Ke Au Hou
(New Life, New Beginning)

University of Hawai‘i at Mānoa

Native Hawaiian Advancement Task Force Report

February 9, 2012

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CHANCELLOR'S MESSAGE

Aloha! Our campus strategic plan – in keeping with our historic trust obligation to the indigenous people of Hawai'i - emphasizes the priority of making UH Mānoa a Hawaiian place of learning. I believe we all recognize that the advancement of Native Hawaiian colleagues and scholarship is related to that priority; however, the description "a Hawaiian place of learning" may well be interpreted in different ways. So, I felt it was important to seek the counsel of our Native Hawaiian faculty, staff and students to provide their perspective of this statement.

In August, 2011, I charged a representative task force of Native Hawaiian scholars and educators to recommend an action plan to provide just such input. I asked Dean Maenette Benham, Hawai'inuiākea School of Hawaiian Knowledge, and Dean Noreen Mokuau, Myron B. Thompson School of Social Work, to convene a task force and collectively develop a report by January 2012. This report is to recognize programs that perpetuate Hawaiian language and culture; identify strengths, gaps and challenges in current programming; and recommend actions and resources needed to support the strategic priority of Native Hawaiian advancement. In addition, the task force is to identify resources and references that would help our campus community move forward on this priority.

In serving as Chancellor since 2007, my three (3) goals have been to ensure that UH Mānoa serves as: a destination of choice for students, faculty and staff, the citizens of Hawai'i and beyond; a leading, global research university performing at the highest levels and solving society's problems; and a respectful, inclusive community that welcomes and nurtures diversity. This Native Hawaiian advancement action plan provides a valued perspective that will assist our campus in achieving these goals.

Mahalo to the task force members for their service and recommendations and to those in our community who provided advice and comments throughout the process. There is a quote from Hawaiian scholar Mary Kawena Pukui on which I often reflect - "Everybody paddle the canoes together; bail and paddle, paddle and bail, and the shore is reached." This report is truly important in guiding our actions in working together to fulfill the goal of truly making UH Mānoa a Hawaiian place of learning.

Mahalo loa nui.

Virginia S. Hinshaw

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MEMBERS: NATIVE HAWAIIAN ADVANCEMENT TASK FORCE

Maenette K.P. Ah Nee-Benham, Dean and Professor, Hawai‘inuiākea School of Hawaiian Knowledge

Noreen Mokuau, Dean and Professor, Myron B. Thompson School of Social Work

Naleen Naupaka Andrade, Chair and Professor, John A. Burns School of Medicine

Noelani Arista, Assistant Professor of History, College of Arts and Science

Kimo Cashman, Assistant Specialist, College of Education

Paul Coleman, Specialist, Research Experience for Undergraduates (REU) Chair, Institute for Astronomy

Carl Evensen, Interim Associate Dean & Associate Director for Extension, College of Tropical Agriculture and Human Resources

Debra Ishii, Executive Assistant, Chancellor's Office

Elmer Ka‘ai, Government Relations Manager, Chancellor's Office

Joshua Kaakua, Coordinator of Native Hawaiian Science & Engineering Mentorship Program, College of Engineering

Lana Sue Ka‘opua, Associate Professor and Chair of MSW Program-Curriculum Committee and Health Concentration, Myron B. Thompson School of Social Work

Kaiwipuni Lipe, Graduate Student (PhD Candidate), College of Education

Pōhai Kukea-Shultz, Assistant Specialist, College of Education

Melody Kapilialoha MacKenzie, Associate Professor and Director, Ka Huli Ao Center for Excellence in Native Hawaiian Law, William S. Richardson School of Law

Nālani Minton, Associate Specialist and Director, ‘IKE AO PONO, School of Nursing

Marilyn Moniz-Kaho‘ohanohano, Associate Athletics Director, Athletics Department

K. Kapā Oliveira, Associate Professor and Chair, Hawaiian Language, Hawai‘inuiākea School of Hawaiian Knowledge

Ty Kawika Tengan, Associate Professor of Ethnic Studies and Anthropology, College of Social Sciences

E. Kahunawai Wright, Director Native Hawaiian Student Services, Hawai‘inuiākea School of Hawaiian Knowledge

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MAHALO A NUI!

Aloha mai kākou e nā hoa makamae o Hawai‘i nei, mai ka ‘ōmaka ‘ana o ka lā i Kumukahi a i ka welona o ka lā i ka mole o Lehua. Ua mālamalama a‘ela ka pae‘āina Hawai‘i i ka lamakū o ka na‘auao o nā loea kūpuna i hehi mua i kēia alaloa a kākou e hele like aku nei.

Iā kākou e uhai a‘e ana i ka mēheuheu mai nā mākua mai nō, na nā mākua o kākou e kia‘i aku a e ho‘omālamalama a‘e ho‘i i ke alaloa me ka ipu kukui ‘ā mau; ‘a‘ohe mea e pio ai ka lamakū o ka na‘auao o kākou. Iā kākou e holomua aku nei i ke au hou, ‘a‘ole e poina iki iā kākou nā koa wiwo ‘ole i waele aku i ke ala hele i mua o kākou. ‘A‘ole o kana mai ka mahalo o nā lālā o ka University of Hawai‘i at Mānoa Native Hawaiian Advancement Task Force i ka hana nui a Gladys Kamakakūokalani Brandt, ka luna ho‘omalu Hawai‘i mua o ka papa alaka‘i o ke Kulanui o Hawai‘i. Pēlā pū nō ho‘i me nā lālā nāna i haku i ka palapala kaulana lua ‘ole ‘o Ka‘ū Report. Mahalo ‘ia a palena ‘ole ka hana a nā hui ‘o Kūali‘i lāua ‘o Pūko‘a, nā kānaka i kāko‘o piha aku i nā mamo laha ‘ole o Hawai‘i ma ka palapala ‘o Kumumana‘o Nui o ke Kulanui o Hawai‘i. Mahalo ‘ia ho‘i nā koa e ho‘omau aku nei i ka hana nui o ke ko‘iko‘i o nā mākua ma o ka ‘auamo ‘ana i ke kuleana o ka hāpai ‘ana i ka lamakū i ke au hou e la‘a me nā lālā o ka Native Hawaiian Advancement System Task Force a me ke po‘o o ke Kulanui o Hawai‘i ma Mānoa ‘o Virginia Hinshaw. Launa ‘ole ko mākou mahalo i nā kūpuna, nā ‘ohana, nā kaiāulu, a me nā haumāna nāna i hō‘eu‘eu iā mākou no ka pono o nā pua mae ‘ole o Hawai‘i nei.

Na wai ho‘i ka ‘ole o ke akamai, he alanui i ma‘a i ka hele ‘ia e o‘u mau mākua?

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MISSION STATEMENT

OF THE UNIVERSITY OF HAWAI'I BOARD OF REGENTS

The primary mission of the University of Hawai'i system is to provide environments in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of the present and future generations with improvement in the quality of life. In meeting that mission, it is the basic purpose of the University of Hawai'i to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels.

As the only provider of public education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture.

www.hawaii.edu/offices/bor/policy/borpch4.pdf

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MISSION STATEMENT

OF THE UNIVERSITY OF HAWAI'I AT MĀNOA (2011-2015)

As a land, sea, and space grant university, the University of Hawai'i at Mānoa is dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, 'ohana, and ahupua'a that serve to remind us of our responsibilities to family, community, and the environment, Mānoa's hallmark is a culture of community engagement that extends far beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students' intellectual growth and success as contributing members of society.

Central to this mission is faculty dedication to a fertile, engaged, and ethical learning environment characterized by a free exchange of ideas, shared intellectual resources, cutting edge scholarship, and high academic expectations. With its unique geographic location bridging East and West, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and arts, earth, space, and ocean sciences, sustainable agriculture and land management, and technological advancement.

http://www.uhm.hawaii.edu/vision/pdf/achieving-our-destiny.pdf

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EXECUTIVE SUMMARY

E mau ke ea o ka ʻāina i ka pono.
The life, breath, spirit and sovereignty of the land is perpetuated and protected by the right intentions and the right actions of the people.

This statement relates the unique and profound relationship that the kānaka maoli and all of Hawai‘i’s people have with the ‘āina. This bond is based upon ancestry and culture but also on kuleana. Herein resides the inclusivity of this report, that is, kuleana is a responsibility of every member of the University of Hawai‘i at Mānoa ‘ohana - kanaka maoli and non-Hawaiian. The ea (life breath) of this report is intended to enrich and engage kānaka maoli values in the work of the university toward the betterment of everyone’s experience.

The charge of the task force was to examine, tangle with, and recommend goals, objectives, and activities that would authentically reflect this university’s uniqueness as a Native Hawaiian place of learning, a world-class institution. As Native Hawaiian scholars and educators, the members of the Task Force took this charge seriously because while we represent diverse disciplines, our commitment to Native Hawaiian advancement is unified. Our work is grounded in the UH Mānoa mission as a land, sea, and space grant university “dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, ‘ohana, and ahapua‘a that serve to remind us of our responsibilities to family, community, and the environment” (UH Mānoa 2011-2015 Strategic Plan, 2011).

This report identifies four key themes that align with the vision and mission of UH Mānoa, including:

- A Focus on People: Students
- A Focus on People: Faculty and Staff
- A Focus on Environment
- A Focus on Community

The themes are purposefully ordered as the Task Force believed that “people matter” in the collective work of this university, hence, we advocate in the first two themes for rigorous and culturally sound learning, research and outreach engagements experiences, structures, and support for students, faculty, and staff. While all four themes are equally important, transitioning from people (students and faculty) to place made good sense. The environment theme, written in a straightforward manner, seeks to inspire learning and discovery that is nurtured in a safe and welcoming environment. The final theme, community, speaks to building ‘ohana, affirming and dynamic relationships among people and programs on our campus, across the UH System campuses, and, most importantly, in the communities we are affiliated to begin with Hawai‘i then extending to the Pacific Rim and beyond.

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Across each theme the reader will note repeated ideas that include processes and structures to increase the number of Native Hawaiian students, faculty, and staff; that forward the importance of Kānaka Maoli as the host and host culture of this university through coursework, campus events, and hiring of Native Hawaiian faculty and staff; that advances increased support for health and wellness programs as well as on-campus early childhood, child- and elder-care programs for faculty, staff, and students; and, that increases opportunity for innovative and interdisciplinary, culture and placed-based research endeavors (to name just a few recommendations). These recommendations align with the overarching objectives articulated in the UH System Report, Hawai'i Papa O Ke Ao, written by the Model Indigenous-serving University Task Force (2012). In short, our recommendations meet and exceed all six (6) of the report's characteristics of a model indigenous serving institution:

- Hawaiian enrollment at parity with Hawaiians in the Hawai'i state population.
- Number of tenured Hawaiian faculty increase by 25% each year.
- Gauges effectiveness in including Native Hawaiian values in its decision making and practices.
- Hawaiians hold leadership roles in the UH administration.
- The University of Hawai'i is the foremost authority on Native Hawaiian scholarship.
- The University is responsive to the needs of the Hawaiian community and, with community input, implements programs to address these needs.
- The University fosters and promotes Hawaiian culture and language at all its campuses. (p. 4)

Both the UH System and UH Mānoa reports ground our work on fundamental documents, including the Ka'ū Report. This report, written in 1986 revealed the lack of Native Hawaiian representation across all campuses and proposed a set of goals to address this dilemma. Since 1986, there has been much growth, but as the data reveal, there is much more good work that needs to be done. The challenge ahead for both Native Hawaiian and non-Native Hawaiian administrators, faculty, staff, and students is to work collectively and openly to consider the recommendations forwarded in this report, set priorities taking into account the complications of funding, tease-out the details of planning and implementation, and continually assess our progress as we holomua.

Again, while the text of this report is focused on Native Hawaiian advancement, we want the reader to be mindful that the intent is to include all members of the UH Mānoa 'ohana, to be respectful of all ideas and people, and to set a standard of academic and research excellence in an institution of higher learning that is actively engaged with the broader community.

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INTRODUCTION

The United Nations Declaration on the Rights of Indigenous Peoples (2007) addresses the concerns of the more than 370 million indigenous people in some 90 countries worldwide, and gives global prominence to the need to protect the status and rights of this population. In line with such recognition, the mission of the University of Hawai'i is to:

> …provide environments in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of the present and future generations with improvement in the quality of life.
>
> As the only provider of higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture. (UH BOR Policy 4-1, 2011)

For the flagship campus, the University of Hawai'i at Mānoa, the ultimate direction is academic and research excellence in the context of the historic trust of Native Hawaiian values that remind us of our responsibilities to family, community, and the environment. Guided by principles of inclusiveness and transparency, and values such as pono, e kūlia i ka nu'u, and 'ohana, the Native Hawaiian Advancement Task Force sought to develop partnerships—between Native Hawaiians[1] and *their* University—and strategies that advance Native Hawaiians, and in such actions, promote and reciprocally benefit all the people of Hawai'i.

