

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: University of Utah
Proposed Program Title: Interdisciplinary Certificate in Pacific Islands Studies
Sponsoring School, College, or Division: Cultural and Social Transformation
Sponsoring Academic Department(s) or Unit(s): Anthropology, Ethnic Studies, History, Gender Studies
Classification of Instructional Program Code¹ : 05.0299
Min/Max Credit Hours Required of Full Program: 18 / 19
Proposed Beginning Term²: Fall 2020
Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input checked="" type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:</i> Min Cr Hr / Max Cr Hr <i>Current Major CIP:</i> 05.0299 <i>Current Program Title:</i> <i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

University of Utah requests approval to offer the following Certificate of Completion: Interdisciplinary Certificate in Pacific Islands Studies effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The School for Cultural and Social Transformation (Transform) seeks to create a new undergraduate Interdisciplinary Certificate in Pacific Islands (PI) Studies, effective Fall 2020, open to students of all backgrounds from all majors. The Interdisciplinary Certificate in PI Studies provides formal recognition of concentrated coursework and proficiency in the geography, history, culture, politics, and contemporary concerns of the Indigenous Pacific and the global Pacific Islander diaspora. The School for Cultural and Social Transformation Curriculum Committee approved this program on 10/23/2019 and the Undergraduate Studies Council approved it on 11/21/2019.

The proposed undergraduate Interdisciplinary Certificate in Pacific Islands Studies requires the completion of a minimum of 18 credit hours of coursework, comprised of three courses (9 credit hours) offered by the two Divisions within the School for Cultural and Social Transformation and three courses (9 credit hours) taught by affiliated colleges and departments. The first two courses required for the Certificate provide students with foundational knowledge about the Indigenous Pacific and the history and forces that contribute to migration and contemporary diasporic conditions. The third course requires students nearing the end of their college years to create a project that integrates what they have learned in the Certificate with what they have learned in their major. That is, the Certificate will culminate in a capstone or signature experiences that will provide students with an opportunity to demonstrate mastery and integration of knowledge and skills learned in Pacific Islands Studies courses with their major. Students can fulfill this requirement in multiple ways: study abroad, research experience, significant project, internships, etc. Along the way to this third, culminating, required course, students will take three additional courses in affiliated colleges and departments that offer disciplinary-specific approaches to Pacific Islands Studies.

Learning Objectives

Undergraduate students who complete the Pacific Islands Studies Certificate will be able to:

1. accurately and confidently map the region, geographically, environmentally, historically, culturally, and politically;
2. apply relevant socio-cultural knowledge about the Indigenous Pacific and Pacific Islanders in Oceania and the diaspora to address issues in their disciplinary specializations;
3. appropriately adapt skills, abilities, theories or methodologies from Pacific Islands

- Studies to a new situation or disciplinary field;
4. communicate their knowledge and insights in formats appropriate to the intended audience, including but not limited to written, oral, visual, or performative formats.

The Certificate is designed to introduce students to concepts, theories, approaches, geographies, and histories foundational to the field in 2000- and 3000-level courses. Through their capstone/signature experience, students will demonstrate mastery of their ability to integrate their training in Pacific Islands Studies with their major. The signature projects/papers will be gathered, stripped of identifying information, and used to assess the effectiveness of the program via modified AAC&U Value Rubrics for Integrative and Global Learning. In addition to using final projects as direct measures for assessing program learning objectives 2, 3, & 4, we will use direct measures, such as geography quizzes, essays, and final projects, integrated into the 3000-level courses to assess students' mastery of learning objective 1.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Pacific Islands Studies Certificate is integral to attracting Pacific Islander students to, and successfully matriculating them through, the U. The overall proportion of Pacific Islanders in Utah—about 47,000 people, based on 2015 Census data—is approximately 1.5% of the total population of the state. Consequently, Salt Lake City has the largest (and West Valley City the second largest) Tongan population in the continental United States. Likewise, while the 1.2 million Pacific Islanders in the US comprise a small proportion (0.4%) of the total population, they are one of the fastest growing populations in the country. In Utah, the Pacific Islander population also continues to experience growth. In part due to strong familial and cultural connections within the diaspora, Salt Lake City, in particular, and Utah, in general, presents a significant draw for Pacific Islanders from within and outside the United States (nearly one-quarter of Utah's Pacific Islander population has emigrated from outside US borders).

