Interim Report

UNIVERSITY *of* HAWAI'I®

MĀNOA

Submitted by:
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Report Submission Date:
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Statement on Report Preparation and List of Topics Addressed in this Report
Please list the topics identified in the action letter(s) and that are addressed in this report.

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

Several stakeholders involved with the issues raised by the WSCUC Commission contributed to this report. [1.8]

Essay 1:   Defining the Mānoa Undergraduate Degree: Articulating Learning Objectives for the Bachelor's Degree. Monica Stitt-Bergh, Assessment Specialist, Mānoa Assessment Office, and Debora Halbert, Associate Professor of Political Science, and Chair of the Institutional Learning Outcomes Implementation Committee

Essay II: Fostering Student Success: Progress on Raising Undergraduate Retention and Graduation Rates. Reed Dasenbrock, Vice Chancellor for Academic Affairs

Essay III: Changes on Campus as a Result of the 2011-15 Strategic Plan and Next Steps. Wendy Pearson, Accreditation Liaison Officer, and Reed Dasenbrock, Vice Chancellor for Academic Affairs.

Essay IV: Progress in Enhancing the University as a Hawaiian Place of Learning. Maenette K.P. Ah Nee Benham, Dean; Punihei Lipe, Special Assistant to the Dean; and Brandi Jean Nalani Balutski, Institutional Research and Evaluation Specialist, Hawaiʻinuiākea School of Hawaiian Knowledge.

Essay V: Issues Facing the Institution. Reed Dasenbrock, Vice Chancellor for Academic Affairs

Each essay includes references to WSCUC Criteria for Review (bracketed, in blue text). Links to relevant websites and documents are provided in the narrative. Appendices for each essay are labeled accordingly. We conclude with a discussion of the next steps to be taken to ensure that we continue to move forward in meeting our goals. The draft report was disseminated to the following individuals and constituencies for consultation and feedback. [1.8, 3.10, 4.5]

- UH System President David Lassner
- Vice President for Academic Affairs Risa Dickson
- Interim Chancellor Robert Bley-Vroman
- Interim Vice Chancellor for Students Lori Ideta
- Interim Vice Chancellor for Research Brian Taylor
- Vice Chancellor for Administration, Finance, and Operations Kathleen Cutshaw
- Units within the Office of the Vice Chancellor for Academic Affairs
- Academic Deans and Directors
- Mānoa Faculty Senate Executive Committee
- Strategic Planning Steering Committee
- Institutional Learning Outcomes Implementation Committee

- Quantitative Reasoning Workgroup
- Kuali'i Council (via Interim Chancellor Bley-Vroman)
- Associated Students of the University of Hawai'i and the Graduate Student Organization

We considered the feedback received and revised the report and essays as needed.

Guide to Acronyms

AA	Associate of Arts
AOD	*Achieving our Destiny 2011-15 Strategic Plan*
CAA	Council of Academic Advisors
CC	Community College
CEP	Committee on Enrollment Management
COE	College of Education
CSS	College of Social Sciences
FEMA	Federal Emergency Management Agency
HPICC	Hawai'i and Pacific Islands Campus Compact
HSHK	Hawai'inuiākea School of Hawaiian Knowledge
ILOIC	Institutional Learning Objectives Implementation Committee
ILO	Institutional Learning Objectives
MAC	Mānoa Advising Center
NDPTC	Natural Disaster Preparedness Training Center
NH	Native Hawaiian
NHSS	Native Hawaiian Student Services (unit within HSHK)
OCCE	Office of Civic and Community Engagement
OVCAA	Office of the Vice Chancellor for Academic Affairs
PacIOOS	Pacific Islands Ocean Observing System
SENCER	Science Education for New Civic Engagement and Responsibility
SERG	Student Engagement, Retention and Graduation
SLO	Student Learning Outcome
SOEST	School of Ocean and Earth Science and Technology
SONDH	School of Nursing and Dental Hygiene
STAR	UH interactive degree-audit system
STEM	Science, Technology, Engineering and Math Education
UH	University of Hawai'i
UROP	Undergraduate Research Opportunities Program
VALUE	Valid Assessment of Learning in Undergraduate Education
VCAA	Vice Chancellor for Academic Affairs
VCR	Vice Chancellor for Research
VCRGE	Vice Chancellor for Research and Graduate Education
WRC	Warrior Recreation Center

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

The University of Hawai'i at Mānoa (Mānoa) is a premier research university of international standing. Mānoa is the flagship of the 10-campus University of Hawai'i System, the state's sole public university system governed by a 15-member Board of Regents. A land-grant, sea-grant, space-grant, and sun-grant institution, Mānoa creates, refines, disseminates, and perpetuates human knowledge; offers a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level; carries out advanced research; and extends services to the community. [CFRs 1.1, 1.5, 3.9]

Center for Korean Studies

Located in Mānoa Valley on the island of O'ahu, the university was founded in 1907 under the Morrill Act as a land-grant college of agriculture and mechanic arts. With the addition of a College of Arts and Sciences, the college became the University of Hawai'i in 1920. In 1972, the name was modified to the University of Hawai'i at Mānoa to distinguish the flagship campus from other campuses in the University of Hawai'i System. Mānoa has been accredited by WASC since 1955.

Mānoa is classified by the Carnegie Foundation as a Research University with "very high" research activity, and the National Science Foundation ranks Mānoa among the top 30 public universities in federal research expenditures for engineering and science. Extramural funding averaged $333 million over the past five years. Mānoa offers 101 bachelor's degrees, 87 master's degrees, 55 doctoral degrees, and first professional degrees in law, medicine, and architecture. Fifty-eight programs are professionally accredited by appropriate agencies. Of the nearly 20,000 students currently enrolled, approximately 72% are undergraduates, 58% are of Asian or Pacific Islander ancestry, and 56% are female. [1.4]

Haleakalā Observatory

Mānoa's special distinction is found in its Hawaiian, Asian, and Pacific orientation and unique location. Together these foster advantages in astronomy, comparative philosophy, cultural studies in Pacific/Oceania, education, evolutionary biology, indigenous studies, languages, oceanography, performing arts, second language studies, tropical agriculture, tropical medicine, urban planning, and volcanology.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue

Essay I: Defining the Mānoa Undergraduate Degree: Articulating Learning Objectives for the Bachelor's Degree

I.   Articulating Institutional Learning Objectives

Our major focus during the last accreditation cycle was building a robust process and campus infrastructure for course and program-level assessment. That has been successfully accomplished. The efforts that continue with program-level assessment are primarily in three areas: making sure our campus-wide process synchs well with more focused accreditation efforts at the school and college level; making sure we move to the 100% mark on program assessment; and finally, making sure programs continue to 'close the loop' and use assessment results in program revision and improvement. [1.8, 2.2, 2.3, 2.4, 2.6, 2.7, 4.1, 4.3- 4.5]

While maintaining this program-level assessment momentum, we have now turned to assessing the integrity of the undergraduate curriculum as a whole by developing mechanisms to analyze the student learning experience so that courses, academic programs, and co-curricular programs can be better aligned. The major components of this process are the Institutional Learning Objectives (ILOs) for undergraduates and accompanying assessment-related activities. (See Appendix I.01.) [2.3, 2.4, 2.7, 2.8, 2.11, 3.10, 4.1-4.4]

Building on work conducted in 2009 by a faculty working group, draft ILOs were circulated throughout campus and to the Mānoa Faculty Senate. After a wide-ranging discussion, the Senate approved the ILOs in May 2012, and the Institutional Learning Objectives Implementation Committee (ILOIC or committee) was convened in October 2012. As one of its first tasks, the committee embarked upon an effort to communicate to the various campus constituencies what implementation of the ILOs would mean. The ILOIC initially produced curriculum maps for several of the larger colleges based upon the reported student learning outcomes (SLOs) for each major. With these maps in hand, committee members met with the deans and department chairs of every school and college on campus to discuss the ILOs and the implementation strategies that would be required. During these meetings, ILOIC members fielded questions about the assessment of ILOs and the relationship between the ILOs and the course and program learning outcomes. [2.4, 3.1, 3.3, 3.10, 4.3-4.6]

At the same time, the committee began the process of more fully integrating the ILOs into aspects of our established systems. (See Appendix I.02.) First, the committee made its work visible and transparent by

including a link on the side bar of the Office of the Vice Chancellor for Academic Affairs' (OVCAA) webpage to the ILO webpage, which contains the ILOs, the Frequently Asked Questions (FAQs) produced by the committee, and the committee meeting notes and reports. (See Appendix I.03.) Second, the committee worked with the administration to modify the requirements for new courses and academic programs by adding questions to address the way in which proposed courses and programs intersect with the ILOs. Third, the committee integrated the ILOs into the Catalog, and met with advisers, librarians, and student affairs representatives to see how the ILOs would be best integrated into assessment and understanding of extracurricular activities. The ILOIC also began thinking about how best to communicate the ILOs to students and to new faculty. As part of the communication process, the committee developed a color brochure that will be used in faculty orientations and other venues. The ILOIC continues to meet bi-weekly to discuss ongoing implementation issues associated with assessment of the ILOs. [4.3-4.6]

II. Defining and Articulating Core Competencies and General Education Assessment

As part of the implementation process of the ILOs, the Assessment Office, the General Education Office, and the ILOIC have evaluated the reports from the General Education Committee regarding how students are mastering the WASC core competencies. During the 2012-2013 academic year, the OVCAA specifically tasked the ILOIC with the project of determining how Mānoa's general education program matched with both the ILOs and the WASC core competencies. [2.2, 2.2a, 2.3, 2.4, 2.7, 4.1, 4.3]

As part of the ILO report submitted to the OVCAA, the ILOIC determined that the current curriculum provided students with learning opportunities regarding the core competencies and at this time, no changes to general education, college, or major requirements were needed except in the case of quantitative reasoning.[1] [2.2a, 2.3]

Undergraduates have opportunities to achieve the ILOs and WASC core competencies through the general education requirements:

WASC Core Competency	Undergraduate ILO	General Education Requirement
Written Communication	2c. Communicate and report	One first-year writing course and five writing-intensive courses
Oral Communication	2c. Communicate and report	One oral communication course
Quantitative Reasoning	2a. Think critically and creatively	One symbolic reasoning course[2]
Information Literacy	2a. Think critically and creatively; 2b. Conduct research	One first-year writing course and five writing-intensive courses
Critical Thinking	2a. Think critically and creatively; 2b. Conduct research	Five writing-intensive courses and one contemporary ethical issues course (ethical reasoning)

We are using the ILOs as a program-planning and discussion tool. In Fall 2014, all undergraduate programs were required to complete an online annual assessment report in which they mapped their program SLOs to the ILOs. This process elicited faculty discussion about how their programs' goals and outcomes could be better aligned with the ILOs. In addition, the results of the mapping are being used

