

**WORKSHOP:  
PACIFIC AND ASIAN STUDIES IN THE UH SYSTEM**

**SPONSORED BY THE SCHOOL OF PACIFIC AND ASIAN STUDIES  
UNIVERSITY OF HAWAII AT MANOA**

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**PANEL 1A – PACIFIC STUDIES  
DISCUSSION NOTES**

Prof. Sa`iliemanu Lilomaiaava-Doktor of the University of Hawaii`i at West Oahu was the discussion leader; Prof. David Hanlon of UH Manoa's Center for Pacific Islands Studies was the group's recorder.

The morning's session began with the group sitting Talanoa-style in a circle; participants introduced themselves and spoke about the status of Pacific studies on their respective campuses. From these introductions and program overviews, there followed a lengthy discussion about how best to promote Pacific studies throughout the Uh system. A set of questions developed by Sa`ili Lilomaiaava-Doktor helped facilitate and direct that discussion. A copy of those questions is attached to the end of this document. What follows is a summary of the discussion in bullet form.

- Pacific studies programs vary from campus to campus. UH Manoa has a M.A. program in Pacific Islands studies and is working to establish an undergraduate major; **Pacific Worlds** (Pacs 108) is seen as the foundational course for that major. KCC also offers a Pacs 108 course, and is seeking to expand its offerings and develop a more prominent place for Pacific Studies in its strategic plan. UH West Oahu has a degree program in Hawaiian and Pacific studies within its social science division, and is working toward a stand-alone major. Other campuses in the UH system have Hawaiian studies program that may or may not include Pacific studies components. Honolulu, Kaua`i, Leeward, Maui, and Windward Community Colleges offer Hawaiian studies only. The curriculum at Hawai`i Community College on the Big Island includes a course in Pacific Islands history that is only occasionally taught; there are more offerings and more interest in Hawaiian studies at HCC. Participants noted the absence of any representative from UH Hilo, and expressed the hope that any future meetings would include faculty members from this campus.

- There needs to be greater development of Pacific studies courses on those campuses not currently offering such. Faculty members from the affected campuses expressed a strong desire to know more about the way Pacific studies is taught elsewhere in the UH system, and for the purpose of adding Pacific content to their Hawaiian studies courses as well as developing courses in Pacific studies.
- The articulation of Pacific studies core course (Pacs 108) throughout the UH system should also encourage or at least consider the development of Pacific offerings at the 200-level and beyond.
- It is important to identify those students who are taking Pacific courses, and for whom Pacific studies courses are intended. At UH Manoa, about one-third of those currently enrolled in Pacs 108 are from Hawai'i and the Pacific; the development of an undergraduate program at Manoa is aimed primarily at Pacific Islander students. At KCC, Pacific Islanders make up the third largest group of international students; their numbers are expected to grow in the coming years.
- The purpose, place, and value of Pacific studies courses need to be clearly defined and promoted. There should be greater visibility. Students need to know the importance of Pacific studies in their larger academic studies.
- Pacific studies courses should reach out to students in fields other than just the liberal arts.
- Curriculum planning should take into account language learning, cultural revitalization issues, identity concerns, and the more general needs of heritage learners.
- Student Learning Outcomes (SLO) can be used to effectively organize Pacific studies courses in terms of both content and pedagogy.
- Teaching strategies for Pacific studies courses should incorporate peer mentoring, kin-based research and outreach projects, community programs, and hands-on educational methods.
- Curriculum planning for Pacific studies courses cannot be done in isolation, but should be linked to student support services, retention efforts, and community outreach. Examples of current or planned outreach efforts include the Palolo Project, Project Waipuna, the upcoming CPIS conference on Micronesians in Hawai'i, and initiatives involving Pacific Islander communities in Waipahu and Waianae.
- Arguments for Pacific studies programs, courses, and services should address the commitment to underserved populations in the UH system's strategic plan.

- Study abroad programs offer an enriching dimension for students, and should be a more prominent option in any Pacific studies curriculum.
- Technology should be an integral part of Pacific studies programs, and as a tool that can bring into the learning process not just students but larger family and community groups in rural areas and more distant islands.
- Distance learning, online courses, and general computer access are all ways to extend the reach and effectiveness of Pacific studies offerings.
- Technology has its limits. In planning Pacific programs and course offerings, it should be kept in mind that not all areas of the region enjoy computer access or are technologically connected to the larger world.
- Pacific studies planning should also pay attention to the unique needs of heritage learners.
- There needs to be better articulation and coordination of all present and future Pacific studies courses throughout the UH system.
- System-wide workshops such as this one are a good idea and should be held regularly.
- There needs to be other, on-going mechanisms to facilitate communication among Pacific specialists over curriculum development and related issues. To this end, Keala Losch of KCC and Sa`ili Lilomaiava-Doktor of UHWO were asked to create an electronic forum for the panelists to continue conversations started at this workshop. There was the suggestion that this electronic forum could be set up on the SPAS web site and managed through the Dean's office.
- The qualifications of faculty to teach Pacific studies courses or Pacific content within other courses is an issue.
- There should be a way to share information, resources and innovative teaching techniques among Pacific studies faculty across the UH system.
- Again, Student Learning Objectives (SLO) can offer a clear, effective and assessment-friendly vehicle for the planning and organization of Pacific studies courses. They allow instructors to specify what exactly students are expected to know and how they are required to demonstrate that knowledge in appropriate and measurable ways.

- The development of Pacific studies in the UH system should take advantage of the resources and opportunities offered by tertiary institutions of higher learning in the larger region (i.e. the National University of Samoa, the University of French Polynesia, the University of the South Pacific, and Victoria University of Wellington).
- What can be done to better promote enrollment in Pacific studies courses in the UH system? This is a question that requires serious attention.
- Pacific studies needs to be clearly and consistently articulated throughout the UH system. Core, focal, and general education requirements need to be kept in mind when planning Pacific offerings. Credits should transfer easily, and courses taken at the community college level should provide a solid foundation for more advanced work at the four-year campuses.
- Any and all funding sources for curriculum development, distance learning, online education, and community outreach projects should be fully exploited.