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The University of Hawaii at Hilo:
International Female Student Diversity and Inclusion Workshop

Leslie Lehuanani McClung

PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of
Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

June 2016

Advisor: Dr. Raymond Young

THE UNIVERSITY OF HAWAII AT HILO: INTERNATIONAL FEMALE STUDENT
DIVERSITY AND INCLUSION WORKSHOP

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Name: Leslie McClung

Date: June 28, 2016

Dedication and Acknowledgements

To my parents for loving me unconditionally and supporting my every step.

To my daughters Tauhane, Ho'onani, Pulelehua & Lehiwa:

You are more precious than jewels.

Dream big, follow your heart for your life is full of purpose.

You are my greatest accomplishment.

“Rock bottom became the solid foundation on which I rebuilt my life.”

J.K. Rowling

List of Acronyms

University of Hawaii at Hilo (UH Hilo)

International Student Services (ISS)

American Association of University Women (AAUW)

Equal Employment Opportunity (EEO)

International Student Services (ISS)

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Abstract

The purpose of the University of Hawaii at Hilo's Women's Center is to provide advocacy, access, education, equity and equality to women and minority students on campus. On March 8, 2016, The Women's Center at the University of Hawaii at Hilo held an International Women's Day event. During the event, the topic about their experiences here at UH Hilo was brought up. Five of the seven panelists felt like they lacked the knowledge and support of on-campus resources including the Women's Center. The response to the women's day event led the Women's Center staff to investigate further why this was. A needs assessment was conducted by interviewing panelists, reviewing feedback from audience members, discussions from peers and students, discussions with administrators from other offices, an online international female student survey, and on the job observations. The results of our analysis concluded that these women lacked the knowledge and access to equal rights as a UH Hilo student. The UH Hilo Women's Center created a Diversity and Inclusion workshop designed to address that gap, meet the needs of these students and to fulfill the UH Hilo's Women's Center's vision of creating an inclusive campus. The four-hour workshop will include six topic sessions and will be offered once a year in September. Program design theories will include Tajfel's Social Identity Theory, Edward Hall's High/Low Context Culture, and Josselson's Theory of Identity Development in Women. The curriculum design theory is modeled using Wiggins and McTighe's Backward Design and Maslow's Hierarchy of Needs.

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I. Introduction

In September 2015, I started my position at the University of Hawaii at Hilo as the Women's Center Coordinator and Diversity Initiatives Specialist. The Center is a single-person operated office with two student staff. During my interview, my supervisor explained the current situation of the center and that someone was needed to reinvent the center and bring it back to its core which is women focused. The purpose of the University of Hawaii at Hilo's Women's Center is to provide advocacy, access, education, equity and equality to women and minority students on campus. The center was unorganized and in a disarray. When reinventing the center, it was decided that the first steps were to rewrite the Women's Center mission statement, change its vision, and introduce programs or events that would affect women worldwide. We decided to look at issues that affect women globally and felt that it would make a much bigger impact on our diverse campus. Previously, the Women's Center had a narrow focus that was on local students only. During one of our events, which was an International female discussion panel, it became evident the lack of support that female international students had during normal orientation. Some of the women students who sat on the panel commented that they did not know that a Women's Center existed on campus, the rights they had as a UH Hilo student, and unreported sexual assault incidents are common due to the fear of trouble that will put their visa in jeopardy and the support services available for sexual assault cases. After reviewing the international female discussion panel event, we began to research ways to support female international students better. Our analysis started at the beginning when female international students first arrive at UH Hilo. During the research of new student and international student orientations a gap, or lack of connection, and support, with critical departments on campus such

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as the Women's Center, the EEO/Title IX Office and the Student Health and Wellness programs was noticed.

II. Background

UH Hilo is a four-year public institution founded in 1947. It has a total undergraduate enrollment of approximately 3,900 students. While the university's primary focus is undergraduate education, it also offers several graduate degree programs in focused areas at both the master's and doctoral levels. The strengths of UH Hilo are its small class sizes, low student/faculty ratio, and its diverse student body. University of Hawaii campuses took the top spots in the Chronicle of Higher Education's 2014 list of the most diverse schools and UH Hilo was named the most diverse four-year public institution in the country (UH Hilo, 2014a).

a. UH Hilo Diversity Statistics

In the spring of 2014, there were 3,828 total students enrolled. See the UH Hilo Diversity Statistics table in (Appendix A). 31% were of Native Hawaiian or other Pacific Islander decent, 27.1% were white, 24.4 % were of Asian descent, 13.5 % were two or more races, 4.0 % were nonresident alien, 1.9% were Hispanic/Latino, 1.3% were Black or African American, 0.4% ethnicities were unknown, and 0.4% were American Indian or Alaska Native (UH Hilo, 2016c). Among 3,828 students primarily identifying as above, 959 students (25.1%) indicate having Pre-Contact Native Hawaiian Ancestry. UH Hilo has a gender distribution of 40.1 percent male students and 59.9 percent female students (UH Hilo, 2016c). In the fall 2015 Semester, UH Hilo has 269 international students from 37 countries enrolled. They comprise 7% of the total student body (UH Hilo, 2016h). In the spring of 2016, 55% of all the international student enrolled were female. With such a diverse campus, the workshop was designed to accommodate its students.

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The mission of UH Hilo is:

The purpose of our university 'ohana (family) is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery, and creativity inside and outside the classroom. Our kuleana (responsibility) is to improve the quality of life of the people of Hawai'i, the Pacific region, and the world (UH Hilo, 2016b).

Founded on Oct. 12, 1990, the Women's Center was created to provide advocacy, counseling, referrals, networking and Education on Women's concerns. It was the mission of the Women's Center to address those needs.

The Mission of the Women's Center is:

The UH Hilo Women's Center confirms the dignity and diversity of all women. The center continues and challenges feminist traditions by creating community space for all women and their allies to achieve individual and social change. The UH Hilo Women's Center honors historical struggles, fosters discussion of intergenerational, national and international views on feminism, and promotes open dialogue and activism. In our commitment to diversity at the UH Hilo Women's Center, we consider the complexities of race and ethnicity, genders and sexualities, class, community activism, and feminism. We work to challenge sexism, racism, heterosexism, ableism, ageism, classism, and other barriers that inhibit women's inclusion and power. The Center exemplifies diversity in its staffing, programs, research, community outreach, and transnational links (UH Hilo, 2016d).

Since its doors first opened the center has taken on many forms over the years. The center has expanded its services to the LGBTQ population, and for the past three years, has

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focused on providing services to the LGBTQ community. As a result of this, other departments stepped in and took over providing to women which the center used to provide. The Department of Student Health and Wellness and the Equal Employment Opportunity/Title IX Office (EEO) took the majority of the services that the Women's Center previously offered. They offer to counsel and provide services and workshops for victims of domestic violence, rape, and violence against women. They also provide education on health issues that women may face. In addition, the Career Center has overtaken anything regarding career readiness for females, such as conducting mock interviews, resume writing help, and career mentoring. As a result, the Women's Center was left in a state of uncertainty. During my interview, my supervisor explained the current situation of the center and that someone was needed to reinvent the center and bring it back to its core which is Women focused. Due to the dramatic increase in international student enrollment, I was glad to serve local students, but the center needed to be expanded to incorporate global issues such as education, privilege, human trafficking, violence towards women, inequality, cultural communication, and much more that affected women worldwide. With such a diverse campus as UH Hilo, it was necessary to widen the center's services to be more inclusive.

III. Theoretical Foundations

A. Program Design Theory

International student enrollment to the US has doubled over the last few decades. According to Open Doors data, there was 293,766 new international students enrolled for the 2014-15 year. An increase of 10% in 2014/15 over the prior year, is the highest rate of growth since 1978/79 (IIE, 2016). International students contribute to the diversity and internationalization of their classrooms, campuses, and communities by adding different

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perspectives and enhancing the understanding and appreciation of the differences found around the world. In the spring of 2016, UH Hilo saw an enrollment of 261 new international students (personal communication, June 09, 2016b). Though there are downsides as studying abroad to a new country does pose many challenges for international students.

Wu, Garza and Guzman (2015) stated:

International students deal with academic challenges, social isolation, and cultural adjustment...academic challenges that included communication with professors, classmates, and staff...social isolation when engaging in different group activities...they need to confront the different ways of thinking and doing in the US...students have adopted resources that mainly are derived from the university to overcome these challenges...having a better understanding of these students' academic challenges, faculty and staff can recognize students' needs and effectively offer supportive campus resources and services. The university needs to be prepared to meet students not only academically but also socially and culturally (p. 3).

It is important that universities in the US recognize these challenges and do their best to help these students transition smoothly by lessening these difficulties. International students are extremely critical to US higher education for both academic prestige and financial gain. They represent a significant economic and international relations investment for these universities through their expenditures on tutoring and living expenses. Most international student funding comes from personal, and family sources or other sources outside of the U.S. These students help universities generate higher revenue regarding tuition and other fees. Wu, Garza, Guzman (2015) stated, "From an economic standpoint, international students contribute significantly financially to American universities, and if their needs are met, they can be the best bridge for

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future international students that will continue this contributory process” (p. 2). In a recent study conducted among 900 international students in Australia, Russell, Rosenthal, & Thomson, found that 41% of international students experience substantial levels of stress (2010). This stress could be from homesickness, cultural shock, or legal discrimination. A study conducted at a university in Texas aimed at understanding why international students seek counseling services. The data collected over six years of the study indicated that many international students when having difficulties or psychological concerns, lean on family and friends. Sadly, not all students have the support they need, and many people were not empathetic for hosting international students (Wu, Garza, Guzman, 2015). UH Hilo has seen an increase of international female enrollment. In spring 2016, 55% of all international students were female. Regarding the entire study body, about 4% of all UH Hilo students were women international students (personal communication, June 09, 2016b). With an increase in women student enrollment, more programs and support is needed for them. Female students face challenges such as female medical concerns, family (children), they are more financially restricted than men, they are more vulnerable to predators, and they need to connect with other females to avoid isolation and depression. The following theories were applied to the design of the program to understand the psychological, cultural and gender development of these students.

a. Social Identity Theory

Social identity is a person’s sense of who they are, based on their group membership(s). Tajfel (1979) proposed that the groups (e.g. social class, family, football team, etc.) which people belonged to were an important source of pride and self-esteem. According to McLeod (2008), “Groups give us a sense of social identity: a sense of belonging to the social world” (p.1). As an individual goes through “predictable” stages of psychosocial development, she or he is also

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integrating his or her identity development. To make sense of a person's identity socially, a person will mentally evaluate which group he/she belongs to as well as others who are not a part of that particular group. A mental process takes place in each person with every situation. Tajfel and Turner (1979) proposed that "there are three mental processes involved in evaluating others as "us" or "them" (i.e. "in-group" and "out-group") these take place in a particular order" (p. 33, 47). The first step is Categorization. People categorize objects to understand them and identify them. In a similar way, we classify people (including ourselves) to understand the social environment. If a person assigns other people to a particular category, then that tells us things about him or her. Appropriate behavior by reference to the norms of the groups we belong to is also assigned. The second category is Social Identification. When we have classified the group we belong to, we assume its identity. The third is Social Comparison. Once a person has classified and identified him or herself with, he or she will compare that group to other groups. Social development is highly complex and involves many aspects such as race, religion, culture, gender, family, social class, etc. (McLeod, 2008). See (Appendix A) for the Tajfel's Social Identity Theory model. When female international students arrive in the US or UH Hilo, they are challenged to fit into a group(s) that they feel that they identify with. Many do not find a group that is a good match when they go abroad and then suffer from isolation. Belonging to a group helps one to identify who he/she is in society. It is crucial to understand a student's social identity and challenges to help them be successful in school and the community. Female international students, especially from the Asian regions, are often perceived by others as quiet, subservient, cute, conservative, and all the other stereotypes that go along with that group's identity. According to Hardiman, Jackson, and Griffin "we are socialized into a system of social oppression through interaction with individuals, institutions, and culture (2010, p. 28)." We are

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taught through powerful social systems such as parents, teachers, religion, to accept a system of oppression as normal. This social oppression can prevent female international students from reaching out and asking for help when it is needed. Ashurst & Hall stated, “A woman’s identity is, therefore, much influenced by the role allotted to her by society, whether she accepts this or rebels against it (1989, p. 24).” The workshop will offer a platform where female international students can feel protected and unbind to ask for help and not be pressured by social norms or judgements. The UH Hilo Women’s Center seeks to enhance the overall experience of female international students by providing access to community resources.

