## THEME 1: NATIVE HAWAIIAN STUDENT SUCCESS

Members of the Native Hawaiian Student Success sub-committee included:

Kaʻōmaka Aki
Nalani Balutski
Kinohi Gomes
Josh Kaʻakua
Willy Kauai
Andy Sutton
Kapena Shim

## LOGIC MODEL: Native Hawaiian Student Success

REFOCUSING EMPHASIS FROM STUDENT → INSTITUTION (identifying institutional barriers and removing them); emphasis on STRUCTURAL changes for the mid-term and long-term

| Activities | Outputs | Outcomes | | |
|---|---|---|---|---|
| | | **Short-Term** | **Mid-Term** | **Long-Term** |
| **Outreach & K-12 Recruitment** | # of NH students at UH Mānoa (increase by 3% each year) | NH families, students and communities are exposed to educational enrichment through university and K-12 collaboration. | NH families, students and communities are more prepared and confident to navigate college (including admissions and financial aid) and the resources available at the university. | NH families, students and communities are able to understand the significance of higher education and chart out a successful degree completion pathway. |
| | | The university admissions office will commit to working in partnership with Native Hawaiian serving programs for | The university will rework admissions and outreach approaches, strategies and tools to be more inclusive and less bureaucratic | The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community. |

| | | community outreach and student recruitment plans and activities. | (considering waiving SAT and other educational equity barriers). | |
|---|---|---|---|---|
| **College Transfer**<br><br>Summer Bridge Programs<br><br><br><br>Pre-Transfer Support | # of NH students who transfer to UH Mānoa from other colleges | NH students are more prepared and confident, both academically and socially, to transfer to UH Mānoa.<br><br><br><br>The university will support a needs assessment and research project on barriers and best practices for seamless community college transfer. | NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa.<br><br>The university will institutionalize transfer and retention programs (like Summer Bridge Programs) for Native Hawaiian students, and improve transfer and articulation processes. | UH Mānoa perceived and recognized as attainable, a destination of choice, and a place of belonging by Hawaiian students, families and communities, resulting in higher rates of NH access and success.<br><br>UHM is situated to provide the highest matriculation and graduation of Native Hawaiians in the world. |
| **Graduate & Professional School Preparation & Matriculation** | # of NH students who apply to and graduate from graduate and professional schools | Prospective NH students are more prepared and confident (both academically and socially) and aware of processes and requirements for graduate and professional education at UH Mānoa.<br><br>The university will support a needs assessment and research project on barriers and best practices for graduate education, ensuring a strong applicant pool and high quality experience. | Prospective NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa.<br><br>The university will create inclusive environments (both social and academic) for prospective students, rework approaches, strategies and tools to be more inclusive and less bureaucratic. | UH Mānoa perceived and recognized as attainable, a destination of choice, and a place of belonging for graduate education by Hawaiian students, families and communities, resulting in higher rates of NH graduate student access and success, and the production of robust, high quality research and scholarship.<br><br>UH Mānoa is situated to provide the highest matriculation and graduation of Native Hawaiians in the world. |
| **Professional Development & Experiential Learning** | | NH students, staff, and faculty gain experience and increase knowledge in conducting research and presenting their scholarship. | NH students, staff, and faculty better equipped, more confident, better networked, and marketable for careers in research and their respective discipline. | NH students are prepared for job placement and professional careers that contributes to the overall well-being of the lāhui Hawaiʻi. |

| | | | | |
|---|---|---|---|---|
| | | NH students, staff, faculty and community members able to apply their academic learning to place-based and applied research and issues in the community. | NH students, staff, and faculty recognize the importance of regional, place-based, and culture-based 'ike (knowledge) and work toward preserving those nuances in their work. | The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community. |
| **Lāhui Hawai'i Think Tanks & Colloquium** | | NH students able to apply their academic learning to critically analyze 'ike/lāhui Hawai'i issues and consider solutions. | White papers created from dialogue used to inform 'ike/lāhui Hawai'i policy and other efforts in the community. | The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community. |
| **NH Student-Faculty Mentorship & Engagement** | | NH students and junior faculty gain experience and increase knowledge of scholarly research, writing, editing, and publishing. | NH students and junior faculty are more prepared for research careers and the tenure and/or promotion process. | 'Ike, lāhui and 'ōlelo Hawai'i content, issues, research, pedagogies and epistemologies more highly visible in published research and scholarship in different disciplines and fields.<br><br>UH Mānoa faculty, researchers, and students produce high quality, robust research and scholarship that is perceived as prestigious and informs contemporary social and political conditions in Hawai'i and the world. |
| **Financial Aid, Tuition Waivers, Scholarships & Funding**<br><br>Counseling & workshops<br><br>Partnerships with administration and funders to improve financial aid and | % of NH students who receive financial aid and scholarships (and # who still have an unmet need), including need and merit-based | NH families, prospective students and current students are able to understand the expenses associated with higher education and the resources available to students.<br><br>The university will support a needs assessment and research project on financial aid/scholarships, extramural vs. permanent funding and positions, and other funding/budget issues. | NH families, prospective students and current students are able to successfully navigate the financial aid and scholarship process.<br><br>The university will explore current UHM financial aid and scholarship approaches, strategies, and policies to look for ways to become more efficient and streamlined to be in line with federal mandates while also engaging in funding/budgetary approaches | NH families, prospective students and current students are financially prepared, confident and resourced for their college education, with improved persistence and graduation.<br><br>The university will implement a funding model that optimizes access and success for all Native Hawaiian students. |

| scholarship awarding processes | | | that are inclusive and aligned to UHM being a "Hawaiian place of learning". | |
|---|---|---|---|---|

**ACTION PLAN: Native Hawaiian Student Success**

<u>Short-Range, Mid-Range, and Long-Range Action Plans</u>
<u>Ultimate Goal</u>: Improved access (recruitment) and success (retention and more) for Native Hawaiian students at UH Mānoa, including better connection between the Hawaiian community and academic community, where UH Mānoa is truly seen as a Hawaiian place of learning, both an extension and reflection of the Hawaiian community.