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[1] See section III of this essay.
[2] See section III of this essay.

by the ILOIC in Spring 2015 as a conversation starter with the programs identified as "strongly aligned" and "weakly aligned" with the ILOs. The goal is to learn from those programs that have fully integrated ILOs into their program and then convey that knowledge to other programs as exemplars. An analysis of the preliminary mapping of program SLOs to ILOs indicates that we have a coherent structure that supports ILO achievement (Table 1). The establishment of the ILOs has offered degree programs, support units, and co-curricular programs a new way to frame their activities/curricula and to make explicit connections from program SLOs to the ILOs so that students and faculty better understand the meaning and goals of the Mānoa experience. [2.3, 2.4, 2.7, 2.11, 3.10, 4.1, 4.3-4.6]

Table 1. Undergraduate ILO Alignment with Degree Program SLOs and General Education

Undergraduate ILO	% of Degree Program (N=96)	General Education
2a. Think critically and creatively	99%	✔
1b. Specialized study in an academic field	98%	
2c. Communicate and report	96%	✔
3a. Continuous learning and personal growth	82%	✔
1a. General education	81%	✔
2b. Conduct research	81%	✔
3b. Respect for people and cultures, in particular Hawaiian culture	70%	✔
3d. Civic participation	56%	
1c. Understand Hawaiian culture and history	40%	✔
3c. Stewardship of the natural environment	40%	

This data can be interpreted as indicating there is a good match among the degree programs, ILOs and general education requirements for all the areas that can be addressed in a broad range of disciplines. Where we are doing less well, not surprisingly, are those ILOs that might be tied to more specialized areas. Every course in every discipline has the potential to teach critical thinking quite naturally, even inevitably, but the same may not be true of civic participation, and stewardship of the natural environment. Therefore, the issue we need to address is whether this data represents a problem or simply reflects the structure of our general education. We will need a campus-wide discussion about this issue involving the General Education Office, Assessment Office, and a number of relevant faculty committees. There may well be ways to increase the attention paid to these issues within our existing curricula that would help us achieve the ILOs, and we need to explore this issue in more depth. [2.2a, 2.4, 2.7, 3.10, 4.1-4.6]

III.   Enhancing Quantitative Reasoning Skills and Knowledge

The current general education requirements in general are well aligned with the ILOs and with the WASC core competencies. The one area of only partial alignment is that our general education program, approved in 1999 [1999 Faculty Senate; 2000 Board of Regents], has a Symbolic Reasoning requirement that can be satisfied by taking one of 15 courses in a broad range of colleges. Most of the courses approved to be offered as part of this designation are clearly courses in quantitative reasoning, but some are not. Our review of the data indicates that around 10% of our undergraduates satisfy this requirement through a philosophy course that we do not think would meet the definition of a course in

quantitative reasoning. Although there is no absolute requirement that core competencies be addressed through the general education program, nonetheless we felt that we should consider moving in the direction of a more complete alignment between our general education program (which though designed at Mānoa is shared by most UH campuses) and the core competencies. The Faculty Senate Executive Committee, General Education Committee, Foundations Board, and the Vice Chancellor for Academic Affairs agreed that the required undergraduate curriculum should provide students with sufficient opportunities to develop quantitative reasoning competency. In Spring 2014, a working group comprised of nine faculty and staff from different departments began the process of ensuring Mānoa students graduate with quantitative reasoning skills and knowledge. [2.2a, 3.9, 3.10, 4.2-4.6]

The working group created a website so that faculty and other stakeholders could follow its progress. The group researched and gathered materials and recommendations from professional organizations and experts and examined practices at other universities (including peer institutions). Based on the findings, the group drafted a definition of quantitative reasoning that it distributed to all faculty in the 10-campus, University of Hawai'i System because we have articulation agreements with the other UH campuses that will likely be affected by a change to foundational, general education requirements. [4.3-4.6]

In Fall 2014, the working group secured feedback from faculty across the UH System on the revised quantitative reasoning definition and hallmarks of a quantitative reasoning course. (See Appendix I.04.) Working group members also presented and discussed the definition and hallmarks in various meetings with faculty members and administrators, including those at other UH campuses. The working group has kept outcomes assessment in mind while it works to establish the mechanism to ensure students have sufficient learning opportunities related to quantitative reasoning. For example, to create the course hallmarks, the group generated a list of quantitative reasoning skills and knowledge that working group members and experts believed all students should have upon graduation. The group settled on a set of skills and knowledge based on the Quantitative Literacy VALUE rubric because of its overlap with the generated list, credibility, and widespread use. [2.2a, 2.3-2.7, 4.3-4.6]

In February 2015, the working group submitted to the Mānoa Faculty Senate a summary and proposal outlining two options for a change in the General Education curriculum. (See Appendix I.05.) Both involve the formal creation of a Quantitative Reasoning foundations course in place of the current Symbolic Reasoning requirement, and neither adds to the number of credits needed to satisfy general education. As this is the largest change in our general education system since it was adopted in 1999, this will require careful consideration, both by Mānoa Faculty Senate and then by the other campuses. However, the stars seem well aligned, and we are confident that we will have a Quantitative Reasoning requirement approved soon. [2.1, 2.2a, 2.10, 3.10, 4.4]

IV.   Establishing Standards of Performance and Identifying Student Examples

When the faculty approved the ILOs, they answered the question: With what knowledge, skills, and values should all undergraduate students exit? The next question the faculty tackled was: What performance level is "good enough?" To ensure a rigorous, challenging curriculum, standards of performance accompanied by student examples are needed. Starting in 2013 and continuing in the summer of 2014, faculty members met to begin setting performance expectations for the ILOs and associated WASC core competencies. Given that the ILOs require a campus-wide baseline for competency in the targeted areas, the Assessment Office, General Education Office, and ILOIC created

multi-disciplinary groups of faculty that would determine the starting point for ILO mastery. [2.1, 2.4-2.6, 3.10, 4.3-4.6]

In 2013, the goal was to establish a provisional standard of performance and identify examples of student work for written communication using student writing in the social sciences (report posted online). The Assessment Office and General Education Office invited all faculty members who had recently taught a writing-intensive course in the social sciences to participate, and 12 faculty members from seven academic programs attended the session. During the session, facilitated by a faculty member in the Assessment Office, faculty members evaluated randomly selected student products collected from 400-level[3] courses and discussed which score on the Written Communication VALUE rubric was appropriate. The faculty members also discussed the desired standard of performance for exiting seniors. The end result included examples of student writing that faculty can use as examples of different scores on the Written Communication VALUE rubric, and a provisional standard of performance. The campus-level standard of performance is a minimum score on the rubric, and it was provisionally set at 2.3. The student examples are posted on the UH server for learning and collaboration (Laulima) and made available to faculty participants and faculty on the ILOIC and general education governing committees/boards. Sharing examples of student work at, below, and above the campus-level standard of performance is an important step in ensuring rigor and helping students achieve the standards. [2.1, 2.2a, 2.3, 2.4, 3.3, 4.4-4.6]

In 2014, the Assessment Office, General Education Office, and the ILOIC collaborated to confirm the standard of performance for written communication and set performance standards for information literacy and ethical reasoning (as a form of critical thinking). They invited faculty members to voluntarily attend (no stipend) a two-day session during the summer: invitees included all faculty who had recently taught a writing-intensive course and/or an ethical issues course as well as faculty on the corresponding governance boards, General Education Committee, and ILOIC. In the written communication and information literacy sessions, 39 faculty members representing 31 academic fields participated. In the ethical reasoning session, 19 faculty members attended, each from a different department/program. [2.1, 3.3, 4.4-4.6]

The Assessment Office faculty members facilitated these sessions and followed an accepted procedure for standard setting.[4] Faculty examined student work and applied a rubric (a modified Written Communication VALUE rubric, a modified Information Literacy VALUE rubric, and a locally-developed ethical reasoning rubric). During the 2-day sessions, faculty participants reflected on and articulated their evaluation process using the rubric, explained their rationale for the scores they gave, and carefully listened to others' rationales. The discussion and deliberative process is a valuable form of faculty learning and development and an integral part of assessment on campus. [2.1, 3.3, 3.10, 4.2, 4.4-4.6]

The expected standard of performance takes the form of a minimum score on a rubric (see the rubrics in the online reports in Appendices I.06 and I.07 for text descriptions of performance). The following are the campus-level standards of performance:

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[3] Senior-level, upper division courses.
[4] The facilitators used a modified Angoff method. For an overview of setting performance expectations, see Hambleton, R. K., & Pitoniak, M. J., 2006, "Setting Performance Standards" in *Educational Measurement*, 4, 433-470.

Written communication =	2.2 score or higher on the modified VALUE rubric (0-4 point scale with 4 being the highest score)
Information literacy =	2.3 score or higher on the modified VALUE rubric (0-4 point scale with 4 being the highest score)
Ethical reasoning (as a form of critical thinking) =	2.4 on identification; 2.3 on deliberation; 2.4 on ethical judgment on a locally-developed rubric (0-4 scale with 4 being the highest score)

These scores (performance expectations), examples of student work, and the rubrics were distributed to faculty participants and the boards/committees governing general education via Laulima. Degree programs are encouraged to use the performance expectations as the minimum standard and to increase the expectation as appropriate for their disciplines. [2.1, 2.2a, 2.3-2.6]

The process for setting standards of performance and identifying examples of student work reflects our philosophy regarding learning outcomes assessment. The process is designed to move assessment forward on campus, be faculty driven, actively involve faculty members, and increase faculty members' knowledge about teaching and student learning through rich, cross-disciplinary conversations. Over 90% of the faculty who attended the recent ILO assessment activities reported that participation led to a change in how they will teach and/or led to a change in their view of assessment. Specifically, 76% reported they will change how they design assignments in ethical issues courses and 95% reported they will change how they evaluate student writing.   (See Appendices I.06 and I.07.) [2.1, 2.4, 2.9, 3.3, 3.10]

V.   Next Steps

Quantitative Reasoning. The affirmative reactions from faculty across the University of Hawai'i System regarding efforts to systematically increase student exposure to quantitative reasoning indicate that we will achieve our goal of approving a quantitative reasoning curriculum model in Spring 2015. Faculty can then begin course revisions and planning of new courses in the 2015-16 academic year and we anticipate that all students will have enhanced quantitative reasoning learning opportunities by 2017.