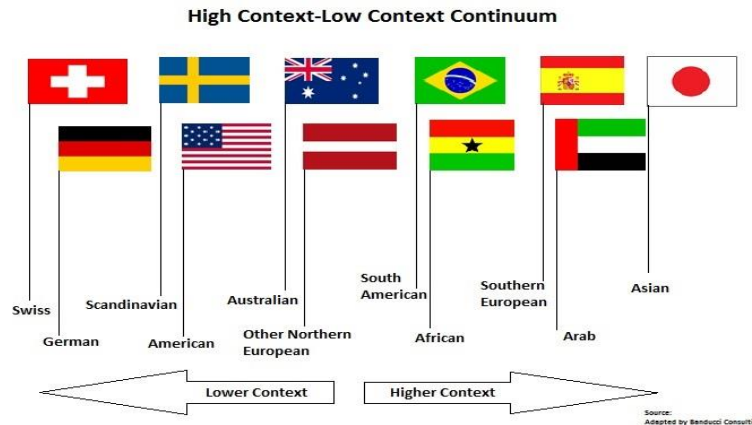
b. High/Low Context Culture

High context and Low context communication, made famous by Edward Hall, are used to describe broad ideas of cultural differences between societies. **High Context** refers to societies or groups where people have close connections over a long period. Many aspects of cultural behavior are not made explicit because most members know what to do and what to think from years of interaction with each other. Your family is probably an example of a high context environment. High Context cultures are less verbally explicit in communication, have less written/precise information, have more internalized understandings of what is communicated, have multiple cross-cutting ties and intersections with others, value long-term relationships, and have firm boundaries (Beer, 2003). **Low Context** refers to societies where people tend to have many connections but of shorter duration or for specific reasons. In these communities, cultural behavior and beliefs may not need to be spelled out explicitly so that those coming into the cultural environment know how to behave. Low context cultures are: rule oriented, people play by external rules, more knowledge is codified, public, external, and accessible, sequencing, separation-of time, of space, of activities, of relationships, more interpersonal connections of

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shorter duration, knowledge is more often transferable, task-centered, decisions and activities focus around what needs to be done, and division of responsibilities (Beer, 2003).

c. High Context/Low Context Diagram



(Global View, 2015)

The majority of our international students at UH Hilo come from the Asia and Pacific region which is high context cultures. In the fall 2015 Semester, UH Hilo had 269 international students from 37 countries enrolled. They comprise 7% of the total student body. UH Hilo enrolls the largest number of international students from the Federated States of Micronesia (60), Japan (53), the Marshall Islands (41), Palau (22), the United Kingdom (11), and the Republic of Korea (10) (UH Hilo, 2016). With this in mind, the program will be sensitive in how it delivers and approaches participants. Participants may take longer to respond or may not feel comfortable with certain topics and situations that the workshop includes. Female students from high context cultures are less likely to ask for help because of trust factors that need to be built and established.

d. Josselson’s Theory of Identity Development in Women

Josselson’s Identity Theory explores why some women encounter a crisis, and whether or not they integrate that into their identity. Josselson does this by dividing women into four

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groups. These groups include foreclosures/gatekeepers, identity achievers/path makers, moratoriums/searchers, and identity diffusions/drifters. Women fit into one of these four groups based on experiencing a crisis and commitment of character. This theory is centered on understanding identity formation in women and has four pathways: **Foreclosures: Purveyors of the Heritage**- women who graduate from college with identity commitment with no experience in an identity crisis, little character change, seek security in relationships. **Identity Achievements: Pavers of the Way**- break psychological ties to childhood, form separate, distinct personalities, reorganize sense of self and identity, commit to who they are in relation to others, and decide how they want to contribute to others' lives. **Moratoriums: Daughters of the Crisis**- an uncertain time of experimenting & searching for new identities, internalize the paradox that there are many ways to be right, sticks with one way, and, if challenged, a crisis will ensure. **Identity Diffusions: Lost and Sometimes Found**- lack of crisis & commitment, low ego development, high anxiety, withdraws from situations, fails to internalize varied experiences, and has little attachment to inner self (Missouri State University, 2015). Josselson's theory connected to Erik Erikson's theory of psychosocial development that has eight distinct stages. Erikson assumes that a crisis occurs at each stage of development. These crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social). These stages range from infancy to age 65+. Josselson felt that Erikson's research was applied to men but women remained outliers. Canadian developmental psychologist James Marcia refined and extended Erikson's model. Addressing Erikson's notion of an identity crisis, Marcia posited that the adolescent stage consists neither of identity resolution nor identity confusion. Rather, it was the degree to which one has explored and committed to an identity in a variety of life domains from vocation, religion, relational

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choices, gender roles, and so on (Learning Theories, 2016). Marcia's Identity Statuses, which examined Erik Erikson's Identity versus Identity Diffusion (Stage 5) became the basis for Josselson's Theory of Identity Development in Women. Women tend to see the complexities of relationships more than men. Ashurst and Hall claimed that "women need to exist in a network of friends and family...they are emotionally dependent on parents or partners, both needing support and cherishing from the people with whom they are intimately connected and giving it in return (1989, p. 30)." Women value connectedness and feel threatened by separation. In general, women develop psychologically different than men. Because of this, many women face greater levels of stress that can affect their development. Women need not only more support but specific support (1989). The workshop will provide female international students with the support and connection with other women on campus which is important to their overall psychological development. Also, the UH Hilo Women's Center will provide events and support groups throughout the year to connect and build on established relationships with female international students.

B. Curriculum Design Theory

The educational approach that will be used to design the workshop curriculum is Wiggins and McTighe's Backward Design and Maslow's Hierarchy of Needs. Both theories aided in developing the workshop and meeting the needs of these students. The workshop goals were identified by conducting a needs assessment. Wiggins and McTighe's Backward Design helped to design the workshop to reach that goal. The needs assessment also provided the topics that the workshop curriculum will cover. Maslow's Hierarchy of needs explains the importance of meeting the five basic needs for a person to be motivated.

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a. Backward Design

After conducting a needs assessment with UH Hilo's international female students, a Backward Design curriculum for the workshop was decided. The desired end results or goals was known, and a way to reach it was needed. Backward Design leaves teaching activities until the end and starts with the expected results of that teaching. There are three stages of the Backward Design. **Stage one: Identify desired results.** In this stage we ask ourselves, what should students know, understand, and be able to do? What content is worthy of understanding? What enduring understandings are desired? **Stage 2: Determine acceptable evidence.** In this step, we ask, how will we know if students have achieved the desired results? What will we accept as proof of student understanding and proficiency? This step helps curriculum planners to think like "assessors." **Stage 3: Plan learning experiences and instruction.** Questions asked are; what enabling knowledge (facts, concepts, principles) skills (processes, procedures, strategies) will students need to perform effectively and achieve desired results? What will need to be taught and coached, and how should it best be interpreted, in light of performance goals? What materials and resources are best suited to accomplish these aims? (Wiggins and McTighe, 2005, p 17-19). See Backward Design Model (Appendix E).

b. Maslow's Hierarchy of Needs

Maslow's Hierarchy of Need comprised of five needs; Biological and Psychological needs, safety needs, belongingness and love needs, esteem needs and self-actualization needs. See Maslow's Hierarchy of Needs Model (Appendix E). Allan Chapman stated:

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Maslow's Hierarchy of Needs helps to explain how these

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needs motivate us all... we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development... if the things that satisfy our lower order needs are swept away, we are no longer concerned about the maintenance of our higher order needs (2014).

Maslow's Hierarchy of Needs helped to understand or give us an idea of what needs will be addressed in the workshop curriculum to reach our goal. After the needs assessment analysis, it became evident that both simple and complex needs were not met. This simple, yet important aspect is essential in making sure our female international students are successful, feel included and enjoy their time here at UH Hilo. If basic life needs are not met, then the person's higher order of needs will not be maintained. The curriculum design will fulfill the basic needs of female international students so that maintenance of higher needs can take place.

IV. Program Description

The UH Hilo Women's Center will create a two-day Diversity and Inclusion workshop specifically for female international students. The purpose of the seminar is to meet the basic needs of UHH's female international students and to meet the UH Hilo Women's Center's vision of creating an inclusive campus. The Women's Center will be partnering with on-campus departments such as EEO/Title IX Office, ISS, and the Student Health and Wellness programs to create a workshop that will cover specific topics that are crucial for female international students. The workshop will also include one of our off-campus community partners, American Association of University Women (AAUW). The workshop will be four hours in length and

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include six topic sessions. Refreshments are provided as well as time for Q & A sessions. The workshop is offered in September with a student follow-up 1-2 times per semester. Students will gain valuable on and off campus resources.

a. Timeline

A detailed timeline of the program is in (Appendix D). In July 2016, the Women's Center staff will have weekly meetings to plan the event. Also, the Women's Center will have bi-weekly meetings with ISS, EEO/Title IX and AAUW until the event in September. Meetings will include logistics such as funding, room reservations, brochures, supplies and other resources. Meetings will also include workshop topics. In the month of August, meetings will continue, a flyer will be created and sent out for printing. Flyers will then be posted around campus. Letters of invite will be put in packets and mailed to new incoming students. Announcements will be placed on UH Hilo's websites and announcements calendar. The Women's Center will contact Sodexo to make arrangements for the seminar refreshments. In September, a reminder email will be sent to students two weeks before the event and again one week before. After the event, the Women's Center, ISS, EEO/Title IX, Student Health and Wellness and AAUW will meet to go over student evaluation and recap of the event. A thank you card is sent to participating departments. In November and March, a follow-up email will go out to students to check on them and see if any other assistance is needed or if they would like to meet. Lastly, in May meetings will resume planning for the next workshop.

b. Target Population

The target population for the seminar curriculum is female international students with an age range of 18-50. The age range is broad, to accommodate the increase in non-traditional

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international female enrollment. Participants will come from various countries, backgrounds, age ranges and learning styles. Female students have specific needs that male students may not have. With this in mind, the workshop was carefully planned and designed to meet a wide variety of female students.

V. Program Rationale

In spring 2016, 55% of all international students were female (personal communication, June 9, 2016b). The University of Hawaii at Hilo currently offers new international students an informative website as well as online pre-departure orientation video that students will watch before arriving at UH Hilo. Each video covers topics such as Introduction to Hilo and the Big Island, housing, class registration, money, banking, visas and immigration, health requirements, travel and transportation, campus life, International Student Association, cultural differences, communication, and on-campus orientation. When students arrive at UH Hilo, they will attend a four-day orientation that costs \$75 per student. Fees covered the costs for activities, events and workshops provided during the four-day event. None of the orientations included information about the resources and the services that the Women's Center provides or UH Hilo's policies, their rights as a student, or what to do should an unfortunate incident such as sexual assault should occur. The orientations were very informal and informed students about the everyday life basics, fun activities, and clubs available. According to UH Hilo's New Student Programs website,

Orientation is filled with fun activities, events, and workshops all designed to Create Connections with other new students, with our amazing UH Hilo faculty, and with numerous campus resources and the awesome staff that run them. We'll also have

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workshops which will help to set you up to be Academically Successful here at UH Hilo, and of course there will be lots and lots of Vulcan spirit as we welcome you into our university 'Ohana (UH Hilo, 2016i).

As stated above, new student orientation promises workshops and on-campus resources that will help new students be academically successful but do not offer workshops for students to be physically or psychologically satisfied at UH Hilo. During the second day of the general new student orientation, a campus resource fair takes place. On-campus departments such as the Women's Center are invited to do basic informational resources tabling. The fair is a brief promotion of the center, and not all students stop at the table. Also, if a student could not afford the \$75 orientation fees, they would not attend and would not know what resources are made available to them. Designing this workshop specifically for female students can help to relieve stress and connect them with other women on campus or in the community. Having a supportive family environment helps female students smoothly transition and assimilate into the UH Hilo community. After speaking with the new student program coordinator, she stated: "they welcome new ideas as they are always looking for new things to add into their new student orientation (personal communication, June 9, 2016c)."

