

**New Program Code**       **Modify Program Code**

Date: 5/31/2019

**REQUESTOR CONTACT INFORMATION**

Name Stuart Lau Campus Mānoa, UH  
 Title Registrar Email stuartl@hawaii.edu  
 Office/Dept Office of the Registrar Phone 956-5322

**NEW PROGRAM CODE TO CREATE**

Institution MAN - University of Hawaii at Manoa Campus MAN - University of Hawaii at Manoa  
 Level GR - Graduate Effective Term Fall 2019

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>50</u>	<u>Graduate Division</u>	<input type="checkbox"/> See Banner form STV_COLL
Department	(4) <u>ASAN</u>	<u>Asian Studies</u>	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) <u>MAIA</u>	<u>Master of Asian Intl Affairs</u>	<input checked="" type="checkbox"/> See Banner form STV_DEGC
Major	(4) <u>AIA</u>	<u>Asian International Affairs</u>	<input checked="" type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR

If a similar major/concentration code exists in Banner, please list the code: \_\_\_\_\_

Justification to warrant a new major/concentration code similar to an existing major/concentration code: \_\_\_\_\_

Is this major/concentration code being used the same way at the other UH campuses?  Yes  No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.*  Yes  No

**RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION**

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?  Yes  No

Is this program/major/certificate financial aid eligible?  Yes  No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  Yes  No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

**Program Length**

*In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.*

1.5 Years

Special Program Designations  A  B  N  P  T  U

See *Special Program Designations Code Definitions on IRAO Program Code Request webpage*

Required Terms of Enrollment:  Fall  Spring  Summer  Extended

**IRAO USE ONLY: DATE RECEIVED**

**ADDITIONAL COMMENTS**

**ATTACHMENTS**

**BOR Approved:** Sole-credential Certificates, Associate (excluding ATS), Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents  Curriculum

**Chancellor Approved:** Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.  
 Curriculum

**CERTIFICATES ONLY: Please check one (1) statement. This certificate is a...**

- BOR approved certificate. BOR Meeting/Approval Date: \_\_\_\_\_  
 Chancellor approved within an authorized BOR program. BOR Program: \_\_\_\_\_  
 Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

**VERIFICATIONS**

*By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.*

Registrar  
(Print Name)

Stuart Lau

*Stuart Lau*

Signature

*5/31/19*

Date

Financial Aid Officer  
(Print Name)

Jodie Kuba

*Jodie Kuba* *6/4/19*

Signature

Date

For Community Colleges,  
verification of consultation with  
OVPCC Academic Affairs:

Suzette Robinson

Signature

Date



UNIVERSITY  
of HAWAII  
MĀNOA

UNIVERSITY OF HAWAII  
BOARD OF REGENTS

19 MAR -7 A9:34

MEMORANDUM

Office of the Vice Chancellor for Academic Affairs	
<b>APPROVED</b>	
3/28/19 DATE	
<i>Ka'Alle</i>	
BOARD SECRETARY UNIVERSITY OF HAWAII BOARD OF REGENTS	

RECEIVED  
March 1, 2019

TO: Lee Putnam, Chair  
Board of Regents '19 MAR -5 P1:01

VIA: David Lassner *David Lassner* UNIVERSITY OF HAWAII  
President PRESIDENT'S OFFICE

VIA: Donald Straney *Donald Straney*  
Vice President for Academic Policy and Planning

VIA: David Lassner *David Lassner*  
Interim Chancellor

FROM: Michael Bruno *Michael Bruno*  
Interim Vice Chancellor for Academic Affairs  
and Vice Chancellor for Research

SUBJECT: APPROVAL OF A NEW PROVISIONAL MASTER OF ASIAN  
INTERNATIONAL AFFAIRS AT THE UNIVERSITY OF HAWAII  
AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the Board of Regents approve as provisional the Master of Asian International Affairs in the School of Pacific and Asian Studies at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Fall 2019

ADDITIONAL COST:

Near-term additional costs are limited to an annual recruiting budget of \$2,500, which will be covered by revenue from Asian Studies summer courses. The proposed program will require the redistribution of teaching duties and schedules among current faculty, and leverages the expertise of our most recent hire (whose specialty is international relations in East Asia). Existing capacity in Asian Studies graduate courses will make it possible to accommodate up to 20 new students with no additional hire. If enrollments exceed expectations, additional lecturers may need to be hired, but the cost would be covered by tuition.

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Honolulu, Hawai'i 96822  
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An Equal Opportunity/Affirmative Action Institution

PURPOSE:

The proposed Master of Asian International Affairs (MAIA) is a professional degree designed to meet demonstrated workforce needs in the military, government service, education and tourism (in Hawai'i and beyond) for professionals who have a solid understanding of Asian geopolitics and the multifaceted (cultural, historical, political and social) determinants and impacts of Asian nations' engagements with their neighbors and the world.

Geared toward students with at least two years of professional experience in fields where prospects for advancement would be enhanced by an understanding of Asia, the MAIA will be structured to accommodate the work schedules of these students: all courses will be offered in the evenings, on weekends, or online. Drawing on the international name recognition and established strengths of School of Pacific and Asian Studies (SPAS) and the Asian Studies Program, the MAIA will bring together Asia specialists from around the UH-Mānoa campus and across Honolulu to create an innovative multidisciplinary program of study. The 30-credit program will include a series of courses on area studies, applied theory, and a capstone experience that asks students to apply their newly acquired knowledge to a project in their own field or to a collaboration with experienced professionals working on real-world problems. In this way, the program will position its graduates, and the organizations they represent, to work productively across cultural boundaries on questions of local, national and global importance, and to make well-informed decisions in an environment in which Asia is increasingly central.

The MAIA program aligns with the System-Wide Guiding Principles and Priorities, one of which is to "increase and diversify enrollment." It also aligns with the UH System's Integrated Academic and Facilities Plan, which prioritizes establishing "new professional master's programs for non-traditional students [that] can serve community needs while generating revenue and building important new relationships" (p. 6).

Furthermore, it is already serving as an opportunity for the Asian Studies Program at UH-Mānoa to explore new forms of collaboration with other Asia-focused institutions in Hawai'i, including the Daniel K. Inouye Asia-Pacific Center for Security Studies, the East-West Center, and the Pacific Forum. These institutions could provide students with a level of access to policy-makers, diplomats, and academics and professionals in the field of non-traditional security studies that is perhaps unparalleled outside of Washington D.C. In this way, the MAIA program will leverage the unique resources that Hawai'i has to offer to create an educational experience that will benefit working professionals from Hawai'i and beyond.

**BACKGROUND:**

Although the idea of a degree in Asian International Affairs bears some similarity to other degree programs in Hawai'i and nationwide, the MAIA program will be unique in its approach and configuration. Conceptualized as a hybrid between traditional area studies and traditional international relations approaches, and structured as a professional degree program designed to meet the needs of mid-career professionals, it will be distinct from both international relations programs at other universities, and from the existing Asian Studies MA program at UH Mānoa. It has strong potential to draw a new student clientele to Hawai'i, leveraging our unique location and resources and well-established international reputation for expertise on Asia.

The University of Hawai'i does not currently offer any degree programs in international affairs. There are universities on the US mainland (including the Jackson School of International Studies at the University of Washington and the School of Global Policy and Strategy at UC San Diego) that offer International Relations (IR) programs in which students can focus on Asia. The MAIA Program will be distinct from these and other top-ranked International Relations programs in two key ways.

First, it will ground the study of international affairs in a robust understanding of the cultures and societies of Asia. Asian actors' perceptions of what constitutes, for example, "sovereignty," "cooperation," or "security" often differ in fact from their North American counterparts, and understanding this difference in perception is as important as understanding standard international relations theory.

And second, while several IR programs at universities throughout North America require students to specialize in East Asia or South Asia or Southeast Asia, a more holistic approach is better suited to the realities of the international situation in the 21<sup>st</sup> century. The rise of China as an international actor in Asia, the proliferation of cooperative agreements among Asian nations, and the transnational movements of millions of people within Asia, for example, all call for a comprehensive understanding of the interactions among nations and institutions throughout the region. For this reason, the program will require students to take courses about the Asia region as a whole, not only their particular region or country of interest.

The only other degree similar to the MAIA offered in the UH System is the Master of Arts in Asian Studies (MAAS) that is already offered by the Asian Studies Program in SPAS. The MAIA will differ from the MAAS in three important ways:

- First, the MAAS does not focus on international affairs; it is a broadly interdisciplinary program in which students can study anything from ancient history to contemporary pop culture.

- Second, the MAAS is an academic degree that prepares students who already have some background in Asian Studies for careers in academia, in jobs that require command of an Asian language, or in Asia. By contrast, the MAIA would prepare students with little or no background in Asian Studies to excel in careers where a deep understanding of the Asian context is important but is not the main focus of their work.
- Third, recognizing the distinct needs of working professionals, the MAIA degree program will not require Asian language study (since most of the target population has neither the time to devote to language acquisition nor the professional need for it), and will offer all its courses in evenings, on weekends, or online.

For these reasons, the MAIA program will attract a different kind of student than the MAAS program, so we do not expect that the new program will pull enrollment from the existing program.