Institutional Learning Objectives. The establishment of the ILOs for undergraduates has had a positive effect. It has generated new conversations about undergraduate teaching and learning, revised the thinking about general education, and started to build bridges between academic and co-curricular learning experiences. We have created the mechanisms to achieve the outcomes and we are well prepared to continue the cross-campus discussions and assessment activities. An ongoing task for the ILOIC is building consciousness across the many campus constituencies about the ILOs and their implementation. Several key steps that the ILOIC, in collaboration with the Assessment Office, General Education Office, and other faculty groups, will take include the following:

- Continue collaborative work with the General Education Committee to increase attention to the ILOs in general education courses. [Ongoing]

- Work with programs to increase integration of program SLOs and ILOs. [Ongoing, Started in Fall 2014]

- Better communicate the ILOs to students and build in mechanisms within the advising system that clarify for students the meaning, value, and integrity of the Mānoa degree as articulated through the ILOs. [Beginning Fall 2015. Ongoing]

- Implement ILOs for graduate programs, and begin collecting data on how graduate programs align with ILOs. [Tentative Completion Date: Spring 2016]

- Complete the standard-setting activities for all WASC core competencies. Critical thinking, information literacy, and written communication were completed in 2014. We plan to complete the standard-setting process for oral communication in 2015 and quantitative reasoning in 2018 (after students have started taking the enhanced quantitative reasoning courses). [Tentative Completion Date: Spring 2018]

- Evaluate student competency and compare to established performance standards: we plan to complete written communication and information literacy in 2015; critical thinking in 2016, and quantitative reasoning in 2018. [Tentative Completion Date: Spring 2018]

Thus in this early phase of our current accreditation cycle, we have developed and had approved campus ILOS, we have proposed a change in our general education to address those ILOs and WASC core competencies more effectively, and we have laid the groundwork for assessing student achievement in terms of the ILOs and WASC core competencies. This is a great deal to have done in a short period of time. However, we are aware that this does not constitute full-blown assessment of the ILOs or of student core competencies. We are committed as an institution to moving in this direction as quickly as we can, given the need to build a solid conceptual foundation for this work and given the need to consult in multiple directions (including other campuses in the UH System). [2.2, 2.2a, 2.2b, 2.3-2.7, 2.11, 3.3 4.3-4.6]

Essay II: Fostering Student Success:
Progress on Raising Undergraduate Retention and Graduation Rates

Overview
In the 2011 WSCUC Commission Action Letter, the Commission simultaneously commended us for the progress we made on degree attainment and urged us to continue this as a major focus of our improvement efforts. We took this advice to heart, as it corresponded with our own sense of where we needed to focus our efforts, and we are pleased to be able to report that these efforts have continued to bear fruit. Both the 6-year and the 4-year graduation rates have shown impressive gains in the past few years, and record numbers of students have graduated in recent years. As the following essay should demonstrate, we have followed something of a "Let 100 Flowers Bloom" approach in moving in many different directions simultaneously rather than narrowing our focus to a single approach or problem. The issue of student retention and success is multivariate, so our approach to this must be analogously multivariate. Our strategy is best characterized as long-term persistent incrementalism, and it is working. All the evidence available to us suggests that these gains are robust and reflect real changes in campus processes and attitudes, and we are confident that we are putting into place a number of changes that will continue to drive these figures in the right direction. [1.2, 1.6, 2.7, 2.10]

This pattern of improvement had begun before the EER visit and has continued since then. Six-year graduation rates, still the most common—if frequently criticized—benchmark stood at 48.6% in 2009—the most recent year cited in our EER report--and reached 56.6% in 2013 before slightly subsiding in the most recent year reported to 56.2%. Four-year rates, historically extremely low at Mānoa, have shown an even more dramatic improvement, moving from 17.5% in 2010 to 24.7% in 2014. (See Appendix II.01) The University of Hawai'i System goals to this point have focused more on the numbers of graduates—in keeping with the Obama administration goals and the statewide P-20 push for "55 by 25[5]"—than on graduation rates. Here too, we have made impressive progress: the number of degrees awarded has steadily increased in recent years, moving from 4,466 in 2008-09 to 4,969 in 2013-14, representing a record number of graduates and a 10% increase despite flat overall enrollment. (See Appendix II.02) Of course, as welcome as these improvements are, we are not satisfied. A key goal of our new strategic plan will be to continue to improve on all of these student success metrics. While formal goal setting for the strategic plan will not be completed until Fall 2015, at the very least, we need to get the 2-year retention rate above 80%, the 6-year graduation rate above 60%, and the 4-year graduation rate above 30%. [1.2, 1.6, 2.7, 2.10, 4.2, 4.3]

Strategies to Improve Retention & Graduation Rates
What accounts for these improvements, and what are we doing to continue to improve? Our many different efforts have some common elements in terms of engaging students in charting their own course towards graduation and beyond, partnering across campus so that faculty and staff across the entire organization are committed to the common goal of increasing student success, and creating a sense of ownership of and stewardship for the entire enterprise among students, faculty, staff, and even alumni through their gifts and involvement. [3.5, 3.7, 4.1-4.4]

A major push between 2009 and 2012 centered on course availability. We are able to track unsuccessful attempts to register for courses through our STAR degree audit system, and in Fall 2009, there were 29,251 unsuccessful registration attempts. (Multiple attempts by the same student to register for the same closed course counts as a single attempt.) This means that the average undergraduate was unable to get into more than two courses he or she wished to take, which meant that close to half of a typical student load represented second choices. Many of these represented backlogs in key gateway courses, so these problems in course availability were at the very least affecting time-to-degree. We knew, from student surveys and other sources of information, that these issues were also affecting our retention rate and our attractiveness to prospective students. [1.5, 2.10, 2.12, 4.2]

So using STAR as a monitoring device, the Office of the Vice Chancellor for Academic Affairs (OVCAA) and Office of the Assistant Vice Chancellor for Undergraduate Education (of which STAR is part) began tracking these unsuccessful registration statistics, both during registration periods and afterwards. We urged schools and colleges to open additional sections of key courses if they filled up during registration, we tracked proposed schedules to see how many seats were being offered (and followed up with schools and colleges in cases where we felt more seats were needed), and also worked with summer session to expand offerings of courses with pent-up demand. We also introduced electronic waitlisting into courses so that students could be moved automatically into courses when seats

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[5] "55 by '25" is a community-action campaign coordinated by Hawai'i P-20 Partnerships for Education that raises awareness, creates urgency, and invites community-wide participation to achieve Hawai'i's education goal: 55 percent of working age adults (25–64 years old) having a two-or four-year degree by the year 2025.

became available. Across the next few years, the number of unsuccessful registrations dropped dramatically, with only 2,317 in Fall 2014, fewer than 10% the number 5 years previously. [1.6, 2.2, 2.7, 2.10, 2.12, 2.13, 4.3]

Helping in this effort was a shift in how we register freshmen. In the past, freshmen registered when they came on campus for New Student Orientation, at a time when many of the courses they wished to take were already full. Using STAR, we have moved towards a system of automatically signing incoming freshmen up for a full schedule of courses based on what we know about their academic interests. Students of course have the option of using add/drop to modify their schedules, but this system of "Premiere Registration" means that students start this from a full schedule of required classes. The result has been a sharp increase in the number of credits taken by freshmen in their first semester and an increased GPA in those courses. [1.6, 2.10, 2.12, 4.2]

Advising emerged in the same period as an important emphasis. As part of our efforts leading up to the EER, advising had been reorganized on campus, with a Council of Academic Advisors (CAA) being created to establish consistency, help craft policies and disseminate best practices concerning advising across campus. In addition, a very successful Mānoa Advising Center (MAC) was created to handle undeclared students, with a mandatory advising requirement for all freshmen and sophomore students. However, its success created a new problem, since the student:advisor ratio in MAC quickly spun out of control. We therefore took a careful, campus-wide look at all programs with 'internal admissions' and asked that they consider admitting freshmen directly which would mean taking over advising for those students. The College of Education moved 100% to direct admits, and Business and Nursing moved partially in this direction. Engineering and Nursing took responsibility for advising the students who had expressed an interest in majoring in those fields. This has helped even out the advising work load, has connected pre-major students with their intended majors more quickly, and helped speed up the point at which students declare a major. Many schools and colleges added to their advising staff in order to make these changes work, and we also added to the human resources available for advising by funding the Mānoa Peer Advisors Program, a program of peer advisors across campus now employed in virtually every unit on campus to help the professional advisors and faculty advisors through the Student Success Fellowships. [1.6, 2.12, 3.7]

Of course, helping students get into the classes they want to take isn't necessarily the same as having them take the classes they need, and an initiative of CAA that has helped enormously has been the development of four-year degree plans that lay out for the prospective and current student exactly what courses each major requires and charts a possible course of study which allows the student to graduate in four years. As we posted these plans on the web, we quickly discovered numerous discrepancies among the requirements listed in the catalog, on departmental websites, and in these plans. So a next phase involved making these documents consistent: the Catalog Office now maintains the four-year plans by asking departments each year to review their degree plans to make sure they are up to date. We also reduced the overall number of credits needed for a Bachelor's degree from 124 to 120, a number of complex Colleges of Arts and Sciences requirements affecting (and confusing) many students were progressively eliminated, and a complicated rule about needing 60 "non-introductory credits" was replaced by a much more straightforward rule requiring 45 upper-division credits. On the heels of these changes, a number of departments revisited their requirements, and the results of that revisiting tended to be simpler sets of requirements. So at the same time that we did a much better job of communicating what our requirements for graduation were, we also took a number of concrete steps that made those

requirements easier to meet, without in any sense reducing the rigor of the degrees being awarded. [1.6, 2.2, 2.10, 2.12]

We also know from national studies that students who enter with a head start do better, so we have begun a program encouraging students to take a course the summer before their freshman year. We increased funding available to our highly successful College Opportunities Program, which led to an increase in the number of students completing the program. We also created a similar, less-intensive summer bridge program for an additional 100 students considered at-risk. We also asked every department to revisit their Advanced Placement credit-awarding template and to add a comparable one for the International Baccalaureate program (which is taking off in Hawaiʻi). Summer session schedules and financial aid have been reconfigured somewhat to help more students meet the threshold of earning 30 credits their first full year. [1.6, 2.5, 2.10, 2.12, 2.13]

We have made a sustained effort over the past decade to improve the quality of our housing. In a study conducted in 2006 of why students left Mānoa, the quality of our on-campus housing was listed as a major issue. In the ensuing period, we invested over $150 million in building new or renovating our existing residential facilities, leading to them operating essentially at capacity with many more students requesting to stay in the residence halls in subsequent years. Seventy percent of the housing on campus is new or has been renovated in the past decade. [2.11, 2.13, 4.1, 4.3, 4.6]

We have substantially increased the amount of financial aid available to our students, both by soliciting more scholarship funds from donors and by increasing the amount of tuition income reallocated as institutional financial aid from 15% to 20%. The number of students being awarded Pell Grants has also soared in recent years. This resulted in additional funds for needy students: we have also increased the funds awarded to high-achieving students, many of whom also qualified for need-based aid. We created the Chancellor's Scholars, awarding 100 $10,000 scholarships to students with high academic achievement. In addition, we used these funds to create a number of high-impact programs. In addition to the advising positions already mentioned, we increased funds available for undergraduate research, service learning, and legislative internships, and used other funds to employ students as peer mentors in special programs for low-income and minority students. [1.4, 1.6, 2.11, 2.13, 3.1, 3.2]

