

**Selected School & College Efforts
Supporting the Native Hawaiian Place of Learning Focus Areas**

[Mānoa 2025: Our Kuleana to Hawai‘i and the World](#)

School or College	Selected Examples
<u>College of Arts, Languages, and Letters</u>	<p>The Department of Theatre and Dance has taken steps to better support anti-racist theatre and dance education with a focus on Hawaiian culture. The faculty agreed to include a land acknowledgement on their syllabi and in their productions’ programs. By examining the genealogy of the department, they identified a lack of theatre from Hawai‘i and Oceania. Their plans include a PhD track in Hawaiian and Indigenous performance, staging more hana keaka (Hawaiian-medium theatre) productions and plays by Hawai‘i dramatists, and expanding to include more materials by and for Black, Indigenous, and people of color in all classes.</p>
<u>College Education</u>	<p>‘Āinahou is a collaborative of Native Hawaiian faculty in the COE focused on recruitment and retention of Native Hawaiian students; recruitment and retention of Native Hawaiian faculty; opportunities and support for Native Hawaiians to participate in real leadership within the College; mentoring to ensure that Native Hawaiians are a part of the fiber of the College; and a cultural compass for funding, professional, research and service activities in the College.</p> <p>Pu‘uhonua provides a welcoming environment that connects NH students to resources to support their educational, professional, and personal goals. The program provides community and cultural experiences from a Hawaiian perspective for all undergraduates in the College to support COE’s strategic plan to strive to become a Hawaiian place of learning. Program goals include ensuring Native Hawaiian students feel; events that inspire future NH leaders in the education and health communities; financial support for NH students; and encouraging the COE students to engage learn about the host culture.</p>
<u>College of Engineering</u>	<p>The Native Hawaiian Science & Engineering Mentorship Program (NHSEMP) is a joint initiative between the College and the Kamakākūokalani Center for Hawaiian Studies. Utilizing the successful longitudinal model that the Alaska Native Science & Engineering Program created, NHSEMP has become a success in higher education, bridging educational institutions, government agencies, and private industry. NHSEMP offers opportunities at the K-12, pre-college, and college-levels.</p>
<u>College of Social Sciences</u>	<p>The Hui ‘Āina Pilipili: Native Hawaiian Initiative provides a coordinated effort in support of a Native Hawaiian place of learning with a commitment to Native Hawaiians and Native Hawaiian knowledge. The initiative is comprised of programs developed by the faculty and works to expand the network of cooperating faculty across disciplines. Programs include the Nā Ko‘oko‘o Hawaiian Leadership Program, the Aloha ‘Āina: Kaho‘olawe Faculty Program, Hui ‘Āina Momona, the Indigenous Politics Program; the North Shore Ethnographic Field School; and the Center for Oral History.</p>

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<p><u>John A. Burns School of Medicine</u></p>	<p>The <u>Department of Native Hawaiian Health</u>: Through research and education, this department helps to develop a comprehensive program that addresses the healthcare status of Native Hawaiians. The department also houses two divisions related to Native Hawaiian health and welfare – the Imi Ho’ōla Program and the Native Hawaiian Center of Excellence.</p> <p>The mission of the <u>Native Hawaiian Center of Excellence</u> is to promote the health of Native Hawaiians by recruiting students into the health professions, conducting health disparities research, promoting faculty and student development, implementing cultural competency development training, and disseminating information resources relevant to the health of Native Hawaiians.</p> <p>The <u>‘Imi Ho’ōla Program</u> is a 12-month post-baccalaureate program that directly supports the diversity of the physician workforce and produces physicians who have a strong commitment to practice in underserved communities in Hawai’i and the Pacific. Upon successful completion, students matriculate into the MD program as first-year medical students.</p>
<p><u>School of Nursing & Dental Hygiene</u></p>	<p>The <u>IKE AO PONO</u> program is designed to increase the number of Native nurses to advance the healthcare and well-being of Native islanders and all peoples throughout Hawai’i. By increasing the number of Native Hawaiian, Pacific Islander, and Native American nurses in Hawai’i, we will also increase the number of culturally informed and sensitive nursing professionals committed to improving health and healthcare in Hawai’i and beyond. The program received an American Association of Colleges of Nurses Award for its success. The program focuses on:</p> <ul style="list-style-type: none"> • Providing support to undergraduate and graduate nursing students through tutoring; study group sessions; scholarships and community service. • Working with community and UH partnerships to expand clinical learning sites, scholarship, and employment opportunities. • Advocacy for Native Hawaiian, Pacific Islander and Native American students from admission to graduation in the endeavor to improve workforce diversity and professional development.
<p><u>School of Ocean & Earth Science & Technology</u></p>	<p>The <u>Hawai’i Institute of Marine Biology (HIMB)</u> is engaged in the following initiatives in support of a Native Hawaiian Place of Learning:</p> <ul style="list-style-type: none"> • HIMB and He’eia NERR programs engage Native Hawaiian communities in collaborative research and education focused on Kāne’ohe Bay. K-12 programs explicitly connect scientific exploration to place, including relevant wahi pana and associated mo’olelo. • High School programs work collaboratively with faculty from the Kawaihuelani Center for Hawaiian Language and College of Education with expertise in Indigenous Education. • An NSF CAREER grant for Hawaiian and STEM-underrepresented student interns over the next 5 Years