VI. Needs Assessment

A needs assessment transpired after the International Women's Day discussion panel event. There were several areas where feedback was solicited and received, including talks with administrators from different offices, feedback from group participants, peers and students, discussions with students based on my position, and a female international student survey.

a. Stakeholder Analysis

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Stakeholders would include, female international students, future female international students, past female international students, audience members of events, UH Hilo students, UH Hilo Dept. Of Student Affairs, the Assistant Vice Chancellor, International Student Affairs Office, EEO/Title IX Office, the Women's Center, New Student Programs, Admissions, the Health and Wellness program, DSA Vice Chancellor, and UH Hilo. Stakeholders were identified and asked specific questions regarding the support and resources that were offered or lacked from various Department of Student Affairs office's such as the Women's Center, EEO/Title IX Office, ISS, New Student Programs, and the Student Health and Wellness program.

b. Interview with Stakeholders

After interviewing the Director of the International Student Services (ISS), and the New Student Program coordinator, it became evident that there was a lack of information for female international students regarding critical services and resources provided by the Women's Center and other relevant departments. As the Women's Center Coordinator, I have come across so many cases and incidents involving international students who do not report individual incidents because they do not know who to go to, or feel that they do not have a right to say anything for fear of being deported back to their home country. Many do not know that once they become a student at UH Hilo, they have rights and are protected. The Director of the International Student Services stated that he "only had one day, and he could not possibly fit that into his orientation...it was left to the bigger student orientation to inform them (international students) (personal communication, June 09, 2016b)." I also conducted a phone interview with the new student program coordinator. She stated "we currently do not have any workshops that would inform new students of their rights, or specific topics such as sexual assault, religious support, community resources, etc....we only offer a resource fair on the second day of orientation where

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various departments on campus could provide students with that info (personal communication, June 9, 2016c).” Finally, I conducted a phone interview with a female international student.

This international student confirmed that the workshop would help to fill in the gap for many international students. She expressed that “many of them (international students) feel invisible...no one listens...they don’t have a voice.” She also stated, “I appreciate you, because, in all of the four years that I have attended UH Hilo, you are the only one who has shown concern and care for the international students (personal communication, June 10, 2016a).” This student’s conversation confirmed prior claims and contributed to other ideas or topics that could be included in the Diversity and Inclusion workshop to help international female student’s transition easier at UH Hilo.

c. Female International Student Survey

After hearing the stories from the female international student that I interviewed earlier, I decided to investigate further among other female international students. A survey specifically targeting female international students was conducted to get an in-depth view of the needs that the workshop should provide for an online survey containing 18 questions sent via email to all female international students enrolled in the spring 2016 semester. Survey questions found in (Appendix B) were forwarded to the director of the international students services and then sent out in an email. The results were analyzed, (Appendix C) and the results collected proved that creating a workshop is necessary. 99% surveyed have never used the services that the center provides, 77.8% answered “no” or did not know about the services that EEO/Title IX Office provided, 77.8% answered “yes” to attending a workshop designed to inform them about the on-campus resources and departments, and 100% answered “yes” to meeting with the Women’s Center once a year for a follow up.

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d. Findings

After conducting a needs assessment, the desired results were identified such as the lack of support and information about on campus resources. We searched for the different departments and resources that could help the Women's Center meet this desired result. The needs assessment gave us an insight of what units, resources and information should be incorporated into the curriculum to meet the needs of the students. It became evident that these students lacked education, and equity of access to their rights and the services provided by UH Hilo. This helped to shape the goals and objectives for the workshop and the content of the curriculum. We learned that female international students were afraid to report incidents such as sexual assault for fear of causing trouble with their visas. International female students did not know their rights as a UH Hilo student and protected under the EEO/Title IX Office, and they did not have to be afraid and could report sexual assault incidents or discrimination cases to the Women's Center or the Title IX office. The Women's Center learned that many students were being treated unfairly by the on-campus clinic which is under the Department Health and Students services. There was no translators or clinic staff was not able to assist students because of language barriers. In addition, we learned that the Women's Center is doing a poor job of promoting the center and the services that we provide such as domestic violence, sexual violence or any violence towards women support. It became apparent that we had to try to find ways to make the center's existence known. After many of our services had been taken over, the center lost its presence on campus. The needs assessment also brought out that some students did not have food to eat, wanted spiritual support from the community, did not have friends, had trouble fitting in, had no one to listen to them, felt invisible, and wanted to have the Women's Center check on them. Finally, we learned that the \$75 orientation fee was too costly for many students

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including female international students and it was also not mandatory, so many did not attend.

The needs assessment provided information and motivation to create a workshop designed to make sure that these students were being treated equally by offering information that the normal new student orientation was not providing.

e. Recommendations

My recommendations to improve the Women's Center services would be to offer the Diversity and Inclusion workshop until it is adapted and offered during the New Student Orientation. The Women's Center must broaden its focus and not provide or advertise for a particular population only. Our campus is diverse, and ways are needed to include these various groups. Since a large part of the school climate are international students, taking a global perspective on issues that affect women around the world or from countries that they are from is crucial. Also, services that were taken over by other departments should be reinstated to the Women's Center. Next, a separate coordinator specifically for the LGBTQ community should be hired so that student population can get specific help and support. It is hard for one person to manage alone. Also, the UH Hilo administration should conduct a needs assessment and see what the needs are for the UH Hilo campus and then design programs to meet that needs. Lastly, an interpreter should be provided for international students if they need translation in any situation.

VII. Goals and Objectives

a. Program Goals

Based on findings from the needs assessment, the Program Goals are:

1. To inform and create access and equality for female international students
2. To contribute to an inclusive campus
3. To build trust and open communication by creating a bridge through this workshop.

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b. Program Objectives

Based on the Program Goals, the Program Objectives are:

1. To educate female international students about important on-campus departments that can provide them with the necessary support.
2. To teach female international students about the services and resources that the UH Hilo Women's Center provide.
3. Ohana (Family). To teach female international students about the UH Hilo Women's Center's mission of creating a safe and inclusive campus for all students. (Gender, race, age, sexual orientation, religion, etc.)
4. To inform female international students that communication with these departments is a key aspect of having a great and enjoyable experience at UH Hilo.

c. Participant Goals:

1. Participants will be informed/educated about the on-campus support and departments that provide them.
2. Participants will feel safe, included and happy about being a student at UH Hilo.
3. Participants will be informed about their responsibilities and roles that they play as a student at UH Hilo.
4. Participants will gain an awareness and learn that it is their duty to communicate with these departments if a problem should arise.
5. Participants will be informed about their rights and the policies that support them as UH Hilo students.

d. Participant Objectives:

1. Participants will be provided information on the services and resources offered by the UH Hilo Women's Center.

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2. Participants will be provided information on the services and resources provided by the EEO/Title IX, and the Student Health and Wellness program.
3. Participants will gain valuable resources from off campus partner organizations such as AAUW.
4. Participants will be educated on the rights and policies that support them as UH Hilo students by the EEO/Title IX Office

IX. Curriculum

a. Overview

The Diversity and Inclusion workshop will be available for two days to accommodate the schedules of the students. Students are encouraged to attend one seminar. Workshop evaluations will be passed out at the end of the event where students can reflect and give valuable feedback. The workshop sessions provide content and information that is not currently offered during new student orientation. Also, the curriculum includes the results that were gathered after conducting the needs assessment. An informational table that includes Brochures, informational papers, resources and Safe Zone training sign-up will be made available during the seminar. Lastly, facilitators will be asking participant's feedback throughout the workshop on the pace, volume, use of language, and the degree of clarity of explanations to ensure that all attendees understand the content. Time will be allotted after each session for participant questions. See the workshop agenda (Appendix F).

b. Session 1- Welcome & Introduction of The UH Hilo Women's Center

Moderated by the UH Hilo Women's Center Coordinator, this session will begin with an ice breaker activity. Participants will then be briefed on the Women's Center's mission, vision,

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location, hours, contact info, resources, support and events that take place during the year. Also, the coordinator will present the workshop's goals & objectives, participant goals & objectives, and the workshop agenda. This session will educate participants that the Women's Center staff are advocates for them. This course will inform and give students access to valuable on and off-campus organizations that can provide spiritual support, assist with food, medical and other basic needs.

c. Session 2- Department of Student Affairs

This session will be led by the Assistant Vice Chancellor of Student Affairs and Dean of Students. Students will be informed about the Department of Students Affairs, its mission and the various services that each department provides to minority students. Participants will learn about the chain of command and who to contact if any services are required. The assistant Vice Chancellor will also brief students on how to file a complaint against a student if an unfortunate situation should occur. This session is designed to provide access and education as well as reassure students that they are heard and supported.

d. Session 3- Equal Employment Opportunity/Title IX Office

This plenary session will be headed by the UH Hilo Title IX officer. She will provide a short Title IX training on laws and policies that affect each UH Hilo student. Students will learn about their rights, what to do if they feel that their rights are being violated, and where or who to contact if an unfortunate event should occur like sexual assault, harassment, or discrimination. Also, the Title IX officer will review the responsibilities that each student has as a member of our campus ohana to keep it a safe place. This information is not currently available during normal new student orientation.

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e. Session 4-Break/Refreshments

Students will be allowed a 15-minute break. Refreshments will be made available to students. Students can also use this time to meet new people or ask questions to any of the facilitators. Students will also be allowed to use the restroom any time during the workshop. Participants are encouraged to mingle and meet new people or engage in new connections.

f. Session 5-Student Health and Wellness Programs

Moderated by the Director of the Student Health and Wellness Programs, participants will be given a brief explanation of the center's location and the services that they provide. Also, information regarding specific services such as medical needs or women's health. The Director will reassure students that the clinic staff can provide them with translators if necessary. The Health and Wellness Program will provide for the Women's Psychological needs by speaking about the confidential counseling services that her office provides for victims of domestic violence, abuse, daily stress, as well as suicide prevention. This session will inform students about the events or informational workshops that the Health and Wellness Program offers during the semester/year such as the relaxation station and other mental health and wellness topics. The Health and Wellness Program director will ensure students that they will do their best to show care and concern as well as provide services that support the students overall well-being.

g. Session 6- AAUW/Safe Zone

This session will be facilitated by the president of American Association of University Women (AAUW). AAUW is a close partner with the UH Hilo Women's Center and has been an active advocate on women's issues for many years. They are a vital link to our local community. The president will let students know about the services that they provide such as links to the

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local community, events that they sponsor, scholarships that female international students can apply to, and advocacy work. In addition, the Women's Center also provides support for the LGBTQ community. If a student identifies with this group, the Women's Center is where one can come for resources. If a student would like to be an ally for the LGBTQ community, they are encouraged to sign up for Safe Zone training which is offered once a month during the school year. Evaluations will be collected and the Women's Center coordinator will provide information about the events and support/discussion groups offered throughout the year to re-connect and build on established relationships with female international students.

X . Staffing Plan

The UH Hilo leadership, faculty, and staff community strive to provide an environment conducive to rigorous student academic achievement while experiencing the concept of aloha in their relationships and social interactions (UH Hilo, 2016e). UH Hilo faculty and staff take pride in our diverse campus. Together we all contribute to making our school an inclusive environment sharing the Aloha spirit. Departments asked to partake in the workshop are explicit in ensuring meeting their needs by providing education, resources, and support. The units collaborating in the seminar are the UH Hilo Women's Center, the EEO/Title IX Office, and Student Health and Wellness Program. Also, the American Association of University Women (AAUW) will be invited to attend as they are a partner community resource with the Women's Center. Lastly, a counselor from the Student Health and Wellness programs will be available during the workshop in case her services are needed. Workshop presenters and facilitators include:

1. UH Hilo Women's Center Coordinator and Diversity Specialists

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2. UH Hilo Assistant Vice Chancellor of Student Affairs, and Dean of Students
3. UH Hilo Title IX officer
4. UH Hilo Director of the Student Health and Wellness Programs
5. AAUW President Hilo Branch

There will also be two student staff from the UH Hilo Women's Center to assist in the workshop:

1. UH Hilo Women's Center Office Manager
2. Safe Zone Trainer, LGBTQ student support

A counselor will be available during the entire workshop in case her services will be needed.

