



UNIVERSITY
of HAWAII®
MĀNOA

UNIVERSITY OF HAWAII AT MĀNOA

WSCUC INSTITUTIONAL REPORT

FOR THE THEMATIC PATHWAY
FOR REAFFIRMATION

SUBMITTED SEPTEMBER 2021



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Guide to Acronyms

AA	Associate of Arts
AAC&U	Association of American Colleges and Universities
ACSC	Assessment and Curriculum Support Center
APT	Administrative, Professional, and Technical staff classification
ASUH	Associated Students of the University of Hawai'i
BAM	Combined Bachelor's and Master's Degree Program
BOR	Board of Regents
CAA	Council of Academic Advisors
CALL	College of Arts, Languages, and Letters
CARES	Coronavirus Aid, Relief and Economic Security
COE	College of Education
CTAHR	College of Tropical Agriculture and Human Resources
CTE	Center for Teaching Excellence
CUREs	Course-based Undergraduate Research Experiences
EAA	Excellence in Academic Advising
EP	Executive Policy
ERC	Entering Research Curriculum
GPS	Guided Pathway System
HSBK	Hawai'inuiākea School of Hawaiian Knowledge
HUI	Hawai'i Undergraduate Initiative
IAFP	Integrated Academic and Facilities Plan
ILO	Institutional Learning Objectives
ILOIC	Institutional Learning Objectives Implementation Committee
IPEDS	Integrated Postsecondary Education Data System
IS	Interdisciplinary Studies
ISR	Institute for Sustainability and Resilience
KC	Kūali'i Council
KCHL	Kawaihuelani Center for Hawaiian Language
KCHS	Kamakakūokalani Center for Hawaiian Studies
LA	Learning Assistant
LHRC	Lāhui Hawai'i Undergraduate Research Conference
LL&L	College of Languages, Linguistics, and Literature
LRDP	Long Range Development Plan
MAI	Mānoa Access Initiative
MINA	Mālama I Nā Ahupua'a
NASH	National Association of System Heads
NH	Native Hawaiian
NHEP	Native Hawaiian Education Program
NHPoL	Native Hawaiian Place of Learning
NHPoLAO	Native Hawaiian Place of Learning Advancement Office
NHSS	Native Hawaiian Student Services (unit within HSHK)
NREM	Natural Resources and Environmental Management
NSSE	National Survey of Student Engagement
OCCE	Office of Civic and Community Engagement
OVCAA	Office of the Vice Chancellor for Academic Affairs

OVPAE	Office of the Vice Provost for Academic Excellence
OV PSS	Office of the Vice Provost for Student Success
PCE	College of Social Sciences Program for Civic Engagement
PPP	The Pālolo Pipeline Program
RHCs	Racial Healing Circles
RP	Board of Regent's Policy
RTRF	Research Training and Revolving Funds
SEED	Student Equity, Excellence & Diversity
SLO	Student Learning Outcome
SOC	Student Opportunity Center
SOEST	School of Ocean and Earth Science and Technology
SPAS	School of Pacific and Asian Studies
STAR	UH interactive degree-audit system
SURE	Summer Undergraduate Research Experience
SUST	Sustainability Course Subject Code
TFP	Teaching Fellows Program
TMT	Thirty Meter Telescope
TRHT	Truth, Racial Healing and Transformation
UH	University of Hawai'i
UNIV	University Course Subject Code
UROP	Undergraduate Research Opportunities Program
VPAE	Vice Provost for Academic Excellence
VPEM	Vice Provost for Enrollment Management
VPRS	Vice Provost for Research and Scholarship
VPSS	Vice Provost for Student Success

Component 1: Introduction

The University of Hawai‘i at Mānoa in Context

Established in 1907, the [University of Hawai‘i at Mānoa \(UH Mānoa\)](#) is the flagship for the state’s sole public university system, governed by an [11-member Board of Regents](#). As a Carnegie R1 (RU/VH) land-, sea-, space-, and sun-grant university, UH Mānoa pursues its teaching, research, and service missions in consonance with its motto, "Ma luna a‘e o nā lāhui a pau ke ola o ke kanaka" — “Above all nations is humanity.” UH Mānoa’s Hawaiian, Asian, and Pacific orientations, its unique location in the archipelago, its diverse cultural context, and its singular geography endow all aspects of campus life with distinction and responsibilities. UH Mānoa offers bachelor’s degrees in 102 fields of study, master’s degrees in 89 fields, doctorates in 57, and professional degrees in architecture, law, and medicine. It has widely recognized strengths in tropical agriculture, geology, tropical medicine, oceanography, astronomy, atmospheric sciences, electrical engineering, volcanology, evolutionary biology, comparative philosophy, Hawaiian studies, Asian studies and Pacific and Asian regional public health. Reflecting our Asia and Pacific orientations, off-site locations include American Samoa, Hanoi and Ho Chi Minh City in Vietnam, and Maui. The campus generated \$338 million in extramural funding to close FY2020, an increase of 7.5 percent over the previous year’s total. [CFR 1.1, 3.5]

As a land grant university with a tripartite mission—education, research, and extension—UH Mānoa excels in community service and engagement across all Hawaiian Islands. The cooperative extension programs, in particular the activities of the [College of Tropical Agriculture and Human Resources](#) and [Sea Grant](#) extend information to the people, businesses, and families of the state, improving lives and livelihoods, as well as care for the [‘āina](#), which in the Hawaiian ethos is one and the same thing as family. Cross-sectoral extension programs overlap with the varied community services and engaged learning that many of our non-extension academic units and faculty provide to local communities and businesses.

UH Mānoa’s student body is the fourth most ethnically diverse in the United States, although statistics supporting this fact often mask historic underrepresentation of particular student groups. For current enrollment statistics organized according to geographic origin, gender, race, and ethnicity, please see the [UH Mānoa Institutional Research Office report](#). The 320-acre Mānoa campus supports 18,025 students — 13,132 undergraduate and 4,924 graduate students — just over one-third of all

students in the [10-campus UH System](#) (fall 2020 figures). According to current UH data, the mean age of the student body is 25 years. Hawai'i residents make up 64 percent of the student population; 29 percent are out-of-state residents; international students make up the remaining 7 percent. UH Mānoa serves as an academic home to students from all fifty states and 142 countries. [Native Hawaiian student enrollment](#) has been increasing, but faculty demographics suggest chronically low Native Hawaiian representation, although the university has realized a modest uptick of Native Hawaiian faculty since the last accreditation visit. In fall 2020, UH Mānoa was home to 135 Native Hawaiian faculty, or 7.8% of the general faculty body. [CFR 1.4, 3.1]

Among many noteworthy facts about UH Mānoa, few are more significant than its location in space and time. The central campus is in Honolulu, the most remote and westernmost major city in the United States and the, on O'ahu, the most populous of eight islands forming the inhabited portion of the Hawaiian Islands. The archipelago is located outside North America, over two thousand nautical miles from the nearest continent, roughly in the center of the Pacific Ocean. Hawai'i's and O'ahu's residents share the global tropics with 40 percent of the world's population — 1.5 billion people, including the majority of the world's children under the age of 5. The Hawaiian Islands include a majority of the world's climate zones.

The university campus occupies land in Mānoa valley, just east of Honolulu's central business district. Contemporary Honolulu is a pan-Asian cosmopolis embodying the convergence of East and West, both the capital and heart of modern Hawai'i. Mānoa lies within the [ahupua'a](#) of Waikīkī, a land division that emphasizes the word "[Wai](#)" — water — in its name. Within Mānoa valley and the UH Mānoa campus are ['ili](#) (smaller land divisions), including Kānewai, Waiakeakua, and Wailele, all of which refer to this area's sources of surface and underground freshwater. These water sources, along with rich soil and innovative and effective Hawaiian cultivation practices, resulted in [lo'i kalo](#) throughout Mānoa Valley. The main campus is also 3.5 miles from ['Iolani Palace](#), capital of the internationally recognized Hawaiian Government, a neutral sovereign state that was overthrown by force at the turn of the 19th century. Emboldened by the actions of a rogue U.S. ambassador flanked by U.S. marines, an armed insurrection overthrew the Hawaiian constitutional government on January 17, 1893. The incident was a gross breach of international law, in clear violation of the U.S. Constitution, and against the overwhelming protest of the Native Hawaiian population. In 1993 the U.S. Congress acknowledged and apologized for this illegal act, but 128 years later, the impact of this seismic event reverberates, and the inequities that followed persist throughout society in the islands and on our campus. Before the U.S.

occupation, literacy rates and educational attainment were amongst the highest in the world. In the following century, and throughout the evolution of the University of Hawai'i, the Native Hawaiian population in particular became disproportionately represented at the bottom of educational attainment metrics as well as nearly all other all socio-economic and health indicators.

Similar to nearly all public institutions in the islands, the origin of the University predates the overthrow and can be traced back to legislation passed by the 1892 Hawaiian legislative assembly that established an act to create an institution committed to teaching and researching elements of Forestry and Agriculture in the islands. On January 4, 1893, 12 days before the government was overthrown, Queen Lili'uokalani signed a law to establish the Bureau of Forestry and Agriculture. The law "shall have for its object" the following mandates:

- To provide for the instruction of the public, by free lectures and printing matter, such information has been proved by practical experience to be useful to agriculture, stock-raising, and kindred industries.
- To obtain from other countries such information, and procure such seeds and plants as may be of practical benefit to the agriculture and commercial interests of this [Kingdom].
- To collect information concerning tropical and semi-tropical textile fibres; the utility of island woods or other products; the planting of trees for forest conservation; the promotion of an arbor-day observance throughout the [Kingdom]; the preservation of forests, and all kindred subjects; and the compilation of statistics concerning the agricultural and livestock interests of the country.
- To guard against the introduction of plant diseases or insect pests, and render aid in the suppression of blights and diseases affecting agricultural products and live stock.¹

After the overthrow of the Hawaiian Government—and through the successive administrations thereafter—the Bureau of Agriculture and Forestry later became College of Agriculture and Mechanical Arts of the Territory of Hawai'i. This initial land-grant college is the foundation of the University of Hawai'i, and the [College of Tropical Agriculture and Human Resources \(CTAHR\)](#) represents the contemporary version of that original educational commitment.

We choose to emphasize the campus location and history because for too long too many forces in Hawai'i have systematically devalued and effaced the cultural meaning of place and Indigenous

¹ See Elihu Root, "The Laws of Hawaii," Chap. 30 in [Elihu Root Collection of United States Documents](#), Series A–F, vol. 3 (Washington, D.C.: U.S. Government Printing Office, 1895), 76, accessed July 27, 2021.

knowledge. Among Native Hawaiians, place is a distinct property bound into the genealogical relation to land, which Native Hawaiians revere as the cosmological root of its language and ancestral practices. Hawaiʻinuiākea School of Hawaiian Knowledge alumna Kelsy Jorgensen has written, “‘Āina [earth, “that which feeds”] is often simply translated as land, but a look at its linguistic roots shows nuanced spiritual, ethical, and intellectual implications that go beyond Western concept[s].”² ‘Āina is the central, philosophical, ethical, and cultural locus of the Native Hawaiian worldview and therefore fundamental to the context and history of the Mānoa campus, whose 320 acres occupy Hawaiian crown lands, among the 1.8 million acres owned and managed by the Hawaiian government and monarchy and later seized by the United States in 1898. The majority of acreage occupied by UH Mānoa therefore embody not only cultural and cosmological significance, but like many lands in Hawaiʻi, are significant elements of substantive disputes over rights, responsibilities and unmet obligations to the Native Hawaiian people.

In its commitment to the idea of a Native Hawaiian place of learning, therefore, the university also commits to a deeper, more fully realized understanding of its cultural and political history, while balancing the challenging distinction between appropriation and respect. It follows that few aspects of shared experience at UH Mānoa have as much meaning and force as place. Peter Hershock and Roger Ames illuminate this aspect of our university’s geographical, genealogical, and cultural context in the introduction to their book, *Philosophies of Place: An Intercultural Conversation* (2019):

Contemporary philosophical uses of the word “place” cover considerable conceptual ground, centered on a distinction between “space” and “place” that was formalized by geographer-philosopher Yi-Fu Tuan, who suggested that “place incorporates the experiences and aspirations of a people” over the course of their moral and aesthetic engagement with sites and locations. Building on this distinction, we might say that spaces are openings for different kinds of presence — physical, emotional, cognitive, dramatic, spiritual, and so on. Places emerge through fusions of different ways of being present over time — a meaning-infusing layering of relationships and experiences that saturates a locale with distinctively collaborative patterns of significance. Place implies sustainably appreciated and enhanced relational quality.³

The university’s relationship with the Native Hawaiian people is conflicted by very different attitudes toward ‘āina. Over the past 50 years, Kānaka Maoli (Native Hawaiian) students and faculty

² Kelsy M. Y. Jorgensen, *E Hoʻi Ka Uʻi: Perspectives of Placemaking in Hawaiʻi* (Honolulu: The University of Hawaiʻi at Mānoa School of Architecture, 2019), 36.

³ Peter S. Hershock and Roger T. Ames, eds., “Introduction,” *Philosophies of Place: An Intercultural Conversation* (Honolulu: University of Hawaii Press, 2019), 2–3.

have opposed the gentrification of local communities; the urbanization of taro lands; the building of a freeway through an ancient temple complex; military bombing of the island of Kahoʻolawe; and destructive military training activities in Makua Valley and at Pōhakuloa. In past decades Kānaka Maoli students marched on this campus protesting administration and media assaults on Hawaiian Studies Professor Haunani-Kay Trask and to defend Hawaiian language courses that the university proposed to defund. Native Hawaiian students and faculty have protested the University’s creation of a University Affiliated Research Center focusing on classified and military research; the patenting of genetically modified taro; and most recently, plans to construct a significant new telescope near the summit of Maunakea.

The reaction of Kānaka Maoli faculty and students to the Thirty Meter Telescope (TMT) should have surprised no one. Many Native Hawaiians have been objecting to the growing presence of large, expensive, and very noticeable telescope complexes on the mountain since the 1980s and have objected to the TMT since it was brought to state agencies for approval in 2009. The university’s support for astronomy on the mountain despite the consistent and continuous objection of many Kānaka Maoli, especially within the university, has created a clear conflict that complicates what UH Mānoa sees as an area of strength: its status as a Research 1 University with a large, growing, and increasingly active Native Hawaiian population with an understandable stake in defining the culture and the vision of the campus. The question of whether or not the telescope is actually built and what the state and the university may be willing to do to overcome Native Hawaiian protests in order to build it, makes it much more difficult for the university to become a “Native Hawaiian place of learning.”

In 2020, the university unveiled [Mānoa 2025](#), the university’s strategic plan. The plan outlines UH Mānoa’s continuing effort to define and resolve the true characteristics of a Native Hawaiian place of learning, which involve deeply rooted cultural practices and perspectives that acknowledge both the poetic and practical interdependency of natural and human systems, illuminating an ethos of community and care at the heart of the university’s enterprise. The plan presents four goals: becoming a Native Hawaiian place of learning (NHPoL); enhancing student success; excellence in research; and building a sustainable and resilient campus environment. Among related Native Hawaiian values, it anchors its mission in the principle of “E ho’omālamalama i kō mālama” — “cultivating the potential within,” as stated in the [strategic plan](#) — to grow and extend UH Mānoa’s premier teaching, research, discovery, and service, enriched in its summoning of local and regional ways of knowing, “to sustain and transform its islands and the world.” [CFR 1.1, 4.6]

The UH Mānoa administration continues to adapt and optimize its operations and policies in support of its academic enterprise. Following a focused, year-long university review, the [UH Board of Regents approved a new leadership structure](#), effective April 1, 2019. Phase 1 of the reorganization combined the president and chancellor positions into a single CEO, serving both the UH System and UH Mānoa. In addition, that initial phase of the reorganization established the new position of provost, now serving as the university's chief academic officer, with full responsibility for education, research, and student success across all academic units; as a deputy to the president in leading UH Mānoa; and as an officer of the UH System providing a fully independent voice for Mānoa in the UH System cabinet. Building on this new leadership model, Phase 2 of the UH Mānoa reorganization further defined the leadership structure for the campus. In April of 2021, following extensive campus engagement and stakeholder input, the Board of Regents approved Phase 2 of the reorganization plan (effective July 1, 2021). A full discussion of the reorganization, its impacts, and effectiveness may be found in the supplemental report, [UH Mānoa Campus Reorganization](#). [CFR 3.7, 3.9, 4.3, 4.6]

In 2017, The UH Board of Regents approved an “[Integrated Academic and Facilities Plan](#)” (IAFP), which recognizes that UH Mānoa's new initiative to realign the university's administrative and academic organization provides an opportunity for positive change. Since then, building on several years of consultation with faculty, staff, and major university governance bodies, UH Mānoa combined three autonomous units — the College of Languages, Linguistics, and Literature (LLL), the School of Pacific and Asian Studies (SPAS) and the College of Arts and Humanities — to create a new, consolidated [College of Arts, Languages, and Letters \(CALL\)](#). Now UH Mānoa's largest college, CALL brings together culture and language with a focus on the university's notable Asia and Pacific emphases and strengths. In addition, the university re-consolidated the School of Travel Industry Management and the [Shidler College of Business](#). Other plans for academic consolidation and refocusing given the current environment are ongoing. These changes complement the creation of relevant educational programs that attract students and help them succeed; increase campus competitiveness for major research awards through intensified interdisciplinary collaboration; more strongly project research opportunities into undergraduate education; and enable UH Mānoa to better address the grand challenges facing Hawai'i and the world while strengthening and diversifying Hawai'i's economy. [CFR 3.4, 4.6]

The IAFP is explicit on the need to renew and accelerate the development of strategic distance-learning programs, supported by a cohesive system of student support, communication, and marketing. The jolting shift to online teaching and learning dictated by COVID-19 yielded new insight into the

integration of on-site and online instruction. It is now clear that every unit in the university can provide high-quality education online, and that this shift can enable the university to reach new learners for whom traditionally scheduled and delivered education is impractical. The university has prioritized strategic enhancement of its distance and online learning offerings, mindful that increased investment in post-pandemic distance-learning, as well as in changes to where and how people work, will significantly influence the character, program, and scheduling of all existing and proposed physical space on the UH Mānoa campus. [CFR 4.7]

The UH Mānoa campus currently comprises both central and peripheral sites. Most but not all of the central campus is located on what the state refers to as “ceded” lands, parcels seized at the time of the illegal annexation by the U.S. from the Kingdom of Hawai‘i consisting of what were legally recongized - as “Crown Lands” and “Government Lands.”⁴ In total, UH Mānoa’s campus supports 260 discrete buildings. Significant off-campus facilities include a health campus consisting of the John A. Burns School of Medicine and the UH Cancer Center, located close to downtown in Honolulu’s Kaka‘ako district, the [Hawai‘i Institute of Marine Biology at Moku o Lo‘e \(Coconut Island\)](#), the Lyon Arboretum in the back of Mānoa Valley; the Waikīkī Aquarium; and research facilities operated by the [College of Tropical Agriculture and Human Resources across the islands](#). [CFR 3.5]

UH Mānoa’s physical campus supports instruction, research, and service of benefit to communities across Hawai‘i and the world, mindful of its development of cultural and community models at the local and global levels in areas such as conservation, reforestation, regenerative environmental protection, resilience, and earth justice. Accordingly, the university established [Guiding Principles](#) for the physical transformation of the campus, emphasizing greater efficiencies, greater care and cultivation of the natural and architectural assets of the campus, and greater attention to round-the-clock campus experience for students and stakeholders. These principles prioritize built and natural spaces that develop the whole student; ensure financial viability; steward our natural environment; promote world-class instruction and scholarship; foster inclusivity and connection; cultivate collaboration; and leverage the unique attributes of place. [CFR 3.5, 4.3]

Notable capital projects underway include two plans to develop mixed-use facilities using public-private partnerships (P3s): a new student housing complex being developed to encourage students to advance their innovation and entrepreneurship competencies, and a new mid-rise graduate student

⁴ See Jon Van Dyke, “What are the Ceded Lands in Hawai‘i,” *Civil Beat* (October 25, 2010), <https://www.civilbeat.org/2010/10/5914-what-are-the-ceded-lands-of-hawaii/>

housing project with child-care facilities. A new Early Phase Clinical Research Center is being developed within the [UH Cancer Center](#) with capital support from the federal and state governments. And with the completion of a new [Life Sciences Building](#) constructed with a Design-Build methodology, a new campus building can be constructed in the heart of campus at the location of a former biology building that was just demolished. These plans will create more opportunities for student and community engagement and leverage UH Mānoa's unique position as a destination of choice for students. [CFR 2.13, 3.4, 4.7]

Also notable is the development of a new signage and way-finding system expressly designed to reflect the natural, cultural, and historical context of the campus. The system features graphic narratives and interactive tools that denote botanical, topographical, and celestial references based on Native Hawaiian maritime and terrestrial way-finding practices, as well as functional elements derived from archaeoastronomical implements employed in ancient Hawaiian heiau. [CFR 3.5] Central to this new wayfinding system is an interpretation of the Hawaiian star compass created by Nainoa Thompson, former regent and current advisor to President David Lassner. Thompson created the star compass for the Polynesian Voyaging Society, in conjunction with the 1976 reconstruction of the ancient double-hulled voyaging canoe, [Hōkūle'a](#), which continues to bring Hawaiian values and knowledge to world ports on its transoceanic voyages, all of which employ traditional navigation.