The UH-Mānoa Asian Studies Program is uniquely qualified to administer such a program. It is internationally recognized as one of the top programs of its kind, and several senior faculty members are internationally recognized as leading experts in their field. Nine of the ten faculty whose tenure home is in the Asian Studies Program currently offer, or plan to offer, interdisciplinary courses that will be required by or relevant to the MAIA program. Due to its close ties with the Asian area centers in the School of Pacific and Asian Studies, Asian Studies can also draw on over 100 cooperating graduate faculty across the Mānoa campus who teach about Asia, thus providing an unparalleled depth of knowledge about the region.

We have already received enthusiastic expressions of interest in this program from members of the US military stationed in Hawai'i, from secondary school teachers interested in introducing more Asian current affairs into their classes, and from employees of non-profit organizations working with Asian partners or on issues that involve Asia. We envision the program being of interest to advocacy groups, law firms, financial institutions and other private sector companies working with clients from Asia, and to branches of the Hawai'i state government that engage with Asia through tourism, investment, or immigration.

Finally, although at present Asian Studies does not have the capacity to offer this degree fully online, once it is up and running, we will consider doing so in future. Offering the MAIA degree online would make it an attractive option for professionals in the military, education, business and other fields who are stationed throughout Asia and the Pacific, as well as on the US mainland. In this regard, we believe the program has immense potential for growth.

Lee Putnam  
March 4, 2019  
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**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve as provisional the Master of Asian International Affairs in the School of Pacific and Asian Studies at the University of Hawai'i at Mānoa.

**Attachment: Proposal for Master of International Asian Affairs**

**cc: Executive Administrator and Secretary of the Board Oishi  
Assistant Vice Chancellor and Dean Sutton**

**Proposal for a New Degree Program in the  
School of Pacific and Asian Studies:  
Master's in Asian International Affairs (MAIA)**

**Asian Studies Program  
School of Pacific and Asian Studies**

**Prepared by:**

**Cathryn Clayton, Associate Professor and Chair, Asian Studies  
Young-A Park, Associate Professor and Graduate Chair, Asian Studies  
Kristi Govella, Assistant Professor, Asian Studies  
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Lonny Carlile, Associate Professor, Asian Studies**



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## **Executive Summary**

The Asian Studies Program in the School of Pacific and Asian Studies seeks approval for a proposed new graduate degree program: the Master's in Asian International Affairs (MAIA). This degree is designed for working professionals who do not have academic background in the study of Asia but whose careers would be enhanced by a deeper understanding of contemporary Asian geopolitics. The target audience for this program are early-to-mid-career managers, policy-makers, educators, and advisers in government, international businesses, and non-governmental organizations, in Hawai'i and beyond, who need or wish to engage with the Asian region. The program will enable them to address issues of global and regional significance—such as security, trade, human rights, and regional cooperation—through a deeper understanding of the domestic and regional factors that shape the actions of stakeholders from the Asian region. This will better position our graduates, and the organizations they represent, to work productively across cultural boundaries on questions of national and global importance, and to make well-informed decisions in a global environment in which Asia is increasingly central.

Asia looms large in global affairs. It is home to almost 60% of the world's population, accounts for over a third of global GDP, and boasts some of the most dynamic economies in the world. Asia leads the world in the pace of urbanization and poverty alleviation, but remains home to two-thirds of the world's poor. Its middle class is expected to grow from 50 million to 3 billion by the year 2030, creating not just new consumer demand, but also new political demands and unprecedented challenges for the natural and human resources of the world. At the same time, Asia remains haunted by histories of war, famine, genocide, colonization, revolution, cultural degradation, and the long-term effects of some of the largest experiments in political, economic and social engineering ever attempted. Contemporary points of conflict have long and complex histories, and regional cooperative frameworks are overlaid with economic competition and rival sovereign claims whose roots are as much cultural and historical as they are geopolitical. Meanwhile, China's rise is fundamentally reshaping regional politics and economies in ways that will have long-lasting effects around the world.

In short, the twenty-first century is no longer an age in which the developed countries of North America and Europe write the rulebook for the rest of the world to follow. Governments, companies, non-profits and other organizations seeking to engage with Asia need professionals who have a deep and dynamic understanding of the complex factors that shape Asian actors' engagements with the world, be it in the realm of diplomacy, advocacy, public policy, international trade, or military cooperation. Appreciating why and how Asian perspectives on these issues may differ both from American perspectives and from each other is a crucial part of this understanding.

Drawing on the international name recognition and established strengths of School of Pacific and Asian Studies (SPAS) and the Asian Studies Program, the MAIA would bring together Asia specialists from around the UH-Mānoa campus and across Honolulu to create an innovative multidisciplinary program of study. The 30-credit program would include a series of courses on area studies, grounded/applied theory, and a capstone experience that calls students to apply their

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Asian Studies Program, SPAS, UHM

newly acquired knowledge to a project in their own field or to a collaboration with experienced professionals working on real-world problems.

Unlike the MA in Asian Studies (MAAS), the MAIA will not prepare students to pursue a PhD or an academic career, nor for careers in diplomacy or intelligence that require knowledge of an Asian language. Rather, it is designed to prepare generalists who will have the necessary knowledge to deal sensitively with complex international and domestic issues in the Asia region in their respective professions.

The MAIA program is designed to highlight the existing strengths of the UH-Mānoa faculty. The Asian Studies Program has fifteen faculty members who teach interdisciplinary courses on Asia, and 75 Cooperating Graduate Faculty who teach and research on Asian issues in units across campus. In addition, more than 200 faculty affiliated with the seven Asian area centers in SPAS provide an unusually deep and varied set of courses about Asian international affairs. For this reason, the proposed MAIA program can be initiated with existing resources.

This program will support the University's strategic goals of promoting "understanding of cultural expression in Hawai'i and the Asia-Pacific;" and contributing to workforce development by "expand[ing] professional programs and provide students with more opportunities for developing 21st century skills." It will align with the System-Wide Guiding Principles and Priorities, one of which is to "increase and diversify enrollment." It will contribute to the Integrated Academic and Facilities Plan, which calls for "new professional master's programs for non-traditional students [that] can serve community needs while generating revenue and building important new relationships." It will support the Strategic Plan for Recruitment, which suggests that active duty military and veteran enrollment, as well as local student enrollment and local engagement, are priorities over the next six years. And finally, it will embody the core values of UH-Mānoa: academic rigor and excellence; integrity and service; and aloha and respect.

## **I. Program Purpose and Outcomes**

The Master's in Asian International Affairs is designed for mid-career professionals, individuals wishing to switch careers, or post-graduates with a well-defined professional direction who may not have an academic background in Asian Studies but whose career requires them to engage with Asia or Asian issues. The program will provide a rigorous course of advanced study of the geopolitical, economic, regional relationships of contemporary Asian nations that is grounded in an understanding of Asian cultures and perspectives. The broader objective is to meet the demonstrated workforce needs—in the military, government service, education and business—for professionals with a solid understanding of the multifaceted (cultural, historical, political and social) determinants and impacts of Asian nations' engagements with their neighbors and the world.

This innovative new program represents a hybrid between traditional area studies and traditional international relations approaches. It would meet the concrete professional development needs of a broad spectrum of government and private sector employees in Hawai'i and beyond. It would draw on the phenomenal collection of resources and perspectives that are the result of Hawai'i's history as a crossroads between Asia, the Pacific Islands, and North America. In so doing, it would educate future local, state, and national leaders who are well-positioned to engage in a sensitive, sensible, and thus more successful manner with a variety of actors and partners in the Asian region.

The MAIA program takes as its point of departure three key principles. First is that success in international affairs does not result from the mere application of broad theories to particular problems. For example, Asian actors' perceptions of what constitutes "sovereignty," "cooperation," "security," or "rights" often differ from those of their North American counterparts, and understanding the nature of and reasons for this difference in perception is at least as important as understanding the theories themselves. In this sense, the program in Asian International Affairs takes as its first priority providing students with a robust understanding of and respect for the cultures and societies of Asia, and how cultural, historical and social factors impact diplomacy, trade and security decisions.

Second, while many International Relations programs at universities throughout North America offer regional specializations in East Asia or South Asia or Southeast Asia, a holistic, cross-regional approach is better suited to the realities of the international situation in the 21<sup>st</sup> century. The rise of China as an international actor in Asia, the proliferation of regional cooperative agreements among Asian nations, and the transnational movements of millions of people within Asia, for example, all call for a comprehensive understanding of the interactions among nations and institutions throughout the region. For this reason, the program would require students to take courses about the Asia region as a whole, not only their particular region or country of interest.

Third, as international affairs in the 21<sup>st</sup> century are fundamentally concerned with questions of war, peace, law, economic distribution, and human rights, practitioners must be able and willing to reflect on the ethical consequences of different positions and paths of engagement. Ethical reasoning and critical reflection skills will form the bedrock of core courses in the program.