Many University of Hawaiʻi students begin at community colleges, intending to transfer to Mānoa or to the two other UH baccalaureate-granting campuses, and we have worked to make that transition easier. Students who earn the Associate of Arts (AA) and a few Associate of Science degrees from a UH Community College (CC) are automatically admitted to the four-year campus of their choice. If they transfer before earning an AA and while at a baccalaureate campus earn the credits that would have earned them an AA if they had remained at a CC, those credits are reverse transferred back to the CC who awards the student an AA. We also have a dual enrollment program, Kaʻieʻie, which has recently been expanded to the four community colleges on the same island as Mānoa. The goals of this program are to provide smooth transfer, early connection with advisors, and the ability to take courses at both campuses simultaneously. The community colleges are also working on an "Overlay Project" in which it will be clear which courses in any Mānoa four-year degree program can be taken at each UH community college, with the idea of identifying what the optimal point of transfer for a student is from a given UH CC to our campus. It is also important to note that all of these initiatives have begun from Mānoa, showing that we are leading in the effort to break down the impediments to transfer. [2.10, 2.12-2.14]

So our efforts to date have moved in these different, complementary directions: getting students into the courses they want to take, getting them advising closer to their intended major, making it clear what their requirements are, reducing the unnecessary complexity of those requirements, and helping students achieve credit momentum early in their college career. Other changes needed to take place in order to make those changes happen: just to cite one example, we would not have been able to add the extra sections of needed gateway courses if we had not also changed policies about who 'owned' classrooms and given the university scheduler much more access to all available instructional spaces on campus. Coordinating these efforts was the Committee on Enrollment Planning (CEP), co-chaired by the Vice Chancellor for Academic Affairs and the Vice Chancellor for Students, and a copy of our document tracking CEP initiatives is available in Appendix II.03. [1.6, 2.12, 3.5]

These efforts are all now well institutionalized, and we continue to build on many of them. STAR continues to drive a great deal of innovation on campus, particularly in making the four-year degree plans come alive for students, who can now chart their progress towards their requirements as well as do 'what-if' scenarios if they are considering alternative majors. STAR 2.0 works as a kind of curricular GPS that tells students if the courses they register for count for their major and automatically replots their best path to graduation. As STAR has become the official student record and become something students rely upon and consult independently, the role of the advisors on campus has shifted away from routine bureaucratic matters and been 'up-skilled.' This transition to a paperless and supple environment is not complete, so we are looking at how matters such as the declaration of major, the process of filing for graduation, cashier's office processes, etc. can evolve. Moving completely into the electronic realm in a way that cuts through the bureaucracy and allows students much more control over their direction is a major priority over the next few years. [1.6, 2.10, 2.12]

The new version of STAR can also combine all of these students' charts, showing the aggregate rate at which majors in a given department are making progress towards their degrees. The concept that we are introducing to the campus is that of "velocity," that in certain departments students have a higher velocity (a quicker rate at meeting their requirements) than others. This is only partially a function of more complex requirements, and the variance between majors with a comparable number of required credits can be significant. So the STAR office has hired a "velocity consultant" who is working with departments to see what can be done to improve student velocity. Sometimes this is a matter of making changes which should have been obvious (like not scheduling two required courses at the same time) but the analytic power made available by being able to see the progress all declared majors are making in a given major is new and remarkable. We expect that departments will begin to act on the basis of this information in ways that we cannot completely foresee, as they begin to own the problem of how quickly their students progress to graduation. [1.6, 2.10, 2.12]

Of course, a student has to declare a major for this analysis to begin to have purchase. The late point at which many of our students declare a major is a problem we need to continue to work on. In response, we have developed an "Exploratory Student Program" overseen by the MAC and a cross-campus committee focusing on the students in their freshmen and sophomore years who have not yet declared a major. Implementation of this program will provide courses, workshops and multiple advising touchpoints for these students, and a course designed to assist sophomores to identify their interest areas to align to potential majors has just been offered for the first time. Given the complexity of our general

education program, students who know their major from Day 1 can take courses that fulfill general education requirements as part of their major in ways late-declaring students cannot. [1.6, 2.10, 2.12]

We plan to extend the Kaʻieʻie program to the three community colleges on the outer islands (Kauai, Maui, and Hawaiʻi) to facilitate a smooth transfer process from all UH CCs. This focus on drawing students into Mānoa needs to be complemented by a focus on drawing back students who have not completed their degree: each year several hundred students who have earned enough credits to be seniors and are in good academic standing leave Mānoa and do not return. In response, we have launched a program called "Come Back to Mānoa" in which we are contacting these former students to see if we can work with them on a possible return to Mānoa—either in-person or through on-line courses—to complete their degrees. Regardless of the success of our primary objective, we will learn a great deal about the factors that have impeded these students' success at Mānoa, information that we can make use of in other ways. Expanding our on-line offerings will be crucial to the success of this initiative for former students no longer resident on Oʻahu, in particular those who have moved to the neighbor islands without ready access to a four-year campus. [1.6, 2.10, 2.12, 2.14, 3.5]

Next Steps
As part of our new strategic planning effort, discussed in more detail in the next essay, we have divided the efforts previously combined in the Committee on Enrollment Planning into two groups, one focused on recruitment and admissions and the other, focused on student engagement, retention and graduation (SERG). (See Appendix II.04) This committee, chaired by the Vice Chancellor for Academic Affairs, has just been formed, and it will not only oversee progress on the initiatives already described, it will serve as a think tank for new initiatives. We cannot at this point predict every issue this group will raise, let alone the solutions it will propose for those issues, but a number are already salient. We repeated the 2006 survey of students who left Mānoa again in 2013 and although it indicated that some of the pressing issues in 2007 such as housing had been ameliorated, other issues—particularly affordability and financial aid—had increased in importance. So we need to identify additional funds for financial aid and consider whether we are using the monies we do have as effectively as possible. Textbook costs are a major part of the affordability crisis (and we also know that students not buying textbooks affects their academic performance) so we are launching a major initiative to use Open Educational Resources and other means to increase the number of "Zero Textbook Cost Courses" without compromising academic quality. We are concerned about whether our advising structure is sufficiently and appropriately responsive to students on or near probationary status—can we do more to retain these students once they are on probation or, better yet, keep them off probationary status in the first place? We have begun using GradesFirst as an early warning technology for our student athletes, while other campuses in the UH System have used other similar programs: is there a broader role for such software programs on the campus as a whole? How else can technology aid our efforts at retaining and graduating students? We need to develop an integrated retention tracking system and continue to develop tools that enable data-informed decision-making. We have a complex general education program, and a new faculty administrator for the program has just taken office: are there ways our delivery of general education can be tweaked in order to further student progress? As discussed in Essay I, we are considering one major change in general education, the replacement of our Symbolic Reasoning requirement with a more tightly focused Quantitative Reasoning requirement: how can we work with this new requirement—assuming it is adopted—to increase student success? Finally, our efforts to date have largely left what happens inside of classes alone: in the coming years some attention must be paid to success rates in some of our key gateway courses, attention that must be perceived by

faculty and students alike as helping to enhance student learning, not as lowering standards or making courses easier to pass. [2.2a, 2.13, 4.3, 4.6, 4.7]

CEP was an important force in the continuous improvement of undergraduate education we have experienced over the past half-dozen years; as we plot our course over the next half-dozen, we expect SERG will play much the same role. There will surely be issues brought to light not mentioned in this essay, and therefore solutions not yet contemplated. What we can say at this point is that we have succeeded in changing the culture at Mānoa, to the point where progress to graduation in the slow lane is no longer the norm and no longer seen as inevitable. We expect further progress on these crucial metrics will be achieved by the time of the next WASC visit in 2021. We believe it is a little premature at this time to set progress goals, since that will be the responsibility of the Strategic Planning Committee and SERG, but at the very least we hope to get the 4-year graduation rate to 30%, the 6-year graduation rate above 60% and the 2-year retention rate above 80%. [1.6, 2.10, 2.12, 4.3, 4.7]

Essay III: Changes on Campus as a Result of the 2011-15 Strategic Plan and Next Steps

As is common in American universities, Mānoa has operated under a series of strategic plans. *Defining Our Destiny* (2002-2010) was approved just as Mānoa and the UH System were formally separated in 2002, and it was followed by *Achieving Our Destiny* (2011-2015). This report is being submitted as we are making the transition to a new, as yet unnamed strategic plan set to run from 2015 to 2021, so we have separated this essay into a discussion of *Achieving Our Destiny* and the new plan. [4.6, 4.7]

Achieving our Destiny (AOD) was developed through a collaborative process involving administrators, faculty, staff, students, and community members. The resulting plan put forth four ambitious goals, and identified benchmarks to measure our progress in moving the campus forward. (See Appendix III.01) [1.1, 3.8, 3.10, 4.1, 4.3, 4.5-4.7]

Goal 1: A Transformative Teaching and Learning Environment. We emphasized "active learning" through strategic investments in programs and initiatives that infuse research and experiential learning into the undergraduate experience. [2.2a, 2.3, 2.5, 2.8, 2.11]

Goal 2: A Global, Leading Research University. Through an intentional focus on communicating and expanding our high-impact and innovative research and scholarship, we have defined ourselves as a global, leading research university. [1.3, 2.8, 2.9, 3.1, 3.5, 3.10]

Goal 3: An Engaged University. We engaged our stakeholders locally, nationally, and internationally in ways that support and reflect our *kuleana* (responsibility) as a global leader in the Pacific. [1.1, 4.5, 4.6]

Goal 4: Facilitating Excellence. We invested in the renovation and development of quality and sustainable learning and research spaces to facilitate excellence among our students, faculty, and staff. [2.8, 2.11, 2.13, 3.4, 4.7]

Goal 1: A Transformative Teaching and Learning Environment

With the goal of strengthening undergraduate education, we invested in the integration of experiential learning into the undergraduate experience.

The Mānoa Undergraduate Research Opportunities Program (UROP), established in 2011, provides funding for undergraduate research projects and access to research opportunities. Funding recipients are mentored by Mānoa faculty, and students present their work at the biannual Undergraduate Showcase for Research and Creative Work which is co-sponsored by the Honors Program. UROP is managed by a council of faculty from a wide range of disciplines, and while administered by the Honors Program, UROP is open to all students.