In each of its 18,000 students, the faculty and staff of UH Mānoa see a vault of stars, the manifestation of "a network of obligations," in the words of Bill Readings: not merely subjects of the transmission of scientific knowledge, but also, more importantly, of conversations that engage a "loci of *ethical practices* . . . answerable to the *question of justice* rather than to the criteria of truth."⁵ In its commitment to becoming a Native Hawaiian place of learning, the university's institutional priorities align with a deeply rooted sense of responsibility for the families and communities of its region and the world. UH Mānoa aspires to the vision of the Hōkūle'a: to equip its students with the skills and wisdom to navigate increasingly perilous global realities and fearlessly direct integrative knowledge and insight toward the public good. As Nainoa Thompson notes, "The University of Hawai'i is the most important navigator we have in the Pacific. It's the most important navigator and it's the most important wa'a. It's the most important canoe that we have."⁶

⁵ Bill Readings, *The University in Ruins* (Cambridge, MA: Harvard University Press, 1996), 19, 154.

⁶ See <https://manoa.hawaii.edu/kaunana/nainoa-thompson-university-of-hawaii-is-the-most-important-navigator/>

Response to the COVID-19 Pandemic

The University of Hawai'i was among the first institutions in the state to take strong measures upon the inception of the COVID-19 pandemic in early 2020. The campus quickly pivoted nearly all in-person classes to online, with exceptions such as medical and healthcare practicums, studio courses in the arts, and science and engineering laboratories. UH also immediately directed all employees who could work from home to do so. To guide the university through these massive changes, the Provost established working teams to create necessary health and wellness guidelines, and to address critical needs such as faculty development and provision of computers and internet hot spots for students, faculty, and staff without their own broadband access. The University was also a critical resource to the community by providing medical expertise, training for contact tracers, testing for challenged communities, engineering innovation for ventilators, data analysis and modeling, and cultural knowledge relevant to stopping the spread of disease in vulnerable communities.

As the year unfolded, it became very clear that the pandemic was going to have a disastrous effect on Hawai'i's tourism-dependent economy, with negative impacts to our students and their families as well as the State's ability to support the university. In response, the UH System enacted a strict hiring freeze, a freeze on travel, equipment purchases, and all large purchases. In summer 2020, the ["Planning for Post-Pandemic Hawai'i"](#) initiative began under the Provost, aimed at configuring UH Mānoa to help lead Hawai'i through the greatest collective financial and health crises of our lifetimes, advance the development of a strong, diversified economy, and provide essential support and services to our communities. A committee of administrators, faculty, staff and students developed the [Performance Indicators for Prioritization](#) to guide the campus decision-making for future budget allocations and hiring. The Performance Indicators will aid in the identification of, and investment in our priorities, and will facilitate the regular assessment of our performance in achieving our goals. Final hiring decisions are being made at the time of this writing, guided by each units' submittals in response to the Performance Indicators guidance, as well as the recommendations from the Planning for Post-Pandemic Hawai'i initiative.

In spite of the pandemic, enrollment increased over 3% from 2019-20 to the 2020-21 academic year and, as of this writing, fall 2021 enrollment is up another 6% with over 19,000 students currently enrolled. We had envisioned fall 2021 as a transitional semester with more in-person classes than the previous academic year, the State experienced a dramatic increase in COVID-19 cases in July and August. Many of our scheduled in-person classes moved to hybrid, with the option to return in-person later in

the year. More detailed information on our response may be found in the supplemental report: [Campus Response to the COVID-19 Pandemic](#). Nonetheless, despite a fall 2021 semester that has now turned out to be about 85% online, continuing students returned and the campus is also welcoming the largest first-time, first-year freshman class in our history. We will need to examine the makeup of this entering class to understand the nature of this dramatic improvement and to ensure that we successfully support and retain the students who choose UH Mānoa.

Response to Previous WSCUC Recommendations & Selection of Themes

Recommendations from the [WSCUC Commission in 2011](#) guided the development of our themes for this review. The Commission identified three areas for further development and attention: 1) Progress in enhancing the university as a Hawaiian Place of Learning; 2) Fostering student success; and 3) Defining the undergraduate degree. Our selected themes directly address these recommendations.

Theme 1: Becoming a Native Hawaiian Place of Learning

The Commission recommended that we “articulate the measurable attributes of a Hawaiian Place of Learning and promote this as a core distinction of education.” The university identified the guiding values and measurable goals of a Native Hawaiian place of learning in the strategic plan, [Mānoa 2025](#). University initiatives informed by the Commission’s recommendation also derive from the 2016 [Ka Ho’okō Kuleana Report: Fulfilling our Responsibility to Establish the University of Hawai’i at Mānoa as a Hawaiian Place of Learning](#). Component 8(a): Becoming a Native Hawaiian Place of Learning details the university’s progress and next steps in this area.

Theme 2: Transformational Student Success

The Commission recommended that the campus continue to focus on retention and graduation rates, identify and address disparities among subpopulations, and benchmark our progress against peer institutions. Since our last review, retention and graduation rates have greatly improved. [The six-year graduation rate](#) grew from 51 to 62 percent (fall 2014 cohort) and the four-year graduation rate grew from 18 to 32 percent. UH Mānoa received the [2017 Complete College America Award](#) in recognition of this achievement. Per the [IPEDS’ 2020 Data Feedback Report](#) on the fall 2010 cohort (latest data available), the median 6-year graduation rate for our peer institutions was 63%, and the 4-year rate was 33%. Disaggregated data show notable improvements across several subpopulations, particularly for [Native Hawaiian and Filipino students](#). UH Mānoa used the Commission’s recommendation to inform

the Transformational Student Success initiatives. Component 8(b): Transformational Student Success further describes our efforts.

Theme 3: Academic Innovation & Engaged Learning

The Commission noted the work underway to establish institutional learning outcomes for undergraduate students and recommended that we continue to articulate and define what UH Mānoa students should know and be able to do, regardless of major, upon graduation. The faculty developed and approved [Institutional Learning Objectives](#) (ILOs) for undergraduate and advanced degrees; assessed core competencies; and completed a comprehensive review of the General Education Program. A [UH System-wide General Education Redesign](#) effort is currently underway. Under the theme of Academic Innovation and Engaged Learning, we build on our work in defining the undergraduate degree by expanding opportunities for students to engage with ILOs in the areas of research and creative work, civic engagement, and stewardship of the natural environment. Component 8(c): Academic Innovation & Engaged Learning focuses on our efforts and evaluates our progress. Component 2: Compliance with the Standards further describes the university's progress on assessment of core competencies, with greater detail provided in the Compliance with the WSCUC Standards and Federal Requirements Worksheet (specifically in the [Response to CFR 2.2a](#)).

Finally, the Commission noted that newly adopted federal regulations on credit hours, particularly for distance courses would need to be addressed in 2021. In response, the university updated its [policy and review procedures for the credit hour](#).

Statement on Report Preparation

The [WSCUC Reaffirmation Steering Committee](#) assembled in the fall of 2017 after the administration submitted the application to pursue the Thematic Pathway for Reaffirmation (TPR). The 38-member committee, composed of students, faculty, staff, and administrators, began its work by examining previous WSCUC team reports and recommendations, and by completing a self-review under the WSCUC standards. After receiving approval to pursue the TPR, committee members worked through 2018 and spring 2019 to identify and refine our themes, initiatives, and outcomes. The committee specifically focused on identifying themes and initiatives that would align with the UH Mānoa strategic plan and address WSCUC recommendations. Members of our campus community were given the opportunity to review and provide feedback on the theme proposal to inform the final submission.

After receiving approval of the themes, the steering committee formed working groups to track our progress and to collect evidence on our effectiveness. In spring 2021, [a writing team](#) was assembled to draft components of the report, and drafts were shared monthly with the steering committee who continued to meet throughout the summer to review and provide input. The draft Institutional Report was shared with the campus for comment at the beginning of the fall 2021 semester to inform both the final report and preparations for the campus visit. [1.1, 3.10, 4.3, 4.4, 4.6]

Component 2: Compliance with the Standards

Our review under the standards was led by members of our [reaffirmation steering committee](#), which is composed of students, faculty, staff, and administrators. The committee's strength lies in the varied experiences of its members, including those more recently arrived on campus and those with many years of experience, and representatives from campus stakeholder groups. The review itself was designed to familiarize the steering committee members with the WSCUC standards and criteria for review before engaging in the process of developing our themes. By forming four years prior to the site visit, the committee was able to thoroughly discuss the standards, complete self-assessment surveys, and identify evidence of our compliance in collaboration with units on campus. The committee members found that we are in compliance with WSCUC standards, while also noting areas of strength and opportunities for improvement. We highlight a few examples below.

Highlighted Areas of Strength

The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. [CFR 2.4]

The campus's assessment infrastructure supports faculty-driven and faculty-supervised learning assessment at the program and institutional levels. The [Assessment and Curriculum Support Center](#) provides technical support, professional development aimed at building faculty capacity to lead assessment projects in their units, online resources and offers assessment-for-improvement training and events. The [Faculty Senate Committee on Educational Effectiveness](#) liaises with programs and gives feedback on their assessment activities. The [General Education Office](#) engages faculty in peer learning on general education assessment.

We have seen a steady rise in degree programs using assessment results to guide program decisions as faculty understanding has increased, from 70% using results in 2015 to 84% in 2020. Over 90% of programs have learning outcomes published, curriculum maps, and engage in assessment

activities. Programs currently submit assessment reports every two years ([view reports by program](#)) and these reports are included in comprehensive program review.

The learning assessment infrastructure, with its emphasis on assessment for improvement, resulted in 81% of programs collecting direct evidence of student learning, 40% collecting indirect evidence, and 84% using assessment results (2018-2020 reporting period). In regard to the assessment of core competencies, faculty groups have set performance expectations for ethical reasoning as a form of critical thinking, information literacy, oral communication, and written communication (see also a [performance expectation session report](#)); we have baseline performance data on the five core competencies. The baseline data on written and oral communication, areas in which faculty development is more robust, were the highest. Areas with fewer faculty development opportunities were lower (information literacy, critical thinking, quantitative reasoning). As baseline data, these results were used to inform policy discussions and resulted in needs-based faculty development training and resources (more details may be found in the [Response to CFR 2.2a](#)). Additionally, the results have informed the general education redesign process which began in July 2021. These results will also inform performance goals.

The faculty members on the [Graduate Council](#) worked with the Dean and Associate Dean of the Graduate Division to formulate the [Advanced Degree Institutional Learning Objectives](#), approved by the Faculty Senate in 2017. The Undergraduate Degree ILOs, which embed the core competencies, were approved in 2012. Today, all degree programs map their program learning outcomes to the respective ILOs in their assessment reports. To encourage new assessment projects on the ILOs, five degree programs received grants from the [Assessment for Learning Improvement Support Fund](#), and they (and others) presented their accomplishments at the campus's biennial [Assessment for Curricular Improvement Poster Exhibit](#).

All academic programs undergo comprehensive program review every 5-7 years. Our robust and transparent [Program Review](#) process includes 1- and 3-year progress reports on the implementation of recommendations to serve as a mid-cycle check-up between reviews. The General Education program underwent comprehensive program review in 2017-2018. The [review](#) led to a collaborative process in which faculty ensured the establishment of learning outcomes for each area of the curriculum, undertook three new general education teaching-learning-assessment projects in a comprehensive [seven-year assessment plan](#), and initiated a curriculum redesign with [thematic pathways](#).

Highlighted Areas for Improvement

Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. [CFR 1.4]

The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. [CFR 3.1]

UH Mānoa is among the most diverse college campuses in the country. And while we pride ourselves on our diversity, we acknowledge and recognize that this diversity is not found across all constituent parts of the campus. Further, although we have policies and procedures in place to address incidents of racism and bias, we acknowledge that the experiences of our multi-ethnic and diverse students, faculty, and staff are not always consistent with our stated values. While our strategic plan reaffirms our goal of becoming a Native Hawaiian place of learning, as a campus we continue to grapple with integrating Native Hawaiian knowledge and values without misappropriating Native Hawaiian culture. The following highlights a few examples of how the campus is attempting to address these issues.

Intentional steps to increase the diversity of faculty and executive/management personnel are underway. The new [Search Advocate Program](#), implemented in 2020, promotes practices that advance diversity and social justice during the hiring process. The first two groups completed their training in August 2021. The program aims to train 60 people annually. Search Advocates are process advisors who serve on external search committees to enhance diversity, validity, and equity in university search and selection processes. Each Search Advocate is trained through a three-part workshop series so that they have the skills and knowledge to help their assigned search committee test their thinking, improve search validity and equity, understand/promote diversity, and anticipate and address potential bias risks. They will be involved from start to finish, from position description to onboarding. The Search Advocates Program is one tool to help recruit Native Hawaiian and diverse faculty and eliminate negative bias and the use of proxy qualifications during the hiring process. Effective spring 2021, all

tenure-track/tenured faculty searches will be assigned a trained Search Advocate. We will continue to collect data to assess the effectiveness of this program.

Enhanced training opportunities are a part of our strategy to improve diversity and inclusion on campus. Several executive/management personnel, faculty and staff cohorts have completed the [Truth, Racial Healing and Transformation](#) (TRHT) training which is grounded in Native Hawaiian knowledge. A full discussion of this important program, which is run by the [Native Hawaiian Place of Learning Advancement Office](#), may be found in Component 8(a). In addition to TRHT, several home-grown leadership development opportunities are preparing diverse faculty: the [Leading with Excellence](#) annual conference, the first cohort in WeLead (Women Emerging: Leading, Empowering, Advocating, Developing), and the [President's Emerging Leaders Program](#) are examples of these efforts. Furthermore, all employees are required to complete an interactive, scenario-based, online Title IX training.

The Phase II reorganization established a Mānoa CARES unit (Campus Awareness, Response, Education and Solutions) (see [page 212 of the Approved Reorganization Proposal](#)) that will provide training and leadership on matters of equity, diversity, and inclusion with an emphasis on [‘ohana](#) and [kuleana](#).

In 2020, the Provost established the [Commission on Racism and Bias](#), charged with examining how we have responded to issues of racism and bias and identifying ways to move forward together. The 38-member Commission composed of students, faculty, staff and administrators, devoted the 2020-21 academic year to develop plans around education, listening, policy, and research that will be implemented in the 2021-22 academic year.

We have presented just a few examples of findings from our self-review under the WSCUC standards. A detailed response for each standard and criteria for review may be found in the Compliance with WSCUC Standards and Federal Requirements Worksheet.

Kahealani Acosta

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Current master's student

Connecting to Purpose and Identity

*'Āina, it doesn't just mean food
which feeds; it's also the old
word for 'ohana, for family.
And that's because it was
recognized that the land is us.
Your environment is a reflection
of yourself.*



Component 8(a): Becoming a Native Hawaiian Place of Learning

UH Mānoa's current path to becoming a Native Hawaiian (NH) place of learning is borne out of a genealogy of reports, strategic plans, and WSCUC recommendations as well as efforts by individuals, units, and programs over the last 40 years (see [details](#)). In summary, since 1986, [four NH reports](#) provide dozens of recommendations on how to make UH Mānoa more responsive to NHs/NH communities and more reflective of Indigenous Hawai'i. The term "Hawaiian place of learning" was first used in the 2002-2010 strategic plan, "[Defining Our Destiny](#)." With each ensuing strategic plan, it has become a larger focus of UH Mānoa's direction. In 2011, [WSCUC recommended](#) that UH Mānoa "articulate the measurable attributes of a Hawaiian Place of Learning and promote this as a core distinction of education at UHM." In this area, UH Mānoa draws upon the breadth of scholarship and research by Kānaka Maoli faculty on creating Hawaiian places of learning and 'āina-based education to guide and deepen our discussions and understanding. This genealogy of work and recommendations laid the foundation for recent accomplishments to move UH Mānoa towards becoming a NH place of learning. While we have not yet arrived at our goal and there is much to do, we have made many steps in the right direction. [CFR 1.4, 4.6]

The accomplishments we highlight in this review include:

- The 2012 & 2016 NH Reports
- The 2017 establishment of the NH Affairs Program Officer position and the NH Place of Learning Advancement Office
- The 2017 establishment of UH Mānoa as a Truth, Racial Healing, and Transformation Campus Center
- The 2015-2025 UH Mānoa Strategic Plan
- Hawai'i inuiākea School of Hawaiian Knowledge's Contributions
- Campus Advances, including advocacy by Kūali'i Council (the campus' Native Hawaiian Advisory Council)

The late UH Mānoa Professor Haunani-Kay Trask noted that UH Mānoa has never truly been ‘of Hawai‘i’ but rather ‘of America’ (1992).⁷ As Kamins (1998) explains:

Hawaii at the beginning of the twentieth century needed an institution of higher learning. The further integration into the United States desired by those who had sided against the Hawaiian monarchy, if it was to work politically, required the further development of American culture here [in Hawai‘i]. (p. 3)⁸

The first 100 years of UH Mānoa’s campus culture reinforced these early foundations and successfully reproduced narratives, beliefs, and actions that continue to shape our campus. Thus, UH Mānoa’s shift to become a NHPoL is a bold and righteous one that requires much healing and transformation.