The following **program objectives** are based on these principles:

1) to produce professionals in Asian International Affairs who have an advanced understanding of Asian geopolitics, cultures and international relations, and who can apply that knowledge in the creation and evaluation of policy in government, education, business and non-profit work;

2) to provide the opportunity for advanced training to members of the Hawai'i workforce in areas of Asian international affairs that are important to the future of the state;

3) to enhance the national and international standing of the University of Hawai'i at Mānoa in the fields of International Affairs and Asian Studies, and strengthen partnerships with the business community and government stakeholders in Hawai'i, the US mainland, and the Asia-Pacific region;

4) to aid in educating future leaders and policymakers, enabling them to make decisions and draft policies that will contribute to the well-being of the Asia-Pacific region of which Hawai'i is an integral part.

Four **student learning objectives (SLOs)** follow from both the principles and program objectives. Graduates of the MAIA program will be able to

- 1) demonstrate an advanced understanding of key sources and modes of conflict and cooperation in contemporary Asia;
- 2) demonstrate advanced understanding of diverse Asian perspectives on issues of regional and global significance;
- 3) accurately interpret and critically assess research on Asian international affairs, and express their analyses concisely;
- 4) reflect critically on the ethical consequences of different paths of international engagement in the Asia-Pacific.

These program SLO's map closely onto five of the seven recently approved **Advanced Degree Institutional Learning Objectives (ILOs)** for UH-Mānoa. MAIA graduates will be able to:

- Demonstrate comprehensive knowledge in the field of Asian International Affairs.
- Critically analyze, synthesize, and utilize information and data related to this field.
- Proficiently communicate and disseminate information in a manner relevant to the field and intended audience.
- Conduct projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives.
- Interact professionally with others.

In short, the MAIA will prepare students to address complex diplomatic, economic, security and cultural issues within the Asian region as they encounter them in the course of their work.

## **Program Fit**

### **A) Mission Alignment**

The MAIA program aligns with and contributes to the UH mission and strategic plans in five key ways:

- a. It aligns with the System-Wide Guiding Principles and Priorities, one of which is to “increase and diversify enrollment.”
- b. It aligns with and strengthens the Strategic Plan’s Vision and Values, which states that UH-Mānoa provides “a world-class education and performing scholarly work and service in areas of critical importance to our state, the nation, and the entire Asia/Pacific region.” (Overview of Strategic Vision and Values,” p.2). This program will provide a world-class education to professionals in Hawai’i, the nation, and the Asia-Pacific region by drawing on faculty expertise and institutional resources at UH-Mānoa and in Honolulu that have been built up over decades and make our school unique in the state and the nation.
- c. It aligns with and contributes to achieving the UH System’s Integrated Academic and Facilities Plan, which emphasizes the potential for Mānoa to establish “new professional master’s programs for non-traditional students [that] can serve community needs while generating revenue and building important new relationships.” (Integrated Academic and Facilities Plan, p. 6).
- d. It aligns with the UH-Mānoa Strategic Plan for Recruitment, which suggests that active duty military and veteran enrollment is a priority over the next six years.
- e. Finally, it embodies the core values of UH-Mānoa: academic rigor and excellence (expected of faculty in teaching and students in coursework); integrity and service (concepts that form the foundation of our approach to International Affairs); and aloha and respect (a core expectation of all cross-cultural study and interaction).

### **B) Continued Need, Workforce Demand, and Career Opportunities**

The most evident need for the MAIA program in terms of workforce needs in the state of Hawai’i comes from the defense industry. This industry is one of the largest employers in the state of Hawai’i and is of vital importance to the nation and to the stability of the Asia-Pacific region. Since 2012, successive US administrations have made the “Indo-Pacific” region (which stretches from India to the Pacific coast of the Americas) a vital focus for diplomacy and military engagement and cooperation. As a result, all branches of the US military have identified the need to develop a deeper understanding of Asian cultures, societies and politics—not to fight and win wars, but to engage in and encourage the kinds of cooperation that will make the region more stable and secure, and to help build lasting peace in the region. In particular, the US Indo-Pacific Command (INDOPACOM) has expressed interest in seeing UH develop an 18-month Master’s program focusing on Asian security studies.

A second target audience is comprised of educators at the secondary level who wish to enhance their students’ understanding of Asia and Asia’s role in a range of global issues

that will impact their lives, from climate change and transnational migration to poverty eradication and sustainable futures. The Pacific and Asian Affairs Council (PAAC) is a local nonprofit that works with high school teachers and students throughout the state to increase awareness of foreign affairs issues with special attention to Hawai'i's role in the Asia-Pacific region. PAAC has already helped us to reach out to local educators who could benefit from the MAIA, and we plan to partner with them further to engage this important community.

As evidenced from the experience of comparable programs at our peer and benchmark institutions, there is also a market for this kind of program among professionals in diplomacy, public policy, disaster recovery, humanitarian aid, environmental sustainability and cooperation, as well as advocacy on issues such as human trafficking, compelled labor, food and water security, gender equity, and child welfare, among others.

Graduates will have come into the program with at least two years of work experience beyond entry level in fields where prospects for advancement would be enhanced by an understanding of Asia. Organizations that may have an interest in sending their employees to the proposed program, or hiring graduates of the program, include:

- The US government and government contractors needing employees with Asia expertise: the US Military, the US Departments of State, Intelligence Community, Defense, Commerce, Education, Homeland Security, and Justice; and consultants/contractors such as Booz Allen Hamilton.
- Public and private schools (K-12) that wish to enhance their students' understanding of Asia and Asian involvement in a range of global issues.
- Think-tanks, non-profits, and advocacy groups working with Asian partners or on issues that involve Asia.
- Branches of the State of Hawai'i government that engage with Asia through tourism, investment, and immigration.
- Law firms, financial institutions, and other private companies working with clients from Asia who need employees with a solid understanding of the political, economic, social and legal contexts in their clients' home countries.

### **C) Matching UH-Mānoa's unique resources with national and international needs.**

The Asian Studies Program in the School of Pacific and Asian Studies (SPAS) at the University of Hawai'i at Mānoa is positioned better than any other department or institution in the state—and better than most universities in the nation—to meet the needs outlined above. Asian Studies' close ties with the area centers in SPAS means that it is uniquely situated to be able to draw together an unparalleled number of Asia-focused faculty from across the Mānoa campus. SPAS' name recognition in the community means that it has the ability to draw together Asia experts in other institutions in Honolulu, such as the East-West Center, the Daniel K. Inouye Asia-Pacific Center for Security Studies, Pacific Forum, and the Pacific and Asian Affairs Council.

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Asian Studies Program, SPAS, UHM

The MAIA program would be housed in Asian Studies, and students would be able to complete the program entirely “in-house” by taking graduate-level and upper-division undergraduate course offerings with the ASAN designation that would be offered in the evenings, on weekends, or online. Nine of the ten faculty whose tenure home is in the Asian Studies Program currently offer, or plan to offer, interdisciplinary courses that would be required by or relevant to the MAIA program. This includes Dr. Kristi Govella, whose graduate training was in the field of International Relations in Asia and previously worked for the US Department of Defense; Dr. Patricio Abinales, who regularly travels to Washington D.C. to brief State Department officials on Philippine politics; Dr. Lonny Carlile, who teaches a graduate seminar on Asian Security Cultures, and others who teach courses on Ethnic Nationalism in Asia, Muslim Societies in Asia, and China’s Foreign Relations. Existing and proposed Asian Studies courses relevant to or required by the new degree program are listed in Appendix II.

In addition, we will actively encourage MAIA students to take courses in other departments. The off-hours scheduling demands of the professional master’s program make it difficult for us to coordinate with other departments to confirm course offerings now, but all of the following departments have agreed to allow their faculty to teach in the evenings or online should there be sufficient demand. They have also expressed enthusiasm for an advanced degree program focused specifically on Asian security issues broadly defined, as it has the potential to bring more students, and new kinds of students, into their courses. The following is a non-exhaustive sampling of the departments whose courses would be eligible to count toward the MAIA degree:

- a. The Political Science Department has eight faculty members whose area of specialization is International Relations and/or the Asia-Pacific. They offer courses at the graduate and advanced undergraduate level on international relations theory, Asian politics, or both. We have discussed the possibility of including these courses as electives in the MAIA program with the Chair and Graduate Chair in Political Science, and they have responded with enthusiasm, pending scheduling issues.
- b. The Richardson School of Law has ten faculty members with Asia-Pacific expertise (most of whom are members of the SPAS area centers). Several of the courses offered through their International Law and Pacific-Asia Legal Studies certificate programs would be of interest to MAIA students. We have discussed with the Dean and Registrar of the Law School the feasibility of including these courses as MAIA electives and they have agreed to allow Law faculty to accept MAIA students in their courses in small numbers. In future, a tuition-sharing agreement may be negotiated if the volume of enrollments justifies it.
- c. The Matsunaga Institute for Peace and Conflict Resolution regularly offers courses on the theory of conflict, the practice of mediation, and international perspectives on human rights and conflict resolution that could benefit MAIA students. We have approached the Institute and they are eager to enhance cooperation with Asian Studies through the MAIA program. Most of the Matsunaga Institute’s courses are already offered online or in evenings/weekends.