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators | Notes |
|---|---|---|---|---|---|---|---|
| *What task will be done?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, etc.)* | *What could get in the way of task completion? How will you overcome them?* | *What is the outcome of the task?* | *How will we know the action is successful/effective? (Targets & Measures)* | |
| **Financial Aid, Scholarships & Tuition Waivers** | | | | | | | |
| 1. Make the <u>resident tuition exemption</u> for non-resident Hawaiians more clear on the Tuition and Fees webpage and on the Hawaiʻi Residency Requirements Page, | Admissions, Financial Aid, Office of Graduate Education, Communications, | Spring 2016 | -Staff members from Admissions, financial aid, and office of graduate education to write the text and add to website | Lack of time/staff. Make a priority | Clearer information on UH's website re: resident tuition exemptions for non-resident Hawaiians | 1. Process established to identify students who can benefit from in-state tuition policy. <br> 2. Clarity established on website. <br> 3. All non-resident Hawaiians at UH are | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| and instructions on how to claim the tuition exemption | Enrollment Management | | | | | indeed paying resident tuition | |
| 2. <u>Improve NH student financial aid/funding mechanisms</u> (financial aid, tuition cost waivers, scholarships, differential tuition, etc.) and needs. | UH-KS partnership committee | Spring 2016 | -Needs assessment<br>-Policy changes<br>-Allocation of resources pending recommendations | | The university will implement a business model that optimizes access and success for Native Hawaiian students. | Financial support for NH students (increase); Financial Need for NH students (decrease); Enrollment of NH students (increase); # of NH awarded financial aid (increase) | Ke Au Hou, pp. 23 - 25 |
| <td colspan="8" align="center">**Learning Communities**<br>1. Pre-transfer<br>2. Post-transfer<br>3. Incoming high school ("true freshmen")<br>4. Transfers from U.S. Continent colleges</td> |
| 1. Design, implement, and scale <u>Pre-Transfer</u> Online Course and Learning Community for NH transfer students that could be taught through Outreach College | NHSS UH System | Pilot Fall 2016 for UH Maui College students | -Instructor time<br>-Online portal and tools<br><br>- Partnership with Outreach College | Cohort development; student interest; registration | Improved transfer and articulation processes | Course enrollment; Student learning outcomes; transfer numbers. | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2. Institutionalize <u>Post-Transfer</u> Summer Bridge and cohorted tracking program (including Learning Community) for NH transfer students at UHM. | NHSS<br>UH System<br>Kualii Council | Summer 2016 | -Coordinator position<br>-Instructor time<br>-Summer housing<br>-Departmental coordinators<br>-Other programs and colleges | Budget cuts | Improved transfer and articulation processes | Higher rates of NH enrollment, persistence and graduation | |
| 3. Work with Admissions and the College Opportunities Program to expand and institutionalize a <u>New Freshmen Summer Bridge</u> and cohorted tracking program (including Learning Community) for NH freshmen students at UHM. | NHSS<br>UH System | Summer 2016 | -Coordinator position<br>-Instructor time<br>-Summer housing | | Improved NH access and enrollment at UHM | Higher rates of NH enrollment, persistence and graduation | |
| **Outreach & Recruitment** | | | | | | | |
| 1. Continue to support the direction of Admissions as they rethink, redesign, and reprint <u>recruiting</u> | Admissions to work in collaboration and partnership | Start collaborative drafts in a timely | -$$ for redesigning and reprinting brochure and for outreach events<br>-Outreach position in | -Continued support of campus executives to prioritize recruitment of NH and HI resident | Create recruitment resources/materials that offer a more appropriate appeal and welcoming to potential NH, as well as, | -Range of metrics on NH student recruitment (absolute numbers, trends, | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| brochures to target residents and NH students, rather than non-residents for whom main appeal and priority of UHM has been traditionally. | with key offices including NHSS, SEED, and other residents and NH students and staff | manner with ample time to revise before printing . | NHSS (working in tandem with OVCS recruitment team) tasked with NH student recruitment and community relations | students in all recruitment materials.<br><br>-Cost of printing brochures<br><br>-Demands on time of faculty, staff and students<br><br>-Finding common theme for brochures that satisfies multiple stakeholders | HI resident students and their families | percentages of incoming freshmen and transfers)<br><br>-Survey on reactions/impressions of those receiving the brochure | |
| 2. Establish partnership between NHSS and OVCS for UHM to connect with NH and Hawaiʻi resident families and potential UHM students in the community conducting collaborative events/ meetings, etc. | -Same group, or different people but representing same constituencies (SEED, NHSS, and other faculty/staff, NH students, OVCS staff) | Start work spring 2016, have a regular program in place by end of spring 2017 (?) | -$$ to sponsor events<br>-Staff position (same as item #1, above) | -Cost (events could be modest, could be more)<br><br>-Need to identify people at UHM who can make connections that will result in positive response.<br><br>-Demands on time of UHM team involved. | Increase the sense among NH and Hawaii resident communities that UHM/higher education is not just possible, but attainable. | -Same metrics as #1<br><br>-Survey follow-up with communities visited (?) | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3. Establish opportunities for NH families and potential UHM students to come to UHM campus for <u>campus visits</u>. | -Same group, or different people representing same constituencies (HSHK and other faculty/staff, NH students, OVCS staff) | Same as item #2 | -Staff position (same as in items #1 and #2, above) | -Same as listed for item #2 above (a., b., and c.)  -Cost for those who come (parking, transportation, time) | Same as #2 above. | -Same metrics as #1  -Survey follow-up with those who come to events on campus | |
| 4. Create a subpage on the admissions homepage sidebar for <u>Native Hawaiian Student Services</u> that explains Hawaiian-related programs, resident tuition for Hawaiians who are not Hawaiʻi state residents, Hawaiian scholarship and financing opportunities, and student services for Hawaiians | Admissions with NHSS | End of Spring 2016 | Listing of: -Hawaiian-related programs to highlight -Hawaiian scholarship and financing opportunities -Hawaiian student services -Clear information about resident tuition for Hawaiians who are not Hawaii state residents | Admissions not wanting to have a separate subpage on admissions homepage just for Hawaiians | A subpage for Hawaiians on the admissions homepage | Keep track of number of hits to the webpage and poll those who used the page to evaluate the effectiveness of the page to give information. | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5. Better support incoming Hawaiian students (transfer, true freshmen and those from the U.S.) by implementing a <u>Native Hawaiian Student Orientation</u> prior to the start of the semester to help students become more familiar with the physical space of UHM, support services. Have representatives from the colleges and departments students are entering in and academic advisors who can help students pick the right courses/paths | NHSS with advising offices | Orientation for Fall 2016 | -Orientation coordinator<br>-Space for the orientation<br>-Funding for food and supplies<br>-Academic advisors from different colleges/departments<br>-NH graduate/upper undergraduates as peer mentors | Sustainability of orientation<br><br>Allocation of funding/coordinator | Hawaiian students feel more comfortable at UH, know of the resources/people that can help, and have an academic plan before the start of their first semester at UH | Track retention and graduation, follow up interviews after first semester to evaluate the effectiveness of the orientation | |
| 6. Continue to create <u>brochures and advertisements that market the affordability</u> (resident tuition for out of state Hawaiians) and opportunity of UHM for Hawaiian students here in key areas in | Admissions with NHSS | Spring 2016 & Summer 2016 to launch Fall 2016 | Staff and funding from Admissions & UH Marketing offices | Lack of staff time and funding. Make it a priority | Hawaiian students and families seeing the opportunities and financial/cultural learning incentives to come to UH. See UH as an opportunity to reconnect to Hawaiʻi. | Measure the increase of NH transfer students | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| the U.S. Continent with high Hawaiian populations, and the areas with schools many first year Hawaiian students attend. | | | | | | | |
| 7. <u>Waived application fee</u> for NH transfer students from U.S. Continent colleges who demonstrate financial hardship or financial need. | Admissions | Spring 2016 | BOR approval? | Need the revenue from the $70.00 application fee<br><br>Establishing funding for Admissions for loss revenue from waived application fees | Remove one of the financial barriers that NH students face with applying to transfer to UH | Increase in transfer students from U.S. Continent Colleges | |
| **Other Peer, Research & Institutional/Structural Support** | | | | | | | |
| 1. Design and implement a pilot <u>campus culture/ climate study</u> on barriers, challenges and best practices for Native Hawaiian student success at UHM. | NHSS | Spring 2016 | -NHSS Eia Mānoa grant funding<br>-Student assistants to help with data collection; | Push-back<br>UHM co-opting the intent and approach of study | Data & findings on student perception to inform policy, creation and implementation of programs and services | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2. Lāhui Hawaiʻi Student & Community Conference (Undergraduate and Graduate) | NHSS Other Partners on Campus | Fall 2016 | -NHSS Kekaulike Grant $$ initially, and institutional $$ after grant ends in 2020 -Assistance and buy-in from different organizations and departments | Budget, facility availability | Increased student engagement, exposure to research; More involvement by Hawaiian community in different research initiatives in the academy | Increased student engagement, exposure to research; More involvement by Hawaiian community in different research initiatives in the academy | |
| 3. ʻŌlelo Hawaiʻi UH System Articulation Conference | UH Hilo and UH Mānoa | Summer 2016 | Representatives, professors and instructors from all of UH's campuses | Disagreement amongst different campuses | A list and/or assessments that clearly identify what patterns are to be mastered for each of the ʻōlelo Hawaiʻi levels across different "halau" of instructions (i.e. Nā Kai ʻEwalu, Nānā I ke Kumu, Conversational, etc.) | Comprehensive (amongst all campuses) "test out" opportunities | |