The 2012 & 2016 NH Reports

During the period under review (2011-2021) two NH reports were written, [Ke Au Hou \(2012\)](#) and Ka Ho‘okō Kuleana (2016) ([overview](#) and [action plans](#)), that provide specific recommendations in four focus areas. Their overarching goals are as follows:

Native Hawaiian (NH) student success.

- NH students are holistically supported from recruitment through post-graduation; [CFR 2.11, 2.13]
- Best practices are gleaned from efforts to support NH students and are applied to student success strategies for all students across the campus. [CFR 2.11, 2.13]

Staff and faculty development.

- NH staff and faculty are holistically supported from recruitment through promotion and leadership development in every unit across the campus; [CFR 3.1]
- All staff and faculty at UH Mānoa are more knowledgeable and culturally rooted in Mānoa Valley and Hawai‘i. [CFR 3.3]

⁷ Trask, H. K. (1992). Welcoming address for the Hawaiian Studies building groundbreaking – October 27, 1992. Unpublished manuscript, Center for Hawaiian Studies, University of Hawai‘i at Mānoa, Honolulu, Hawai‘i.

⁸ Kamins, R. M. (1998). Origins and early years: 1907-1946. In R. M. Kamins, & R. E. Potter (Eds.), *Mālamalama – A history of the University of Hawai‘i*. Honolulu, HI: University of Hawai‘i Press.

Cultivating a NH environment.

- The UH Mānoa campus is a physical, cultural, spiritual, and interactive environment that exemplifies the values of ‘ohana and community, mālama ‘āina, and kuleana; thereby, perpetuating NH values, culture, language, traditions, and customs. [CFR 1.4]

NH community engagement.

- UH Mānoa and NH communities are consistently connected and engaged in order that there can be reciprocal teaching and learning for positive impact throughout Hawai‘i. [CFR 1.1]

The Ke Au Hou and Ka Ho‘okō Kuleana reports form the foundation of this essay and currently lay the groundwork for UH Mānoa’s journey towards becoming a Native Hawaiian place of learning.

A note about the phrase “Native Hawaiian place of learning”: Earlier documents (including strategic plans) used the phrase “Hawaiian place of learning.” However, it became clear that “Hawaiian” meant different things, ranging from the idea that anything in Hawai‘i could be labeled “Hawaiian” to the idea that “Hawaiian” specifically referred to things that represent Indigenous Hawai‘i. To gain clarity, “Native” was added to recognize the original intent of elevating Indigenous Hawai‘i across UH Mānoa. Further, the terms “Native” and “Indigenous” are problematic on various levels, and the campus is struggling with the imprecisions of English translations of Native Hawaiian concepts.

Establishment of the Native Hawaiian Affairs Program Officer and the Native Hawaiian Place of Learning Advancement Office

Since the 1986 Ka‘ū Report, there have been recommendations to create either a Native Hawaiian (NH) Affairs Vice President (UH System level) or a NH Affairs Vice Chancellor (UH Mānoa level). In 2017, the NH Affairs Program Officer position was established by the UH Mānoa Chancellor. Kūali‘i Council advocated that this position be created as a Vice Chancellor. Given the significant resource constraints faced by the campus and the concern over proliferation of senior level executive positions, the Chancellor chose to move forward with an executive position at a different level. Nevertheless, NH stakeholders saw the establishment of this Program Officer position as an important step in the right direction. [CFR 3.1, 3.8]

The new NH Place of Learning Advancement Office (NHPoLAO) is now directed by the NH Affairs Program Officer and is staffed by a full-time support staff person, two graduate research assistants, and a student assistant ([see summary of positions](#)). The NHPoLAO team is tasked with strategically

implementing recommendations from the NH reports in partnership with on-campus and off-campus stakeholders. A more detailed functional statement of the office can be found on [page 222 of the UH Mānoa re-organization document](#). Because prior to 2017 no position or office focused solely on NH place of learning, the campus took an important step forward by creating the position and office.

Guiding Frameworks

Given that UH Mānoa is still a predominantly non-Hawaiian university by all definitions, the task and responsibility of the small NHPoLAO is enormous. To create the strongest and most effective approach possible, the NHPoLAO utilizes several frameworks to guide the office's work. In particular, Schein's (2018) three levels of organizational culture, Kezar's (2018) work on convergent leadership, and Jayakumar & Museum's (2018) work on campus cultures. In addition, two NH frameworks authored by the Native Hawaiian Program Officer are also utilized: the Hō'ālanī Framework (Lipe, 2018) is the office's theory of change and transformation and the Kū Makani Framework (Lipe, 2016) guides the resilience necessary for this type of transformational work to occur. ([See summary of how frameworks are utilized.](#))

Deepening and Broadening Connection to "NH Place of Learning"

Recognizing the need for a clear understanding of and connection to "NHPoL" and knowing that many on campus doubted the value of UH Mānoa becoming a NHPoL, the NH Affairs Program Officer, in 2017, set out to articulate a collective narrative and build campus-wide connection to that narrative. To be clear, UH Mānoa is not a NHPoL today but has committed to striving towards this goal. [CFR 4.6]

Building campus-wide connection

To align values and goals (Schein, 2018), the NHPoLAO has designed and implemented various initiatives to help the campus community to [a'o](#) (to learn from one another), [alu](#) (connect and cooperate), and ['auamo](#) (engage in the work together) to create collective momentum towards our goal of becoming a NHPoL. The most central of this work includes the establishment of the following:

- **NHPoLAO Website and Communications:** Launched in December 2020, the [website](#) is the inaugural, centralized website on UH Mānoa's journey in becoming a NHPoL. The content is borne out of recommendations from the NH reports. For example, one report recommends that staff and faculty learn more about Hawaiian language, history, and culture and that more information about Mānoa Valley (where the campus is located) is needed. The [A'o \(teach and learn\) pathway](#) addresses these areas. A report recommends more connections be made for students and between the campus and

the community. The [Alu \(cooperate and working together\) pathway](#) makes those connections easier and quicker. As capacity and resources grow, plans include the development of interactive online tools and more resources. Between January 1 and August 15, 2021 over 4,000 unique users from 39 countries visited the website. The NHPoLAO engages the campus and community in a [weekly email](#) and a [monthly newsletter](#). Nearly 1500 recipients have opted in. Goals include increasing the number of students, staff, and faculty who opt-in to the emails and newsletters, as well as visitors to the website. [CFR 2.11, 3.3]

- Aloha ‘Āina Fridays Programming: The NHPoLAO began [Aloha ‘Āina Fridays](#), open to the on-campus and off-campus communities. The goal is to bring the campus along a journey of further exploring and learning about aloha ‘āina so that they can become connected to it experientially. In fall 2019 and spring 2020, events offered diverse ways to participate and learn: speaker presentations, dialogue circles, campus tours, and caring for campus plants. A [summary video](#) demonstrates the varied content and formats. The programming paused when the pandemic started and resumed in-person in spring 2021, while adhering to COVID-19 social distancing rules (read the article, [Kuleana at a Campus Arboretum](#)). Evaluations confirmed these interactive events were well received:

The tour took us to many spaces on campus I have never known during my studies here.

Relearning spaces through Hawaiian stories and geographies is truly surprising.

I enjoyed caring for ‘āina together, learning the names of Hawaiian plants, how to care for them and what the plants are used for. It was an opportunity to learn from other attendees who shared their knowledge and experiences.

Over 250 people participated in the pre-pandemic Aloha ‘Āina Fridays. Of the fall 2019 participants, 96% reported that they felt the programming was valuable to them. One hundred percent of the spring 2020 participants said that they would encourage others to attend future sessions. The goal is to continue to increase participation with both online and in-person options starting in fall 2021. [CFR 1.4, 2.11, 3.3]

UH Mānoa: A Truth, Racial Healing and Transformation Campus Center

In 2017 when the Association of American Colleges and Universities (AAC&U) partnered with the W. K. Kellogg Foundation to launch the [Truth, Racial Healing and Transformation \(TRHT\) Campus Centers](#) initiative, the NH Affairs Program Officer saw this as a perfect opportunity to address the heart of both

the challenge and the opportunity of becoming an NHPoL. UH Mānoa was selected to be a [member of the inaugural cohort of campuses](#) that received a TRHT campus center designation, which was awarded to only 10 out of 125 applicants. UH Mānoa stood out because of our unique and promising approach to jettison racism using NH core principles and guided by a vision rooted in Indigenous Hawai'i. [The UH Mānoa TRHT campus center website](#) and a [2020 AAC&U publication](#) summarize our approach. [CFR 1.4]

The UH Mānoa TRHT advisory group created a curriculum using a set of NH concepts that support narrative change and relationship building, which are two of the TRHT framework elements that were lacking on our campus and in our communities. The cohorts completed a curriculum that includes experiential activities (e.g., working in the [lo'i](#), drawing/crafting), Racial Healing Circles (see below), written reflections, and readings/materials on racism, settler colonialism, and NH concepts such as [mo'okū'auhau](#) and [kuleana](#), and a group presentation. [CFR 1.4]

Four cohorts have completed the curriculum (2018-2020). The TRHT design team engaged in an iterative process, learning from and adapting to each cohort by evaluating, re-designing, and planning for subsequent cohorts. Improvements included changes to curriculum content (different readings and videos) and more effective facilitation; and the duration and format was modified to meet each cohort's needs. [CFR 4.1]

The first cohort (2018) consisted of the original advisory board including students, staff, faculty, executives, and community members. In spring 2019, a student and community cohort completed a 12-week program. A staff, faculty, and community cohort completed a one-week, summer (2019) intensive program and met on campus, at UH Mānoa's [Lyon Arboretum](#), and at [Waiwai Collective](#). The design team (read the [Design Team Biographies](#)) then modified the format for the busy executive leadership and community cohort (fall 2019). They completed a nine-week hybrid experience, including seven weeks of asynchronous online modules and a 2.5-day residential retreat. Notably, the UH Mānoa President, Provost, a Vice Chancellor, and nearly two dozen deans and other executive leaders participated. This is the first recorded time that UH Mānoa executive leadership gathered in a residential program to explore their own stories in regard to racism and with core NH guiding principles for healing and transformation. [CFR 2.11, 3.3, 3.6]

[Racial Healing Circles \(RHCs\)](#) are an integral part of the national TRHT approach and are designed to help people find their common humanity via empathetic spaces that allow for sharing personal stories, deep listening, and finding connection and resonance. Six UH Mānoa faculty and staff were initially trained to be RHC co-facilitators and they held over two dozen RHC circles in 2019-2021.

Racial healing circles were also part of the UH Mānoa TRHT cohort experience. Data from RHC participants indicate they are able to connect with others who are different from them in meaningful ways. In addition, the data suggest that those who participate in multiple RHCs are able to translate skills and tools learned within the circle experience into their personal and professional lives. These are building blocks for the deeper healing and transformation that is required for UH Mānoa to become a NHPoL. [CFR 1.4, 2.11, 3.3]

Participants from the four cohorts participated in a TRHT Summer 2020 Summit. They reconnected, evaluated, and explored important areas for growth and expansion for UH Mānoa's next 3-year TRHT plan. Based on the evaluation and summit, the next steps include the following:

- Prepare at least one pair of Racial Healing Circle (RHC) facilitators for each unit at UH Mānoa to offer RHCs to our campus and community. [CFR 1.4, 2.11, 3.3]
- Create stellar online learning resources that engage the campus and community in the TRHT framework and TRHT concepts in our Hawai'i-grown approach.
- Investigate Hawai'i's complex story. The TRHT campus center is applying for funding to launch a state-wide investigation and exploration of Hawai'i's stories, especially those related to racism and settler colonialism and their effect on the ability to create NH places of learning. [CFR 1.4, 2.11, 3.3]

The work of changing narratives, healing from oppressive structures, and transforming individuals and systems is slow and difficult work. However, this work is necessary to truly become a NHPoL and build a better tomorrow for all who live in Hawai'i. As with all such startup programs, resources are a significant challenge.

The 2015-2025 UH Mānoa Strategic Plan

The new [UH Mānoa Strategic Plan](#) includes the following NH guiding principles (see pages 12-14) on how we, collectively and individually, can be more responsive to NHs/NH communities, more reflective of Indigenous Hawai'i, and help advance UH Mānoa as a NHPoL.

- [Mo'okū'auhau](#): By focusing on Mo'okū'auhau, we cultivate a campus culture rich in diverse ways of thinking about our connections to each other and to our island earth.
- [Kaikua'ana](#) and [Kaikaina](#): The kaikua'ana/kaikaina relationship reminds us that we are always in relationship with another and that we have the opportunity to celebrate and seek ways to understand those connections.

- [Kuleana](#): We value kuleana because it gives each of us purpose, and we seek ways to nurture and sustain the life of each of our kaikuaʻana and kaikaina.
- [Hānai](#) and [Hoʻomalū](#): By nourishing our students with both breadth and depth of knowledge and experience, we enable them to become the leading nurturers and protectors of their communities in Hawaiʻi and across the globe.
- [Mālama](#): We strive to find pathways and best practices to care for the people, places, and knowledge systems that are deeply rooted in Hawaiʻi and can be shared across the globe.

For the first time, NH-led text is at the forefront of the campus’ strategic plan. The TRHT cohort curriculum serves as a testing ground for approaches to engage UH Mānoa and community stakeholders in the NH guiding principles. A challenge moving forward will be to fully resource this work during the most significant financial crisis that Hawaiʻi and the University of Hawaiʻi have faced.

The strategic plan also includes NHPoL measurable goals for the first time ([see p.19](#)). For example, 100% of schools and colleges and other similar non-academic units will have a five-year strategic plan to address each of the four NHPoL strategic focus areas ([see here for some background on why the goals are necessary](#)). The NHPoLAO is leading the action plan to achieve these goals. It may be a resource challenge to fully reach these goals by 2025.

These NH principles and metrics have already been utilized; they were explicitly included in the [UH Mānoa Budget Prioritization Framework](#), a document initiated by the Provost and co-authored by a group of students, staff, faculty and executives, including the NH Affairs Program Officer. While the budget is currently managed under crisis conditions, a goal moving forward is to engage NH expertise in the review of budget requests utilizing the Budget Prioritization Framework to ensure that the NH guiding principles and NH report recommendations are appropriately considered. [CFR 3.4, 3.7, 4.1]

The Strategic plan utilizes the term “[aloha ʻāina](#)” to describe further what it can mean to be a NHPoL. The inclusion of “aloha ʻāina” has become contested, drawing out diverse perspectives and counter proposals. The university remains committed to continued dialogue on this issue. [CFR 4.6]

Hawaiʻinuiākea School of Hawaiian Knowledge’s Contributions

[Hawaiʻinuiākea School of Hawaiian Knowledge](#) (HSHK) was established in 2007 and is comprised of Kamakakūokalani Center for Hawaiian Studies (KCHS), Kawaihuelani Center for Hawaiian Language (KCHL), Ka Papa Loʻi ʻo Kānewai (taro garden), and Native Hawaiian Student Services (NHSS). The first

three of these centers predate HSHK and have anchored Hawaiian knowledge, language and culture for UH Mānoa and Hawai‘i’s communities for 30 years. Before the term “NH place of learning” existed, these centers were *the* NH places of learning for UH Mānoa. NHSS joined this important work upon its creation in 2008. HSHK is a relatively small college by UH Mānoa standards with a faculty, including specialists and a librarian, numbering 44 FTE. Graduate teaching and research assistants assist faculty and teach a minority of courses, and 16 Administrative/Professional/Technical (APT) staff and a handful of graduate assistants make up the rest of the staff.⁹ Undergraduate majors total 166 and another 48 graduate students comprise HSHK’s student body.

HSHK’s size, however, belies the enormity of its mission: to enlarge a Native Hawaiian presence, not just at UH Mānoa, but throughout the university system through leadership, research and curriculum. Cluster hires initiated by HSHK and [Kūali‘i Council](#) have been decisive in bringing new talent to UH Mānoa in departments and disciplines outside of the school, and there are growing linkages and collaborations between HSHK and the School of Ocean & Earth Science & Technology (SOEST), CTAHR, College of Education, School of Law, School of Medicine, College of Social Science and College of Arts, Humanities and Languages. [HSHK courses](#) in mālama ‘āina, [mo‘olelo](#) and [mele](#), Hawaiian newspaper research, lā‘au lapa‘au (herbal medicine), ceded lands, traditional agriculture, aquaculture and forestry, Hawaiian law and politics are producing a growing awareness of Hawai‘i’s uniqueness of place and consciousness.

The importance of Hawaiian language and studies instruction to public education should not be underestimated. In AY 2020-2021, HSHK created closer curricular ties to the College of Education through the creation of a BA/MEd partnership to move its majors into teacher training as undergraduates and certify them in five years. The faculty also partnered with several schools to create undergraduate and graduate certificates in sustainability at UH Mānoa. Meanwhile research in Hawaiian language archives is transforming the teaching and research in the natural and social sciences as well as in arts and letters.

Along with coursework and research, [Ka Papa Lo‘i ‘o Kānewai](#), the taro garden archive of over fifty varieties of traditional taro is also a major contributor to the University’s identity as an Indigenous-serving institution and provides hands-on instruction in the design, care and cultivation of a traditional

⁹ Like many other units, HSHK is subject to a System-wide hiring freeze and has lost several positions over the years to legislative sweeps.

garden to thousands of our students and thousands more outside of Mānoa. The garden also hallmarks an important partnership with [the Kamehameha Schools](#) and their loʻi lands at Punaluʻu.

HSHK is foundational to UH Mānoa’s aspiration to become a Native Hawaiian place of learning, but for Hawaiian knowledge to flourish on this campus will require a continued commitment to new research and coursework that trains emerging generations of Kānaka in their ancestral culture, language and knowledge. Hiring new and innovative assistant professors and ensuring sustainable staffing levels across its centers and many services is the only sure path to continued excellence in this area.

Regarding HSHK’s continued endurance, perhaps its most significant contribution during the period under review was to help lead the opposition to the University’s position on the construction of the Thirty Meter Telescope on Mauna Kea. Many current and past HSHK students, staff, and faculty were key members of the group of [kiaʻi](#) (guardians) on the mountain in the summer and fall of 2019 and brought NH education to thousands of people who visited the mountain. The protests on Mauna Kea provide a powerful example of what is at stake in becoming an NHPoL. As Dean Jon Osorio explains, “That Native Hawaiians can lead a succesful political opposition to a significant university initiative and still have faith that UH can become a Native place is not an everyday outcome.”

Campus Advances

There are numerous efforts across the campus that started and/or grew during the period under review that are fostering spaces of NH learning and helping our entire campus become a NHPoL. Below we highlight several campus efforts as a sample of the work. For more information on how these align with the 4 areas of the NH reports, see [table of campus-wide efforts](#). Examples of initiatives and programs at the unit level may be found in our listing of [School & College Efforts in Support of NHPoL Goals](#).