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Asian Studies Program, SPAS, UHM

- d. The Department of Urban and Regional Planning offers several courses on planning, emergency services and disaster relief in Asia. They have indicated that MAIA students would be welcome in these classes, several of which are already offered in the evenings.
- e. The Anthropology Department offers courses that examine several relevant issues – politics, health, development, tourism—in cross-cultural contexts. The Department Chair and Graduate Chair have indicated that in principle, MAIA students would be welcome in several of these courses, pending scheduling issues and individual faculty approval.

In short, the career-driven, area-focused MAIA will complement existing programs and has the potential to draw together faculty and students across college lines, benefitting not just Asian Studies, but the entire campus. A non-exhaustive list of the courses currently offered in other departments that would be accepted for credit in the MAIA program is included in Appendix III.

We also see this as an opportunity to explore new forms of collaboration with other Asia-focused institutions unique to the state of Hawai'i: namely, the East-West Center, the Daniel K. Inouye Asia-Pacific Center for Security Studies, and Pacific Forum. These three institutions could provide students with a level of access to policy-makers, diplomats, and academics and professionals in the field of non-traditional security studies that is perhaps unparalleled outside of Washington DC.

## **II. Program Organization**

### **A. Admission Requirements**

In addition to the requirements for admission to UHM Graduate Programs, admission to the MAIA program will require two years of work experience beyond the entry level in fields in which knowledge of Asia would be advantageous (as detailed above on p. 7). Required application materials include:

- a statement of purpose;
- resume or curriculum vita;
- academic transcripts;
- short essay demonstrating the applicant's ability to think and write analytically;
- at least two academic or professional letters of recommendation;
- TOEFL or IELTS score for non-native speakers who do not have degrees from English-language schools. Recommended scores: TOEFL = 100; IELTS = 7.5.

### **B. Degree requirements (in addition to Graduate Division requirements)**

The degree program requires students to take a total of 30 credits, of which:

- at least 18 must be at the 600 level or higher;
- not more than 14 credits may be taken online;
- at least 15 credits must be ASAN courses. These must include:
  1. CORE THEMATIC REQUIREMENTS (6cr): At least two of the following four graduate seminars:
    - a. ASAN 626 Capitalism in Contemporary Asia (3 cr)
    - b. ASAN 629 Asian Security Cultures (3 cr)
    - c. ASAN 687 Conflict and Cooperation in Asia (3 cr) (to be created)
    - d. ASAN 689 International Relations of Asia (3 cr) (to be created)
  2. CORE AREA REQUIREMENTS (6cr): At least two of the following three courses:
    - a. ASAN 630 Southeast Asia Now: an overview of the region including Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, Vietnam. (3 cr)
    - b. ASAN 651 East Asia Now: an overview of the region including China (including Taiwan, Hong Kong and Macau), Japan, and Korea. (3 cr)
    - c. ASAN 654 South Asia Now: an overview the region including India, Pakistan, Bangladesh, Nepal, Afghanistan, Bhutan, Tibet, Sri Lanka, and the Maldiv Islands. (3 cr)
  3. CAPSTONE (3cr):  
ASAN 710, MAIA Capstone (3 cr)

The remaining 15 credits of electives must be Asia-related (defined as having at least 25% course content dealing with Asia) unless they provide important theoretical or methodological training, in which case the student may petition to count up to 6 credits of non-Asia related courses. The Graduate Chair, in consultation with the MAIA Steering Committee, would decide on the appropriateness of the courses being petitioned.

### **Program Highlights**

**Flexibility and Interdisciplinarity.** Half of the 30 credits are fulfilled through core requirements, and half through electives. The core required courses introduce students to Asian issues and perspectives from an irreducibly interdisciplinary approach that combines history, political economy, anthropology, law, and religion, thus broadening their understanding of the cultural and historical contexts for the specific issue or region at hand. The electives allow students to combine this broad interdisciplinary knowledge with a more thorough understanding of particular issues or cases (such as water security in China, for example) that are important to their career field.

**Course Format.** All courses will be scheduled at times or in formats that will facilitate attendance by nontraditional students: for example, in the evenings or on weekends, offered as intensive short courses (during summers or semesters), online, or in a hybrid format (a short period of intensive face-to-face meetings, followed by independent work and, ideally, face-to-face assessments at the end of the course). The MAIA program administrator will work with instructors to decide on the method of delivery that best suits the instructor's strengths and the students' needs. As needed, we would provide face-to-face sections for online courses so that international students and others who cannot take online courses (including those who have already taken 14 credits of online courses) can fulfill their requirements.

**Capstone Experience.** The MAIA program will offer a capstone course that allows students to gain course credit for work on a real-world problem or issue. ASAN 710 would allow students two options, both under the supervision of a faculty member.

Option 1 would allow students to work with a UH faculty member to apply the knowledge they have learned to a project relevant to their workplace or career goals (such as writing a policy brief, a syllabus/lesson plan, or a project development plan). This option would provide students and their employers with concrete career benefits while allowing students to gain experience applying their Asia knowledge to problems specific to their career field. The students would present their final product publicly as the culmination of the capstone experience.

Option 2 would assign individuals or small teams of students to collaborate, under the supervision of a UH-Mānoa faculty member, with members of the security, diplomacy, advocacy or industrial sectors in Hawai'i as they work to address a carefully defined real-world problem, or one aspect of a problem, specific to their field. Initially, we would partner with the Daniel K. Inouye Asia-Pacific Center for Security Studies in developing this option. Each year, DKI-APCSS brings in hundreds of "fellows," mid-career professionals from the government, military, and non-profit fields from 44 countries across the Indo-Pacific region, for four-week courses. Prior to arriving, each fellow must formulate a project they intend to implement in their home country. Past fellows have implemented election safety plans in Myanmar, drafted new

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cybersecurity legislation for Mongolia, and tackled cross-border immigration issues in Southeast Asia. Prior to the start of their capstone course, MAIA students would be able to indicate their preference, from among APCSS fellows from dozens of countries, for partners whose projects are of particular interest to them. They would apply their knowledge of Asian international affairs to work collaboratively with the fellow in conceptualizing, researching and drafting his or her project. Each team would produce a report with actionable findings, and an oral briefing on their findings, as the culmination of the capstone experience. This option would enable students to gain experience and create valuable networks of expertise and support. As the program moves forward, we would explore potential collaboration with the East-West Center and other community partners.

Halfway through the semester prior to that in which they intend to do the capstone, and in consultation with their adviser, students would choose to pursue Option 1 or Option 2. This would allow enough lead time to make the logistical arrangements necessary for Option 2.

**Curriculum Map: Core Courses and Learning Outcomes**

	ILO1	ILO2	ILO3	ILO4	ILO5
ASAN 651, 654, 655*	✓	✓	✓	✓	✓
ASAN 626, 629, 687, 689*	✓	✓	✓	✓	✓
ASAN 710*	✓	✓	✓	✓	✓
	PLO1	PLO2	PLO3	PLO4	
ASAN 651, 654, 655*	✓		✓	✓	
ASAN 626, 629, 687, 689*	✓	✓		✓	
ASAN 710*	✓	✓	✓	✓	
	SLO1	SLO2	SLO3	SLO4	
ASAN 651, 654, 655*	✓	✓	✓	✓	
ASAN 626, 629, 687, 689*	✓	✓	✓	✓	
ASAN 710*			✓	✓	

\*new courses

**Advising & Administration**

The program would be administered by the Asian Studies Graduate Chair, to be nominated by the SPAS Dean and appointed by the Graduate Dean. The Graduate Chair would be responsible for the day-to-day administration of the MAIA program (in addition to overseeing the MA program in Asian Studies). These responsibilities would include working with the Asian Studies chair, and with faculty and department chairs in other departments, to ensure that enough relevant courses are offered, in the format needed, for students to be able to complete the degree 18-24 months.

The Graduate Chair would be supported by a MAIA Steering Committee. This committee would include at least some members of the MAIA Planning Committee, as well as the instructional faculty who are most involved in teaching for the program. In principle, the Steering Committee

would include one member for each of the major Asian regions covered by the Asian Studies Program (China, Japan, Korea, the Philippines, Southeast Asia, South Asia).

The Steering Committee members would also serve as the MAIA admissions committee, and would either act as academic advisers themselves, or oversee the process of finding an appropriate academic adviser for each student. Students would be encouraged to meet with their advisers at least twice a year to plan their course of study. Advisers will all work with standardized MAIA program requirement checklists, to help guide students through the process of choosing electives that will meet the degree requirements (including limits on the number of online credits).

### **III. Student Demand**

#### *A. Student profiles*

The MAIA program would undoubtedly attract new students. This is because it targets a different population than our existing programs, and because the structure and scheduling will facilitate participation by working professionals. As stated above, we expect the program to attract early-to-mid career professionals in the military, government, non-profits, business and education, primarily in Hawai'i but also from the mainland US and around Asia, for whom a solid understanding of Asian international affairs will enhance their career prospects.

#### *B. Evidence of Student Interest*

In order to demonstrate and assess the initial interest in the MAIA program, we have met with a number of potential local partner organizations, including Indo-Pacific Command, East-West Center, Pacific and Asian Affairs Council, Pacific Forum, and the Daniel K. Inouye Asia-Pacific Center for Security Studies. Representatives from these organizations have expressed interest in working with us at various stages of the recruitment and implementation process for this program.

