and the High School Counselors' Workshop Fair, Shidler College of Business Passport Fair. College Opportunities Program, the Hawai'i Undergraduate Initiative, the Department of East Asian Languages and Literatures' “Nippon Culture Day,” National Student Day Resource Fair, Mānoa Advising Center, the Honors Program, the Center for Japanese Studies, the French Division's French Day event, College of Engineering Welcome Back Showcase, Human Nutrition Food Animal Science, the International Business Organization (a Shidler College of Business student club), and the Shidler College of Business Fish Scholars’ “Education Abroad” information session.

- UHM SAC continues to develop and offer meaningful programs to both faculty and students by providing innovative and thoughtful curricula. UHM SAC will keep its course to contribute to teaching, research, and service at the Mānoa campus.
Future Goals (2018–2021)

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

Statistics

- During the 2018-19 academic year 364 students studied abroad and enrolled in 350 UHM courses abroad. This represents an overall increase of 19.51% compared with the previous year.
- The Council on Study Abroad, which is the policy-making body and the curriculum committee of UHM Study Abroad Center, appointed a total of 29 instructional and research faculty to teach and/or conduct research abroad for Fall 2018, Spring 2019, and Summer 2019. These faculty members represented the following departments:
Mānoa International Education Committee

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

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

- R. Anderson Sutton: OIEP and School of Pacific and Asian Studies
- Shelley M. Hillberry: Office of International and Exchange Programs
- Ray Allen: International Student Services
- Linda Duckworth: International Student Services
- Vincent Burns: Mānoa International Exchange
- Rayna Tagalicod: National Student Exchange
- Max Lee: Study Abroad Center
- Isis Bataluna: Faculty and Scholar Immigration Services
- Graham Crookes: Department of Second Language Studies
- Kenton Harsch: Department of Second Language Studies
- Joel Weaver: Hawai‘i English Language Program
- Nezia Azmi: College of Education
- David Ericson: College of Education
- Dennis Chase: Outreach College
- Michiko Kahmann: Outreach College
- David Yang: Shidler College of Business
- Carissa Gusman: The School of Travel Industry Management
- Tom Brislin: College of Arts and Humanities
- Carolyn Stephenson: College of Social Sciences
- Nori Tarui: College of Social Sciences
- Wendi Vincent: College of Social Sciences
- Theresa Kreif: School of Social Work
- Song K. Choi: College of Engineering
- Lynne Higa: College of Natural Sciences
- Walter Bower: College of Tropical Agriculture and Human Resources
- Spencer Kimura: William S. Richardson School of Law
- Gregory Maskarenic: John A. Burns School of Medicine
- Tim Li: School of Ocean and Earth Science and Technology
- Kristine Qureshi: School of Nursing & Dental Hygiene
- Xiaoxin Ivy Mu: Office of Graduate Education
- Ryan Yamaguchi: Office of Admissions
- Steve Rola: Office of Admissions
- Motoyuki Tomita: Office of Admissions
International Visitors, Partnership Signings, and Events

Delegations and groups from universities and government agencies in Australia, Bangladesh, Canada, China, Fiji, Greenland, Japan, Myanmar, Nepal, Philippines, Solomon Islands, South Korea, Taiwan and other countries visited UH Mānoa. The purpose of the visits included foreign dignitary meetings, Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) signing ceremonies, short-term programs, conferences, and courtesy visits. UH Mānoa administrators, faculty and staff also traveled to Australia, Brazil, Chile, China, Columbia, Denmark, Federated States of Micronesia, Germany, Hong Kong, Indonesia, Italy, Malaysia, Myanmar, Nepal, New Zealand, Norway, Philippines, South Korea, Switzerland, Taiwan, Thailand, Vietnam and other countries.

The College of Engineering, College of Social Science and Graduate Division co-hosted President Qingyuan Wang from Chengdu University, February 2019.

Dr. Sung-Chul Yang introducing inaugural lecture at the Center for Korean Studies UHM School of Pacific and Asian Studies, September 2018.


AVC Andy Sutton with Dr. Thida Win, Rector of the University of Mandalay, Myanmar and her assistant, February 2019.
Mānoa International Education Week

During the second week of November, UH Mānoa joined campuses around the country and the world to celebrate International Education Week (IEW), a national initiative co-sponsored by the U.S. Department of State and the U.S. Department of Education. The Mānoa International Education Week (MIEW) Committee put together an exciting week of international programs from November 13th-17th. MIEW was made possible by the generous support of the Campus Center Board and Activities Council, SEED IDEAS, the Office of International Education Programs and the Department of Second Language Studies.

On November 13th the Campus Center courtyard was transformed into an outdoor dance auditorium featuring performances from around the world. On November 14th MIEW featured an International Fair on the Campus Center mezzanine where students received information about international opportunities on campus. On November 15th ‘Hot Topic’ discussions were held in the UH Law School Moot Court Room. Professor Kristi Govella presented “Trump, Asia and the Future of the International Order” and Professor Christopher McNally, Adjunct Senior Fellow at the East-West Center and Professor of Political Economy at Chaminade University, spoke on “The Rise of Sino-Capitalism.”

2018 MIEW Planning Committee

- Co-Chair: Spencer Kimura, Richardson School of Law
- Co-Chair: Dennis Chase, Outreach College
- R. Anderson Sutton, Assistant Vice Chancellor International & Exchange Programs
- Shelley M. Hillberry, OIEP
- Julie Fujimoto, School of Pacific and Asian Studies
- Kenton Harsch, Second Language Studies
- Ray Allen, International Student Services
- Ashelly Ijima, CCBAC

2018 MIEW Sponsors

- Office of International & Exchange Programs (OIEP)
- Campus Center Board & Activities Council (CCBAC)
- SEED Inclusion, Diversity, Equity, Access, and Success (IDEAS)
- Dept. Second Language Studies
On Friday, November 16th MIEW returned to the Campus Center courtyard for exhilarating performances lead by Capoeira Senzala, a Brazilian Capoeira and Jiujitsu UH student group, Afro-Caribbean drumming, and Chinese martial arts. The Hawai‘i Wushu Center gave a dazzling martial arts performance with colorful costumes and acrobatic moves. Afro-Caribbean drumming ensemble led by Babasango (Russell Robertson) got the whole crowd involved in playing on drums. On Saturday, November 17th MIEW featured an Indonesian Gamelan music performance at the East-West Center.
College of Education

The College of Education (COE) has a mission to prepare tomorrow's teachers, educational leaders, researchers, as well as exercise and health professionals. To support this mission, COE provides over 25 degrees and certificates across a wide range of fields in education. The College has eight academic departments:

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

And two major research units:

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

Housed within these departments and units are three undergraduate degree programs with multiple tracks or majors, with the Minor in Education to begin in Fall 2019, two post-baccalaureate certificates, eight graduate certificates, 12 master's degrees and nine doctoral specializations with more than 700 degrees awarded annually.

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 just over half of these agreements resulting in continued active engagement. New agreements for this reporting period are with the University of Tsukuba in January 2019, coordinated through the STEMS: \* program in EDCS, and with Sanjiang University in April 2019, coordinated through the 3+2 program in Graduate Division.

Inbound degree and certificate-seeking enrolled students

For the 2018-2019 academic year (including Summer 2019) the College enrolled 53 international students out of a total of 1,844 students (about 2.9%). 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, Greece, Hungary, Spain, Slovakia, Slovenia, and Sweden), Southeast Asia (Brunei, Indonesia, Philippines, Singapore, and Vietnam), as well as Australia, New Zealand, and Canada. Over 70% of the students were enrolled in graduate programs (with a more or less equal division between master and doctoral levels), while the remaining 30% are in undergraduate programs - Bachelor of Education at ITE and the Bachelor of Science at KRS.

Inbound study tours

- **August 28 to September 12, 2018**: Ritsumeikan University (Japan) Hawai‘i Athletic Training Education Clinic (HI-ATEC) hosted by KRS;

\* (STEM) with the social sciences and sense of place (S3)
- **August 31, 2018**: Hakuoh University (Japan) Study Tour to University Laboratory School (ULS) and UH Mānoa Children’s Center (UHMCC) coordinated by the Dean’s Office;
- **September 4-5, 2018**: Asahi University (Japan) Exercise Science Study Tour hosted by KRS;
- **September 4-7, 2018**: Sendai University (Japan) Athletic Training Study Tour hosted by KRS;
- **September 4-12, 2018**: Waseda University and Hiroshima University (Japan) Study Tour hosted by CDS, ITE and SPED;
- **September 24 to October 6, 2018**: National Chiayi University (Taiwan) Teacher Education Study Tour hosted by ITE;
- **October 26-27, 2018**: Toyo Medical College Athletic Training Study Tour hosted by KRS;
- **January 22-25, 2019**: Seoul National University of Education Study Tour hosted by ITE;
- **January 29 to February 7, 2019**: Ilinniarfissuaaq (the teacher education at the University of Greenland) Indigenous Education Study Tour hosted by Lois Yamauchi of EDEF and ITE;
- **February 19-22, 2019**: Bukkyo University Teacher Education Study Tour hosted by ITE;
- **February 19-22, 2019**: Kyoto University’s Graduate School of Education “Reading the Global” Study Tour hosted by EDEF;
- **February 26 – March 1, 2019**: Sendai University Athletic Training Study Tour hosted by KRS;
- **March 6-15, 2019**: Ritsumeikan University HI-ATEC hosted by KRS;
- **March 21-28, 2019**: University of Tsukuba STEMS Study Tour hosted by EDCS;
- **July 18 and 23, 2019**: Zhejiang University Summer UP (University Preparation) Program at UH Mānoa, hosted and coordinated through an intra-campus collaboration between Outreach College and Graduate Division; different departments and faculty from COE conducted presentations and workshops for the participants during two afternoons.

Students of Ilinniarfissuaaq at the University of Greenland spontaneously break into song as they bid us farewell upon completing the final activity of their study tour – visiting Ka Papa Lo‘i O Kānewai (January 2019).
Outbound study tours

- **May 18 to June 1, 2019:** ITE 403C International Inquiry and Field Study to Thurgau University of Education in Switzerland (Pädagogische Hochschule Thurgau) (offered through Outreach College Summer Session);
- **June 10-29, 2019:** 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 Outreach College Summer Session).

Delegation visits, meetings, and other activities

- **September 14-17, 2018:** COE was well represented at the 30th Japan-US Teacher Education Consortium (JUSTEC) conference as well as the COE-Bukkyo University Joint Research Conference both held at Bukkyo University in Japan;
- **Fall 2018 and Spring 2019:** Online classroom student exchange between University of the Ryukyus’ English language teacher education students and ITE 317 students (cohort 402);
- **November 29, 2018:** Delegation from Xiamen University (Taiwan) hosted by CDS;
- **December 13, 2018:** Delegation from the Republic of Marshall Islands hosted by the PACMED (Pacific Islands Master of Education) program in EDCS;
- **January 4, 2019:** Meeting with Dr. Keiichi Ogawa of the Graduate School of International Cooperation Studies at Kobe University in Japan;
- **February 11, 2019:** Meeting with Dr. WANG Qingyuan of Chengdu University;
- **March 6-8, 2019:** Delegation of researchers from the University of the Ryukyus hosted by EDEP;
- **April 23 to May 1, 2019:** Visit by Karen Yoshida of the University of Toronto (Canada) hosted by CDS;
- **May 28, 2019:** Delegation from Shanghai Normal University hosted by EDEF;
  - **June 10-11, 2019:** ITE and Dean’s Office delegation visit to Bukkyo University;
- **June 13-14, 2019:** Dean Murata and KRS research discussion visit to Asahi University;
- **August 8, 2019:** Meeting with Chie Ohtani, Tamagawa University, Chairperson of JUSTEC, hosted by EDEF;
- **April 23, 2019:** Meeting with Dr. Emely Decolen, University of the Philippines Los Baños.

