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MESSAGE
FROM THE DIRECTOR

Aloha and welcome to our SEED Diversity Report. This report reflects our philosophy, our mission, activities, and achievements of the Office of Student Equity, Excellence, and Diversity (SEED). The SEED mission is consistent with the UH and Mānoa strategic priorities. SEED is composed of over twenty programs, projects, and university-wide commissions. SEED has a highly talented, diverse, and productive faculty, a strong administrative and support staff, and energetic and committed students, all of whom are involved in meeting the mission of SEED, the Office of Student Affairs, and the larger university. We are committed to creating an open, inclusive and diverse campus community.

Currently, SEED administers more than 15 federal and state-funded grants and contracts, and employs more than 50 professionals and staff. This report is a snapshot description of each of our programs, major activities and data reflecting the scope of our activities, outstanding achievements, and list of our faculty and staff. We welcome your comments and invite you to contact any of our faculty or staff for further information.

I would also like to offer my deep appreciation to Hylie Santos, who took on this project as part of her Public Administration internship with us. Thank you, Hylie!

Amy Agbayani, Ph.D.
Our History
The Office of Student Equity, Excellence and Diversity (SEED) was established in 1990 as a unit within the UHM Office of Student Affairs. While some SEED programs and commissions are newly formed, many SEED programs and commissions were established several decades ago. SEED addresses and embraces the various dimensions of diversity, including ethnic, race, gender, age, sexual orientation, disability and class. Since 1990 SEED has grown to a dynamic organization of over 50 employees. SEED programs are consistent with the views expressed by Justice Lewis Powell in Regents of the University of California v. Bakke, 438 U.S. 265 (1978) and subsequently expanded in Justice Sandra Day O’Connor’s opinion in Grutter v. Bollinger 539 U.S. 306 (2003) that a diverse student body produces substantial educational benefits, promotes learning outcomes, and better prepares students for an increasingly diverse workforce and for society.

Our Mission
The Office of Student Equity, Excellence and Diversity seeks to increase campus diversity and student success. We provide programs for the recruitment and success of students from underrepresented groups & other dimensions of diversity.

Our Objectives
- Promote the diversity goals of the University of Hawai‘i strategic plan
- Provide recruitment, success programs, & activities for students from underrepresented and underserved groups
- Provide administrative support to committees addressing diversity issues at Mānoa and the UH system
MĀNOA STRATEGIC INITIATIVES
ADDRESSED BY SEED

RESEARCH
- Encourage research benefitting and involving the local community
- Partner with the Department of Education to improve the overall effectiveness of public education in Hawai`i

EDUCATIONAL EFFECTIVENESS
- Provide enriching applied educational experiences, including freshman programs, interdisciplinary learning communities, study abroad, and service learning
- Enhance the social, retention and degree completion for highly qualified undergraduates
- Facilitate the transfer of students from peer institutions and other University of Hawai`i campuses through clear articulation procedures

PLACE
- Vigorously recruit students from Asia and the Pacific and foster regional alumni relations
- Maintain exceptional campus facilities servicing the diverse social needs of students, faculty, families, and persons with disabilities

SOCIAL JUSTICE
- Recognize our kuleana to honor the indigenous people and promote social justice for Native Hawaiians
- Instill respect for human diversity and gender equity across the campus and curriculum
- Create a positive, respectful, safe and productive learning and working environment free from harassment and discrimination
- Actively recruit and retain administrators, faculty, staff and students from diverse backgrounds

CULTURE, SOCIETY AND THE ARTS
- Promote the study of Hawaiian language, culture and education
- Promote artistic and cultural expression as a means of personal, communal and ethnic expression and identity
- Expand our artistic and cultural reputation nationally, and in the Asian-Pacific region

TECHNOLOGY
- Share new technologies and computer resources with underserved public schools and others
- Provide accurate and current online information to students regarding admissions, programs, classes, faculty and policies
- Assure equal access to technology including those with disabilities

ECONOMIC DEVELOPMENT
- Strengthen public and private partnerships
- Create employment opportunities for students on campus and in the community
Description:
Asian Americans are the only U.S. racial group experiencing cancer as the leading cause of death. The mission of the Asian American Network for Cancer Awareness, Research and Training is to reduce cancer health disparities by conducting community-based participatory research by, for, and with Asian Americans. AANCART builds leadership capacity among minority scholars to conduct cancer research, advocacy and service addressing the unique cancer burdens confronting Asian Americans. In Hawai’i, first-generation Filipinos are the focus of cancer research to attain health parity and social justice in health care. AANCART is a cooperative agreement between the National Cancer Institute (NCI) and the University of California, Davis.

Goals: To increase the number of minority, underrepresented, low income, and first generation college students to apply, enroll, and successfully complete graduate school degrees.

Major Activities:
In tandem with UH SEED’s Graduate Professional Access program, AANCART offers students research assistantships and mentoring, in order to increase the number of minority, underrepresented, low income, and first generation college students to apply, enroll, and successfully complete graduate school degrees.

Outstanding Projects:
Twelve students gained community-based participatory research experience, resulting in increasing language access to lifesaving cancer information in the Filipino community through the following projects.

- Production of three videos in Ilokano, Tagalog and English on “What is the APICEM (Asian Pacific Islander Cancer Education Materials) web tool?”
- Students served as Community Health Leaders and research assistants in an ongoing, randomized case control study called “Healthy Filipino Communities” to learn about colon cancer screening education for Filipinos.
- Production of videos in Ilokano and Tagalog on how to do colon cancer screening tests at home called FOBT (fecal occult blood test) and FIT (fecal immuno-chemical test).
- Production of videos in Ilokano and Tagalog to raise awareness of cancer clinical trials, “Are Cancer Clinical Trials Right for You?” These videos are viewed in a randomized case control study.
- Community review in Tagalog of a brochure, “We can help find new treatments for cancer,” “Makakatulong kami sa paghanap ng bagong gamut sa kanser.”