In October 2018, we also conducted an informal, small-scale online survey utilizing snowball sampling, asking two of these partner organizations to forward the survey link to their colleagues. Because this survey is not representative, it cannot be used to assess the general level of interest in the program or to adjudicate the relative interest amongst the target audience groups; it should be viewed as an illustrative tool that provides clear evidence of strong interest in the MAIA program in at least a portion of our target audience. Out of 45 total respondents, 84% said that they would apply or consider applying for the program. 49% were interested in studying Northeast Asia, 31% in Southeast Asia, and 20% in South Asia. Students' topical interests reflected the strong demand for an interdisciplinary approach to the region, with culture, politics, security/conflict, and economics/business topping the list of issue areas. Due to the survey sampling method, the majority (89%) of the survey respondents resided in Hawai'i. Because the initial wave of survey sampling focused on the education community, we are currently in the process of expanding this survey to gather data from the military and government as well, but based on our conversations with representatives, we anticipate the same kind of interest from these groups. The survey results are provided in Appendix I.

In the comments section of the survey, responders offered the following support:

*Hopefully this program gains interest because there are many opportunities in Asia that have been reinvented in recent times.*

*Good idea! Position Hawaii as bridge between Mainland and Asia. I think this is a key area where much of the future lays.*

*Thank you for getting the ball rolling with this. I think this is a critical gap that UHM should definitely fill with a reputable program. **UHM should and can be the Asia Pacific-focused Georgetown SFS equivalent.** The future of Hawaii will depend on the knowledge economy and strong UHM programs will play a critical role in that.*

In addition to this survey, we regularly receive inquiries from professionals in education, business and government (including from liberal arts college and community college instructors on the mainland US who have completed the East-West Center's "Infusing Asia into the Curriculum" summer program, or who have otherwise become interested in Asian Studies and wish to enhance their teaching portfolio) as to whether it is possible to complete a graduate degree in Asian Studies without a language requirement and/or while holding down a full-time job (i.e., taking courses in the evenings, on weekends, online, or, for educators, during the summers only). This program will enable us to respond in the affirmative to such inquiries.

In the current Master of Arts in Asian Studies degree program, we have a number of students from the military as well as civilian employees of the Department of Defense. Some of these students have told us they believe there would be a large potential pool of their peers interested in a course of advanced study focused on Asian geopolitics and security issues that can be completed in the evenings or online, using military benefits. For this reason, in addition to FAOs, we believe individual mid-ranking members of the military and their civilian colleagues comprise another potential market for this degree.

It is not easy to gauge demand for this program from Asia, but in recent years we have had Asian governments send mid-career diplomats to our existing MA in Asian Studies program. The field of Asian Studies is flourishing in many Asian universities, as countries in Asia become cognizant of the need to better understand and engage proactively with their neighbors. For this reason, we believe the shorter time-to-degree and tighter focus on Asian International Affairs would, with vigorous, targeted marketing, make this program attractive to a range of professionals from around the Asian region. Their participation in the program could only enhance the educational and networking potential for local and mainland US students.

*C. Estimate number of majors per year, and explain how this number was determined.*

The anticipated number of the initial cohort will be 6-8 students. This is based on the survey mentioned above. As the program becomes established, and with energetic marketing, we anticipate this number to grow to 20 students per year within five years.

	Previous Year	Previous Year	Current Year	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>ENROLLMENT (Fall Headcount)</b>							
Projected: MAIA			0	6	10	15	20
Undergraduate	35	32	35	37	39	40	40
Graduate	27	19	23	23	23	23	23

	Previous Year	Previous Year	Current Year	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>COMPLETION (Annual)</b>							
Projected: MAIA			0	0	4	7	10
Undergraduate	11	4	11	12	14	17	17
Graduate	12	7	10	12	10	10	10

**IV. Program Resources and Efficiency**

**A. Resources required for program implementation and first cycle:**

As projected, the program will not require new hires. Redistributing teaching duties within Asian Studies (two faculty members will teach graduate courses exclusively for this program), plus shifting the schedule or delivery mode of existing courses (from daytime face-to-face courses towards evening, weekend or online delivery) will enable the program to get off the ground with existing faculty. If enrollments exceed the numbers projected, funds to hire extra lecturers may be requested within the next five years, but these costs should be covered by the tuition generated from the higher enrollments.

1. The new program will not require any new library resources, extra support personnel, specialized equipment, or facilities beyond normal classroom use.
2. The major source of funding will be tuition revenue.
3. Within five years we expect enrollments in the new program to average around 20 students. This will almost double our current graduate enrollment. Because we believe firmly in the interdisciplinary approach to area studies, Asian Studies graduate students are encouraged to take courses in other departments; for this reason, a doubling in graduate enrollment does not translate into a doubling of Asian Studies' average class size. However, we estimate that our average graduate class size will increase from approximately 8 to at least 12 students (calculated by excluding ASAN 695, which

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students take for 1 credit and which does not count toward faculty workload, and ASAN 699/700, which are not credit-bearing courses). This is on a par with graduate course enrollments in current Social Sciences graduate programs like Anthropology and Political Science (calculated similarly by excluding non-credit-bearing courses like 699/700/800).

CURRENT RESOURCES/FUNDING	Current Year
Tuition/Special Fund Allocation	\$30,816
General Fund Allocation	\$711,532
Summer Session Allocation	\$9,497
Program/Course Fee Allocation	0

CURRENT ACADEMIC PERSONNEL	Current Year
Current Faculty FTE	10
Current Faculty Salaries (\$)	\$681,192
Current Lecturers (\$)	\$11,310
Current Graduate TAs	\$30,340

	Current Year	Projected Years				Total
	2018-19	2019-20	2020-21	2021-22	2022-23	
<b>TOTAL NEW PROGRAM RESOURCES</b> (e.g., new positions, lecturers, equipment or software for labs, accreditation fees, insurance, compliance costs, reporting, vendor contracts, etc.)						
Promotional materials <sup>1</sup>	0	\$1,000	\$500	\$500	\$500	
<b>Total New Resources Needed</b>	<b>0</b>	<b>\$1,000</b>	<b>\$500</b>	<b>\$500</b>	<b>\$500</b>	<b>\$2500</b>

1) brochures/mailers, outreach to local schools & military.

	Current Year	Projected Years			
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>PROJECTED ACADEMIC PERSONNEL (I-Faculty)</b>					
Projected New Faculty FTE	0	0	0	0	0
Projected New Faculty Salaries (\$)	\$0	\$0	\$0	\$0	\$0
Projected New Lecturers (\$)	\$0	\$0	\$0	\$0	\$0
Projected New Graduate TAs	0	0	0	0	0

	Current Year	Projected Years			
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>COURSES, SECTIONS, SSH (Annual)</b>					
Projected New Courses	0	2	3	3	3
Projected New Sections	0	1	1	1	1
Projected New Course SSH	0	60	90	90	90
Current Courses Offered <sup>1</sup>	42	40	39	39	39
Current Sections Offered	44	42	41	41	41
Current Annual SSH	1,555	1,600	1,600	1,600	1,600

1) includes cross-listings



## B. Comparison to similar programs at other UH campuses

The UH System does not offer any degrees in International Affairs or International Relations. The Political Science Department offers a range of courses in International Relations, and it is possible to have a specialization in International Relations at the PhD level, but they are not Asia-focused. The Shidler School of Business offers the Global MBA, which has an Asia-Pacific focus, and the Vietnam track in the Executive MBA program, but these programs are more focused on business and management than international politics and public policy. Public Health has an MPH with a Health Policy and Management specialization, but it is not explicitly Asia-focused. The Spark Matsunaga Institute for Peace and Conflict Resolution offers a graduate certificate in Conflict Resolution, but it does not have a regional specialization. The Law School offers certificates in Pacific-Asia Legal Studies (PALS) and International Law, but no degrees. The Master's in Asian International Affairs will complement and draw together these programs, bringing in new kinds of students who can make new connections between them.

The only other degree similar to the MAIA offered in the UH System is the MA in Asian Studies (MAAS) that is already offered by the Asian Studies Program in SPAS. This program has conferred 39 MA degrees over the past three years (2014-2017). However, it does not focus on international affairs; it is a broadly interdisciplinary program in which students are encouraged to investigate topics ranging from ethnomusicology to ancient history to contemporary cultural studies. In addition, the Asian Studies MA is an academic degree that prepares students who already have some background in Asian Studies for careers in academia, in jobs that require command of an Asian language, or in Asia. By contrast, the MAIA would prepare students with little or no background in Asian Studies to excel in careers where an understanding of the Asian context is important but is not the main focus of their work.

The Asian Studies Program also offers Graduate Certificates, which could fulfill some of this demand, but we have found that a) for some students, advanced degrees rather than certificates are necessary to advance professionally; and b) many military (and ex-military) students wish to use their GI Bill benefits, which are designed to support progress toward a degree, not a certificate (although his funding can be used toward a certificate, it is discouraged by GI Bill administrators).