**Other Recommendations for Implementation:**
1. Increase opportunities for Native Hawaiian students to participate in graduate internships and fellowships.
2. Increase multi-disciplinary opportunities for Native Hawaiian students to be employed and trained as Graduate Assistants (both Teaching and Research).
3. Hire and support a position to serve as a liaison to create linkages between different Native Hawaiian serving programs and services on and off campus.
4. Support of an annual Native Hawaiian Student Services retreat and conference for Native Hawaiian serving programs at UHM to discuss best and promising practices, challenges, plan next steps, advocacy, and implementing needed programs and services.
5. Increased space allocation for Native Hawaiian Student Services and other Native Hawaiian serving programs.
6. Study on the appropriateness of standardized tests (GRE and SAT), especially given trend at other institutions to get rid of standardized tests for college admissions requirements.
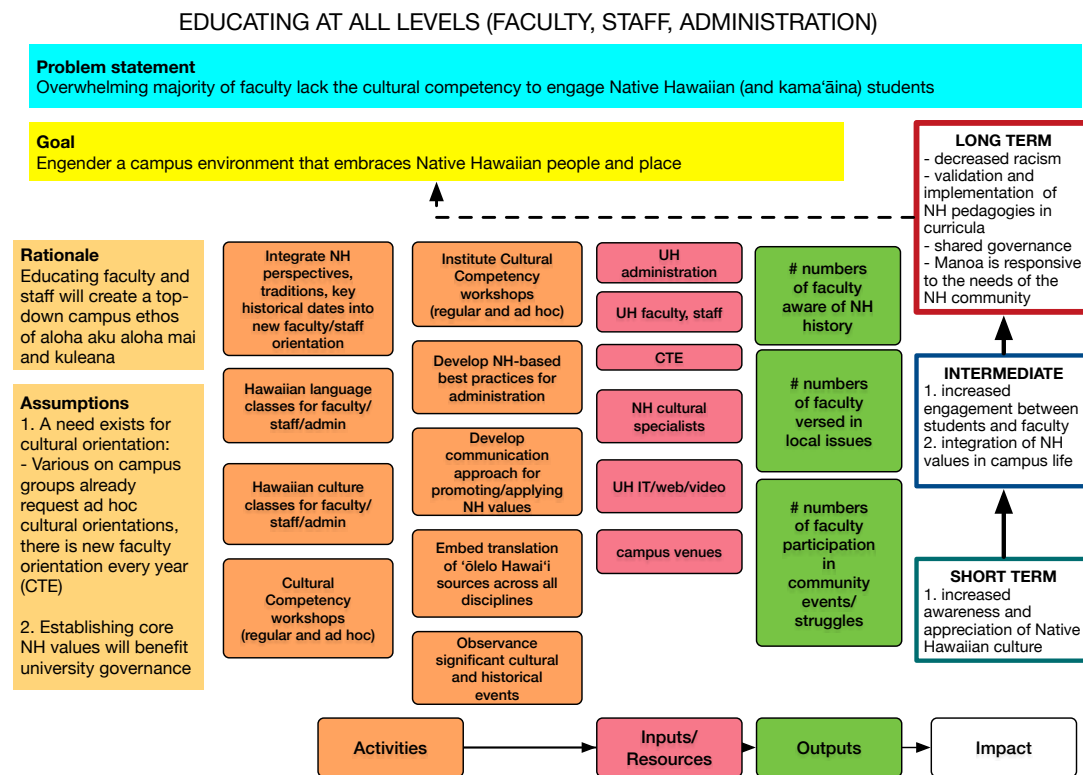7. Waive the Graduate School application fee for Native Hawaiian students.

**THEME 2: STAFF & FACULTY DEVELOPMENT**

Members of the staff & faculty development sub-committee included:
Rosie Alegado
Lilikalā Kameʻeleihiwa
Melody Mackenize
Nalani Minton
Kawika Tengan

**THREE (3) LOGIC MODELS STAFF & FACULTY DEVELOPMENT**

EDUCATING AT ALL LEVELS (FACULTY, STAFF, ADMINISTRATION)

**Problem statement**
Overwhelming majority of faculty lack the cultural competency to engage Native Hawaiian (and kamaʻāina) students

**Goal**
Engender a campus environment that embraces Native Hawaiian people and place

**LONG TERM**
- decreased racism
- validation and implementation of NH pedagogies in curricula
- shared governance
- Manoa is responsive to the needs of the NH community

**Rationale**
Educating faculty and staff will create a top-down campus ethos of aloha aku aloha mai and kuleana

**Assumptions**
1. A need exists for cultural orientation:
- Various on campus groups already request ad hoc cultural orientations, there is new faculty orientation every year (CTE)

2. Establishing core NH values will benefit university governance

Integrate NH perspectives, traditions, key historical dates into new faculty/staff orientation

Hawaiian language classes for faculty/staff/admin

Hawaiian culture classes for faculty/staff/admin

Cultural Competency workshops (regular and ad hoc)

Institute Cultural Competency workshops (regular and ad hoc)

Develop NH-based best practices for administration

Develop communication approach for promoting/applying NH values

Embed translation of ʻōlelo Hawaiʻi sources across all disciplines

Observance significant cultural and historical events

UH administration

UH faculty, staff

CTE

NH cultural specialists

UH IT/web/video

campus venues

# numbers of faculty aware of NH history

# numbers of faculty versed in local issues

# numbers of faculty participation in community events/ struggles

**INTERMEDIATE**
1. increased engagement between students and faculty
2. integration of NH values in campus life

**SHORT TERM**
1. increased awareness and appreciation of Native Hawaiian culture

| Activities | Inputs/ Resources | Outputs | Impact |

RECRUITMENT OF NH FACULTY AND STAFF

**Problem statement**
Native Hawaiians represent 25% of the state population yet are only 4-6% of the faculty at UHM. These statistics are more exaggerated in STEM fields

**Goal**
To retain and recruit the highest quality NH faculty and staff

**LONG TERM**
reverse brain drain

>> see other logic models

**Rationale**
The professoriate at UH should reflect the ethnic make up of the state. UHM should be an example of NH scholarship

**Assumptions**
1. Many NH faculty are in temporary (non-TT) positions

2. pool of qualified NH candidates is unknown.