In support of Goal 1, we invested in UROP to expand research opportunities to more undergraduate students. As a result of these investments, UROP awards to students grew from just 36 student awards in the 2011-12 academic year to 141 student awards in the 2013-14 academic year. The number of students submitting proposals grew significantly, from just 58 students in the 2011-12 academic year to 200 in the 2013-14 academic year. Participation in the biannual Showcase has been robust as well, with as many as 305 student participants in the 2013-14 academic year. Event participants include UROP award recipients, students in the Honors Program, and other students who wish to present their work. [2.2a, 2.3, 2.5, 2.8, 2.11]

Undergraduate Research & UROP Funding and Activities

Years	2011-12	2012-13	2013-14
Funds Awarded to Students	$141,450	$262,314	$431,181
No. Students Applied	58	82	200
No. Students Awarded	36	67	141

Source: Honors Program Annual Reports for 2011-12, 2012-13, and 2013-14.
*Participants include UROP funding recipients, students in the Honors Program, and other undergraduate students selected to present their work.

Students clearly see the value in incorporating research into their undergraduate experience, as evidenced by their testimonials.

 "This experience provided by UROP has made me passionate about pursuing social work research. I have loved the process and gained a lot of confidence and experience because of this opportunity." WY

"I wish I had been privy to this program from day 1 at UH so that I could have explored the realm of extra curricular research earlier in my undergraduate studies. This was the highlight of my experience at UH. Thank you." ZA

While continuing to invest in UROP, we will also pursue further collaboration with existing research opportunities and events sponsored by the schools and colleges to create a more cohesive and integrated research program across the undergraduate experience. We anticipate that the number of participants will continue to increase as more students learn about the opportunities available. [2.2a, 2.5, 2.8, 2.11]

Experiential learning through civic engagement is a value identified in AOD as well as in our Institutional Learning Objectives (see Essay 1). To assist us in supporting this goal, we invested more than $250,000 annually towards the new Mānoa Service Award Scholarships. These scholarships were developed and first awarded in 2012 to provide support for students who are not eligible for Pell grants, and to encourage students to become civically engaged in their communities. In return for the scholarship, students volunteer 100 hours in the community. The Office of Civic and Community

Engagement (OCCE)[6] helps each recipient identify opportunities related to his/her major and interests. Each semester, 125 students receive funding in the form of a $1,000 scholarship in exchange for volunteer work. The program was assessed after the first year, and as a result of feedback, the minimum number of hours of service was revised from 125 to 100 to better accommodate student schedules. The scholarships are increasingly popular with students and community organizations, and there is now a Facebook page devoted to publicizing additional volunteer opportunities. Additionally, students who have received the scholarship in the past often request it in subsequent years. Demand currently exceeds funding however, so we need to determine whether additional tuition funds can be made available to provide more service scholarships in the future. [2.2a, 2.3, 2.11]

Faculty interest and participation in service learning has grown in the last few years, and the OCCE director estimates that about 20% of our faculty include some form of outreach or service learning in their courses. The OCCE provides professional development opportunities and funding each semester to increase faculty aptitude in incorporating civic engagement into the curriculum. Workshops are held regularly, and the OCCE sponsors faculty travel to national conferences and institutes as well. This year, civic engagement will become a regular topic in the established "Leadership Matters" series for department chairs. [3.3, 3.10]

Other units have also increased their focus on engagement by developing offices dedicated to experiential learning opportunities for their majors. The College of Social Sciences' Office of Student Engagement, established in 2011, is home to a number of successful engagement programs, including the College Ambassadors Program, Service Learning Pathways, and the Mānoa Political Internships Program.

"*Working for Senator Hirono's office was a[n] amazing learning experience that taught me more than just politics. I learned the true value of what it means to be a true servant leader for the people of Hawaiʻi... I proudly entered the Dirksen Senate Office Building knowing that it was another day to work for the people of Hawaiʻi and the USA.*" **--**Ryan Mandado, Undergraduate student majoring in Chinese Language.

The Mānoa Political Internship Program offers opportunities for students to build upon skills in communication, research, and collaboration while gaining professional experience in the field of politics. Opportunities are offered in the U.S. Congress, the State Legislature, the State Judiciary, the Offices of the Governor and the Lieutenant Governor, the Office of the Public Defender, and the Office of the Prosecuting Attorney. Interns receive academic credit and scholarships (including stipend, travel, housing and food/clothing allowances for programs in Washington D.C.) for the semester while serving in a wide range of political settings. Originally coordinated through Outreach College, the program was moved to the College of Social Sciences in 2013 to improve coordination with academic programs (the program is open to all Mānoa students). The program is popular among student leaders as well as those who plan to attend law school upon graduation. Offices that receive Mānoa interns clearly appreciate the value as many of our interns receive job offers upon completion of the program. [2.2a, 2.3, 2.5, 2.11]

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[6] In 2014, our Service Learning Program changed its name to the Office of Civic and Community Engagement (OCCE) to better reflect the diversity of experiential learning programs and services it now provides. While still offering service-learning support, they also house a Peace Corps recruiter, and provide access to the AmeriCorps Volunteers in Service to America program. In 2013, OCCE ranked among the top 24 Peace Corps recruitment campuses in the country.

Through these programs, we anticipate that civic engagement will continue to become more integrated throughout the undergraduate experience. These activities are ongoing, and will be strengthened through future efforts in support of our strategic directions discussed later in this essay. Our progress in achieving the goals related to retention, graduation, and the first year experience may be found in Essay 2 on Student Success. Strategies and actions taken to better articulate a Hawaiian Place of Learning may be found in Essay 4. [2.2a, 2.3, 2.5, 2.11]

Goal 2: A Global, Leading Research University

We have positioned ourselves as a global, leading research university by promoting high-impact research and scholarship, and increasing support for graduate students.

Part of our success is owed to a renewed focus on telling our story by leveraging resources within our schools and colleges, the Office of the Vice Chancellor for Research, the Mānoa Advancement Office, the UH System's Office of External Affairs and University Relations, and the UH Foundation. Through the work of these units, not has only the number of news items increased, but also video production greatly increased, thereby making our research more accessible to a variety of stakeholders. Through our publication *Kaunānā*, which means "to discover or perceive" in Hawaiian, we highlight faculty and student research, and advances that promote Mānoa as a Hawaiian Place of Learning. *Kaunānā*'s videos and articles reach a wide range of stakeholders locally, nationally and internationally. The UH System and the Mānoa Advancement Office extend this reach by sending the news items and accompanying videos to news organizations, and posting links and videos to the UH System and campus homepages. The Advancement Office extends this reach further by posting the videos and stories to the campus' Facebook pages and Twitter accounts. Finally, the UH Foundation partners with us in promoting the stories that are likely to pique the interest of potential donors. We believe that through these efforts, across multiple platforms, we have done a better job of telling our story. [2.8, 2.9, 3.5, 3.6, 3.10, 4.6]

While there have been many notable accomplishments since 2011, the following provide examples of research that advanced our standing as a global, leading research university.

"Mānoa astronomer R. Brent Tully, who recently shared the 2014 Gruber Cosmology Prize and the 2014 Victor Ambartsumian International Prize, has led an international team of astronomers in defining the contours of the immense supercluster of galaxies containing our own Milky Way. They have named the supercluster "Laniakea," meaning "immense heaven" in Hawaiian." (Source: *Kaunānā*, "Introducing Laniakea, our home supercluster of galaxies" September 3, 2014.)

"Ecological and societal disruptions by modern climate change are critically determined by the time frame over which climates shift. Camilo Mora and colleagues in the College of Social Sciences' Department of Geography at the University of Hawai'i at Mānoa have developed one such time frame. The study, titled "The projected timing of climate departure from recent variability," was published in the October 10, 2013 issue of *Nature* and provides an index of the year when the mean climate of any given location on Earth will shift continuously outside the most extreme records experienced in the past 150 years." (Source: UH System News Release, "Study in Nature reveals urgent new time frame for climate change".)

"'Completion of 250 research cruises marks a major milestone in Earth Science and puts Hawai'i on the map as one of the only places in the world where we have a decadal-scale record of how the ocean

responds to climate change," said Matthew Church, lead Principal Investigator of the HOT [Hawai'i Ocean Time-series] program and Associate Professor of Oceanography in SOEST. "Through consistent and detailed measurements, the HOT program is providing invaluable records on progressive ocean acidification, changes in seawater temperatures, and changes in plankton biodiversity.'" (*Source: Kaunānā*, "UH ocean research program reaches milestone" April 5, 2013)

"UH Mānoa is a leader among linguistics departments in the world because of its focus on endangered languages documentation. The UH Foundation has produced a new video to highlight student research into endangered languages made possible with the support of the Bilinski Educational Foundation. 'When a language is lost, it is like losing an identity for the speakers,' says graduate student John Van Way, one of three researchers highlighted in UH Foundation's new video." (Source: *Kaunānā*, "Students explore endangered languages" September 19, 2014.)

Support for graduate students is another area where we invested. Graduate assistant stipends were stagnant for a number of years, and as a result, the rates were below those of our peer and benchmark institutions. The effect was felt heavily by our most competitive programs, and it stymied efforts to recruit students. The stipend schedule for graduate assistants is in steps, ranging from step 1 to step 20. To begin addressing this issue, in 2009 former Vice Chancellor for Research and Graduate Education Gary Ostrander adjusted the stipend amounts through fiscal year 2014. In 2012, former Chancellor Thomas Apple mandated that all graduate assistants at steps 7 and under be moved to step 8, effective Fall 2013. [2.13, 3.4, 4.7]

Goal 3: An Engaged University
We engaged our stakeholders locally, nationally and internationally in ways that support and reflect our *kuleana* as a global leader in the Pacific by bridging theory with practice. [1.1, 4.5, 4.6]

Established in 2010, the Mānoa Natural Disaster Preparedness Training Center (NDPTC) provides Federal Emergency Management Agency (FEMA)-certified training courses and academic programs in disaster management and security, with a particular emphasis on the needs of coastal communities and territories. Funded by a generous FEMA appropriation and extramural funding, NDPTC has expanded its reach beyond the islands to include training programs across the 50 states, American Samoa, Puerto Rico, Palau, the Commonwealth of the Northern Marianas, the U.S. Virgin Islands, and Guam. With its transdisciplinary focus, NDPTC emphasizes community preparedness in addressing the needs of vulnerable at-risk populations. The NDPTC has the distinction of being the first among consortium members to develop a FEMA-certified training program that uses social media as a tool to assist in disaster preparedness, response and mitigation efforts. As evidence of the reach of the Center, the director, Urban and Regional Planning Professor Karl Kim, currently serves as Chair of the National Domestic Preparedness Consortium of which NDTPC is a member. Since its establishment, the NTDPC has trained more than 12,000 first responders in 200 cities, tribal villages, and rural communities across the U.S. [1.1]

Our role as leader of the Hawai'i and Pacific Islands Campus Compact (HPICC) is another example of how we fulfill our *kuleana* in the Pacific. HPICC includes the UH System campuses, Chaminade University, Hawai'i Pacific University, and higher education institutions in American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam. HPICC is the state affiliate of the national