1. Counselor, Student Health and Wellness Programs

All facilitators/presenters receive the workshop details along with the agenda via. Previous to the event, meetings will have taken place with the departments to plan for the workshop. The UH Hilo Women's Center feels confident that the staff/faculty selected to participate in the workshop will provide our international female students with the maximum support and to meet their needs.

XI. Program Marketing

The UH Hilo Women's Center will collaborate with International Student Services (ISS) and the Admissions office to inform female international students by a letter of invitation (see Appendix I) about the workshop when their acceptance to UH Hilo is confirmed. Information about the seminar will be linked to the UH Hilo Women's Center website, the Women's Center Facebook page as well as the ISS internet site. The workshop details will be placed on the UH Hilo announcement calendar one month before the event. Flyers will be created, printed, and

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distributed one month before to the event. An email reminder will also go out one month before the event and again one week before the event to all female international students. See (Appendix G) for the email sent out. A press release will also be published in the UH Hilo news two weeks before the event. See (Appendix G) for the press release/website announcement. AAUW is an important bridge between the Women's Center and the community. AAUW will aid in community announcements. A flyer and event information is distributed to the AAUW president. She will then make community posts and reports on behalf of the Center. See (Appendix H) for the event flyer.

XII. Student Recruitment and Admissions

Student recruitment for my workshop will be in collaboration with the International Student Services, and New Student Programs departments. A letter of invite (see Appendix I) is added to the new student packet that newly accepted UH Hilo students receive. A follow-up email will go out to each female international student containing information about the workshop. Flyers, UH Hilo news announcements, and website posting will also be available. Admissions to UH Hilo is handled by the UH Hilo Admissions department and not the UH Hilo Women's Center. New incoming students pay a \$75 fee for a four-day student orientation that is not mandatory. The fee was too costly for some students to attend. The Diversity and Inclusion Workshop would be free and offered a month after the original student orientation to give students a chance to get settled and find a daily routine with their class schedules.

XIII. Logistics

The international female student diversity and inclusion workshop will be held in the Student Services building room W201. It can accommodate 60 people. The room is equipped

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with tables, chairs, a computer, and a screen with a projector for presentations. W201 is next to a kitchen and restroom facilities. It is a well-lit area, and the room has glass walls for excellent visibility. Snacks and drinks will be catered by Sodexo, an on-campus food provider. Any health issues or food allergies will be asked ahead of time so that we can make any necessary arrangements. Any disability services or assistance is pre-arranged. The workshop will take place in the afternoon towards the evening when classes are finished, and the campus is quiet. Previous attendance at on-campus events has proven that these hours are better for students. Campus security will be doing their regular rounds to ensure safety. The workshop will be held on campus so that students and facilitators/presenters will not need transportation to the location. The Women's Center and the other participating departments will provide the announcements and materials for the seminar.

XIV. Health and Safety Plan

The University of Hawaii at Hilo's campus security patrols the campus and checks all buildings on a regular basis. Security Officers patrol the campus 24 hours a day, seven days a week, and 365 days a year. The University of Hawaii at Hilo is committed to providing a safe and healthy environment for students, faculty, staff, and guests. Campus Security is located on the Main Campus in the University Classroom Building, Room 151, phone 974-7911 (UH Hilo, 2016f). The University has dispersed throughout the campus (yellow) emergency call boxes and blue light telephones for student and faculty use in the event of an emergency and the need for assistance (UH Hilo, 2016f). The University encourages the prompt reporting of all emergencies, violations, and criminal incidents by calling the police (911) or to Campus Security (974-7911). When a call is received by security, an Officer will be immediately dispatched (UH Hilo, 2016f).

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XV. Crisis Management Plan

In the event of an emergency or crisis, the UH Hilo Women's Center will follow the UH Hilo Emergency Manual (see Appendix J). Manuals are located in the Women's Center and also available online. If an emergency should occur during the workshop, emergency audio hailers will sound with information and instructions to follow. All staff and participants are required to follow the instructions given and avoid any designated dangerous or unsafe areas. A counselor will also be in attendance at the seminar if a student should have a mental/physical crisis.

XVI. Budget

The total cost for staffing, food service, and supplies for the International Female workshop is \$416.00, please see (Appendix L) for the Budget Table and the Budget notes. The UH Hilo Women's Center feels that this cost is acceptable in order to provide our female international students with valuable or crucial resources that will contribute to making UH Hilo an inclusive campus.

XVII. Evaluation Plan

The workshop will be evaluated in several ways. During the seminar, time will be given for students to ask questions and facilitator feedback such as volume, speed, pitch or any clarifying questions. A student evaluation questionnaire will be passed out after the workshop to students, and will be collected when they leave. The student evaluation contains 12 questions/feedback (Appendix K) that will be reviewed by the Women's Center staff. Lastly, the Women's Center will meet with participating departments to go over workshop feedback, improvements and future goals every semester.

XVIII. Conclusions/Implications

The future projected goal of the workshop from the Women's Center is for it to be offered twice a year, and to meet with female international students twice a semester for follow-up meetings. Also, the Women's Center would like to have informal gatherings or socials around certain topics that the students feel is needed. Staying involved and connected with female international students can fill gaps and improve our efforts in creating an inclusive campus. A student's first idea and experience of UH Hilo, or Hawaii begins when they get accepted. Collaboration, networking, communication, and education is essential in making female international student's time here at UH Hilo a pleasant and safe one. This workshop will make a new female international student feel important, supported, included, and will help to make the transition into UHH a smooth one. UH Hilo encourages the "Aloha spirit" by treating everyone as part of the Ohana, or family. The UH Hilo Women's Center hopes to contribute to this vision by creating an inclusive environment for female international students.

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Appendix A - UH Hilo Diversity Statistics & Tajfel's Social Identity Model

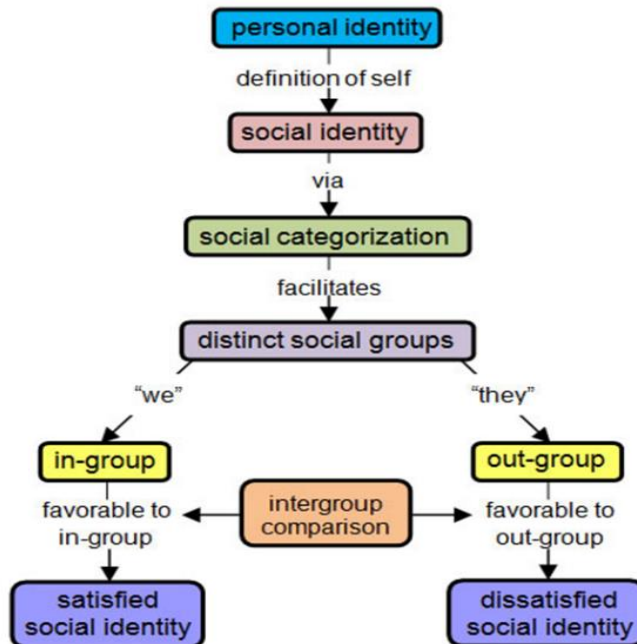
UH Hilo Diversity Statistics

Spring 2014, of 3,828 total

Ethnic/Racial Group	Percent of Student Body
Native Hawaiian or other Pacific Islander	31%
White	27.1%
Asian	24.4%
Two or more races	13.5%
Nonresident Alien	4.0%
Hispanic/Latino	1.9%
Black or African American	1.3%
Race and ethnicity unknown	0.4%
American Indian or Alaska Native	0.4%

(UH Hilo, 2016)

Tajfel's Social Identity Model



Appendix B -Needs Assessment Survey & Questions

Email survey description

Aloha,

Thank you for participating in my research study. The purpose of this study is to gather data to design a Female International Diversity and Inclusion Workshop created by the UH Hilo Women's Center.

I, Lehua McClung, is currently working on my graduate Capstone on developing this session and creating a curriculum that will meet the needs of Female international students. As part of my study, I am looking to survey UH Hilo female international students on what material the workshop should contain. As a participant, your participation is voluntary.

For my research, I am targeting all UH Hilo female international students.

If you self- identify as being part of this group, and would like to participate, please complete my survey. This survey is open to all female international students from all majors. The study will last no longer than 15 minutes.

The survey is confidential, and I will not be publishing any specific identifiers. The data collected will strictly be for research purposes only. Also, if you would like further information about what the study entails, please feel free to email me at Lehua McClung lmcclung@hawaii.edu

Best,

Lehua McClung

I've invited you to fill out the form **Assessment**. To fill it out, visit:

https://docs.google.com/a/hawaii.edu/forms/d/1DFMFfhpqBFoe7ttRnPeq3D-yxHNdNxRgS0eMMciBco/viewform?c=0&w=1&usp=mail_form_link

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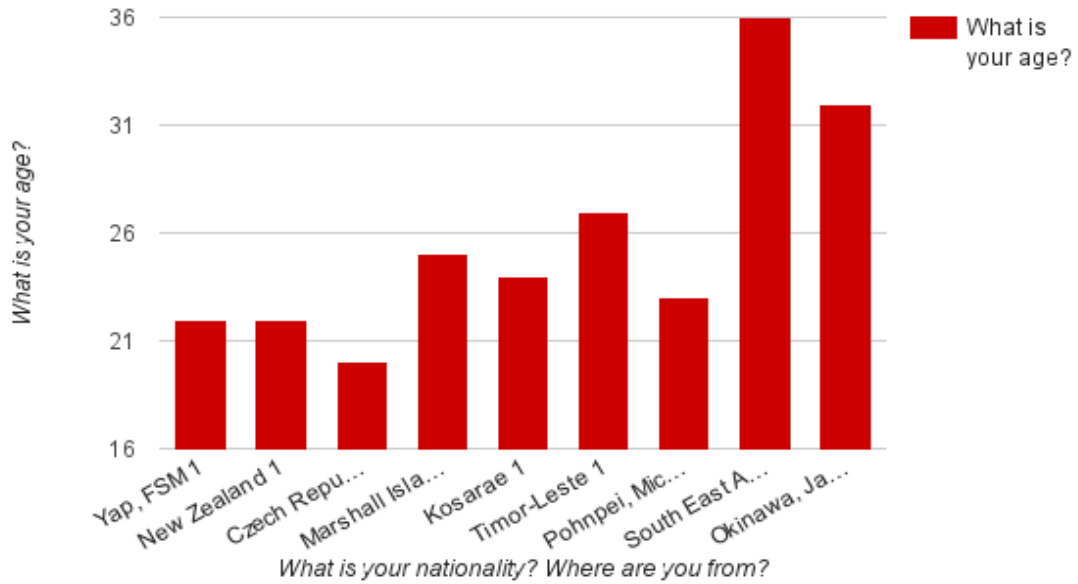
Online survey questions:

1. What is your nationality/Where are you from?
2. What is your age?
3. What is your major?
4. Do you know where the Women's Center is located?
5. Have you used any of the services provided by the UH Hilo Women's Center? If so, which?
6. Do you know what services or resources that the Women's Center provides?
7. What events/programs would you like to see offered by the UH Hilo Women's Center?
8. Have you attended any of the Women's Center events in the past year? If so, which one/s? Why or Why not?
9. Do you feel that the events/programs currently offered are useful? Why or why not?
10. Did you know that we serve a broad range of students and not only women?
11. Do you know your rights as a UH Hilo Student?
12. Do you feel supported as a UH Hilo female student?
13. Do you feel that you have needs (medical, counseling, community resources, friendship, religious support, etc.) that are not met?
14. Do you know about the services provided by the EEO/Title IX Office?
15. Do you know about the services provided by the Student Health and Wellness program?
16. If a workshop was designed to inform you of the resources and support that these departments offer, would you attend?
17. Would meeting once a semester with the Women's Center staff for a follow-up be helpful?
18. Any questions or comments?