3. proactive recruitment should be instituted until NH faculty are represented in all schools/colleges

| Activities | Inputs/Resources | Outputs/indicators | Impact |

track retirements in next 3-5 to seize opportunities

identify NH faculty/staff in non-TT positions

create database to track NH PhDs

establish Kualiʻi council positions in areas without NH faculty

request addit'l Kualiʻi council positions in areas with NH faculty

create permanent positions for NH non-TT faculty identified as needed to implement Strategic Plan

competitve recruitment package: spousal hire, access to child care, mortgage assistance

Competitive packages for STEM hires

cluster hire initiatives

Chancellor

Kualiʻi

Deans, Directors, Dept. Chairs

VC Research

OHA

Scholarship granting institutions (Ford Foundation, NSF, NIH)

Kamehameha Schools/ secondary schools with high NH enrollment

establishment of NH candidate pools

# of NH faculty transitioned from temp > permanent positions

# of NH applicants
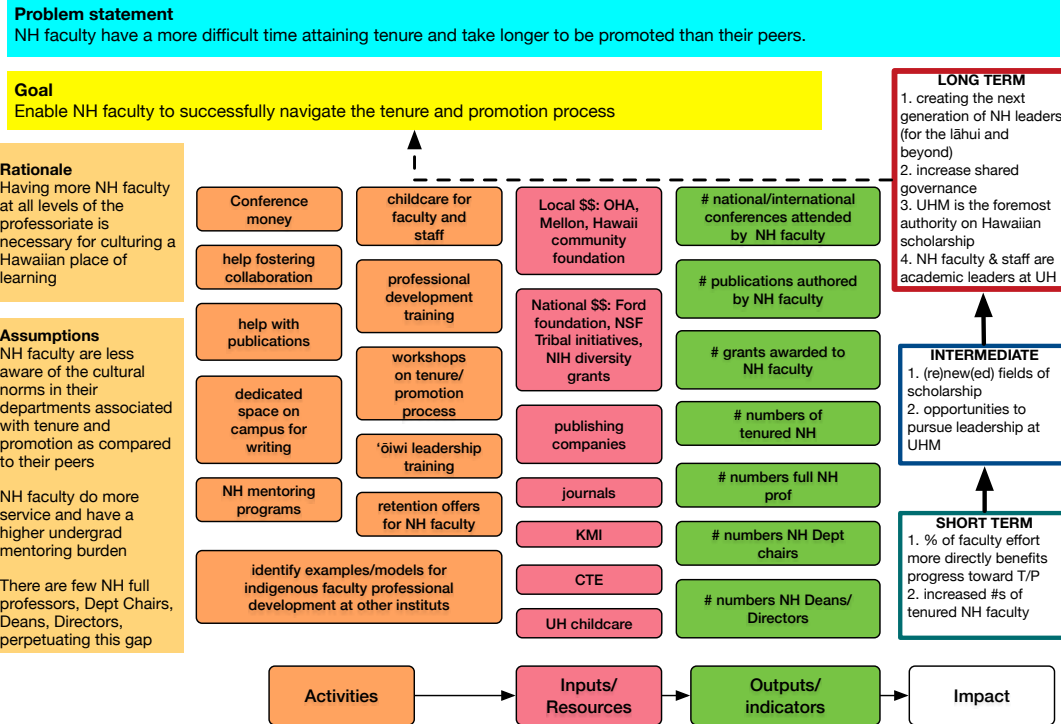
# of NH faculty interviewed

# offers for TT made to NH

**INTERMEDIATE**
1. increased capacity and critical mass
2. penetration into STEM fields
3. fulfillment of NH initiatives)

**SHORT TERM**
1. increased # of NH TT faculty
2 NH faculty role models

NH FACULTY, RETENTION, TENURE AND PROMOTION

**Problem statement**
NH faculty have a more difficult time attaining tenure and take longer to be promoted than their peers.

**Goal**
Enable NH faculty to successfully navigate the tenure and promotion process

**LONG TERM**
1. creating the next generation of NH leaders (for the lāhui and beyond)
2. increase shared governance
3. UHM is the foremost authority on Hawaiian scholarship
4. NH faculty & staff are academic leaders at UH

**Rationale**
Having more NH faculty at all levels of the professoriate is necessary for culturing a Hawaiian place of learning

**Assumptions**
NH faculty are less aware of the cultural norms in their departments associated with tenure and promotion as compared to their peers

NH faculty do more service and have a higher undergrad mentoring burden

There are few NH full professors, Dept Chairs, Deans, Directors, perpetuating this gap

**Activities:**
- Conference money
- help fostering collaboration
- help with publications
- dedicated space on campus for writing
- NH mentoring programs
- childcare for faculty and staff
- professional development training
- workshops on tenure/promotion process
- 'ōiwi leadership training
- retention offers for NH faculty
- identify examples/models for indigenous faculty professional development at other instituts

**Inputs/Resources:**
- Local $$: OHA, Mellon, Hawaii community foundation
- National $$: Ford foundation, NSF Tribal initiatives, NIH diversity grants
- publishing companies
- journals
- KMI
- CTE
- UH childcare

**Outputs/indicators:**
- # national/international conferences attended by NH faculty
- # publications authored by NH faculty
- # grants awarded to NH faculty
- # numbers of tenured NH
- # numbers full NH prof
- # numbers NH Dept chairs
- # numbers NH Deans/Directors

**INTERMEDIATE**
1. (re)new(ed) fields of scholarship
2. opportunities to pursue leadership at UHM

**SHORT TERM**
1. % of faculty effort more directly benefits progress toward T/P
2. increased #s of tenured NH faculty

**Impact**

Activities → Inputs/Resources → Outputs/indicators → Impact

**ACTION PLANS: Staff & Faculty Development**

Short-Term: Recruit and retain highest quality of NH Faculty and Staff

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators | Notes |
|---|---|---|---|---|---|---|---|
| *What task will be done?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, etc.)* | *What could get in the way of task completion? How will you overcome them?* | *What is the outcome of the task?* | *How will we know the action is successful/effective? (Targets & Measures)* | |
| Track retirements, resignations, and unfilled positions from within UHPA, HGEA, Civil Service, and RCUH. As a beginning point, focus on UHPA and HGEA positions. | Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council | March 2016 for all current vacancies; Each August thereafter | Nālani Balutski; Steve from IRO; Staff in HR; Chairs', Deans', Directors', and Chancellor's staff | Difficulty in tracking data and locating vacant positions; lack of support from administration | A pool of positions is identified to be used to recruit Native Hawaiian faculty and staff | 30 new positions have been identified to be advertised with explicit focus on Native Hawaiians | |
| Inventory all Native Hawaiians in non-tenure track positions, with data on service credited, and identify the process for converting them to tenure track positions | Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council | March 2016 | Nālani Balutski; Steve from IRO; Staff in HR; Chairs', Deans', Directors', and Chancellor's staff | Difficulty in finding records on NH non-TT faculty/staff, particularly outside of Hawaiʻinuiākea; lack of clarity on amount of service credited; lack of clarity on different processes for converting positions | Pool of potential NHs in non-TT established and process for converting to TT is clearly spelled out | 20 NHs in non-TT have been identified as top priorities for conversion | Different processes for conversion were identified (to the extent of our working knowledge), including: non-TT faculty are eligible for rolling 3 yr contracts after 5 years of service; temporary faculty with 7 years service and 75% of funding through G funds are required to be |