Outstanding Achievements:
Student presentations were conducted on the APICEM web tool:
- Scientific poster was presented at the Inter-Cultural Cancer Council Hawai’i-Pacific Regional Symposium at the University of Hawai’i Cancer Center in the Sullivan Conference Center. The theme of the two-day conference was creating “Sustainable Partnerships” to reduce cancer and the non-communicable (NCD) health disparities which exist among minority populations in Hawai’i and the U.S. Affiliated Pacific Island jurisdictions
- Preliminary survey findings on Filipino community use of the APICEM web tool was presented at the 6th Annual Hawai’i Conference on Language Access; Ola Pono – Language Access in the Community Health Setting.”
Description: Bridge to Hope is a system-wide partnership with the Hawai`i State Department of Human Services, serving welfare participants attending any of the ten UH campuses. BTH supports post-secondary education as a means to achieve life-long economic self-sufficiency by combining college access and on-campus paid student employment that meet welfare work requirements. BTH’s motto is, “Education to Leave Poverty, Not Just Welfare.”

BTH is nationally recognized as a model program providing college access for welfare participants. The following BTH sub-programs serve an expanding pool of underserved and underrepresented students:

- **Student Parents At Manoa (SPAM)** - SPAM assists a wide range of low-income student parents by providing workshops and direct assistance with scholarships, financial literacy, access to education, childcare and healthcare subsidies. SPAM’s motto is, “Pursuing Education While Parenting.”

- **Osher Reentry Scholars** - Administers the annual, endowed Osher Reentry Scholarship offering 50% tuition scholarships for 12-15 adult students returning to college after a 5-plus year interruption to complete a bachelor’s degree.

- **Former Foster Youth @ UH** - Advocates for affordable and consistent college access for transitioning and former foster youth. BTH hosts a UHM Chapter of the Hawai`i Foster Youth Coalition.

Objectives: Assist with on-campus employment to meet full-time students’ welfare work requirements; Provide campus, academic and community referrals to help students succeed in educational their goals.

Other Services of BTH:

**Lactation Room for Nursing Mothers:**
There is a lactation room for nursing mothers available at UHM campus. This room is for the exclusive use of nursing mothers who are affiliated with the University of Hawaii System. It may only be used for purposes related to breastfeeding. Located in Hamilton Library Lactation Room (HL 313).

SPAM: gotkids@hawaii.edu  
Website: www.manoa.hawaii.edu/studentparents

Osher Reentry Scholars: uhmosher@hawaii.edu  
Website: www.manoa.hawaii.edu/osherscholarship

uhfoster@hawaii.edu
Description: The UHM Children’s Center supports access to the university for students with young children by providing them a high quality early childhood program. In 2013, the Children’s Center received a $744,000 four-year grant from the U.S. Department of Education to support student parents through childcare fee assistance and parenting workshops. It also received a $10,000 grant from Sidney Stern Memorial Trust for teacher professional development, parent involvement activities and playground renovation.

Major Activities:

- Completed the second year of a multi-year collaborative partnership with the Department of Education Special Education preschools at three elementary schools in the Manoa area. These partnerships involved sharing classroom space with the special education preschools to create inclusion environments. This enabled the Children’s Center to expand its capacity by hiring 23 FTE and 32 student assistants, and to become part of a model preschool where typically developing children and children with special needs play and learn together.

- Formalized a cooperative agreement with the UH College of Education and became a Professional Development School mentoring over 25 Early Childhood Education students through internships and practicum.

- Sixteen teachers presented workshops at the annual Hawaii Association for the Education of Young Children Early Childhood Conference.

- At the request of the Hawaii Executive Office of Early Learning, the Children’s Center produced a critique of the Hawaii Early Learning and Development Standards and wrote guidelines for implementing Hawaii Early Learning and Development Standards with infant and toddler populations.

- The Children’s Center conducts monthly activities including parenting workshops and family nature hikes as part of the center’s parent education project and Family Nature Club.
Description: The College Opportunities Program provides a summer and first-year academic and residential college experience for entry-level freshman. COP recruits Hawai’i residents who may not meet the requirements for regular UHM admission, are academically underprepared, economically disadvantaged, ethnically underrepresented on campus, non-traditional or in need of a structured college entry experience. Selected students who participate in, and successfully complete the summer program requirements, gain admission to the UHM in the Fall semester.

COP Mission: To recruit, screen, select, and prepare Hawai’i students for a successful freshman year at the University of Hawai’i at Manoa.

Programs and Services:

- **One Stop Advising** – Throughout their first year, COP students are able to meet with their individual advisor to discuss issues related to registration, career planning and exploration, financial aid, housing, and on-campus employment issues.

- **Alaka`ina Mentoring Program** - The Alaka`ina (Guidance) Mentoring Program is designed to promote college success and post-secondary opportunities. COP Alumni nā alaka`i (mentors) serve as positive role models for incoming COP freshman students and provide information and guidance about academic and college life at University of Hawai`i at Mānoa. Incoming COP students are assigned an upper-class mentor to assist and support them in their academic and social lives during their freshman year. The program requires monthly contact between each mentee and their alaka`i (mentor).

Record of Success: Of the 1,580 students who have participated in the COP summer program since 1995 to 2013, approximately 91% successfully completed the program requirements and gained admission in the Fall semester. Of the 91% (n=1,435) who enrolled during the fall semester, approximately 95% successfully completed their first year at UHM.
Description: In 1996, University President and Chancellor Kenneth P. Mortimer established the Diversity and Equity Initiative to support and advance the diversity goals set out in the 1997-2007 UH Strategic plan. His intent was to enrich and diversify the academic climate of the university by encouraging faculty, staff and administrative departments to address diversity and equity issues surrounding ethnicity, race, gender, sexual orientation, disabilities and culture.

IDEAS is administered by SEED, with participating faculty and staff from the UH system serving as committee review members. Each year over 50 grants are awarded and initiatives are implemented through teaching, research, performance and/or community programs extending beyond the confines of the university. These university initiatives strive to build a favorable climate of inclusiveness on the university campus.

