Step 3: Second Level Unit Review and Ranking (Deans/Directors/Department Heads)

Using the program review results posted on the Prioritization Process webpage, please complete the below information and submit to ovcafo@hawaii.edu as a word doc or pdf by March 15, 2009. Please ensure the e-mail subject heading reflects the Department/School/College name followed by “Second Level Review.” For example: SOEST – Second Level Review.

Department/School/College: Hawai‘inuiākea School of Hawaiian Knowledge

The department would fall under which of the following Vice Chancellor’s offices?

- [X] Academic Affairs
- Research and Graduate Education
- Student Services
- Administration, Finance, and Operations

Advisory Committee Members (list names and titles):
Hawaiʻinuiākea School of Hawaiian Knowledge Aha Kūhina

Carlos Andrade, Director, Kamakakūokalani Center for Hawaiian Studies (KCHS)
Kapa Oliviera, Director, Kawaihuelani Center for Hawaiian Language (KCHL)
Makahiapo Cashman, Director, Kānewai Loʻi (KPLOK)
E. Kahunawai Wright, Director, Native Hawaiian Student Services Kauhale
Kaliko Baker, Instructor, KCHL
Kahikina DeSilva, Instructor, KCHL
Liana Wong, Assistant Professor, KCHL
W. Kekai Perry, Assistant Professor, KCHS
Maile Andrade, Associate Professor, KCHS
Konia Freitas, Specialist, KCHS
Annette Lehano, Staff, HSHK

Invited Faculty:
Lilikala Kaumeʻeleihiwa, Professor, KCHS
Lia Keawe, Assistant Professor, KCHS
Puakea Nogelmeier, Associate Professor, KCHL

*Note: A draft of the final narrative was viewed by all HSHK Faculty and Staff with an open period of 7-days for discussion. Notes gathered were used to revise the narrative text
Administrative Unit (e.g. College) Prioritization Summary

This form is to be used to provide a summary of program priorities within an administrative unit (e.g. college). Please list each program identified in the Summary Matrix forms and Optional Guides in a priority category. This Prioritization Summary form should be forwarded, along with all self-review materials, to ovcafo@hawaii.edu for posting on the Prioritization Process webpage by March 15th for the next level of review to take place.


<table>
<thead>
<tr>
<th>New/In Transition</th>
<th>Target for Growth or Investment</th>
<th>Maintenance</th>
<th>Reorganize/Restructure/Merge/Consolidate</th>
<th>Reduce in Size or Scope</th>
<th>Phase Out Close Eliminate</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIVE HAWAIIAN STUDENT SERVICES KAUHALE</td>
<td>KA PAPA LO‘I KĀNEWAI</td>
<td>B.A. KAWAIHUELANI CENTER FOR HAWAIIAN LANGUAGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. KAWAIHUELANI CENTER FOR HAWAIIAN LANGUAGE</td>
<td>KAWAIHUELANI CENTER FOR HAWAIIAN LANGUAGE</td>
<td>B.A. KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief Summary (no more than 2 pages)**

Please include a brief narrative with an overview of the rationale for placement of the components on the Prioritization Summary form and any supportive or explanatory text or data that will assist higher levels of review in determining the relative priority of each program. You may wish to comment on the program self-reviews.
Hawaiʻinuʻiʻkea School of Hawaiian Knowledge (HSHK) Prioritization Narrative

Hawaiʻinuʻiʻkea houses vital academic, student, and outreach programs that (a) are central to the UH Mānoa Strategic Plan and Chancellor Priorities, and UH goals; (b) have the capacity to recruit and retain Native Hawaiian (NH) students thereby, serving a significantly underserved community; and (c) can create opportunities for innovative learning and inquiry around key values that generate capital (e.g., intellectual, social, cultural, economic). HSHK, founded in 2007, is leading the way for this 100-year old campus to be a Hawaiian Place of Learning that has the potential to catalytically change the way NH students and their communities are served by the academy. The results of our prioritization process recommend continued support for HSHK programs as we meet (and exceed) WASC Standards and Benchmarks as well as guiding principles of UH Mānoa’s strategic vision.

Overview of Programs:
The Native Hawaiian Student Affairs Kauhale (NHSS) is the academic and enrichment services arm for students in HSHK that also provides enrichment services for NH students across the Mānoa campus through a Title III grant. It is composed of four distinct and interrelated units that work together to address curricular and co-curricular needs of current and future students: (1) Undergraduate Academic Advising— for HSHK BA Programs; (2) Kokua a Puni—enrichment and retention (Title III); (3) Kūleʻa—outreach and recruitment in NH communities; and (4) Institutional Research and Evaluation--reports on the status of NH students in the UH System.