As the second “youngest” population in Utah—mean age is 20.2 years—Pacific Islanders should be attending college. Vastly underserved, Pacific Islanders are graduating high school at near the statewide average, but their college enrollment and completion rates are catastrophically low. Approximately 7% of Tongans and 9% of Samoans, the two largest Pacific Island groups in Utah, hold Bachelor degrees; these are the lowest figures for any racial-ethnic group in the state. While the Pacific Islander population at the U is underrepresented (420 total) compared to the proportion of Pacific Islanders in the region, the comparatively young, large, and growing population maturing through the local school systems presents an opportunity to bolster matriculation of Pacific Islanders to the U. The Pacific Islands Studies Certificate takes measurable steps toward addressing PI underrepresentation at the University of Utah and in the work force of our state.

On this front of the labor market, Pacific Islanders—1.5% of the state population—represent only 0.96% of the labor force and earn an average monthly salary of \$5,251. By comparison, white workers comprise approximately 90% of the state's workforce and earn an average monthly salary of \$6,413 (2017 Labor Force Profile). The top five fields that employ Pacific Islanders in the state of Utah are:

1. Administrative Support and Waste Management: 1,674 – earning an average monthly salary of \$3,908
2. Manufacturing: 1,579 – earning an average monthly salary of \$6,634
3. Transportation and Warehouse: 1,573 – earning an average monthly salary of \$6,233
4. Healthcare: 1,406 – earning an average monthly salary of \$4,503
5. Accommodations and Food Services: 982 – earning an average monthly salary of \$2,816

Across the board, Pacific Islanders are underrepresented in all aspects of the Utah labor market. A 2018 AAC&U report, “Fulfilling the American Dream: Liberal Education and the Future of Work,” found that completing a college education is essential to long-term career success for executives and hiring managers. And such executives and hiring managers report their placing a high priority on graduates who have proficiency in cross-cutting skills such as written and oral communication,

ethical judgment, and effective teamwork. They are also looking for graduates who can think and work across distinct domains and disciplines. The PI Studies Certificate is designed to prepare PI students to meet the needs of future employers.

While the Pacific Islands Studies Certificate seeks to meet the needs of the Pacific Islander population in Utah and surrounding areas, the integrative and global focus of the Certificate also contributes to the cultural competence of students from all backgrounds as needed for increasingly diverse workplaces and a global economy. Indeed, fields such as health care are seeking to strengthen the pipeline for people of color to medical school and address the cultural competence of staff. First, studies show that medicine is a highly homogeneous field with three-fourths of all physicians being white men. Advocates argue that this homogeneity causes uneven and detrimental impacts for already vulnerable populations. A more diverse medical staff can better assist patients in more culturally respectful and knowledgeable ways. Second, a homogeneous workforce also runs the risk of becoming boxed into a particular way of seeing problems and solutions. A more diverse medical field opens up the range of possibilities for research, innovation, patient care, and development. Research also shows that improving diversity in medical school requires we attend to issues of access, recruitment, preparation, and retention earlier in the pipeline. We have structured the PI Studies Certificate developmentally to provide students with opportunities to learn and practice skills, build on knowledge, and develop cultural competencies they will need in the labor force. We have started working with Salt Lake Community College to develop an equivalent introductory course in PI Studies in order to facilitate students' smooth transfer to the U.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higherutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higherutah.org/policies/policyr315/.

The Certificate in Pacific Islands Studies will provide students of all backgrounds at the U with opportunities learn, generate and share new knowledge about a region that is deeply connected to this place. In this way, the Certificate's focus on the Indigenous Pacific and Diaspora provides students opportunities to engage with local communities and global forces. Initiated by faculty and instructors who have been teaching Pacific content courses for the past decade, this Certificate also contributes to the U's commitments to student success and engagement, diversity, and community. As a result of the University's Faculty Hiring Initiative, with four additional Pacific Islands Studies faculty hired across the colleges of Humanities, Education, Health and the School for Cultural and Social Transformation, this Certificate sets a foundation for further development and expansion.

A central objective of the Certificate is to provide students with training in the field of Pacific Islands Studies that can be integrated with their primary disciplinary field. Thus, the course of study is designed to facilitate integrative learning, providing students with opportunities to make connections between their major and the Certificate and to think critically and reflexively about complex problems and their contexts. The Certificate also provides students with opportunities to think globally, since the required classes offer broad historical and contemporary knowledge about the Indigenous Pacific and the global Pacific Islander diaspora. Overall, the goal is for students to grasp a more nuanced understanding of historical and contemporary concerns in Oceania as they relate to issues of concern in the Diaspora.