Projects are awarded in October and February with maximum funding of $5,000. Although each project is relatively small, they collectively have had wide implications both on the campus and in the larger community in creating a consciousness of diversity.
Description: GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally-funded program committed to increasing the number of students from low-income communities to prepare for and succeed in post-secondary education by providing access to rigorous academic courses, financial aid information, and individual guidance and support. These programs are funded by the U.S. Department of Education and administered by SEED. GEAR UP projects provide tutoring, peer mentoring, academic and career advising, informational meetings/workshops with students and families, college tuition assistance, and a variety of site-specific activities all designed to increase the college-going rates of students from each community. GEAR UP-Waipahu is a partnership between UH-Manoa, Waipahu Intermediate School, Waipahu High School and several community organizations.

Major Activities:
At Waipahu Intermediate School, the Language Awareness and Culture Education (LACE) program fosters the language abilities of students in the English Language Learner (ELL) program to improve their literacy skills and overall academic performance by using culturally and ethnically appropriate reading materials, assignments and activities.

The GEAR UP Club is a free afterschool program and student chartered club, offering students career exploration opportunities, e.g., visits to local businesses and Waipahu business/community leader speakers, college prep resources (i.e. campus visits, college guest speakers); and mentoring/service learning activities (i.e. projects with high school and college students). The culmination of GEAR UP Club activities is the GEAR UP Southern California Tour, where 25-30 select students tour seven private and state-funded Southern California institutions during a week-long tour.

GEAR UP summer programs have been integral in the success of the Waipahu Partnership. Classes include an array of free credit recovery courses, STEM enrichment courses, and higher upper level courses to help advance students in their senior year. Students taking more STEM enrichment and advancement courses in their summer are able to enroll in more AP and early college courses come their junior and senior years in high school.

Outstanding Students: GEAR UP Youth Congress (2012) – Crystel Lagan, Aldrin Micua, Juanito Moises; GEAR UP National Youth of the Year (2013) – Juanito Moises; GEAR UP Alumni Leadership Academy Representative (2013-2014) Ryan Mandado (the first inaugural class, where he was chosen out of 30 students nationwide); GEAR UP Leadership Academy Leader (2014-2015) - Juanito Moises, Aldrin Micua (the only GEAR UP program in the nation where two students were selected out of the 28 representatives nationwide).

Outstanding Projects: Autonomous Weather Station (Summer 2012), Unassisted Aerial Vehicle/Automated Quadcopter Building (Winter 2012), Satellite Weather Tracking Station (Summer 2013),

Outstanding Achievements: One of two schools in the nation to receive a 2014 visit from the U.S. Secretary of Education; 2014 Hawaii State Principal of the Year; 2014 largest state percentage of students of any high school attending early college (34% of the Hawaii state average).
GRADUATE PROFESSIONAL ACCESS (GPA)

Maile Goo
Director

CONTACT:
2600 Campus Road,
QLCSS 414
Honolulu, HI 96822
Tel. (808) 956-9663
maileg@hawaii.edu

Description: GPA focuses specifically on diversifying academic disciplines and professions of science, technology, engineering and math, collectively known as STEM, and is committed to building a supportive community in which students enrolled primarily in STEM fields at the University of Hawaii at Manoa are encouraged in their intellectual pursuits and professional goals. The Manoa campus offers more than 100 post-baccalaureate programs in STEM. However, these same fields have seen historically low participation of Pacific Islanders, Native Hawaiians, Filipinos, and low-income students of all races and ethnicities, particularly those who are first in their families to attend college. As one of many UH Manoa initiatives aimed at solving this problem, GPA provides mentorship to academically gifted students to surmount financial hardships and psychosocial barriers to success. While institutional services increasing the competency for students to gain entry into and thrive in STEM fields exist, services are often not streamlined and do not include the cultural competencies that support and promote retention for these underrepresented groups of students. Lack of financial support, the absence of faculty mentoring, other support mechanisms hinder students’ pursuit of graduate education, their ability to thrive while in graduate school, and completion of Masters and Doctoral degrees. As education is a key strategy in attaining leadership roles in our university and in the broader community, leveling the field necessitates providing critical support services to these groups of students. GPA bolsters the University’s efforts in reducing income disparities and increasing the equitable sharing and application of STEM knowledge that is the foundation of a vital future in Hawaii.

Major Activities: Provide support and retention activities through individual mentorship utilizing a holistic approach in addressing the diverse needs of students as they strive to complete baccalaureate, masters and doctoral degrees. A major focus is to afford access to field and laboratory research internship opportunities in STEM fields within UHM and throughout local communities to augment and cultivate research acumen.

Goal: Build a workforce in Hawai‘i and the Pacific that is representative of the faces and talents in our island cultures.

Austin J. Shelton, III
Ph.D. Candidate – Marine Biology
Graduate Research Assistant, Kewalo Marine Laboratory
Graduate Professional Access Program

Faculty Mentor: Dr. Robert Richmond
Department: Pacific Biosciences Research Center

The Humátk Project: A Community Effort Reviving Guam’s Watersheds, Coral Reefs, and Fisheries

The Humátk Project is a community-based effort dedicated to restoring watersheds, coral reefs, and near-shore fisheries in the U.S. territory of Guam. Partners of the project work to improve land-use practices affecting the health of adjacent coral reef ecosystems. Previous studies identified accelerated erosion, caused mainly by arson, as the primary environmental concern within the watershed. Hundreds of volunteer hours are contributed each year to restoring the degraded environment. Tree seedlings are planted and sediment filter socks are installed to reforest eroding, bare-soil hillsides. Early observations of restoration plots indicate that vegetation is greatly increasing and hillside slumping is decreasing. Water quality and coral data are being collected to evaluate the effectiveness of and further refine erosion control measures. Sediment traps and CTD devices monitor water quality. Government and community coral monitoring program partners collect coral data such as coral percent cover, diversity, abundance, and health. Findings of this research will be presented to natural resource agencies and communities in other coral reef regions to promote viable and effective watershed restoration practices, as well as improved mitigation strategies intended to offset adverse impacts to aquatic resources.
Description: The Health Careers Opportunity Program (HCOP) strives to build a diverse health care workforce by increasing the number of students from disadvantaged backgrounds and underserved communities entering college, graduating with a degree in the health professions, and ultimately working in underserved areas and populations in Hawai‘i.