Talks

- **January 16, 2019:** “Teacher Leadership Challenges in Japan: Implications and Solutions” by Mr. Bin Terashima, Kobe University (Japan) hosted by the Dean’s Office;
- **April 17, 2019:** “How Flexible is Flexible Online Learning?” Dr. George Veletsianos, Royal Roads University (Canada) hosted by LTEC;
- **April 23, 2019:** “Developing Community Disability Leaders: Creating Disability Positive Spaces and Connection” Dr. Karen Yoshida, University of Toronto (Canada) hosted by CDS;
- **April 26, 2019:** “Never-ending Challenges: A Talk-story Session” by Mr. Ho-Kyun Jeong, National Human Rights Commission of Korea hosted by CDS.
2018–2019 Visiting Scholars - COE continues to attract international scholars interested in extending their research through collaboration with COE faculty. During this reporting period, COE hosted (or began hosting) the following visiting scholars:

- **Dr. Shinobu NISHIMURA**, Associate Professor, Faculty of Business Administration, Toyo University, Japan - hosted by Dr. Kaori Tamura at KRS (April 1, 2018 to March 31, 2019);
- **Dr. YANG Fan**, Associate Professor, College of Education, Shanghai Normal University, hosted by Dr. XU Di at EDEF (August 15, 2018 to August 14, 2019);
- **Dr. Konomu DOBASHI**, Professor, Faculty of Modern Chinese Studies, Aichi University, Japan – hosted by Dr. Curtis Ho at LTEC (September 1, 2018 to August 31, 2019);
- **Dr. Shin KURATA**, Associate Professor, Faculty of Education, Nagasaki University, Japan – hosted by Dr. Curtis Ho at LTEC (September 1, 2018 to March 31, 2019);
- **Mr. Ho-Kyun JEONG**, Acting Director, Division of Rights of Persons with Disabilities, National Human Rights Commission of Korea – hosted by Dr. JoAnn Yuen at CDS (December 1, 2018 to May 31, 2019);
- **Dr. Ryota FUJII**, Research Fellow, Department of Orthopedic Surgery, Nihon University School of Medicine, Japan – hosted by Dr. Christopher Stickley at KRS (May 15, 2018 to March 31, 2019);
- **Mr. Kai-Lung WANG**, PhD student, Institute of Education, National Sun Yat-sen University, Taiwan – hosted by Dr. Pauline Chinn at EDCS (August 1, 2019 to February 29, 2020).

**Significant Achievements and Highlights**

- Increase in international student enrollment from 47 students in 2017-2018 to 53 students in 2018-2019;
- New ITE 403C International Inquiry and Field Study section on Switzerland “Teaching and Learning for a Globalized and Sustainable World” supported partly through a co-written grant through Movetia, a body established by the Swiss government, allowing for large subsidies for travel and accommodation for our students to travel to Switzerland;
- The COE strategic planning process for 2019-2024 began in Fall 2018, with the International Special Programs unit represented along with academic departments, research units, and service units, therefore further establishing global engagement as a priority; data from key stakeholders throughout COE on what has worked, areas of improvement, and aspirations was collected, analyzed, and used to inform planning for the next 3-5 years.

**Current Challenges and Future Goals**

- Continue to align its strategies for international activities with the COE’s strategic plan;
- Rectify recruiting and retention challenges for international students in fully online degree and certificate programs;
- Discover and pilot “true exchange” dynamic experiences rather than only on one-way or two-way transactional isolated projects/programs;
- Pilot one or two fee-for-service programs or experiences as part of our global engagement, both from a programmatic and sustainability standpoint; and
- Focus new efforts towards collaboration and support with partners in the Pacific Basin, surrounding critical areas including teacher shortage and climate change.
College of Social Sciences

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

**Initiatives**

- Research collaborations with strategic partners including Kobe, Hitotsubashi, Keio.
- Potential research collaborations with new partners including North-South University, Bangladesh.
- Educational collaborations (short-term programs: Meiji Gakuin University, Tohoku University, Ewha Woman’s University, Konan University, Toyo University).

**Events**

CSS hosted a group of students from Toyo University for a short-term program focusing on environmental policy issues, service learning, and economics; and another group from Tohoku University for a program with the theme, “Exploring History and Culture in Hawai’i.” Tohoku and UHM students engaged in service learning and cultural activities through field trips to Ka Papa Lo’i o Kānewai, Pearl Harbor Memorial, and the Japanese Cultural Center of Hawai’i.

- Short-term programs with Tohoku University (Japan) and Toyo University (Japan), August-September 2018.
- Co-hosted the Fifth Annual International Conference on Applied Econometrics, September 2018.
- Visited Ateneo de Manila University, Philippines for research and educational collaborations, November 2018.
- Short-term programs with Ewha Woman’s University, January 2019; with Konan University in February 2019.
- Campus visit to Kagoshima University, Japan, to discuss the student exchange agreement, January 2019.
UHM Prof. Nori Tarui with Professor Keiko Unedaya (Global Center), Professors Tomonari Kotani and Keiko Kito (Faculty of Fisheries) at Kagoshima University, Japan.


- Co-hosted President Qingyuan Wang from Chengdu University, China with UHM Graduate Division and UHM College of Engineering, February 2019.

- Invited to participate in Soka University (Japan)’s Commencement Ceremony as a partner university representative (March 2019).

- Alumni event in Tokyo with participants from the U.S., Japan, and the Philippines, March 2019.


Delegate visit at Ateneo de Manila University, Philippines. Left to right Prof. Ravago, UHM Prof. Nori Tarui; Ateneo Prof. Aldaba, Dean School of Social Sciences; UHM Emeritus Prof. Jim Roumasset; Ateneo Prof. Cristina Bautista, Chair, Department of Economics.

Hosted Professor Katherine Li, Director, Office of External Affairs at North South University from Bangladesh for educational research collaboration (April 2019).

Promotional seminar at HEC Hawai’i Education Study Abroad Support Center, Tokyo, Japan, June 2019.

Hosted a visit of delegates from Otemon Gakuin University (July 2019).

Hosted Professor Keiko Tanaka, Director of the International Center at Meiji Gakuin University, for a discussion about a new study-abroad program.

Northeast Asia Economic Forum (NEAEF) Young Leaders Program (YLP) and Annual Conference, Incheon, South Korea (July-August 2019).

Significant Achievements/Highlights of the Year

Mānoa Academy: Aotearoa

In Summer 2019, Mānoa Academy collaborated with Na Ko’o Ko’o, the College’s Native Hawaiian leadership program, to offer a section of POLS 160 that included a two-week cultural experience in Aotearoa, New Zealand. Students were introduced to global political issues through Indigenous lenses and explored how Māori and Pasifika peoples in Aotearoa assert their own dynamic cultural traditions in order to thrive in the face of present ecological and political challenges. Participants prepared for their huaka’i (journey) by learning about histories and contemporary issues related to the central theme of sustainable, Indigenous futures. They also practiced Hawaiian cultural protocols that allowed them to respectfully enter onto Māori territory and engage with their hosts in meaningful ways. During their stay in New Zealand, students celebrated the opening of Matariki, met with local community leaders and scholars in Whaingaroa/Raglan and Auckland, and visited various Māori cultural sites. Students also participated in the Native American and Indigenous Studies Association (NAISA) conference, which was held at the University of Waikato and brought together over 1,000 Indigenous Studies scholars from across the world. Mānoa Academy proudly continued its partnership with Hawaiian Airlines to provide complimentary flights to students enrolled in the program.
Aotearoa Mānoa Academy Program, New Zealand.

Highlights on research and educational collaborations

- Continued and new research collaborations with Kobe University, Hitotsubashi University, and Keio University.

- Continued and new educational collaborations on short-term programs, hosting undergraduate students from various universities in Japan and South Korea.

Major Issue(s)

- As the College’s Global College Initiatives expand their activities, it is becoming apparent that the College needs a comprehensive tracking system for all relationships including database for partner universities and representatives. With the addition of the new Director of International Programs, the College plans to enhance efforts to develop the database.

Future Goals

1. Develop a multi-semester study-abroad program with Meiji Gakuin University as a model for future programs with other Japanese universities.

2. Develop and promote strategic alliances with non-US partner universities including those in Japan, New Zealand, China, Cambodia, Bangladesh, and Senegal.
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.

Statistics: Students in SLS Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in SLS</td>
<td>81 (10 intl)</td>
<td>78 (9 intl)</td>
</tr>
<tr>
<td>MA in SLS</td>
<td>38 (16 intl)</td>
<td>36 (16 intl)</td>
</tr>
<tr>
<td>AGC in SLS</td>
<td>7 (2 intl)</td>
<td>8 (3 intl)</td>
</tr>
<tr>
<td>PHD in SLS</td>
<td>41 (25 intl)</td>
<td>40 (23 intl)</td>
</tr>
</tbody>
</table>

Events

The fourth annual Chuo University-UH Mānoa -University of Tokyo Student Conference on Linguistics, Psycholinguistics, and Second Language Acquisition was held in September of 2018. Students gave poster presentations and attended lectures at UHM. 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 English as a foreign language to approximately 140 Thai undergraduate students and 30 lecturers and staff.

Significant Achievements and Highlights

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:

- Betsy Gilliland presented her research at WorldCALL (Concepción, Chile, November 2019), Asociación Latinamericana de Estudios de Escritura (Santiago, Chile, October, 2018), TESOL International (Atlanta, Georgia, March 2019), and the International Society for Language Studies (Hong Kong, June 2019). She also organized a colloquium at the TESOL International Convention (Atlanta). She conducted four workshops for graduate students and instructional faculty at Universidad de los Andes and one at Universidad Distrital, both in Bogotá, Colombia, in November 2018, and one workshop at Universidad de Atacama in Copiapó, Chile, in December 2018.

- Dr. Theres Grüter gave an invited plenary at a workshop in Norway in April 2019: “The challenges of noun class systems for L2 learning and processing: Uniting insights from classifiers and gender” at the Uniting Gender Research Workshop (UniteGen), UiT the Arctic University of Norway, Tromsø, Norway, April 2019.
• Kenton Harsch taught an intensive ELI course for students in the Vietnam Executive MBA program run by UHM's Shidler College of Business, but taught entirely in Ho Chi Minh City, Vietnam, for working professionals. ELI Administrators met with faculty from Shidler College to learn more about the needs and strengths that this unique student population has, as well as the requirements of this MBA program, and then specially tailored the ELI courses to match those needs.

• Christina Higgins organized two colloquia for the Sociolinguistics Symposium 22 (Auckland, New Zealand, June 2018). She also delivered workshops for students from Yonsei University, Japan (January 2019) and served as academic supervisor for students from Sugiyama Women's University who were staying in Hawaiʻi for 6 weeks to do intercultural learning via home stays and job shadowing (2018 & 2019).

• Dr. Dongping Zheng presented her research at the 4th International Conference on Ecolinguistics (ICE-4), University of Southern Demark, Odense, Denmark (August 2019); the Third International Conference on Ecolinguistics in Guiyang, China (October 2018), and the Philosophy of Congress, Beijing, China (August 2018). Dr. Zheng also organized a colloquium at the Philosophy of Congress (Beijing, China), and gave invited talks at many Chinese universities, including Chinese Academy of Forestry VISLAB (Beijing), Beijing Foreign Studies University, Beijing Technology and Business University, Qingdao University, Qingdao University of Science and Technology, Northwestern University (Shenyang), Guangdong University of Foreign Studies (Guangzhou), South China University of Agriculture (Guangzhou), South China University of Technology, School of Foreign Languages (Guangzhou), and Ocean University of China (Qingdao).

Additional achievements involving SLS faculty and students in AY 2018-19

• Dr. Graham Crookes and Arman Abednia (Iranian scholar in Australia) are finishing a coauthored book that is intended to introduce critical language pedagogy to international language teachers.
• Dr. Christina Higgins continues to serve as co-editor of Applied Linguistics, a prestigious peer-reviewed academic journal published by Oxford University Press.
• Dr. Betsy Gilliland received a Fulbright Award to teach and research at the Universidad de Atacama in Chile in Fall 2018.
• Dr. Dongping Zheng was named an Affiliated Researcher for the Center for Linguistics and Applied Linguistics, University of Foreign Studies (广东外语外贸大学), Guangzhou, China. 2018-2020. Dr. Zheng was also named a Foreign Expert for the Specialty Course Series, School of Foreign Languages for Business at Southwestern University of Finance and Economics (SWUFE, 西南财经大学), Chengdu, China, Summers 2018 and 2019; and Foreign Expert for the Lecture Series, The College English Department (大学英语部) at Central South University (中南大学), Changsha, China, Summer 2018.
• PhD candidate Wenyi Ling received a National Science Foundation dissertation grant, which started 8/2018 $9,017.
• PhD candidate Kristin Rock received a Fulbright Student award to spend the 2018-19 academic year at Universidad de Murcia, Spain.
• 2018 PhD graduate Hyunwoo Kim accepted a faculty position at Yonsei University, South Korea.
• 2018 PhD graduate Gavin Lamb received a post-doctoral position at the University of Jyväskylä, Finland for August-December, 2019.
• 2019 PhD graduate Jay Tanaka accepted a faculty position at Hokkaido University, Japan.
The English Language Institute (ELI) is an integral part of the internationally renowned Department of Second Language Studies (SLS), located in the College of Languages, Linguistics and Literature.