## V. Program Effectiveness

The quality of student learning will be assessed in the following four ways:

- 1) Learning objectives will be spelled out in all course syllabi and will form the basis for grading. All MAIA students will be graded on a scale of A-F; only grades of B- or better will count toward the degree.
- 2) All MAIA students will complete course evaluations at the close of each course. Evaluations will be reviewed by the Graduate Chair to assess strengths and weaknesses in the course offerings.

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- 3) Community partners in the capstone project (ASAN 710) will be invited to submit written reflections on the quality of skills and knowledge of the cohort of students they worked with.
- 4) For organizations that have sent their employees to the course (such as USARPAC), alumni and their supervisors will be invited to complete a survey one year after graduation asking them to evaluate how the program has enhanced their job performance.

The ongoing ability of the MAIA program to meet the workforce needs in Hawai'i and beyond will be assessed in the following four ways:

- 1) In the first three years of the program, all students and instructors will be invited to complete an annual survey asking them to evaluate the effectiveness of the program and areas that are in need of strengthening.
- 2) All graduating students will complete an exit interview either in person or online.
- 3) The program will be part of the normal Asian Studies Program external review process, which takes place every five years.
- 4) The program will maintain a MAIA Alumni database and LinkedIn account to track alumni job placement and career advancement.

Finally, while there is no formal accreditation body for international affairs degree programs, APSIA, the Association of Professional Schools of International Affairs (<http://apsia.org>), is a professional association that represents the top professional schools of international affairs worldwide. It currently has 34 full members and 36 affiliate members. APSIA has a rigorous review process for schools and programs wishing to be admitted. Although the MAIA program would not qualify for full membership in APSIA (primarily because it does not have "significant autonomy" within the university but is one program among several in SPAS), when eligible (after at least three classes graduated from a 2-year master's program), the MAIA program would pursue affiliate status.

### **Conclusion**

We are convinced of two things: first, that given the current academic climate, a professional degree program in international affairs represents a vital area of potential growth for Asian Studies in particular, and area studies more broadly. And second, that UH-Mānoa has the faculty and community resources necessary to create a world-class professional Master's program in Asian International Affairs. The MAIA program in the School of Pacific and Asian Studies will be an important new direction for SPAS and will help advance the University's core mission of "providing world-class education and performing scholarly work and service in areas of critical importance to our state, the nation and the entire Asia/Pacific region." The program already enjoys the unanimous support of the Asian Studies faculty, who will work hard to ensure its success in attracting a diverse new body of high-caliber students to the University.

## Appendix I. Results of Interest Survey

### Note on Methodology and Interpretation:

This survey was conducted via snowball sampling. A survey link was distributed to respondents via email from an Asian Studies faculty member directly or through a partner organization such as Pacific and Asian Affairs Council or Pacific Forum in October 2018. As a result, the survey is not representative and cannot be used to measure the general level of interest in the program or to adjudicate the relative interest in the program from different target audience groups. However, it is useful as an illustrative tool, demonstrating the existence of strong interest in the MAIA program in at least a portion of its target audience. Due to the survey sampling method, Hawai'i residents and educators were oversampled. We are currently in the process of expanding this survey to gather data from the military and government; based on our conversations with representatives from these groups, we anticipate similar levels of interest in these communities as well. Questions about the survey methodology should be directed to Kristi Govella, Assistant Professor of Asian Studies, at [kgovella@hawaii.edu](mailto:kgovella@hawaii.edu).

## Interest Survey: Master of Asian International Affairs (MAIA) Program

Report generated on November 12th 2018

### Opening Text:

The School of Pacific and Asian Studies at the University of Hawai'i at Mānoa is proposing a new Master of Asian International Affairs (MAIA) program. This program is designed for working professionals whose careers would be enhanced by a deeper understanding of contemporary Asia. It is geared toward early-to-mid-career professionals in government, education, the military, policy, advocacy, business, and other fields in Hawai'i and beyond. Innovative interdisciplinary courses will be taught by experts on Asia at the University of Hawai'i, drawing on fields such as political science, economics, history, sociology, anthropology, law, planning, disaster management, and conflict resolution. There is no language requirement. Courses will be offered in either in-person or online formats and be scheduled at times that accommodate the lives of working professionals. Students may complete the program in as little as one year if attending full-time, or they may complete the program on a part-time basis as suits their needs.

Please complete this very short survey to help us assess the interests and needs of potential students. It will take approximately two minutes to complete.

### Survey Results:

**If a Master of Asian International Affairs (MAIA) program is offered at the University of Hawai'i at Mānoa, would you be interested in applying? After answering, please click "Next" to proceed.**

#	Answer	%	Count
1	Yes	44.44%	20
2	Maybe	40.00%	18
3	No	15.56%	7
	Total	100%	45

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**What geographic areas are you interested in? (Select all that apply.)**

#	Answer	%	Count
1	Northeast Asia (Japan, Korea, and China, including Taiwan, Hong Kong, and Macau)	49.15%	29
2	Southeast Asia (Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam)	30.51%	18
3	South Asia (India, Pakistan, Bangladesh, Nepal, Afghanistan, Bhutan, Tibet, Sri Lanka, and the Maldives Islands)	20.34%	12
	Total	100%	59

**What topics are you interested in? (Select all that apply.)**

#	Answer	%	Count
1	Politics	14.44%	26
2	Security/Conflict	12.78%	23
3	Economics/Business	11.11%	20
4	Law	7.78%	14
5	Gender	6.11%	11
6	Culture	17.22%	31
7	Migration	10.56%	19
8	Religion	6.11%	11
9	Ethnic Nationalism	9.44%	17
10	Other (please specify)	4.44%	8
	Total	100%	180

**Other (please specify):**

Health, mental health, comparative mental health

International Relations – Travel

Global trade

History

Technology, Computers

History

Educational practice

Social Innovation, climate change, political ecology

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**What is your current or intended professional field? (Select all that apply.)**

#	Answer	%	Count
1	Military	2.22%	1
2	Education	62.22%	28
3	Advocacy	2.22%	1
4	Government	13.33%	6
5	Planning	0.00%	0
6	Business	8.89%	4
7	Other (please specify)	11.11%	5
	Total	100%	45

**Other (please specify):**

International exchange

Intelligence

Journalism

Journalism, Law

Nonprofit

**Where do you currently reside?**

#	Answer	%	Count
1	Hawai'i	89.19%	33
2	Mainland United States	8.11%	3
3	Outside the United States	2.70%	1
	Total	100%	37

**How much work experience do you have?**

#	Answer	%	Count
1	None	0.00%	0
2	1-2 years	8.11%	3
3	3-5 years	5.41%	2
4	6-10 years	27.03%	10
5	11-15 years	16.22%	6
6	More than 15 years	43.24%	16
	Total	100%	37

## **Appendix II. Asian Studies Courses relevant to or required by the MAIA**

The Asian Studies Program already offers enough courses to enable a graduate student to fulfill the MAIA degree requirements entirely in-house, in the unlikely event that no courses in other departments are taught at times or in formats that would be accessible to MAIA students.

### Graduate-level Courses

ASAN 605 Practicum (3)  
ASAN 608 Politics and Development in China (3) (Kwok)  
ASAN 611 Comparative Muslim Societies in Asia (3) (Stirr)  
\*ASAN 626 Capitalism in Contemporary Asia (3) (Govella)  
ASAN 627 Ethnic Nationalism in Asia (3) (Clayton)  
ASAN 629 Asian Security Cultures (3) (Carlile)  
\*ASAN 630 Southeast Asian Now (3) (Andaya)  
\*ASAN 651 East Asia Now (3) (Harwit)  
\*ASAN 654 South Asia Now (3) (Stirr)  
ASAN 686 Law and Society in China (3) (Conner)  
ASAN 688 China's International Relations (3) (Kwok)

### New Courses:

\*ASAN 687 Cooperation and Conflict in Asia (3) (Govella)  
\*ASAN 689 International Relations of Asia (3) (Govella)  
\*ASAN 710 MAIA Capstone Seminar (3) (Staff)

### Upper-division undergraduate courses (not more than 12 credits)

ASAN 407 Peace Processes in Philippines and Hawaii (3)  
ASAN 410 Gender and Politics in US-Okinawa Relations (3)  
ASAN 422 Contested Issues in Korean and Japan (3)  
ASAN 462 Contested Issues in Contemporary Japan (3)  
ASN 463 Gender Issues in Asian Society (3)  
ASAN 469 Ethnic Diversity in China (3)  
ASAN 480 Culture and Economy of Southeast Asia (3)  
ASAN 491G Inter-Asia Mobility and Migration (3)

\*Courses required in the MAIA program.

### **Appendix III. Existing Courses in Other Departments Relevant to the MAIA**

This is a non-exhaustive list of courses in other departments that could count as electives in the MAIA program. It is intended not to exclude courses or faculty in other departments, but to give a sense of the depth of existing courses at UH-Mānoa that deal with Asian International Affairs. Should the program be approved, faculty in these and other departments would be invited to propose courses for inclusion in the program (in much the same ways as the current Graduate Certificate in International Cultural Studies).

