Hawai‘inui‘akea School of Hawaiian Knowledge

STRATEGIC DIRECTION: Quality Graduate Programs—work-in-progress

1. **Provisional M.A. Programs**
   Work to strengthen our current provisional MA Programs through curriculum alignment, further course development and articulation with undergraduate degrees and potential post-graduate program, and establishing strong student learning communities.
   
a. In preparation for graduate program review (Due December 2012) HAW and HWST are working with the OVCAA Evaluation/Assessment office (have each set aside two-day work-sessions Sept. 2011) to align course student learning objectives with program learning objectives with Hawai‘inui‘akea Mission.
   
b. Both HAW and HWST are collecting data (survey, focus group interviews, document/artifact) to be used in HSHKs “Self-Study” due December 2012 and application for conversion to established status.
   
c. HSHK received “Provisional Accreditation” from the World Indigenous Higher Education Consortium (WINHEC) August 2011. A formal notification will be sent later this year. Full accreditation process to include a “Self-Study” and “Site Visit” will be undertaken AY 2012-2013 in combination with the UHM Grad Review.
   
d. Both programs have established student-focused writing/mentoring sessions. In Hawaiian Studies, students are invited to a weekly writing session. In Hawaiian Language, week-long writing retreats are offered.
   
e. Graduate Student advising has been refined and strengthened through a new graduate student handbook (collectively developed by faculty, staff, and students), regular meetings of the graduate chairs, and professional development for faculty focused on graduate education.

2. **Development of a Ph.D. in Hawaiian Knowledge**
   Building a strong MA program paves the way for developing a sound, robust Ph.D. in Hawaiian Knowledge.
   
a. HSHK hosted 5 facilitated discussions (May, June, July, August, September) focused on gathering ideas to help HSHK faculty define what principles should guide a Hawaiian Knowledge Ph.D., what key learning experiences are integral to the Ph.D., how students can be supported through this learning experience, what tensions/challenges lay ahead and how best to approach them, and what is the purpose of a Ph.D. in Hawaiian Knowledge. Each discussion included a diverse group of 25 individuals from across UHM, faculty and staff from HSHK, current students, graduates, and community stakeholders.
   
b. Discussion notes will be transcribed and collated, September-October 2011. The School Curriculum Committee (SCC) will be charged to present this data to the faculty (fall 2011) and begin the process of applying to plan for a Ph.D. and developing a Ph.D. program. Target Date for first pilot cohort = 2013.
c. Will be working with OHA and other NH organizations to develop PHD scholarship/fellowships.

3. **Faculty Professional Development**

   Strong graduate programs require HSHK to provide leaning opportunities to build skilled, committed faculty scholars.
   
   a. A Native Hawaiian Faculty Interdisciplinary Seminar is being hosted by HSHK, led by Professor Charles Lawrence.
   
   b. A Native Hawaiian Faculty Professional Development Workshop is hosted by HSHK in the Spring of every year.
   
   c. HSHK has earmarked funds to support the learning of Assistant Professors through presentations and attendance at professional/scholarly conferences, travel to professional development workshops, work with mentors at other institutions of higher education, and so on.
   
   d. HSHK is building a publications arm that will support the knowledge generation and dissemination of its scholars and all NH scholars. The Hawai’inuiåkea Monograph (volume 1, theme editor Puakea Nogelmeier) is completed, at the press, launch in November. Volume 2 is currently being developing under the theme editorship of Jon Osorio. A book series is currently being developed to begin with a Mele Songbook and two scholarly texts.
   
   e. Partnerships with Peer-Schools. We have worked diligently to partner/mentor our junior scholars through scholarly partnerships with colleagues at Salish Kootenai Colleg (writing a history text together) and UTexas-San Marcos and UTexas Pan American (working on community leadership and social justice themes). We are also working with the Wananga’s in Aotearoa and other indigenous institutions around language revitalization initiatives.

4. **Student Development**

   Strong graduate programs require HSHK to provide purposeful and well-built/supported student development efforts.
   
   a. The HSHK Dean’s Student Advisory Circle hosts 4 Native Hawaiian Student Scholar Brown Bags throughout the Academic Year. They have been highlighting the work of the Kohala-Mellon Fellows.
   
   b. The advisory circle has also provided opportunities for graduate students to attend and participate in local, regional, national, and international conferences.
   
   c. They are looking to host a small yearly Native Hawaiian Topics student scholar conference on campus.

5. **Continued support of the Knowledge Well** a digital database of Hawaiian Knowledge.