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<p><u>Shidler College of Business</u></p>	<p>The Shidler College of Business is working on the following to achieve the expectations of a Native Hawaiian Place of Learning: developing Hawai'i, Asia and Pacific-Issues business-focused general education course with the support of faculty in the Hawai'inuiākea School of Hawaiian Knowledge; working with (UH) Windward Community College on an articulation pathway. Windward has a large Native Hawaiian student body, as well as other underserved populations, and we hope this pipeline will bring additional Native Hawaiian students to Shidler and serve as a model for future outreach.</p> <p>One of Shidler's faculty serves as the No'eau Grant Director of the Oihana Program, a \$2.4 million, three-year grant from the USDOE Native Hawaiian Education Program to revitalize the Hawaiian language and to address the disparity of Native Hawaiians in professional fields; and serves as the Executive Director and Principal Investigator of the Native Hawaiian Leadership Project to support Native Hawaiian students through scholarships, graduate/teaching assistantships, teacher stipends, practicum and fellowships.</p>
<p><u>Thompson School of Social Work & Public Health</u></p>	<p>The <u>School's four strategic priorities</u> are Hawaiian Place of Learning; Global Social Justice; Engagement of Students, Faculty, Staff, University and Community; Innovation and Technology. The Hawaiian Place of Learning strategic priority promotes the "'lived values' of our Native Hawaiian homeland to enhance practice, policy, and research that best serves people. A Hawaiian Place of Learning is an inherently inclusive environment that integrates diverse ways of knowing, bringing together the past and present to create a future of possibilities." The unit has been working to incorporate Native Hawaiian and other Indigenous values, practices, and understandings into programs. These efforts have resulted in the development of curricular resources, opportunities, and new courses focused on Native Hawaiian culture, implementation of cultural protocols, and faculty training.</p>
<p><u>William S. Richardson School of Law</u></p>	<p>The <u>Ka Huli Ao Center for Excellence in Native Hawaiian Law</u> is an academic and outreach center that provides:</p> <ul style="list-style-type: none"> • Education, research, and scholarship on Native Hawaiian law, and the intersection of local, federal, and international laws affecting Native Hawaiians. The program offers courses on Native Hawaiian and Indigenous law and the <u>Native Hawaiian Law Certificate</u>. • <i>Community Outreach</i> to facilitate discourse between the legal community, the Native Hawaiian community, and the community at large. Law students and faculty inform, educate, and are educated and informed by the community about Native Hawaiian issues, history, and law. • <i>Access to Hawaiian Legal and Historical Materials</i> through a searchable online archive of Hawaiian legal and historical materials for use by law students, lawyers, scholars, and the community. See <u>Punawaiola.net</u>.

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<p><u>College of Tropical Agriculture & Human Resources</u></p>	<p>Department of Natural Resources & Environmental Management (NREM) Students, faculty and staff in NREM formed a working group on diversity, equity, and inclusivity (see the group’s guidance document approved spring 2021). In spring 2021, the group hosted an interactive, online, 3-part series on being Indigenous to place (link to part 1’s video recording), exploring kuleana in and to ‘āina (link to part 2’s video recording), and navigating kuleana and decolonizing land management (link to part 3’s video recording). The series, featuring NH and non-NH, provided Indigenous knowledge and offered possible ways for all students, faculty, and staff to be part of and contribute to a NHPoL by, for example, taking on the responsibility to learn about Hawai’i and Hawaiian worldviews, recognizing ways to decolonize science, speaking the truth about the illegal overthrow of the Hawaiian Kingdom and theft of Hawaiian lands, and building relationships with the ‘āina and those whose genealogies connect them to the ‘āina. As one indicator of success, the planned 50-minute events extended to 90+ minutes to answer questions from participants. Attendance at the live online events ranged from 31 to 63 attendees. The recording viewings (as of one month after the first session) are as follows: part 1, 76 video views and 3 downloads; part 2, 66 views, 1 download; and part 3, 42 views, 2 downloads.</p>