- A. The following courses are currently already offered online or in the evenings, are Asia-related, and thus could count as electives in the MAIA program:

#### Peace and Conflict Studies

PACE 621 Environmental Conflict Resolution (3). Fall & Spring: online

PACE 629/PLAN 629 Negotiation and Conflict Resolution (3). Fall: online; Spring: intensive (4 weeks, Tues night & Sat all day)

PACE 637/WS647/LAW 547 Gender: Law & Conflicts (2-3). On-campus, late afternoon

#### Urban and Regional Planning

PLAN 625 Climate Change, Energy, & Food Security in Asia/Pacific Region (3). Fall: on-campus, evenings.

PLAN 670 Seminar in Disaster Management & Humanitarian Assistance (3). Fall: on-campus, evenings.

- B. The following courses are offered online or on evenings/weekends, and although they are not Asia-focused, they would allow students to do Asia-related work. These courses can count toward the MAIA degree if the student does written work applying the concepts to Asian cases. Must consult with adviser and ask instructor to sign a form confirming Asia-related coursework.

#### Peace & Conflict Studies

PACE 477 Culture & Conflict Resolution (3) Fall, Spring, Summer: online.

PACE 468 Intro to Facilitation and Organizational Change (3). Fall: online.

PACE 647 Mediation Theory & Practice (3). Fall, on-campus, evenings; spring: online.

PACE 668 Facilitating Community and Organizational Change (3). Spring: On campus, intensive (4 weeks, Tues night and Sat all day).

PACE 650 Dispute Resolution System Design (3). Fall: on campus intensive (4-5 weeks, Tues night and Sat all day)

- C. The following courses would count toward the degree in terms of content and/or area focus, but are currently offered during weekdays. The MAIA program would invite instructors, if they are interested, to offer these courses in a format/time frame that would enable working professionals to enroll. We have spoken to the following departments, and these are the courses they have suggested could be a good fit, pending scheduling issues:

*Proposal for new degree program: Master's in Asian International Affairs (MAIA)*  
Asian Studies Program, SPAS, UHM

Anthropology

ANTH 417 Political Anthropology

ANTH 481 Applied Anthropology

ANTH 463 Anthropology of Global Health & Development

Political Science

POLS 630 International Relations

POLS 633 International Conflict Resolution

POLS 635 Topics in International Relations

POLS 680 Asian and/or Pacific Politics

POLS 685 Topics in Asian or Pacific Politics

POLS 780 Politics of Regions

Urban and Regional Planning

PLAN 630 Urban & Regional Planning in Asia (3)

PLAN 633 Globalization & Urban Policy (3)

PLAN 634 Shelter & Services in Asia (3)

- D. Courses in the William S Richardson School of Law would be valuable additions to the MAIA Program. Currently, these courses are often offered in the evenings or late afternoons, but because 500-level courses cannot count as graduate courses, Asian Studies would invite interested instructors to cross-list them with Asian Studies at the 600 level.

LWPA 514 Law & Society Japan

LWPA 564 International Criminal Law

LWPA 565 Law & Society in Korea

LWPA 585 International Law

LWPA 586 Law & Society in China

LWPA 588 International Human Rights Advocacy

LWPA 589 International Law, Transitional Justice, and War Crimes Tribunals

LWEV 523 International Environmental Law

LWEV 593 International Ocean Law



**DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO CHANGE UPON APPROVAL BY THE COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**

**MINUTES**

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS MEETING**

**MARCH 14, 2019**

**I. CALL TO ORDER**

Committee Chair Michelle Tagorda called the meeting to order at 9:57 a.m. on Thursday, March 14, 2019, at the University of Hawai'i at Mānoa, Information Technology Building, 1<sup>st</sup> Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822.

Committee members in attendance: Committee Chair Michelle Tagorda; Committee Vice Chair Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Alapaki Nahale-a; Regent Jan Sullivan; Regent Robert Westerman.

Others in attendance: Board Chair Lee Putnam; Board Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Michael McEnerney; Regent Ernest Wilson, Jr.; Regent Stanford Yuen (ex officio committee members); President/UH-Mānoa (UHM) Chancellor David Lassner; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Interim UH-Hilo Chancellor Marcia Sakai; UH-West O'ahu (UHWO) Chancellor Maenette Benham; UHM Vice Chancellor for Research/Interim Vice Chancellor for Academic Affairs Michael Bruno; Executive Administrator and Secretary to the Board of Regents Kendra Oishi; and others as noted.

**II. PUBLIC COMMENT PERIOD**

Board Secretary Oishi announced that the Board Office received no written testimony and no individuals had signed up to provide oral testimony.

Regent Sullivan arrived at 9:58 a.m.

**III. AGENDA ITEMS**

**A. University of Hawai'i Student Caucus Presentation**

University of Hawai'i Student Caucus (UHSC) leaders Christielove Espinosa of UHWO, Caucus Chair; Andrew Kalani Simeona of UHM, Caucus Secretary; and Bernadette Rose Garrett of Windward Community College (WinCC) provided an overview and composition of the UHSC and a fall 2019 update, including UHSC's 2018-2019 objectives, progress made by its standing committees, UHSC highlights, and expectations of its relationship with the board.

Regent Sullivan arrived at 9:58 a.m.

Progress was noted on open educational resources (OER) toward the goal of 30% OER by 2020, including the receipt of additional funding from administration with the hope of encouraging faculty and student involvement. The UHSC Transportation Committee has been working on a survey and express hopes to continue the U-Pass initiative. The UHSC leaders expressed concerns regarding affordability such as food security and emergency funds. Mental health issues were also raised, including connections to affordability, issues relating to the volcanic activity on Hawai'i Island, students working multiple jobs to make ends meet, and concerns relating to the counselor-to-student ratio at campuses.

The UHSC leaders expressed appreciation to Regent Acopan and former Regent Higa for their efforts in advocating on behalf of students and expressed a desire to strengthen communication and the relationship with the board.

Regent Kudo expressed his thought that students do not realize their importance and power with the public and the legislature. He suggested the UHSC consider adding two committees: one on learning environment and another on sustainability, to address issues such as buildings, facilities, and dorms, and how campuses can be made more sustainable.

Regent Nahale-a commended the UHSC leaders for their service and asked how they are selected. Ms. Espinosa explained that campus-level elections occur first, which includes a campaign, nomination, and election process. The student governments decide who attends the UHSC, and are typically the president and vice president, although some campuses have designated positions where duties include attending UHSC meetings. Within the student caucus, there is an internal election for officers.

Board Vice Chair Higaki echoed Regent Kudo's sentiments regarding legislative advocacy. The UHSC leaders suggested that it would help if the board could respond to UHSC resolutions to be aware if positions are aligned.

Regent Acopan commended the UHSC leaders for their service and for balancing their personal, professional, and academic areas of their lives. She noted that caucus membership can be challenging because there are constant changes because the role is voluntary. Continuity is a challenge and it would be helpful for new student leaders to be briefed on procedure.

Regent Wilson commented that mental health and homelessness are serious issues. He asked whether they are involved in homeless issues relating to students. The UHSC leaders responded that they haven't touched upon the homeless issue, but will consider how they can put more effort into that area. Regent Acopan added that homelessness was one of the driving factors behind the creation of food pantries.

Regent Acoba observed that continuity is a concern and asked whether there is staff or an advisor to maintain the impetus on any particular project. He also inquired how we compare to peer institutions on mental health, whether every campus has access to mental health services, and whether the possibility of a requesting assistance from the medical school has been considered. Hae Okimoto, Associate Vice President (AVP) of

Student Affairs, serves as the advisor and works closely with the advisors for each campus. The UHSC leaders do not know how UH compares to peers. Every campus has a mental health counselor, but not enough to fill the need. They have not engaged in discussions with the medical school. They have considered assistance from graduate students, but there are qualifications that need to be met. AVP Okimoto added that part of the issue is that there are stringent guidelines about supervision and a licensed practitioner is needed, otherwise there is no client-patient confidentiality agreement.

Regent Yuen inquired about issues beyond the university system and who advises them. He suggested they consider having community organizations conduct educational presentations to support their efforts, such as with sustainability, and to also review national data.

Board Chair Putnam asked about the emergency fund mentioned in the presentation and the source(s) of funding. The UHSC leaders replied that other universities receive a grant or use student fees and that it is a one-time payment and not a loan, and most universities employ it as a last resort. Hawai'i Community College (HawCC) received a donation from Central Pacific Bank to assist students impacted by the volcanic activity, and guidelines were developed. The difficulty is obtaining the funds.

## **B. Options for Program Approvals and Delegations**

VP Straney provided an overview of four categories of program proposals: resource intensive, reallocation of existing resources, modification of existing programs, and programs requiring rapid planning and implementation to meet workforce needs. Currently, the board reviews and approves all program proposals. VP Straney offered suggestions on the types of approvals that could be delegated to the president and asked regents to submit their feedback to the board secretary.

## **C. Review and Recommend Board Approval to Change from Provisional to Established Status: Associate of Science in Business, Kaua'i Community College**

VP Morton provided an overview of the request for approval to change from provisional to established status the associate in science in business at Kaua'i Community College (KauCC). He noted that this program consolidated several programs and created a structure that allows flexibility to address demands. He added that there is strong interest from the students and community and that the program allows for transfer to UHWO for a bachelor's degree.