Goals: The goal of the Health Careers Opportunity Program (HCOP) is to recruit and provide support to high school and college students from socially, economically, or educationally disadvantaged backgrounds to enter into and graduate from college with a focus on the health professions. HCOP provides academic, financial aid, and personal counseling; preparation for college majors in health programs, and certification in first aid and CPR.

Motto: “Building a diverse health care workforce and a healthy community.”

Major Activities Or Dissemination Activities: 1) Summer Health and College Enrichment, 2) Options in Health Professions (OHP) Visits, and 3) Teen Health Camp, 4) Pre-Medical Association of Hawaii/SEED Mentoring Program

Outstanding Students: HCOP alumni graduating in 2013-2014 with doctoral degrees in medicine (Ka`ohi Dang, Ritchie-Mae Delara, Scott Serrano) and pharmacy (Romelynn Lamasao). HCOP Alumni, Darlene Ramones, completing medical residency and returning to Hawai‘i to work with Queen’s Health Care Center. HCOP high school participant who graduated from Ke`eau High School in 2014 and has been accepted to the UH Doctor of Medicine Early Admission Program.

Outstanding Achievements: Launching Pre-Medical Association of Hawaii/SEED Mentoring Program.
KAHI O KA ULU `ANA (KOKUA)

Description: Kahi O Ka Ulu `Ana (KOKUA), “The Place of Growing,” is the Mānoa campus unit designated to take the lead in ensuring institutional compliance with federal and state civil rights laws prohibiting discrimination against students on the basis of disability. KOKUA provides customized disability access services to students with documented permanent mental and/or physical disabilities.

Services: Among the most commonly rendered services are access counseling, alternate text production, assistive technology, campus intervention, faculty liaison, note taking, priority registration, testing accommodation and other direct services based on needs. In addition, KOKUA provides technical assistance to faculty, staff and administration regarding how best to create and maintain equity of opportunity for persons with disabilities at Manoa.

Goal: In partnership with the entire campus community, KOKUA provides or arranges for the provision of, a range of disability access services to ensure equal access by students with disabilities to all programs, services and activities of UHM. Currently, KOKUA provides services to approximately 1,953 Manoa students with disabilities.

Outstanding Students: KOKUA considers each one of the students it is privileged to serve to be an outstanding individual. Each juggles academic, communication, family, financial, medical, transportation and other personal challenges on an ongoing basis. Though disability is but a characteristic that people may have, it is neither good nor bad but it is definitely private and many would prefer that such status remain confidential. Therefore, without identifying individuals, we share general statements. This past year, several KOKUA students graduated with honors, with double majors, as commencement marshals and with doctoral degrees in law, medicine and psychology among other fields.

CONTACT:
Vanessa Ito, Associate Director 2600 Campus Road, QLCSS 013 Honolulu, HI 96822 Tel: (808) 956-7511 Fax: (808) 956-8093 kokua@hawaii.edu
http://www.hawaii.edu/kokua/
Description: Kua’ana is a program designed to provide support and referral services to students of Hawaiian ancestry on the UHM campus, and to others considering enrollment in the UH system, on the Manoa campus, and in higher education in general.

Services: Kua’ana reaches out to haumana and their `ohana in the community to assist them with understanding the processes of applying to a UH campus, FAFSA, financial aid, scholarships, and other resource programs. Kua’ana has also coordinated UHM student panels for high school students bringing into the schools the voices of Native Hawaiian students who are making it in higher education. Kua’ana also assists with campus tours. Kua’ana provides support to UHM haumana through individual talk-story sessions, annual Kua’ana Tuition Waiver awards, the Annual Hapai Pu Financial Aid Fair, and referrals to tutors through programs such as UH OLA, and Native Hawaiian Student Services. Kua’ana’s staff also participates in community outreach through membership on several education organizations, including the Halau Ku Mana College Prep Consortium, Kamehameha Schools’ K-Scholars Advisory Board, Na Pua No`eau’s Ke Ola Mau Health Initiative Advisory Committee, and O‘ahu Programs Advisory Board, and the Native Hawaiian Scholarship ‘Aha.

Major Activities: Kua’ana Annual Tuition Waivers for students of Hawaiian ancestry. A total of $1,000,000 annually is assigned to continuing full-time graduate and undergraduate students enrolled on the Manoa campus. Students apply for these tuition waivers through the Financial Aid Office.

Hapai Pu Financial Aid Fair: The Annual Hapai Pu Financial Aid Fair is held each Fall and brings to the Manoa campus about 15 financial aid and scholarship vendors from the community and within the UH Manoa campus to interact with students. Annually about 300 students of Hawaiian ancestry attend this event held at Manoa’s Campus Center. Hapai Pu is in its 21st year on the UHM campus, and its third year in the community at Roosevelt High School.

Kukalaulama Native Hawaiian Scholars Reception: The Kukalaulama Native Hawaiian Scholars Reception was held for the first time in 2014 with an attendance of 153 students from the Manoa campus who are Kua’ana Tuition Waiver recipients. Students interacted with makua and Kūpuna from the Hawaiian benevolent societies who honored the scholars with Hawaiian greeting protocol.

Outstanding Projects: UHM Successful Native Hawaiian Student Panel: A series of UHM student panels were held at Stevenson Middle School, Halau Ku Mana Charter School and Roosevelt High school in 2012 – 14, featuring UHM students from academic schools including Law, Engineering, Hawaiian Studies, Chemistry, Cell and Molecular Biology, CTHAR, NREM, Business, and Psychology. The intent of the panels was to raise consciousness with students about possible academic fields they could consider and the potential for their enrollment at the UHM, through listening to the mo’olelo of these students as they shared about the challenges they overcame, their successes, and the support programs and staff they encountered on their journeys in school. For the last two years, 100% of Halau Ka Mana’s graduating class were accepted into UH campuses.
Description: Established in December 2002 as part of the Women’s Center, the LGBT office currently works with a database of over 978 students via direct contact. Our activities, programs and services help maintain the University’s commitment to our Board of Regents policy of non-discrimination, the spirit of diversity in our UH Mānoa Strategic Plan, and applicable Hawai‘i state and federal laws. Such laws provide protections from harassment and discriminations on the basis of sexual orientation and/or gender identity/expression, including Title IX.