| | | | | | | | converted to TT positions per Art. XIII, Sec. B of UHPA contract; fulltime faculty with S funds could exchange for G funds within department. These and any other processes that are out there need to be researched and spelled out for all parties involved. |
|---|---|---|---|---|---|---|---|
| Define parity within units in terms of: 1) faculty/student ratio and other kinds of service to the University and community; 2) salary, promotion, and tenure including recruitment and retention offers; 3) representation of the population of Hawaiʻi | Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council | **March 2016** | Nālani Balutski; Steve from IRO; Chairs', Deans', Directors', and Chancellor's staff | Lack of accurate data on faculty/student ration; lack of fair weighing of service; lack of support of administration | Establish clearer measures of parity so that resources can be properly allocated to support Native Hawaiian faculty and staff who typically teach higher numbers of students and are called upon to provide higher levels of service to the community yet are underrepresented in relation to Native Hawaiian population generally, leading NH faculty to struggle to stay at UHM | A new set of guidelines on parity based on teaching and service are established with specific consideration of Native Hawaiian faculty and staff | |

**Updated 01.31.2016**

**Action Plan Mid-Range**
Short-Term: Recruit and retain highest quality of NH Faculty and Staff

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators |
|---|---|---|---|---|---|---|
| *What task will be done?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, etc.)* | *What could get in the way of task completion? How will you overcome them?* | *What is the outcome of the task?* | *How will we know the action is successful/effective? (Targets & Measures)* |
| Initiate process of allocating 30 vacant positions a year to Native Hawaiians | Chancellor, President, BOR, in collaboration with Kūaliʻi Council | August 2017 | G funds, position numbers, political will | Lack of aforementioned resources and will | Native Hawaiian faculty will begin to approach parity in representation (in terms of % of population) | 30 new positions are filled by Native Hawaiians in August 2017 and every year thereafter |
| Initiate process of converting all possible NHs in non-tenure track positions to tenure track positions, with a schedule of 20 per year. | Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council | August 2017 for first 20 conversions; each August thereafter for next 20 | G funds; Additional funds from Deans, Directors, and Chancellor | Lack of funding to convert positions; Confusion or dispute over process; Lack of support from administration | NHs currently stuck in non tenure track positions will have pathway to tenure track positions | 20 NHs currently in non-TT positions will be converted to tenure track positions by August 2017 |

**Action Implementation Process:** Staff & Faculty Development

data needed

capturing
retirements

everyone else

New
NH

retirements/
resignations/
unfilled(all)

define parity
(# students: # faculty)

Conversion pathway
Goal: 20/year

NH non-TT
at Manoa

NH TT
at Manoa

Leverage UHPA contract
*   after 5 annual > 3 year contracts
*   after 7 years and 75% G funds (article 13
    section B)
    *   exchange S to G funds
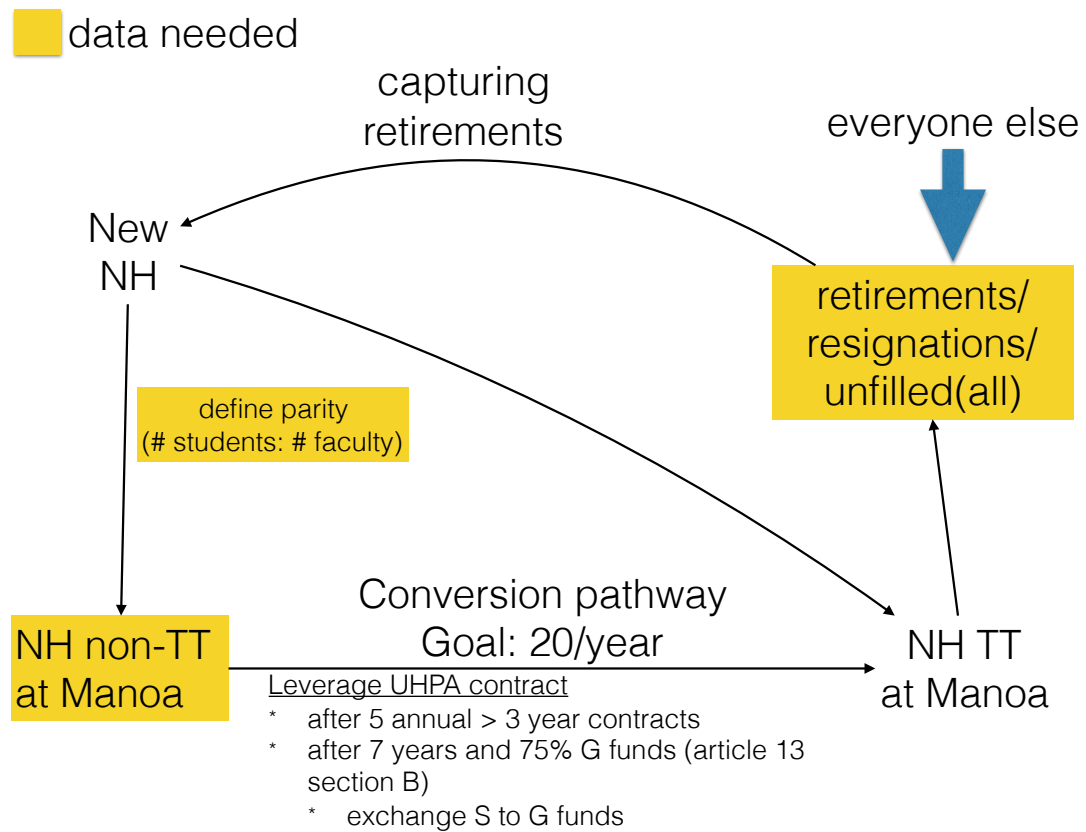
**THEME 3: CULTIVATING HAWAIIAN ENVIRONMENTS**

Members of the Hawaiian environments sub-committee included:

Kalani Evensen
Clif Tanabe
Kapā Oliveira
Kahunawai Wright

**THREE (3) LOGIC MODELS: CULTIVATING HAWAIIAN ENVIRONMENTS**

| Theme 1: Researching Mānoa | | Outcomes | | | |
|---|---|---|---|---|---|
| **Activities** | **Inputs/Resources Needed** | **Short** | **Intermediate** | **Long** | **Ultimate** |
| Develop a body of knowledge on Mānoa as a HPL (by publishing a book about the cultural, geographical, and scientific histories of Mānoa) | Compose a Mānoa campus-wide team of committed and knowledgeable faculty (or select a faculty member to serve as the lead researcher) to develop a body of knowledge on Mānoa. (If the team route is chosen,) members will include individuals with expertise over the cultural, geographical, scientific histories of Mānoa. | A committee is formed and develops processes to conceptualize, develop, vet, and implement a research plan with priorities/phases, timelines and budgets.<br><br>Graduate Assistants are hired to assist faculty member(s) to conduct extensive research about Mānoa. | Research conducted and information gathered for book publication.<br><br>Hold campus-wide discussions about the types of information that would be useful to Mānoa faculty when incorporating HPL into their lesson plans. | Book on the cultural, geographical, and scientific histories of Mānoa released.<br><br>Hold presentations to disseminate information about the book publication.<br><br>Increased awareness of the uniqueness of Mānoa by students, | UH Mānoa faculty and staff will have a readily available body of knowledge about Mānoa to incorporate into their classrooms.<br><br>HPL included as a mandatory Mānoa campus student learning outcome. |

| | | Increased awareness about the cultural, geographical, and scientific histories of Mānoa. | | staff, and faculty on campus. | |
|---|---|---|---|---|---|
| | Funding and other necessary resources are provided to successfully implement the research agenda. | | | | |
| Utilize the book/research material on Mānoa (see above) to develop a body of resource materials and sample curricula on Mānoa as a HPL for use by Mānoa faculty and staff. | Funding and other necessary resources are provided to successfully implement the research agenda. | Faculty and staff are given sufficient time to participate discussion groups and to provide feedback about the types of resources that would be helpful when incorporating HPL into their curricula. | Resource materials and sample curricula conceptualized, developed, vetted, and implemented as a pilot program. | Resource materials released to all Mānoa faculty and staff. | |

| Theme 2: Mānoa Campus | | Outcomes | | | |
|---|---|---|---|---|---|
| **Activities** | **Inputs/Resources Needed** | **Short** | **Intermediate** | **Long** | **Ultimate** |
| Create kīpuka of HPL throughout campus, the | Compose a Mānoa campus-wide team of committed students, staff, and faculty to | A committee is formed and develops processes to conceptualize, develop, vet, and implement an | Plan is implemented. | Mānoa campus reflects an HPL in a | UH Mānoa campus will physically and culturally |

| | | | | | |
|---|---|---|---|---|---|
| center of which is a piko. | develop and implement a HPL plan. Members will be individuals with kuleana over campus facilities and grounds as well as those knowledgeable about native plants/planting, structures, learning environments, etc. Maybe including community members and/or organizations with expertise in these areas as well.<br><br>Collaborative process to identify potential spaces to develop kīpuka and a piko. | HPL plan with priorities/phases, timelines and budgets.<br><br>Increase campus coordination between administration and planning committee to streamline bureaucratic processes for establishing kīpuka and a piko.<br><br>Increase awareness about HPL and what these initiatives mean to the Mānoa campus. | Build knowledge about what HPL means on the Mānoa campus through information sessions/workshops, temporary construction signs, etc.<br><br>Increase knowledge of HPL by creating guidelines for the appropriate care, maintenance, and use of the kīpuka and piko. | thematic, cohesive, and functional way.<br><br>Increased sense of belonging for Native Hawaiian students, staff, and faculty on campus.<br><br>Increase opportunities for stakeholder involvement with each other and the natural environment.<br><br>Increase campus usable spaces that are flexible and multipurpose.<br><br>Increase campus pride among stakeholders. | (intellectually, spiritually, emotionally) embody a HPL |
| Resources identified and committed to develop HPL environment-focus initiatives on campus. | Committed resources to the HPL plan - people, funding, policies, space, time, etc. | Institutional resources are identified to support the planning phase; staff and faculty are given sufficient | Funding and other necessary resources are provided to successfully implement the plan. | UH Mānoa provides the institutional support for the care, maintenance, and improvements for | |

| | | time to participate in the planning process.<br><br>Increase knowledge of HPL among campus stakeholders on HPL.<br><br>Grant/external resource opportunities are identified and applied for to further resource these initiatives. | Bureaucracy improved to efficiently and effectively manage kīpuka and piko.<br><br>Increase awareness of HPL initiatives on campus, in the Mānoa Ahupua'a, and in its extension properties. | these spaces across campus. | |
| Establish cultural and Hawaiian value-oriented and interpretive signs throughout the Mānoa campus. Emphasize 'ili names and other significant Hawaiian place names, historical functions, etc. | Detailed research on the ahupua'a as well as the Mānoa campus.<br><br>Integrated into the campus HPL plan. | Increased awareness of place names, significance, and place within the larger ahupua'a, moku, and mokupuni among stakeholders and campus visitors. | Increase knowledge of Mānoa's ancestral, historical, and contemporary importance/value.<br><br>Increase sense of belonging among Native Hawaiian students. | Recognition of the wisdom our kūpuna and its contemporary relevance in higher education. | |

| Theme 3: Mānoa Ahupua'a & Statewide Outreach | | Outcomes | | | |
|---|---|---|---|---|---|
| Activities | Inputs/Resources Needed | Short | Intermediate | Long | Ultimate |

| | | | | | |
|---|---|---|---|---|---|
| Promote recognition of the Mānoa campus as a part of Mānoa Valley with the ahupaʻa of Waikīkī, extending from Lyon Arboretum to Waikīkī Aquarium. | Develop and promote educational materials and tours of Welina Mānoa. Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (& possibly Mōʻiliʻili in the future as KS/UH partnerships develop) | Recognition of the history and places of importance in Mānoa. | Increased appreciation and sense of connection by students, faculty, and community with Mānoa as a Hawaiian Place of Learning. | Improved stewardship and purposeful planning of UH properties in Mānoa. | UH Mānoa will improve integration and collaboration with communities throughout Mānoa Valley and Waikīkī Ahupuaʻa as well as statewide. Student experience will be enriched by this broadened Hawaiian sense of place. |
| Utilize off campus facilities in Mānoa and, communities (eg Mōʻiliʻili), streams/riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs. | Develop tours, curricula and possibly "field schools" for intensive, short-term, accredited courses. | Greater options for learning opportunities outside of classrooms. Give students hands on experiences to enrich their education. | Greater integration of UH Mānoa campus with off-campus facilities in Mānoa. Better utilization of off campus resources in support of research and education. | Expanded educational activities to include hands-on and ʻāina- and kai- based education for UHM students & faculty. | |
| Utilize off campus facilities of UHM statewide for ʻāina based education. | Use CTAHR's extensive network of Experiment Stations for research and classes. Develop cultural histories of each off campus site and curricula tailored to its resources. | Provide learning opportunities in different moku and ecosystems around the state. | | Develop deeper connections between UHM students and programs with Hawaiian communities statewide. | |

**Updated 01.31.2016**

**ACTION PLANS: Cultivating Hawaiian Environments**

**Short-Range/Quick Win**
**Ultimate Goal:** UH Mānoa campus will physically and culturally (intellectually, spiritually, emotionally) embody a Hawaiian place of learning.

