Note: Narrative to support focus on Core Values, Competencies, & the Mānoa Identity; Initiative 1 Building Mānoa’s Identity as a Hawaiian Place of Learning

UNIVERSITY OF HAWAI‘I AT MĀNOA
PROPOSAL FOR WASC ACCREDITATION

RECOMMENDATIONS FROM THE UNIVERSITY OF HAWAI‘I AT MĀNOA
KŪALI‘I NATIVE HAWAIIAN ADVISORY COUNCIL

Background to the Kūali‘i Native Hawaiian Advisory Council (Kūali‘i Council)

The Kūali‘i Council represents Native Hawaiians from 18 Hawaiian serving programs at UH-Mānoa, as well as Hawaiians affiliated with other Mānoa units. The Kūali‘i Council, whose members are faculty, professional staff, and graduate students, has the primary mission of advancing the status and condition of the Native Hawaiian people through the successful achievement in higher education by Native Hawaiian students and the promotion of Native Hawaiian administrators, faculty, and staff. Significantly, the programs represented by the Kūali‘i Council serve an estimated 35% of the Mānoa total student body per year.

At the Mānoa campus, Native Hawaiians are 11.4% (or 2,207) of the total student population. Native Hawaiians represent 12.6% (or 1,672) of the undergraduate students and 8.9% (or 535) of the graduate student population. More telling perhaps is the fact that Hawaiians are less than 4% of the faculty and there are virtually no Hawaiians represented in the decision-making lines within the Mānoa Administration. Moreover, budget requests made by the Council to support its programs represent less than 1% of the overall UH-Mānoa budget.

“Defining the Destiny, 2002 – 2010”: The University of Hawai‘i at Mānoa Strategic Plan

In the fall of 2002, after a year of conversations, consultation, and planning, the Mānoa community, with full approval from the University of Hawai‘i Board of Regents, put into action the “Defining Our Destiny: Strategic Plan 2002-2010”. Designed to guide the university’s flagship campus through the first decade of the millennium (and beyond), our strategic plan has a central core of imperatives that recognize the importance of Hawaiian culture, language, practices, and place to this institution’s identity. With a vision statement that celebrates Mānoa’s “uniqueness as a Hawaiian place of learning”, our campus is heralded as a remarkable context for research, capability building, and knowledge exchange. Indeed, our plan’s other imperatives, such as expanding the university’s leadership in international affairs, depend on the success of achieving those goals relating to Native Hawaiians and Native Hawaiian education (see appendix __ for the Kūali‘i Council biennium budget and program overviews). The Mānoa experience, then, promises “challenging and distinctive academic programs, innovative teaching and service, and world class research and scholarship reflective of global perspectives and a culturally diverse island state”
The Kūaliʻi Council’s Role in Defining the Destiny of the University of Hawaiʻi at Mānoa

The Kūaliʻi Council strongly embraces Mānoa’s goal to strive for excellence in teaching, research, and public service within a globally-connected Hawaiian place of learning. “Ours is an academy of tremendous diversity, open to world cultures and scientific advancement. We occupy a prestigious place among the international community of research universities. Mānoa is a place of inspiration, where artists, athletes, scientists, and scholars gather and interact with intensity” (UH-Mānoa Defining our Destiny: Strategic Plan 2002 – 2010, p. 13).

However, four years after the introduction of its bold Strategic Plan, Mānoa as a Hawaiian place of learning is still not a reality for most who teach and study here. Very little about learning, teaching, research, and service in the Mānoa community has theoretical, epistemological, and pedagogical bases that can be described as Hawaiian. Our Mānoa community, then, is faced with two critical questions: What is a unique Mānoa experience that is grounded in a Native Hawaiian context? And what is needed for this experience to evolve in the richest way possible?

While the Kūaliʻi Council recognizes the contributions of many cultures to our contemporary island society, it is our position that a Hawaiian place of learning exists only when there is a strong presence of Hawaiian people. In order to realize the “Mānoa experience” Hawaiians must be encouraged to participate in all facets of campus life and infuse it with Hawaiian knowledge, perspectives, and values. We are simply not one component in Hawai’i’s multicultural society; we are the foundation of it.

Recognizing the severe underrepresentation of Native Hawaiians in higher education, the Mānoa Strategic Plan outlined imperatives that would foster the growth and recognition of Hawaiian ways of knowing, increase the number of Hawaiians enrolled at Mānoa, and acknowledge Mānoa’s obligation to honor Native Hawaiians and to take the lead in reconciling the wrongs done to Hawaiians by the United State of America.

In the past, WASC reviews have outlined several weaknesses and challenges faced by the Mānoa community—these include leadership turnover, fiscal shortfall, outdated facilities, insufficient staff infrastructure; and high attrition/poor graduation rates. Further, the Self Review conducted in 2005-2006 concluded that Mānoa needed to define a better sense of community, core values, and educational objectives all of which collectively would define our “Mānoa Experience”.

It is critical, therefore, that this WASC Accreditation proposal has outlined several themes and initiatives that not only address these issues but, also, have an impact on the educational wellbeing of Native Hawaiians at Mānoa.