Campus Compact, and assists member institutions in serving their communities through civic engagement. As the headquarters, the Mānoa OCCE provides leadership as well as access to extramural funding to support civic engagement initiatives across the Pacific. One example of this support is the grant provided by the Corporation for National Community Service (2010-2013) for $714,589. Through this grant, OCCE supports member institutions in providing summer enrichment programs to improve proficiency and to develop interest in STEM disciplines among middle school students. [1.1, 1.4]

The Hawai'i Keiki Program is another example of how we serve our community. For public schools in Hawai'i, access to nurses is a serious concern as the state does not have a school nurse program. Moreover, there has been little work at the state level to develop a strategic approach that would both identify and meet health-related needs of our children, needs that in many cases affect learning. In July 2014, the Mānoa School of Nursing and Dental Hygiene partnered with the state to place nurses in the schools and to support policy development. The program has been a success and serves as another good example of Mānoa fulfilling its *kuleana* to the community by contributing content expertise, and high quality nurses and nursing students to address needs in the schools. [1.1]

Goal 4: Facilitating Excellence

The major focus of Goal 4 was the improvement of instructional space at Mānoa, space that had not kept up with changes in technology and the scene of learning. Most classrooms on campus now have new chairs in them, with the old tablet chairs designed only for right-handers and whose tilted surfaces don't work for laptops and iPads being replaced, in some cases by small tables and chairs and in other cases by new flat, ambidextrous tablet chairs.   We have inaugurated a new color palette for classrooms, with a little more flair than just institutional white.   It is amazing what a fresh coat of paint, new chairs, and new carpet can do for a classroom, and these improvements, still underway, have made an enormous difference.

On a larger scale, 2015 will see the completion of a project by which every blackboard on campus will be replaced by whiteboards, and wherever possible we are replacing the "one blackboard in the front of the room" controlled by the professor with whiteboards in all directions. In larger classrooms with a more traditional set up we have installed new AV equipment with state-of-the-art podiums, and we are beginning the more complex and longer term task of renovating the large auditoria on campus with improved technology, lighting and seats. [2.8, 3.4, 3.5, 4.7]

> *"I learn better talking through things, which this space gives that opportunity. The circular chairs are nice for getting different people to actually speak up in class."* Ruben Campos on Sakamaki Renovations
> UH News - "21st Century Classroom Design Cultivates Collaboration"

In 2012, we piloted a new student-centered classroom in Webster Hall, which seats 64 students, features multiple white boards and eight large tables, each with a large interactive monitor and eight seats. The professor is able to display content, and students are able to interact with this content and display their own work on the monitor by simply using their laptops, iPads, or smart phones. Students immediately embraced the new learning environment. [2.8, 2.13, 3.4, 4.7]

> *"It forces me to be a little more creative in what I am doing. It forces me to come up with activities that utilize the space."* Professor Ron Labrador.
> UH News - "21st Century Classroom Design Cultivates Collaboration"

In 2014, we took the idea of student-centered classrooms a step further with the redesign of instructional space in Sakamaki Hall. The faculty-driven designs are a step away from the "active

teacher/passive student" model of traditional classrooms. The new spaces feature furniture that is agile, moveable, comfortable, and with a variety of configurations and opportunities. With wall-to-wall white boards, sliding writable surfaces, and the latest technologies, the new spaces are more conducive to collaboration and group work. Students have also responded favorably to the redesigned Sakamaki Hall space. While originally designed to engage students, faculty have adjusted their teaching methods as a result of the redesigned space. A video featuring the Sakamaki Innovation Zone is available online. Additional information may be found on the website for the Center for Teaching Excellence. http://www.cte.hawaii.edu/Sakamaki/ [2.8, 2.13, 3.4, 4.7]

Three major renovation projects have also transformed student learning and life on campus. Originally completed in 1921, Gartley Hall received a new lease on life with the 2014 completion of the $14 million makeover that included photovoltaic panels, solar-tube system natural lighting, and Energy Star lighting and equipment. Now home to the Myron B. Thompson School of Social Work, Gartley Hall also houses four general-use classrooms that feature extensive white-board surfaces and moveable furniture in support of a student-centered classroom experience. The redesign of classroom spaces has extended to all general use classrooms to include furniture replacement, upgrades to classroom technologies, and the increased availability of iClickers. More information about the classroom renovations may be found online. http://www.cis.hawaii.edu/gartley-hall-renovation/ [2.8, 2.13, 3.4, 4.7]

> *"Moving forward, it allows us to continue to recruit excellent new faculty. People come here and they'll see the excitement and the wonderful space that we have."*
> Steve Robinow, Biology Program Chair.
> UH News – "State of the Art Biology Building Open for Learning"

The Biology Department is now housed in a state-of-the art building with the $15 million renovation of Edmondson Hall unveiled in August of 2013. With the redesigned 42,000 square-foot space, the Biology program now boasts nine teaching laboratories dedicated to undergraduate education, two 5,000-square foot labs to support faculty and graduate student research, new lab storage and staging areas, and offices and meeting spaces for faculty. Snyder Hall, which is home to the Microbiology Department is scheduled for a $35M renovation. It is anticipated that the renovated Snyder and Edmonson Halls will form the Center for Life Science and Teaching. [2.8, 3.4, 4.7]

The Warrior Recreation Center (WRC) held its grand opening in April of 2014. The WRC represents an entirely student-driven effort, from its inception and funding to its management and oversight. The facility includes a gymnasium, indoor running track, cardiovascular and weight training equipment, sports equipment checkout, locker rooms and showers. Once again, sustainability was front and center with this renovation, which includes energy-efficient mechanical systems, a photovoltaic system, solar water heating and water-saving fixtures, use of permeable material, a green roof, and a generous use of natural lighting. Student fees support student use of the facility, and memberships are popular among faculty and staff. [2.11, 2.13]

Next Steps

These are noteworthy accomplishments, and we believe *Achieving Our Destiny* has been a success in addressing these aspects of campus life. But AOD also encountered some significant challenges that have shaped our thinking concerning the new strategic plan. First and foremost, there was an expectation that a formal distinct budget would be created for strategic planning initiatives. In the present budget climate, this hope was never realized, and this limited the ability of the Strategic Planning Committee and Coordinator to realize many of their plans.   Second, although the plan was

administratively attached to the Office of the Chancellor, it relied essentially on a faculty workgroup structure that led to strong faculty buy-in but at times weaker connections to the administrative structures that might move initiatives forward. Another way of putting this is that although in many cases administrative offices were moving in ways that were consonant with the strategic plan, this doesn't necessarily mean they were doing so under the direction of or because of the plan.   Finally, during the years of AOD, the UH System refined its strategic thinking, and the foci of System strategic thinking wasn't totally isomorphic with the Mānoa strategic plan. For all these reasons, when Interim Chancellor Bley-Vroman began his tenure as Chancellor in Fall 2014, aware of how many issues faced his small staff in the Chancellor's Office, he made the decision to ask the Office of the Vice Chancellor for Academic Affairs to take lead on the development of a new strategic plan. [3.6, 3.8, 4.3, 4.7]

The first and perhaps most important decision about the new Mānoa strategic plan was that rather than creating a new freestanding plan that would later need to be meshed with the UH System plan, we would from the start adopt and adapt for Mānoa the recently approved Strategic Directions for the UH System. (See Appendix III.02) There are four Strategic Directions: the Hawai'i Graduation Initiative, the Hawai'i Innovation Initiative, Twenty-First Century Facilities, and a High Performance, Mission-Driven System. Attempting to replicate this parsimonious approach, we decided to define two Mānoa initiatives for each of the four UH System Strategic Directions. [1.1, 1.2, 4.7]

Each initiative needed therefore to be a significant issue for the campus as a whole, something that was already and easily integrated into campus thinking about what needed to be done. Other aspects of the new plan quickly fell into place along the same lines: one of the challenges of AOD was that it called for a complex set of metrics, many of which needed to be developed, so the aim here is to use as metrics data that were already being collected and there was already agreement that they were meaningful. As we have said, the previous plan relied heavily upon faculty workgroups that enabled broad participation and strong faculty buy-in, but in many cases, the administrators responsible for the areas involved were only involved as the recipients of workgroup recommendations. This plan reverses that, identifying key administrators and charging them with being responsible for the success of the plan. We expect that this will also address one of the challenges AOD encountered, which was the difficulty in a resource-constrained environment in securing a budget for strategic planning initiatives. The aim here is to have all strategic planning initiatives things we all recognize we need to do, and in this way, the entire budget of the university can be mobilized in support of the initiatives. Finally, in keeping with Occam's Razor, which was the guiding principle for much of our thinking, we are minimizing the creation of new workgroups or administrative structures. Wherever possible, we will use existing structures, and we are charging them with developing the specific objectives for each initiative, as well as the tactics to be followed in achieving them. [3.10, 4.2, 4.6, 4.7]

This Strategic Plan Matrix fits on one page, and the most recent version of this evolving document is found in Appendix III.03. It has been endorsed by the Strategic Planning Committee, the Deans, the Mānoa Faculty Senate, and the Graduate Student Organization. We are waiting for input from the Associated Students of the University of Hawai'i, which has a representative on the committee. All feedback received so far has been positive, though of course suggestions for revisions also continue to be received. Assuming a green light from all parties, the next step will be to charge the committees assisting the responsible administrators with the initiatives to set objectives for each initiative, refine the proposed metrics, and develop detailed strategies for realizing those objectives. We expect that this will take the remainder of 2015, which means that by the end of 2015, we will have detailed plans for each of

the initiatives, which together with the Strategic Plan Matrix will constitute the new Mānoa Strategic Plan. The UH System Strategic Directions are dated 2015-2021, and 2021 is the projected date for our next WASC site visit, so we too are dating this plan 2015-2021. [1.8, 4.6, 4.7]

We do not expect any of these initiatives will seem mysterious or need a great deal of explanation, but many of them hang together as part of a comprehensive approach to improving Mānoa's budget situation (as well as being things we need to do in their own right). We have been hit—as so many public institutions have in recent years—by a double combination of a drop in revenue and an increase in expenditures. The two Hawaiʻi Graduation Initiative initiatives, essentially continue to improve retention and graduation rates (the subject of Essay 2), and improve our recruiting efforts with an eye to quantity and quality while maintaining our exceptional diversity clearly and directly affect the revenue picture. Tuition has steadily increased as a percentage of our budget and as the source of operational funds, and these initiatives recognize the importance of those funds as contributing to our budget. We continue to have one of the largest external funding portfolios relative to our size of any public university in the country, below UC San Diego, the University of Washington, the University of North Carolina at Chapel Hill but not too many others, and clearly maintaining the robustness of our research funding is crucial to fiscal health. Hawaiʻi has the dubious distinction of having the most expensive electricity in the country, with rates roughly three times continental U.S. averages, and the increases in utility costs we have experienced have had a crippling effect on our budget in recent years. So, our imperative to reduce our carbon footprint, renovate our buildings, and reduce our energy costs is a budgetary as well as an ethical imperative. Finally, UH has a complicated administrative structure, and there is at least the perception that there is duplication between Mānoa and UH System, and there is also the perception that the way Mānoa is structured is suboptimal and perhaps more costly than it needs to be. So the final agenda item on Mānoa structure and Mānoa-System relations needs to be part of any approach to our tight financial circumstances—any efficiencies we can create will create additional capacity by reducing unnecessary costs. [1.1, 1.4, 3.4, 3.7, 3.8, 4.6, 4.7]