Historically, Pacific Studies has roots in area studies. It emerged as a discipline to gather political, economic, cultural, and social information *about* the region to improve US strategic positions against Asian nations and the threat of communism. In contrast, the Certificate in PI Studies articulates with Indigenous Studies in ways that center research directed by Indigenous Pacific Islander communities' own concerns. And given the long history of migration, voyaging, and exploration in Oceania, the future of PI Studies lies in connecting Indigeneity to

diaspora. This linkage is especially germane, since there are now more Pacific Islanders living in other territories than on their home islands.

As one of the oldest and largest Pacific Islander communities on the continental US, Utah Pacific Islanders have lived in Utah continuously since the 1870s. This community, at first primarily comprised of Native Hawaiians, now includes Tongans, Samoans, Fijians, Tahitians, Maori, Cook Islanders, Chamorro, and increasingly Islanders migrating to Utah through Compacts of Free Association with the US. The Certificate will provide opportunities for students of all backgrounds to engage a key component of Utah's history, address capacious issues of concern locally and globally, and assist the University of Utah in recruiting Pacific Islander students.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

We do not anticipate any additional budget needed for the Certificate. At present, all of the required courses are offered on a regular basis. Ethnic Studies has agreed to continue to offer “Pacific Islander American Experience” (ETHNC 2590) and faculty in Gender Studies and Ethnic Studies will teach the 3000-level required courses each semester as part of their regular teaching offerings. All of the elective courses are taught on a regular basis.

Over the past two years, Rachel Blume, the Collection Development & Serials Librarian at the Marriott Library, has worked with the PI Studies faculty to increase their resources. We are confident that the resources at the Marriott Library are sufficient to meet the needs of the Certificate program.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
ETHNC 2590		Pacific Islander American Experience	3
		COMPLETE AT LEAST 1 OF THE FOLLOWING:	3
ETHNC/HIST 365		Histories of the Pacific Islands	
ETHNC/GNDR 365		Gender & Colonialism in the Pacific	
		Signature/Capstone Experience (suggested courses below):	3
ANTH		Tongan Field School	
ETHNC 5910		Advanced Explorations in Ethnic Studies	
Add Another Required Course			
Required Course Credit Hour Sub-Total			9
Elective Courses			
		COMPLETE AT LEAST 3 COURSES FROM THE FOLLOWING LIST:	9
BUS 3800		Opportunity Scholars Program	
ENGL 3780		South Sea Tales	
ETHNC/ANTH 341		Peoples of the Pacific	
ETHNC 3560		Tongan American & Tongan Diaspora	
ETHNC 3590		Pacific Islander Health Dynamics	
ETHNC/HIST 367		History of Hawai'i	
ETHNC 4890		Special Topics: Pacific Islander	
GNDR 4765		Gender & War	
WLC 2900		Beginning Samoan	
Add Another Elective Course			
Elective Credit Hour Sub-Total			9
Core Curriculum Credit Hour Sub-Total			18

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

The Certificate will be managed by a Director of Pacific Islands Studies. The Director will oversee scheduling of courses and review of syllabi for electives and allied courses; oversee assessment; work with the outreach and recruitment team to facilitate smooth transition of transfer students; partner with Salt Lake Community College on MOU and articulation; provide support to those interested in having their courses included in the Certificate; and work closely with the academic advisor for the School for Cultural and Social Transformation to ensure students' success.

The role of the academic advisor:

Students who wish to work towards the Certificate must meet with the Transform academic advisor. There are no prerequisites for declaring the Certificate and students must complete all courses with a C or better. Students will meet with the Transform academic advisor to identify and get approval for their Capstone/Signature experience. Courses from students' majors and minors can be substituted.

Allied Electives

Allied Electives are courses taught by specific instructors and must be approved to count as an elective course. An Allied Elective course will include at least *one week* of Pacific Islands-focused content *and* a significant Pacific Islands Studies paper or project. If interested in taking an Allied Elective, students must submit (1) a paper or project proposal to the Director of Pacific Islands Studies for approval and (2) submit the final paper/project at the conclusion of the semester. For a list of courses, students should meet with our academic advisor or visit our website.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

Students who wish to work towards the Certificate must meet with the Transform academic advisor. There are no pre-requisites for declaring the Certificate and students must complete all courses with a C or better.