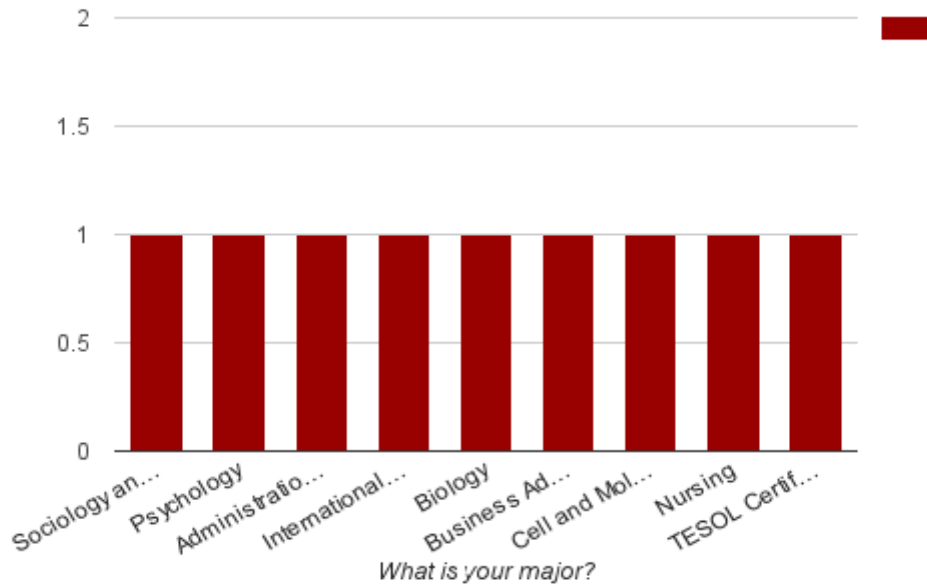
Mahalo! Thank you for completing my survey! Information gathered will be strictly confidential. If you would like further information about what the study entails, please feel free to email me at: Lehua McClung lmcclung@hawaii.edu or (808)9327380

Appendix C -Needs Assessment Survey Results

**What is your age? What is your nationality?
Where are you from?**

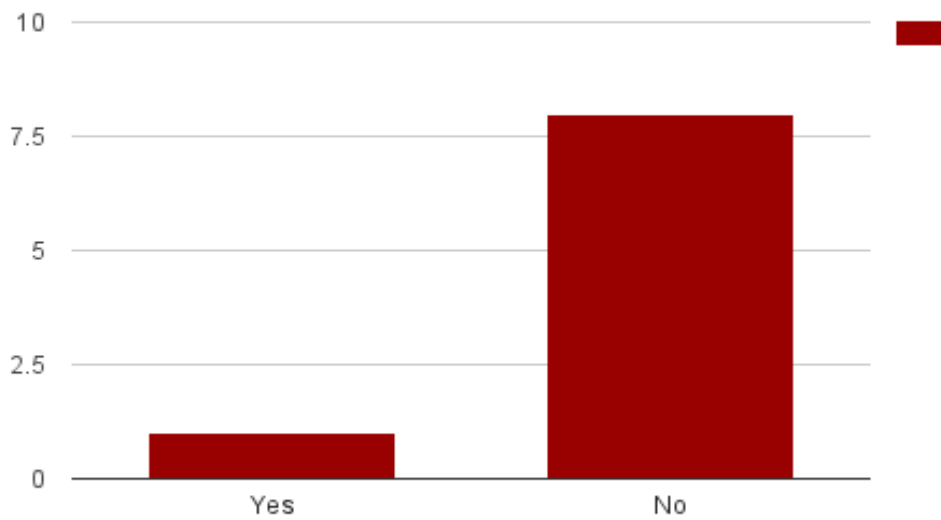
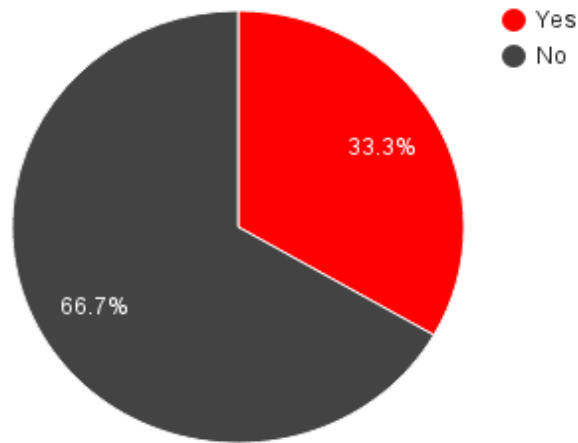


What is your major?



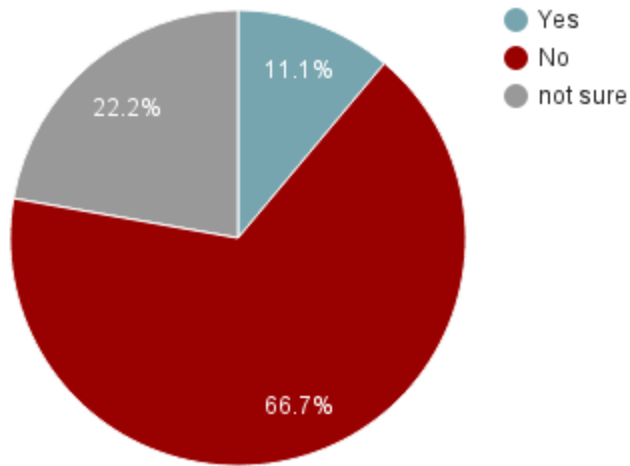
UNIVERSITY OF HAWAII AT HILO: INTERNATIONAL FEMALE STUDENT DIVERSITY AND INCLUSION WORKSHOP

Do you know where the UHH Women's Center is located?

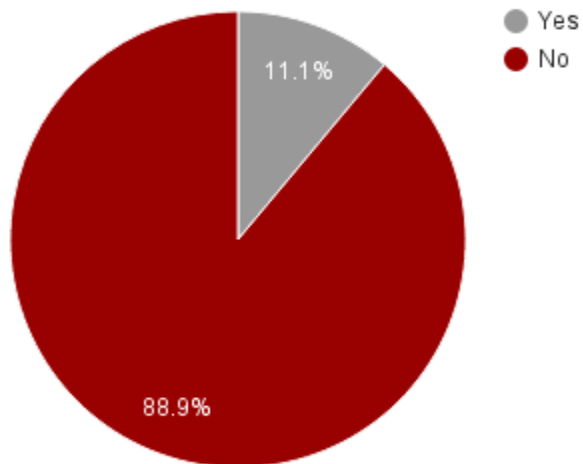


Have you used any of the services provided by the UHH Women's Center? If so, which?

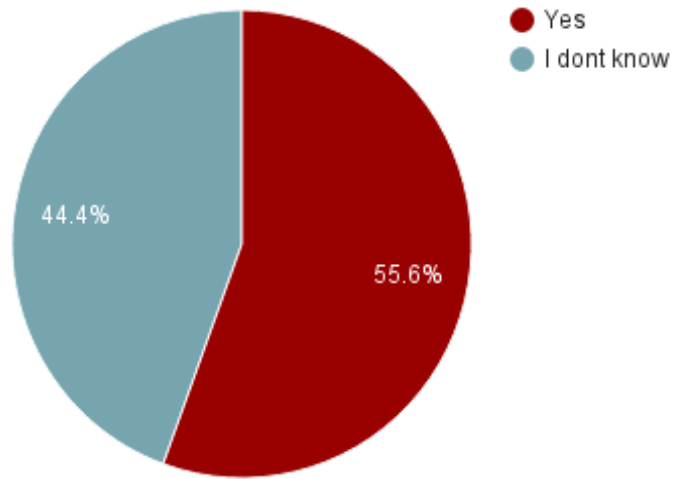
Do you know what services and resources that the Women's Center provides?



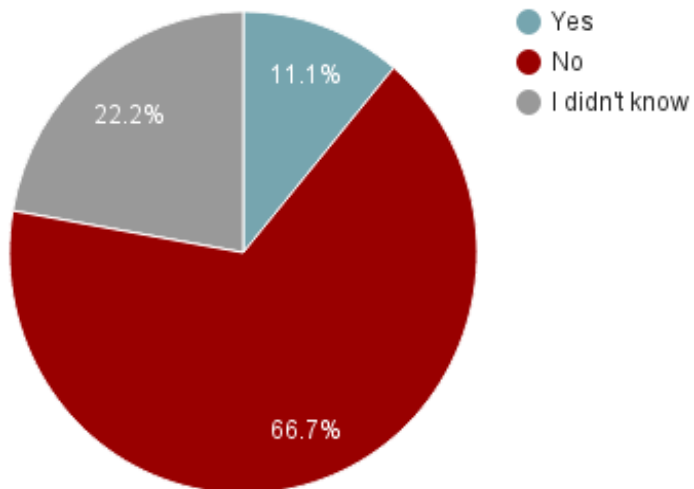
Have you attended any of the Women's Center events in the past year? If so, which one/s? Why or why not?



Do you feel that the events/programs currently offered by the Women's Center are useful? why or why not?

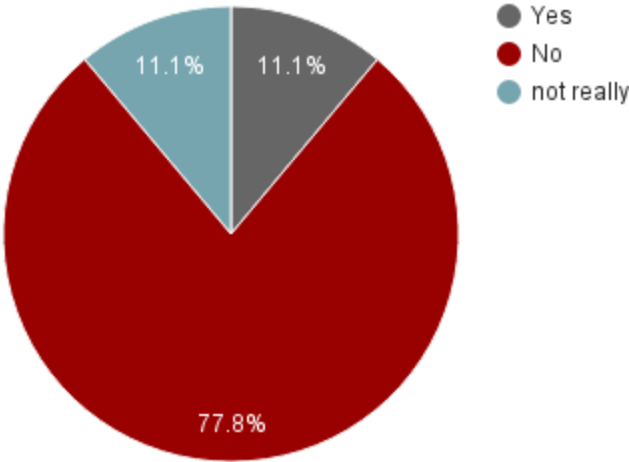


Did you know that we serve a wide range of students and not only women?

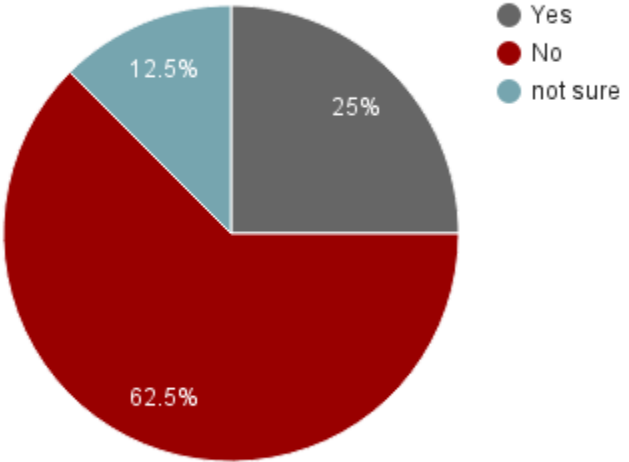


UNIVERSITY OF HAWAII AT HILO: INTERNATIONAL FEMALE STUDENT DIVERSITY AND INCLUSION WORKSHOP

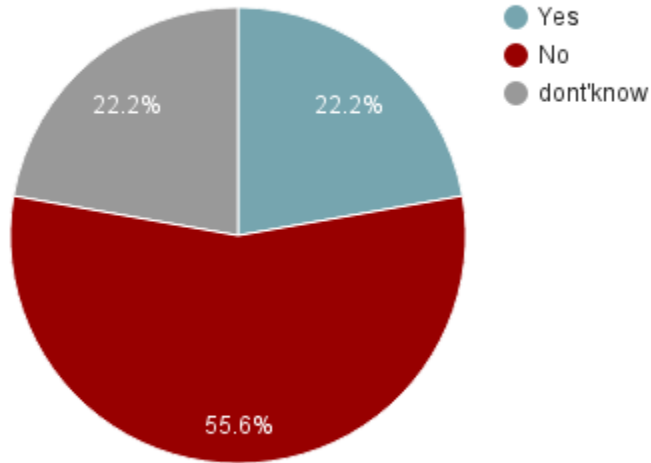
Do you know your rights as a UHH Student?