Stated in a cultural way: We follow the tradition of weaving diverse fibers into a harmonious whole, as in the weaving of a lauhala mat, providing an indigenous Hawaiian metaphor for the ways in which UH Mānoa and Native Hawaiian communities might reciprocally teach and learn from each other. E ulana pū kākou i ka moena makaloa! From the wisdom of the past, we are the weavers of our present and future.

UH Mānoa's community is the "academy", shaped by its centuries-old foundation and evolution of European-American societies and intellectual traditions. The Native Hawaiian community is Hawai'i's indigenous first nations people or Kānaka Maoli whose forebears established by the fourteenth century a society organized around the central principle of *ethnicity and culture* not race.[2] *Ethnicity* is a broader definition that includes the concept of kinship, or external

[1] Unless otherwise specified, the terms Native Hawaiians, Hawaiians, and Kānaka Maoli are used interchangeably to described the indigenous, first nations people of Hawai'i.

[2] Between the 14th and 15th century (AD 1500-1600) several developments in Hawaiian society indicate an ethnocultural identity unique from other Polynesian groups that was based on a highly stratified society based on class, kinship, and a person's ability and ambition—but not race. [A. Fornander, The Story of 'Umi in *Fornander*

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relationships, and a concept of the inner self called *identity*—uniting the past with the present and the future. This definition goes beyond more conventional western definitions, which equate ethnicity with ancestry, blood quantum, and physical differences. Professor *emeritus* J. McDermott and Professor N. Andrade whose scholarship has focused on ethnicity and culture among the peoples of Hawai'i, posit that:

> …with generational change, the Hawaiian spectrum would shift—from race to ethnicity to culture—as the principal identifying marker to distinguish and to connect one group with another in this emerging multicultural society.[3]

While the terms *ethnicity and culture* may resonate in particular disciplines, especially that of Anthropology, the focus in some areas of Hawaiian language, geography, history, Indigenous studies and law has been on the connection of maoli people to (home)lands as well as Hawaiian modes of reckoning belonging (identity) predicated upon genealogy (kinship) not blood. We strongly believe that ideas of *ethnicity and culture* should continue to organize and influence the evolution and partnership of the academy and Native Hawaiian communities—because it requires that the culture, practices, and orienting historical events of both entities be respected, shared, analyzed, synthesized, and appropriately incorporated into each entity to create something new and better for future generations.

References:

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Collection of Hawaiian Antiquities and Folklore, vol. IV (1916): 178-235, Honolulu: Bishop Museum Press; S.M. Kamakau, The story of 'Umi in *Ruling Chiefs of Hawaii (revised edition)*, (1961, 1992): 1-21, Honolulu: The Kamehameha Schools Press; M.K. Pukui, 'Umi in *Hawaiian Dictionary,* (1971): 397, Honolulu: University of Hawai'i Press; P.V. Kirch, The evolution of Hawaiian culture in *Feathered Gods and Fishhooks*, (1985): 284-308, Honolulu: University of Hawai'i Press; and, L. Kame'eleihiwa, *Native Land and Foreign Desires: Pehea Lā E Pono Ai?*, (1992) Honolulu: Bishop Museum Press] Hawaiians maintained this non-racial ethnocultural orientation on first contact with Captain James Cook and even after significant contact with Euro-Americans, who brought the dominance of race-based social relations, and later Blacks and Asian immigrants during the 18th, 19th and 20th centuries. [L.H. Fuchs, *Hawaii Pono: An Ethnic and Political History,* (1961): 83-85; E.C. Nordyke, Blacks in Hawaii, *Hawaiian Journal of History* 22 (1988): 241-255; Ibid. S.M. Kamakau (1961, 1992): 96-99; D. Malo, *Hawaiian Antiquities,* Trans. N.B. Emerson, (1951):145, Honolulu: Bishop Museum Press; S.E. Merry, *Colonizing Hawai'i: The Cultural Power of Law*, (2000): 202-203, Princeton, NJ: Princeton University Press; and, J.F. McDermott & N.N. Andrade, The Hawaiians in *People and cultures of Hawai'i: The evolution of culture and ethnicity*, (2011), Honolulu: University of Hawai'i Press;]

[3] McDermott, J.F. & Andrade, N.N. (Editors) People *and cultures of Hawai'i: The evolution of culture and ethnicity*. University of Hawai'i Press, 2011: xvi-xvii.

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KULEANA OF THE TASK FORCE

The charge of the Task Force is to develop a set of recommendations (goals, objectives, and activities) to fulfill the University of Hawai'i at Mānoa's priority for Native Hawaiian advancement, and to ensure that UH Mānoa truly serves as a "Hawaiian place of learning" now and into the future.

The Values that guided the work of the Task Force

Values provide the framework, moral core, and ethical compass through which groups of people are able to maintain their diversity (and uniqueness), while finding the common ground to determine and sustain a compelling focus toward transformational change. No matter our multi-ethnic identifications, multi-cultural traditions and idiosyncratic communication styles, we, the members of the Task Force, are Hawaiians. Hawai'i is our homeland. And thus, as members of the host culture, we chose Kānaka Maoli values to guide and strengthen our work. While these values spring from Hawai'i's first nations people, their application and utility transcend culture, because they set ideals that are universal. Each set of values described below is organized within the context (e.g., leadership, learning, relationships, generativity, and coping) required to achieve the strategic goals and outcomes described in this report.

Values Guiding Leadership

Pono – Leaders who are pono govern their perceptions, thoughts, feelings and actions with an introspective discernment of what is just, ethical and sound for the advancement of *all* the people they serve. They strike the right balance between disciplined aggression and nurturing peace to fight for and achieve a noble aim. The best of these servant leaders remain lifelong learners who analyze and synthesize criticisms and feedback from their errors of performance; and then develop and initiate the appropriate actions to set things aright. A pono leader comprehends that his or her actions should spawn new growth for the future.[4]

[4] Largely due to the influence of Christianity from the 19th century onward, Pono is often translated as righteous or balance; to set aright as in ho'oponopono. Ho'oponopono is the therapeutic process of returning the psyche or spiritual condition of a person to a state of integration or wholeness with the self, one's 'ohana, community or other individuals in that person's life. Hence, it restores a state of balance, normalcy, or purity. While these definitions capture the 20th century connotations and meanings of the term pono, they do not adequately describe how someone—especially a leader—guides one's attitude or conduct using pono, as a cultural value or ideal. The following mo'olelo (history of events) capture the accurate use of pono as a value for the Task Force.

- The Kumulipo, a 16th century cosmogonic genealogy chant composed by Keaulumoku for the birth of Kalaninuiiamamao, when after several successions of births, the refrain repeats, "ua po-no," it is indeed night (that darkness from which all life springs, the origin of sacred chiefly genealogies.) In this usage, ua po-no may translate into "It is still night indeed," or "It is all as it should be," which is to say that life that is born through procreation is quite excellent and complete.

- Pono was used in the famed utterance of King Kauikeaouli Kamehameha III, "Ua mau ke ea o ka 'āina i ka pono." Often pono here is translated as "righteous," but this loses the depth of the King's usage of

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Pule and Oli – To begin and end each meeting with a pule (prayer) or oli (chant) to invite one's gods and ancestors to provide a collective spiritual focus in one's deliberations and work.

E kūlia i ka nu'u – "Strive for the summit!" Queen Kapi'olani's charge for leadership that one must exert oneself and stand firm as one progresses toward the height of excellence.

Hana lawelawe – Leadership requires that one's work is to serve.

Values Guiding Learning

'Ōlelo Hawai'i – To work toward attaining basic proficiency in the Hawaiian language.

'Imi loa – To seek knowledge and wisdom rather than merely except the obvious or the expedient.

No'eau – To be clever, skillful, artistic, and wise.

Noi'i - To explore and research every aspect of information to gain understanding and comprehension.

Kupaianaha – Surprising, amazing, strange, wonderful, and extraordinary. To be prepared to expect the unexpected brilliance of serendipity in learning.

Values Guiding Generativity

'Ohana – Family. 'Ohana is derived from the mo'olelo of Hāloa.[5] 'Ohā are the offshoots of the taro that branch out creating more keiki, metaphorically, more branches of

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pono as a fundamental value that Hawaiian Ali'i strived to uphold that is rooted in the necessary qualities of a pono Ali'i to legitimate, correct and just rule.

- The qualities of pono Ali'i are exemplified textually in most mele (songs) that honor chiefs but also in numerous mo'olelo and ka'ao. Two famous examples are the mo'olelo of Kamehameha I, as well as the mo'olelo of 'Umi. 'Umi was a 14th century Ali'i nui who was the paradigmatic cultural hero of subsequent Hawaiian rulers, e.g., King Kamehameha I. In these mo'olelo, typical qualities of the pono ali'i are as follows: 1) Haipule – one who is penitent, who observes the kapu of the gods, one who prays and sacrifices and cares for the gods. (O ke ali'i haipule, 'o ia ke ali'i kū i ka moku, a 'o ke ali'i 'ai'a, he ali'i ilihune. (The penitent chief will be the one who rules the island/land, the chief who lives without observing/keeping kapu, he shall be impoverished.); 2) Is just i.e., not arbitrary in his rule, and not cruel. 3) Perhaps not a requirement, but certainly present in these mo'olelo: a pono ali'i is dependent upon advisers (kahuna, other ali'i, seers, etc.,) to produce good or successful rule. 4) A good administrator of resources.

[5] Hāloa was the name given to the stillborn son born from the mating of the Hawaiian creator Gods Wākea and Ho'ohokulani (to create stars in the heavens) is the name of the first kalo plant from which the Hawaiian food staple

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genealogy. ‘Ohana as a value refers to group bonded by blood, aloha, a common history, and/or mission who dedicate their individual and collective resources to advance the ‘ohana. Generativity, i.e., to pass on knowledge and learning from one generation to the next in order to simultaneously preserve core principles while catalyzing innovation. Establishing an ‘Ohana at UH Mānoa should result in networks of branching ‘oha that create a place famed for educating Hawaiian kūpuna (elders), mākua (parents), ‘ōpio (youth), and keiki (children) in perpetuity.

Aloha i kekahi i kekahi - to express and share aloha to one another.

Mālama i kekahi i kekahi - to take care of, preserve, protect, to honor one another.

Ola Hāloa – To strive for a life that is far-reaching, beyond today’s work.

The values that have guided the work of this Task Force resonate with the UH Mānoa’s Values and Strategic Goals (Achieving Our Destiny).[6] Such values are essential to the vitality of this public institution in a sea of change implicated by competition, shifting indices of quality, and the power of public good. How the UH Mānoa responds to current internal and external pressures will depend largely on the ability of our multiple constituencies to work together, to be clear about our unique identity by creating a cohesive culture where individuals bond in a manner that enables them to both disagree, as well as move forward as they interpret, respond, and adapt to the dynamics of our environments.

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poi (steamed mashed kalo) is made. He is the elder brother of Hāloa II who was the first kanaka or Hawaiian man from whom all Kānaka Maoli descends.

[6] Values: Hawaiian Place of Learning, Local to Global, Sustainability, Technology, Community and Diversity. Strategic Goals: Goal 1: A Transformative Teaching and Learning Environment. Goat 2: A Global, Leading Research University. Goal 3: An Engaged University. Goal 4: Facilitating Excellence.

TASK FORCE PROCESS

June 2011: Establishing a need for a Native Hawaiian Advancement Task Force
In June 2011, a group of Native Hawaiian Administrators from across the UH-Mānoa campus met with the goal of strengthening the collective voice of Native Hawaiians at UH Mānoa to support the recruitment and retention of faculty and staff and serving our communities. The outcome of this meeting was a recommendation to Chancellor Hinshaw to form a Task Force on Native Hawaiian Advancement that would build on the 1986 Ka‘ū Report and work in tandem with the UH System Indigenous Institution Task Force.

July 2011: Building the Task Force
In July 2011, task force members were identified and the UH Mānoa Native Hawaiian Advancement Task Force (UHM NHATF) was formed. Membership on the task force was designed to be inclusive and included Native Hawaiian educators from a variety of disciplines across campus; different levels of faculty, staff and students; and members from the Kūali‘i Council. In addition, we solicited feedback from Deans and Directors, and compiled information on Native Hawaiian-serving programs across the Mānoa campus. Transparency was another important aspect of this process. The task force created a website to ensure broad dissemination of information, was available for small group presentations, and established a process for gathering feedback from UH Mānoa constituents and stakeholders.

August 2011: The Work Begins
At the first meeting of the task force, in August 2011, task force members were given the background context in regards to the purpose, scope, and timeline of our work. A plan of action was developed and task force members engaged in a discussion that tangled with issues and concerns, as well as short-term and long-term priorities. Task force members were asked to begin to collect information, ideas, stories from colleagues and peers.