Our Services:
- Nationally recognized campus-wide educational programs and events on LGBT issues
- Safe Zone Trainings: for LGBT allies relating to bystander responsibilities and responding to harassment or bullying. 97% of students who participate in Safe Zone trainings report feeling safer on campus.
- Weekly drop-in groups for students of all sexual orientations and gender identities.
- Individualized crisis response, advocacy and referral services.

Outstanding Achievement: UH Mānoa is a “Premier Campus” for LGBT students
Our office completed the national Campus Pride: LGBT-Friendly Campus Climate Index. We were awarded the ranking of a “Premier Campus” with an overall ranking of 4.5 out of 5 stars. LGBT Student Services received the highest rankings possible in the areas of “Student Life” (recognizing our superior educational programs) and “LGBT Support and Commitment” due to our effective outreach efforts and student success.

Outstanding Program: Rainbow Graduation
Every year, LGBT Student Services hosts the Rainbow Graduation confer rainbow tassels to our graduates that can be worn in their commencement ceremonies. From 2011-2014, we have awarded 22 certificates of achievement and rainbow tassels to graduates who have earned the BA, BS, BFA, MA, MFA, MSW, PhD and JD in disciplines such as Geology, Hawaiian Studies, Social Work, Microbiology, Nursing, Mathematics, and Law.
Description: The Mānoa Educational Talent Search (METS) program is a federally funded TRiO grant awarded by the U.S. Department of Education designed to promote in students the value of high school competition and to introduce and facilitate access to higher education. METS targets Nanakuli High and Waianae High Schools, providing full-time enrolled students with services focusing on grade-to-grade promotion, post-secondary planning and application toward enrollment, and completion of college degrees.

Mission: Encourage and assist the students to enroll in college toward degree attainment.

Goals: Grade-to-grade promotion, on-time graduation from high school, entry in a post-secondary institution whether technical, vocational, 2 or 4 year college- university with graduating with a certificate or BS/BA degree within six years of entry.

Services: Through a sustained mentoring presence, the METS staff strives to help students realize their potential through modeling positive relationship-building; providing a consistent presence in target schools, homesteads, and surrounding communities; facilitating career exploration and related activities; exposing students to college via campus visits, interaction with college students, practice SAT tests, motivational guest speakers; and assistance with financial aid application processes.

Class of 2014 college bound students participating in a group learning activity on Hawaiian medicinal herbs at Pokai Bay; June 2014

CONTACT:
2600 Campus Road
QLCSS 406
Honolulu, HI 96822
Tel: (808) 956-9442
Email: mets@hawaii.edu
www.hawaii.edu/diversity
Description: The Nā Kūpuna Senior Citizen Visitor Program enables Hawai`i residents of at least sixty years of age to participate in regular credit courses at the University of Hawai`i at Manoa, without having to pay tuition. Participants do not receive credit and do not have a formal transcript. However, senior visitors are able to pursue their love of learning, while contributing their life experiences and unique perspectives to the classroom and campus. Currently, there are over 650 senior citizen participants in the program.

Motto: Learning is ageless!
Description: As a University of Hawai‘i System Center, Nā Pua No‘eau works with Hawaiian students in grades K through college. The early introduction to higher education resources, combined with best practices, instructional models, and continuum of educational opportunities, increases the capacity of Hawaiian children to attend and succeed in higher education.

Over the years Nā Pua No‘eau has been providing services, there has been a steady increase of Native Hawaiian students enrolling and graduating from the University of Hawai‘i’s campuses. Nā Pua No‘eau provides continuous program activities in leadership, STEM (science, technology, engineering and mathematics) and health careers. Students participating in Pathway programs can participate in year-round activities as well as participate in a two week summer residential intensive program at either the University of Hawai‘i at Hilo or at the University of Hawai‘i at Mānoa.

Nā Pua No‘eau partners with UH STEM and Health schools, departments and programs as well as with community organizations to build a strong infrastructure for Hawaiian students to participate in its Pathways programs.
OFFICE OF MULTICULTURAL STUDENT SERVICES (OMSS)

Description: The Office of Multicultural Student Services (OMSS) conducts programs and activities advancing the ethno-cultural diversity of the University of Hawai‘i at Mānoa campus, promoting the multicultural experience of university students. OMSS began in 1972 as Operation Manong. OMSS’ current programs and activities are designed to encourage underrepresented students to pursue and succeed in higher education as well as to advance cultural diversity and multiculturalism in the university and community-at-large.

Goal: Encourage underrepresented students to pursue and succeed in higher education as well as to advance cultural diversity and understanding in the university and in the community at large.

Major Activities:
Our college information/advising outreach reached new levels in the past two years. This was due, in part, to the awarding of College Access Challenge Grants in 2012-2014, but also due to growing interests in the public schools to provide their students with information on college preparation and access. This growth has been especially evident in middle and intermediate schools. Campus tours and school presentations have been steadily increasing, peaking with the 2013-2014 school year.

Pacific Islander outreach has also become more institutionalized with the establishment of our Tinumasalsala Project. Recently, we had our third (2012) and fourth (2013) Samoa Ala Mai Conferences. Each conference, held at rotating UH campuses, promotes higher education as a goal as well as addressing new issues identified in the community. OMSS also functions as the primary outreach program for other Pacific Islanders in their education initiatives. A welcome development has been the involvement and leadership training of Pacific Islander UH college students.

Our Hawaii Undergraduate Initiative (HUI) project is in its third year. The two previous HUI cohorts have created a self-supportive group for incoming UHM first year students. This group, the HUI RIO, provides mentoring and tutoring for each other as they transition to college life. They also assist in recruitment of new HUI students.