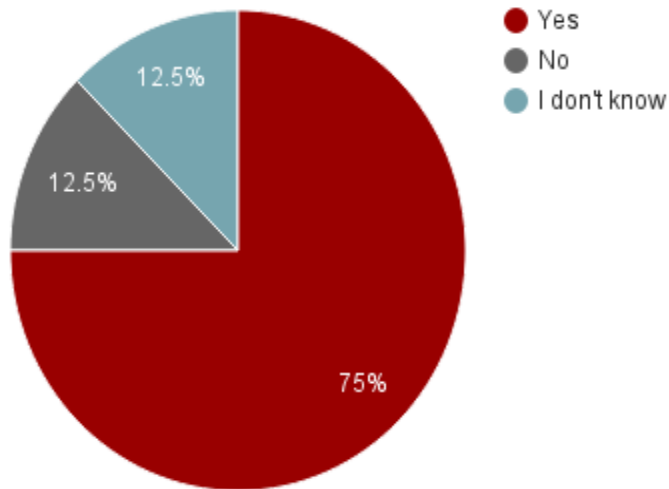
Do you feel supported as a UHH female student?



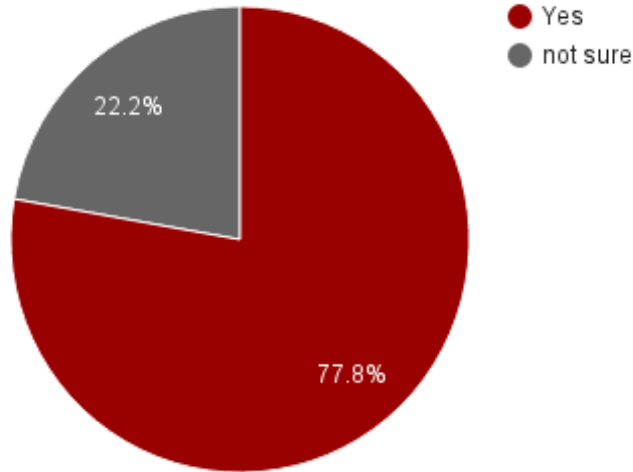
Do you know about the services provided by the EEO/Title IX office? would you like to know?



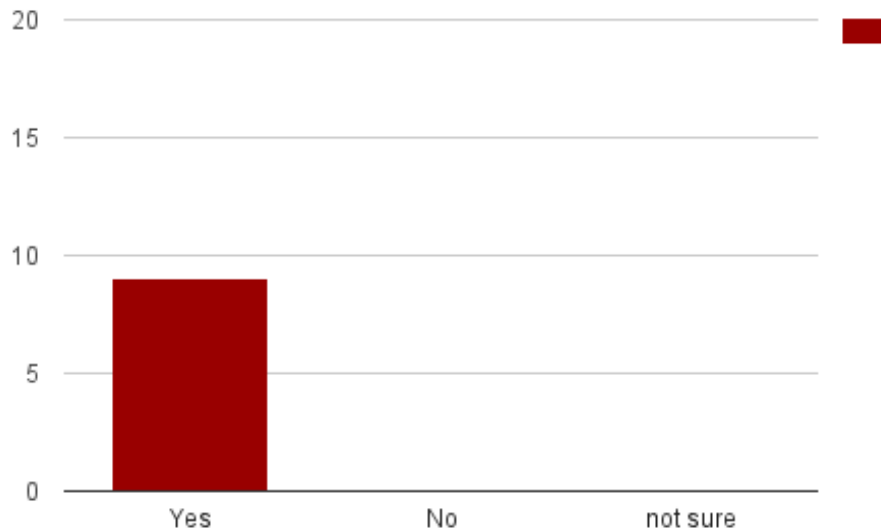
Do you know about the services provided by the Student Health and Wellness program? would you like to know?



If a workshop was designed to inform you of the resources and support that these departments offer, would you attend?



Would meeting once a semester with the Women's Center staff for a follow-up be helpful?



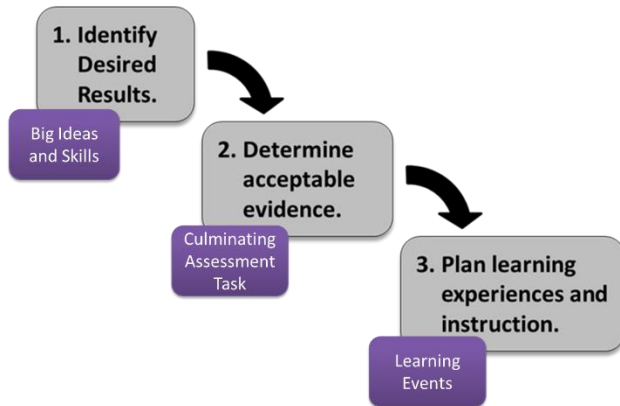
Would meeting once a semester with the Women's Center staff for a follow-up be helpful?

Appendix D -Program Timeline

July	WC staff meeting, meet with ISS, EEO/Title IX, Student health & wellness, AAUW, go over logistics. Create student letter of invite. Send to admissions. Gather brochures, reserve room, check WC brochures and supplies.
August	WC staff meeting, meeting with ISS, EEO/Title IX, student health & wellness, AAUW, finish logistics, create flyers, printing, email, announcements, hang flyers, create event evaluations, contact Sodexo, pay for food & drinks
September	Email reminder sent to students, diversity & inclusion workshop, collect evaluations, review data, and follow up meeting with participating departments. Thank all participants & departments.
November	Follow-up email to check on student
March	Follow-up email to check on student
May	Plan for next workshop, staff meeting

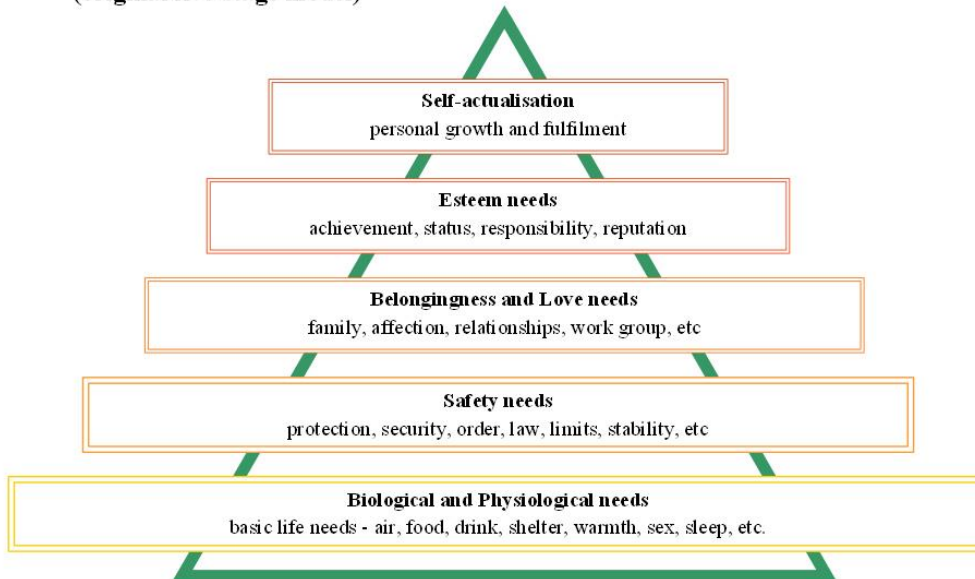
Appendix E- Backward Design Model & Maslow's Hierarchy of Needs

Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development. (Frost, E., 2016)

Maslow's Hierarchy of Needs (original five-stage model)



© alan chapman 2001-4, based on Maslow's Hierarchy of Needs

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2014).

(Chapman, A.

Appendix F- International Female Diversity & Inclusion Workshop Agenda

International Female Diversity and Inclusion Workshop Agenda

September 13 & 14

3-7pm SSB W201

- I. 3:00-3:45 Welcome & introduction of the UH Hilo Women’s Center**
- II. 3:45-4:10 Dept. of Student Affairs**
- III. 4:10-4:55 EEO/ Title IX**
- IV. 4:55-5:10 Break/refreshments**
- V. 5:10-6:00 Student Health & Wellness Programs**
- VI. 6:00-7:00 AAUW/Safe Zone**



EEO/Title IX office

International Student Services



Contact: UH Hilo Women’s Center 932-7381 uhhwomen@hawaii.edu

Appendix G - Announcements Sent to All Female international students

Email

Aloha! The UH Hilo Women's Center invites you to attend our Female International Diversity and Inclusion Workshop on **September 13th or 14th in SSB W201 from 3-7pm**. We have made the seminar available to you for two days to accommodate your schedules. The workshop is not mandatory, but it is highly encouraged that you attend. The seminar is free and refreshments are provided. You only need to attend one workshop. Should you have any questions please feel free to contact me: Lehua McClung lmclung@hawaii.edu or (808)932-7380. Symposium brief description:

Learn about the services provided by the UH Hilo Women's Center, EEO/Title IX Office and Student Health and Wellness programs. The workshop will also provide you with community resources. Need? Medical health support, LGBTQ support, scholarships, free food, know your rights, feel safe on campus and in the community, spiritual support, make new friends, counseling, and much more. We can help!

The UH Hilo Women's Center is located in Student Services Building E-223. Office hours 8am-4:30pm

Press release/website announcement

UH Hilo Women's Center will host a two day International Female Student Diversity and Inclusion workshop on September 13 & 14 in SSB W201 from 3-7pm.

The workshop is particular for female international students to provide them with valuable support and resources available on campus and in the community. The seminars are free and refreshments will be available. Please [link here](#) for the seminar info. (Event flyer will be linked).

Any questions, please feel free to contact the UH Hilo Women's Center Coordinator, Lehua McClung at (808)932-7380 or lmclung@hawaii.edu. The Women's Center is located in SSB E-223. Office hours: 8am-4:30pm

Appendix H - International Female Diversity & Inclusion Workshop Flyer



International Female Student Diversity and Inclusion Workshop

September 13 & 14

3-7pm SSB W201

The UH Hilo Women's Center invites you to attend our Female International Diversity and Inclusion Workshop. We have partnered with important on-campus offices, and community organizations to provide support, education and material specifically for female international students. The seminar will give you a background of the Women's Center, the services that we provide, important resources and connections on campus or in the community. The seminars are free and refreshments will be available.

UH Hilo Women's Center: 932-7381

uhhwomen@hawaii.edu



UNIVERSITY
of HAWAII
HILO



UNIVERSITY OF HAWAII AT HILO
STUDENT HEALTH &
WELLNESS PROGRAMS
PREVENTION • MEDICAL • COUNSELING

International Student Services



EEO/Title IX Office

For disability accommodation, contact Lehua McClung at 932-7380 / 933-3334 (TTY) by 09/01/2016

Appendix I -Letter of Invite to New International Female Students



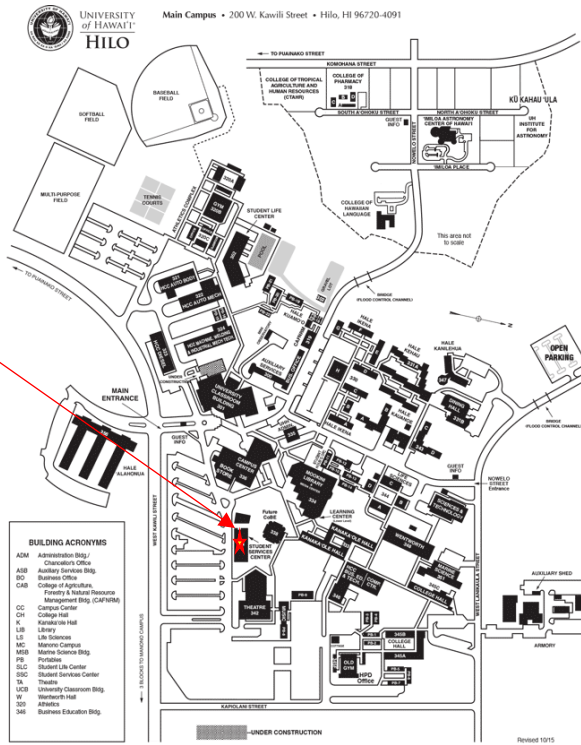
You are invited!