September 2011: Identifying Key Themes
At the September 2011 meeting, task force members participated in a brainstorming session that culminated in the formation of four key themes: (a) People: Students, (b) People: Faculty and Staff, (c) Environment, and (d) Community Engagement. It was decided at this time that ‘ōlelo Hawai’i and data would be imbedded into each of these themes, and Hawaiian values and principles were identified that would ground the work of the task force. After the brainstorming activity, task force members divided up into workgroups based on the four main themes, selected a point person to lead the work, and discussed next steps.

October 2011: Workgroups
By the next meeting in October 2011, a website had been created to disseminate the work of the task force to a broader audience (http://manoa.hawaii.edu/chancellor/NHATF/) and task force sub-groups had created drafts of goals, objectives, and activities. These were shared, followed by critical conversations that presented work groups with ideas to incorporate into their revisions. In addition, Kūali‘i Council representatives provided recommendations for discussion. At the conclusion of this meeting, a template to present each theme was defined and a deadline for revisions set for the November meeting.

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November 2011: First Draft

The objective of the November 2011 meeting was to review the Task Force Draft Report and develop a plan for vetting the report with the broader UH Mānoa community. Keeping in mind the goals of transparency and inclusiveness, the task force developed a plan to ensure that feedback was acquired from a wide range of constituents, including: Kūali‘i Council, the Strategic Planning Committee, UH Mānoa Deans and Directors, the Native Hawaiian Student Association, all Native Hawaiian faculty and staff at UH Mānoa, and Native Hawaiian Administrators. In addition, the task force agreed to post the Draft Report on the NHATF website and include a survey feature whereby all UH Mānoa faculty, staff, students, and stakeholders could submit comments and feedback. At the conclusion of this meeting, the task force agreed that during the week of December 5th, the vetting process would commence utilizing the website, focus groups, and presentations by task force members.

December 2011 and January 2012: The Vetting Process

The months of December 2011 and January 2012 were dedicated to vetting the draft report using the process agreed to during the November meeting. There were 4 presentations and discussions hosted (3 on the Mānoa campus and 1 at JABSOM); a presentation to the Kūali‘i Council, the Mānoa Executive Team, and the UH Mānoa Strategic Planning Committee. The report was posted on the website and email blasts to all UH Mānoa faculty and staff encouraged feedback. Vetting the report with the broadest of audiences assisted in the process of transparency and inclusivity. The vetting process was concluded by mid-January 2012. All feedback was collated and the task force was charged to review the feedback. Work groups met to analyze the feedback and began the process of revision.

January 23-30, 2012

Through a series of meetings, task force members engaged in discussions and carefully revised each section of the report. All task force members shared mana‘o as each page of the report was discussed, edited and strengthened.

January 31 – February 7, 2012

The co-chairs of the task force, Dean Benham and Dean Mokuau, with assistant Pohai Kukea Shultz, worked to finalize the report.

February 9

Task force members reviewed the final revisions before it was released to Chancellor Hinshaw.

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BUILDING A FOUNDATION

There are multiple studies and reports that have influenced the building of a foundation for this Task Force Report, but in particular, three are noteworthy and summarized here for context and background: Ka‘ū Report (1986), Public Law 103-150 (1993), and the United Nations Declaration on the Rights of Indigenous Peoples (2008). The Ka‘ū Report, specific to the University of Hawai‘i and the concerns of Native Hawaiians, identifies problems and solutions for the advancement of Native Hawaiians. The PL 103-150 sets precedence for recognizing sovereignty and self-determination for Native Hawaiians. The UN Declaration, broadly addresses the concerns of all indigenous peoples in the world, and provides a context for advancing Native Hawaiians as the original and host culture of Hawai‘i. We also acknowledge the Kūali‘i Council whose work at UH Mānoa since 2001 serves as a foundation in advancing Native Hawaiian excellence in higher education.

Ka‘ū Report[7]

In 1986, a University of Hawai‘i Hawaiian Studies Task Force of 18 members representing Native Hawaiian faculty from the university system completed the Ka‘ū Report (see Appendix A). This report identified problems and recommended solutions to address Native Hawaiian education. Several problems were identified, including:

> Overall Problem: Lack of physical facilities and resources for Hawaiian studies.
>
> Curriculum and Instruction Problems: Lack of a critical mass of courses on Hawaiians and Hawai‘i, no clear demarcation as a field of study, and few available Native Hawaiian focused courses taught in colleges/traditional disciplines across campus.
>
> Hawaiian Studies Research Problems: Lack of research and scholarly work on Native Hawaiian people and culture. Non-Hawaiians who often portrayed Native Hawaiians in a negative way had done what was available. Also, there was a lack of resources and support for Native Hawaiian scholars to conduct research, and an absence of an inventory of Native Hawaiian scholarship.
>
> Student Recruitment and Retention Problems: Under-representation of Native Hawaiian students and inequitable rates of graduation. Additionally, no evidence of a strategic plan to provide services that would improve access and persistence in higher education.
>
> Faculty Selection Problems: Under-representation of Native Hawaiian faculty.
>
> Hawai‘i Community Service Problems: Lack of engagement by university administrators, faculty, staff and students with the Native Hawaiian community.

The Ka‘ū Report made recommendations to address each of the problem areas. Here we list the recommendations and identity the degree to which each has been achieved at the University of Hawai‘i at Mānoa (*Has not been initiated; **In-Progress but not yet fully realized; ***Fully operational).

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1. Establish a Physical Facility with Resources.

    a. Develop a Hawaiian Studies Center that combines instruction, research, student services, and community outreach. ***

2. Curriculum and Instruction

    a. Develop a BA and MA in Hawaiian Studies with Hawaiian language requirements. ***

    b. Offer a PhD in Hawaiian. *

    c. Require a Hawaiian culture course of all UH degree-seeking students. ** (HAPS requirement at UHM)

    d. Offer a certificate in Hawaiian. ***

    e. Transfer UHM faculty from Indo-Pacific Languages to Hawaiian studies to create one unit.***

    f. UHM should have 15.0 FTE, ***[UHH should have 5.0 FTE, and each Community College should have 2.0 FTE, Hawaiian Studies faculty.]

    g. College of Education should require students who intend to teach Hawaiian, be required to obtain a Hawaiian certificate. **

3. Hawaiian Studies Research

    a. Foster multidisciplinary research. **

    b. Develop Hawaiian Studies curriculum. ***

    c. Collaborate with the Hawaiian community to develop and initiate research on problems important to the Hawaiian community. **

    d. Index Hawaiian material and store in Hawaiian Studies Center. **

    e. Establish a broad based research collaborative effort. **

    f. Create and publish a quarterly journal of Hawaiian Studies. **

    g. Generate research funds. **

4. Student Recruitment and Retention

    <u>Recruitment</u>

    a. Expand Hawaiian Leadership Development Program (HLDP). *

    b. Develop a UH system recruitment plan for Native Hawaiians. *

    c. Establish incentives for departments that attract Native Hawaiians. *

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d. Recruit more Native Hawaiian faculty and staff. **

e. Start Native Hawaiian outreach early. **

f. UHM and UHH should develop training programs to teach faculty how to engage Native Hawaiian students. *

g. Tuition waivers for gifted and talented students. *

h. Non-resident tuition differential waivers for Native Hawaiians living outside Hawai'i. ***

Retention

i. Collect and analyze data. **

j. Develop a plan to collect data. *

k. Provide tutoring. **

l. Educate incoming students about services available to Native Hawaiians. **

m. Each community college should have one position for recruitment and retention for Native Hawaiian students.

5. Faculty Development and Leadership

a. Native Hawaiian faculty should gather to form a caucus. ***

b. EEO to work aggressively to increase the representation of minorities at the university. *

c. Develop a plan to recruit Native Hawaiian faculty. **

d. Create a committee to scrutinize hiring practices. *

e. Position counts: 15 at UHM ***, [5 at UHH*, and 2 at each CC].

6. Community

a. Involve the community through guest lecturers. ***

b. Solicit donations to support Hawaiian Studies. ***

c. Advocate for Native Hawaiian education with the legislature. ***

d. Liaison with Hawaiian serving agencies. ***

e. Arrange hospitality protocol and ceremonies for visitors. **

f. Develop curriculum statewide. **

g. Maintain Native Hawaiian scholarly Database. **

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h. Facilitate UH extension services. **

i. Coordinate and preserve oral traditions. **

j. Explore Hawaiian cultural education through radio, TV, etc. ***

7. Create Hawaiian Studies Councils on each university campus. ***

(Please also see: Hawai'i Papa O Ke Ao, 2012, UH System.)

Public Law 103-150

The Public Law 103-150, a joint resolution of the US Congress signed into law by President Clinton in 1993, is the first formal apology to an Indigenous people and nation by the United States. It sets precedence by recognizing the inherent sovereignty and rights of self-determination of the Native Hawaiian people and nation that were disrupted by illegal actions and acts of war perpetrated by the US, many of which are enumerated in the document. The Apology Law, as it is referred to, also calls for actions of reconciliation and acknowledges that the Native Hawaiian people maintain the right to practice their culture and language and to transfer their culture, language, history and lands in their own traditional ways.

By its existence, PL 103-150 supports the mandates of both the Native Hawaiian Health Care Act and the Native Hawaiian Education Act in addressing the rights of Native Hawaiians to access the benefits of education and healthcare through both western and customary practices as a means of socio-economic recovery, social justice and survival.

United Nations Declaration on the Rights of Indigenous Peoples

In 2007, 143 nations of the UN General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples. The United States did not vote to approve the Declaration, but in December 2010, President Barack Obama announced that after extensive review and input from indigenous leaders, the United States would support the Declaration. The Declaration addresses the concerns of the more than 370 million indigenous people in some 90 countries worldwide. Indigenous peoples are the inheritors and practitioners of unique cultures who have retained social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live. Indigenous peoples inhabited a country/region at a time when other people arrived, and the new arrivals later became dominant through conquest, occupation, settlement or other means. While they are distinctive and diverse in many ways, indigenous peoples also share common problems related to the loss and violation of human rights.

> Indigenous peoples are arguably among the most disadvantaged and vulnerable groups of people in the world today. The international community now recognizes that special measures are required to protect the rights of the world's indigenous peoples (UNPFII, 2011).

To assure the protection of rights, the Declaration contains overarching principles and 46 articles. It states that indigenous peoples are equal to all other peoples, while recognizing their

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right to be different, and to be respected as such. Other tenets include:

- The right to all human rights and fundamental freedoms.
- The right to self-determination.
- The right to freedom and equality to all other peoples – free from any discrimination.
- The right to practice and revitalize indigenous cultural traditions and customs.

Articles 14, 15 and 21 of the Declaration confirm the right of indigenous peoples to education. Article 15 recognizes the right to dignity and diversity of cultures, traditions, histories and aspirations, which should be appropriately reflected in education and public information. Article 21 speaks to the right to improvement in economic and social conditions, including education.

Article 14 of the Declaration specifically recognizes the right of indigenous peoples to "establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning." Moreover, Article 14 provides that indigenous individuals "have the right to all levels and forms of education of the State without discrimination. Finally, Article 14 provides that States, working with indigenous peoples, shall take effective measures to ensure that indigenous individuals have access "to an education in their own culture and provided in their own language."

Kūali'i Council: History and Mission

Founded in 2001, and currently a sub-council of Pūko'a, the UH System Native Hawaiian Advisory Council recognized by the Board of Regents that serves as advisory to the UH President, the UH Mānoa Kūali'i Council consists of a cadre of Native Hawaiian serving programs and is comprised of Native Hawaiians associated with the University of Hawai'i at Mānoa as faculty, staff, adjunct, administration, and students. Since its inception, Kūali'i Council has met monthly and has been devoted to increasing the number of Native Hawaiians at UH Mānoa and to increasing higher educational opportunities for Native Hawaiians in all disciplines. Towards that end, Kūali'i Council has secured Native Hawaiian scholarship funding, as well as 46 permanent FTE for Native Hawaiian faculty, staff and administration, helping to increase Native Hawaiians to 14% of students, 4% of faculty, and 2% of administration.

The mission of Kūali'i Council is to honor, empower and advance Native Hawaiian people, culture and language through excellence in higher education. The Kūali'i Council functions in an advisory capacity to the Manoa campus Chancellor, and is self determining in all matters relating to Native Hawaiian teaching, research, publication, and service. (For more information on Kūali'i Council, please contact Keali'i'olu'olu Gora at lgora@hawaii.edu or 945-1406.)

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TASK FORCE RECOMMENDATIONS

THEME: PEOPLE – STUDENTS

The University of Hawai'i is dedicated to providing students with a transformative teaching and learning environment reflective of global perspectives and a culturally diverse island state. Within this perspective there is special attention to Native Hawaiian students. Specifically:

- The University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture.
- At UH Mānoa, there is an intent to foster a stronger representation of diverse groups of students, especially Native Hawaiians.

(UH BOR Policy 4-1, 2011; UH Mānoa 2011-2015 Strategic Plan, 2011)

In line with this, UH Mānoa has unique responsibilities to increase the number of Native Hawaiian students in all departments, colleges, and schools at the UH Mānoa and provide Native Hawaiian students with sustained financial and academic support, and rich leadership opportunities.