The primary purpose of the ELI is to provide English instruction for students who have been admitted to the university and who do not speak English as a native language in order to facilitate their academic studies. We currently offer two levels of classes (Intermediate and Advanced) in three different academic curriculum areas: Listening/Speaking, Reading, and Writing.

Our program is truly international in many respects. Reflecting international student enrollment at UHM, the majority of our current students come from China, Japan and Korea. However, a wide range of countries is represented among our student body, such as Brazil, Bhutan, Ecuador, Israel, Latvia, Mozambique, and Poland, to name a few. In addition, our instructors, all graduate students in the SLS Department, are quite international, well-travelled and multilingual. Current instructors come from China, Japan, Korea, Taiwan and Vietnam, as well as the USA. Our American teachers have lived in France, Japan and Kuwait, and speak several languages other than English. Reflecting current thinking, the ELI takes the perspective that in this globalized world, English is a means for international communication across cultural boundaries (rather than solely for use within English-speaking countries).

The ELI works collaboratively with a number of other departments and units on campus, such as International Student Services (ISS), Mānoa International Exchange (MIX), Student Athlete Academic Services, Graduate Division, the East-West Center and more, and provides programs with expertise and resources in areas such as second language learning, language testing, English language requirements for admissions, and writing across the curriculum.

**Statistics**

<table>
<thead>
<tr>
<th>Students enrolled in ELI courses</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students</td>
<td>35 (25 international)</td>
<td>23 (21 international)</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>92 (61 international)</td>
<td>59 (40 international)</td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS</strong></td>
<td><strong>127 (86 international)</strong></td>
<td><strong>82 (61 international)</strong></td>
</tr>
<tr>
<td>Total enrollments in ELI courses</td>
<td><strong>182</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

Countries represented: 26

**Initiatives**

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

We are very excited to welcome Mr. Justin Kanda, Educational Specialist who will be supporting both the ELI and the SLS undergraduate program.

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.

**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.

**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.

**Interested in observing an ELI class or curious to know more?** Visit our website: [http://www.hawaii.edu/eli/](http://www.hawaii.edu/eli/) or contact: Priscilla Faucette, Assistant Specialist, SLS <faucette@hawaii.edu>
The Hawai‘i English Language Program (HELP) is an academic English and English teacher training unit of the Department of Second Language Studies (DSLS). HELP provides high quality Academic English courses for international students seeking entry to degree-granting courses, as well as customized and certificate programs for English teachers. The mission of HELP is to empower our students to succeed at the University of Hawai‘i at Mānoa and other UH system schools, as well as in their personal and professional lives. As a unit of the renowned Department of Second Language Studies, HELP also advances understanding of language learning by promoting second-language research and professional development for members of the department and other researchers.

Initiatives

Academic English Program

Established in 1971, HELP has served students as a pathway into the University of Hawai‘i at Mānoa for over 45 years. Through the Conditional Admission pathway, many HELP students have continued on to undergraduate and graduate programs at UH Mānoa, or into one of the community colleges in the UH System. Thus, we carry forward our commitment to our students to “HELP make academic dreams come true.”

HELP’s main Academic English program consists of two 8-week sessions in the Spring and Fall, and a 6-week and 4-week term in the Summer. By integrating students from various university groups into these sessions, HELP continues to foster its relationship with universities abroad and provide quality English instruction to their students. HELP again welcomed students from our continuing university partners: Aichi Shukutoku University (Japan), Dankook University (South Korea), Doshisha University (Japan), Incheon JEI (South Korea), Jeju National University (South Korea), Kwansei Gakuin University (Japan), Waseda University (Japan), and Yasuda Womens University (Japan). Students from new partner universities Chungnam University (South Korea) and Sangji University (South Korea) also enrolled at HELP for the first time.
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 2019, HELP conducted intensive TEFL seminar programs with English teachers from Chonnam National University (South Korea) and Ibaraki Christian University (Japan).

**CELTA Teacher Training Certificate**

The Certificate in English Language Teaching to Adults (CELTA) is the world’s foremost initial qualification for people who wish to become professional teachers of the English language. It is accepted throughout the world by organizations that employ English language teachers. HELP offers this prestigious course every summer. In 2019, we had two courses — in May and in June — with a total of 19 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 SLS 303 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 SLS 650 worked with HELP students and teachers to complete course research projects in the area of second language acquisition.

- HELP is pleased to support PhD candidates in SLS with their research projects for seminar courses and dissertation papers.

- HELP provided employment for five graduate students and two graduates from DSLS as instructors.

**Faculty and Staff Professional & Academic Contributions**

- HELP Office Manager/Registrar Kimberly Imamura served on the 2018-19 NAFSA Hawai‘i/Pacific District team, attended the 2019 NAFSA Region XII HIPAC District Conference,
and began serving as co-chair of the 2019 Mānoa International Education Week committee.

- HELP Assistant Director Christine Guro enjoyed attending Hawai‘i TESOL and HALT Conferences as well as Center for Teaching Excellence Workshops. There were many innovative teaching ideas to takeaway and share with HELP teachers.

- HELP Director Joel Weaver continued as a member of the Mānoa International Educational Committee and the International Enrollment Management group. Joel served as education committee chair for the Hawai‘i Pacific Export Council and was an invited speaker at the 2019 NAFSA National Conference in Washington DC. He also continued to serve as President of the Study Hawai‘i consortium, which advocates for international education in Hawai‘i.

Significant Achievements and Highlights

**New Partnerships** - HELP signed new MOUs with three new universities and successfully conducted English programs for ten new and continuing groups.

**Yasuda Women’s University (YWU) – HIBISCUS Program** - Yasuda Women’s University’s Department of International Business and Tourism sent their fourth cohort of students for a 5-month long academic English and Internship program called HIBISCUS. 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 customer service and tourism in Hawai‘i through unpaid internships with E Noa Tours, ‘Iolani Palace, Atlantis Adventures, Coradorables, and Casablanca Bridal and Formals. Students in this year’s cohort also had the opportunity to volunteer at and attend the inaugural Hawai‘i Hotel and Restaurant Show at the Hawai‘i Convention Center and learn first-hand about trade shows.

**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.

**Al Quds University - Soft Skills Seminar** - HELP worked with specialists in units throughout the College of Languages, Linguistics, and Literature to conduct a 10-day workshop for five professors from Al Quds University in East Jerusalem to develop curriculum for courses in Soft Skills and Critical Thinking. The course is being piloted in Fall 2019 and Director Joel Weaver and another staffperson will travel to Jerusalem in 2020 to carry out additional training.

**Pathway to UH** - In 2018, HELP assisted six students transfer to Kapi‘olani Community College, four students into the UHM MIX Hoakipa Scholarship program, one student into a UH Mānoa undergraduate program, and one student into a UH Mānoa graduate program.

**Statistics**

Statistics include Student Nationality data, enrollment for students in regular HELP Academic English programs and Short-Term self-contained programs.
Academic English Program Enrollment:
Students in our regular Academic English programs

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Dates</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1 2018</td>
<td>August 20 - October 12, 2018</td>
<td>51</td>
</tr>
<tr>
<td>Fall 2 2018</td>
<td>October 22 - December 14, 2018</td>
<td>53</td>
</tr>
<tr>
<td>Spring 1 2019</td>
<td>January 7 - March 1, 2019</td>
<td>33</td>
</tr>
<tr>
<td>Spring 2 2019</td>
<td>March 11 - May 3, 2019</td>
<td>75</td>
</tr>
<tr>
<td>Summer 1 2019</td>
<td>May 13 - June 21, 2019</td>
<td>67</td>
</tr>
<tr>
<td>Summer 2 2019</td>
<td>July 1 - 26, 2019</td>
<td>34</td>
</tr>
</tbody>
</table>

**TOTAL AEP ENROLLMENT**: 313

Short-Term Programs Enrollment: Self-Contained Programs

<table>
<thead>
<tr>
<th>Group Name</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan Aviation Academy High School (1 day)</td>
<td>43</td>
</tr>
<tr>
<td>Chungnam University - 1 day</td>
<td>5</td>
</tr>
<tr>
<td>Sangji University - English &amp; Culture Program</td>
<td>14</td>
</tr>
<tr>
<td>Chonnam National University - TEFL Seminar</td>
<td>19</td>
</tr>
<tr>
<td>Al Quds University - Soft Skills Seminar</td>
<td>5</td>
</tr>
<tr>
<td>Aichi Shukutoku University</td>
<td>8</td>
</tr>
<tr>
<td>Ibaraki Christian University - TEFL Seminar</td>
<td>15</td>
</tr>
</tbody>
</table>

Student Nationality Data:
Unique students per country between Fall 2018 – Summer 2019

<table>
<thead>
<tr>
<th>Country</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>173</td>
</tr>
<tr>
<td>South Korea</td>
<td>83</td>
</tr>
<tr>
<td>Palestine</td>
<td>2</td>
</tr>
<tr>
<td>Jordan</td>
<td>3</td>
</tr>
<tr>
<td>China</td>
<td>4</td>
</tr>
<tr>
<td>Taiwan</td>
<td>2</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Iraq</td>
<td>1</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1</td>
</tr>
<tr>
<td>Philippines</td>
<td>1</td>
</tr>
<tr>
<td>Poland</td>
<td>1</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
<tr>
<td>USA</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL**: 276
The mission of the International Programs (IP) of the Outreach College is to provide excellent non-degree programs that further (1) the educational goals of international students while contributing to their growth as global citizens, (2) the goals of international educational institutions dedicated to preparing students for today’s global world, (3) the international student pathways into the University of Hawai’i at Mānoa (UHM), and (4) the global engagement goals of UH Mānoa. IP offers a range of non-degree programs for individuals and groups, including intensive training in English, pathways programs that prepare students to enter degree programs at UH Mānoa, and programs that fulfill degree requirements at participants’ home institutions. In 2018–2019, IP brought 1507 international students to the UH Mānoa campus.

**The New Intensive Courses in English (NICE) Program** provides in-depth English-as-a-Second-Language (ESL) instruction for academic, professional, and general communication purposes. NICE offers four intensive 10-week sessions per year, plus four 3-week sessions that focus on English conversation and Hawaiian culture. While NICE helps many students reach their career and personal goals, the program also prepares students for academic study. As of Fall 2019, there are currently at least 3 former NICE students and 4 teachers currently in degree programs at UH Mānoa.

**The 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 their preparedness for the rigors of their university experience. As of August 2019, 15 UP Program graduates were studying in degree programs at UH Mānoa, and three were at Kapiolani Community College. Five UP Program alumni have completed degrees at UH Mānoa since the program began in 2014.

**The Summer University Preparation Program** (i.e. Summer UP) is offered in collaboration with the Graduate Division. Summer UP is designed to encourage students to return to UH Mānoa for graduate study through the 3+2 program, the UP Program, or direct admission; in 2019, Summer UP hosted 32 students from several of UH Mānoa’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 a variety of academic departments.

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

**IP Initiatives**

- Launched the Tutoring and Interchange Plus (TIP) Program.
- Arranged customized programs for seven new schools and universities.
• Expanded Summer UP cohorts with a corresponding 129% increase in enrollment.
• Worked with the English department to deliver a special workshop for Yonsei University’s English Graduate Division.
• Fostered a new relationship between Mid-Pac Institute and students from three universities in Japan.
• Added two additional Three-week NICE courses in Spring and Fall.
• Signed agreement with Gachon University to provide an Outreach scholarship to attend UHM (student enrolled in Fall 2019).
• Partnered with the East-West Center to enhance student experiences.
• Incorporated Honolulu Community College Korean class students into International Language Exchange as well as students from KCC and LCC.