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators |
|---|---|---|---|---|---|---|
| *What task will be done?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, etc.)* | *What could get in the way of task completion? How will you overcome them?* | *What is the outcome of the task?* | *How will we know the action is successful/effective? (Targets & Measures)* |
| Develop a body of knowledge on Mānoa as a Hawaiian Place of Learning (leading to publication of a book about the cultural, geographical, and scientific histories of Mānoa) | Kapā Oliveira & Kahunawai Wright leads | June 2016 | Compose a Mānoa campus-wide team of committed and knowledgeable faculty to develop a body of knowledge on Mānoa.<br><br>Funding and other necessary resources are provided to successfully implement the research agenda. | Lack of interested contributors.<br><br>Contributors not meeting deadlines.<br><br>Lack of funding for research. | A committee is formed and develops processes to conceptualize, develop, vet, and implement a research plan with priorities/phases, timelines and budgets.<br><br>Graduate Assistants are hired to assist faculty member(s) to conduct extensive research about Mānoa.<br><br>Increased awareness about the cultural, geographical, and scientific histories of Mānoa. | Priorities/phases, timelines and budgets determined. |
| Utilize the book/research material on Mānoa (see above) to develop a body of resource materials and sample curricula on Mānoa as a HPL for use | Book editors and contributors | December 2017 | Funding and other necessary resources are required to successfully implement the research agenda. | Faculty and staff are given insufficient time to participate discussion groups and to provide feedback about the types of resources that would be | Faculty and staff are given sufficient time to participate discussion groups and to provide feedback about the types of resources that would be helpful | |

| | | | | helpful when incorporating HPL into their curricula. | when incorporating HPL into their curricula | |
|---|---|---|---|---|---|---|
| by Mānoa faculty and staff. | | | | | | |
| Create kīpuka of HPL throughout campus the center of which is a piko. | Facilities and Grounds Maintenance | June 2016 | Compose a Mānoa campus-wide team of committed students, staff, and faculty to develop and implement a HPL plan. Members will be individuals with kuleana over campus facilities and grounds as well as those knowledgeable about native plants/planting, structures, learning environments, etc. Maybe including community members and/or organizations with expertise in these areas as well. | Students, staff, and faculty given insufficient time to develop and implement a HPL plan.

Lack of funding. | A committee is formed and develops processes to conceptualize, develop, vet, and implement an HPL plan with priorities/phases, timelines and budgets.

Increase campus coordination between administration and planning committee to streamline bureaucratic processes for establishing kīpuka and a piko.

Increase awareness about HPL and what these initiatives mean to the Mānoa campus. | |
| Resources identified and committed to develop HPL environment-focus initiatives on campus. | | June 2016 | Committed resources to the HPL plan - people, funding, policies, space, time, etc. | Lack of committed resources to the HPL plan - people, funding, policies, space, time, etc. | Institutional resources are identified to support the planning phase; staff and faculty are given sufficient time to participate in the planning process.

Increase knowledge of HPL among campus stakeholders on HPL.

Grant/external resource opportunities are identified and applied for to further resource these initiatives. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Establish cultural and Hawaiian value-oriented and interpretive signs throughout the Mānoa campus.  Emphasize 'ili names and other significant Hawaiian place names, historical functions, etc. | Kapā Oliveira | January 2017 | Detailed research on the ahupuaʻa as well as the Mānoa campus.  Integrated into the campus HPL plan. | Lack of time and resources to conduct research. Lack of HPL plan. | Increased awareness of place names, significance, and place within the larger ahupuaʻa, moku, and mokupuni among stakeholders and campus visitors. | |
| Promote recognition of the Mānoa campus as the center of the Mānoa Ahupua'a, extending from Lyon Arboretum to Waikīkī Aquarium. | University Relations | June 2016 | Develop and promote educational materials and tours of Welina Mānoa.  Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (& possibly Mōʻiliʻili in the future as KS/UH partnerships develop) | | Recognition of the history and places of importance in Mānoa. | |
| Utilize off campus facilities in Mānoa and, communities (eg Mōʻiliʻili), streams/riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs. | | June 2016 | Develop tours, curricula and possibly "field schools" for intensive, short-term, accredited courses. | Lack of exposure and marketing. | Greater options for learning opportunities outside of classrooms.  Give students hands on experiences to enrich their education. | |
| Utilize off campus facilities of UHM statewide for ʻāina based education. | | June 2016 | Use CTAHR's extensive network of Experiment Stations for research and classes.  Develop cultural histories of each off campus site and curricula tailored to its resources. | Lack of exposure and marketing. | Provide learning opportunities in different moku and ecosystems around the state. | |

**Updated 01.31.2016**

**THEME 4: COMMUNITY ENGAGEMENT**

The members of the community engagement sub-committee included:

Keawe Kaholokula
Julie Maeda
Noreen Mokuau
Jackie Ng-Osorio

**LOGIC MODEL: COMMUNITY ENGAGEMENT**

| Resources | Activities | Outcomes | | | |
|---|---|---|---|---|---|
| | | Short-Term (1-2 yrs) | Mid-Term (3-5 yrs) | Long-Term (5 and more) | Ultimate |
| UH Faculty, Staff & Students | Provide internship/practicum and service learning opportunities in diverse communities, including NH communities. | Assess community capacity and critical areas of need | Students in X% of the UHM departments successfully engage in opportunities across diverse communities | UHM wide system to place students in field based (e.g., research or practicum) experiences in NH communities. | As a land, sea and sky grant institution along with being an indigenous serving institution, the provision of high quality education is anchored in our engagement and contribution of all communities, with particular attention to the host culture, Native Hawaiians. |
| NH community partners on education. | Provide culturally relevant educational models for NH communities to build capacity and enhance growth. | Knowledge of the components of culturally relevant educational models. | Successful educational programs that work with community partners on capacity building. | Institutional infrastructure and support, such as the Office of the Vice Chancellor of Hawaiian Affairs with directive for community engagement. | |
| | Convene people on culturally relevant issues for NH communities that build the kauhale. | Awareness of issues identified by NH communities as essential to the kauhale. | Successful educational programs that support networking and building the kauhale. | Institutional infrastructure and support, such as the Office of the Vice Chancellor of Hawaiian Affairs educational with | |

| | | | | directive for community engagement. |
|---|---|---|---|---|
| Recommendations (Policies?) and protocol on NH community engagement. | Convene a working group to develop recommendations and protocols on community engagement. Group should have community partners represented. | Recommendations and guidelines are completed and disseminated to all units. | Evaluate the efficacy of these recommendations across units. Modify as necessary. | Institutional infrastructure and support, such as the Vice Chancellor of Hawaiian Affairs with directive for community engagement. |
| Innovative & culturally-anchored programs. | Apply new or modify existing theories and models including Community Engagement for working with Native Hawaiians. | Each unit develops/adopts a culturally-anchored model of community engagement. | Establish "best practices" for community engagement. | UHM wide leadership in culturally-informed and community-anchored frameworks/models |
| Multi-campus coordination & collaboration. | Creating educational partnerships/opportunities with/in NH communities to strengthen the pipeline for NH students | For units with none: Identify and develop partnerships around shared aspirations. For units with partnership/programs: identify key components/factors of the partnership associated with success. | Implementation and evaluation of educational opportunities in the community to identify "best practices." | UHM system to maintain a NH community network for linking within and between academic and CBOs |
| Policies and protocol on NH community engagement. | Establish organized groups and implement strategies to facilitate NH community engagement | For units with none, identified and developed opportunities for NH community engagement by UHM groups. For units with organized groups, implement strategies to facilitate NH community engagement. | Allocated resources for growth in opportunities and sharing of strategies for reciprocal learning and community engagement between UHM and NH communities. | Institutional infrastructure and support, such as the Vice Chancellor of Hawaiian Affairs with directive for community engagement. |

| Data and documentation; contract and grants. | Implement services that develop and support a database for NHs and conduct research | Share NH research projects, grants, and contracts that are available and received by UHM | Develop a database for NH research projects and raise awareness of the research as well as services that are outcomes of this research | UHM system to maintain a NH community network for linking within and between academic and CBOs |
|---|---|---|---|---|
| Contracts and grants. | Institute contracts and grant opportunities enhancing UHM and NH community partnerships | Identify communication pathways and partnerships between UHM and NH communities. | Increase and grow partnerships between UHM and CBOs for collaborative grant and research opportunities | UHM system to maintain a NH community network for linking within and between academic and CBOs |

**Updated 01.31.2016**

**ACTION PLAN: Community Engagement**

**Short-Range AND Mid-Range**
**Ultimate Goal:** Creation of educational partnership/opportunities with/in Native Hawaiian communities to strengthen the pipeline of NH students to UHM.