Ortiz and Santos (2009) write, "When students feel they matter to the university, they are more likely to succeed. Therefore, it is vital to allocate sufficient university resources to ensure the sustenance and vitality of diversity-related institutional structures and that these venues remain prominent features of the university landscape as evidence of the institution's commitment to multiculturalism and pluralism" (p. 343). Indeed, capitalizing on our diverse contexts can promote holistic (e.g., cultural, affective, cognitive, interpersonal, civic) growth for all students in a rich, engaging learning community.[i]

Goal 1. **Increase the number of Native Hawaiian students attending UH-Mānoa by at least 3 percent each year.**

Objective 1. Develop a robust outreach program targeting Native Hawaiian high school students, particularly in rural and neighbor island communities, to encourage and support them in attending UH-Mānoa. (6 months-3 years, continuing)

Activity 1.1 Identify high schools and community-based stakeholder organizations (Homestead Associations, Boys and Girls' Clubs, etc.), particularly in rural areas and on neighbor islands, with high numbers of Native Hawaiian students, and survey them to determine interest in collaborating with UH-Mānoa (as well as determine what other organizations/programs the school is partnering with – e.g. P-20 initiative, COP, etc.); seek expertise of Nā Pua No'eau in collaborating with communities and schools. (2-3 months)

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Activity 1.2 Hire Native Hawaiian Outreach Specialists grounded in Native Hawaiian culture and community, to organize the recruitment planning and implementation for Native Hawaiian students. (3-6 months)

Activity 1.3 Develop Native Hawaiian outreach teams – including current Native Hawaiian students, faculty members, and student services staff – to work with each high school and community-based organization and Nā Pua No'eau to identify Native Hawaiian students with potential to attend UH-Mānoa and provide counseling and support services (e.g. study skills, time management, applying to college) (3-6 months, continuing)

Activity 1.4 Develop financial aid and scholarship information for Native Hawaiian high school students and support students and families in filling out and submitting the required documents. (3-6 months, continuing)

Activity 1.5 Develop and provide no-cost to low-cost SAT preparation courses to Native Hawaiian high school students, particularly those from rural and neighbor island communities. (9-12 months, continuing)

Activity 1.6 Evaluate outreach program and success in targeting Native Hawaiian high school students and supporting them in attending UH-Mānoa (1.5 years, continuing)

Objective 2. Provide substantial financial support to incoming Native Hawaiian students. (6-12 months, continuing)

Activity 2.1 Provide full and/or partial tuition and/or grants and scholarships to Native Hawaiian high school students who choose to attend UH-Mānoa. (6-12 months, continuing)

Activity 2.2 Alternatively, provide full and/or partial tuition and/or grants and scholarships to Native Hawaiian high school students who are the first in their families to attend a four-year college, and choose to attend UH-Mānoa. (6-12 months)

Objective 3. Develop strategies to attract and support Native Hawaiian students in transitioning from the UH community colleges to UH-Mānoa. (1-3 years, continuing)

Activity 3.1 Develop Native Hawaiian community college outreach teams - including current Native Hawaiian students, faculty members, and student services staff – to work with community colleges to identify Native Hawaiian students with potential to attend UH-Mānoa and provide counseling and support services. (3-6 months, continuing)

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Activity 3.2 Develop financial aid and scholarship information for Native Hawaiian community college students and support students and families in filling and submitting the required documents. (3-6 months, continuing)

Activity 3.3 Provide full and/or partial tuition and/or grants and scholarships to Native Hawaiian community college students transitioning to UH-Mānoa. (6-12 months, continuing)

Activity 3.4 Alternatively, provide full and/or partial tuition and/or grants and scholarships to Native Hawaiian community college students transitioning to UH-Mānoa who will be the first in their families to graduate from a four-year college. (6-12 months, continuing)

Activity 3.5 Develop additional programs like the Degree Pathway Partnership Program (Ka'ie'ie collaboration between UH-Mānoa and Kapi'olani Community College) with all other UH community colleges targeted specifically at Native Hawaiian students. (1-3 years, continuing)

Activity 3.6 Provide travel funding and student support services to enable prospective Native Hawaiian neighbor island community college students, especially those from rural communities, to visit Mānoa for a week to meet with academic advisors in their field of interest, tour the Mānoa campus, shadow fellow students in their potential major, experience dorm life, etc. (e.g., Health Careers Opportunity Program; Ho'ola Mālamalama) (1-3 years, continuing)

Activity 3.7 Evaluate outreach program and success in encouraging and supporting Native Hawaiian community college students in transitioning to UH-Mānoa. (1.5 years, continuing)

Objective 4. Develop strategies to recruit Native Hawaiian students into graduate programs and professional schools.

Activity 4.1 Develop Native Hawaiian outreach teams from each professional school or graduate program – including current Native Hawaiian graduate students, professors, and student services staff – to actively seek opportunities to meet and interact with undergraduate students and explain the entrance requirements and rigors of the professional school or graduate program. (3-6 months, continuing)

Activity 4.2 Designate at least one Native Hawaiian faculty or staff from each professional school or graduate program to act as an advisor or mentor to Native Hawaiian students wishing to learn about the school or graduate program. (3-6 months, continuing)

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Activity 4.3 Develop financial aid and scholarship information for Native Hawaiian students considering professional school or a graduate program and advice to students in filling out the forms and submitting the required documents. (3-6 months, continuing)

Activity 4.4 Develop and provide no-cost to low-cost MCAT, LSAT, GRE, and other graduate entrance exam preparation courses to Native Hawaiian students wishing to enter graduate or professional schools. (9 months-year, continuing)

Activity 4.5 Evaluate outreach program and success in encouraging and supporting Native Hawaiian students in attending graduate or professional schools at UH-Mānoa. (1.5 years, continuing)

Objective 5. Establish a Native Hawaiian Student Services Research Office to lead the development of (in coordination with Native Hawaiian student-serving programs) coordinated assessments and research initiatives to track the impact, efficacy, and promising practices of Native Hawaiian student services initiatives, as well as data related to Native Hawaiian student development, retention, persistence, etc. (6 months – 1 year, continuing)

Activity 5.1 Hire one director and 2-3 research specialists to establish the Native Hawaiian Student Services Research Office. (6 months)

Activity 5.2 Provide resources (e.g. space, funding, training) to develop the Native Hawaiian Student Services Research Office within Native Hawaiian Student Services (NHSS) until such time as NHSS moves into the Associate Vice Chancellor for Student Services. (6 months)

Activity 5.3 Provide formal support from the UH Mānoa administration to coordinate its work with UH Mānoa Institutional Research Office, UH Institutional Research Office, academic programs and student affairs programs. (6 months)

Activity 5.4 Coordinate with Native Hawaiian student-serving programs to coordinate assessments and other research endeavors. (1 year)

Activity 5.5 Provide resources to grow the Native Hawaiian Student Services Research Office as Native Hawaiian student population and Native Hawaiian student-serving programs grow. (3-5 years, continuing)

Goal 2. Provide systematic and sustained support for Native Hawaiian students across campus.

Objective 1. Increase financial support for all Native Hawaiian students. (1-3 years)

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Activity 1.1 Hire 2-3 staff (including financial aid specialists) to establish a program that manages institutional tuition waivers/tuition support and also provides financial aid and scholarship counseling for Native Hawaiian students. This program will also be responsible for developing and managing any student requirements related to receiving tuition waivers/tuition support, as appropriate.

Activity 1.2 Provide tuition waivers/tuition support for all Native Hawaiians. (2-3 years, continuously)

Activity 1.3 Provide funding opportunities for ‘ohana care (e. g. kūpuna, child). (2-3 years, continuously)

Activity 1.4 Increase availability of merit-based scholarships. (2-3 years, continuously)

Activity 1.5 Increase availability of need-based scholarships. (2-3 years, continuously)

Activity 1.6 Establish an emergency fund/emergency loans to support Native Hawaiian students with acute, short-term financial needs. (1 year, continuously)

Objective 2. Create a campus-wide plan to support the development of Native Hawaiian student-serving units in every college and school including graduate and professional programs. (3-6 months)

Activity 2.1 Require every college and school to review its services/initiatives for Native Hawaiian students and complete a report that includes its efforts to recruit and retain more Native Hawaiian students in their undergraduate and graduate programs (if available). (3-6 months)

Activity 2.2 Native Hawaiian student–serving programs committee formed (which includes Kūali‘i Student Services Subcommittee). (1-2 months)

Activity 2.3 Native Hawaiian student-serving programs committee to develop the report structure/template. (1-2 months)

Activity 2.4 Native Hawaiian student serving programs committee to analyze and report the results to campus administration with recommendations/requirements. (1-2 month)

Activity 2.5 Work with the Native Hawaiian Student Services Research Office to establish a Native Hawaiian student serving programs-focused data

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base to help collect, analyze, track, and assess growth and progress across programs, schools, and colleges. (6 months, continuous)

Objective 3. Increase paid learning and professional development opportunities for Native Hawaiians students. (1-3 years)

Activity 3.1 Provide teaching and research assistantships in addition to appropriate resources for required training in these areas. (2-3 years)

Activity 3.2 Increase scholarly fellowships (e.g. thesis/dissertation writing year, research, post-doctoral). (1-2 years)

Activity 3.3 Increase undergraduate and graduate student internships, fellowships, and assistantships in all fields including academics, athletics, arts, and performance arts. (1-2 years)

Activity 3.4 Increase funding for formal professional development opportunities like conference travel. (2-3 years)

Activity 3.5 Provide Native Hawaiian faculty and staff with incentives like course load reductions, stipends, travel funding, research funding, etc. to work with mentoring Native Hawaiian students. (1-2 years)

Activity 3.6 Provide faculty and staff incentives to include Native Hawaiian students in their work. (1-2 years)

Activity 3.7 Provide Native Hawaiians with the opportunity to participate in travel study programs/travel abroad, which are geared towards meeting and learning with other indigenous peoples. (2-3 years)

Objective 4. Increase the opportunities for Native Hawaiian students to participate in residence-based programs. (1-2 years)

Activity 4.1 Work with UH-Mānoa Housing Office to further develop Native Hawaiian Residence Learning Program. (1 year, continuously)

Activity 4.2 Increase the resources for the Native Hawaiian Residence Learning Program. (1 year, continuously)

Activity 4.3 Develop an off-campus option for a Native Hawaiian Residence Learning program. (2 years, continuously)

Activity 4.4 Create Commuter Packages or Share a Room Packages for neighbor island students, especially those from rural communities, who wish to commute to camps 2-3 days a week. (1 year, continuously)

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Activity 4.5 Provide daily airport shuttle services for UH students to and from Mānoa. (1 year, continuously)

Objective 5. Establish a Native Hawaiian Media Center. (2-3 years)

Activity 5.1 Hire Native Hawaiian media specialists to support the creation and development of the Native Hawaiian Media Center. (1 year)

Activity 5.2 Provide opportunities (e.g. resources, space, training) for Native Hawaiian faculty, staff, and students to create media for activities like distance learning, media courses, and outreach. (2-3 years)

Objective 6. Establish a Native Hawaiian wellness center. (2-3 years)

Activity 6.1 Hire Native Hawaiian counselors to provide culturally sensitive counseling. (1 year)

Activity 6.2 Provide opportunities (e.g. resources, space) for Native Hawaiians to engage in Hawaiian cultural practices like Makahiki. (1 year)

Activity 6.3 Provide Native Hawaiian students the option to use culturally appropriate structures to address issues (e. g. Ho'oponopono). (1-2 years)

Activity 6.4 Identify and provide specific counseling and support for Native Hawaiian students with young children and those who are caregivers for ill or elderly family members. (1-2 years)

Activity 6.5 Provide a space dedicated to creating programs, systems, and opportunities to support and grow Native Hawaiian wellness. (2-3 years)

Goal 3. Prepare Native Hawaiian students for leadership positions at the University of Hawai'i and in the community.

Objective 1. Develop and implement a UH-based-leadership/mentoring program for Native Hawaiian undergraduate students.

Activity 1.1 Identify Native Hawaiian faculty by department, college, and school, and solicit their participation in a Native Hawaiian undergraduate student leadership program. (6 months, ongoing)

Activity 1.2 Pair undergraduate students with Native Hawaiian graduate-student mentor; work collaboratively in community internships. (1 – 1.5 years)

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Activity 1.3 Provide resources for Native Hawaiian undergraduates to attend conferences; provide research support, academic support, and tuition waivers. (3-6 months)

Activity 1.4 Program evaluation and program modification. (Annually)

Objective 2. Develop and implement a UH-based-leadership/mentoring program for graduate students.

Activity 2.1 Identify Native Hawaiian faculty by department, college, and school, and solicit their participation in a Native Hawaiian graduate student leadership program. (6 months, ongoing)

Activity 2.2 Provide graduate assistantships for NH students. Provide sufficient mentoring and professional development opportunities. (1-5 years)

Activity 2.3 Provide financial resources to Native Hawaiian graduate students to attend conference; also provide research support, writing retreats, and academic support. (3-6 months)

Activity 2.4 Program evaluation, program modification (annually)

Objective 3. Develop and implement community-based-leadership internships in various fields for undergraduate and graduate Native Hawaiian students.