Highlights of the Year – Departmental Activities and Milestones

• Welcomed international students from 52 universities.
• Marked the graduation of the first two UP cohorts with bachelor degrees from UHM.
• Arranged a lecture by Dr. Jayson Leigh for Shibaura Institute of Technology students to include a visit to the LAVA Lab.
• Celebrated the 47th anniversary of Urasenke Hawai’i Seminar (co-sponsored by the Urasenke Foundation, UHM, and EWC).
• Ensured thorough compliance of 10-week NICE with the Commission on English Language Program Accreditation (CEA) standards.
• Recognized the attainment of one faculty member as a trained site reviewer for CEA; she will also participate in future CEA site visits.
• Welcomed an Asia-Pacific Leadership Program scholar from the East-West Center into the Ten-week NICE Program.
• 247 students enjoyed hula workshops at the Center for Hawaiian Knowledge.

• Staff engagement in professional development and service to the UH Mānoa campus included the following:
  ➢ Michiko Kahmann transitioned into the interim director position while also serving as the Custom Programs Manager.
  ➢ NICE Academic Coordinator Saori Doi presented at the Hawai’i International Conference in Education (HICE), attended a Commission on English Language Program Accreditation (CEA) Reviewer Training workshop and trained a volunteer peer reviewer for CEA site visits.
➢ UP Program Coordinator Dennis Chase served as the NAFSA Hawai‘i Chair, served on the Mānoa International Education Committee (MIEC), the International Undergraduate Student Scholarship Committee, and the Organization Committee of the Excellence in Academic Advising Project. He will also serve as Co-Chair for the Region XII NAFSA Conference to be held in Honolulu in 2020.

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

➢ NICE Program Coordinator Bob Lipske presented at the Hawai‘i International Conference in Education (HICE), attended the International Association of Language Learning Conference (IALLT), was accepted into the LTEC MA Program, is a peer reviewer for the Hawai‘i Journal of Medicine and Public Health, and serves on the Mānoa Writing-Intensive Focus Board.

➢ Interchange Coordinator Patrick Agullana was welcomed into his new position; he is also continuing his studies by working towards an LTEC graduate-level Certificate in Online Learning and Teaching (COLT).

➢ Ten-week NICE teacher Grant Agawa continues his PhD studies in Educational Psychology in the Department of Education.

**Campus Activities and Contributions – Internationalizing the UH Mānoa community**

- Extending UH Mānoa’s Expertise: The IP staff delivered focused programs and cross-cultural exchange experiences through collaboration with several UH Mānoa colleges, departments, and faculty, 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‘i‘inau‘kea 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 101 UH Mānoa students as well as the opportunity for them to engage in meaningful interaction with international students from around the world.
  
  - The International Language Exchange provided reciprocal learning for approximately 93 UH Mānoa and 67 IP students wishing to practice their target language(s) with native speakers.
Multiple service-learning opportunities allow international students to become involved in multiple volunteer activities in the community.

**Future Goals – Continuing IP Outreach**

- Extend efforts to ensure the growth and success of newer programs while maintaining the quality of established ones
- Launch new programs that further IP’s outreach to include distance learning opportunities
- Advance our pathway programs to increase international student enrollment within the UH system
- Continue to expand collaborative efforts with other units on campus to further the internationalization of UH Mānoa
- Promote the nurturing and development of SLS graduate students and their professional endeavors in the fields of research and teaching

**Statistics**

**Enrollment by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>2018-2019 Number of Sessions/Groups</th>
<th>2018-2019 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NICE 10-week</td>
<td>4 sessions</td>
<td>186</td>
</tr>
<tr>
<td>NICE 3-week</td>
<td>3 sessions</td>
<td>222</td>
</tr>
<tr>
<td>Custom Programs</td>
<td>31 groups/sessions</td>
<td>1001</td>
</tr>
<tr>
<td>UP Program</td>
<td>2 semesters</td>
<td>9</td>
</tr>
<tr>
<td>Summer UP Program</td>
<td>1 session</td>
<td>32</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1450</strong></td>
</tr>
</tbody>
</table>

**Countries**

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Program</th>
<th>Enrollment</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile</td>
<td>NICE 10-week</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>NICE 10-week</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UP Program</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer UP</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>NICE 3-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>NICE 10-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>NICE 10-week</td>
<td>97</td>
<td>1108</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Custom Programs</td>
<td>816</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>NICE 3-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>South Korea</td>
<td>NICE 10-week</td>
<td>77</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td>NICE 3-week</td>
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<td></td>
<td>Custom Programs</td>
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<tr>
<td>Switzerland</td>
<td>NICE 10-week</td>
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<td>1</td>
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<td>Taiwan</td>
<td>UP Program</td>
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<td>NICE 10-week</td>
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<td>2</td>
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<tr>
<td></td>
<td>NICE 3-week</td>
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</tr>
<tr>
<td>USA</td>
<td>NICE 3-week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>International Programs</strong></td>
<td><strong>1450</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data reflects enrollment, not individuals. Students are sometimes enrolled in more than one program or session.
Established in 1949, the Shidler College of Business has been a leader in international business education for seven decades. The college offers academic degree programs focused on the Asia-Pacific region such as the Global MBA program with a China and Japan track and the MBA for Executives in Vietnam program in Hanoi and Ho Chi Minh City. Strong partnerships with prominent foreign universities and institutions provide students with opportunities to live and learn in locales that span the world. During the past year, more than 130 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, study abroad and internship programs as well as participated in international business competitions and research. The college continues to support international conferences such as the Hawai‘i International Conference on Systems Sciences (HICSS) and Hawai‘i Accounting Research Conference (HARC) to promote intellectual discussion, advanced 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.

Significant Achievements and Highlights

- The U.S. News & World Report 2020 edition of Best Colleges ranked the Shidler College of Business 15th on its list of top international business programs. Shidler College was ranked with top schools such as New York University, Georgetown University, UC Berkeley, USC, University of Michigan and the University of Washington. The Shidler College has been consistently ranked among the top 25 international relations programs in the nation over the last decade.

- Eighty-four 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 fall, spring or summer semester studying at host universities in Hong Kong, South Korea, Japan, China, Singapore, Italy, Spain, France, England, Denmark, New Zealand, Ireland and Australia, to name a few. In addition, Accounting Professor Shirley Daniel led a group of students to France during the fall.

Students share their favorite photo taken during their study abroad.  
Students competed in the CUIBE International Case Competition in Boston.
• The Freeman Foundation continued its support of the college’s Study Abroad Programs with a $287,000 gift for the 2018-2019 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 Freeman Foundation’s mission is to support the study and understanding of Asia and its culture.

• A team of undergraduate students took second place in a field of 16 teams at the 9th Annual CUIBE International Business Case Competition held at Northeastern University D’Amore-McKim School of Business in Boston in the fall of 2018. The CUIBE competition gives students an opportunity to showcase their knowledge of international business. This year, the teams were asked to present their findings and recommendations regarding the growing epidemic of human trafficking.

• Eight undergraduate students were awarded 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 a better understanding of its culture and language as well as a global perspective on issues related to that region.

• Twenty-two undergraduate and graduate students from the Shidler College of Business participated in the Asian Field Study Program during the summer of 2019. The three-week program in Asia included stops in Tokyo, Kyoto, Beijing, Hanoi and Seoul. The group visited over 20 multinational companies and numerous historic and cultural sites. The six-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.

Student provides information about her study abroad experiences in Japan. Shidler team at the Milgard Invitational Case Competition.

• The Shidler undergraduate student team placed third at the Milgard Invitational Case Competition on corporate social responsibility behind the University of Queensland and the University of British Columbia-Sauder. The competition was held at the University of Washington, Tacoma, on March 1, 2019, and sponsored by Microsoft. Nineteen teams from universities around the world presented their business plan to address homelessness.

The International Business Organization, a student club, hosted its annual International Passport Fair to showcase the Shidler College’s study abroad and international student exchange
programs as well as travel scholarship opportunities. Shidler student clubs set up country-themed tables at the Fair to promote study abroad opportunities with partner universities in China, France, Singapore, Japan, South Korea, Sweden, Taiwan, and the United Kingdom. The fair also included representatives from the Mānoa International Exchange, UH Mānoa Study Abroad Center, Chinese Flagship Program, UH Campus Center Passport Office and the Freeman and Johnson Scholars Programs.

The Hawaiʻi Accounting Research Conference (HARC) – HARC attracted nearly 200 academics worldwide to the University of Hawaiʻi at Mānoa in January 2019. HARC discussed the latest research trends in the accounting industry focused on financial accounting, auditing, accounting information systems, behavioral research, taxation and accounting management. The keynote speaker Terry Shevlin, President of the American Accounting Association (AAA), spoke about the future of accounting development and research. He is a Professor of Accounting and Associate Dean of Research and Doctoral Programs at the University of California, Irvine, CA.

Hawaiʻi International Conference on System Sciences (HICSS) attracted over 1,200 of the world’s top academics, researchers and practitioners in the field of computer science and information technology gathered at the Grand Wailea Resort on Maui from January 8-11, 2019 for the 52nd Hawaiʻi International Conference on System Sciences. The conference featured keynote speakers Ramesh Gopinath, vice president, IBM Blockchain Solutions and Todd Coleman, professor from the UC San Diego Jacobs School of Engineering. Over 600 research papers were presented at the conference on a wide range of topics including artificial intelligence, gamification, augmented reality, digital transformation and IT in healthcare. The conference is sponsored by the Shidler College of Business and is one of the longest-standing scientific conferences in information systems and technology fields.

The MBA for Executives in Vietnam (VEMBA) program graduated 31 students from its Ho Chi Minh City campus and Hanoi campus in the 2018-19 academic year. 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. Nearly 250 alumni, friends, college faculty and staff, and graduates of the MBA for Executives in Vietnam (VEMBA) program converged in Ho Chi Minh City, Vietnam, from July 11-13, 2019 for the Shidler College of Business’ inaugural Global Leadership Summit. The event drew together Shidler faculty, speakers from multiple countries, and distinguished international alumni to explore business opportunities and exchange experiences and information on business trends. Along with students from the college’s Asian Field Study program, summit attendees were given special access to several Vietnam companies to learn about their manufacturing, distribution and business procedures. Shidler Distinguished Professor Stephen Vargo and Shidler alumna and
Northwestern University Mechthild Esser Nemmers Professor of Marketing Angela Y. Lee served as keynote speakers. The summit also featured panelists from Hong Kong, Singapore, California, Washington and Hawai'i.

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 pursue study abroad, internship and research opportunities with top Asian companies and universities to broaden students’ learning and working experiences.
- The college will enhance its international alumni engagement program by developing value-added events and opportunities for its alumni to connect with one another.
- 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 more 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.
School of Travel Industry Management

Founded in 1966, the School of Travel Industry Management (TIM) has 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), a combined Bachelor of Science and Master of Science (BAM) program, and a TIM Master of Science degree option for students.

For the 2018-19 AY\(^4\), at the undergraduate level, the TIM School enrolled approximately 47 international students out of 318 students total, comprising of 15% of the TIM student population -- one of the largest international student populations of all majors on the UH Mānoa campus. At the graduate level, the TIM School enrolled approximately eight international students out of 18, comprising of 44% of the total TIM graduate student population. A majority of TIM international students are from East Asia, including Japan, China, and South Korea.

Events

Japan Study Tour: Thirteen TIM major students were able to participate in the inaugural Japan Study Tour (JST) in March 2019, hosted by partner institution, Meikai University. Students were able to participate in various travel industry related learning, travel and cultural experiences, including site visits at the Japan Airlines (JAL) training facilities, Imperial Hotel, the Disney Hotel Mira Costa, and Disney Ambassador Hotel. Students also heard lectures from the Japan National Tourism Organization and JTB Corporation.

Travel with TIM: The TIM School hosted its biannual Travel with TIM event in fall 2018 and spring 2019, which gave TIM students the opportunity to meet with UH Mānoa overseas educational support programs: Mānoa International Exchange (MIX), National Student Exchange (NSE), Study Abroad Center (SAC), and Korean and Chinese Flagship Programs. TIM students were able to explore opportunities to study overseas.