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators | Notes |
|---|---|---|---|---|---|---|---|
| *What task will be done?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, etc.)* | *What could get in the way of task completion? How will you overcome them?* | *What is the outcome of the task?* | *How will we know the action is successful/effective? (Targets & Measures)* | |
| ***Internal UH Community*** | This is limited to the academic program community at UHM. It doesn't include the extracurricular, student affairs community at UHM. | | | | | | |
| Assess UHM for practicum/service learning needs | UHM: Faculty, Staff, and Students | Year 1 | Money<br>FTE<br>   • Department<br>   • Campus (Coordinator)<br>Sites/Organization<br>MOA<br>Community Network Assessments<br>   • Site<br>   • Students<br>Evaluation<br>   • Site | • Lack of participation amongst fac/staff/admin/students | Clarity around practicum/service learning needs | List created of the needs of UHM for practicum and service learning | Facilitate more coordination between UHM programs |
| Assess NH and larger community capacity for practicum/service learning experiences | | Year 1 | | • Money<br>• Competing priorities<br>• Lack of alignment and shared values<br>• FTE<br>• Time schedule (UH, Community, Faculty/Staff mentors)<br>• | Developed network of community –based organization for practicum/service learning experiences | List of capacity and wants from the community | |

| Action Steps | Responsible | Deadline | Resources | Potential Barriers | Result | Assessment Indicators | Notes |
|---|---|---|---|---|---|---|---|
| Identify partnerships between UHM academic units and NH communities | | Year 1 | | <ul><li>Lack of participation</li><li></li></ul> | Student in appropriate departments will engage in practicum/service learning experiences | MOAs signed<br>Number of sites | Facilitate more coordination between UHM programs |
| Identify community based organizations for practicum/service learning experiences | | Year 1 | | | Increased opportunities for students to interact with diverse communities | <ul><li>% of students engaged</li><li>Database developed and utilized</li><li>Feedback survey<ul><li>Useful</li><li>Site – meet goals?</li></ul></li></ul> | <ul><li>Facilitate more of a collaborative, shared approach to learning opportunities for students.</li><li>Can connect to communities' view of their perspective and kuleana to the next generation.</li></ul> |
| **External Community** | This is the NH community surrounding UHM. Included would be the NH community organizations and groups that work collaboratively now with UHM as well as the relationship building UHM is cultivating with new groups. | | | | | | |
| Assess community for needs and assets, shared values, aspirations for pipeline | UHM advisory council (to be created) | Year 1 | Money<br>FTE<ul><li>UHM Task force</li></ul>Schools/Organizations<br>MOA<br>Community Network Assessments<ul><li>Site Evaluation</li><li>Site</li></ul> | <ul><li>Money</li><li>Competing priorities</li><li>Lack of alignment and shared values</li><li>FTE</li><li>Time schedule (UH, Community, Faculty/Staff mentors)</li><li>Liability</li></ul> | Developed list of potential collaborators with contact information and designated UHM liaison | List of capacity and wants from the community | <ul><li>What is their vision for such a pipeline?</li><li>Where do they see themselves in this pipeline?</li></ul> |
| Identify current programs associated with UH that are working with DOE P-12 | | Year 1 | | | | List of the current programs | <ul><li>Coordinating initiatives, programs, and</li></ul> |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Identify current programs associated with UH that are working with Charter schools | | Year 1 | | | | | efforts between UHM and all P-12 schools.<br>• Coordinating efforts between UHM programs too. |
| Identify current programs associated with UH that are working with Hawaii Association of Independent Schools (HAIS) | | Year 1 | | | | | |
| Determine list of schools to collaborate with (phase in schools) | | Year 2 | MOA | | Plan to phase in schools to work together | • Database developed and utilized<br>• MOAs signed | |
| Establish with schools a dual credit system to support high school students in earning college credit prior to entering | UHM and schools VCAA – AVCAA D. Halbert | Year 2 | Money<br>MOA<br>FTE: faculty | • Lack of alignment<br>• Limited number of faculty available to teach<br>• Students not enrolling<br>• Liability | Dual credits offered in high schools | • MOA signed<br>• Increased number of students earning dual credits<br>• Established benchmark created as to number of dual credits students enter UHM | There are currently schools with a dual credit program with UH need to find what schools these are as a start. |
| Work with NH organizations to increase financial aid/scholarship support for NH students | UHM and NH organizations such as Legacy organization (e.g., KS, QHS) | Year 2 | MOA<br>Money | • Lack of alignment<br>• Competing priorities<br>• Limited funds | Increase scholarship/financial aid for NH students | • MOA signed<br>• Increased funds available to NH students | |
| Form collaborations with community partners to | UHM, schools, NH and community organizations | Year 2 | MOA | • Lack of alignment<br>• Competing priorities | Increase number of support programs offered | • Increased number of students utilizing | UH partners with NH community |

| help increase academic & related support for students in the communities | in highly populated areas of NH | | | • Limited funds<br>• Liability | | these programs<br>• Feedback survey from students informing the utility of these programs | organizations to nurture and help pre-UH students to go to UHM (Pre-UH student = middle/high school student)<br>• Practicum/service learning sites that work with UH already might also include ways to more directly help, guide, & mentor pre-UH students<br>• To complement services provided to NH students once they're at UHM.<br>• Maybe NH alumni in different organizations would mentor pre-UH students |
|---|---|---|---|---|---|---|---|
| Educate and inform NH communities about UHM and the programs that are offered | UHM advisory council (to be created) and community | Year 2 -3 | FTE: UHM designated staff | • Limited time and funds | UHM attends college fairs, increase number of touches to schools | Number of touches | Share information about programs at UHM – academic – degree/CR/NC courses as well as research and service learning community-related projects. Partnering w/ NH communities to encourage participation in research, but also in working w/ students? (e.g., guest speakers, in projects w/ students, etc |

| Create policies that support the pipeline from P-12 into UHM for NH students | UHM Administration | Year 3 | Policies enacted | • Bureaucracy<br>• Administration not supportive | Policies that support these activities | • Increased number of NH students attend UHM<br>• Increased number of NH graduates from UHM | |
|---|---|---|---|---|---|---|---|