Activity 3.1 Establish a working committee to identify key personnel from UH departments (graduate student and faculty mentors in Objectives 3.1 and 3.2) and communities; conduct needs assessment; develop protocols. (3-6 months)

Activity 3.2 Begin community internships. (1-3 years)

Activity 3.3 Establish service internships as core class for general ed. requirements at UH, similar to HAWST 107 or complete as 499 or 699 directed reading/research courses. The intent is to have students earn credits for the internships. Repeatable. (3-5 years)

Activity 3.4 Program evaluation and program modification. (Annually)

Goal 4. Create, fund, and institute a permanent Associate Vice Chancellor of Native Hawaiian Student Services position. (1 year)

Activity 1 Receive authorization to hire an inaugural Associate Vice Chancellor of Native Hawaiian Student Services reporting to the new Vice Chancellor for Native Hawaiian Advancement. (1-3 months)

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Activity 2 Place Native Hawaiian Student Services under the Associate Vice Chancellor for Native Hawaiian Student Services (upon hire of Associate Vice Chancellor of Native Hawaiian Advancement). (6 months)

Activity 3 Place all college/schools' Native Hawaiian student serving units under the Associate Vice Chancellor for Native Hawaiian Student Services. (6-12 months after hiring Associate Vice Chancellor for Native Hawaiian Student Services)

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[i] Hawai'i Papa O Ke Ao U.H. System Report to the Board of Regents (2012), which defines systemwide goals that address the educational needs of Native Hawaiians supports increased enrollment of Native Hawaiian students, student leadership development, inter-campus articulation, system-wide student database, and Hawaiian language and culture degree programs.

THEME: PEOPLE – FACULTY AND STAFF

Global leadership around academic and research excellence requires a commitment to the success of all faculty and staff. Within this broad commitment, consideration of Native Hawaiian faculty and staff is evident in the mission statements and strategic plans of the UH and the UH Mānoa.

- Inherent in the mission of the UH system is the…active support for the participation of Native Hawaiians at the University and [for] vigorous programs of study and support for the Hawaiian language, history, and culture.

- A fundamental premise at UH Mānoa is to….identify, support and invest in Native Hawaiian scholarship.

- UH Mānoa is grounded in Native Hawaiian knowledge and values.

(UH BOR Policy 4-1, 2011; UH Mānoa 2011-2015 Strategic Plan, 2011)

The proactive recruitment and professional development of Native Hawaiian faculty and staff at the UH Mānoa ensures that Native Hawaiian representation increases, enhances the preservation and generation of Hawaiian Knowledge, supports the continued development of robust and rigorous academic programs, and improves community engagement. Indeed, this can be said of all disciplines and knowledge frames represented at UH Mānoa, hence, strengthening Native Hawaiian faculty and staff naturally strengthens ALL faculty and staff. [ii]

Goal 1. **Create, fund, and institute a permanent Vice Chancellor (VC) for Native Hawaiian Advancement position**. [iii]

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Objective 1. Appoint an interim director with dedicated resources (personnel, fiscal, space, etc.) to develop position and support structures that establishes a permanent Office of the Vice Chancellor for Native Hawaiian Advancement (OVCNHA).

Activity 1.1 Conduct research and identify various models of governance [iv] to determine characteristics of optimal organizational structure, which may include authority, reporting lines, etc. (6 months)

Activity 1.2 Develop plan and strategy to address centralized functions for Native Hawaiian advancement (e.g., research and training grants, policy, etc.). (6 months)

Activity 1.3 Define position purpose and duties, develop criteria for selection committee, and facilitate selection process. (9 months)

Objective 2. Implement strategic plan to hire a VC for Native Hawaiian Advancement and staff; and collaboratively work campus-wide to determine short-term and long-term goals and objectives (e.g., an office to facilitate and handle grants and research). (1-3 years)

Objective 3. Establish necessary partnerships and collaborations with all UH System offices, UH Mānoa colleges/schools, Pūkoʻa and Kūaliʻi Councils, Native Hawaiian and other relevant community partners.

Goal 2: Achieve parity with Native Hawaiian statewide population in the recruitment/hiring of Native Hawaiian Faculty and Staff at the UH Mānoa.

Objective 1. Acquire additional position counts (e.g., cultural specialists) to support identified campus initiatives relating to Native Hawaiian advancement.

Objective 2. Obtain commitment from Deans/Directors to increase their departments/units Native Hawaiian representation in every category (faculty, staff, executive and managerial) to parity with Native Hawaiian State population.

Activity 2.1 Establish baseline and hiring goals for colleges/schools to include Native Hawaiians (6 months) and provide regular reports on progress.

Activity 2.2 Develop plan to increase Native Hawaiian faculty and staff in a timely manner for each college, school and department. Include a time schedule with outcomes. (6 months)

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Activity 2.3 Assess projected number of retirements to occur in next 10 years, specifying type of position for understanding of department's projected staffing need for next decade. (6 months)

Activity 2.4 Match need to candidate pool and actively recruit for current and future positions. (1-2 years)

Objective 3. Continuously increase candidate pool for positions identified.

Activity 2.1 Increase web of organizations which track progress of students as they move through process of preparation for professional ranks, e.g., Kamehameha Schools and other high schools, the UH system and other local secondary schools, and universities which have traditionally high numbers of Native Hawaiian enrollments. (6 months)

Activity 2.2 Encourage communication with potential organizations and publications to advertise job opportunities with Native Hawaiian community.

Activity 2.3 Identify potential sources for promising applicant pool and candidates who could fill positions in departments and advise on current and future job opportunities.

Objective 4. Hire Native Hawaiians to bring to parity with Native Hawaiian State population within ten years across identified job categories.

Activity 2.1 Implement aggressive plan advocated by Kūali'i Council through progress tracking, incentives for meeting goals, assessments and support. Develop necessary data gathering and assessment infrastructure. (1-3 years)

Activity 2.2 Assist those departments who are not meeting hiring goals by referring and identifying other sources of potential applicants. Develop proactive programs which seek to fill positions in advance of actual vacancies. (1-3 years)

Activity 2.3 Create permanent positions for Native Hawaiian faculty and staff presently on "soft" monies and federal grants that will expire; increase salaries to account for additional workload that comes with community-based research and service; develop and implement home-ownership, mortgage assistance, and housing plan for Native Hawaiian faculty and staff. (1-3 years)

Objective 5. Obtain a strong commitment from president and chancellor to fulfill the goal of Native Hawaiian parity by increasing positions in system.

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Activity 2.1 Launch successful recruitment and hiring of additional Native Hawaiian administrators. (1-3 years)

Activity 2.2 Launch a successful recruitment and hiring of a Native Hawaiian Chancellor. (1-3 years)

Activity 2.3 Launch a successful recruitment and hiring of a Native Hawaiian President. (1-3 years)

Goal 3: **Educate at All Levels.**

Objective 1. Integrate Native Hawaiian history, culture, language and values into campus community life.

Activity 3.1 Create team representative of key stakeholders to research possible educational approaches which may include but not limited to educational sessions, online resources, networking opportunities with Native Hawaiians on campus and visits to key Native Hawaiian historical and important sites. (1 year)

Activity 3.2 Develop critical curriculum components in collaboration with the OVCNHA on initiatives and activities to be applicable to most educational approaches. (1 year, ongoing)

Activity 3.3 Conduct research on possible funding resources (e.g. consulting with system ORS, campus resources, and external organizations) and best practices to secure funding. (1 year, ongoing)

Activity 3.4 Integrate into orientations for faculty and staff including appropriate use of language and key historical dates, campus initiatives, cultural practices and core values. (1-2 years, ongoing)

Objective 2. Provide common understanding and sensitivity of Native Hawaiian history, culture and values for senior administrators (Chancellor, Vice Chancellors, Deans/Directors) to incorporate in college/school culture.

Activity 3.1 Collaborate with designated administrators and team to develop materials on best practices and approaches for knowledge foundation for administrators. (1 year)

Activity 3.2 Identify internal and external resources (e.g. other administrators, faculty, staff, community-based experts) for administrators who seek assistance on best practices and approaches. (1 year, ongoing)

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Activity 3.3 Conduct refresher on regular basis (semi-annual/annual) integrating new language and values and best approaches to integrate into current college/school culture. (Ongoing)

Objective 3. Infuse values in campus decision-making and operations.

Activity 3.1 Obtain support from senior leadership, which may include a video or written statement that affirms the consideration of values in approaches and practices for decision-making and operations. (1 year, ongoing)

Activity 3.2 Determine key core values to be embraced by leadership – campus, faculty and student leadership that reflect the history, culture, language and values. (1 year, ongoing)

Activity 3.3 Develop communication approach for promoting and applying such values including but not limited to dedicated website, educational videos, and online resources. (1-2 years, ongoing)

Goal 4: Establish Native Hawaiian Faculty and Staff as Academic Leaders at UH Mānoa.

Objective 1. Develop a structure and provide resources within the OVCNHA to fund and support Native Hawaiian faculty research initiatives.

Activity 4.1 Conduct research and identify existing models and examples of funding and support for Native Hawaiian research which are utilized by Indigenous faculty at Mānoa and at other institutions. (6 months)

Activity 4.2 Develop and implement plan for securing funding and developing support structures so that Native Hawaiian faculty members may be continuously supported in their careers. (1-1.5 years)

Activity 4.3 Support research on or in ʻŌlelo Hawaiʻi. (1-1.5 years)

Objective 2. Provide Professional and Leadership Development to all Native Hawaiian Faculty and Staff.

Activity 4.1 Research and identify existing models and examples of professional and leadership development for Native Hawaiian and Indigenous faculty at Mānoa and at other institutions. (6 months)

Activity 4.2 Develop and implement mentoring programs to support Native Hawaiian faculty and staff advancement and success in their respective positions and potential administrative positions. Seek

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outstanding and respected scholars in various fields to collaborate with Mānoa faculty on Native Hawaiian related matters for designated period of time. (1.5-3 years)

Activity 4.3 Identify and address issues for Native Hawaiians in tenure and promotion process. (1.5-3 years)

Activity 4.4 Create opportunities for interactions with other Indigenous and Indigenous-serving academic institutions, including funding travel to at least one conference or workshop a year for all Native Hawaiian faculty and staff, and hosting at least one conference or workshop at UHM each year. (1-3 years)

Objective 3. Integrate Native Hawaiian Health and Wellness into Mānoa Faculty and Staff Life.

Activity 4.1 Research and identify existing health and wellness programs and facilities on campus, particularly those within University Health Services, Athletics, Intramural Sports and Recreation, and the Children's Center. (6 months)

Activity 4.2 Research and identify health and wellness indicators and data among Native Hawaiian faculty and staff. (1-1.5 years)

Activity 4.3 Create and maintain Native Hawaiian health and wellness programs and center (open to all faculty and staff) that include cultural, physical, and emotional components. (1-3 years)

[ii] Hawai'i Papa O Ke Ao U.H. System Report to the Board of Regents (2012) emphasizes Leadership Development as one of three major themes. A recommended goal is to "Prepare faculty and staff of Hawaiian ancestry to assume leadership positions within UH and in their community" (6). In addition, the report supports system-wide training programs in Hawaiian values for all levels of faculty and staff to "Ensure Native Hawaiian values are practiced at all levels of institutional decision-making" (6). Hawaiian culture and language parity is also a primary theme of the report. Recommendations include coursework, use of Hawaiian in documents, and including understanding of Hawaiian culture and language as a desirable qualification (DQ) in the hiring process (10).

[iii] This position was previously advocated by the Kuali'i Council.

[iv] Various governance models follow; more research should be conducted for an appropriate model for UH Mānoa that will consider factors relevant to the mission of UH Mānoa.
1. http://www.victoria.ac.nz/home/about/facschools/toihuarewa/profiles.aspx#piri-sciascia
2.http://www.waikato.ac.nz/provcmaori/index.shtml
3. http://www.auckland.ac.nz/uoa/home/about/maori-at-the-university
4. http://www.aut.ac.nz/community/maori -
5. http://www.manu-ao.ac.nz/massey/about-massey/subsidiaries-commercial-ventures/manu-ao/about-us/our_board/our_board.cfm Lists many of the Pro-Vice Chancellor Maori in Aotearoa as part of a Maori Advancement Manu AO Academy.
6. http://www.manu-ao.ac.nz/massey/about-massey/subsidiaries-commercial-ventures/manu-ao/manuao_home.cfm
7. http://www.canterbury.ac.nz/vco/avc_maori/

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THEME: ENVIRONMENT

The appearance, quality, and cultural consciousness of the UH Mānoa campus must reflect the stewardship of mālama ʻāina that both our mission and strategic plan entail.