\(^4\) Enrollment data provided from MIRO for fall 2018.
Significant Achievements and Highlights

Scholarships

- The TIM School awarded scholarships (UH Foundations and Achievement) to ten international TIM students, undergraduates and graduates, for the 2018-19 AY, totaling $33,900 in awards.

International Relationships

- The TIM School hosted a J1 visiting colleague from the Korea Development Institute, Mr. Jaeyoung Kim, Head of PPP Project Assessment Unit, Public and Private Investment Management Center, from December 2018 through June 2019.

- The TIM School hosted a delegation of six people from the Guangdong Academy of Social Sciences in July 2019.

- Dr. Jerry Agrusa, TIM Associate Professor, met with Mr. Dindin Wahyudin, Head of Center for Policy Analysis and Development for the Ministry of Foreign Affairs, and Ms. Ewi Petroliza, Vice Consul of the Consulate General of Indonesia – Los Angeles, to discuss sustainable island tourism during their visit to the TIM School in October 2018.

- Dr. Ivan Wen, TIM Associate Professor and Graduate Chair, visited the campuses of Kaohsiung Hospitality and Tourism University in Taiwan, and Shanghai Normal University and Shanghai Institute of Tourism in China.

Conferences and Presentations

- Dr. Jerry Agrusa, TIM Associate Professor, presented two papers at the Annual Asia Pacific Tourism Association (APTA) Conference in Da Nang, Vietnam in July 2019: “Short-Term Rental: Disruptively Innovative or Disturbingly Annoying for Residents?” and “The Sustainability of Costa Rica Tourism: Perceptions of the Residents.”

- Rachel Kaiama, TIM Director of Professional Programs, attended the Pacific Asia Travel Association Annual Summit in Cebu City, Philippines in May 2019.

- Dr. Ingrid Lin, TIM Associate Professor and Department Chair, presented “Functional robot adoption on the hotel service delivery process and employee job satisfaction” at the APTA Conference in Da Nang, Vietnam in July 2019.

- Dr. Lenna Shulga, TIM Assistant Professor, presented at the EuroCHRIE Conference in Dublin, Ireland on “Roles and Resources in Value Co-Creation: Employees and Customers” in November 2018.
• Dr. Shulga, along with Dr. Anna Farmaki (Cyprus University of Technology), Dr. Stella Kladou (Bogazici University), and Dr. Edwin Torres (University of Central Florida), won a first-place “Best paper-a-thon award” from the Journal of Hospitality and Tourism Management during their Hackathon event at the EuroCHRIE Conference.

• Dr. Shulga presented on Employee and Customer Motivation in Co-Creation and Co-Destruction of Value at the 50th TTRA International Conference in Melbourne, Australia in June 2019.

• Dr. Ivan Wen, TIM Associate Professor and Graduate Chair, presented on Customer-value creation in self-service technologies (SSTs) in the Hospitality industry at the APTA Conference in Da Nang, Vietnam in 2019.


Professional Programs

• In February 2019, 18 students from Bunkyo University, Japan were hosted by the TIM School for a one-week University study program. Students visited Sea Life Park, Hanauma Bay, and the Queen Kapiolani Hotel, where they conducted a site visit with hotel manager, Oliver Kahala.

• In April 2019, the Executive Development Institute for Tourism (EDIT), hosted five delegates from Papua New Guinea, Solomon Islands, Myanmar, Nepal and Taiwan. EDIT participants learned about the travel industry, and partook in various cultural experiences, including visiting the Polynesian Cultural Center and hearing a talk on International Tourism Attractions, given by TIM alumni, Peter Kaanapu.

• In August 2019, 10 students from Meikai University, Japan were hosted by the TIM School for a nine-day University study program. Students participated in various learning, travel
and cultural experiences, including a Hawaiian culture class on Hookipa, taught by Hiilani Shibata.

**Student Exchange and Study Abroad**

- The TIM School hosted 20 inbound exchange students during the 2017-18 AY. Inbound exchange students came from primarily the East Asia-Pacific region, including students from: Japan, South Korea and China. Inbound exchange students had the opportunity to take various TIM courses, including upper division TIM core & emphasis classes.

- Four (4) TIM students completed Mānoa International Exchanges (MIX) during the 2018-19 AY. Students studied in South Korea and China, including one student who studied at a TIM partner institution, Kyung Hee University in spring 2019.

- Six (6) TIM students completed study abroad studies through the Study Abroad Center (SAC) in various countries, including: Australia, Italy, Japan and Spain. One (1) TIM major student multiple-majoring in Korean through the Korean Flagship Program studied in Seoul, South Korea during summer 2019.

**Future Goals**

The TIM School looks to expand in the following areas in regard 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, including study overseas scholarships; and
- Revisiting/ reevaluating TIM curriculum to determine ways to facilitate studying overseas for TIM majors.
The 2018-2019 academic year was a busy year for international educational activities in the Department of Theatre and Dance, with international guest artists and scholars coming to our department to showcase their work and give workshops and our faculty and students presenting research and performances throughout the world.

**Initiatives**

Kennedy Theatre presents departmental productions in all of our five program areas (Dance, Theatre for Young Audiences, Asian Theatre, Hawaiian Theatre, Western Theatre) on the main stage and in the Earl Ernst Lab Theatre. Since the UHM administration has made it easier for local theatre groups and producers to rent the Kennedy Theatre facilities, we are also hosting more community events than before.

**Events**

- Jhalak Kara Miller was commissioned by Korea National University of the Arts to choreograph *Shift 1.3*, a 20-minute choreography for eleven dancers, from March 2–18, 2019 and to present it as part of the School of Dance annual performance in Seoul from May 24–25, 2019. While in residence at K’ARTS, Miller taught daily dance technique and improvisation classes.

- Julie A. Iezzi and colleague Lim Beng Choo of the National University of Singapore collaborated on a paper titled “Traditional Japanese Theater in the Age of Technological Innovation” and presented it at the “Japan/Japanese Studies Through a Southeast Asian Lens” Conference, which was held at the Imin Conference Center of the East West Center from May 22–24, 2019. The paper was subsequently published in the Conference Proceedings in July 2019.
• Kirstin Pauka served as advisory board member and chaired a panel at the “Japan/Japanese Studies Through a Southeast Asian Lens” Workshop and Conference at the Imin Conference Center of the East West Center from May 22–24, 2019.

• Julie A. Iezzi hosted three kabuki artists for workshops in the Department of Theatre and Dance. ICHIKAWA Monnosuke VIII, of the famous Ichikawa Ennosuke Super Kabuki Troupe, together with ICHIKAWA Takishō, led an intensive kabuki acting workshop from June 3–14, 2019. Students and community members studied four hours a day for two weeks, learning a section of the classic kabuki dance The Wisteria Maiden, a challenging stage combat sequence with swords, and a famous speech by the well-loved heroic thief, Benten Kozō, as well as kabuki makeup techniques. The workshop culminated with a public showing on June 14 in the UHM Music Building, room 116. While in residence, Monnosuke also gave a public demonstration on June 10, which was attended by the press, donors to the Japanese Theatre program, and the Consul General of Japan in Honolulu.

• Jhalak Kara Miller was invited as a guest artist to the Seoul International Dance Festival in Tank in South Korea (July 6–15, 2019). She taught daily contemporary technique classes and dance improvisation with new media classes. She also mentored eight choreographers presenting in the festival. Miller performed in the half-hour ING Cross Over Performance of festival director Moonea Choi’s dance improvisation “Isadora Isadora” and the one-hour “A Slow Awakening” dance and media installation performance. An interview about her work in this festival was published in Korean in “Dance and the People Magazine.”

• From July 20–August 12, 2019, Mark Branner accompanied five UHM students (three undergraduate and two graduate students) to central China while teaching a Summer Session Theatre course, THEA 799: Seminar in Theatre for Young Audiences. The students worked under the auspices of Branner’s CIRCO Redempto nonprofit organization. This project is dedicated to the empowerment of children and young adults from the Nosu Yi minority ethnic group in central China. Each summer Branner works with a group of Nosu students to develop short theatrical pieces about their own lives and
situations (e.g., cultural pride, alcoholism, drug use, HIV/AIDS prevention, promoting education for girls and women, etc.). Our UHM undergraduate and graduate students worked directly with Nosu Yi young people, devising performances about “Going Home” and “Family.” These pieces were then presented as part of a “Mountain Village Theatre Tour” that allowed the Nosu Yi youth to conduct a tour of their own homes and villages.

- Markus Wessendorf was the main editor of the 43rd volume of the international *Brecht-Jahrbuch/Brecht Yearbook*, which was published in November 2018 with Camden House in Rochester, New York, and includes contributions in English and German by authors from Austria, Canada, Germany, the United Kingdom, and United States.

- Markus Wessendorf presented a paper with the title “Critique of Günther Heeg’s Das transkulturelle Theater” during a roundtable on “Strangeness and Transcultural Theatre” at the 16th symposium of the International Brecht, which was held in Leipzig, Germany, from June 19–23, 2019. (The motto of the symposium was “Brecht among Strangers”).

- From August 5–16, 2019, OGURI Sachie of the Aioi-za regional kabuki theatre, gave an intensive kabuki costume and wig workshop. Attended by students, faculty and community members, participants learned proper care and maintenance of wigs and costumes, dressing techniques for select characters, as well as how to craft many of the undergarments used in kabuki. A second, advanced wig-styling workshop is planned for summer 2020.

**Student International Activities**

- Our students in the Dance Program enjoyed several international masterclasses including one on Argentine Folkloric dance (January 18 and 23), one on Korean Dance (February 20), one by Jack Gray from New Zealand (March 4), an East Indian masterclass with Ramya Harishankar (March 8), and one with Pamela Wong Shoebottom from Canada (March 29).
• Crystal Kwok (PhD student in Performance Studies) participated in a CHA Asian Literary Journal panel and was an invited guest lecturer for a History and Film workshop at Hong Kong University. Crystal also screened her documentary show reel at the SinSin Art Gallery and was interviewed about her documentary project and dissertation research on RTHK Radio 3 in Hong Kong in March 2019.

• Jennifer Yoo (PhD student in Asian Theatre) presented a paper on “Monstrous Wives and Dead Wet Girls: Examining the Vengeful Ghost in Japanese Theatre and Horror Cinema” at the 10th Asian Conference on Arts and Humanities (ACAH 2019), which was held in Tokyo, Japan, from May 24–27, 2019.

• Maria Teresa Houar (PhD student in Performance Studies) presented a paper on “Activating LGBTQ2S+ Performance Toward the Production of Consensual Allyship” at the Native American and Indigenous Studies Conference that was held at the University of Waikato, Hamilton, New Zealand in June 2019.

• Murray Husted (PhD student in Asian Theatre) received a Fulbright Grant to carry out field research on Randai Theatre in West Sumatra, Indonesia.

• Annie Reynolds (PhD Asian Theatre, graduated 2018) was hired by the East-West-Center’s Arts program to curate international exhibits and to organize and present performances by artists from across the Asia-Pacific region.

• John Oglevee (PhD student in Asian Theatre) premiered two new English-language Noh plays with Theatre Nohgaku, Blue Moon Over Memphis and Gettysburg, an American Noh.

Future Goals

In February 2020, we will present a Wayang Listrick production (i.e. a Javanese shadow puppetry show) with the title The Last King of Bali at Kennedy Theatre. In June 2020, we will be a co-host of the 13th Festival of Pacific Arts and Culture (FESTPAC) which will feature delegations from more than two dozen Pacific Island nations. The 44th volume of the international Brecht Yearbook (with articles from China, Germany, Ireland, the United Kingdom, and United States), edited by Markus Wessendorf, will be published in November 2019.
Academy for Creative Media

The SMART (Student Media Art) Exchange Program was started in 2006 and occurs semiannually, in November (Hawai‘i) and in June (Shanghai, China), under the generous support from the Hawai‘i International Film Festival (HIFF), the Shanghai International Film Festival (SIFF), Shanghai University (SHU), and UH Mānoa. For each film festival, student films are selected from each school, and filmmakers are invited as official delegates of the film festival. Along with film festival participation, these students participate in a filmmaker’s workshop and produce film collaborations – a first in Sino-US student film collaborations – during a two to three-week period, directed by Anne Misawa, Associate Professor at the Academy for Creative Media (ACM) at UH Mānoa.