Aloha! Welcome to the University of Hawaii at Hilo! We hope that you will enjoy your time in here and feel like a part of our Ohana (family). My name is Lehua McClung, and I am the UH Hilo Women’s Center Coordinator & Diversity Initiatives Specialists on campus.

We are here to support you. The UH Hilo Women’s Center invites you to attend our Female International Diversity and Inclusion Workshop during the month of September. We have partnered with critical on-campus offices, and community organizations to provide support, education, and information specifically for female international students. The seminar will give you a background of the Women’s Center, the services that we provide, valuable resources and connections on campus, or in the community. More information and details about the session will be sent out to you very soon. If you should need immediate services or have any questions please feel free to contact me at (808)932-7380 or lmclung@hawaii.edu. If you would like to stop by the Women’s Center, we are located in the New Student Services building in room E-223. Office hours: 8am-4:30pm

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UHH
Women's



Appendix J- UH Hilo Emergency Manual

Emergency Notification UH Hilo

In the case of an emergency occurrences the following communications systems will be used:

I. Mobile Loudspeakers (Audio Hailers)

Audio hailers (bull horns) will be utilized at the Field Control Point for on-site public information and instruction purposes.

II. Radio

The local radio stations have the potential of reaching a considerable number of employees and students. Likewise, television stations may also carry emergency messages through the Emergency Broadcast System (EBS). During a major disaster, tune in to a local EBS radio station.

III. Electronic Communications

Emergency information shall be sent periodically to faculty, staff, and student email accounts as well as cell phone text messages via UH Alert. Information and updates shall also be posted on the UHH Home Page, Twitter, and Facebook accounts.

IV. Building Fire Alarm Systems

Most buildings have independent audible fire alarm systems that can be activated to indicate that immediate evacuation of a building is ordered. **IMPORTANT: DO NOT** activate the Fire Alarm Systems for building evacuation in the event of a Bomb Threat.

V. Campus Telephone System or Word of Mouth

While slow compared to the above, these systems can be utilized in conjunction with any of the above. The dissemination of emergency information and instructions by means of a "communication pyramid" telephone system will be utilized. All Deans and Directors will be contacted who, in turn, will contact their sub-units.

Campus Priorities

The University of Hawai'i at Hilo emergency response organization shall respond to an emergency situation in an organized, safe, effective and timely manner. UH Hilo personnel and equipment will be utilized to accomplish the following priorities:

Priority I Protect Life and Safety

Priority II Assess Critical Infrastructure and Facilities

Priority III Restore/Maintain Campus Operations and Resume Education/Research Programs

UHH Emergency Manual for Specific Emergencies

In an emergency dial **911**. UH Hilo campus security **974-7911** (UH Hilo, 2016g)

1. FIRE A. Fire within a Building: If a fire is detected within a building, the following procedures will be followed: i. Alert others in the building. Activate the building fire alarm. All

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building occupants shall immediately evacuate the building. ii. Call the Fire Department and report the fire. Inform Campus Security of the situation and actions taken. iii. Fire extinguishers are provided for emergency responders. Do not attempt to use fire extinguishers unless properly trained. iv. Do not re-enter the building. v. Stay upwind of the fire/smoke and remain at a safe distance from the fire and firefighting equipment. Render first aid as may be required. vi. Security personnel will keep access roads open for emergency vehicles and direct fire fighters to location of fire. vii. The Chancellor or designee will direct further action as required. B. Fire near a Building: If a fire is detected near a building, the following procedures will be followed: i. Inform Campus Security of the fire. If the nearby fire poses an immediate threat to students, faculty, and staff or the building, Activate the building fire alarm to evacuate the building. ii. The Chancellor or designee will evaluate the situation and determine the need to evacuate the building or area. The Fire Department may be called depending on the nature of the fire. iii. Fire extinguishers are provided for emergency responders. Do not attempt to use fire extinguishers unless properly trained iv. The Chancellor or designee will direct further action as required (UH Hilo, 2016g).

2. EARTHQUAKE Earthquakes usually strike without warning. The following actions, as time permits, should be accomplished. A. Inside of Buildings: DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, seek cover against an interior wall or inside corner, protecting your head and neck with your arms. Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. ii. Avoid areas near large windows, tall furniture and heavy hanging objects. iii. After the earthquake, remain calm. Do not leave the building until the shaking is over. Then exit in a calm and orderly manner. Do not use the elevators. DO NOT BLINDLY RUN OUTSIDE, parts of buildings may still be falling. iv. Do not return to buildings for any reason until they have been declared safe. v. The Building Administrator and Assistant Building Administrator should observe from a safe distance from all building entrances to see that no one re-enters the buildings. vi. Do not light any fires after the earthquake. If your area has gas utilities, do not flip switches, including light switches, which may spark and ignite the gas. vii. Avoid touching electrical wires which may have fallen. viii. Check for injured persons. Render first aid if trained. Do not move the victim unless he or she is in immediate danger. Seek emergency help as soon as possible. ix. The Chancellor or designee will determine the advisability of closing the campus. If necessary he/she will try to procure the advice of competent authorities about the safety of the building. Turn on the radio for latest bulletins. xi. Subsequent shocks may follow the initial tremor. Do not return to buildings until officials declare them safe. B. Outside of Buildings: i. The safest place is in the open. Stay there until the earthquake is over. ii. Move away from buildings, trees, and exposed wires. iii. DO NOT RUN. iv. Follow the procedures under "Inside Building" in previous section (B) #4 through #7. v. In Car or Bus: On a mountain road, the side of the road may not be the safest place; hence the driver should quickly consider the terrain before deciding where to stop. vi. If possible, pull to side of road away from any buildings, and crouch or lie down in car. vii. Set brakes. viii. Turn off ignition. ix. Wait until earthquake is over. x. Follow procedures iv through vii under "Inside Building" in previous section (A) (UH Hilo, 2016g).

3. SEVERE WINDSTORM A. Severe windstorms usually strike without warning. The following actions if time permits, should be accomplished. Classes may be suspended to allow students, faculty and staff to return home. Dormitory students shall be guided by instructions

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from the Housing staff. i. Operations Section: a. Assist with taping of glass panes on windows and doors. b. Secure any outside staging, scaffolding, planking, loose iron roofing, and anything that can blow away. c. Shut off gas to buildings when campus operations cease. ii. Occupants of Buildings: a. Tape up glass panes on windows and doors. b. Close windows and blinds (draw all drapery in a closed position). Stay away from glass windows. c. Secure loose materials (i.e. store inside of file cabinets, desk drawers, etc.). B. If high winds develop during instructional hours with little or no warning, the following emergency action steps should be followed: i. Everyone should seek shelter immediately. ii. Employees and Students should be assembled inside shelters or best available buildings. (Refer to Appendix B, Hurricane Rating of University Space). Each person responsible for a building, classroom or laboratory shall ensure that all disabled/handicapped persons have been assisted to reach cover. iii. Close windows and blinds (draw all drapery in a closed position). Stay away from glass windows. iv. During the windstorm, remain near an inside wall, on the lower level if possible. v. Stay inside the building as loose flying objects, downed wires, falling branches/trees, etc. may pose life-threatening situations. vi. Avoid structures with large roof spans. vii. Evacuate rooms subject to full force winds. viii. Keep tuned to the Emergency Broadcast System radio station for latest advisory information. C. Actions after the winds subside: i. After the winds subside, temporarily secure damaged buildings to prevent further weather damage. ii. Notify the Operations Section Chief or Campus Security of any break, damage, or suspected break, in any utility system or building. iii. Do not touch any downed wires due to electrical hazards. Notify Campus Security, the Operations Section Chief, and the Hawaiian Electric Light Company of the downed wires. iv. Should anyone detect gas, notify Campus Security and the Operations Section Chief. Ventilate the building if able to do so safely. Do not light any matches, lighters, etc. or turn on any device that may cause ignition. v. Be careful of broken glass and other sharp objects (eg. protruding nails, jagged metal edges). vi. If a building sustained considerable damage from the windstorm, do not enter the building until given permission by the Planning Section Chief (UH Hilo, 2016g).

4. HURRICANE The Central Pacific Hurricane season runs from June 1 to November 30. Although the greatest likelihood for hurricanes is during the hurricane season, Central Pacific Hurricane Center continually monitors for the threat of tropical systems throughout the year. The National Weather Service Forecast Office in Honolulu activates the CPHC when: (1) a tropical cyclone moves into the Central Pacific from the Eastern Pacific, (2) a tropical cyclone forms in the Central Pacific, or (3) a tropical cyclone moves into the Central Pacific from the West. Winds that exceed 74 miles per hour are a Hurricane. When a tropical depression forms, the National Weather Service begins to issue a series of advisories, which include watches and warnings, based on the strength and position of the approaching storm. A Hurricane Watch is issued by the National Weather Service when there is a threat of a Hurricane within 48 hours. Preliminary precautions should be taken. A Hurricane Warning is issued by the National Weather Service when sustained winds of 74 MPH or more are expected in a specified area in 36 hours or less. Actions for protection of life and property should begin immediately when the warning is issued. With the advance warning systems through our Hawai'i County Civil Defense Office, we should have sufficient time to prepare ourselves to minimize and/or eliminate injury or death and to protect our University through preventive maintenance and precautions before and when the Hurricane arrives. A. Actions to be taken in preparation to a Hurricane Watch: The University will automatically proceed to Emergency Status. i. Emergency Operations Plan Officers shall immediately be contacted and made aware of the situation. If required, they shall report to the Emergency Operations Center. The Auxiliary Services personnel shall assist in securing the

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campus by following the instructions above in Section 3 Severe Windstorm A.1, if time and conditions permit (i.e. taping and boarding of glass windows & doors, etc.). The Emergency Operations Plan Officers shall assist Auxiliary Services personnel in any way, if needed. ii. The Emergency Operations Center will assist in preparing the Evacuation Centers for those who may need to evacuate to these centers (see APPENDIX C Civil Defense Designated Hurricane Evacuation Centers on Campus for buildings approved by the Hawai'i County Civil Defense). The Emergency Operations Center will also serve as liaison with the Hawai'i County Civil Defense to notify the public of these centers. iii. The Chancellor or Designee will evaluate current information and make a determination whether to suspend and close campus upon notification of a Hurricane Watch. All University of Hawai'i at Hilo functions that are scheduled within this watch phase should be evaluated and postponed or cancelled as needed. Dormitory students shall be guided by instructions from the Housing Officer. iv. The Logistics Section Chief shall insure that emergency equipment is readily available (i.e. electrical generators, emergency lighting, AM/FM radios, alternate communication systems). v. The Personnel Support Section Chief shall insure and coordinate with the contracted Service Provider that emergency provisions (food and water) for approximately two hundred fifty (250) people are available for a minimum of three (3) days. vi. The Public Information Officer and the Webmaster shall provide notifications via email and website to faculty, staff, and students regarding the status of University operations. Updates shall be provided at 6 AM, 12 noon, and 6 PM (or more often as required). B. Actions to be taken in preparation to a Hurricane Warning: i. Everyone shall evacuate the campus unless seeking shelter in the designated Evacuation Centers. Dormitory students shall evacuate to locations designated by the Housing Officer (i.e. specified dorms that are Hurricane proof, Evacuation Centers). ii. If for some reason certain individuals are unable to evacuate the campus and the Hurricane arrives, follow the instructions on Page 26, Section B, "If high winds develop during instructional hours with little or no warning." C. Actions to be taken after the Hurricane subsides: i. After the Hurricane subsides and the all clear signal is given either by notification of phone or radio from the Hawai'i County Civil Defense, all classes shall be suspended and the campus shall remain closed until further notice. ii. When the all clear signal is given, the Emergency Operations Plan Officers shall automatically report to the Emergency Operations Center, assuming roads are clear, their families are safe and their property secured. The EOP Officers shall assist by following the instructions on Page 26, Section C, "Actions after the winds subside." iii. The Planning Section Chief along with the Operations Section Chief shall inspect all buildings to insure that all buildings on campus are safe to enter. In addition, they shall identify buildings which are unsafe to enter and shall make the necessary repairs. iv. The Planning Section Chief shall notify the Chancellor or Designee when the campus is safe to resume classes. v. The Chancellor or Designee has the authority to reopen the campus and to resume classes. vi. Announcement of reopening of the campus and resumed operations shall be provided via local media, as well as email and website notifications (UH Hilo, 2016g).