Regent Sullivan commended KauCC's work and the incorporation of an advisory board. She suggested incorporating internships. Dirk Soma, business instructor at KauCC, noted that there is a capstone course that includes an internship requirement.

Regent McEnerney commended the program and asked how many students are Kaua'i residents, where other students come from, and whether KauCC tracks graduates. Mr. Soma said that about 90% of students in the program are Kaua'i residents and that the entrepreneurship pathway attracts some out-of-state students, and that 100% of students are working in their field, with some having started their own business and some transferring to a 4-year program.

Regent Westerman expressed his support for the program. He asked for clarification on what a “cycle” is in the context of a program changing from provisional to established status. VP Morton explained that under current policy, a program is in provisional status for 50% of time beyond the type of degree, for example, 3 years in provisional status for a 2-year program.

Regent Westerman moved to recommend board approval to change the associate of science in business at KauCC from provisional to established status, Regent Sullivan seconded, and the motion carried unanimously.

VP Morton added that the decline in traditional community college programs is occurring across campuses and that specialized niches will be redirected into broader programs.

**D. Review and Recommend Board Approval to Change from Provisional to Established Status: Associate of Science in Natural Science at the following campuses:**

- 1. Hawai'i Community College**
- 2. Honolulu Community College**
- 3. Kaua'i Community College**
- 4. University of Hawai'i Maui College**
- 5. Windward Community College**

VP Morton provided an overview of the request for approval to change from provisional to established status for the associate of science in natural science at five campuses as noted. He noted that this is not a career and technical education program and it is intended to allow for transfer into bachelor degree programs.

VP Morton elaborated that historically, there has only been an associate in arts degree, and students who had an interest in science and engineering were taking courses not in that path. Associate in science degrees were started several years ago at KapCC and were very popular, growing to 900 majors. There is a dramatic increase in student interest and productivity and it is recommended that the other five campuses also participate in these efforts.

Regent Westerman asked where this item would be placed if the board were using the approval processed proposed by VP Straney in agenda item III.B. VP Morton replied that it would likely be considered in the top category, “resource intensive.”

Regent Nahale-a moved to recommend board approval to change the associate of science in natural science at HawCC, HonCC, KauCC, UHMC, and WinCC from provisional to established status, Regent Sullivan seconded, and the motion carried unanimously.

**E. Review and Recommend Board Approval for the Establishment of a Provisional Bachelor of Science in Construction Engineering, University of Hawai'i at Mānoa**

Vice Chancellor (VC) Bruno provided a brief overview of the request for approval to establish a provisional bachelor of science in construction engineering at UHM. He

explained that a large share of graduates enter the construction industry. He added that there are plans to add courses in construction law and construction safety.

Regent Westerman asked whether the university has worked with the Department of Commerce and Consumer Affairs to ensure this is an acceptable degree that meets their standards. VC Bruno responded that the program is Accreditation Board for Engineering and Technology, Inc. (ABET)-accredited, which is the standard, and there is no concern over meeting requirements.

Regent Acoba inquired as to whether this is an effort to increase the offering of masters degrees and if so, if it is intended to meet a particular need or deficiency. VC Bruno explained that all of the programs proposed on this agenda are intended to address a need and were strategic decisions.

Regent Yuen asked how construction engineering differs from civil engineering. Dr. Panos Prevedouros, Chair of Civil and Environmental Engineering, explained the details of ABET accreditation and that there are separate and unique criteria for construction. The number of credits is the same and they are parallel degree paths. There is a focus on construction courses during a student's senior year.

Regent Yuen asked whether there is a Professional Engineer (PE) license specific to construction engineering. Dr. Prevedouros responded that there is only one general PE license and that this program is one pathway.

Regent Tagorda inquired about the point at which students receive support on making a decision on the most suitable engineering pathway. H. Ronald Riggs, Interim Dean of the UHM College of Engineering, explained that students are required to meet with a faculty advisor at least once a semester.

Regent Sullivan moved to recommend board approval of a provisional bachelor of science in construction engineering in the Department of Civil Engineering at UHM, Regent Kudo seconded, and the motion carried unanimously.

#### **F. Review and Recommend Board Approval for the Establishment of a Provisional Master of Asian International Affairs, University of Hawai'i at Mānoa**

VC Bruno provided an overview of the request for approval to establish a provisional master of Asian international affairs at UHM, indicating a strong need for this type of program which has potential to expand into certificate programs.

Regent Acoba asked about the scheduling of faculty and how it reconciles with course offerings in the evenings, on weekends, and online. He also asked whether the East-West Center offers anything similar. Dr. Cathryn Clayton, Chair of the UHM Asian Studies Program, explained that the program is designed around accommodating students who will most likely have full-time careers. This will be a full-fledged masters' program and is different from East-West Center offerings. It was also clarified that this will be provided through the School of Pacific and Asian Studies and not through the outreach college. Regent Acoba expressed that the program appears to have potential and hopes it can be distinguished from programs at other schools.

Comments were made that there is potential for participation by military personnel worldwide and non-traditional students, and a suggestion that a cultural aspect be included to elevate Hawaiian culture as a significant world view. Several regents expressed that this program has great potential, is much-needed, and overdue. There was discussion on the potential to partner with other schools such as the Shidler College of Business to allow students to benefit from other faculty and to break down siloes.

Regent Acopan moved to recommend board approval, seconded by Regent Westerman, and the motion carried unanimously.

**G. Review and Recommend Board Approval for the Establishment of the Following Provisional Programs:**

- 1. Master of Science in Information Systems, University of Hawai'i at Mānoa**
- 2. Master of Science in Marketing Management, University of Hawai'i at Mānoa**
- 3. Master of Science in Finance, University of Hawai'i at Mānoa**

VC Bruno provided an overview of the establishment of three master of science programs in information systems (MSIS), marketing management (MSMM), and finance (MSF), within the Shidler College of Business. Dean Vance Roley explained that there are two existing specialized programs, accounting and human resources.

Regent Sullivan expressed concerns about the lack of practical application in the UHM information and computer science (ICS) program that makes it hard for graduates to compete in the workforce, the need to properly allocate resources to the ICS program, and the future of the ICS department and program. She requested administration focus on building the much-needed and in-demand ICS undergraduate program. VC Bruno explained that the hiring of new faculty has been aligned with the direction administration wants to take the department.

Regent Sullivan expressed concern about building separate silos and asked if there was a way for the ICS undergraduates to benefit from the faculty at Shidler. VC Bruno responded that the aim is to break down silos and faculty at the new Hawai'i Data Science Institute (HI-DSI) have been engaged with faculty across the university. Dean Roley explained that Shidler works with other units and gave the example of the interdisciplinary Communication and Information Sciences PhD program at Shidler that integrates communication, computer science, library studies, and management information systems.

Board Chair Putnam asked why the start date is 2020 instead of 2019. Dean Roley explained that marketing needs to occur to reach the desired class size, but that students could start taking some courses earlier and the formal launch would be in 2020.

Regent Acopan departed at 11:54 a.m. Quorum was not affected.

Regent Kudo asked whether the MBA program could have been designed to include specialization or an emphasis in a particular area. Dean Roley noted that some larger MBA programs include specialization and that UHM could consider requiring certain core courses and adding a specialization. He added that this was a good idea that hadn't previously been considered, and that employers are indicating that specialty courses aren't enough, so specialized degrees are gaining popularity.

Regent Wilson asked whether artificial intelligence is addressed in the program and curriculum. Dr. Tung Bui, Chair of UHM Information Technology Management (ITM) department, explained that business core curriculum was modified a few years ago to include a component on data analytics, and there are elective courses on data analytics and business intelligence available at the undergrad and graduate level. The chairs for the three MBA programs are working on integrating a combined course.

Regent McEnerney asked how the UHM MSIS degree compares with the MSIS degree at Hawai'i Pacific University. Dr. Bui explained that a competitive analysis was performed and UHM is accredited by AACSB International, the curriculum is based on the top 10 programs in the country, and the faculty line-up is superior. He does not think there is any competition, and noted that the local demand outweighs the market.

Regent McEnerney asked whether the MSF degree was being designed to help students get through the chartered financial analyst (CFA) and certified financial planner examinations. Dr. Victor Huang, Chair of the UHM Department of Financial Economics and Institutions, explained that coursework is being designed to help students take the examinations. Regent McEnerney suggested that the final examination could be the capstone requirement for the degree. Dr. Huang indicated they could consider using passage of the CFA level 1 exam as a substitute for taking the capstone course.

Regent Kudo moved to recommend board approval, seconded by Regent Nahale-a, and the motion carried unanimously, with the exception of Regent Acopan who was excused.

#### **IV. ADJOURNMENT**

There being no further business, Regent Nahale-a moved to adjourn, Regent Sullivan seconded, and with unanimous approval, the meeting was adjourned at 12:17 p.m.

Respectfully Submitted,

Kendra Oishi  
Executive Administrator and Secretary  
of the Board of Regents