Ka Papa Loʻi ʻO Kānewai is a puʻuhonua, a retreat from the dense surrounding urban environment and Mānoa campus. As a traditional laboratory and demonstration site for sustainable living, Kānewai sustains 62 (of 65) indigenous taro varieties and a diversity of native trees and shrubs. It is the gateway to the university for many NH and non-Hawaiian families, K-12 students, and community college students (a destiny of choice) as well as a learning laboratory for Hawaiian Language and Hawaiian Studies, STEM programs, and researchers (e.g., CTAHR, SOEST, etc.), thus, the “place” or Hawaiian Learning.

The MA programs in Kawaihuelani (HAW) Center for Hawaiian Language and Kamakakūokalani (HWST) Center for Hawaiian Studies provide in-depth, focused study in Hawaiian knowledge systems, language, and culture in both ancient and contemporary times.

- **MA in HAW**: The program is designed to advance study of the Hawaiian Language in literature and its diverse use as a living language; to develop curriculum, resources, and teacher training for Hawaiian medium schools; and to provide Hawaiian language support to graduate students in related fields (e.g., Education, Social Work, Political Science, Law, Urban and Regional Planning, Engineering, Business, etc.).
- **MA in HWST**: This rigorous program of study engages students in concentration areas that cover the breadth of Hawaiian knowledge and experience in: history, ancient and contemporary politics, literature, visual and performance arts, natural resource (land and sea) management, and comparative indigenous study.

The BA programs in HAW and HWST forms the foundation of HSHKs robust academic, research, and community engagement/service efforts. The learning outcomes and curriculum support UHMs mission as a Hawaiian Place of Learning and advances its vision as a land, sea, and sky-grant institution.

- **BA in HAW**: Faculty conduct research in relevant fields of study and offer four years of language study as well as courses on immersion education, curriculum development, and topics of relevant Hawaiian cultural content. Also, a certification is offered.
- **BA in HWST**: Faculty conduct research in Hawaiian knowledge systems and offer course work in nation-building, history and literature, resource management, visual and performing arts, and comparative Polynesian and indigenous studies.
Graduates of both programs enter diverse professions and advanced degrees in: Anthropology, Art, Botany, Business, Communications, Counseling, Education, Engineering, English, Geography, Law, Linguistics, Medicine, Music, Ocean Science, Pacific Islands Studies, Political Science, Psychology, Social Work, Theater, and Urban and Regional Planning. Many graduates have gone on to teach at university, community colleges, Hawaiian charter schools and public schools, and to work at Hawaiian-serving agencies such as the Office of Hawaiian Affairs and Department of Hawaiian Home Lands, and for ali‘i trusts (e.g., Kamehameha Schools, QLC, etc.)

**Doing What is Essential For Less**

This table captures the cost of HSHK.

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Courses Offered</th>
<th>Student Count</th>
<th>SSH</th>
<th>Student FTE</th>
<th>Majors</th>
<th>Personnel</th>
<th>Operating Expense</th>
<th>Total Expenditure</th>
<th>Cost per Credit/hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>71</td>
<td>4590</td>
<td>14,784</td>
<td>135</td>
<td>238</td>
<td>$3,682,265</td>
<td>$328,781</td>
<td>$4,011,046</td>
<td>$271</td>
</tr>
</tbody>
</table>

(Sources: Oct. 2008 FTE Faculty Report; Fall 2007 Star-Data Matrix, Dept. Performance Matrix; Unaudited OVCAFO FY2008 Summary)

Essentially, quality NH learning and teaching, research, service and community engagement costs UHM $271 per credit. In comparison to similar schools/colleges our cost per credit hour (total expenditures/SSH) is significantly lower by nearly $600-$1000. One may view this as efficient practice; instead, we view this enterprise as severely under-funded given the centrality of Hawaiian Knowledge and the commitment of UH to NH students. Additionally, we posit that given current economic times more students (NH and non-NH) will attend post-secondary schools in-State. Capitalizing on the current increase of NH students in K12 schools, with appropriate funding and partnerships, HSHK is an advantageous pathway to UH Mānoa.

**Looking Forward**

Native Hawaiian knowledge systems are the base of our pedagogical soundness that teaches *through* culture instead of *about* culture; practice and context. This hallmark of HSHKs educative praxis is more time-consuming than the teaching of technical skills as our foci is on theory-building, self-empowerment that enhances life/living, cultivating competent and creative people, networking across different knowledge systems, and transforming mental and social structures. Allocating resources to HSHK meets State mandates as well as the academic goals of UH and Mānoa, acknowledges the importance of NH knowledge that fills an epistemological and pedagogical gap in higher education, and strengthens this academy as a critical intellectual space for sovereign thought and critical debate. Resources that support the work and partnerships of HSHK will: create an interconnected, fluid system that supports the growth of HSHK; strengthen faculty and enhance educative programming; increase community engagement and dissemination of knowledge; and build for the future through scholarships and endowments.

Submitted: M. Benham 3/12/2009