Director's Corner

Welcome to the May 2022 issue of the CDS eNewsletter. Special highlights in this issue include:

- **Artist Alexandra McClurg**, *Make Art, Change Lives!*
- **Disability and Diversity Studies Courses: Summer 2022, University of Hawai‘i at Mānoa**
- **Editorial Team and Distinguished Fellows Introductions, RDS Journal**
- **Save the Date: #PacRim2023 March 6 & 7, 2023, B Pacific Rim Conference**
- **STEM Spring Camp, Ka Pilina Noeʻau II**
- **Recruiting Student Scholars, Project Hōkūlani**
- **SPARK Aloha Opportunities: Cohort and Scholarship Recruitment, H-PEP**

Interested in being included in the next newsletter? Submit a request by the fourth Friday of each month at http://go.hawaii.edu/JBJ.

*Kiriko Takahashi, Ph.D.*
Center on Disability Studies Director

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**READ MORE**

SPARK Aloha: Cohort and Scholarship  
Hōkūlani Scholars Program: Recruitment  
Spring Camp: Ka Pilina Noeʻau II
Fighting Chicken

Description: Drawing of a fighting cock in midair with talons extended. Media used: colored pencil.

"My name is Alexandra McClurg, I went to Kauai Community College. This is my six year of college. This is my experience that I made my creation. This story is about lights and darks, with different colors, with shapes and lines and it's all about the relationships."

Fighting Chicken (2021) McClurg, Kalaheo, Hawai‘i.

SERVICES
Summer 2022 Disability Studies

Online Asynchronous cds.coe.hawaii.edu/disability-studies

Foundations Disability and Diversity (DIS 380) May 23 - July 1, 2022

Representations of Disability in Film: Special Topics in Disability (DIS 682) May 23 - July 1, 2022

Seminar on Disability Issues (DIS 687) July 5 - August 12, 2022
As one of a handful of such quarterly online, open-access journals, The Review of Disability Studies: An International Journal (RDS) [rdsjournal.org] provides an international forum for people with disabilities, academics, professionals, artists and creators from all backgrounds and expertise to express ideas relevant to our understanding of disability.

A listing of the journal's Editorial Team and Distinguished Fellows:

**Editorial Board**
- Kara Ayers, University of Cincinnati, United States
- Jenifer Barclay, Washington State University, United States
- Scot Danforth, Chapman University, United States
- Hemachandran Karah, Indian Institute of Technology Madras
- Sona Kazemi, Mills College, United States
- Susan Levy, University of Dundee, United Kingdom
- Patricia Morrissey, United States

**Manuscript Review Board**
- Eric Badu, The University of Newcastle, Australia
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- Elizabeth Brewer, Central Connecticut State University, United States
- Mark Anthony Castodale, Kings University College at the University of Western Ontario, Canada, Canada
- Roy K. Chen, University of Texas Rio Grande Valley, United States
- Michael Cottingham, Assistant Professor, University of Houston, United States
- Alise de Bie, McMaster University, Canada
- Laura Eisenman, Associate Professor, University of Delaware, United States
- Alina Engelman, California State University, East Bay, United States
- Susan L. Gabel, Professor, Wayne State University, United States
- Yanar Hashlamon, Ohio State University, United States
- Britteny M. Howell, Associate Professor, University of Alaska Anchorage, United States
- Luanjiao Hu, Postdoctoral Research Fellow, Johns Hopkins University, Disability Health Research Center, United States
- David Leake, Specialist, University of Hawaii at Manoa, United States
- Allison Levine, University of Iowa, United States
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- Kim Marshall, Anglia Ruskin University, United Kingdom
- Kelsey Paige Mason, The Ohio State University, United States
- Karen Gabriella Mogendorff, Independent researcher, Netherlands
Manuscript Review Board cont.
• Jason Matthew Naranjo, University of Washington Bothell, United States
• Hana Omar, United Nations Development Programme, United States
• Maxwell Peprah Opoku, University of Tasmania, Australia
• Holly Pearson, Chapman University, United States
• Theodota Ressa, Wayne State University, United States
• Sara Scalenghe, Loyola University Maryland, United States
• Jenne Schmidt, Colorado State University, United States
• Eva-Marie Seeto, Director, Office of Engagement, University of the Sunshine Coast, Australia
• Phil Smith, Professor, and Director, Brehm Center for Special Education Scholarship and Research Eastern Michigan University, Ypsilanti, United States
• Amy Sorensen, Radford University, United States
• Angela Stanley, York University, Canada
• Linda Toms Barker, IMPAQ International, United States
• Joseph Michael Valente, Pennsylvania State University, United States
• Muffy Walter, Washburn University, United States
• Matthew Wappett, Interdisciplinary Training Director and Associate Professor, University of Idaho, United States
• Mark C. Weber, Vincent de Paul Professor of Law, Depaul University, United States
• Alison Wilde, Leeds Beckett University, United Kingdom
• Casey L. Woodfield, Rowan University, United States
• Karen Kume Yoshida, University of Toronto, Canada
• Victor Zhuang, United States