Significant Achievements and Highlights

**November 2018:** Seven SHU students and one instructor visited Hawai‘i and stayed at UH Mānoa for three weeks to participate in the SMART Exchange program. They, along with the students in the ACM 386 Techniques (Digital Cinema Production) class, produced three short films: A LONELY AFTERNOON IN CHINATOWN directed by ACM major Briana Smith; COLD WATER, WARM HEART directed by SHU student SU Kai; and KANPAI directed by ACM major Emma Daily; these films were later put together as an omnibus film called APONO which screened at the SMART Exchange Sino-US Student Shorts Program in Shanghai, China in June 2019 as well as in the 2019 Hawai‘i International Film Festival.

![Shanghai Film Academy and SHU student filmmakers participated in the SMART Exchange program at ACM and had a Q and A on their short films at the Hawai‘i International Film Festival, November 2018.](image1)

![ACM UHM students, cinematographer Chloe Ma (left) and director Emma Daily (right), with SHU student Liu Ming on the set of APONO (KANPAI segment) coproduction, Hawai‘i, November 2018.](image2)

**June 2019:** Five students from ACM were invited to participate at SIFF and to be involved in short film co-productions with SHU students. Their ACM short films screened in the SMART Exchange Sino-US Student Shorts program.

“I am so grateful that I was able to take part in this year’s SMART exchange. Being able to connect with others from a different culture through the shared interest of filmmaking was a very insightful and humbling experience. The best part of the trip for me was meeting the students from Shanghai...”
University and being able to cultivate new friendships with them as we worked together on various projects.”—Briana Smith

“I really enjoyed participating in the SMART Exchange. It was well organized and a great experience being able to shoot and live in a different country for a few weeks. There was enough time spent filming and enough free time to really feel you’ve accomplished something as well as explored a new country. China is a place everyone should experience at least once in their life, and while doing so, you’ll definitely grow closer to all the other participants in the program as well as the students from China who went above and beyond to make us feel welcomed.”—Chloe Ma

ACM UHM student Tomoki Kobayashi (left) with SHU student Wang Lin (right), the sound recordists on the set of APONO (A LONELY EVENING IN CHINATOWN segment) coproduction, UHM, November 2018.

ACM UHM and SHU students on a set of APONO (A LONELY EVENING IN CHINATOWN segment) coproduction, UHM, November 2018.

ACM UHM and SHU student crew, and UHM student actors on a set of APONO (COLD WATER, WARM HEART segment) coproduction, UHM, November 2018.

ACM UHM student Chloe Ma with SHU students on the set of SKIRT coproduction, Shanghai, China, June 2019.
“The SMART Exchange program was a program with a lot of first experiences for me. It was my first time in a foreign country, my first time working with students from Shanghai, and my first time on a film set working with professional film equipment... Despite being from different cultures, the co-production experience was an enjoyable one because everyone was there to help each other out and have a good time. It made me learn the importance of working well with a team and to always make the extra effort to make everyone on the team feel comfortable.” — Willard Peralta Jr.

Newer Additions: SMART Co-labs

This summer 2019, ACM UHM continued its two newest SMART co-labs (collaborations with other international programs):

The Looking China documentary program invited ACM student Punahele Valentine to participate in an all-expense paid three-week trip to Shaanxi, China in July 2019 to work alongside international students from France, Australia, and New Zealand and local Normal University students to co-produce individual short documentary films on the theme of Moments, Seasons, Times. The ACM participant 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 and interacting with people from around the world. Punahele was paired with a local student producer each made a short documentary film.

“It was incredible... It encouraged me to get over myself and my insecurities and the teacher supervisor was amazing. It was truly mind-blowing. I was speechless for the first couple of days because my brain could not process how big everything was. My perspective has done a 180 and for the first time in my life, I was truly confident that I loved making films and that I could do this forever. I felt like I grew up in that sense.” -- Punahele Valentine

The International Filmmaking Academy (IFA) program, which pulls together a select 20 students from international film schools to participate in a three week program with master classes with master filmmakers and participate in a classics film festival occurred with three ACM students, Skip Adams, Malia Adams, and Sky Bruno this past July 2019. This year, the students participated in VR research as well as instruction with filmmaker Jane Campion and accessed a master class with director Francis Ford Coppola.
“IFA was more than just a program for filmmakers, it was a family gathering of people rediscovering their voice in the most beautiful city in the world. Not only are you surrounded by the rarest films and enlightened filmmakers but people just like you on the same journey.” — Sky Bruno

“Experiencing IFA in Bologna with Jane Campion as our teacher and having the opportunity to go to a master class with Francis Ford Coppola was something amazing. It was a great experience; especially because I had the chance to meet great filmmakers from all over the world which whom I’m still in contact.” — Malia Adams

“IFA is one of the best experiences for a nascent filmmaker. There is absolutely nothing like intimately working with an Oscar winning filmmaker. It is crazy how closely I got to work with Jane Campion and have her provide me invaluable feedback. In addition to Jane, it is the connections and friends you make with filmmakers from around the globe. The 15 days are so compressed with learning, growing and enjoyment. The students in ACM should be fighting for this opportunity - they will never get an experience like this one anywhere else unless they get into Sundance.”— Skip Adams

**Major Issues**

Sources of funding for future SMART Exchange programs are being sought, as well as the continuation of the new SMART co-labs with other programs.

**Future Goals**

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

**Key Performance Indicators**

Films produced in the SMART Exchange have had consistent international distribution with film festivals such as SIFF and HIFF. Student feedback from current and past participants over the thirteen years of the program as well as the newer SMART co-lab programs reveal transformative experiences as a result of participation in the program.
The William S. Richardson School of Law has long been active in international education and exchange programs, and it 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 the Pacific-Asia region. They specialize in areas such as international human rights law, international business and economic law, international dispute settlement and international criminal law, and they teach courses on Chinese, Japanese and Korean law. They also organize and participate in international conferences and symposia, and teach in foreign law programs.

**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 148 alumni from 57 countries around the world. Our graduates include judges, law teachers, and NGO personnel as well as lawyers and businesspeople in Asia, Europe, Latin America, Africa, North America, and the Pacific. We fully integrate our international students into all Law School courses and activities while offering courses tailored to their interests. 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 developed for international law students, which most of the LLM students now take.

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

In Fall 2018, the Law School admitted its fifth class of Advanced Juris Doctor (AJD) students, who will graduate in 2020. The AJD program grants advanced standing for applicants who have already earned a foreign law degree. Highly qualified law graduates may receive up to one year of credit for their law training outside the US, allowing them to earn their JD degree in two years instead of three. The program is especially attractive to foreign lawyers who seek a deeper grounding in American and international law than a one-year program can provide, and to those
who wish to qualify to take a bar exam in the US. We expect that students in this new program will continue to enrich the diversity of the student body.

**Doctor of Juridical Science Program**

In Fall 2017, we launched the Doctor of Juridical Science (SJD) degree program. The SJD degree is an advanced legal degree with a focus on original research and scholarship under faculty supervision. Successful candidates for the degree must produce a work of publishable scholarship that makes a unique contribution to the legal scholarly literature. A student enrolled in the program must have earned a JD degree from an American law school or an LLM degree from the US 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 one academic year of study at the Law School. The coursework will mainly focus on preparation of the dissertation proposal and final approval of the topic, and all assessment and counseling will be directed towards 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 return to their respective jobs or remain in residency. SJD students will have a maximum of five years in which 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 third 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 2018–2019 academic year, we hosted 12 Visiting Scholars from Canada, China, Japan, Norway, and Korea.

International Visiting Scholars toured the courts with LLM students.
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 and 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 2019, we welcomed a group of 61 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.

![Japanese study tour participants from Aichi University, Aoyama Gakuin, Meiji University, Waseda University, and University of the Ryukyus pose outside Governor Ige’s office.](image)

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. As part of Mānoa International Education Week, the Law School hosted two speakers on Asia-related topics: “Trump, Asia and the Future of the International Order” and “The Rise of Sino-Capitalism.”

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 through pursuing greater marketing and outreach efforts, providing better service to current students, and seeking other opportunities for international activities.
Global Health at the
John A. Burns School of Medicine

JABSOM's Office of Global Health and International Medicine (OGHIM) is directed by Gregory G. Maskarinec, PhD, assisted by Ms. Paula Uchima, within the Office of the Dean. OGHIM works to ensure that all international medical education activities of JABSOM faculty, staff and students are aligned with the school's mission and in compliance with all accreditation body requirements and within all legal parameters. Our goal is to promote for our student's 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. As aspired to in the 1948 United Nations' Universal Declaration of Human Rights (article 25) the Office of Global Health and International Medicine advocates that "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services."

Currently, 36 medical institutions in Pacific Rim countries have international student exchange MOUs with JABSOM. Two new ones added this year are the University of Newcastle (Australia) Department of Indigenous Health, and Otago Medical School (New Zealand).

Significant Achievements of JABSOM OGHIM

• Inter-residency Global Health Didactics, for residents of JABSOM Departments of Family Medicine, Internal Medicine, Pediatrics, Psychiatry and Ob/GynTwo sessions of global health didactics will be held for residents of these programs annually. This year, the sessions were:
• Fifteen JABSOM students participated in one-month reciprocal exchange programs: Bali - Udayana University; Japan – Jikei University, Juntendo University, Keio University, Tokai University and Tokyo Women's Medical University; Korea – Jeju National University and Pusan National University.
• Thirty-one fifth- and sixth-year undergraduate and graduate medical trainees came from Japan, Philippines, South Korea, and Thailand to participate in a one-month reciprocal exchange program here in Hawai‘i.
• Ten short-term physician consultants and one long-term consultant were sent to Okinawa Chubu Hospital (OCH); the contract to continue this program for 2 years (2019-2021) was signed; the 52nd Graduation ceremony was held on March 20 and attended by Dr. Machi, who participates also in the OCH Residency Future Advisory Committee meetings and in the OCH Alumni seminar twice a year.
• Twelve Japanese Medical Schools are participating in the Hawai‘i Medical Education Program (HMEP), which includes special classes every Saturday and online-learning materials to students; Dr. Junji Machi visited more than ten Japanese medical schools this year to promote HMEP.
• Dr. Maskarinec this year gave lectures on social justice and global health at medical schools in South Korea (National University in Seoul, Jeju, Pusan and Hallym), Indonesia (Udayana and Warmadeva), and Nepal (Patan and Jumla).

• Dr. Machi has arranged collaboration and support for workshops and conferences in Honolulu, including JADECOM in July; Gumma Paz in March and Fukuoka Jikei Iken Group in July; and for Hawai’i Tokai International College Medical Students in March.

Office of Medical Education (OME)

• In March 2019, 18 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 2019, seven fellows from various medical institutions in Okinawa presented their year-long medical education curriculum project at the Hawai’i -Okinawa Medical Education Fellowship closing session at JABSOM. The fellows were accompanied by the program’s “Okinawa Team”: five faculty and one staff from the University of the Ryukyus, Okinawa Chubu Hospital, and Irie Hospital.

• In June 2019, Dr. Richard Kasuya, Dr. Jill Omori and Ms. Kori-Jo Kochi, comprising the “Hawai’i Team”, traveled to the University of the Ryukyus to present during the Hawai’i-Okinawa Medical Education Fellowship opening session. This session marked the eighth fellowship cohort, and comprised of seven fellows from various medical institutions in Okinawa.

• In August 2019, 28 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 students.

• 11 second-year JABSOM medical students completed a two-week summer elective course at one of three medical schools in Japan (Saga University, Osaka Medical College, Kochi Medical School).

• In October 2019, 14 physicians and faculty from various medical institutions in Japan participated in the 3.5-day PBL – Hawai’i Style Workshop at JABSOM.

• In late October, four physicians from various medical institutions in Ibaraki Prefecture, Japan, and one accompanying staff affiliated with the Japan-North American Medical Exchange Foundation (JANAMEF) will participate in a 2-day Hawai’i International Clinical Teaching Workshop.