Advocacy of the Kūaliʻi Council

Borne out of a lack of departmental, college/school-level, and executive leadership support for NHs and the NH report recommendations, the [Kūaliʻi Council](#) (KC) was established with the mission “to honor, empower, and advance Native Hawaiian people, culture and language through excellence in higher education.” The administration formally recognized it as an advisory body to UH Mānoa leadership in 2004. KC has tirelessly advocated for funding and permanent positions for staff and faculty across campus to advance a key part of the mission we now refer to as NHPoL. Such investments are an

important step in improving the campus climate, the campus culture (Jayakumar & Museus, 2018), and overall trust. [CFR 3.1, 3.2]

Notable examples of new permanent positions created and filled across campus during the period under review are in units including: the Law School's [Ka Huli Ao Center for Native Hawaiian Excellence in Law](#), the Nursing School's [Ike Ao Pono Program](#), the Medical School's [Native Hawaiian Center of Excellence](#), the Pacific Biomedical Research Center's [Haumāna Biomedical Program](#), the [College of Tropical Agriculture and Human Resources](#), [Study Abroad](#), [Hawaiʻinuiākea School of Hawaiian Knowledge's](#) data and evaluation efforts in partnership with [Native Hawaiian Student Services](#), Hawaiʻinuiākea's [LAMA Program](#), [Kamakakūokalani Center for Hawaiian Studies](#), and [Kawaihuelani Center for Hawaiian Language](#). [CFR 1.4]

While the permanent positions are major campus milestones, there is still much room for improvement. In some units a single NH faculty or staff member may face significant levels of stress, anxiety, and burn-out due to their burden of advancing UH Mānoa's goal of becoming a NHPoL. NHs are underrepresented among the faculty in many units and on the campus as a whole. Some students lose out on mentorship opportunities because there are so few faculty who can support their growth in their area. While the increases are helpful, UH Mānoa needs more faculty, staff and leaders who are committed and able to advance the campus as an NHPoL. [CFR 3.1]

Support for Native Hawaiian Students

We highlight the work of [Native Hawaiian Student Services](#) (NHSS), part of HSHK, in Component 8(b): Transformational Student Success. Without duplicating our writing, the work of NHSS has led to multiple gains in the ways that NH students are served and succeeding as well as lessons from NHSS's innovative strategies that can be applied to promote the success of all students. It should be noted that the majority of their operational budget comes from Title III federal dollars. In the next accreditation period, we must devise a plan to support their most successful programs with institutional funding to ensure the sustainability of its programming. [CFR 1.4, 2.3, 2.11]

A program for undergraduate students is [Nā Ko'oko'o](#), a Hawaiian leadership program for NH and non-NH students with strong commitments to NH communities. The 2-semester program led by NH faculty consists of two courses and community engagement: students learn and investigate how social science approaches help address pressing issues for Hawai'i, and they connect with community leaders who are restoring relationships with 'āina. To ensure students in the program also make progress

toward graduation, the courses satisfy three general education requirements. While the program is within the [College of Social Sciences' Hui 'Āina Pilipili](#), the program is open to students across campus. To date, five cohorts (93 students, 85% Native Hawaiian) successfully completed the program. 92% of students in the first two cohorts (2016-2018) have graduated with a bachelor's degree. Student feedback has also captured the program's success: "Nā Ko'oko'o helped me toward my graduation success by helping me to refocus on why I was in school in the first place . . . it is to make a better future for my family, community, and society" (Student, 2016). A goal for the next accreditation period is that Nā Ko'oko'o become fully financially supported by the university. [CFR 2.5, 2.8, 2.9, 2.11]

Free Hawaiian Language Classes

The Associated Students of the University of Hawai'i (ASUH, the undergraduate student government) initiated a free, weekly Hawaiian language course in January 2020 for those at the UH Mānoa campus and also from our communities. Over 300 people attended the first session ([read the news article](#)) which prompted the student organizers to rethink the format to accommodate the large number of attendees. They moved online during the pandemic and now livestream on KTUH's (student radio) [FaceBook page](#). The sessions are co-hosted by NHSS. Online classes gained over 160,000 collective views where people joined across the nation and around the world. The ASUH also archives class materials and videos on their website ([visit ASUH website](#)). The instructors of the course were both graduate students in the [Kawaihuelani Center for Hawaiian Language](#). [CFR 2.11]

Brandt Webinar Series on Polynesian Ancestral Knowledge

A far-reaching opportunity for learning is through the *Brandt Webinar Series on Polynesian Ancestral Knowledge* (GBC) that is now offered weekly (52 episodes as of August 2021) to the campus and off-campus communities. Each week is hosted by Dr. Lilikalā Kame'eleihiwa, the Brandt Chair and senior professor in Kamakakūokalani Center for Hawaiian Studies, with translation to French by Hironui Bouit to serve the French speaking community throughout Polynesia. The series features Indigenous scholars and cultural experts who discuss Polynesian ancestors, cosmogonies, traditions, and practices and is a way of rebuilding connections and community through Hawai'i and across Polynesia. The series is advertised through email advertising by the Provost's office, the NHPoLAO, and other networks. Viewers have multiple ways to attend the live show and/or to watch later including on Zoom webinar and on the Hawai'inuiākea School of Hawaiian Knowledge's [website](#) and [Facebook](#) page. Since the first month of the live broadcast, each week's episode has an average of 3,000 views. This webinar series is

an example of engaging communities in the ancestral knowledge that guides UH Mānoa in becoming a NHPoL. [CFR 2.8, 3.3]

UH Mānoa Wayfinding Project

An important aspect of becoming a NHPoL is the physical environment. As more extensively discussed in Component 1, UH Mānoa embarked on a collaborative journey with NH designers to develop signage for the campus. The building signs and ‘ili marker kiosks are designed to be educational. They will help the campus community learn the practice of aligning themselves with the landscape by using a medallion placed on the ground to show the viewer where to stand to see the pu‘u (mountain peak) that each building sign refers to. Viewers will also access additional information through an associated app. [CFR 1.4]

Center for Teaching Excellence Workshops

The number of faculty workshops offered by the [Center for Teaching Excellence](#) (CTE) related to NHPoL has increased. For example, in fall 2020 workshops topics included [creating a sense of place in virtual classrooms](#); [using NH worldview across disciplines](#); [sharing mo‘olelo \(stories\) and community virtually through storymaps](#); and [looking at the genealogies of place](#). In partnership with the NHPoLAO, the CTE now offers sessions on NHPoL at the [new teaching assistant training program](#) and [new faculty orientation](#). During the pandemic, CTE pivoted to a [pre-recorded presentation](#). These training and orientation programs are meant to introduce participants to Mānoa and Hawai‘i in a NH grounded way and to raise their awareness from the outset about the NH reports and the NH guiding principles in the Strategic Plan. In addition, CTE also offers workshops such as the place-based research series (see Place-based research matters, [part 1](#)) and effectively includes NH culture and history, which is a required element of general education courses that satisfy the [Global and Multicultural Perspectives requirement](#) and the [Hawaiian, Asian and Pacific Issues requirement](#). The CTE also has a [new place-based education library](#) for faculty use. [CFR 3.3]

Search Advocates Program

While the number of NH staff, faculty and administrators has increased, NHs are still underrepresented across those categories. To improve hiring practices, we began a [Search Advocates Program](#). The first two groups completed their training by August 2021 (estimate 47 successful completers). The program aims to train 60 people annually. These trained advocates will participate on

search committees as process advisors who guide the committee in exploring assumptions, promote practices that advance diversity and social justice, and help minimize unconscious and structural biases. They are involved in all aspects of the search process. The Search Advocates Program is one tool to help recruit NH and diverse faculty, to raise awareness of and ultimately eliminate negative bias, and to ensure equity during the hiring process. [CFR 1.4, 3.2]

Conclusion and Reflection

We have seen progress in the last 5-10 years in becoming a NHPoL and a broadening and deepening of our understanding, appreciation, and praxis of core NH guiding principles. We have moved from a soft, out-of-focus goal to one that is more clearly defined, with action plans and elements in the strategic plan. With the NHPoLAO, the first Native Hawaiian Affairs Program Officer executive position, a variety of opportunities across campus for engagement and support, and notable examples of units' direct efforts to become a NHPoL, progress is clear. However, we know that much work still needs to be done to reach the goal of being a NHPoL. As UH Mānoa's commitment is furthered, opportunities for the campus community to share their truths and engage in meaningful and likely difficult conversations need to occur. Moreover, UH Mānoa needs to assist units in plotting their path toward becoming a NHPoL, ensuring their faculty are well-equipped to teach and their staff prepared to serve NHs, and supporting all students, staff, and faculty to learn more about and engage with Hawai'i. We recognize that while we have a clearer understanding of the end goal, we need to be intentional so that we can become physically and culturally a NHPoL that results in graduates with leadership skills to be responsive to NHs and NH communities and stewards of grandmother earth for generations yet to come.

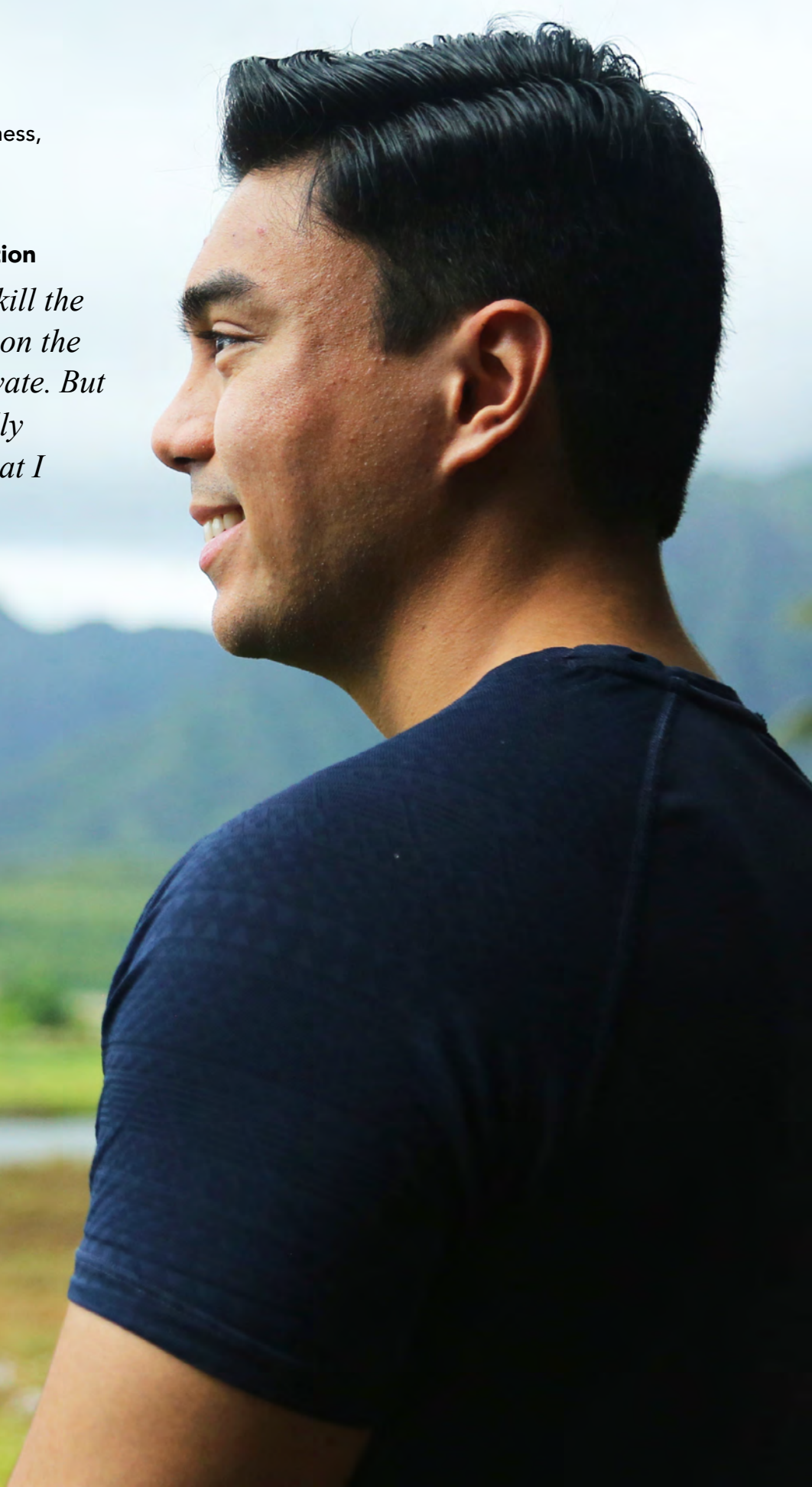
Highlights of our work may be viewed in the [Native Hawaiian Place of Learning video playlist](#).

Tate Castillo

BBA Finance, International Business,
Entrepreneurship (2018)
Current MBA/JD student

Hawaiian Mindset & Innovation

There's this mindset of, kill the old, let it go - only focus on the new, that's how we innovate. But that's not how I was really raised, and that's not what I think is the only way.



Component 8 (b): Transformational Student Success

Transformational Student Success entails the holistic, intellectual, and affective development of our students to ensure that they acquire the skills to thrive in their communities and achieve their fullest potential. Our theme was selected to directly address previous Commission recommendations regarding student success. Since our 2011 review, we have improved our [6-year graduation rate](#) from 51% to 62% (fall 2014 cohort), and our 4-year graduation rate from 18% to 37% (fall 2016 cohort). Disaggregated data show notable improvements across several subpopulations. From 2012 to 2020, the 4-year graduation rate for Native Hawaiian, first-time freshmen increased from 11% to 30%, and from 16 % to 34% for Filipino students. Our first-year retention rate has also increased over the last 10 years, from 77% in 2010 (cohort 2009) to 80% in 2020 (cohort 2019). The University received a [Complete College America Award](#) in recognition of these achievements. [CFR 1.2, 1.4, 2.10]

While these improvements are notable, more can be done to support and develop our students. In our Institutional Proposal, we aimed to expand student support systems and integrate high-impact practices to improve retention and shore up support for underrepresented and underserved populations. The steering committee identified efforts that have demonstrated success in this area for deeper review, expansion, or improvement. We focused specifically on the implementation of early interventions and in-class support for struggling students; equity, access, and student success across underserved populations; and campus-wide improvements in academic advising. Our efforts centered on the following initiatives:

- The Learning Assistant program for in-class support in challenging courses;
- An early-alert system to identify and support struggling students;
- Native Hawaiian student success efforts and support for underserved populations; and
- A comprehensive review and improvement of academic advising.

The Learning Assistant Program

The Learning Assistant Program is [a national program](#) that was originally designed and implemented at the [University of Colorado Boulder](#) (CU Boulder) in 2001. A Learning Assistant (LA) is an

undergraduate student who facilitates discussion and engagement by working with students in small groups during class to encourage active participation. Among the main goals of the LA Program is curriculum and course transformation to improve the quality of instruction and learning outcomes for undergraduates. A national study found that the implementation of an LA program improves student performance in academic course work and higher-order assessments.¹⁰ [CFR 2.5, 2.13]

UH Mānoa's LA Program began in spring 2015 when faculty in the Physics Department learned about the success of CU Boulder's LA Program. Interested in seeing similar success with our 100-level Physics courses, the faculty invited the program director and designer to campus to present on the design and function of the program. With the goal of improving student learning outcomes, the Physics Department began piloting the use of LAs during the 2016-17 academic year. In the first year, six LAs were hired across Physics 151 and 152. In 2017-2018, the pilot expanded to include high failure rate courses in Chemistry, Biology, Mathematics, and Computer Science. In 2018, the College of Education joined the pilot by offering training to LAs through a pedagogy course. During this pilot (2017-2019), 22 students were hired as LAs in 10 large-enrollment STEM courses across 5 departments. [CFR 3.10]

Similar to findings at other large universities,¹¹ UH Mānoa's LA program implementation improved student success in STEM courses. Data from Math 100 in fall 2017 revealed that students in the LA-facilitated section exhibited lower rates of failing and course withdrawal than students in sections without LAs. LAs also improved student performance at the other end of the spectrum: 22% of students in the LA-facilitated section earned a grade of A+ while only 9.2% of students in the section without LAs earned a grade of A+. In spring 2018, the Chemistry Department ran three sections of Chemistry 162. Students in the LA-supported section on average performed 5.65% better on the first and second semester exams than those in the sections not supported by LAs. In fall 2019, LA-supported recitation sessions were offered as an option for two sections of Biology 171. Analysis of exam results for section 1 revealed an increase of exam grades by 4 points for students who attended at least one LA supported recitation session. In addition, 98% of the students who attended 3 or more LA supported sessions earned a passing grade, whereas 90% of the students who attended two or fewer sessions

¹⁰ Sellami, N., Shaked, S., Laski, F. A., Eagan, K. M., & Sanders, E. R. (2017). Implementation of a Learning Assistant Program Improves Student Performance on Higher-Order Assessments. *CBE life sciences education*, 16(4), ar62. <https://doi.org/10.1187/cbe.16-12-0341>.

¹¹ Goertzen, R. M., Brewe, E., Kramer, L. H., Wells, L., & Jones, D. (2011). Moving toward change: Institutionalizing reform through implementation of the Learning Assistant model and Open Source Tutorials. *Physical Review Special Topics-Physics Education Research*, 7(2), 020105.

failed. In section 2, an increase of 3-5 points in grades was observed as participation in the LA-supported recitation session increased. [CFR 4.1]

Based on the success of the pilot, the Provost formalized the [LA Program](#) and hired a director to expand the program and ensure consistency, and to increase support for faculty. Today all sections of the courses in the pilot have LAs, and the program now supports over 3,000 undergraduate students each semester across 7 departments and 3 colleges. [CFR 4.1, 4.2, 4.3]

To better understand program effectiveness, in spring 2020, the LA Program director and staff evaluated the program to examine its impact on grades and passing rates; curriculum/course transformation to improve learning outcomes; and institutional change to transform the culture of practice at the course, department, and college levels. A [logic model](#) was developed to identify resource needs, program outcomes, short- and long-term goals, and the overall impacts of the program. A longitudinal mixed-methods¹² evaluation of the LA Program began in spring 2021 and will continue for ten years. The research includes quantitative data (student grades and course passage rates) and qualitative data (faculty, student, and LA surveys, interviews, and course work artifacts). [CFR 2.10]

Initial results indicate the following:

1. Faculty and students perceive the LA program as positively impacting student participation, academic performance, and faculty course instruction;
2. Courses that implement LAs show increased student passage rates; and
3. There is a need for expanded professional development (PD) for both faculty and LAs.