But we also think there is a strong overlap between these needed budgetary strategies and the ultimate purposes of a public research university. We exist to educate our students, with a strong responsibility for the citizens of the state of Hawaiʻi and a particular *kuleana* for the *kānaka maoli*, the indigenous peoples of the Hawaiian Islands. We exist to produce new knowledge through research and creative activity, both in the form of activity that generates external research support and through research in less well-funded fields that tend not to receive such support. We also need to responsibly steward our resources and model doing our part towards a sustainable future. This strategic plan is focused on what we need to do over the short term but it also matches well with what we are here to do. [1.1, 1.4, 4.6, 4.7]

Essay IV: Progress in Enhancing the University
as a Hawaiian Place of Learning

E mau ke ea o ka 'āina 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* (land). This bond is based upon ancestry and culture but also on *kuleana*, a
responsibility of every member of the Mānoa *'ohana* - *kanaka maoli* and non-Hawaiian. Hence, the *ea*
(life breath) of our collective work is grounded in our 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 *ahupua'a* that serve to remind us of our
responsibilities to family, community, and the environment" (*Achieving Our Destiny 2011-2015
Strategic Plan*). [1.1, 1.4]

Mānoa's Native Hawaiian Task Force Report, *Ke Au Hou* (February 2012), identified four key themes,
each with goals, objectives, and possible strategies and evaluative queries that present a framework to
guide the Mānoa campus' work to be a Hawaiian Place of Learning. The themes: Focus on Students,
Focus on Faculty and Staff, Focus on Environment, and Focus on Community. (See Appendix IV.01)
This essay is organized around a set of key indicators that address the extent to which Mānoa is
becoming a Hawaiian Place of Learning. [4.6]

Maka'ala ke kanaka kāhea manu! **The bird catcher must always stay alert.**

This *'olelo no'eau* speaks to the importance of engaging learners and teachers, in this case Native
Hawaiian (NH) students and faculty, in the work of a Hawaiian Place of Learning. It is through
scholarship, innovation, and social enterprise that we become ready and alert, thereby ready to lead, to be
of service in and to our communities. There is much that has been accomplished and is currently
underway to increase the number of Native Hawaiian students and faculty at Mānoa. [1.4]

Native Hawaiian Student Access and Success. In Fall 2007, there were 2,326 NH students at Mānoa,
accounting for 11.6% of the total campus population. In Fall 2014, there were 2,894 NH students at
Mānoa, accounting for 14.8% of the total campus population. Within this 7-year period, NH student
enrollment at Mānoa grew by 24.42%. Between Fall 2008 and Fall 2014, there were impressive increases
in schools such as the Shidler College of Business that grew from 86 Native Hawaiian students enrolled
to 194, the Myron B. Thompson School of Social Work that grew from 56 to 119, the College of
Education that grew from 245 to 361, and the School of Nursing and Dental Hygiene growing from 55 to
110. Despite these increases, the campus has recently experienced an overall decline in enrollment, and
NH enrollment is down from its peak of 3,048 NH students enrolled in Fall 2012. (See Appendix IV.02)
[1.4, 4.2]

In the past eight years (Summer 2006-Spring 2014), Mānoa has increasingly graduated more NH students.
In Fiscal Year (FY) 2007, 332 degrees were awarded to NH students compared to 720 in 2014. (See

Appendices IV.03 and IV.04) Notably, graduate degrees awarded as well as undergraduate degrees in the sciences significantly increased during this time. In FY 2007, 3 NHs received PhDs compared to 12 in FY 2014, peaking at 15 PhDs in FY 2013. During this same time, Master of Science degrees also increased from 14 to 32, and Juris Doctorate degrees from 13 to 20, peaking at 26 in FY 2011. Bachelor of Science degrees increased from 69 in FY 2007 to 130 in FY 2014, nearly doubling in the 7-year period. Despite these gains, Native Hawaiian student success is still not where it should be. Only 53% of NH students (including other Pacific Islanders) at Mānoa graduate within 6 years, compared to 57% for the total Mānoa student body, 71% of nonresident aliens, and 69% of Asian students. (See Appendix IV.05) Future directions require Mānoa to work across campus to strengthen NH undergraduate and graduate retention programs. [1.2, 1.4, 1.6, 2.10, 4.2]

Native Hawaiian Student Services. Native Hawaiian Student Services (NHSS) is a unit within Hawaiʻinuiākea School of Hawaiian Knowledge (HSHK), with two distinct but related broad *kuleana*: to serve Hawaiʻinuiākea majors and to serve all NH students at Mānoa. The tasks of NHSS include Hawaiian Studies and Hawaiian Language academic advising, general and transfer-specific student support, community outreach, enrichment (academic, professional, and cultural), and research. NHSS outreach is, literally, based in the community (part of the work is conducted from a space in the community). NHSS manages two resource centers on campus providing tutoring and access to counseling, technology, and meeting space. The centers host 10,000+ visits each academic year. NHSS is largely supported by extramural funds, as is the case with many other NH student support programs across Mānoa. The fact that these key programs providing services essential to both undergraduate and graduate NH students are externally (and therefore 'soft') funded is a challenge that we need to address. [1.4, 2.11-2.14]

Native Hawaiian Faculty. The number of NH faculty[7] is on the rise. According to the UH System Institutional Research Office, 138 NH faculty were employed in 2014 compared to 113 in 2007. Currently, NH faculty comprise 6% of the total 2,247 faculty at Mānoa. A promising trend is the hiring of the first NH faculty in many colleges and departments, such as Theater and Dance, Religion, the School of Ocean and Earth Science and Technology (SOEST), and Engineering. At the same time, more NH faculty are earning tenure (e.g., Nursing, Medicine, Education, Political Science, Hawaiian Studies and Language). There have been at least three successful hiring initiatives to include campus-wide cluster hires, Kūaliʻi Council[8] advocated positions, and dean/director led initiatives. Currently, HSHK hosts professional development for all NH faculty at Mānoa. Future directions must be to encourage the campus to look to strengthening hiring capacity of NH faculty in programs with no or few NH faculty, and to support professional development for all NH faculty at all ranks. (See Appendix IV.06) [1.4, 3.1-3.3]

Native Hawaiian Leadership Development. Leadership development for faculty and/or students is key to succession planning. The College of Social Sciences (CSS) hosts a 2-year NH Leadership program that targets NH undergraduate students majoring in CSS disciplines. The program integrates the SENCER (Science Education for New Civic Engagement and Responsibility) ideals, NH knowledge and practices, and social scientific theories and methods to understand a capacious issue of concern to NH communities. The program, a series of four courses taught over the two-year period, is interdisciplinary and community engaged. The program is designed to foster understanding of how social science and Indigenous

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[7] All references to 'faculty' refer to full-time, tenure-track faculty.
[8] Kūaliʻi Council is the Native Hawaiian advisory body to the Mānoa Chancellor.

knowledge can address problems locally and globally. Another leadership initiative is the Aloha Kumu cohort, which is part of the Master of Education in Curriculum Studies degree program. It prepares educational leaders from Leeward Oʻahu schools to build educational capacity within schools to improve student learning. The overarching goal for the cohort is to respond in culturally appropriate ways to the educational and life needs of their students (large population of NH students). Future directions for Mānoa would be to promote NH professional learning communities in which faculty, students, and additional community members receive mentoring and gain a deeper understanding of NH language and culture. [1.1, 1.4, 2.2b, 3.3]

Ma ka hana ka ʻike! **In the doing comes the learning!**

To be a Hawaiian Place of Learning requires a commitment to learning, exploring, understanding, and applying a diversity of worldviews, e.g., *ʻike Hawaiʻi*, and scientific disciplinary knowledge and Eastern philosophy. These perspectives inform and guide, and provide depth and understanding that engage faculty and students in service to *mālama honua*, *mālama ʻola pono*, *mālama kupuna*, and *mālama ke kumu*; all key indicators of Hawaiian Place of Learning. [1.1, 1.4]

The intention to *mālama honua*, to care for earth by drawing on both cultural ancestral and contemporary knowledge, is being integrated across Mānoa campus programs. For example, Sea Grant College's (based in SOEST) Pilinakai Program redefines world health and balance through core values and relationships of indigenous people to place. The Pilinakai Program teaches management of island marine resources through multiple lenses to better understand the natural cycles of place and allowing those cycles to define appropriate activities and interactions that ensure a healthy, sustainable environment that can continue to "feed" mind, body and soul of people. Pilinakai has been presented at multiple local, national and international conservation and cultural conferences/gatherings reaching thousands of participants and practitioners in some shape or form, and has been integrated into programs across the State of Hawaiʻi and the Pacific Region. Pilinakai has also been adopted as a tool in research and access to Papahanaumokuakea (North Western Hawaiian Islands). Pilinakai is the foundation for programs such as Na Kilo ʻĀina (see below), Huliʻia[9], Hale ʻAkoakoa[10], and Kukaʻi Laulaha[11] and is being introduced into two undergraduate courses through the University of Hawaiʻi-Hilo. [1.1, 1.4]

The Master of Public Health with a specialization in Native Hawaiian and Indigenous Health is an example of *mālama ʻola pono*, caring for health and wellbeing. Students enrolled in this 42-credit master's degree program take advanced-level training in Indigenous health policy, ethics, and research design. They apply these skills in ongoing research programs with Indigenous communities through a practicum assignment. Since its beginning in March 2013, 19 students have enrolled, 9 NH and 5 other indigenous. Another example of *mālama ʻola pono* is the Myron B. Thompson School of Social Work Hawaiian Learning Program (HLP). Its goal is to educate students in a community-based, culturally resonant program anchored in Native Hawaiian *ʻike*, skills, and values. HLP is led by *kupuna* and faculty, taught in both community and university settings, and places students in community organizations that

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[9] *Huliʻia* is a process of strengthening the observer in all of us.

[10] Hale ʻAkoakoa are community resource centers meant to gather and attract users and residents of our marine/shoreline environment.