- There is an emphasis on creating a Hawaiian place of learning which is physically and conceptually grounded in Native Hawaiian knowledge and values.
- Priorities are to impart a Hawaiian sense of place on campus through landscaping, architectural design, signage and the creation of gathering places, and to recommit to sustainability.
- The development of [the] physical environment fosters community engagement and student learning.

(UH Mānoa 2011-2015 Strategic Plan, 2011)

There are challenges to increase building square footage to accommodate programmatic needs while at the same time preserving and creating sustainable space and living. Nevertheless, attention to design incorporating Native Hawaiian culture and environmental elements, e.g., flora/fauna, winds, place names, historical events, as well as the practice of shared campus values affirms a bold step towards a Hawaiian place of learning. The NHATF recommendations should be incorporated into the UHM's current campus planning/wayfinding plan in an effort to create a unique physical environment and campus ethos that facilitates the mission of the University, preserves Hawai'i's rich indigenous and multi-cultural heritage, and responds to the needs and safety of campus users, to include, for example supporting repairs and maintenance across the UH Mānoa campus and Mālama Honua initatives [v](http://www.manoa.hawaii.edu/chancellor/sustainability/index.html).

Goal 1. **Create a physical, cultural, spiritual, and interactive environment throughout UH Mānoa campus that exemplifies the values of ʻohana and community, mālama ʻāina, and kuleana; thereby, perpetuating Native Hawaiian values, culture, language, traditions, and customs.**

Objective 1. Make Native Hawaiian knowledge visible on the physical campus and its extensions. (1-3 years)

Activity 1.1 Prolific, authentic, and appropriate use of Native Hawaiian language and naming of Manoa facilities (academic, student services, athletics, and extension facilitites).

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Activity 1.2 Placing cultural and value-oriented signs, pictures, and murals in Campus Center, at the entrances to the Mānoa campus, and other public gathering places.

Activity 1.3 Prolific, authentic, and appropriate use of Native Hawaiian art.

Activity 1.4 Prolific, authentic, and appropriate use of Native Hawaiian plants for food, medicinal uses, and landscaping.

Activity 1.5 Establish seed banks for original stocks of cultural plants for future planting across the campus.

Activity 1.6 Establish edible gardens and health-focused Native Hawaiian food vendor options across the campus.

Activity 1.7 Create signage that marks the ʻili names and any other significant Hawaiian place names across the campus.

Objective 2. Drive campus commitment to perpetuate Native Hawaiian sense of place. (1-6 months)

Activity 2.1 Institutionalize a percentage of RTRF funds to support Native Hawaiian campus environment activities.

Activity 2.2 Engage community stakeholders (political, cultural practioners, educational etc.) to support and advocate for Native Hawaiian campus environment.

Activity 2.3 Promote recognition and discussion of ceded lands at the UH Mānoa.

Activity 2.4 Celebrate Native Hawaiian activities at campus events or traditions that become part of the UH Mānoa culture.

Objective 3. Create dedicated spaces that perpetuate Native Hawaiian sense of place. (1-3 years)

Activity 3.1 Fund repairs and maintenance needs for UH Mānoa buildings to create coherence and a sense of pride that reflects Native Hawaiian values of mālama and pono in responding to the needs and safety of all campus community members.

Activity 3.2 Establish a piko (center) on campus that will serve as a symbolic and practical place of connection and puʻuhonua (place of safety).

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Activity 3.3 Establish a Kauhale, a gathering place for Native Hawaiian students and faculty, and friends.

Activity 3.4 Establish a family space for students that include childcare and other services (e.g., expand UH Children's Center, connect early childhood opportunities to ʻAha Pūnana Leo, create a health and wellness center).

Activity 3.5 Secure work/study space in each UH Mānoa building for Native Hawaiian Students and Native Hawaiian programs.

Objective 4. Increase Native Hawaiian and interdisciplinary learning environments for all disciplines. (1-3 years)

Activity 4.1 Obtain and manage a modern 21st Century ahupuaʻa and other spaces to holistically model and teach natural resource management, community development, ʻāina- and kai-based learning, and related subject matter.

Activity 4.2 Promote Native Hawaiian knowledge and sustainability learning, teaching, and research opportunities via interdisciplinary "field schools" and project-driven education endeavors.

Activity 4.3 Establish a Native Hawaiian cultural expert to work with Athletics to ensure that culture and language is prolific, authentic, and appropriate across all UH Mānoa sports.

Objective 5. Increase use and comprehension of ʻŌlelo Hawaiʻi. (1-6 months)

Activity 5.1 Native Hawaiian language is present in every document, letterhead such that it becomes so much of what we do that it is normalized.

Activity 5.2 All faculty, staff, and students take a basic course in Native Hawaiian language.

Activity 5.3 Incentivize use of ʻŌlelo Hawaiʻi in teaching, learning, and researching.

Activity 5.4 Practice and support for use of Native Hawaiian language recognizing diverse dialects, origins of use, and future evolution.

Objective 6. Increase visibility of a Native Hawaiian campus to the community. (1-3 years)

Activity 6.1 Hire Native Hawaiians professionals/experts in key positions such as outreach, admissions, and advising.

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Activity 6.2 Include Native Hawaiians in promotional materials, specifically highlighting Native Hawaiian students and faculty across the disciplines.

Activity 6.3 Create spaces on campus that are open and accessible to the broader Native Hawaiian community.

Activity 6.4 Create free opportunities to tour UH Mānoa facilities from the Lyon Arboretum to Waikīkī Aquarium and to include JABSOM and our extension facilities across the islands, thus introducing and highlighting our land-grant mission.

Activity 6.5 Create opportunities for Native Hawaiian student-athletes to engage with the community, becoming major spokespeople for the campus.

Objective 7. Create dedicated initiatives to perpetuate Native Hawaiian sense of time. (6-12 months)

Activity 7.1 Incorporate the Native Hawaiian calendar (seasons, months, moon) into the UH Mānoa calendar.

Activity 7.2 Establish and secure funding for important activities to observe the Native Hawaiian calendar.

Objective 8. Create a Native Hawaiian on-line environment. (1-3 years)

Activity 8.1 Highlight the Native Hawaiian calendar on the main page of the UH Mānoa website as well as on the main UH Mānoa calendar.

Activity 8.2 Highlight each phase of the Hawaiian moon calendar on the main page of the UH Mānoa website, complete with proper activities associated with each night of the moon.

Activity 8.3 Highlight Native Hawaiian events, students, faculty and staff on the main page of the UH Mānoa website.

Activity 8.4 Highlight Native Hawaiian events, students, faculty and staff on departmental websites.

Activity 8.5 Secure state-of the-art distance learning equipment to provide distance learning opportunities to rural Native Hawaiian communities (on O‘ahu and neighboring islands).

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Activity 8.6 Provide funding to Native Hawaiian serving programs to create on-line courses and materials for community learning (ie. Hawaiian language for the community).

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[v] Elements of this section have also been highlighted in Hawai'i Papa O Ke Ao U.H. System Report to the Board of Regents (2012), e.g., building a piko.

THEME: COMMUNITY

As a land-, sea-, and sky-grant public research university, UH Mānoa has a covenant to serve all of Hawai'i's communities and has many opportunities to make valuable contributions in and with Native Hawaiian communities.

- UH Mānoa's hallmark is a culture of community engagement that extends far beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students' intellectual growth and success as contributing members of society.
- UH Mānoa has a unique responsibility to support, sustain, and expand our engagement with all communities, and have a particular responsibility to Native Hawaiian communities.

(UH Mānoa 2011-2015 Strategic Plan, 2011)

Community-university partnerships are grounded on a model of community engagement which embeds reciprocal learning between university and community into all facets of scholarship—from teaching to research to service—and which promotes the generation, transmission, application, and preservation of knowledge that benefits the community and the university.

For example, engaged teaching occurs as learning experiences are taken off-campus to increase access and advance public knowledge and skills about social issues. Engaged research occurs when a collaborative partnership produces knowledge that informs public policy or facilitates decision-making on issues of import to a community. Engaged service might occur when UH Mānoa faculty/students work with communities to develop programs (e.g. ho'oponopono) that resolve conflicts among children and teenagers in community school settings. [vi]

Goal 1: Establish structural supports and resources to strengthen UH Mānoa and Native Hawaiian community partnerships by utilizing current capacity building models and innovative practices.

Objective 1. Identify, develop and implement communication pathways that strengthen partnerships between the university and Native Hawaiian communities. (6 months)

Objective 2. To charge the interim director who has the responsibility of establishing a permanent office of the Vice Chancellor for Native Hawaiian

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Advancement (OVCNHA), with the added kuleana of serving as liaison between UH Mānoa and Native Hawaiian communities. This position would serve until such time that the OVCNHA is established and formal policies and procedures are enacted. (6 months – 1 year)

Objective 3. Establish interim moku-based community mentors/trainers/resource personnel to work directly within the Hawaiian communities. These positions shall serve on temporary basis until such time the OVCNHA is established and formal policies and procedures are enacted. (6 months – 1 year)

Objective 4. Develop and implement user-friendly processes that provide greater exposure for UH Mānoa and enhanced approachability by Hawaiian communities through educational, economic, political, social, and cultural and other programs or projects. (6 months – 1 year)

Goal 2: **Provide direct services to Native Hawaiian communities that are driven by the mission of UH Mānoa and that address education, housing, health, behavioral, social, political, cultural, legal, and environmental needs.**

Objective 1. Develop a UH Mānoa policy on the "Professional Conduct of UH Mānoa Personnel and Students Working with the Native Hawaiian Community". This policy shall outline the key cultural values, ethics, attitudes, and behaviors that UH Mānoa executives, faculty, staff, and students should uphold when working in Native Hawaiian communities.

Objective 2. Identify and employ—or in its absence, develop—a set of effective, community-specific, high fidelity models (e.g., Community Trust and Social Capital Building, Community-Based Participatory Research, Ecological Community Mobilization) through which representative leaders from UH Mānoa and Native Hawaiian communities shall work together to complete strategic tasks. (2-3 years)

Objective 3. Apply existing theories (e.g., in Native Hawaiian healing, pedagogy and epistemology; education; sociology; indigenous law; social work; public health; medicine and behavioral health) to assess disparities and identify factors of causation and resolution. And then, develop interventions that generate predicted outcomes of success. These interventions would be vetted, revised, and endorsed by the appropriate Native Hawaiian community and UH Mānoa unit. (18 months)

Objective 4. Develop, at the Chancellor's level, an *'Ike Papalua 'Ohana Advancement Strategic Plan* that establishes a community-based system of programs that utilizes multiple modes of communication (e.g., face-to-face meeting, computer web-based application, televideo cable technology) to provide education and training to Native Hawaiian youth, adults and families

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throughout Hawai‘i on organizational life skills in areas such as parenting, budget and financial planning, home ownership, and small business operations.

Goal 3: **Develop and/or strengthen partnerships with agencies, private organizations, or Ali'i trusts to promote Native Hawaiian education and training.**

Objective 1. Develop a UH Mānoa policy and procedure that defines how to establish and sustain effective working relationships between UH Mānoa and Community Colleges, Hawaiian Immersion Schools, public and private sector organizations (e.g., Alu Like, Kamehameha Schools, Lunalilo Home, Native Hawaiian Legal Corporation, Papa Ola Lōkahi, Office of Hawaiian Affairs, Queen Lili‘uokalani Children's Center, The Queen's Medical Center) in order to advance Native Hawaiians within 21st century Hawai‘i. (1 year)

Objective 2. Draft and execute a formal affiliation between UH Mānoa (at the Chancellor's level) and the State Department of Hawaiian Homelands' (DHHL) network of Community Associations and other Homestead community organizations (e.g., community-based non-profits) to work together to identify, develop, and secure State, Federal, and Private resources to advance Hawaiian Homeland lessees agriculture productivity, home garden, home safety and maintenance, nutrition, and health and wellness. (18 months)

Objective 3. Promote educational partnerships with agencies and private organizations to provide University-based educational programs in Native Hawaiian communities. (18 – 24 months)

Objective 4. Develop career and vocational training with businesses and community organizations. (2 – 3 years)

Goal 4: **Develop a systematic and coordinated response to engage diverse Native Hawaiian communities across the state, with an emphasis on outreach to areas with a high density of Native Hawaiians. (1-3 years).**

Objective 1. Promote and convene UH Mānoa kauhale (village) or ʻohana/hoahanau of like-minded faculty, administrators, staff, students, alumni, and other allies. (6 months)

Objective 2. Develop and maintain a database of Native Hawaiian communities and organizations, with attention to their respective missions, geographic location in the state, and key gatekeepers. (1 – 3 months, with ongoing maintenance)

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Objective 3. Develop an advisory board with diverse "community" representation to facilitate engagement of UH Mānoa kauhale with Native Hawaiians across the State. (6-12 months)

Objective 4. Develop and maintain a database of UH Mānoa services, resources, and activities that might be used to engage and build ongoing productive relations between UH Mānoa and communities. (1 year, with ongoing maintenance and updating)

Objective 5. Promote and convene statewide "listening sessions" to elicit community needs, concerns, and aspirations, with an emphasis on convening sessions in communities with a high density of Native Hawaiians and barriers accessing UH Mānoa resources. (12-18 months)

Objective 6. Promote opportunities for reciprocal learning between UH Mānoa and other UH campuses. (1-3 years)

Objective 7. Promote opportunities for reciprocal learning between UH Mānoa and Native Hawaiian communities. (1-3 year

[vi] The Community theme is a key priority of the Hawai'i Papa O Ke Ao U.H. System Report to the Board of Regents (2012). The report states as a major characteristic of a model indigenous service institution, "The University is responsive to the needs of the Hawaiian community and, with community input, implements programs to address these needs" (4). Among its many recommendations the report proposes establishing a NH Director of Community Engagement, maintaining a database of activities and programs, identifying and developing global indigenous partnerships, and "sustaining a community of scholars (faculty, students, and community leaders) collaborating on research/inquiry initiatives" (8).