[Survey responses](#) from faculty and students indicate that both groups perceive that LAs improve student participation, academic performance, and instructional practice. Faculty described LAs as “instrumental” in supporting the course content, virtual learning, and improving course participation and engagement. Faculty stated that “Students connect/relate/identify with LAs,” that “LAs definitely have increased class interaction,” and have “transformed the course into an active learning space.” Many faculty shared that working with LAs provided them with valuable feedback on their teaching, which informed improvements in their instructional practice. For example, one faculty respondent stated, “[LAs] connect me to the students much better, provide me feedback and highlight possible

¹² Creswell, J. W., & Clark, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. Sage publications.

changes that I would not have thought of otherwise.” Another shared “having my LA team to advise me and provide input has been very valuable.” [CFR 2.5]

In the student survey, 315 undergraduates (100% of respondents) “agreed” or “strongly agreed” that the LAs were an essential factor in their social and emotional learning and were effective support for their course. Students shared statements like, “I would credit those LAs with my success in the class,” and “LAs made school a more positive experience.” [CFR 2.10, 4.5]

The average course passage rates increased in most courses that implemented the LA Program. Three LA-facilitated large enrollment courses ([Math 100](#), [Chemistry 162](#), and Natural Resources and Environmental Management ([NREM](#)) 203) [saw a 6.4% increase in average course passage rates](#) from spring 2018 – spring 2021. MATH 100 is the most commonly selected course to satisfy a general education requirement. Chemistry 162 is an introductory chemistry course required for most undergraduate STEM majors, and NREM 203 is a practical calculus course required for most business majors and [Natural Resources & Environmental Management](#) majors. All three courses have shown an increase in student passage rates aligned with their implementation of the LA program. Math 100 and Chemistry 162 began piloting the program in the 2017-2018 academic year. From fall 2017 to spring 2021, Math 100 increased student passage rates from 87.5% to 93%. In the same period, Chemistry 162 increased passage rates from 77.1% to 88.6%. NREM 203 began implementing the LA program in spring 2021. With the implementation of LAs, course passage rates increased from 76.2% (fall 2020) to 80.6% (spring 2021). [CFR 2.5]

Significantly, the increase in passage rate occurred or were maintained during the COVID-19 pandemic, when faculty and students were forced into remote instruction. In one survey response, a faculty member stated that “having LAs support students while class is running is terrific...it would be much more challenging to run [online] synchronous sessions without [LAs].” Another faculty member shared that “[having LAs] has allowed me to think about ways to be interactive in the online format.” While we are pleased with the significant improvement in student course performance, our goal is for all courses to achieve passage rates of 95%. Additionally, our initial data analysis looked broadly across all students. As we continue to study impact, we plan to disaggregate passage rates to identify and address equity gaps in student performance.

While the initial findings indicate that implementation of the LA Program has started to transform student and faculty experiences (particularly in large courses), the impact is not consistent across all courses. The evaluation revealed the following contributing factors:

- Inconsistent faculty communication and collaboration with their LAs. While most instructors meet weekly with their LAs to review course content and student needs, a few LAs indicated in their survey that they did not meet weekly with the instructor.
- Large courses may need more LAs than faculty are hiring. For example, while survey results for Biology 171 indicated a positive impact on course design and participation; passing rates did not show the same level of improvement as seen in other courses. A review of class size found that Biology 171 had nearly twice the enrollment as other large classes but hired fewer LAs.

These factors indicate a need for more professional development, and in some cases, more resources. To begin addressing these findings, the program implemented monthly LA Faculty Spotlight meetings to serve as professional communities of practice, where faculty present their experiences related to instructional practice and student performance. Presentations are followed by discussion during which faculty brainstorm on ways to improve course design and LA implementation practices. A [recent presentation featuring NREM 203](#) is provided as an example. Initial feedback is positive. [CFR 3.3]

I am delighted that [the LA Program] has organized a monthly talk-story forum for sharing practices and problems. I rarely have this sort of interaction with other large-course instructors within my own department or college, so it is truly valuable for me to see and hear what my colleagues are doing!

In addition, the LA Program will begin offering “Best Practices” sessions for faculty before the start of each semester starting in spring 2022 and will meet with individual departments to better understand their development and resource needs. These opportunities will augment the regular informational sessions offered through the [Center for Teaching Excellence](#). As for the LAs, while all are required to take a pedagogy course for training in their first semester, data indicates the need for continued support. To address this need, the program initiated a monthly “LA Pau Hana” for current LAs to discuss their experiences and learn from each other to improve their practice. At the end of each semester, the LA Poster Session provides opportunities for LAs to present conference-style posters on their experiences. [CFR 2.5, 2.8, 3.3]

With these improvements, we believe that we can better support expansion of the program, particularly across our most challenging courses. Our goal is for every undergraduate student to benefit from active learning in an LA-facilitated course. More information may be found in the [LA Program Development Plan](#).

Native Hawaiian Student Success

[Native Hawaiian Student Services \(NHSS\)](#) is charged with strengthening the experience and overall success of Native Hawaiian students at UH Mānoa. The unit is situated in the [Hawaiʻinuiākea School of Hawaiian Knowledge \(HSHK\)](#) and was established in 2008 to address educational disparities that persist among the Native Hawaiian population. UH Mānoa is home to the largest body of Native Hawaiian students engaged in higher education in the world, and currently, Native Hawaiian students comprise approximately 17.7% of enrollment, including nearly 2,000 undergraduate students and 750 graduate students. The four-year graduation rates for Native Hawaiian students have reached record highs, and much of this success is due to the work of NHSS. From 2010 to 2018, the four-year graduation rates for first-time freshmen increased from 10.3 percent to 32.3 percent for Native Hawaiian students. The UH Mānoa Institutional Research Office has fuller Native Hawaiian data sets on [first-time full-time freshmen persistence rates](#), [time-to-degree](#), and [undergraduate](#) and [graduate enrollment trends](#) posted online. [CFR 1.4, 2.11]

The increase of Native Hawaiian student enrollment and graduation at UH Mānoa is the result of a 35-year movement towards equity and expanded access to higher education. The [1986 Kaʻū \(Hawaiian Studies Task Force\) Report](#) is the seminal document that spurred policy initiatives leading to the establishment of academic and non-academic support programs aimed at increasing the overall presence of Native Hawaiians across the UH System. Demonstrating a void of services, the report called on the university to commit to “services, programs, and strategies that positively affect the retention of Native Hawaiians in the State’s higher education institutions.” Amongst other programs, the report led to the creation of academic and non-academic departments including [Hawaiian Studies](#) and [Hawaiian Language](#) departments, the [Kūaliʻi Council](#) (official advisory body for Native Hawaiian faculty and staff), [Operation Kuaʻana](#), and [Nā Pua Noʻeau](#). NHSS, along with many other Native Hawaiian-serving programs, both at UH Mānoa and across the UH System, are a product of these policy initiatives. In 2018 and 2021, Nā Pua Noʻeau and Operation Kuaʻana, two of the longest-serving units, merged with NHSS, resulting in a centralization of student programs and an expansion of services that now span pre-k through PhD. NHSS implements a residential learning program within Student Housing, a freshman learning community with First-Year Programs, Native Hawaiian New Student Orientation, internships, high school outreach and recruitment, tutoring, and academic counseling and referral services. NHSS provides financial assistance and scholarship counseling and referral services through the Kuaʻana

program, which administers \$1 million in tuition waivers for Native Hawaiian students annually. [CFR 1.1, 1.4]

The unit's mission is driven by the philosophy that the ancestors of Native Hawaiian students achieved educational success and demonstrated excellence both before and amid the onslaught of European imperialism in the Pacific. NHSS program design revolves around the history and research into these intellectual forebearers, serving as inspiration to empower student engagement in higher education today. This focus on history and research also shapes the unit's outcomes:

1. Students recognize they are a part of and have [kuleana](#) to continue a legacy of Hawaiian intellectual and professional excellence.
2. Students recognize social, economic and political contradictions and take action to provide informed solutions.
3. Students access institutional resources and support services and are able to navigate the University system and the degrees offered within—from “K” through Kuleana.
4. Students actualize the concept of [aloha ‘āina](#) as a methodology for their research for moving Hawai‘i toward a life-affirming de-occupied future.
5. The UH System acknowledges (and is materially committed to) its complicity in the occupation of Hawai‘i and the institutional barriers that have resulted in limited access to higher education for Hawaiian students.

The unit's outcomes reflect the dynamic conditions from which Native Hawaiian student success is contextualized. The outcomes also double as guideposts to understanding the grave needs of one of the most disenfranchised student groups in higher education. Underrepresentation of Native Hawaiian students translates into overrepresentation in prisons, poverty, health disparities, and other socio-economic indicators. Historic underrepresentation in higher education has also meant overrepresentation of non-Native Hawaiian faculty at UH Mānoa. Only in the last decade have Native Hawaiian faculty composed more than 5 percent of the general faculty count. In contrast, White faculty have comprised the majority of the UH Mānoa faculty body and administration historically. Amidst this historical inequity, however, UH Mānoa is home to the largest collective of Native Hawaiian scholars in the world, constituting more than 140 faculty distributed across a wide array of academic disciplines at UH Mānoa. The breadth of Native Hawaiian scholarship at UH Mānoa is immense, offering the possibility for innovative program design, outcomes, and student-faculty research and engagement.

Beyond co-curricular and extra-curricular programming, the growing diversity of Native Hawaiian faculty serve as a primary driver of Native Hawaiian student success at UH Mānoa. The emergence of Native Hawaiian faculty in academic departments where there were once none has expanded student opportunity and experience in historically disparate fields of study. Students can now access these disciplines and learn from model scholars who have transcended the pitfalls of higher education for Native Hawaiians in their field, and now hold positions in the academy. Acknowledging that faculty are one of UH Mānoa's greatest strengths for student recruitment and retention, NHSS establishes collaborations and programs that support faculty-student engagement. Collaboration with Native Hawaiian faculty, therefore, is a prominent feature in NHSS program design and is viewed as a central component to student success. Student-faculty programs include paid student-faculty research fellowships, tuition-free courses, field schools, travel abroad, new student orientations and community internships. [CFR 2.8, 2.9, 3.1, 3.3]

Over the last fourteen years, the unit has acquired nearly \$20M in extramural funding, which has been the primary source to implement NHSS programming. As a grant recipient of both the US Department of Education, Title III—Strengthening Institutions, and the Native Hawaiian Education Program (NHEP), as well as numerous other funding streams, NHSS submits annual progress reports to demonstrate the unit's ability to meet, satisfy, or exceed funding expectations and articulated outcomes. These reports include the compilation of attendance data, program surveys, pre- and post-tests, needs assessments, and other measurements that record program implementation and outcomes, and institutional results. Extramural reports also enable the unit to identify broader institutional gaps both within UH Mānoa and across the UH System. Beyond conventional evaluations, NHSS places an emphasis on community assessment. How is student learning and research by Native Hawaiian students impacting the larger community? Assessment is embedded into programmatic design, which includes experiential research projects that culminate with academic presentations in community settings. As an example, summer bridge, field schools, and study abroad programs involve poster presentations at various sites where student research lives beyond the life of the program and presented to the community of which it is concerned. This approach offers an additional layer of evaluation where community stakeholders are included in the assessment process. A full list of NHSS programs may be found online.

Several programs contribute to the success of NHSS in supporting student retention and graduation. Below we highlight two NHSS program areas as examples that integrate high-impact

practices and encourage Native Hawaiian faculty-student engagement. Sheltered tuition-supported courses constitute the centerpiece of most NHSS programming. These include the [Summer Bridge Program](#), [Ea Hawai'i Field School](#), the [Summer Institute Program](#), [Hawaiian Youths Abroad](#), and several inter-departmental collaborative programs. Between Summer 2016 - Summer 2021, NHSS sheltered 71 courses enrolling over 990 Native Hawaiian students totaling 2,970 student semester hours. Sheltered courses featuring Native Hawaiian faculty are offered across a multitude of disciplines including English, Theatre, Anthropology, Women's Studies, Tahitian, Philosophy, Ethnic Studies, Education, Political Science, and Peace and Conflict Resolution. The experiences are often transformational for students. An example of impact may be seen [in this video](#) on the Hawaiian Youths Abroad program, an intensive summer institute where students retrace the international journeys of Native Hawaiians selected by King Kalākaua to become future leaders of the Hawaiian Kingdom.

The [Lāhui Hawai'i Research Center](#) aims to prepare students for careers in research by promoting student-faculty engagement and critical dialogue on Hawai'i-focused issues, and annual conferences feature the work of Native Hawaiian students. An example of the program's [impact may be seen in this video](#). In both 2019 and 2021, there were approximately 300 conference registrants and over 70 student presenters. Of the conference evaluation responses (47) from the 2021 conference, 100% felt more confident to conduct/engage in research, and 100% felt more supported to conduct/engage in research. 97.9% conveyed that they can now see connections between their major/discipline and potential research. 95.7% expressed that they feel more connected to other Native Hawaiian students, and 93.6% felt more connected to Native Hawaiian faculty on campus. 100% were inspired by the research being conducted by others. [CFR 2.5, 2.8, 2.11]

While NHSS is to be applauded for its success in securing extramural funding, the heavy reliance on grants is an area that the institution needs to address. In 2013, the [World Indigenous Nations for Higher Education Consortium \(WINHEC\)](#), the accrediting body for the Hawai'inuiākea School of Hawaiian Knowledge, identified resources as an area that leaves the campus vulnerable to losing ground on the gains made for Native Hawaiian students. As NHSS continues to play a critical role in the [dramatic increase](#) in our four-year graduation rates for Native Hawaiian students, the campus is examining how to better support this successful program. [1.2, 1.4, 2.10]

Student Equity and Access Initiatives

The Office of Student Diversity and Inclusion (formerly Student Excellence, Equity and Diversity) provides educational opportunities and support services for a diverse undergraduate and graduate student population, including those from historically underrepresented and underserved groups in higher education. The unit strives for equity and inclusion through research and practice grounded in social justice, and its programs are informed by connections to place, community, culture, and society. The unit was established in 1990 to recruit and support a diverse student body, provide substantial educational benefits, promote learning outcomes, and better prepare students for an increasingly diverse workforce and society. [CFR 1.4, 4.4]

Student Diversity and Inclusion [departments and programs](#) recognize the intersectional identities of students and strive to address the systemic and structural inequalities they face through comprehensive student support services. For example, GEAR UP seeks to increase college-going rates for students from low-income communities by providing access to innovative educational engagement, rigorous academic courses, financial aid information, and individual guidance and support. The TRIO Talent Search programs have been critically important to the community, as schools struggle with issues like extreme absentee rates and are challenged to maintain connections to students via distance learning during the pandemic. Through these programs, UH Mānoa maintains important educational lifelines to support access to higher education. [CFR 1.4, 2.11, 2.13]

In this report, we examine the effectiveness and student outcomes of the [Hawai'i Undergraduate Initiative \(HUI\)](#), and the Mānoa Access Initiative (MAI). HUI is a summer leadership program that provides a free, 3-credit summer college course for select incoming freshmen. Priority is given to students who are graduates from Title I high schools, are Pell Grant eligible, and are members of an underrepresented group/community. HUI also offers workshops on using university resources, exploring academics and careers, and developing writing and math skills. All HUI participating scholars are paired with a peer mentor who supports and assists them in their transition to college. [CFR 2.8, 2.11]

Between summer 2012 and spring 2021, 522 students participated in the HUI program. The size of the HUI cohort in fall 2012 was 63 students and current cohort sizes (fall 2020) are above 200 students. In terms of demographics, 78% are Asian, 12% are Native Hawaiian or Other Pacific Islander, 8% are Multiracial. Student success indicators for the HUI program are very strong. In 2021 (fall 2016 cohort), the four-year persistence rate (retention and graduation combined) for HUI students is a record

high of 89%, much higher than the rate for all undergraduate students at 66%. For HUI students who enter as first-time, full-time students, the median time-to-degree is just under four years. Compared to UH Mānoa's degree-seeking undergraduate students, the fall 2020 HUI students have a higher current semester GPA (3.32 vs. 3.21) and a higher cumulative GPA (3.27 vs. 3.2).

Given the program's focus on leadership, it is not surprising that more HUI seniors reported that they held or were in the progress of holding a formal leadership role in a student organization in the 2020 NSSE survey compared to other UH Mānoa seniors and seniors from peer institutions (54% of HUI respondents, 32% of UH Mānoa seniors, and 35% of seniors from peer institutions). While more HUI students reported working with a faculty member on activities other than coursework (freshmen: 26% compared to 16% for the campus; seniors: 32% compared to 28% for the campus), fewer HUI seniors reported working with a faculty member on a research project (14% compared with 24% of UH Mānoa seniors who responded). This is an area for improvement that we hope to address through closer collaboration between Student Diversity & Inclusion and the Undergraduate Research Opportunities Program (UROP, discussed under Component 8(c): Academic Innovation & Engaged Learning). [CFR 1.2, 4.1]

The Mānoa Access Initiative (MAI) is an innovative recruitment and student success partnership with NHSS and the Department of Ethnic Studies. Acceptance to UH Mānoa via the MAI program provides an added support network for first generation college students and those who do not meet the minimum requirements for regular acceptance (i.e., high GPA but low test scores). First-time, first-year, Hawai'i residents selected to participate in the program undergo a full application and are required to participate in MAI during their first semester. Students are required to take a special section of Ethnic Studies 101 designed to assist students in their transition to college and provide support during their first semester. [CFR 1.4, 2.11, 3.1]

Between fall 2016 and spring 2021, 481 students participated in the MAI program. Beginning with 72 students in its first cohort, the program has grown to 360 students currently enrolled in the program. In terms of demographics, 47% are Asian, 30% are Native Hawaiian or Other Pacific Islander, 15% are Multiracial, and 6% are Caucasian, and 2% are Black or African American. While the 4-year persistence rate (retention and graduation combined) of the first cohort is 55%, below that of all undergraduates at 66%, the student success indicators are improving. The two-year persistence rate of the fall 2018 cohort is 79%, above the 2-year rate for the first MAI cohort (70%) and above all first-time, full-time undergraduates (75%). The one-year persistence rate for the fall 2019 MAI cohort is 86%,

considerably above the rate of the first cohort (79%) and all first-time, full-time undergraduates (80%). The median time-to-degree is under four years. Compared to UH Mānoa's degree-seeking undergraduate students, the fall 2020 MAI students have a lower cumulative GPA (3.07 vs. 3.2), but a considerably higher cumulative GPA than the first cohort (2.52).

Several changes were made to the program that helped to improve persistence and graduation rates above those of the first cohort. In 2017, small Success Lab sections were introduced. The weekly labs, each limited to 12-18 students, create comfortable spaces for students to discuss and make personal connections with faculty and staff who continue to support them throughout their academic experience. In addition, beginning in 2018, MAI students were partnered with Undergraduate Teaching Assistants (peer assistants). Both initiatives have contributed to the persistence and success of MAI students by strengthening their connection to the campus. The MAI program includes community engagement, and thus, it is not surprising that considerably more MAI freshmen (82%) reported having service-learning experiences in the 2020 NSSE survey than other UH Mānoa freshmen (54%) and freshmen from peer institutions (40%). [CFR 1.2, 2.10]

When we unpack the NSSE Engagement Indicators, however, there are differences in the experiences of HUI and MAI students. On the quality of interactions with other students, 61% of HUI freshmen reported these as excellent, compared with just 36% of MAI freshmen and 51% of UH Mānoa freshmen. On the quality of interactions with academic advisors, 64% of HUI freshmen rated these as excellent, compared with 46% of MAI freshmen, and 53% of UH Mānoa freshmen. Under "Supportive Environment," 86% of HUI freshmen agreed that UH Mānoa provided support to help students succeed academically, compared with 66% of MAI freshmen, and 70% of UH Mānoa students. Differences in program structure may be contributing to the differences in experience. HUI students receive support from program mentors during their freshman and sophomore years and become mentors themselves in their junior and senior years. This scaffolded approach provides support and engagement throughout a student's academic career to facilitate the development of deep and meaningful relationships with a strong student peer network. In contrast, incoming freshmen are placed into the MAI program as a condition of admission, and engagement is through a one-time course taken in the first semester with no later engagement. With additional resources, MAI could be extended beyond the first semester with integrated peer and professional support networks, partnerships with other student success-oriented departments, and personalized academic advising. Another option is to combine HUI and MAI students after the first semester to provide for continuing support throughout a student's journey. The Assistant

Vice Provost for Diversity and Inclusion is convening a group this fall to explore possibilities. As both options will require additional resources, the Vice Provost for Student Success is working with the Provost to secure additional permanent funding to expand capacity in these important programs.