Hawai’i/Pacific Basin Area Health Education Center (AHEC)

• The Rural Health Training Initiative is a partnership between the Area Health Education Center and the Department of Veterans Affairs to send an inter-professional group of students from the Schools of Medicine, Nursing, Social Work, Public Health, Pharmacy, and Family Medicine Residents to the Pacific Basin and Neighbor Islands where the Department of Veterans Affairs' Community Based Outpatient Clinics are located. Students live and work together on the community project under guidance of VA staff.

• 34 health profession students - JABSOM (24), UH Public Health (4), UH Hilo Pharmacy (6) participated in the Pacific Experience over the summer that took them to American Samoa, Guam, Taiwan, Palau, and Pohnpei.

• 19 students traveled to American Samoa (12) and Guam (7) and were asked to collaborate on a Health Literacy Project to look at ways literature related to health consequences might be related to levels of health literacy.
• 2 medical students traveled to Palau and conducted a situational analysis of the current state of telehealth, and helped to identify which individuals at the Ministry of Health in Palau could help spearhead future telehealth projects.
• 10 medical students traveled to Taiwan and were asked to report on how to handle challenges communicating with patients who speak a different language.
• Students noted there were many Taiwanese medical students and residents who were completely fluent in English and were very willing to help translate.
• 2 medical students and 1 public health student traveled to Pohnpei and were tasked with developing an Oral Health Survey.

SimTiki Simulation Center

• Conducted onsite programs with over 100 international participants from Japan, Korea, and Thailand.
• International Faculty, Resident, Medical Student, and Nursing programs conducted 18 programs at JABSOM/SimTiki for 85 participants.
• Matriculated 5 international post graduate scholars: two physicians from Japan, two physicians from Korea, one physician from Thailand) for our SimTiki International Research Scholar Program.
• SimTiki Academy Program – a short term in-residence faculty development program for international healthcare educators ranging from 1-12 weeks – had 16 participants from Japan, Korea, and Thailand.
• Monthly international academic Journal Club at SimTiki by video-conference included participants from Japan, Korea, China, Malaysia, Vietnam, Saudi Arabia, and Thailand.
• SimTiki faculty conducted faculty development programs in Japan, Switzerland, and Taiwan.
• Simtiki faculty members published 3 peer reviewed research papers with international collaborators.

Department of Native Hawaiian Health (DNHH)

• Two new Memoranda of Understanding to facilitate student exchanges in the Pacific with an emphasis on indigenous students were signed this year: University of Newcastle (Australia) Department of Indigenous Health, and Otago Medical School (New Zealand).
• Drs Martina Kamaka, Vanessa Wong, Dee-Ann Carpenter, Malia Lee and Kelli-Ann Voloch attended and presented at the LIME ("Leaders in Indigenous Medical Education") conference in Christchurch, New Zealand.

Department of Communication Sciences and Disorders (CSD)

• In February 2019, CSD hosted 15 audiology students and faculty from Hallym University (Korea) for an academic and cultural exchange program.
• In March 2019, CSD hosted 10 speech pathology students and faculty from Serei Christopher University (Japan) for an annual academic and cultural exchange program.
• In June of 2019, CSD Chair Dr. Henry Lew visited Taipei Medical University (Taiwan) for continued clinical and research collaboration. He also visited a rural hospital in Taitung, Taiwan to understand the health care disparity situation in Taiwan.

Department of 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): This five-
year program, from 2012 to 2017 was renewed for additional five years (2017-2022). This program led by Dr. Vivek R. Nerurkar has provided fellowship and scholarship funding for international training in Thailand, Cameroon and India to JABSOM postdoctoral trainees, JABSOM scholar trainees, international postdoctoral trainees, and international scholar trainees since 2012. The NPGH research projects have included clinical studies on dengue virus, malaria, tuberculosis, HIV/AIDS, and qualitative research on transgender populations in Thailand.

- Short-term research experience for underrepresented (STEP-UP) minority high school students (sponsored by National Institute of Diabetes and Digestive and Kidney Diseases – Dr. George Hui as principal investigator): This NIH funded grant in its 11th year was successfully renewed for the third consecutive 5-year cycle (2017-2022). The goal of the program is to raise awareness of biomedical research and career pathways in underrepresented minority high school students in the Pacific region, specifically US affiliated territories of American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands the Federated States of Micronesia, the Republic of the Marshall Islands, and Palau. Seventy five (75) 75 mentors from Hawai‘i and the Pacific who have tirelessly mentored our high school students to create a pipeline of future researchers.

**Department of Pediatrics**

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

**Hawai‘i Center for AIDS, John A. Burns School of Medicine, University of Hawai‘i**

- A growing collaboration has been established between the Hawai‘i Center for AIDS (HICFA) and the Section of Infectious Diseases, Department of Medicine, Philippine General Hospital, University of the Philippines, Manila, Philippines. The collaboration focuses on the rapid exponential rise in the incidence of HIV in the Philippines and was of particular interest in view of the growing Filipino population in Hawai‘i and the resulting strong cultural relationship that Hawai‘i shares with the Philippines. A 100 patient cross-sectional collaborative study addressing the differential immunologic and neuropsychological impact of HIV in the Philippines compared to Hawai‘i was initiated. This study has already led to 2 successful abstract submissions to a SE Asia regional HIV conference, and a joint NIH Fogarty grant application proposing collaborative research in neuroAIDS.

**Department of Medicine**

- Our ‘ohana of 63 UH Internal Medicine residents includes 28 who bring international perspectives and experiences from India, Singapore, Thailand, Philippines, Japan, Canada, Poland, and Jordan. In addition, our inpatient resident teams at Kuakini Medical Center hosted more than 20 observers from Japan, Thailand, and Korea.

**Department of Family Medicine and Community Health**

- Dr. Seiji Yamada presented “Health, human rights, and the carceral state of the Philippines” at the American Studies Association meeting at the “Medicine, Health, and the Carceral State” session on 11/8/19.
• Dr. Angelica Agapito (R2 Resident) completed a research project on HPV at the Yap Memorial Hospital in Colonia, Federated States of Micronesia.
• Dr. Nong Dang (R3 Resident) completed a Family Medicine-focused clinical rotation at the Ho Chi Minh City Medicine and Pharmacy University Hospital in Vietnam.

Major Issues

1. OGHIM seeks to expand the options, logistical support and financial resources available to JABSOM students, residents and faculty to participate in exchange rotations at medical schools and health care facilities throughout the Pacific, in Asian Rim Countries, and throughout the world, with adequate pre-departure orientation and post-elective debriefings.

2. We plan to demonstrate that joining the Consortium of Universities for Global Health (CUGH) advances national understanding of Hawaiian and Micronesian health issues, and will prepare panel proposals that address these issues for future CUGH conferences.

3. OGHIM fosters cooperation with other divisions and departments in the UH system, including public health, nursing, social work, pharmacy and social science to develop an interdisciplinary community engaged on global health issues.

Goals

1. 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.

2. Support additional faculty positions and release time for faculty with expertise in global health to accompany students and residents on international rotations.

3. Organize a “Humanism, Empathy, Social Justice and Global Health” symposium for February 2020 during Humanism Week, with support from Noguchi Medical Research Foundation, Japan.

4. Support capacity-building at clinical sites in the Pacific Rim, including through bidirectional exchanges, shared education, and research partnerships.
The College of Tropical Agriculture and Human Resources

The College of Tropical Agriculture and Human Resources (CTAHR) at the University of Hawai’i at Mānoa is a highly diverse college, with degree programs ranging from agricultural sciences to human nutrition to veterinary care to family development to fashion design and merchandising. Our students and faculty are equally diverse and hail from nations throughout Asia and beyond.

The international presence is due, in part, to CTAHR’s role as the Land-Grant College of UH. Our mission is to bring practical knowledge to the community – and this kuleana often extends far beyond Hawai’i to islands and peoples across the Pacific Basin.

In 2018-2019, CTAHR hosted dozens of international students, visiting researchers, scientific associations, trade groups, and government agencies. Our faculty, staff, students, and volunteers also participated in field research, symposiums, competitions, and humanitarian efforts in Samoa, Brazil, Korea, Mozambique, and many other locales. Rather than list them all, the following is a sampling of CTAHR’s global reach.

**Live (with) the Wildlife Life**

CTAHR’s study-abroad program in South Africa is an exciting opportunity for students to learn about African Ecology and Conservation Ecology. The camp at Balule Nature Reserve, part of the Greater Kruger National Park in Limpopo Province, has thatched-roof cabins, an outdoor bathroom and kitchen, and fire pit where dinner is cooked every night. There are no fences, so elephants, giraffes, and hyenas are free to come in and out of the camp. There won’t be a day when students won’t see an animal roaming around.

While there are formal lectures, the course is mostly hands-on field work. Each day is a different task—one day participants can be setting up camera traps to learn about animal behavior, another day they’ll learn how to use herbicides to control invasive vegetation.

Students also have the opportunity to interact with the surrounding community, including going on patrol with the Black Mambas, a local all-male anti-poaching unit. They will learn about global conservation efforts concerning rhinos and elephants, and why it’s important from a local perspective to save them.

**More and Better Wagyu**

Dr. Kyle Caires presents breakthrough research in Brazil. Wagyu cattle are known for their excellent beef quality, but their poor fertility leads to high production costs and slow genetic improvement. All that may be about to change.
At the XXIII Brazilian Congress of Animal Reproduction in Gramado, Brazil, Dr. Kyle Caires (Dept. of Human Nutrition, Food and Animal Sciences) presented a new reproductive management protocol that yielded twice as many pregnancies as \textit{in vitro} fertilization-derived embryos—at 69.3\% less cost!

“The Economic Viability and the Embryo Production by the Use of IVF and SOV Techniques in Wagyu Cattle” is part of an ongoing collaboration with scientists at the University of Passo Fundo (Brazil). Their research trials used classic and contemporary techniques in embryology to improve embryo production in Wagyu cows. Kyle received an award for the paper, which was selected for publication in the \textit{Brazilian Journal of Animal Reproduction}.

**Lowering Obesity in Children**

\textit{Children’s Healthy Living (CHL) Program is recognized for impact on Pacific Islanders.} For “work that has significantly made a difference in elevating agriculture and science for the benefit of Americans” – especially by lowering obesity in children in Pacific Island nations – the USDA’s National Institute of Food and Agriculture (NIFA) recognized the Children’s Healthy Living (CHL) Program, headed by CTAHR’s Rachel Novotny.

CHL won the Mission Integration of Research, Education, and Extension Award, one of three given to lead institutions of NIFA-supported projects that resulted in exceptional impacts.

CHL partners with remote, underserved minority populations in the Pacific to increase the region’s capacity to build and sustain a healthy food and physical environment. It combines efforts to train a public health and nutrition workforce; conduct public health and nutrition research; develop a food, nutrition, and physical activity data-management and evaluation system; and communicate nutrition- and health-related information to the public.

**Hawaiian Cassava in Nigeria**

Extension agent Sharon Motomura is a collaborator in the international Next Generation Cassava Breeding Project, which is working to identify and breed new varieties of cassava for smallholder farmers in Africa and around the world.

Unlike other breeding projects, this one specifically focuses on traits identified as desirable by the farmers and small producers. Some traits include disease resistance, climate resilience, and higher starch content, which translates to greater food value.

In a Nature magazine article about an exciting new cassava-breeding project, the lead photograph shows local Hawaiian cassava seedlings planted in Nigeria.
Foraging Ahead for Saudi Arabia

Ahmed Bageel’s home country, Saudi Arabia, isn’t a big cattle-producing area, in large part because it’s difficult in such arid conditions to grow enough of the right kinds of forage. But this Molecular Bioscience and Bioengineering grad student is looking to change that.

Ahmed was drawn to *Leucaena* because the plant can grow under a wide variety of conditions, including near drought. Koa haole, the most common variety of *Leucaena* in Hawai‘i, is evidence of this ability. But this unassuming, though tenacious, plant also is excellent food for cattle, sheep, goats, and horses. *Leucaena* is highly nutritious, comparable to alfalfa, the gold-standard fodder, in terms of protein, minerals, and fiber. It also contains two toxic compounds—mimosine and tannin. Side effects of eating too much include hair and weight loss, enlarged thyroid, and damage to kidney, lungs, and liver. Yet animals seek out *Leucaena* and can thrive on it—if they don’t eat too much of it. Ahmed is looking at how much is too much, what growing conditions lead to higher and lower concentrations of these compounds, and what conditions boost the forage’s nutritional profile. So far, he’s discovered that alkaline soil seems to foster both higher toxicity and higher nutrition, while more water leads to higher mimosine and less water to higher tannins. Now he’s checking elevation, temperature, soil composition, and other variables.