Outstanding Student(s) and Awards:
We value all our student assistants and what they can contribute to our mission, so we normally do not single out individual student assistants for their work. For the 2013-2014 school year, however, we nominated our students for recognition as 2014 Student Employee of the Year. One OMSS student -- Brian Alofaituli -- was the graduate student finalist for 2014 Student Employee of the Year, and our HUI Organizing Committee of six students -- Dexter Artienda, Christian Gamponia, Danny Hong, Vanessa Pulido, Derek Sasaki and Richard Yamane -- received the 2014 Student Employee of the Year Group Award.
Description: PLACES (Place-based Learning and Community Engagement in School) is an exciting collaborative venture between three schools on the Wai`anae Coast (Wai`anae Elementary School, Nanakuli High School and Ka Waihona Public Charter School), the University of Hawaii at Manoa’s Office of Student Equity, Excellence & Diversity (SEED), and the local community of Wai`anae and Nanakuli.

PLACES supports the planning and implementation of Place-based, Cultural Projects (PBCP) that provide opportunities for students to engage with community and develop habits of social activism and environmental stewardship while they simultaneously develop the skills and strategies outlined in Hawaii's Common Core Standards.

Supported by a growing body of research, PBCPs embrace the varied and rich cultural locations in which children live and grow, utilizing “community” and “place” as springboards for learning. PLACES projects engage real-life ways of knowing and doing. Projects are standard-based and provide engaging ways to integrate art, history, math, research, science and technology into the classroom.

Vision & Goal: To increase student achievement and their identities as learners; connect ‘place’ to learning; enhance teacher understanding of place-based instructional strategies, and nurture community involvement in the school.

Dissemination Activities: PLACES staff have presented at national and international conferences and workshops. Examples include the National Indian Educational Association (NIEA); World Indigenous Peoples Conference on Education (WIPCE); State of Hawaii Common Core Institute.

Outstanding Project: Working with Community to Preserve and Create Culture — The Art and Science of Hale Building

Iokaha (PLACES) students from Nanakuli High School are learning how to build a hale using contemporary mathematics and science knowledge as well as traditional cultural knowledge. They visited Kalaeloa Heritage Park and participated with other volunteers who are building a hale on site. While there they got a history lesson from Uncle Shad Kane, a local cultural practitioner, who shared his knowledge on the ancient settlement there where remains and artifacts indicate that the people who lived for hundreds of years at Kalaeloa were not Hawaiian, but Tahitians or other Polynesian families who probably traveled regularly between Hawai'i and their far-away homeland. Iokaha students will return to Nanakuli where they will use the knowledge they acquired such as making shaka cords to lash beams together, creating scaffolding, and raising beams to build their own hale. As one student said to another "We've got to know this stuff to build our own hale back at the school!" What a wonderful contribution that will be to the school and all of the students there!
Description: PALS (Program for Afterschool Literacy Support) provides out-of-school learning opportunities for a predominantly Native Hawaiian population of children and youth on the Wai`anae Coast. PALS is funded through the Department of Education, Native Hawaiian Education Program and serves over 500 students in grades 4 – 12 in nine schools.

PALS utilizes a place-based cultural project (PBCP) approach that engages students in real-life ways of knowing and doing and provide integrated opportunities for teaching and learning. Students in PALS engage with teachers and community members in projects that have relevance to their own lives and that produce a number of important outcomes, including nurturing children's identities as learners, community activists, and as stewards of the environment.

PBCPs bring heritage and contemporary popular cultures together in a curriculum drawn from students’ cultural backgrounds while providing them with many opportunities to express new learning through heritage cultural forms of expression as well contemporary technological, popular and youth cultural symbols and tools.

Vision & Goal: To increase student achievement and their identities as learners; connect ‘place’ to learning; enhance teacher understanding of place-based instructional strategies, and nurture community involvement in the school.

Outstanding Project: Students from Nanakuli Intermediate win the Hyatt Regency Waikiki Beach Resort and Spa and the 5210 committee's the Best For Kids, By Kids Healthy Snack contest!

When Kumu Vince Dodge shared his kiawe flour and basic 'aina bar recipe with the students and tutors of Nanakuli Intermediate/High School (NIHS) PALS group, little did he know that it would be the foundation for the winning healthy snack 2013 contest entry. The NIHS PALS group is challenging themselves to use the local ingredients that surround us to make new and useful products. So when they received the invitation to submit a healthy snack using local ingredients, the answer was obvious. They took Uncle Vince's basic recipe (kiawe flour, peanut butter, raw honey and salt) and made their own. The result: award-winning PALS Coconut 'Aina Treats!!! These treats were featured on the By Kids, For Kids Children's menu at the Shore Restaurant, Hyatt Waikiki, for the next six months.
Description: Named in honor of fallen astronaut, Dr. Ronald E. McNair, this program addresses the growing achievement gap in our country, particularly in the areas of Science, Technology, Engineering, and Math. Our program strives to increase the attainment of Ph.D. degrees by students from underrepresented segments of society by preparing eligible participants for doctoral studies through involvement in research and other scholarly activities. As mandated by Congress, two-thirds of the students served must come from families with a prescribed income level and where neither parent graduated from college. This is the sole McNair program in the entire State and Pacific Region.

Goal: To enhance chances of doctoral degree attainment by groups underrepresented in higher education.

Major Activities: Paid summer internships, faculty mentored research, weekly seminars, travel to scientific research conferences, service-learning activities via community-based partnerships

Awards:

- Certificate in honor of UH McNair ‘Ohana Roots to Rocket Science presented by Congresswoman Mazie K. Hirono
- Certificate of commendation presented to McNair Student Achievement Program at the Twenty-Sixth Hawaii State Legislature, Regular Session 2012
Description: The Women’s Center is committed to providing personal and academic support for the success of undergraduate and graduate students at UHM. It sponsors special events related to women’s issues, as well as providing crisis and referral services, connecting individuals with on- and off-campus resources for intimate partner violence, sexual assault, and other crisis needs.