Pursuing Excellence in Academic Advising

Academic advising is a key contributor to student success. When a [recent program review of the Office of Undergraduate Education](#) identified a need for improvements to advising, the [Council of Academic Advisors \(CAA\)](#) realized a comprehensive self-assessment could provide meaningful, evidence-based recommendations. The CAA applied to the [Excellence in Academic Advising \(EAA\)](#) comprehensive strategic planning process. UH Mānoa was one of 12 institutions selected to participate in the first cohort. Funded by the Gardner Institute and NACADA: The Global Community for Academic Advising, the EAA is designed to advance student learning, success, persistence, retention, and degree completion through a comprehensive, standards-based assessment of academic advising. The EAA review is a multi-year process with identified milestones organized around nine [Conditions of Excellence](#). [CFR 2.7, 4.1]

An EAA taskforce, composed of UH Mānoa academic advisors, staff, instructional faculty and students from across campus, completed a self-study of undergraduate academic advising. They considered ten years of data provided by the UH Institutional Research Office, results of student and faculty surveys, feedback from campus-wide discussions, and institutional evidence. The taskforce examined these data against the nine conditions and organized subcommittees around these areas (see reports, minutes, and recommendations) on the [EAA Phase I](#) website). [CFR 4.5]

The taskforce shared the EAA Self-Study with the campus community in November 2019. The review identified many examples of excellence, such as the creation of the CAA to support students from a cross-campus perspective; implementation of mandatory advising; development of four-year degree plans to increase clarity of requirements and pathways; revision of policies found to be detrimental to students; improved communication; and professional development for advisors. [CFR 4.1, 4.3]

While these efforts contribute to student success across many fronts, the taskforce identified several issues, including:

- Differences in resources and support across units lead some students to experience high student:advisor ratios, frequent advisor turnover, and advising inconsistencies. Budgetary

differences also impact opportunities for professional development, access to quality advising space, and the availability of administrative support.

- Arbitrary use of faculty (Specialist) and staff (Administrative/Professional/ Technical) classifications results in differential access to a career ladder, professional development, and earning potential.
- Inconsistent training for new advisors and inconsistent implementation of policies across units.

To address these issues, the taskforce developed a prioritized implementation timeline of recommendations that centered on administration; curriculum development; training and development; and policies and procedures (see the [EAA Final Report](#)). In January 2020, phase II of the EAA began with the establishment of standing committees focused on the major areas of recommendation. [CFR 3.3]

As an important step in addressing inequities in the student experience across advising units, the EAA review recommended the creation of a Director of Academic Advising position. The Director will take the lead in ensuring consistent implementation of policies and procedures, reviewing student:advisor ratios and advisor workload, advising on position classification, ensuring access to professional development, and closing the loop on advising assessment. The President and Provost included the position in the campus' Phase 2 reorganization, approved in April of 2021, and the campus is committed to filling the position once the pandemic-associated hiring freeze is lifted. [CFR 4.3]

The CAA recently approved the mission and vision statements and learning outcomes, and faculty from the [Assessment and Curriculum Support Center](#) worked with committee members to develop an [assessment plan and timeline](#), currently under review. [The Native Hawaiian Place of Learning Advancement Office](#), which assisted with aligning the mission and vision statements and SLOs to the strategic plan, is assisting the CAA in the development of training modules inclusive of Native Hawaiian place of learning, for all advisors. After the assessment proposal is approved, the Advising Curriculum Development standing committee will measure our progress in meeting the outcomes. [CFR 2.11]

A major concern raised by the EAA review was the recruitment and retention of advising talent. [A draft career-ladder document](#) is under review with the CAA. A series of focus groups are also in progress, and there are plans to consult with the unions for further discussion. In addition, training to support advisors from hire through long-term professional development, while ensuring alignment with the newly created mission/vision statement and SLOs, is being developed. [CFR 3.1, 3.2, 3.3]

Implementation of an Early-Alert System

[STAR](#) is a constellation of applications that provides user-friendly interaction with campus data systems to support registration, retention, and timely graduation for students, and data-informed decision-making for faculty, staff, and administrators. Implemented in 2004, STAR has grown from a single app to support degree audit to a suite of integrated apps now implemented across the UH System. Through collaborative innovation, the STAR team has not only redefined how UH stakeholders interact with technology, they have helped to establish a new trust in technology where stakeholders feel heard, understood, and empowered. The increased trust and collaboration have in turn aligned STAR's development with the strategic vision for the campus. [STAR's innovation has been recognized nationwide](#), with numerous awards for its role in improving time-to-degree and graduation rates across the UH System. [User satisfaction with STAR is high](#), and students credit STAR in facilitating their decisions on everything from course and major selection to transfer across the UH System. [CFR 3.5, 4.3]

In our institutional proposal, we aimed to implement an early alert system to provide timely intervention for students when they struggle. This initiative was designed to build on the successes of a 2015-2019 pilot of the GradesFirst early alert system with our student athletes. GradesFirst solicits feedback from faculty about student performance in class at pivotal times during the semester. Depending on the faculty member's assessment, the system helps users to identify the root cause of the problem and to develop an action plan to address the issues. Over the course of the pilot, grade point averages of student athletes increased, D/F/W rates decreased, and faculty became more engaged in the success of student-athletes in their classes. While GradesFirst was successful with the student-athlete population, scaling up implementation across campus was cost prohibitive. Further, it was not integrated sufficiently with our campus-based systems (e.g., STAR Guided Pathways Systems, STAR Advisor). [CFR 2.5]

The STAR team prepared for the development of its own early-alert app by collaborating with faculty, staff, students and administrators to understand their needs and the types of interactions they desired to meet those needs. Further, the team researched existing early alert models and associated outcomes at other higher education institutions. What the STAR team found is that early alert models are far more successful when significant resources are aligned with servicing the alerts. Moreover, when the student advising (or counseling and coaching) ratios were less than 100:1, the early alerts appeared to be more successful. [CFR 3.7, 4.2]

The models and the basic behavior of an early alert system include identifying the students who need help; identifying the help needed; choosing the engagement level; and referral. The core issue for UH Mānoa became understanding the issues with respect to three models of engagement: 1) The support service is mostly responsible for engagement and intervention; 2) The support service and instructor share responsibility; or 3) The instructor is available to the student with assistance from the support service. A design team composed of faculty, advisors, administrators, students and technology developers spent time analyzing the engagement issues from various perspectives and arguments:

- Advisors: There are 1,000 student alerts, not enough time to service them, and services needed may be outside of our wheelhouse.
- Faculty: We can submit the alert but is it effective? Will students receive services that will help?
- Students: Highly varied responses--from not agreeing that services were needed to not understanding how to get support.

The perspectives indicated a lack of trust in the respective roles of stakeholders, and in some cases in the assessment of others. With this information, the STAR team endeavored to develop a platform that would define the relationships between stakeholders and the responsibility of the institution (institutional obligation) to provide the services that correlate to higher retention. Focusing on the core issues of lack of trust and institutional obligation, the STAR team developed the instructor-support app to serve as a platform that linked service providers with requests for services. In this way, individual responsibility and institutional obligation would be understood, and trust would be a predictable outcome.

This approach became known as the “referral model”: instead of a faculty member identifying symptoms and letting an advisor or coordinator interpret that information and provide services as they see fit, faculty members refer a student to a set of services that match what they believe will best help the student become successful. In this way, the faculty member is empowered to choose the services they feel will best assist the student in being successful. Service providers are empowered as they are no longer inundated with requests for services that they cannot provide (e.g., a request for tutoring no longer goes through an advisor). The direct link between the service provider/student/faculty member is designed to establish a chain of trust that the services will be rendered, and thus it becomes worth the faculty members time to request support for their students. [CFR 2.13, 3.5, 3.7]

The [instructor-support app](#) was piloted in spring 2021. While it is too early to assess its effectiveness in improving student outcomes, early indications are promising.

Welcome to the STAR Instructor-Support-App

Please fill out the following evaluation regarding your students' current standing in each course.

If you believe your student is "At Risk" to fail the class or drop out of school, be sure to click "yes". Please note Student support resources are available to all students regardless if they are at risk and not at risk. Clicking the Submit button will save your evaluations at any time.

Thank you for your participation.

HDFS 230 (CRN: 77081, Section: 002)		BUS 155 (CRN: 77081, Section: 002)		BUS 201 (CRN: 77081, Section: 002)		Available Student Support Resources:		At Risk?		Instructor Feedback Comments	
Student Name	Attends Regularly	Grade	Kudos (Let the student know they are doing well)	or/and	Academic Planning/ Performance (Missed classes/ assignments/quizzes etc.)	Academic Preparedness (Struggles w/course content etc.)	Contact Instructor/TA (Let student know they need to contact instructor/TA ASAP)	At Risk?	To fail course or drop out of school		
HDFS 230 (CRN: 77081, Section: 002)											
STAR Student 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> Doing extremely well <input type="radio"/> Doing well <input type="radio"/> Doing much better		<input checked="" type="checkbox"/> Academic Advising <input type="checkbox"/> Academic Coaching (learning skills, time management, organization, etc.)	<input checked="" type="checkbox"/> Subject Tutoring <input type="checkbox"/> Writing Specialist	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Recommended	<input checked="" type="checkbox"/>			
STAR Student 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> Doing extremely well <input type="radio"/> Doing well <input type="radio"/> Doing much better		<input checked="" type="checkbox"/> Academic Advising <input type="checkbox"/> Academic Coaching (learning skills, time management, organization, etc.)	<input checked="" type="checkbox"/> Subject Tutoring <input type="checkbox"/> Writing Specialist	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Recommended	<input checked="" type="checkbox"/>			

The instructor-support app requires integration with a workflow/appointment system. [STAR Balance](#) was designed to provide scheduling as well as virtual appointments for students with faculty members and service providers. STAR Balance includes a kiosk feature to allow for “walk-in” appointments, with integrated notifications via text and email. The planned beta-test of STAR Balance in spring 2020 became a full roll-out across the UH System to meet the needs of students the 10 campuses pivoted to remote teaching and learning during the pandemic. There were 12,000 student appointments made within STAR Balance in April 2021 alone. STAR Balance has ample capacity to support the appointment workflow and tracking that activity and works in tandem with the instructor-support app.

Current plans include increasing support for faculty in using the instructor-support app, better refinement of the services provided, and continued tracking of student performance following interventions initiated through the app. [CFR 3.3]

Conclusion and Next Steps

Despite the challenges of the COVID-19 pandemic and resulting budget shortfall, we made remarkable progress on the goals outlined in our institutional proposal. In fact, in some ways, our themes and initiatives helped us chart a path forward to address the needs of our students. In the case of the Learning Assistant program, LAs played a pivotal role in helping faculty transition to online teaching and served as a key point of contact for students who were struggling academically and emotionally in first-year courses. Because of their role in courses that were being delivered remotely, we were able to utilize CARES funding to expand the use of LAs, particularly across courses that historically are challenging. Student surveys helped us to assess the effectiveness of our communication

to freshman and incoming students, and to find ways to encourage connection, albeit remotely, through innovative strategies like a common read program. Findings from these surveys also drove investments in financial support for our students through both CARES and private funding, as many in Hawai'i, particularly those employed in the hospitality industry, were without work for a significant portion of the 2020-21 academic year. Investments in STAR Balance helped advisors, faculty and staff provide online and on-demand access to co-curricular and student support services across the UH System during the pandemic. Those investments have made us more agile in providing access to student support services which, prior to the pandemic, had been primarily in person, and formed a key building block to the STAR instructor-support app, an early alert system.

The work of NHSS has been key to the increased enrollment, retention and graduation of Native Hawaiian students. Part of the unit's success comes from the integration of high-impact practices like undergraduate research, study abroad, mentoring, and community engagement, all of which improve retention and student success. Much can be learned from NHSS that can inform how we better address the needs of other underserved populations. To ensure their continued success and sustainability, we need to better stabilize financial and staff support, and to leverage resources and efforts from Native Hawaiian-serving programs across campus and the UH System.

While the HUI and MAI programs both attract Pacific Islander students, we do not have a unit similar to NHSS to support this population. Enrollment and retention data of Pacific Islander students across the UH System indicates that any efforts to increase enrollment at UH Mānoa will require coordination with the UH Community Colleges to increase Pacific Islander retention and student transfer. Towards this end, the UH System received an [Equity Leadership Acceleration](#) grant from the Lumina Foundation to review and assess our current practices and to consider next steps to ensure educational equity for Pacific Islander students across the UH System. A series of convenings on Pacific Islander student success resulted in a final report in spring 2020, [Investigating Educational Equity for Pacific Islander Students at the University of Hawai'i](#), which included the following recommendations:

- Develop infrastructure, student-centered space, and staff for Pacific Islander students;
- Disaggregate Pacific Islander student data collection to better understand the needs of different populations;
- Create better transfer pathways from the UH community colleges;

- Address affordability issues including scholarships, tuition costs, funding for PI related programs, and financial aid.

This work also aligned with a Lumina-funded equity audit of UH Financial Aid, and ongoing work across the UH System, with substantial leadership from UH Mānoa, utilizing the [NASH Equity Action framework](#). The recommendation regarding the disaggregation of student data is underway. The UH System Institutional Research Office led a working group to review our underrepresented population categories and made recommendations regarding how the University disaggregates its underrepresented populations. These recommendations are currently under review with different stakeholders before formal implementation.

Our self-study revealed two critical needs for future development: 1) the need for consistency in how we evaluate and assess the effectiveness of our student success efforts; and 2) the need for sustainable, permanent funding for our critically needed and effective programs. The programs featured in this essay are supported by a diverse mixture of federal, state, research, and tuition funds, and while all programs are evaluated and assessed, a more systematic and consistent approach to program review will better inform our efforts. The establishment of the Office of the Vice Provost for Student Success (OVPSS) positions us to better leverage our retention and graduation efforts and resources for efficiency. And while the hiring of a faculty specialist in the OVPSS focused on student success program review and assessment was temporarily stalled by the hiring freeze, this position remains a high priority. Tackling these issues over the next few years will help us ensure sustainability and improved student outcomes in the future.

Highlights of our work may be found in the [Transformational Student Success video playlist](#).



Beau Nakamori

Bachelor of Environmental Design
(current student)

Designing with Purpose

Any dream should have a component of helping others within it - environmental design is about thinking more than ourselves.

Great design is egoless. It needs to connect to the site, to the people, to the issues that it is trying to resolve.

Component 8 (c): Academic Innovation & Engaged Learning

Academic Innovation and Engaged Learning connects our unique research mission with high-impact practices that align with our strengths and international reputation. As a theme it reflects our commitment to engage our students in active learning to address the changing needs of our state and the planet.

At UH Mānoa, innovation represents not just a strategy to make education more compelling, but our [kuleana](#), our duty and responsibility, to our state and the region. We strive to teach students to be aware of the future across disciplinary boundaries, and we are dedicated to engaging with the world as it changes before us through innovative solutions and social commitments. We believe that local problems serve as a platform and model to address global issues, and when students engage with diverse methods of inquiry, they develop skills that transfer to critical issues within their specialized fields. By challenging our students to integrate and apply new knowledge, we open pathways for them to become leaders in innovating the future.

In our institutional proposal, we identified the following initiatives and desired outcomes:

- Redevelop and strengthen interdisciplinary studies;
- Implement and assess sustainability programs and courses;
- Attract highly motivated undergraduate students to our graduate programs; and
- Fully commit to undergraduate research and civic and community engagement opportunities.

The following provides an assessment of our progress, our challenges, and the steps we will take to expand our efforts in the future.

Strengthening Interdisciplinary Studies

As higher education faces increasing challenges and the public questions the value of a college degree, it is critical that institutions work toward more interdisciplinarity to coalesce resources and equip students with diverse knowledge and the dynamic skill sets necessary to navigate our rapidly changing and globalizing world. Institutions are under increasing pressure to offer interdisciplinary education programs that provide the opportunity for students to experience 'different ways of knowing'

from their core or preferred disciplines to address highly complex problems and emerging fields. Furthermore, academic innovation and engaged learning are inherently interdisciplinary and support the advancement of teaching and research at all levels. Integrated efforts of faculty from multiple backgrounds and areas of expertise elevates the meaning, quality and integrity of degrees and builds the next generation of leaders. [CFR 1.1]

UH Mānoa too is at a time of rethinking its academic mission and by extension the organizational structures of schools and departments. More flexible and porous boundaries are becoming increasingly important for programs and students, as we shift from an emphasis on structure to cooperation. Such conditions stimulate greater emphasis on interdisciplinary interaction. In alignment with national conversations and institutional needs, redeveloping and strengthening interdisciplinary studies serves as a relevant and critical aim for our future.

UH Mānoa has a long history of interdisciplinary programs, teaching and research that has advanced our mission and supported student success. Hiring a new Interdisciplinary Studies Director and incubating new interdisciplinary programs were part of our institutional commitments towards increased interdisciplinarity. Recent faculty efforts have also led to the creation of numerous innovative interdisciplinary programs across campus, including the newly established programs in [Queer Studies](#), [Sustainability](#), and [Creative Computational Media](#). Additionally, Undergraduate Certificates in Data Science, Multilingual Multicultural Perspectives, and a Graduate Certificate in Multilingual Multicultural Professional Practice have been submitted to the Faculty Senate for consideration in fall 2021. These certificates reflect the interdisciplinary collaborations inherent to our campus and our recognition that the educational needs of our students cannot be fully addressed through a single disciplinary lens. [CFR 1.4, 2.8]

The [Interdisciplinary Studies \(IS\) program](#), established over 30 years ago, allows students to pursue an undergraduate major in areas that cross disciplinary and departmental boundaries. The BA in Interdisciplinary Studies degree is a 36-credit major that draws on three or more disciplinary areas in a focused program of study. IS students represent a diverse student population seeking to forge new interdisciplinary fields of study, engage in innovative programs, work in emerging disciplines and bring integrated knowledge to their career paths. Situated outside of any college, the IS program serves a critical, neutral role in fostering interdisciplinary collaborations across colleges and departments. The IS program works collaboratively with faculty to pilot undergraduate programs that reflect academic synergies across disciplines. Such academic synergies are reflected in long standing interdisciplinary

programs in [Peace and Conflict Resolution](#), [Linguistics](#) and the IS distance program in [Human Relations in Organizations](#). The IS program annually graduates an average of 48 students.