Distinguished Fellows
• Barbara Altman, Center on Disease Control and Prevention, United States
• Colin Barnes, Centre for Disability Studies, School of Sociology and Social Policy, University of Leeds, United Kingdom
• Lex Frieden, University of Texas at Houston, United States
• Gisella Hermes, Hochschule für Angewandte Wissenschaft und Kunst (University of Applied Sciences and Arts), Germany
• Judith Heumann, United States
• Daniel Holland, United States
• Patricia Kesling-Wood, University of Hawaii, Manoa, United States
• Kalle Konkkola, Finland
• Kathy Martinez, United States
• Mark Medoff, United States
• Susan O’Hara, United States
• Nagase Osamu, Japan
• Joakim Peter, Federated States of Micronesia (in memoriam)
• Patricia Morrissey, United States
• Trevor Parmenter, Emeritus Professor, Honorary Professor, University of Sydney; Adjunct Professor, University of New England, Australia
• Adolf Ratzka, Director, Independent Living Institute, Sweden
• Katherine Delores Seelman, University of Pittsburgh, United States
• Susan Sygall, United States
• Anthony Thanasayan, Malaysia

Editor-In-Chief
• Raphael Raphael, University of Hawai‘i, Center on Disability Studies, United States
38th Pacific Rim International Conference on Disability and Diversity

Save the Date

MARCH 6 & 7, 2023
Honolulu, Hawai‘i

Stay tuned for the Summer 2023 Call for Proposal Release

Follow @PacRimHawaii
Ka Pilina Noʻeau II Spring 2022 Camp

The Ka Pilina Noʻeau 2 Project hosted a Science, Technology, Engineering, and Mathematics (STEM) Camp during Spring Break 2022 at the University of Hawaiʻi at Mānoa for 20 first grade through fifth grade students from the Honolulu area. While at camp, students participated in hands-on, collaborative, culture-based STEM activities such as:

- connecting the water cycle to watersheds in Hawaiʻi and creating models comparing monthly precipitation levels in cities around the island;
- learning how wai kai (brackish water) estuaries were the perfect spots for loko kuapā fishponds that Native Hawaiian communities constructed and utilized;
- constructing hydrometer tools to measure salinity levels of different water samples; and
- programming robots to travel through a model of a Hawaiian hanawai (irrigation) system.

On the final day of camp, students, Teacher Mentors, Junior Mentors, Ka Pilina Noʻeau 2 staff and ʻohana attended a service learning opportunity at Kalealoa Heritage Park. Participants toured ancient cultural sites and structures (such heiau, habitation sites, burial sites, and passages to fresh water), and learned about how the ancient inhabitants who settled there used STEM skills to live and create a thriving community. Participants then provided service by watering native plants around the park.

Follow @KaPilinaNoeau
The STEM camp was the culminating experience for our two Teacher Mentors and four Ka Pilina Noʻeau 2 Junior Mentor high school interns. Teacher Mentors are elementary teachers in Hawaiʻi DOE schools. They participated in Ka Pilina Noʻeau 2’s 8-week Mentor Training, where they learned about Ka Pilina Noʻeau 2’s Math & Science Learning Model (MSL) Model and curriculum and covered topics such as:

- culturally responsive teaching,
- Universal Design for Learning,
- Problem-Based Learning, and
- integrated STEM.

Junior Mentors are cross-age peer mentors and STEM role models for our K-5 students at STEM camps.

Prior to camp, Junior Mentors participated in Ka Pilina Noʻeau 2’s 30-hour Junior Mentor Internship Training, where they learned how to assist teachers and elementary students in a classroom and how to mentor younger students. Junior Mentors also learned to develop soft skills such as time management, organization, team work, and communication.