[11] Kukaʻi Laulaha is meant to engage communities across the Pacific Region (Island Nations) in the conversation and application of resource management policy and strategy to better understand the different techniques implemented across the Pacific.

work with NH individuals, families and communities. In the School of Nursing and Dental Hygiene (SONDH), ʻIke Ao Pono is a social justice initiative which has graduated over 260 native nurses in all major specialty areas since 2003 including 205 Bachelor of Science in Nursing graduates, 17 Advanced Public Health nurse graduates among 68 Master of Science in Nursing graduates, 5 Doctors of Philosophy as well as 29 Robert Wood Johnson Leadership Award recipients and the first N. Andrade Scholarship recipient. All SONDH nursing students participate in Hoʻoulu ʻĀina Cultural and Community Gardens experience, take the required Hawaiʻi, Asian and Pacific cultural diversity course and some students participate in service learning courses at cultural sites and communities. [1.4, 2.2b, 2.8, 2.9]

An indicator of Hawaiian Place of Learning is the extent to which an institution focuses on *mālama kūpuna*, the care of our elders, their wisdom as well as their wellbeing. Mānoa's Schools of Social Work and Public Health host Ha Kūpuna, National Resource Center for Native Hawaiian Elders. This university-community partnership dedicated to advancing knowledge on the health and long-term care issues confronting NH elders and their families seeks to improve service delivery to NH elders through research, dissemination and training and technical assistance to community partners. Ha Kūpuna is one of three congressionally mandated national resource centers for native elders and partners in addition to the National Resource Center for American Aging at the University of North Dakota and the National Resource Center for Alaska Natives at the University of Alaska, Anchorage. [1.1, 1.4]

Another key indicator of Hawaiian Place of Learning is *mālama ke kumu*, the care and education of our teachers. The Huliʻau Cohort in the College of Education's (COE) Bachelor of Education, Elementary & Special Education degree program exemplifies work in this arena. This Mānoa elementary and special education dual licensure BEd program was formed in partnership with UH Leeward Community College's Associate of Arts in Teaching. Huliʻau addresses the need for elementary and special education teachers to better understand the socio-cultural and educative needs of NH learners. Another example is the COE's Master of Education in Teaching Cohorts that prepare teachers for schools in NH communities (including Hawaiian-language Immersion, English medium, and Hawaiian-focused charter schools). Finally, in 2014 the Hawaiʻi State Board of Education approved Policies 2104 and 2105 that commit the State Department of Education to support NH education. Faculty in the COE are currently engaging in multiple ways to implement these policies through curriculum development, assessment development, and professional development for teachers; recruiting and preparing teachers for licensure to teach in the NH language immersion schools; recruiting and preparing educational leaders to serve in NH language immersion schools; and conducting research on educational achievements within a NH language immersion pathway, including student learning outcomes, graduation rates, and post secondary enrollments and completion. [1.4, 2.2b, 2.8, 2.9, 2.14]

Maluna aʻe o na lāhui a pau, e ola ke kanaka! **Above all nations is humanity.**

As a Hawaiian Place of Learning, Mānoa's *kuleana* is to work holistically—drawing on multiple disciplines and knowledge wells—and collectively to strengthen *ʻohana*/humanity on campus, throughout our island communities and extending across the Pacific to a more global community. 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. There are many engaged teaching and

learning experiences that increase access and advance public well-being. For example, the Pacific Islands Ocean Observing System (PacIOOS) based in SOEST aims to provide timely, reliable, and accurate ocean information to support a safe, clean, and productive ocean and resilient coastal zone within the islands. PacIOOS partners with community (including NH leaders, families, and youth) to collect and disseminate data and information to help address community needs and questions about the quality of their near shore waters. The Department of Ethnic Studies provides a number of pathways for faculty and students to work on the ʻāina with NH communities through the CSS Office of Student Engagement's Service Learning Pathways Program. For example, the Mālama i Nā Ahupaʻa program creates a "sense of place" for students across the College and the University by integrating cultural, historic, and environmental learning in partnership with community organizations that steward important ceremonial, agricultural, and aquacultural sites from the mountain to the ocean, including Hālawa Valley, Ulupō Heiau, and Heʻeia Fishpond. Ka Holo Waʻa is a voyaging and canoe-building project that gives college, high school, and middle school students an opportunity to learn traditional wayfinding and sailing skills working with the Kānehūnāmoku Voyaging Academy. Ethnic Studies students also have a unique opportunity to participate in a cultural access trip to Kahoʻolawe where they practice *aloha ʻāina* (love of the land and nation) through restoration projects. Kahoʻolawe, the smallest of the major Hawaiian islands, was used by the U.S. military as a bombing range and for training during the second world war. The armed forces' lease ended in 1990, and the island was transferred back to the state in 1994. Today, uninhabited, the island is used for cultural purposes and is the focus of several restoration programs. [1.1, 1.4, 2.3, 2.5, 2.8, 2.9, 2.11, 4.5-4.7]

A key support service to enrich the depth and strength of NH programs is provided by Library Services, which provides collections, space, and services that contribute to community engagement, NH environment, and NH student success. The Hawaiian Collection is the world's largest library collection about Hawaiʻi. Established in 1908, it embodies one of the University's longest-lasting commitments to Hawaiian studies and Hawaiian language. Through its collection development, instruction, and reference programs, it supports the study and teaching of Hawaiʻi-related courses across campus, the local research efforts of Mānoa's faculty, and the research endeavors of an international body of scholars. Its collections are also available for use by the general public. [1.4, 2.3, 2.8, 2.9, 3.3]

No laila, e kūlia I ka nuʻu kākou a pau! **Continuing to strive for the summit of excellence!**

Mānoa will continue to be actively engaged and visionary in its efforts to be a Hawaiian Place of Learning identifying the following next-step endeavors:

1. Increase the numbers of NH students (undergraduate and graduate) to reflect Hawaiʻi's NH population (27%) by institutionalizing key programs and services that prepare students for college, culturally responsive recruitment and retention initiatives, and career placement.
2. Diversify and enrich Mānoa's faculty by promoting an inclusive culture that strengthens hiring practices with the aim of attracting NH faculty and other underrepresented communities. Additionally, regularize professional development for all underrepresented faculty communities.
3. Strengthen and establish collaborative, interdisciplinary academic and research partnerships and innovative community engagement scholarship.
   [1.2, 1.4, 1.6, 2.10, 2.13, 2.14, 3.1-3.3, 4.2]

Essay V: Issues Facing the Institution and Concluding Statement

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

The challenges facing Mānoa are familiar to those conversant with the landscape of higher education in the United States. The major challenges include institutional continuity, administrative structure, a very complicated mission and place in the academic market, and above all the budgetary challenges of fulfilling that complex mission in today's funding environment.

The University of Hawai'i at Mānoa was founded in 1907, and over the last century there have been various organizational structures: Mānoa has been both a part of and separate from the UH System at least three times over the last hundred years. In September 2013, the UH System received a new Interim President, David Lassner, who in June 2014 was named President and in September 2014, Mānoa received a new Interim Chancellor, Robert Bley-Vroman. While both leaders had long and successful careers at UH before assuming their present positions, continuity of direction is complex, and it is all the more important at present to keep our eye on the long-term issues and challenges that we need to confront. [1.8, 3.7, 3.8, 4.7]

The organizational structure created by the fairly recent separation of System and Mānoa in 2001 is itself a structure that continues to evolve. There is, however, a consensus that Mānoa's structure at present is less than optimal: with four separate but equal Vice Chancellors (Academic Affairs, Administration Finance and Operations, Research, and Student Affairs) and with the Deans of Medicine and Law as well as the Athletic Director reporting directly to the Chancellor, the Chancellor plays a COO role as well as a CEO role, sometimes becoming involved in details that other campus chief executives are able to successfully delegate to a provost. At the same time, there is also consensus that there is ambiguity concerning the role of Mānoa in and vis-à-vis the UH System, as Mānoa performs many System-like functions for the other UH campuses, from research compliance to student health services to faculty housing. President Lassner and Interim Chancellor Bley-Vroman are committed to having a broad conversation about these issues, and addressing them is the final initiative proposed for the new Mānoa strategic plan. [3.7, 3.8, 4.6]

Mānoa is the only research university within 2,500 miles of Honolulu. It is Hawai'i's land-grant institution, housing the only medical school, law school, School of Architecture, and College of Engineering in the state. Mānoa serves a combination of unique functions typically found either in the land-grant institution or the flagship. Because Mānoa is also located in the state's capital and major city, it has many of the characteristics of an urban research university. Mānoa also shares most of its general education curriculum with a community college system and is the state's largest provider of baccalaureate degrees. With these disparate characteristics, one can consider Mānoa a combination of the University of Oregon, Oregon State, Portland State and Oregon Health Sciences University all in one. To put another way, we have a research portfolio that competes with the top public research universities in the country, with world-class research facilities, yet we are less selective in our undergraduate

admissions than universities with comparable research profiles. If we chose to discontinue a program, this may mean residents of the state simply have no access to such a program unless they are to uproot themselves and move thousands of miles away. Yogi Berra said memorably that when you come to a fork in the road, you need to take it, and Mānoa needs to take every fork in many more forks in the road than other institutions. This is perhaps a way of defining both the complexity and the importance of our mission: we are critical for the state of Hawai'i in a way few institutions are for their states. [1.1, 1.5, 2.14, 3.9]

That importance for the state has perhaps not been adequately understood by the makers of the state budget, as state funding for Mānoa has been cut over the past decade. So we need to do a better job of telling our story. But the major challenge that faces us is financial in nature: we have had essentially flat enrollment, our tuition increase though posing affordability challenges to many of our students has not been equal to our cuts in state funding, while we have had increased utility costs. This challenge is driving much that we are focused on: we have begun looking at program efficiency and capacity with an eye to reviewing and increasing enrollments in small programs, we are introducing a new budget model which rewards units with increases in credit hours taught, declared majors, and graduates, and we are looking at every aspect of our operations to see how we can make them more efficient.

Many of the themes of the strategic plan under development can be understood in terms of responses to the budgetary challenge. To respond appropriately, we need to do the following:

- Grow our enrollment, but do so while increasing the preparation of our student body;
- Increase our retention rates so the students we recruit stay with us until graduation;
- Sustain the progress we have made in terms of research, especially externally funded research;
- Improve our facilities and make them more energy efficient;
- Examine our structure and modify it in ways that save monies and allow us to dedicate more of our resources to core instructional functions.

When considered this way, our budgetary challenges are not entirely bad things. In just the way Arnold Toynbee argued that civilizations rise because they successfully meet new challenges to their survival, we too hope to use the challenges of the moment, the planning going into the new strategic plan, and the ineluctable role we play for the state of Hawai'i to continue the dramatic success we have experienced over the last two decades as a research institution and the equally dramatic success in terms of improving our undergraduate education outcomes over the past half-decade. [1.7, 2.8, 2.10, 3.4, 4.1, 4.5-4.7]

List of Appendices