Previous program reviews and student survey data identified needed improvements in the student experience and in the need for new innovative interdisciplinary programs aligned with student interests and faculty expertise. Additionally, it was recommended for IS to be placed organizationally under a campus-wide authority (e.g., Provost level). In response, a new Director of IS was appointed in August 2019 to elevate the Office of IS and its work, beginning with improving student experiences and the implementation of innovative new interdisciplinary programs, and the Phase II Reorganization moved the IS Office directly under the Office of the Vice Provost for Academic Excellence. [CFR 2.7, 4.1, 4.3]

To support innovation and engaged learning, changes to the student experience have included improvements in advising, student support, and student opportunities. Specifically, changes were made to allow for early-onset major advising, more timely graduation, increased efficiency of student procedures, expanded advising support from campus-wide units, and better utilization of [STAR Guided Pathways](#) to facilitate improvements in time-to-degree. Additionally, opportunities for IS capstone projects and internships were developed, IS Honors pathways were established, and new interdisciplinary courses were created (e.g., Intro to Environmental Humanities, Pandemic Preparedness and Response). Designing courses and programs that are interdisciplinary allows for more context-specific learning that better suits industry needs and prepares students for their careers. Increased IS program visibility and profile supports student success by solidifying their place on campus and presence as important contributors to the academic vitality of the campus. Visibility efforts involve moving the IS office to the highly trafficked Sinclair Student Success Center in spring 2020. The new location includes a collaborative meeting space and increased program signage. Additionally, the program's online presence has been increased through [UH news stories](#) and features on [students](#) and [faculty](#). [CFR 2.5]

To further redevelop and strengthen the program, an [IS Faculty Council](#) was formed to review and guide program activities and to collaborate and communicate with other campus units and governing bodies. Additionally, the Teaching Fellows Program (TFP), an initiative from IS and the [Honors Program](#) in partnership with the Office of the Vice Provost for Academic Excellence and the Center for Teaching Excellence, was developed to support teaching excellence and innovative interdisciplinary pedagogy at the lower undergraduate level to improve student learning, enrich academic programs, and support faculty development across programs and departments. Funded by the Provost's Office, TFP for

a fall 2021 implementation. Furthermore, IS has established working relationships across campus with key units to better serve students and faculty. After program changes and initiatives have been implemented, the IS program will assess student experiences and outcomes to determine their effectiveness [CFR 3.3, 3.10]

The IS program is committed to incubating new innovative interdisciplinary programs that center on Asia and the Pacific and reflect emerging fields of study. This is evident in the new [fully-online IS BA in Social Sciences of Oceans](#) and the IS BA in Sustainability (discussed below). Additionally, faculty are collaborating to update existing IS programs and innovating future programs in fields such as Comparative Literature, Disability Studies, and Environmental Humanities. [CFR 1.1, 1.4]

The [IS program in Social Sciences of Oceans](#) is an innovative, fully online program designed to train students to apply social science approaches to address complex problems related to oceans and island societies. Delivered in an innovative 5-week format (one course per 5-week term over a 16-week semester), the program provides an accessible pathway to the BA for working adults and students who transfer with an AA degree. Interdisciplinary courses focus on issues of global importance, such as governance and nationhood, identity and inequality, resource management and development, and the movements of peoples and cultural forms. The program is administered by the IS Program, the College of Social Sciences, and Outreach College. [CFR 1.1, 1.4]

Another example is the [One Health Undergraduate Certificate program](#) currently under development in IS; this program will prepare students with the skills and knowledge to work collaboratively across disciplines to solve real-world problems. The One Health approach promotes the integration of human health, animal/plant health, and environmental health. The program is founded on [maui ola](#), the Native Hawaiian concept of physical, spiritual, and mental health and of social and cultural wellbeing, that transcends the mere absence of disease or disability, and is deeply rooted in the Indigenous belief that the health of the individual and the health of the community are inextricably linked to the health of the environment. The One Health certificate is supported by core faculty from the John A. Burns School of Medicine, the Office of Public Health Studies, the Pacific Biosciences Research Center in the School of Ocean and Earth Science and Technology, and the College of Tropical Agriculture and Human Resources. [CFR 3.1]

As we look to the future, UH Mānoa seeks to turn collaborative, interdisciplinary working into the norm. The long-term success of academic programs at UH Mānoa will depend on the blending of core strengths with innovative curriculum design, in which integrating the insights of different

disciplines provides a more comprehensive education and prepares our students for an unknown future. Logistical and interdepartmental collaboration barriers are being addressed through new budget models and formulas to better account for interdisciplinary co-teaching, major counts, and student semester hours. [CFR 3.7]

Sustainability & Resilience Programs & Courses

In our [Interim Report to WSCUC in 2015](#), we discussed our progress in assessing our undergraduate [Institutional Learning Objectives](#) (ILOs) related to “Know” (Breadth and Depth of Knowledge) and “Do” (Intellectual and Practical Skills). Through our theme of Academic Innovation and Engaged Learning, we seek to increase opportunities for students to engage with ILOs related to “Value” (Personal and Social Responsibility) in the areas of civic participation, and stewardship of the natural environment. [CFR 2.3]

The UH System and UH Mānoa have committed to sustainability and sustainability education through several policies (see [BOR’s Sustainability Policy](#) and [Executive Policy on System Sustainability](#)). In helping to fulfill this mission, UH Mānoa established the [Institute for Sustainability and Resilience \(ISR\)](#) to serve in a coordinating role between the many existing units that are contributing to sustainability curriculum, research and outreach at UH Mānoa. Through the work of ISR, we combine our strengths in research with our commitment to sustainability and resilience to create engaged, compassionate, global and Hawai‘i-grounded citizens who can take lessons gleaned from their experiences at UH Mānoa into every sector of our communities in Hawai‘i and throughout the world. [CFR 1.1, 1.2]

The overarching purpose of the ISR is to evolve the UH Mānoa campus into a global hub for island sustainability and resilience. A [landscape assessment](#) conducted in 2017 described over 50 different efforts related to sustainability and resilience. In recognition of UH Mānoa’s many programs and strengths in sustainability, the ISR was subsequently created to serve as a campus-wide facilitator of these efforts and to further advance campus goals. Students have consistently reported they are concerned about sustainability/climate change issues (94% of respondents selected very concerned and somewhat concerned [in 2018](#), [2020](#), and [2021](#) on an Earth Day survey), and most student respondents indicated they were interested in seeking more information on sustainability/climate change (84%, 2018; 91%, 2020; 86%, 2021). An overwhelming majority of the campus community (students and employees combined) reported they were concerned with sustainability and climate change issues (93-95%, 2018, 2020, 2021 Earth Day surveys). Frequently mentioned concerns included ocean and beach

ecosystems, global warming (mitigation), and excessive consumer culture. As an island community, we have already experienced the consequences of poor development decisions, with coastal erosion and sea level rise destroying roads and houses. There is a dramatic need to shift land to address and mitigate climate change. The ISR provides opportunities to faculty, students, and the community to engage in stewardship of the natural environment, an area also identified in our undergraduate [Institutional Learning Objectives \(ILOs\)](#). [CFR 3.4, 4.1, 4.3, 4.6]

The ISR's director and an [interdisciplinary faculty curriculum committee](#), in collaboration with the [Assessment and Curriculum Support Center](#) (ACSC), developed [learning outcomes](#) for courses designated as [Sustainability and Resilience, or "SUST" courses](#). Our SUST course designation recognizes the cultural, economic, environmental, and social aspects of sustainability and resilience: no single disciplinary perspective is sufficient. Thus, instead of being offered by one stand-alone unit, SUST courses are from across the curriculum and are cross-listed. The learning outcomes used to designate a course as "SUST" emphasize the interconnectivity of human and natural systems and the use of evidence-based reasoning regarding sustainability problems and proposed solutions. The director and interdisciplinary faculty curriculum committee review courses using the learning outcomes, and they guide interested faculty in modifying their courses to align with the outcomes. [CFR 3.1, 3.3, 3.10]

The wide range of SUST courses—93 undergraduate and 27 graduate courses in 33 academic departments—poses learning assessment challenges. While course-level assessment is ongoing, the ISR is collaborating with faculty to develop methods for cross-course learning assessment using the SUST learning outcomes. As a first step, in fall 2020 faculty teaching SUST courses participated in [focus groups](#) and discussed useful or productive assignments, critical lessons students leave with, and student levels of preparation. The faculty confirmed that students were leaving with knowledge and skills related to the outcomes and that authentic assessments such as case studies and position or policy papers were highly useful. These focus groups are an invaluable part of the assessment process: they value faculty expertise and build relationships so faculty will be more willing to participate in upcoming activities such as assignment design and rubric development. In addition, the conversation gave faculty insight into others' assignments, challenges, and solutions: one participant stated, "In retrospect it would have been useful to have a chat like this [before](#) I taught the SUST courses." All good assessment activities result in faculty learning and that occurred here. Working with the Assessment and Curriculum Support Center, the ISR will assess the achievement of learning outcomes related to our ILO of stewardship of the natural environment. [CFR 2.3, 3.3]

The SUST courses offered across the curriculum and at every level allow all students to take SUST courses that meet their interests and academic goals. For a deeper dive, undergraduates have multiple options. The [IS major equivalent in Sustainability](#) offers undergraduates the option to specialize in two of five areas, including Environmental Policy and Management; Food, Energy, and Water Systems; Globalization and Sustainable Development; Sustainable Island Ecosystems; and Environmental Justice and Ethics. Through this course of study, students graduate with (1) an understanding of the interconnectivity of human and natural systems; (2) skills in evidence-based reasoning on the implications of sustainability problems and/or proposed solutions; (3) an understanding that multiple knowledge systems inform processes for achieving sustainability (these are the program's student learning outcomes). Approved in spring 2020, currently 23 students are enrolled. [CFR 1.4, 2.2a]

In addition to the IS major equivalent in Sustainability, undergraduate students may pursue several programs related to sustainability and resilience, including the [BS in Global and Environmental Science](#) with a track in sustainability science, or the [BS in Natural Resources and Environmental Management](#). There is also a Sustainability and Innovation track in the [BS in Civil and Environmental Engineering](#) (taken by majors in their senior year). Other related programs that may interest undergraduate students include Geography and the Environment and Environmental Earth Science.

The [Undergraduate Certificate in Sustainability](#) (approved in spring 2021) is supported by nine units and 42 faculty and administrators were involved in its development. With its interdisciplinary focus, students will complete SUST-designated courses from at least two different units. ISR estimates that after full implementation, 60-80 students will complete the certificate annually. In addition, to address incoming students' interest in sustainability, the ISR and General Education Committee have proposed [a thematic pathway](#) so students can satisfy their general education requirements while increasing their skills and knowledge in sustainability and resilience. Faculty have proposed 59 courses to be part of this thematic pathway. Students who choose to fulfill some of their core general education requirements with courses in the themed pathway will be well on their way to meeting the requirements of the Undergraduate Certificate in Sustainability. [CFR 3.1, 3.10]

At the graduate level, students have several degree tracks and certificate options. The [Sustainability and Resilience Education](#) graduate certificate is aimed at formal (school-based) and informal (community-based) educators and graduates from any field. The graduate certificate in [Renewable Energy and Island Sustainability](#) focuses on energy sustainability. There are two master's level degrees related to sustainability offered by the College of Education: [Aloha 'Āina Education and](#)

[Leadership](#) (MEd) and [Place-based and Sustainability Education](#) (MEd), as well as a graduate certificate in [Sustainability and Resilience Education](#). All are offered by Curriculum Studies.

As our programs grow and as ISR and other offices and units support sustainability work, we will monitor indicators such as the National Survey of Student Engagement (NSSE) results. Between February 1 and March 3, 2020 (before the campus closed because of the pandemic), freshman and seniors took the [NSSE and the Sustainability Education Consortium module](#). We experienced our highest response rate ever, 52% (767 freshmen and 1566 seniors completed the NSSE and a range of 704-710 freshmen and 1500-1506 answered sustainability questions). [Freshmen and seniors' responses were remarkably similar](#). On the 15 questions in the sustainability module, responses to two questions indicated improvement is needed because too many students reported that they (1) never “participated in a campus or community sustainability project” and/or (2) had never “gone on a field trip in [their] bioregion.” Given the importance of having students build relationships with the place they live by seeing, touching, listening, which will help them understand their [kuleana](#), we recognize the need to do better. On the other hand, positive responses to two questions indicate areas to celebrate success: students reported (1) some or greater emphasis in coursework on “evaluating the moral dimensions of social or environmental problems” and (2) student respondents sometimes or often “altered [their] behavior to become more sustainable.” Freshmen and seniors answered the remaining 11 questions in the sustainability module with Sometimes/Often/Very Often and Some/Quite a Bit/Very Much; their responses ranged from 80% and 88%. [CFR 4.2, 4.4, 4.5]

In sum, UH Mānoa’s efforts to implement sustainability education have become reality for students with coursework, certificates, and degrees in place and general education pathways under development. This effort has been a collaborative, campus-wide endeavor, with strategic engagements with other areas of academic innovation. A learning assessment process that integrates faculty development is underway. The challenge now is widespread communication to students about these opportunities, recruitment, and supporting students to ensure a timely graduation and achievement of the learning outcomes. ISR continues to review the curriculum with an eye toward better serving the students: for example, by focusing on a climate change curriculum as a focal area with SUST courses. We will continue to compare NSSE and other data across years to track our progress.

Attracting Highly Motivated Students to our Graduate Programs

Combined [Bachelor's and Master's Degree \(BAM\) Pathway Programs](#) attract highly motivated undergraduate students to our graduate programs by allowing qualified students to count up to 9 credits of graduate-level coursework toward their undergraduate degrees. In 2017, the Faculty Senate and the administration approved [guidelines and procedures](#) to encourage their development. When we submitted our institutional proposal, BAM programs had been developed in 13 areas. By 2021, we planned to increase the number of opportunities, assess the program, and review retention and completion rates. We are pleased to report that we now have [25 approved BAM pathways](#), with more underway. [CFR 1.6, 2.1, 2.5]

Cross-disciplinary BAM programs are especially exciting because they encourage curricular collaboration of faculty in different disciplinary and administrative contexts. For example, two cross-disciplinary BAM programs are the BS in Global Environmental Science with either the Master of Urban & Regional Planning or the Master of Public Health. Other examples include collaborations between the College of Education's MEd programs and undergraduate degree programs in Ethnic Studies and in Psychology. The College of Education is particularly active in developing BAM pathways with targeted disciplines, including STEM and other areas, to meet needs in the state for highly qualified teachers with particular specializations. [CFR 1.1]

Two apt examples of BAM programs that will be implemented in fall 2021 integrate programs in the College of Education with our Hawaiian Studies and Hawaiian Language programs. These examples are worth highlighting because they address the acute shortage of teachers in Hawaiian language immersion schools (there are 51 vacancies in 23 Hawaiian language immersion schools). The program coordinators plan to recruit through several pools of students. The first is to recruit majors who are interested in teaching in Hawaiian language immersion schools by working closely with faculty in the Hawaiian Language and Hawaiian Studies departments. A second pool of recruits include students at [Kamehameha Schools](#) (a private school system with 6,900+ students of Native Hawaiian ancestry at K-12 campuses and preschool campuses on O'ahu, Maui and Hawai'i island), who can be offered "on-ramp" opportunities through our Early College program. A third pool is composed of students currently enrolled in Hawaiian immersion high schools, where students can use Early College credits toward an associate's degree in Hawaiian Studies at a UH community college, and transfer to UH Mānoa and enter a BAM program in Hawaiian Language or Hawaiian Studies. The coordination of BAM pathway development with campus recruitment serves as a great example of how this young, but exciting

program encourages academic innovation and new partnerships, both within the university and with the community. [CFR 1.1, 1.4]

Currently, more than 100 students are enrolled in a BAM pathway program. This number is remarkable given the recent implementation. The first BAM graduates completed their dual degree programs in the spring 2020 semester. Of current students, 56% are completing bachelor's degrees and 45% are completing master's degrees. In terms of demographics, 41% are Asian, 26% are Native Hawaiian or Other Pacific Islander, 20% are Caucasian, and 13% are Multiracial; 42% graduated from Hawai'i public schools, 21% graduated from Hawai'i private schools, and 27% graduated from schools on the U.S. continent. More than 20% of BAM students are PELL Grant recipients. The median time-to-degree (bachelor's degree) for BAM students is under four years, and the average cumulative (undergraduate) GPA is 3.67, above the campus average GPA of 3.21. Persistence rates are at 100%. In the 2020 NSSE Survey, 79% of BAM seniors indicated that they had completed or were in the process of working with a faculty member on a research project, compared with 24% of UH Mānoa seniors and 25% of seniors from peer institutions. 86% completed or were in the process of completing a capstone (compared with 42% of UH Mānoa seniors; 43% of peers); and 50% held or were in the process of holding a formal leadership position in a student organization (compared with 32% of UH Mānoa seniors and 34% of seniors from peer institutions). [CFR 1.2, 2.7, 2.10, 4.1]

To better understand motivations for entering BAM programs, gauge student satisfaction, and identify challenges, the Graduate Division and the Provost's Office surveyed BAM students in June 2020. Overall, [the survey results](#) indicate a high level of satisfaction with these programs. Of the 27 respondents, 75% were either moderately or very satisfied with their BAM pathway program. An additional 19% were "not sure," and one person (4%) indicated that they were not at all satisfied. To understand what is working well, the survey included an open-ended question as well as a list of program advantages that students could select. The most frequently selected advantage among survey respondents was the ability to earn a degree more quickly (89%). Two other top selections included saving money by double-counting credits (85%) and paying for those credits at the undergraduate tuition rate (78%). Being able to take graduate courses as an undergraduate was also endorsed by 78% of respondents and maintaining momentum because there is no break between the undergraduate and graduate program was selected by 67% respondents (these were reported as the top five advantages). The answers given in the open-ended version of this question mirror these top five advantages. [CFR 4.5]

In response to questions about challenges, 44% of respondents did not report having experienced significant challenges, but 33% had experienced somewhat significant challenges, and 22% faced very significant challenges. For 65% of respondents, logistical issues such as registration (scheduling graduate courses to ensure that they do not conflict with undergraduate courses) and access to advising were identified as hurdles. The heavy workload associated with taking undergraduate and graduate coursework simultaneously was a challenge mentioned by 40%, and a sense of belonging or inclusion was reported as a challenge by 30%. Despite these potential obstacles, none of the BAM student respondents indicated that they would *not* choose the BAM pathway if they could start over again. In fact, 15% of the respondents said that they would not have pursued a graduate degree without the BAM pathway opportunity.

In the spring of 2021, the Provost's Office, the Graduate Division, and the Office of the Vice Provost for Academic Excellence convened the BAM faculty directors and advisors to learn more about their challenges and ideas for improving the program. The manual tracking of BAM students was a concern identified by the faculty directors, academic advisors, and administrative staff in Financial Aid, the Registrar's Office, and the Graduate Division. Additional issues included finding ways to create a BAM cohort within the program, a need for flexibility in the selection of graduate-level courses that could be taken as an undergraduate, and assistance with recruitment. Given the impact across students, faculty and staff, more effectively tracking BAM students was identified as the highest priority to remedy. To address these challenges, the Registrar, in coordination with the UH System Institutional Research Office, established program codes for the BAM programs that will make it easier for faculty directors and advisors to track their students in the Banner student information system (to be implemented in fall 2021). This coding also makes it easier for BAM students to utilize the STAR Guided Pathway System (GPS) to facilitate timely degree completion. [CFR 3.5, 4.1, 4.4]

To address the issue of students' sense of belonging or inclusion, beginning in the 2021-22 academic year, the Graduate Division and the Office of the Vice Provost for Academic Excellence will begin holding regular gatherings for BAM students and BAM alumni to solicit feedback and discuss academic success strategies, and receptions at the end of the year to recognize program graduates. Additionally, there is discussion of formalizing a mentorship program that would pair BAM undergraduates with graduate students to assist with the transition issues. Better integrating BAM students into the graduate cohort is another issue under consideration. For example, in Political Science, BAM students are not seen as distinct from other graduate students because both groups of students

take the same required core course together once admitted. This common course experience fosters relationships within the cohort that is inclusive of BAM students and could serve as a model for other BAM programs. Finally, the Office of the Provost and the faculty directors have worked closely with the UH Communications Team on a [series of UH News articles](#) to regularly highlight the successes of BAM students to attract highly motivated students to UH Mānoa. Information about the program is now included in materials provided to high school counselors and featured in campus recruitment materials as well. [CFR 4.1, 4.3]

The BAM pathway programs collectively represent a significant initiative that directly contributes to our objective of attracting top undergraduate students into our graduate programs. With new BAM programs in the planning and implementation pipeline, we look forward to the expansion of these opportunities and continual program improvement in the years to come.