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	YR 1		YR 2	YR 3	YR 4	YR 5
	1-6 MO	6-12 MO				
PEOPLE: STUDENT						
Goal 1. Increase NH Students						
a. HS recruitment Plan:					Ongoing Support and Assessment	
b. Financial Support			Ongoing Support and Assessment			
c. Transfer CC to UHM					Ongoing Support and Assessment	
d. Graduate Programs			Ongoing Support and Assessment			
e. NH IRO						
Goal 2. Sustain Support						
a. Financial Support					Ongoing Support and Assessment	
b. NHSS in every in every college and school			Ongoing Support and Assessment			
c. Increase PD & Internships					Ongoing Support and Assessment	
d. Residence-based programs				Ongoing Support and Assessment		
e. Media Center				Ongoing Support and Assessment		
e. Wellness Center					Ongoing Support and Assessment	
Goal 3: Leadership Development						
a. UG: Leadership/mentor				Ongoing Support and Assessment		
b. GRAD: Leadership/mentor				Ongoing Support and Assessment		

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4. Associate VC of NHSS						

Goal - Objective	YR 1 1-6 MO	YR 1 6-12 MO	YR 2	YR 3	YR 4	YR 5
PEOPLE: FACULTY & STAFF						
Goal 1: VC HWN Advancement						
a. Research, Org, Plan						
b. Implement						
c. Partnerships						
Goal 2: Increase NH Faculty & Staff						
a. Additional Positions						
b. Dean/Director Support						
c. Active Recruitment						
d. Aggressive Hiring						
e. NH Administrators						
Goal 3: Education at All Levels						
a. Integrate NH Values				Ongoing Support and Assessment		
b. Senior Administration Education			Ongoing Support and Assessment			
c. Decision Making Model & Communication Model				Ongoing Support and Assessment		
Goal 4: Academic Leadership						
a. Research Initiatives				Ongoing Support and Assessment		

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b. Leadership Development					Ongoing Support and Assessment	
c. Health & Wellness					Ongoing Support and Assessment	

ENVIRONMENT	YR 1		YR 2	YR 3	YR 4	YR 5
Goal 1: Value of Place	1-6 MO	6-12 MO				
a. Physical/Facilities Campus					Ongoing Support and Assessment	
b. Sense of Place Activities		Ongoing Support and Assessment				
c. Establish Gathering Places: Students, Faculty, Families					Ongoing Support and Assessment	
d. Interdisciplinary Learning Environments					Ongoing Support and Assessment	
e. Use of Hawaiian Language		Ongoing Support and Assessment				
f. Outreach and Community Engagement					Ongoing Support and Assessment	
g. Hawaiian Calendar						
h. Web-based environment					Ongoing Support and Assessment	

COMMUNITY	YR 1		YR 2	YR 3	YR 4	YR 5
Goal 1: Infrastructure for Innovation	1-6 MO	6-12 MO				
a. Communication		ongoing				
b. Interim Coordinator						
c. Liaisons with Community			Ongoing Support and Assessment			

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d. Program Development			Ongoing Support and Assessment			
Goal 2: Direct Service to NH Communities						
a. Policy of Professional Conduct						
b. Community development models						
c. Focus on eliminating disparities				Ongoing Development, Support and Assessment		
c. ‘Ike Papalua 'Ohana Advancement Strategic Plan					Implementation, Support and Assessment	
Goal 3: Partner with Ali'i trusts & Other Agencies						
a. Develop Relations and MOAs						
b. DHHL MOA						
c. MOAs with Educational Organizations						
d. Workforce MOAs						
Goal 4: NH Community Engagement						
a. UHM Kauhale				"		
b. UHM NH Database/IRO		Continued support				
c. NH Community Adv board						
d. Database of NH Services			Continued support			
e. Statewide Listening Session						
f. Learning between and across UHM and UH System Campuses						
g. Learning between and across UHM and NH communities						

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APPENDIX

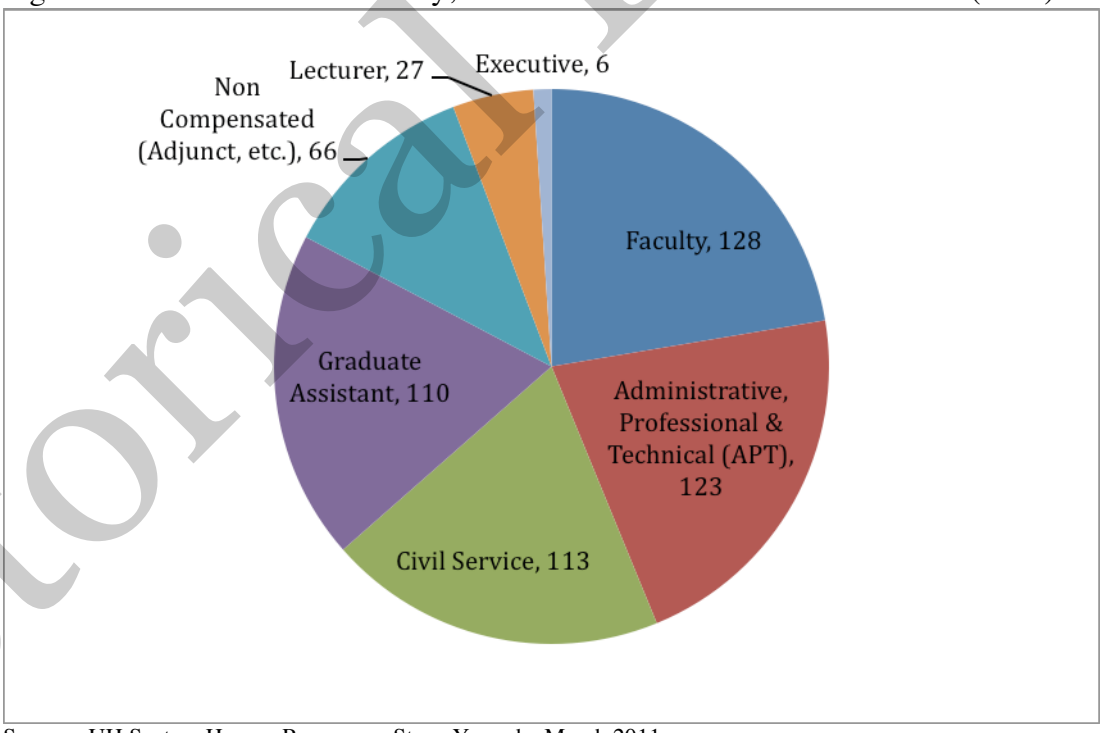
Demographics of Native Hawaiian Faculty, Staff, and Students

Table 1: Native Hawaiian Faculty, Staff and Administrators at UH Mānoa

Employee Type	Total
Faculty	128
Administrative, Professional & Technical (APT)	123
Civil Service	113
Graduate Assistant	110
Non Compensated (Adjunct, etc.)	66
Lecturer	27
Executive	6
Grand Total	**573**

Source: UH System Human Resources, Steve Yamada, March 2011

Figure 1: Native Hawaiian Faculty, Staff and Administrators at UH Mānoa (2011)



Source: UH System Human Resources, Steve Yamada, March 2011

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Table 2: Hawaiian Student Enrollment by UH System Campus

Institution	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Hawai‘i CC	717	759	925	1,106	1,364	1,657	1,702
Honolulu CC	788	913	916	971	1,099	1,288	1,246
Kapi‘olani CC	836	1,129	1,173	1,291	1,536	1,677	1,756
Kaua‘i CC	213	242	232	255	331	435	451
Leeward CC	981	1,222	1,368	1,643	1,831	2,208	2,189
Maui CC	656	723	806	943	1,234	1,453	1,574
Windward CC	600	664	664	774	936	1,142	1,203
UH Hilo	561	721	773	867	913	1,028	1,034
UH Mānoa	1,810	2,389	2,361	2,456	2,588	2,866	3,004
UH West O‘ahu	167	187	207	268	321	380	437
UH System Total	**7,329**	**8,949**	**9,425**	**10,574**	**12,153**	**14,134**	**14,596**

All academic levels, UH Legacy Methodology.[8] Source: UH IRO, ODS, IRO Base, Fall Census.

[8] In this report, the term “Hawaiian” refers to the UH System Institutional Research Office definition of “Hawaiian Ancestry” which is defined as students who answered “Yes” to the Hawaiian Ancestry question on the UH Common Application (“Were any of your ancestors Hawaiian?”) plus those who answered “No” or left the question blank, but said they were “Hawaiian or Part Hawaiian” for the ethnicity question. This “Legacy” methodology is a more accurate reflection of Hawaiian student enrollment because of its more specific Hawaiian ancestry indicator. Furthermore, “Hawaiian or Part Hawaiian” refers to the UH System Institutional Research Office ethnicity category, which is part of the Conventional Methodology for determining ethnicity. Prior to Fall 2005, this Conventional Methodology was the only indicator used to determine Hawaiian ancestry or ethnicity. In Fall 2005, the University of Hawai‘i adopted the more preferred “Legacy” methodology, which, unless otherwise stated, is used in this report.

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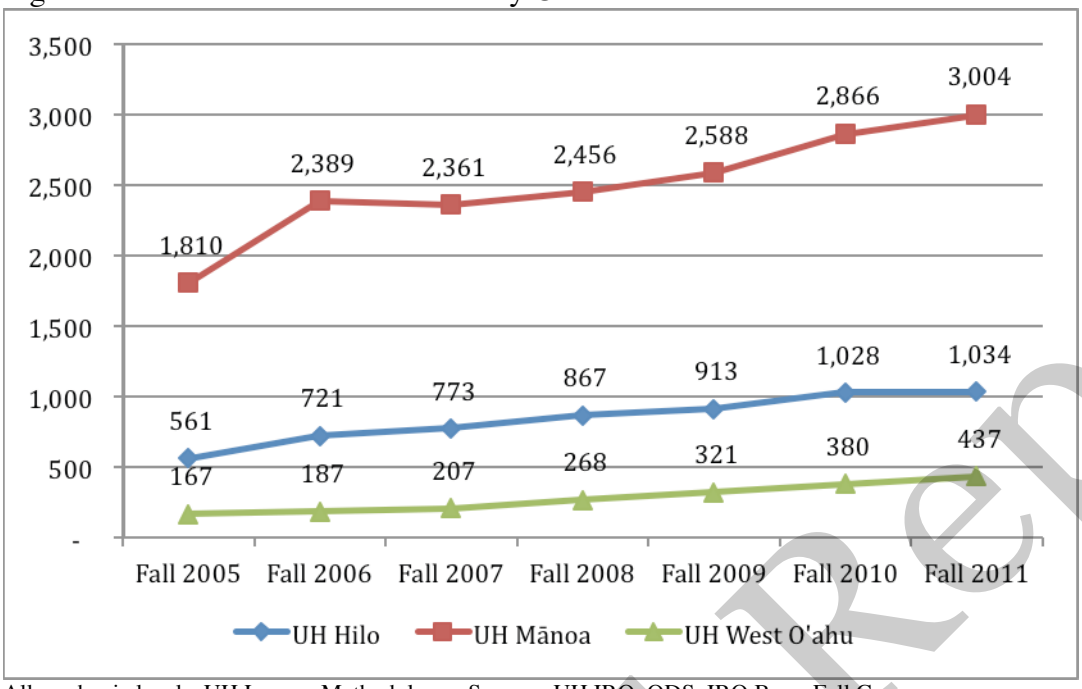
Figure 2: Total Hawaiian Enrollment by UH 4-Year Institution



All academic levels, UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.

Table 3: UH 4-Year Campuses Hawaiian Enrollment by Academic Level

Institution	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
UH Hilo	**561**	**721**	**773**	**867**	**913**	**1,028**	**1,034**
Undergraduate	497	657	692	776	824	912	926
Graduate	54	49	70	77	78	107	95
Blank	10	15	11	14	11	9	13
UH Mānoa	**1,810**	**2,389**	**2,361**	**2,456**	**2,588**	**2,866**	**3,004**
Undergraduate	1,339	1,783	1,753	1,815	1,920	2,089	2,253
Graduate	460	594	597	633	659	771	734
Blank	11	12	11	8	9	6	17
UH West O'ahu	**167**	**187**	**207**	**268**	**321**	**380**	**437**
Undergraduate	159	181	200	260	311	374	429
Blank	8	6	7	8	10	6	8
Total UH 4-year	**2,538**	**3,297**	**3,341**	**3,591**	**3,822**	**4,274**	**4,475**

All academic levels, UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.