Note on WINHEC Accreditation

a. Awarded “Provisional Status” at WINHEC 2011 meeting (August)

b. Currently developed Self-Study to be presented at WINHEC 2012 meeting

c. Planning for site-visit spring semester 2013
STRATEGIC DIRECTION: Recruitment and Retention

1. **Continue to support/budget for Community Outreach Specialist (NHSS)** working to partner HSHK and UHM units in community with schools, community based organizations, families and students. The focus has been on developing, facilitating, and strengthening our presence through: (1) collaborative learning meetings; (2) faculty-in community through the OVCAA/OVSS Enrollment Management Group; (3) on-campus and community/school-based recruitment events; (4) partnership in the KS Ka Pua Post High School Council (Dean Benham is on the advisory board); (5) Mālama Student Hui (program that pairs Native Hawaiian high school students with Native Hawaiian UHM students); (6) partnership efforts with LCC, KCC, HCC; and (7) on-going communication through facebook, e-newsletters, quarterly brochures.

2. **Institutionalize Title III Initiatives** Kōkua A Puni (ends 2012) and Hulili (in partnership with WCC began 2010) provide much needed resources that support the transition of community college students to the UHM campus. Funds have been used: (1) summer enrichment program; (2) student skill-building workshops; (3) support two student learning centers (QLCSS and Kamakakūokalani); (4) mentoring and tutoring; (5) cultural activities; (6) student internship programs; and (7) Native Hawaiian Student IRO.

3. **Strengthen Academic Advising and Program Initiatives** through continuous professional development, streamlining processes and procedures, ensuring mandatory advising, on-going investment in faculty training, and use of information technology (Banner, STAR, Facebook, etc.).

4. **Establish Hawaiian programming through Residence Life.** Our Native Hawaiian Student Services unit works in partnership to develop and deliver NH programming in one floor of Johnson Hall. We are looking to establish a second floor that would be fully Hawaiian Immersion.

5. **On-going HSHK Outreach to UH System** to ensure transparent articulation and perhaps determine collaborations that would benefit student transfers. HSHK executive team and student services have been visit 7 of 10 campuses. In the fall of 2011 they are scheduled to do a site visit to West-Oahu, KCC, and HCC. HSHK is looking at the possibility of holding a yearly gathering of NH scholars and students to build a stronger learning community across campuses.

6. **Foster HSHK partnerships with UHM Colleges/Schools** to strengthen teaching and learning, research, and community outreach and engagement. Additionally, partnerships enhance student recruitment and retention efforts. Currently partnerships include building a health sciences corridor with JABSOM, Nursing, School of Social Work, CTAHR, Law, and HSHK. Another focuses on strengthening Hawaiian Arts with the Theater Department and Music Department. A third cluster focuses on mālama ʻāina beginning with a partnership between HSHK and Law with the intention of growing to include NREM, CTAHR, DURP, and the sciences. HSHK is also the lead on developing a community-land and family based science curriculum that will link Lyon Arboretum, Mānoa Heritage Center, Ka Papa Loʻi o Kānewai, and the Waikīkī Aquarium.
STRATEGIC DIRECTION: Native Hawaiian Advancement

1. Work with the Chancellor’s UH Mānoa Native Hawaiian Advancement Task Force to define future direction (report due January 2012). Continued work to follow-through with strategic actions. Focus on the following themes:
   a. People Development: Faculty and Staff
   b. People Development: Students
   c. Environment: Facilities and Hawaiian Place of Learning
   d. Community outreach and engagement

2. Work with the UH System Indigenous Institution Task Force on the following themes:
   a. Leadership Development
   b. Hawaiian Language and Culture Parity
   c. Community Engagement
   d. NH IRO (see #6)

3. Continued effort to build HSHK and UHM infrastructure (1) that supports NH faculty development, scholarly work, and excellence in teaching; (2) that supports sustainable programs that recruit more NH students to UHM Colleges/Schools—across all disciplinary areas as well as Native Hawaiian programming that supports student life and academic success; (3) that supports the important work of applying the knowledge and skills generated at UHM/HSHK in ways that benefit Native Hawaiian communities/children-youth and their families, and thereby, benefitting all residents and visitors of Hawai‘i.

4. Define a strategy to increase the number of NH faculty, staff, and students on campus to support Native Hawaiian programming and to ensure forward moving community partnerships and initiatives.

5. Work with campus deans and UHM executive to re-develop, re-vision, and re-use space and facilities on campus to house new faculty/staff and innovative programming.

6. NH IRO: To develop & maintain a comprehensive database of NH student, faculty/staff, and program information/data. This will help us, for example, to examine the NH student journey through PK-12, College, and into the workforce. Such a database will require collaboration at a major scale, however, it will enable us to better understand student progress, faculty life, and in particular what programs work, don’t work, and why. In the end, Native Hawaiian leaders at UH/UHM must control the Kanaka Maoli Post-Secondary Narrative that means controlling the data that can lead to forward-looking, socially just policies, procedures, and programs.

7. Develop a statement from Chancellor, VCs, Deans and MET that reflect a collective vision and commitment to increasing attention to the needs of Hawai‘I, and, in particular, vulnerable communities to include Native Hawaiians and Pacific Islanders.