5. TSUNAMI OR FLOOD A. A tsunami is a series of destructive ocean waves affecting all shorelines. Tsunamis may occur with advance warning or without advance warning (i.e. locally generated). B. In case of a tsunami, Civil Defense will sound the ATTENTION ALERT SIGNAL which is a steady blast for one minute on sirens, followed by one minute silence--repeated as necessary. Upon hearing the sirens, turn on the radio and listen for instructions. C. In the event that a TSUNAMI WATCH OR WARNING is issued by Civil Defense, Campus Security shall notify the Chancellors, Vice Chancellors, Deans, Directors, and those in charge of off-campus facilities/activities. These individuals shall immediately notify their respective units

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of the Civil Defense warning and to take proper action. Note: Personnel may not be able to hear the Civil Defense sirens from certain locations of the campuses. Therefore, it is essential for Auxiliary Services to notify these individuals without delay. UHH units currently located in Tsunami Evacuation Zone: Pacific Aquaculture & Coastal Resources Center, Hawaii Innovation Center at Hilo (Old Bank of Hawaii Building), Kilauea Financial Plaza, Marine Science Research Vessel, Hilo Harbor. D. Upon hearing the Civil Defense sirens and/or obtaining information that a tsunami warning has been issued, all beach/ocean related activities will immediately cease and individuals will evacuate to higher grounds. No one shall return to lower grounds until after the "all clear" declaration is given by Civil Defense. E. Potentially serious traffic problems can develop during a tsunami alert. In reducing traffic problems during this situation, all employees and students not in a tsunami inundation zone shall remain where they are. Only those employees and students working in an tsunami inundation zone (refer to the Civil Defense Evacuation Maps in the Hawaiian Telcom Phonebook), those having family members in a tsunami inundation zone, and those with unique and special reasons (i.e., having a boat which needs to be removed to the open ocean) may be released (Governor's Administrative Directive No. 96-07, Policy Governing Tsunami Alert Procedures). Flash Floods. A. Flash floods are the rapid flooding of streams, valleys, low lying and flood prone areas caused by heavy rains. B. Flood Warnings are issued by the National Weather Service. Civil Defense may sound the ATTENTION ALERT SIGNAL. Listen to the radio for information and instructions. C. Keep away from flood prone areas, do not enter flooded roadways, paths, streams, flood control systems, etc (UH Hilo, 2016g).

6. VOLCANIC ERUPTION A. Being of volcanic origin with ongoing activity, the Island of Hawai'i is vulnerable to volcanic eruptions and lava flows. The Hawai'i Volcano Observatory (HVO) usually provides information about impending activity. Civil Defense (CD) issues advance warning/evacuation notices to the public regarding volcanic activity but at times may not be able to do so due to the unpredictable nature of volcanoes. B. Upon receiving a warning notice: i. Tune in to an Emergency Broadcast System radio station for latest advisory information. ii. If advised to prepare for evacuation, personnel should secure equipment and buildings; they may also remove valuable items that are relatively easy to transport. iii. If advised to evacuate, keep in mind that in the event of an eruption and lava flow, a long term or permanent evacuation may be possible. The lava flow may cut off roads, utilities and partially or completely destroy property. Alternative sites to conduct operations may become necessary (UH Hilo, 2016g).

7. HAZARDOUS MATERIAL INCIDENT A. Hazardous material incidents of disaster magnitude would include run away experiments, major spills or release of radioactive material, or storage accidents involving large quantities of toxic substances. Should such an accident endanger the employees and students of the University of Hawai'i at Hilo, the following procedures will be followed: 1) immediately inform the Environmental Health and Safety Office and Campus Security of the incident. Where necessary for safety, employees and students will take immediate action without waiting for direction from University officials. 2) The Chancellor or designee will evaluate the situation and determine the need to evacuate the building/campus. If a decision is made to evacuate the building/campus, the evacuation procedure will be followed. 3) All employees and students should stay upwind of the incident and remain at a safe distance to avoid contact (i.e. fumes, gases, vapors, etc.) with the hazardous material. 4) The Safety Officer or Campus Security shall notify the Hawai'i County Civil Defense and the Fire

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Department of the incident and seek medical assistance as required. B. Security personnel shall prevent entry into incident areas. C. The Chancellor or designee will direct further action as required(UH Hilo, 2016g)

8. MAJOR UTILITY OUTAGE A. In the event of a major utility outage, the following steps are to be followed: In all cases of electricity, water, gas or communications outages, notify the Operations Section Chief Officer (Auxiliary Services) at 974-7369. Auxiliary Services personnel will determine the extent of the outage and take corrective action. B. Electricity Outage. Disconnect all equipment which could be damaged by power surge when electricity is restored, turn off lights, appliances, window air conditioners and other energy users to reduce power requirements for restoration. C. Water Outage. Conserve water resources until restored, keep taps closed. If localized to main campus, request Auxiliary Services to arrange with Board of Water Supply to provide water distribution point for essential use. D. Gas Outage. Close all outlets, contact Auxiliary Services if unable to access gas shut off valves (UH Hilo, 2016g).

9. EXPLOSION OR THREAT OF EXPLOSION In the event of an explosion at the University of Hawai‘i at Hilo or Hawai‘i Community College, or the threat of an explosion--such as those caused by leaking gas, a faulty boiler or both within a campus/site building--the following will be accomplished: A. Explosion: If an explosion occurs without warning, take cover by lying on the floor, ii. If the explosion occurs within the building, or threatens the building, the instructor should immediately evacuate the building. iii. Move to an area of safety, and maintain control. iv. Check for injured persons. Render first aid if trained. v. Notify Campus Security. Campus Security will notify other agencies as needed. vi. Fight fires only if trained and without endangering yourself or others. vii. Students and staff should not return to the building until Fire Department officials declare the building to be safe for occupancy. viii. The Chancellor will direct further action as required. B. Threat of Explosion: Sound the building fire alarm. This will automatically implement action to evacuate the building. ii. Follow procedures iii through vi under "EXPLOSION" above. iii. The Campus Security will direct further action as required. *Faculty should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the faculty is temporarily not present(UH Hilo, 2016g).

10. SHOOTING INCIDENTS A. Whenever a shooting incident occurs on our campus, the following steps should be taken: An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases active shooters use firearms and there is no pattern or method to their selection of victims. If you find yourself involved in an active shooter situation, try to remain calm and use these guidelines to help you plan a strategy for survival. 1. If an active shooter is outside your building, proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 911, advise the dispatcher of what is taking place, and inform him/her of your location; remain in place until the police give the "all clear." Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer. 2. If an active shooter is in the same building you are, determine if the room you are in can be locked and if so, follow the same procedure described in the previous paragraph. If your room can't be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below. 3. If an active shooter enters your office or classroom, try to

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remain calm. Dial 911, if possible, and alert police to the shooter's location; if you can't speak, leave the line open so the dispatcher can listen to what's taking place. If there is no opportunity for escape or hiding, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should be considered a very last resort, after all other options have been exhausted. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter. No matter what the circumstances, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing; move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive off campus until advised it is safe to do so by police.

General Quick Response Guide: Secure immediate area: Lock and barricade doors, turn off lights, close blinds, silence cell phones, block windows, turn off radios and computer monitors, keep occupants calm, quiet, and out of sight, keep yourself out of sight and take adequate cover/protection i.e. concrete walls, thick desks, filing cabinets (cover may protect you from bullets). Place signs in exterior windows to identify the location of injured persons.

Contacting Authorities: Use 47911 from a campus phone to contact UHH Campus Security (974-7911 from a cell phone). Use 911 (Dialing 9-911 from a campus phone will connect with Hawaii County Police Department). Dialing 911 from a cell phone will connect you with Hawaii County Police Department. Be sure to give the call taker your exact location. Be aware that the 911 system will likely be overwhelmed. Program the UHH Campus Security phone number (974-7911) into your cell phone for emergency use.

What to Report: 1)Your specific location-building name and office/room number, 2)number of people at your, specific location, 3)injuries-number injured, 4)types of injuries, 5)assailant(s) - location, 6) number of suspects, 7)race/gender, 8)clothing description, 9)physical features, 10)type of weapons (long gun or hand gun), 11)backpack, 12)shooters identity if known, 13)separate explosions from gunfire, etc. (UH Hilo, 2016g)

Appendix K -Seminar Evaluation/Feedback

1. Do you feel better informed/confident about the services, support and resources that the Women's Center, EEO/Title IX and student health services? Why or why not?
2. Do you feel supported and included as part of the UH Hilo ohana?
3. Do you now know your responsibilities as a UH Hilo student?
4. Was the speaker clear? (speed, volume, pitch)
5. What topics could we add to the workshop?
6. What other departments do you feel should participate in the seminar?
7. Do you feel that the time/day of the workshop was convenient?
8. Do you feel a workshop like this should be offered more than once a year?
9. May we contact you for a follow up/check-in to see how you are doing?
10. What worked?
11. What didn't work or could be improved?
12. Any questions/comments?

Thank you for attending our seminar. If you have any questions or concerns, please feel free to contact me. Lehua McClung lmcclung@hawaii.edu (808)932-7380.

The Women's Center is located in the new student services building room E223. M-F 8:00am-4:30pm

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Appendix L - Budget & Budget Notes

International Female Diversity & Inclusion Workshop						
Description		#	Unit	cost	Total	
Staffing						
Staff	Student Affairs Staff	4	8 hrs.	\$0.00	\$0.00	
Student workers	Women's Center staff	2	8 hrs.	\$11/hr	\$176.00	
Total					\$176.00	
Food Service						
Refreshments	coffee, tea, water, cookies, muffins	60	1 person	\$1.50	\$90.00	
Total					\$90.00	
Supplies						
Printing	flyers, brochures, resources	60			\$150.00	
Email	electronic notification of workshop				\$0.00	
Total					\$150.00	
Workshop Total					\$416.00	

Budget Notes

Staffing

The presenters and facilitators of the workshop are paid salaried employees of the University of Hawaii at Hilo. Their contributions will be in-kind free of charge. There will be two Women’s Center student staff. Their wages are \$11/hr. Student workers are anticipated to work a total of 8 hours for the two workshop days totaling 8hrs. Each student will be paid \$44/day. Total wages for the seminar will be \$176.

Food Service

Refreshments will be provided by Sodexo. Sodexo is an on-campus catering and dining services. The UH Hilo Women’s Center will pay Sodexo for the food and drinks provided. Food will be provided for students who may have health issues that require food after a certain amount

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of time. Any food allergies will be asked ahead of time. At the beginning of the workshop, drinks and light refreshment will be provided for the workshop attendees at 2:45 pm in W201. Food and drinks will set up at the back of the room. There will also be a 15-minute break in the middle of the workshop. Food and drinks total for 60 people will be \$60 total.

Supplies

A flyer template will be created by the Women's Center Staff and sent to the printing department. Flyers will be distributed and hung around campus. Resources and brochures will be provided from each participating department. Additional brochures and resources beyond the current supply may need to be purchased before the event. Any required printing such as brochures will be sent to the printing department. Printing costs for 60 flyers, and brochure orders will total \$ 150. A general email announcement will go out to every female international student. Also, any UH Hilo events will automatically be placed on the UH Hilo events calendar. The Women's Center staff will also write an article about the upcoming workshop and send it to publishing. This article will also go into the UH Hilo on campus news. Email announcements and UH Hilo widespread reports, and article publishing are free.