This research earned Ahmed the award for best oral presentation at the 7th International Conference on Sustainable Environment and Agriculture.

Other Significant Achievements/Highlights of the Year

T-shirt Art International Exhibition

Casual wardrobe or work of art? For students in Fashion Design and Merchandising 338 (2D/3D Computer-Aided Design), it’s both! Twelve designs were exhibited at the 7th Annual T-Shirt International Exhibition at Gyo Dong Museum of Art, South Korea.

Help for Mozambique

Tropical Plants and Soil Sciences alumnus Antonio Rocha is in Mozambique with international aid agencies to replant crops and avert a food security disaster following Tropical Cyclone Idai. Jeffrey Abe (TPSS) is receiving cash donations at his office in St. John #102; these will be matched dollar for dollar and forwarded to Antonio.
From Taipei, With Love

More international collaborations are in the works! On January 18, faculty from the Chinese Culture University, Taipei, Taiwan, visited CTAHR and met with Dean Nick Comerford and faculty to discuss potential student exchanges and collaborations in research and teaching.

New Faces: Jai-Wei Tay

Welcome to Jia-Wei Tay, a new assistant professor of urban entomology in the Department of Plant and Environmental Protection Sciences! Jia-Wei received her bachelor’s degree in applied biology and PhD in urban entomology at the University of Science Malaysia. Contact her at jwtay@hawaii.edu or https://cms.ctahr.hawaii.edu/JWTay.

International Students in CTAHR

CTAHR currently has undergraduate students from Australia, Canada, China, Finland, Hungary, Japan, Republic of Korea, New Zealand, Norway, Philippines, Serbia, and Vietnam.
The Myron B. Thompson School of Social Work’s is committed to achieving social justice and health equity for the people of Hawai‘i and citizens in a changing world. MBT SSW is comprised of three units, the Department of Social Work, the Office of Public Health Studies and the Center on Aging, each of which participate in international/global efforts in connection with social determinates of health and wellbeing. Our students and faculty come from around the world and participate in international conferences and activities. Our faculty collaborate on research and educational activities with dozens of institutions across the globe and in international professional bodies for epidemiology, gerontology, health literacy, health behavior, health services, social welfare, mental health, child welfare and health economics.

**Initiatives: Globally Engaged Research**

**The Health Workforce in China and India** - This research is the first study that cross-classifies health care occupations with education levels using Census data while examining the inequalities and disparities in the availability of nine categories of health workers. The work was published by the World Health Organization. The work is an ongoing collaboration with UH Public Health, Peking University, and the National Health and Family Planning Commission uses a similar framework to study the health workforce in China.

**Adolescent Childbearing and Chronic Conditions in Northeast Brazil** - Funded by the Fogarty International Center at NIH: Global Noncommunicable Diseases and Injury Across the Lifespan: Exploratory Research (R21). This project is a pilot study to reinforce research and health system capacity in Northeast Brazil and to provide new insights to understand life course pathways linking adolescent childbearing to chronic conditions.

**The Health Financing Transition** - Recent faculty research on health financing transition has shown that countries exhibit two important health financing trends: health spending per person rises and the share of out-of-pocket spending on health services declines. This research has helped to spawn greater interest in thinking through the theoretical and empirical changes in health financing and is used by the World Health Organization and World Bank in supporting national planning for health systems.

**Promoting a Culture of Prevention in Albania, The “Si je?” Program** - In collaboration with the University of Medicine, Tirana/Institute of Public Health, the Albania, “Si je?” (“How are you?”) program encourages middle-age adults to go to their local community health center every year for a free check-up. The program is aimed at shifting healthcare resources toward disease prevention through personal contact with primary health care providers.

**Menopause and Physical Function in Older Women from Diverse Settings** - The collaborative project which involves researchers from Canada, the United States, and Brazil and is funded by a catalyst grant from the Canadian Institutes of Health Research. The project assesses the relationship between age at menopause, and type of menopause (surgically-induced vs. natural) on physical function in older women (65-74) from nine cities across Canada, two cities in South America, and one city in Europe.

**Determinants of Non-communicable Disease in International Samples of Older Adults** - Globally, non-communicable diseases (NCD) are the most important contributors to years of healthy life lost and premature mortality. Researchers have examined determinants of NCDs in middle-
income settings (Colombia, Brazil, and Albania) with colleagues from Colombia and Canada and identified risk clusters for metabolic syndrome in older adult participants from the International Mobility in Aging Study. Further work with a diverse sample of older women from Brazil examined various chronic conditions and an important cellular hallmark of aging—telomere length.

An International Exploration of Trans Male Practices of Reproduction - A DSW faculty member is a member of the Virtual Advisory Board for the project which is based at the University of Leeds, England.

Korean Immigration and Identity Project – Beyond Korea, Seeking Korea’s Place in the Asia Pacific and in the World - Faculty direct the project which is funded by the University of Hawai‘i at Mānoa Center for Korean Studies, the Core University Program for Korean Studies through the Ministry of Education of the Republic of Korea, and the Korean Studies Promotion Services of the Academy of Korean Studies on the issue of Diversity, Identity, and Universality in Global Korea.

Global Gender Inequality, Older Women, and the Call for Change - Faculty completed a study which examines gender inequality from an international perspective.

Global Spine Care Initiative - An OPHS faculty is a member World Spine Care, which establishes clinics to deliver evidence-based spine care in low and middle-income countries.

Active Aging Consortium Asia Pacific (ACAP) - OPHS faculty are members of a network of gerontologists from more than 20 countries who develop and test programs and policies in support of healthy aging.

Field School - A Center on Aging faculty serve as a consultant for international fieldwork in the area of global aging. The project aims to foster intercultural competence through student research and service provision in a residential care facility for older Guatemalans.

Hawai‘i-China International Exchange Program in Public Health - This program aims to enhance public health education globally, to promote international cooperation with China to prepare future leaders. OPHS works with several leading schools of public health in China, including Fudan and Wuhan Universities.

Memorandums of Understanding (MOU)

Selected MOUs for Research, Teaching, Exchange:

- Catholic University of Korea Graduate School of Public Health
- Korea University Department of Public Health Sciences
- Tokyo University
- Fudan University
- Nanchang University
- Wuhan University
- Jiangxi University of Traditional Chinese Medicine
- Shanghai University of Traditional Chinese Medicine
- University of Guam
- Ewha Womans University
- Doshisha University
- Okinawa International University
- Kwansei Gakuin University
- University of Guam
Selected MOUs for Field/Practicum Sites:

- Pacific Islands Health Officer Association
- Guam-Micronesian AHEC
- Juntendo University-Dept of Public Health
- Republic of Palau Ministry of Health-Bureau of PH
- Taipei Hospital-Ministry of Health and Welfare
- Kyorin University-Graduate School of International Cooperation Studies
- Ifakara Health Research and Development Center, Tanzania

Joint Educational Programs (3+2) in Public Health

- Fudan University
- Nanchang University
- Wuhan University

Events

Prince of Peach Children’s Home, Tianjin, China:

The student service-learning program sends students each summer to the only privately-run children’s home in China. The POP Children’s Home is funded by US based Prince of Peace Foundation and managed by World Vision International. Students complete a semester long pre-departure preparation course. Upon completion of the preparation course students live and work at the POPCH for seven weeks.

Supporting Maternal Health Across the Life-course: Improving the Evidence Base to Inform Policy and Practice:

This two-day meeting focused on maternal health across the life-course, with an emphasis on unique opportunities and challenges associated with living and working in rural and remote communities. The meeting featured distinguished researchers from Brazil, Canada, and Hawai‘i and aims to establish strategic networks and collaborations across the globe in order to support the health of women and mothers globally.

International Student Group Visits to MBT SSW

- Soongsil University, Graduate School of Social Welfare, Korea. Attendee shared: “I could understand social welfare policies for immigrants and the efforts for Native Hawaiians in Hawai‘i…”
- Doshisha University, Japan
- Kwansei Gakuin University, Japan
- Social Work Seminar in Hawai‘i, sponsored by Shinnyo-En, collaboration of 15 universities throughout Asia
- Wuhan, Fudan and Nanchang Universities, & Jiangxi University of Traditional Chinese Medicine, China. “…[an] experience [that] will benefit me for my entire life” and “…because China and Hawai‘i Universities work together, students now pay more attention to global health issues”.
Visiting Scholars

- Masa Higa, PhD, Okinawa International University, Japan
- Mee Hye Kim, Ehwa Womans’ University, PhD, Korea
- Hua Feng, MSc, Nanchang University
- Marlene Longbottom (Thompson), PhD, University of Wollongong, Australia
- Anthony Maedder, PhD, Flinders University, Adelaide, Australia
- Li Qi, MSc, Nanchang University
- Shiying Ruan, MSc, Nanchang University
- Matteo Zallio, PhD, March, Fulbright Scholar at Stanford University
- Biran Zhu, PhD, Hubei University of Chinese Medicine

Student International Activities

- OPHS PhD student Chevelle Davis presented at the 2018 European Public Health Association Conference in Ljubljana, Slovenia.
- OPHS PhD student Tagayasu Anzai attended a Summer Sleep Medicine training in Japan.
- MPH student Katey Peck enjoys lunch with preceptor Diego Bassani and the International Program Evaluation Unit at the Annual All-In SickKids BBQ. She completed her practicum at the Hospital for Sick Children in Toronto, Ontario in the summer of 2019, where she conducted a multi-country analysis of Demographic and Health Surveys examining the association between adolescent childbearing and mobility disability.
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. One of her recruitment trips is highlighted here:

In October 2018, Dr. Aune was invited by the Hawai‘i Department of Business, Economic Development & Tourism (DBEDT) to participate in an education mission to Taiwan. The mission took place partly as a celebration of Hawai‘i’s 25th Anniversary Sister-State Relationship with Taiwan. During the tour, Dr. Aune and Dr. Lori Ideta, UHM Interim Vice Chancellor for Student Affairs, participated in the Study World Education Fairs in three cities: Hsinchu, Taichung, and Taipei. In these fairs, Dr. Aune noticed great interest from students and parents in graduate study and provided information and resources about UHM graduate programs. During the trip, Dr. Ideta and Dr. Aune visited some of the following government branch, universities, and high schools:

- Taiwan Ministry of Education
- National Taiwan University
- Tamkang University
- Tamkang Senior High School
- Jinwen University of Science and Technology
- Nanshan High School
- National Experimental High School at Hsinchu

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 was 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.

Students enrolled in the 3+2 Program are primarily funded by their families. To attract prospective 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing Foreign Studies University (BFSU)</td>
<td>Asian Studies</td>
<td>March, 2015</td>
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<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>
</tr>
<tr>
<td>University Name</td>
<td>Program(s)</td>
<td>Date</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------</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>
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<tr>
<td>Central South University (CSU)</td>
<td>Second Language Studies Linguistics</td>
<td>June 2018</td>
</tr>
<tr>
<td>China University of Geosciences (CUGW)</td>
<td>Atmospheric Sciences</td>
<td>September 2018</td>
</tr>
<tr>
<td>Fudan University (FDU)</td>
<td>Geology &amp; Geophysics</td>
<td>May 2016</td>
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<tr>
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<td>Second Language Studies Education</td>
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<td>Nanjing University of Information Science and Technology (NUIST)</td>
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<td>Renmin University (RMU)</td>
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<td>All CTAHR Programs</td>
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<td>Shaanxi Normal University (SNU)</td>
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<td>Shanghai Normal University (SHNU)</td>
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<td>July 2015</td>
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<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>July 2016</td>
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<td>Wuhan University (WuDa)</td>
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<td>Zhejiang University (ZheDa)</td>
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<td>Travel Industry Management</td>
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<td>Zhongkai University of Agriculture and Engineering (ZHKU)</td>
<td>All Agricultural Programs</td>
<td>September 2015</td>
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</table>
Summer Up Program

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.
The International Education Annual Report is compiled and edited by Shelley M. Hillberry and Jenny Ung at the University of Hawai‘i at Mānoa Office of International and Exchange Programs.

The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.