Programs:

- Prevention, Awareness and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. The program is a partnership between the Women’s Center and the UHM Department of Public Safety, and coordinates a campus-community partner response team known as the Sexual Assault Task Force, which meets regularly to develop, implement, and evaluate victim-centered policies and procedures related to sexual and relationship violence issues for UH Manoa students. PAU Violence also provides advocacy, crisis support, and referrals to survivors of sexual and relationship violence.

- Mentors in Violence Prevention (MVP): This gender violence prevention approach encourages collegiate men and women to take on leadership roles in their schools and communities. MVP utilizes a creative bystander approach to gender violence and bullying prevention that focuses on students as empowered bystanders, rather than as perpetrators, who can confront abusive peers and support abused ones.

- UH System-wide PAU Violence Program (formerly known as the Sexual Violence Prevention Project): A UH System-wide project to develop a permanent campus infrastructure on all 10 UH campuses addressing prevention and victim services around sexual violence, dating and domestic violence, and stalking.
  - Program won the Silver NASPA Excellence Award for Violence Education and Prevention, Crisis Management, Campus Security, and Related Category in Spring 2012.
  - Program was given the Innovative Program Award by NASPA Region VI in Fall 2011.

- Women’s Center Lounge: The Women’s Center has a wireless lounge in a safe environment for studying or just hanging out. There is also a small play area for children who are accompanied by an adult. The lounge can be used for study groups and small meetings. The Women’s Center provides support for student run programs, events, and clubs. The staff works to create collaborative partnerships and links between the UHM campus and community organizations and agencies.

Motto – “We help all students, regardless of background, in good times and bad” – highlights the core crisis services offered as well as an environment supportive of all students in all aspects of their lives.

Goal: The personal and academic success of undergraduate and graduate students.
Commissions

MĀNOA COMMISSION ON DIVERSITY
The Mānoa Commission on Diversity was established in 1992 as part of the University’s ongoing efforts to foster a community that embraces and values the various social and cultural differences among us. The dimensions of diversity the Commission addresses include age, class, culture, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. The Commission focuses its efforts on curriculum change; recruitment and retention of students, faculty and staff; and the campus climate. The Commission encourages the university community to reflect, support and incorporate diversity among its students, faculty and staff, and within its curriculum, research, services, and campus life. Please contact Kay Fukuda at (808) 956-0702 or klfukuda@hawaii.edu for more information.

PAMANTASAN COUNCIL
The Pamantasan Council convenes annually for a conference to identify and address issues affecting Filipinos in higher education. To facilitate the involvement of all campuses and their immediate issues, the site of the conference is rotated among all UH campuses. The Council membership is comprised of all faculty, staff and students who have an interest in addressing the needs of Filipinos in higher education. Please contact Christine Quemuel at (808) 956-8059 or quemuel@hawaii.edu for more information.

UH COMMISSION ON DISABILITY ACCESS
The System wide Commission on Disability Access (CODA) is charged to: Promote and insure the full inclusion of persons with disabilities in the University community; Advise administrators on laws and regulations pertaining to persons with disabilities; Initiate and support activities that enhance full participation of persons with disabilities in University programs, employment, and public events; Gather information on problems related to disability access and recommend solutions; Increase awareness and understanding of disability access issues involving instruction, research, and community service; Promote system wide coordination of programs for disability access; and Foster a positive social, academic, and employment environment at the University of Hawai‘i for students, faculty, staff, and visitors with disabilities. Please contact Ann Ito at (808) 956-7511, aito@hawaii.edu, or kokua@hawaii.edu for more information.

UH COMMISSION OF THE STATUS OF LESBIAN, GAY, BISEXUAL, TRANSGENDER & INTERSEX EQUITY
The Commission on the Status of LGBTI Equality envisions a campus environment where all members of our campus communities experience an education and workplace free from harassment, discrimination, intimidation and intolerance. To better serve our campus communities, we want to ensure that all members of our UH campuses are aware of rights and resources available to them. This system-wide commission is composed of faculty, staff and students appointed by the President of the University of Hawai‘i, representing each of our 10 campuses. At least two commissioners shall be appointed from each of the campuses of the university system. The commission has five standing committees that work to uphold the mission of our university and commission. Please contact Camaron Miyamoto at (808) 956-9250 or lgbtq@hawaii.edu for more information.

UH COMMISSION ON THE STATUS OF WOMEN
The University of Hawai‘i’s Commission on the Status of Women (CSW) is committed to support the well-being, development, and advancement of all University women. The CSW actively promotes a working and learning environment free of sexism and discrimination through policy, advocacy and education. This mission is achieved through: Serving as a conduit for information between the administration and the total University community; by making recommendations to the UH President on issues that have particular relevance for women, including, but not limited to safety and security, equity, access, retention, and advancement; fostering an awareness, understanding and recognition of the potential, contributions, special challenges and many roles women play in a University community; and developing alliances with like organizations throughout the community, state, and nation. Please contact Mie Watanabe at (808) 956-7077 or eeo@hawaii.edu for more information.
Retention and Graduation Rates

- Chinese, Filipino, and Japanese full-time Freshmen groups exceed the average 1st year retention rate at Mānoa, Native Hawaiians slightly trail the average, and Caucasians fall considerable below the rate at Mānoa. Interestingly, Pacific Islanders exceed the return rate at UHM.
- At UHM, Chinese and Japanese students exceed the 6 year graduation rate (55%), Native Hawaiians (49%) and Filipinos (54%) fall slightly behind the average, and Caucasians (41%) and Pacific Islanders (40%) lag significantly behind.
- Retention and graduation rates for African American, Native American, and Hispanic students are not consistently available, given their small numbers.

Students in Hawaiʻi’s by Race/Ethnicity

- The following ethnic groups are underrepresented within the UH system, compared to their representation in Hawaiʻi’s public schools: African American, Filipino, Native Hawaiian, Samoan, and Hispanic. In contrast, the proportion of Caucasians, Chinese, Japanese and Korean college students is higher than their proportion in the Hawaiʻi DOE.
- Since 2000, the largest increases at the system level are among Native Hawaiians (8.6%) and other Asians (6.7%). Japanese showed the largest decrease (7.9%), while Filipinos decreased by 1.3%.