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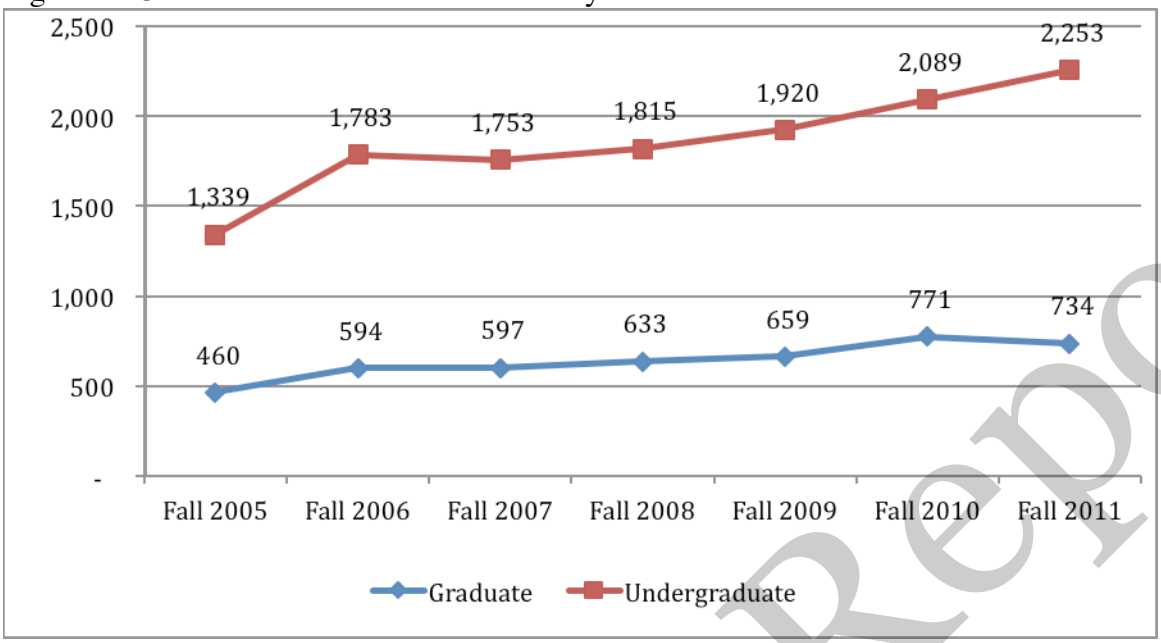
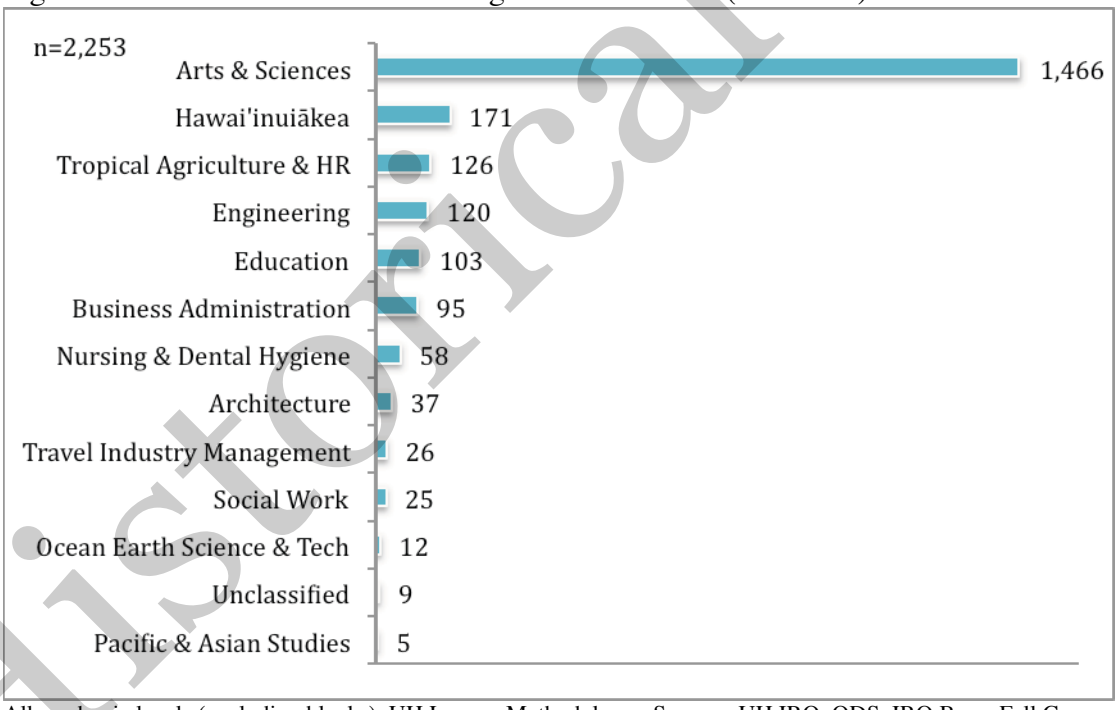
Figure 3: UH Mānoa Hawaiian Enrollment by Academic Level



All academic levels (excluding blanks), UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.

Figure 4: UH Mānoa Hawaiian Undergraduate Students (Fall 2011)



All academic levels (excluding blanks), UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.

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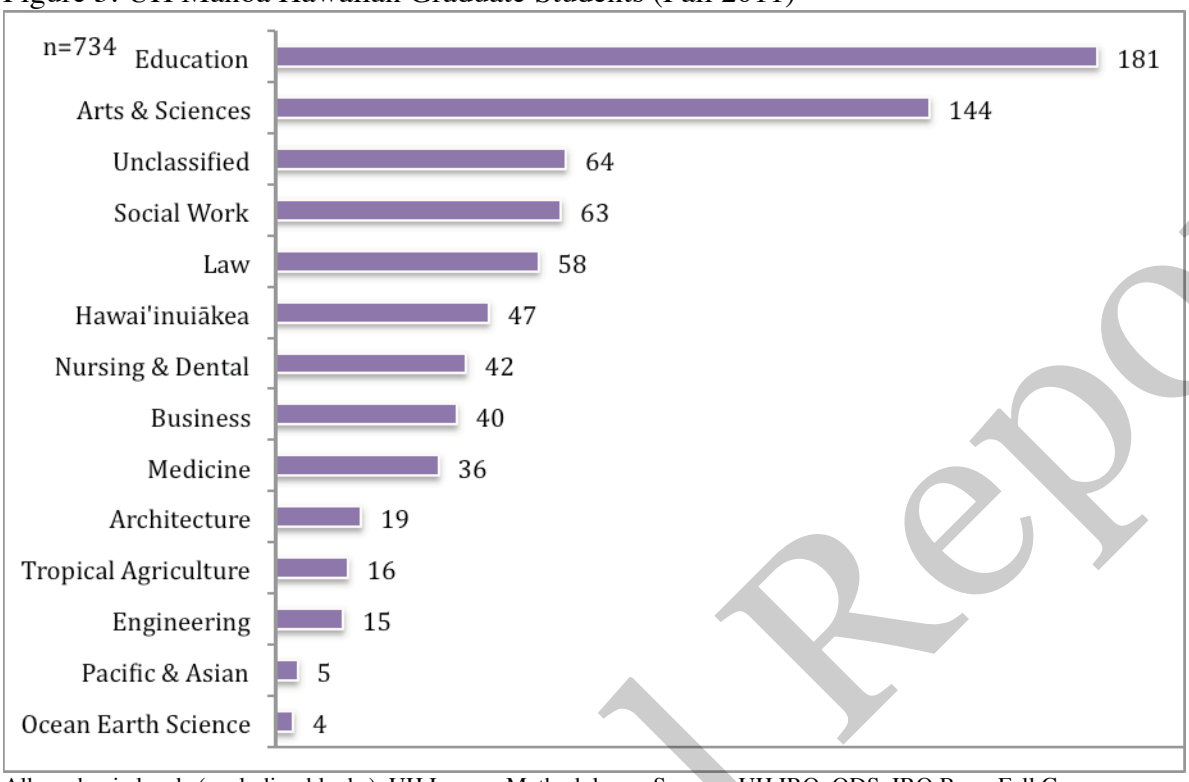
Figure 5: UH Mānoa Hawaiian Graduate Students (Fall 2011)



All academic levels (excluding blanks), UH Legacy Methodology. Source: UH IRO, ODS, IRO Base, Fall Census.

Table 4: UH Community College Degrees Earned by Hawaiian Students by Fiscal Year

Institution	2005	2006	2007	2008	2009	2010	2011
Hawai‘i CC	105	151	125	119	149	223	202
Honolulu CC	117	122	113	117	112	115	177
Kapi‘olani CC	88	98	105	154	168	125	202
Kaua‘i CC	32	32	24	57	37	46	65
Leeward CC	85	113	121	109	166	241	303
Maui CC	63	96	152	221	164	257	284
Windward CC	36	65	56	67	80	111	72
UH CC Total	**526**	**677**	**696**	**844**	**876**	**1118**	**1305**

All academic levels, UH Legacy Methodology. Source: UH IRO, ODS, IRO Degree, EOS Freeze by Fiscal_Yr_IRO.

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Table 5: UH 4-Year Campuses Degrees Earned by Hawaiian Students by Fiscal Year

Institution	2005	2006	2007	2008	2009	2010	2011
UH Hilo	**81**	**117**	**113**	**122**	**125**	**147**	**186**
Undergraduate	75	93	106	102	109	122	162
Graduate	6	24	7	20	16	25	24
UH Mānoa	**331**	**391**	**463**	**497**	**498**	**500**	**604**
Undergraduate	199	271	335	361	344	341	418
Graduate	132	120	128	136	154	159	186
UH West Oʻahu	**46**	**63**	**44**	**43**	**48**	**59**	**77**
Undergraduate	46	63	44	43	48	59	77
Grand Total	**458**	**571**	**620**	**662**	**671**	**706**	**867**

All academic levels, UH Legacy Methodology. Source: UH IRO, ODS, IRO Degree, EOS Freeze by Fiscal_Yr_IRO.

Table 6: UH System Hawaiian Financial Aid Amount Awarded, by Campus

Institution	2006	2007	2008	2009	2010
UH Mānoa	8,373,991	10,403,081	12,880,274	16,493,969	22,286,591
UH Hilo	3,024,793	4,009,983	5,509,442	7,363,740	8,878,679
UH West Oʻahu	281,667	446,316	806,955	1,192,326	1,684,054
Hawaiʻi CC	951,820	1,508,331	2,261,047	3,640,635	5,306,234
Honolulu CC	571,211	547,983	785,350	1,144,354	1,474,457
Kapiʻolani CC	787,719	996,881	1,225,561	2,235,074	2,544,983
Kauaʻi CC	216,778	169,890	317,399	601,916	911,013
Leeward CC	871,947	1,229,399	1,654,760	2,657,115	3,559,434
UH Maui College	1,189,118	1,485,658	2,444,539	4,646,018	7,056,186
Windward CC	781,840	1,084,871	1,844,435	3,070,059	4,022,173
UH System Total	**17,050,885**	**21,882,392**	**29,729,763**	**43,045,206**	**57,723,804**

Source: Gregg Yoshimura, System Financial Aid, provided by Lui Hokoana, September 2011.

Table 7: UH System Hawaiian Financial Aid Average Awards

Institution	2006	2007	2008	2009	2010
UH Mānoa	8,250	8,876	9,795	10,866	12,320
UH Hilo	6,782	7,847	9,434	11,024	11,591
UH West Oʻahu	4,617	5,190	5,848	7,140	8,058
Comm. Colleges	3,564	4,124	4,728	5,506	5,828
Total	5,629	6,303	6,971	7,658	8,185

Source: Gregg Yoshimura, System Financial Aid, provided by Lui Hokoana, September 2011.

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Table 8: UH System Unduplicated Counts of Hawaiian Students Receiving Financial Aid

Institution	2006	2007	2008	2009	2010
UH Mānoa	1,015	1,172	1,315	1,518	1,809
UH Hilo	446	511	584	668	766
UH West Oʻahu	61	86	138	167	209
Hawaiʻi CC	261	345	443	633	893
Honolulu CC	182	179	204	289	316
Kapiʻolani CC	212	237	254	382	448
Kauaʻi CC	80	52	88	134	214
Leeward CC	287	356	456	641	805
UH Maui College	256	281	422	695	937
Windward CC	229	253	361	494	655
Total	**3,029**	**3,472**	**4,265**	**5,621**	**7,052**

Source: Gregg Yoshimura, System Financial Aid, provided by Lui Hokoana, September 2011.

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