During Spring STEM camp, Junior Mentors worked in the classrooms with students and teachers to help implement lessons, then had the opportunity to develop and implement their own hands-on STEM activities with the students. Junior Mentors also took a campus tour of UH Mānoa to learn more about the University and about what it is like to attend college.
Hōkūlani Scholars Program

DUE: JUNE 17, 2022 (extended deadline)
SUBMIT: http://go.hawaii.edu/xMt

July 1st  Application Review
July 5-8th  Interviews
July 25th  Acceptance Notifications

Sept 2022 - July 2023: Student and ‘Ohana Sessions
Summer 2023: Internships
July 2023: End-of-Year Hōʻike

Science Exploration within Native Hawaiian Culture
Hands-on Science Activities
College Prep and Early College Dual Credit Opportunity
Paid Summer 2023 Internship and Mentoring
‘Ohana Hands-on Culture Activities At-home Resources

Eligibility and Requirements
- Enrolled as a Fall 2022 high school student.
- Attend two classes/month.
- Complete the year-long program.
- Work 40-hour paid summer internship position.

Native Hawaiian students are given priority, but all are welcome. Limited space is available.

Follow Project Hōkūlani
www.projecthokulani.com | projecth@hawaii.edu

U.S. Dept of Education Native Hawaiian Education Program Grant (Award #S362A200035 and Award #S362A210073)
Project Hōkūlani, Center on Disability Studies, University of Hawai‘i at Mānoa
Igniting SPARKs of Aloha:
2022 H-PEP Cohort and Scholarship Recruitment

Dr. Naomi Rombaoa Tanaka
Hawai‘i Positive Engagement Project Director/Principal Investigator

H-PEP’s top values are positive mindset, connection, responsibility, empowerment, and well-being. H-PEP facilitates strengths-based reflection and learning to help parents, educators, and community members flourish so that they can be their best for others, especially their keiki. We believe that positively engaged educators and parents change the world! We are passionate about supporting this uncovering and exchange of Light.

H-PEP: Hawai‘i Positive Engagement Project is a project within University of Hawai‘i at Mānoa’s Center on Disability Studies within the College of Education. It is currently funded by the US Department of Education Native Hawaiian Education Program.

SPARK Aloha Well-being Cohorts

SPARK cohorts are designed for YOU, Hawai‘i’s educators and parents. The purpose of this online 10-week well-being cohort is to address toxic stress resulting from the pandemic so that you are the most effective when working with students. Participants will engage in weekly research-based Positive Psychology activities designed to increase personal well-being and flourishing as well as decrease stress. The cohort will go through synchronous online learning and activities using Slack, a private online social community. Engage with the cohort and your team during three online retreats designed to be experiential and engaging, focused on Adaptive Leadership, Positive Psychology, and Native Hawaiian knowledge.

The next cohort will start in September 2022 and applications will open in July 2022. Applicants must be Hawai‘i preschool to grade 12 educators and/or parents of children grades preschool to grade 12 in Hawai‘i. We are especially interested in working with Native Hawaiian participants and those who work with Native Hawaiian students. To sign up to receive more information, visit bit.ly/hpep-keepintouch.

Website: https://cds.coe.hawaii.edu/hpep
Instagram: @happyhpep
Facebook: www.facebook.com/happyhpep
Contact: Dr. Naomi Rombaoa Tanaka, nrombaoa@hawaii.edu

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SPARK Aloha Scholarships
in Partnership with the Spark M. Matsunaga Institute for Peace and Conflict Resolution

In a unique partnership with the Spark M. Matsunaga Institute for Peace and Conflict Resolution, H-PEP will grant a tuition scholarship for a select number of Hawai‘i educators to receive their Graduate Certificate in Conflict Resolution (GCCR). We are especially interested in supporting Native Hawaiian Educators and Educators who work with Native Hawaiian students in Native Hawaiian communities. All applicants must be Hawai‘i residents. Scholarship applications are due to H-PEP by Wednesday, May 25, 2022 for a Fall 2022 start. To learn more about the H-PEP Spark Aloha Scholarship for Matsunaga Institute Partnership, visit https://bit.ly/hpep-matsunaga-scholarship-fall22.