Demographics

The challenge of creating diversity in higher education is evident when examining racial/ethnic identification – criteria used by institutions to count populations. SEED programs and activities continue to identify and address the social and institutional barriers hindering the equal participation of underrepresented and disadvantaged groups in higher education.
SEED Scholarships & Grants

SCHOLARSHIPS

One way in which SEED supports diverse students—including their preparation for, access to, retention and success in, and graduation from college—is in awarding scholarships to them. Each year, SEED awards an average of $224,000 to students who meet the criteria established by the UH Foundation for specific scholarships. Criteria differ by type of major or field of study, enrollment status, financial need, and career objective, among others.

GRANTS

Of the 36 units at Mānoa, 31 generated RTRF revenue in 2012. Of these, OSA was ranked #11 in terms of RTRF allocations, generating more RTRF revenue ($317,073) than the remaining 25 Mānoa units, including the Department of Public Health Sciences, the College of Education, CRDG, and the School of Nursing. Each year, SEED administers 16 grants totaling approximately $5.6 million.
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMY AGBAYANI</td>
<td>Program Coordinator</td>
<td>2600 Campus Road, QLCSS 413</td>
<td>(808) 956-4567</td>
<td></td>
<td><a href="mailto:agbayani@hawaii.edu">agbayani@hawaii.edu</a></td>
</tr>
<tr>
<td>AANCART</td>
<td>Program Coordinator</td>
<td>2600 Campus Road, QLCSS 414A</td>
<td>(808) 956-4796</td>
<td></td>
<td><a href="mailto:ccuaresma@hawaii.edu">ccuaresma@hawaii.edu</a></td>
</tr>
<tr>
<td>BTH</td>
<td>System-wide Coordinator</td>
<td>2600 Campus Road, QLCSS 211</td>
<td>(808) 956-8059</td>
<td></td>
<td><a href="mailto:bthinfo@hawaii.edu">bthinfo@hawaii.edu</a></td>
</tr>
<tr>
<td>GPA</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 414</td>
<td>(808) 956-9663</td>
<td></td>
<td><a href="mailto:maileg@hawaii.edu">maileg@hawaii.edu</a></td>
</tr>
<tr>
<td>HCOP</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 414</td>
<td>(808) 956-3404; 4644</td>
<td>(808) 956-9240</td>
<td><a href="mailto:hcop@hawaii.edu">hcop@hawaii.edu</a></td>
</tr>
<tr>
<td>HOKU`A</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 013</td>
<td>(808) 956-7511</td>
<td>(808) 956-8093</td>
<td><a href="mailto:kokua@hawaii.edu">kokua@hawaii.edu</a></td>
</tr>
<tr>
<td>KUA`ANA</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 406</td>
<td>(808) 956-2644</td>
<td></td>
<td><a href="mailto:kuumeaa@hawaii.edu">kuumeaa@hawaii.edu</a></td>
</tr>
<tr>
<td>LGBT</td>
<td>Coordinator</td>
<td>2600 Campus Road, QLCSS 211-C</td>
<td>(808) 956-9250</td>
<td>(808) 956-9314</td>
<td><a href="mailto:lgbtq@hawaii.edu">lgbtq@hawaii.edu</a></td>
</tr>
<tr>
<td>METS</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 406</td>
<td>(808) 956-9442</td>
<td></td>
<td><a href="mailto:mets@hawaii.edu">mets@hawaii.edu</a></td>
</tr>
<tr>
<td>NA KŪPUNA</td>
<td>Director</td>
<td>2600 Campus Road QLCSS 413</td>
<td>(808) 956-4642</td>
<td></td>
<td><a href="mailto:pmasters@hawaii.edu">pmasters@hawaii.edu</a></td>
</tr>
<tr>
<td>NPN</td>
<td>Assistant Director</td>
<td>2600 Campus Road, QLCSS 214</td>
<td>(808) 956-9410</td>
<td>(808) 956-9240</td>
<td><a href="mailto:kinohi@hawaii.edu">kinohi@hawaii.edu</a></td>
</tr>
<tr>
<td>OMS S</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 309</td>
<td>(808) 956-7348</td>
<td>(808) 956-4622</td>
<td><a href="mailto:bautista@hawaii.edu">bautista@hawaii.edu</a></td>
</tr>
<tr>
<td>PLACES &amp; PALS</td>
<td>Director</td>
<td>2600 Campus Rd., QLCSS 413</td>
<td>(808) 956-0702</td>
<td>(808) 956-9240</td>
<td><a href="mailto:klfukuda@hawaii.edu">klfukuda@hawaii.edu</a></td>
</tr>
<tr>
<td>SEED IDEAS</td>
<td>Coordinator</td>
<td>2600 Campus Road, QLCSS 413</td>
<td>(808) 956-4642</td>
<td></td>
<td><a href="mailto:seed@hawaii.edu">seed@hawaii.edu</a></td>
</tr>
<tr>
<td>WOMEN'S CENTER</td>
<td>Director</td>
<td>2600 Campus Road, QLCSS 211</td>
<td>(808) 956-8059</td>
<td></td>
<td><a href="mailto:uhwomen@hawaii.edu">uhwomen@hawaii.edu</a></td>
</tr>
<tr>
<td>PAU VIOLENCE</td>
<td>Coordinator</td>
<td>2600 Campus Road, QLCSS 410</td>
<td></td>
<td></td>
<td><a href="mailto:pauvaw@hawaii.edu">pauvaw@hawaii.edu</a></td>
</tr>
</tbody>
</table>
University of Hawai`i at Manoa
2600 Campus Road
Queen Lili`uokalani Center for Student Services Rm. 413
Honolulu, Hawai`i 96822

t. (808) 956-4642
f. (808) 956-9240
www.hawaii.edu/diversity