1. Community Building and Student Success
   Initiative 1. Building Mānoa’s Identity as a Hawaiian Place Of Learning
   Initiative 2. Student Success
   Initiative 3. Understanding Campus Wide Learning Objectives
2. Campus Renewal And Master Planning to Support the Mānoa Experience.  
   Initiative 1. Improving Campus Master Planning  
   Initiative 2. Expanded Renovated Student and Faculty Housing  
   Initiative 3. Improved Facilities Management  

   Initiative 1. Support for Student Learning  

In 2003, the Kūaliʻi Council, in its report entitled “Transforming the University of Hawaiʻi at Mānoa into a Hawaiian Place of Learning” proposed several initiatives that are directly related to the Mānoa WASC Accreditation proposal. The Kūaliʻi initiatives are still valid and serve to define the “Mānoa Experience” from a Hawaiian context and perspective. The initiatives listed below address governance, learning and knowledge development, facilities, and student services.  

1. Increase the number of Hawaiian tenured faculty in all fields and disciplines at the Mānoa campus.  
   - For example, the Hawaiian Language Section and the Center for Hawaiian Studies form the core sources of Hawaiian knowledge at the University of Hawaiʻi. Presently there are 5 professors in the Hawaiian Language Section and 7 professors in the Center for Hawaiian Studies. Both programs have recently launched MA programs and enrollment in undergraduate courses has increased consistently over time. Clearly more Hawaiian professors mean more research and scholarship. Over the next decade, Mānoa will experience a large turnover in faculty primarily due to retirement. Now, more than ever, is a critical time to recruit Native Hawaiian faculty members into all facets of campus life to infuse it with Hawaiian knowledge, perspectives, and values.  

2. Increase the number of Hawaiian tenured faculty in all work-force preparation programs such as education, health, nursing, and medicine.  
   - For example, currently there is a critical shortage of qualified teachers to teach in Hawaiʻi public schools, especially in Native Hawaiian communities. By fully funding the Hoʻokulāwi teacher education and curriculum development initiative, Mānoa will support the preparation of Hawaiʻi residents, particularly Native Hawaiians, for teaching careers in their communities.  

3. Create a Hawaiian School of Knowledge by merging the Center for Hawaiian Studies and Hawaiian Language Section of the Department of Hawaiian and Indo-Pacific Languages and Literature.
4. Enhance the social, intellectual, cultural, residential and recreational quality of student life on Mānoa.
   - Build kauhale (a group of homes) on upper campus that would provide ħālau space, cooking facilities, computer laboratory facilities, gathering spaces, showers, visitors’ dormitories, offices, classrooms and conference facilities.

5. Recognize our kuleana to honor indigenous aboriginal and first nation peoples and promote social justice for Native Hawaiians.
   - Encourage the University of Hawai‘i Board of Regents to adopt the University of Hawai‘i System-Wide Puko‘a Native Hawaiian Advisory Council policies supporting Native Hawaiian rights and work toward the statutory recognition of Kūali‘i Council by the Board of Regents
   - Increase the number of tuition waivers for Native Hawaiian students.

6. Promote an understanding of the Native Hawaiian ahupua‘a concept by restoring and managing the Mānoa Stream and Ecosystem.
   - Direct operating funds to Ka Papa Lo‘i o Kanewai.
   - Utilize Kanewai as a venue to reintroduce Native plants to the banks of Mānoa stream and to the ridges above.
   - Plant native plants and endemic plants around campus and provide signage to identify plants and indicate their uses.

7. Reach the benchmark of increasing Native Hawaiians enrollment to 15%.
   - Establish a program committed to recruiting Native Hawaiians through community outreach by explaining the admissions process and providing financial aid, loan and savings information to families.
   - Develop culturally sensitive entrance and assessment requirements for Hawaiian students.
   - Increase funding and staff for programs that support Hawaiian students from admission to graduation.
   - Expand support for Native Hawaiian graduate students by funding and staffing new retention programs.
   - Support recruitment, advising and mentoring programs that increase the number of Hawaiians students in education, engineering, architecture, medicine, nursing, and other licensed professions.

The attached Kūali‘i Biennium Budget outlines how funds will be used in order to develop a Hawaiian place of learning thus advancing the “Mānoa experience”. It is important to note that the original budget request by the Kūali‘i Council, which represents less than one percent of the total UH budget, was reduced by nearly 50% as a result of University of Hawai‘i policy directives. Nonetheless, it is our view that this framework and related budget proposal is the blueprint to achieve the Mānoa strategic plan benchmarks and WASC accreditation. It provides an initial pathway to a “Hawaiian place of learning” in terms of values and competencies that are indeed measurable.
WASC Accreditation Proposal re: Kualii Council Biennium Budget

Original Ask by KC to Chancellor
Total $3,374,114
G Funds $2,832,664 46.5 FTE
S Funds $541,450

UHM Policy
Total $2,184,761 Difference -$1,189,353
G Funds $1,643,311 32.5 FTE
S Funds $541,450

Current KC ask Per UHM 56.6% reduction
Total $1,612,450 Difference -$1,761,664
G Funds $1,071,000 18 FTE
S Funds $541,450

48% Total difference

As Mānoa continues its dual effort to work in the international community of research institutes and to meet the educational needs of the people of Hawaiian, the Kūaliʻi Council continues to recognize the critical leadership role that it plays in promoting this free exchange of ideas and in generating and disseminating knowledge within an environment that is uniquely Native Hawaiian.