Advancing Undergraduate Research & Civic Engagement

Elevating and advancing meaningful undergraduate research and civic engagement experiences for students across disciplines is also a high-priority, campus-wide effort. This commitment will promote the meaningful integration of our educational and research missions and build on the common recognition among top institutions nationwide that students engaged in faculty-mentored research and civic engagement achieve better outcomes long-term, as evidenced by greater student satisfaction, completion rates, and fulfillment well beyond graduation. [CFR 2.2a, 2.5]

Undergraduate Research

National studies clearly demonstrate the positive impacts of undergraduate research and creative work experiences on student retention, graduation, and post-graduation success and satisfaction. We have made significant progress in building and expanding opportunities for undergraduate research and creative work, both inside and outside of the classroom. Below we summarize our successes and challenges in meeting our goals through the work of the [Undergraduate Research Opportunities Program](#), investments in college- and department-level programming, and through campus-wide initiatives that bring our world-class researchers into the classroom.

The Undergraduate Research Opportunities Program (UROP) was developed in 2011 with an annual investment of \$400,000 in scholarship funds available to undergraduate students through a competitive application process held each fall and spring semester. Initially housed in the Honors

Program, in 2018 we moved UROP to the Office of the Vice Chancellor of Research (now the Office of the Vice Provost for Research & Scholarship) to raise its visibility and to encourage non-Honors students to pursue undergraduate research opportunities. Additional support includes a grant from the Harold K.L. Castle Foundation for \$225,000 and an endowment of \$300,000 through the University of Hawai'i Foundation which generates \$12-\$15k annually for scholarships. In addition, the Provost's Office has provided ~\$100,000 in funding each year for the past three years that faculty mentors can apply for to support undergraduate students conducting research or creative work in the summer. [CFR 2.8]

Each fall and spring semester, undergraduate students compete individually or as a team for UROP funding for faculty-mentored projects, or funding to present their work at a professional conference or venue, through a rigorous [application process](#). UROP provides regular information sessions and resources to guide students through the process of finding faculty mentors, the criteria and rubrics used to evaluate proposals, itemized budget template and guidelines on eligible and ineligible items, and project budget/receipt form examples. [CFR 2.11]

Increasingly, undergraduate students prefer to conduct their research during the summer, so UROP developed the [Summer Undergraduate Research Experience \(SURE\) program](#). SURE is a cohort-based, nine-week summer program similar to the National Science Foundation-Research Experiences for Undergraduates program. SURE includes a common orientation, a service-learning component, and regular professional development modules on applying to graduate school, preparing oral and poster presentations, and more, while students work with faculty mentors on their projects. SURE culminates in an end-of-summer Symposium open to the campus community. In 2018 there were 46 undergraduate participants in SURE. In 2019, participation increased to 82, and in 2020, despite the pandemic, participation rose to 125 undergraduates. [CFR 2.11, 2.13]

We identified early administrative and structural barriers to further expanding opportunities. Because the UROP funds are merit-based scholarships, students must be enrolled in order to receive the funds. To allow students to receive the funds during the summer, the administration approved a pilot in 2019 to offer a new course, UROP 399: Faculty Mentored Research & Creative Work Project, at a \$0 tuition rate. The zero rate provides a means for students to qualify for the UROP award (and earn credit) without affecting the amount disbursed for research or creative project support. Based on the success of the pilot, the President approved the extension of zero tuition for UROP 399 through summer 2023. [CFR 4.1, 4.3]

To increase the number of faculty mentors, the Faculty Summer Mentoring Grant was initiated in 2019. This opportunity provides up to \$100,000 (total) for tenure-track and/or graduate faculty members to mentor UH Mānoa students in research and creative work over the summer. These competitive grants provide \$5,000 in funding for each undergraduate mentee (100% of funds must directly support students). UROP has received annual requests averaging \$277k for support over the past three years. [CFR 2.8]

In the fall and spring semesters, undergraduates can also engage in faculty-mentored research and creative work through college- and department-level opportunities, Entering Research Curriculum courses (ERC), course-based undergraduate research experiences (CUREs), capstones, and campus-level strategic initiatives. UROP also provides campus-wide access to a curated database online called the [Student Opportunity Center](#) (SOC), with thousands of national student research and creative work positions, journals, conferences, and funding sources. UROP also now hosts a campus-specific database in the SOC where our faculty and staff can post research and creative work opportunities. [CFR 2.5, 2.8, 2.11]

In addition to the SURE Symposium and the funding available for off-campus presentations, during the academic year we offer the Undergraduate Showcase, co-organized by the Honors Program and UROP. The Showcase provides a free, on-campus professional presentation opportunity open to all undergraduate students--including those without UROP funding and from outside of the Honors Program--at the end of each fall and spring semester. A concerted information campaign has raised awareness of this opportunity across campus, and participation has increased over the past three years, now averaging 140 students per year. [CFR 2.2a, 2.11]

Despite our progress, we recognize that more needs to be done at the freshman and sophomore levels to better prepare our students to engage in faculty- mentored research and integrating experiences. Further, given the impact of research experiences on student retention, we must create more opportunities to engage students earlier in their academic journeys. Towards this end, the Provost's Office funded a new course entitled [Transformational Research Experiences](#) (TREx), a place-based Entering Research Curriculum (ERC) experience for first- and second-year students that focuses on discovery, investigation, and hands-on research experiences in a range of science fields. TREx is one of many initiatives funded through the [Strategic Investment Competition](#), which is designed to increase cross-disciplinary collaboration in strategic areas. [CFR 2.5]

In an effort to track and evaluate our progress, UROP developed an analytical database of all undergraduate students who have applied for and received UROP project and presentation funding from the program's inception in 2011 to the present. The database includes data on applicants as well as recipients of UROP funding for faculty-mentored projects or presentations, including students' degree programs, academic standing, faculty mentor, and demographic characteristics. To date, analysis has centered on understanding the distribution of applications and funded projects and presentations across disciplines, and disaggregating demographical data to identify gaps in opportunities or access. Overall, these analyses allow UROP to better target programs and populations that have received a disproportionately low level of support from UROP with information campaigns. [CFR 4.2, 4.3]

Overall, student interest in UROP funding has grown substantially over time, and it even increased in 2020-2021 despite the pandemic and changes to the ability to conduct of in-person research and coursework, travel, and the cancellation of academic conferences. UROP received applications from 249 students requesting a total of \$790,679 in funding in 2020-2021, which was the highest number of annual applicants in the history of the program. 146 students were funded in 2020-2021 for a total of \$435,903, with research projects in arts and humanities (27), engineering and computer science (49), natural science (49), and social science (21). For students funded in fall 2019 or spring 2020, UROP contacted students and faculty mentors shortly after the pandemic's start to request a COVID contingency plan; not a single project was cancelled, instead, all funded projects were modified as needed to move forward.

Although student interest in faculty-mentored research and creative work continues to grow on our campus, disparities remain between participation in research in the arts, humanities, and social sciences on the one hand, and the natural sciences, engineering and computer sciences on the other, as is common on campuses nationwide. This difference mirrors the disparity between programs in which undergraduate research/creative work is more readily available and, in many cases, required as part of the degree program, and those programs in which it is not traditionally incorporated into degree program requirements. Generally speaking, this largely reflects differences in STEM vs. non-STEM disciplines. This distinction translates in differences across disciplines in how mentoring undergraduate students on research/creative work projects is or is not incorporated into faculty workload policies where, in general, this is more common and valued in the STEM disciplines.

To address this issue of representation, UROP has conducted targeted in-person and online [information sessions](#) for students and faculty in departments and colleges identified as

underrepresented; published a regular newsletter since 2018; provided [guidance](#) on their website for students seeking a faculty mentor; expanded UROP's visibility on social media platforms; and expanded information sessions on UROP programs via online opportunities, which has greatly increased student and faculty mentor participation in these sessions. These efforts are bearing fruit, as 25% of the applications for the 2021 Summer Faculty Mentoring Grant are from arts and humanities disciplines, an increase over previous years. [CFR 4.3]

Given that students have multiple opportunities at the unit and campus levels to engage in faculty-mentored research, another way to measure our progress and impact is to examine our results from the National Survey on Student Engagement (NSSE). In general, UH Mānoa compares well with peer and Carnegie-class institutions with respect to students who indicate that they have or plan to engage in faculty-mentored research. The results from the 2020 NSSE survey indicate that 26% of seniors either have completed or are currently engaged in such a project, and an additional 15% of respondents plan to do so. In comparison, 3% of freshmen have completed or are conducting a research project with a faculty member, and 29% plan to do so. The NSSE results indicate that UH Mānoa has room for improvement in increasing the numbers of freshmen engaged in or planning to engage in faculty-mentored undergraduate research compared to our peers and Carnegie institutions. We recognize that more needs to be done at the freshman and sophomore levels to better prepare our students to engage in faculty-mentored research, creative work, and integrating experiences such as capstones. Further, given the impact of research experiences on student retention, we must create more opportunities to engage students in our research mission earlier in their academic journeys. However, at the senior level, we are engaging slightly higher proportions of our students in undergraduate research than our peer and Carnegie institutions. We see these comparisons as highlighting several opportunities for further embedding research into undergraduate curricula across campus, and to communicating research opportunities to freshmen and faculty alike, from their first days on campus. [CFR 4.2]

Civic & Community Engagement

The Carnegie Foundation defines community engagement as a “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” While civic and community engagement and service-learning are identified as high-impact practices that support student success, these also contribute to the public good by addressing the needs

of our communities while providing our students with opportunities to practically apply what they have learned to develop critical thinking skills, advocacy, and leadership.

The UH Mānoa [undergraduate institutional learning objectives](#) (ILOs) identify what students know, do and value upon graduation. Personal and Social Responsibility is identified as the value outcome: “Students demonstrate excellence, integrity, and engagement through continuous learning and personal growth; respect for people and cultures, and in particular Hawaiian culture; stewardship of the natural environment; and civic participation in the community.” Over the last 10 years, we have explored innovative ways to build opportunities for civic engagement into courses, within the major, and through co-curricular experiences. Civic and community engagement are embedded in culminating projects and capstones, field experiences, service-learning courses, undergraduate research opportunities and as co-curricular activities. Moreover, [63 of the 100 undergraduate degree programs](#) reported that they address civic and community engagement in their program learning outcomes, as is the case for the [Department of Ethnic Studies](#), which has sustained a strong community engagement practice throughout its 50 years of existence. The work of the Ethnic Studies faculty in assessing civic engagement in the major is demonstrated [in this poster](#) which received the award for “Best Use of Assessment for Improvement” in the UH Mānoa 2021 *Assessment for Curricular Improvement* poster exhibit. [CFR 2.2a, 2.11, 3.1, 4.4]

In our institutional proposal, we aimed to increase opportunities for students to meet the undergraduate ILO of civic participation by integrating service-learning into curricula and co-curricular experiences. In this report, we review and assess our progress, and identify next steps to strengthen our efforts, focusing primarily on the work of three interrelated groups actively engaged in increasing opportunities across campus: The Office of Civic and Community Engagement (OCCE); the Institutional Learning Objectives Implementation Committee (ILOIC), and the College of Social Sciences Program for Civic Engagement (PCE).

The OCCE provides opportunities for civic engagement and service in the community and works with faculty to incorporate service-learning opportunities into courses and degree programs. The OCCE leads the regional Hawai‘i/Pacific Campus Compact, the state affiliate of the national [Campus Compact](#), a coalition of more than 1,000 higher education institutions dedicated to “advancing the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.” The OCCE also administers the AmeriCorps VISTA and the

Peace Corps programs. Annually ~2,000 students participate in OCCE engagement opportunities. [CFR 2.11]

The ILOIC is composed of instructional faculty, academic advisors and representatives from OCCE, PCE, the Assessment and Curriculum Support Center, UROP, General Education, the Library, and First Year Programs. For the last 5 years, the ILOIC has prioritized increasing opportunities for students to engage with the value-related ILOs, focusing particularly on civic participation and stewardship of the natural environment. Working collectively across the programs represented on the committee, the ILOIC embarked on an innovative town-hall approach designed so that faculty could easily “drop-into” their classes an event in support of stewardship of the natural environment and civic engagement. In the fall of 2019, the ILOIC piloted its first town hall for students focused on food insecurity and sustainability featuring community leaders and local farmers and small group discussions facilitated by peer mentors. Faculty incorporated relevant readings in their courses that were linked through the [First Year Program’s learning communities](#). The [Town Hall on Food Insecurity and Sustainability](#) drew 270 first-year students. During the town hall, representatives from community organizations encouraged civic learning and engagement and students could sign up for community opportunities. Overall, student feedback was positive, though more than a few expressed feeling overwhelmed by the number of students in attendance, which was partially mitigated by the small group discussions. Given the success of the effort, in the spring of 2020 a second, smaller town hall was held for sophomores, this time focused on the U.S. Census and its importance for Hawai’i – particularly for Pacific Islander communities. The ILOIC will continue to find innovative and accessible ways for faculty to embed civic engagement opportunities into their courses. [CFR 2.5, 2.11]

The College of Social Sciences Program for Civic Engagement (PCE) creates and maintains service-learning programs and courses that attract students from across disciplines on campus. The PCE administers several programs that align with our mission and promote social justice and advocacy for underserved populations. [Mālama I Nā Ahupua’a](#) (to take care of the traditional land sections) is a cultural-environmental program established in collaboration with the UH Mānoa Department of Ethnic Studies and the Ethnobotany program at (UH) Kapi’olani Community College. The year-round program was developed with active outreach and input from the community. Mālama I Nā Ahupua’a (MINA) grounds students and strengthens their [kuleana](#) to place and respect for the indigenous cultures of Hawai’i. The program first introduces students to the lands of Hawai’i with an experiential understanding of the pie-shaped mountain-to-ocean ([ahupua’a](#)) areas. [CFR 1.4, 2.2a]

MINA then offers scaffolding to help students develop in ways that provide for specialization and practical experiences that can shape their future career goals – from working with non-profit organizations to maintain and restore structures and native species to food production, climate-crisis mitigation, and other sustainability projects based in native epistemology and practices. MINA students work on campus, in government offices, in the ocean. They may do research and testify at legislative hearings. Students often continue with MINA for multiple semesters. MINA currently serves ~1,000 students each year, and it is not uncommon for students to continue for multiple semesters, as several courses are linked to the program across disciplines. While the program has strong appeal to indigenous students from Hawai'i and the Pacific, MINA also appeals to students who are new to the islands as it provides the means to better know and understand Hawai'i and our mission as a Native Hawaiian place of learning by contributing to its care. The assessment of thousands of reflection papers and other artifacts from the program clearly show that students have lasting learning experiences and understanding of and respect for Hawai'i. [CFR 2.2, 2.4]

The [Pālolo Pipeline Program \(PPP\)](#) is another example of a service-learning program that aligns with our mission. Established by working with the indigenous and immigrant public housing community in Pālolo, the PPP supports an educational pipeline to UH Mānoa and community building. Through community collaboration, the PPP educates both faculty and students. Projects address community needs and are diverse: for example, PPP participants have created and run a pre-preschool, a STEM-motivation summer program for middle-schoolers, and an Oceania/climate-crisis awareness program culminating in an international conference participation. Through the work of the PPP, more than 50 individuals from the Pālolo community have completed their degrees or are now enrolled in higher education. As one young leader from Pālolo put it: "In the late 1990s, the coming-of-age indicator for young men from Pālolo was to have been in prison. Today, it is to go to college." As much as we would like that to be true for all, it is not. In public housing, the residents are transitory and changing, so the work continues and changes with the times and the dominant ethnic groups. [CFR 1.4, 2.2a, 2.5]

To better understand the level of undergraduate participation in civic engagement and service-learning, members of the ILOIC aligned questions in the National Survey of Student Engagement (NSSE) with the undergraduate ILOs and identified 6 NSSE questions as indicators of student experience with civic engagement. With that work, faculty in the Assessment and Curriculum Support Center (ACSC) [analyzed the 2015 results](#) of the NSSE and found that 81% of seniors (1012 of 1255 respondents) reported participation in at least one civic engagement activity (inclusive of field experiences,

community service), and 65% reported opportunities to apply their learning to societal problems. Fewer freshmen than seniors reported civic engagement activities (65% compared to 81%), and just 39% of freshmen reported opportunities for service in the community (compared with 55% of seniors). The 2020 NSSE results show an increase in participation in service-learning among both UH Mānoa freshmen and seniors. Among freshmen, students who reported to have participated in service-learning increased from 50% in 2015 to 61% in 2020, and among seniors, it increased slightly from 64% in 2015 to 67% in 2020. Freshmen who reported not having participated in service-learning dropped from 49% in 2015 to 39% in 2020. In 2020, UH Mānoa administered the [Civic Engagement Module](#) of the NSSE to delve deeper into the experiences of undergraduates.

Given the disparate ways in which civic engagement is integrated into courses, programs, and co-curricular activities, we are challenged with obtaining detailed and consistent assessment data through our regular program assessment efforts. To address these challenges, in spring 2020 faculty from the ACSC, the OCCE, and PCE formed a task force to accurately document civic-engagement assessment work in academic and co-curricular programs; enhance capacity and provide resources to support civic-engagement teaching, learning, and assessment; and collect and disseminate best practices. An analysis with these goals in mind is underway with plans for an in-depth investigation through interviews, surveys, and focus groups. This work will continue over the coming years. The task force partnered with the Center for Teaching Excellence on an ongoing faculty series entitled “[Civic Engagement During a Pandemic: A Discussion Series](#),” and established a weekly mentoring program, “Civic Engagement Virtual Coffee Hour” focused on pedagogical activities, network building, and assessment approaches. [CFR 3.3, 4.1]

Under the leadership of the OCCE, an online tool designed to increase, track, and assess civic engagement activity is in the pilot phase: spring 2021 saw the official launch of [UServe](#), a UH STAR application that allows users to learn about and sign up for engagement opportunities on and off campus. Students can track hours served, connect and share opportunities with friends, and communicate directly with organizers about the requirements. Users can filter opportunities based upon their interests, and given the concerns of the pandemic, also filter results to identify opportunities that are in person, hybrid, or online. UServe is currently being piloted with the College of Social Sciences and selected co-curricular units. In the future, we plan to expand capabilities to recognize service accomplishment through badges, to allow students to build resumes of engagement, and to collect assessment artifacts. [CFR 2.3, 3.5]

It is well documented that civic and community engagement supports retention, degree completion, and the development of responsible members of society while addressing the needs of our communities. Civic and community engagement is also an impactful way for students, particularly Native Hawaiian, Pacific Islander, and other underserved populations, to enhance their learning through service while (re)connecting in meaningful ways with their communities. This engagement creates a sense of belonging that is fundamental to sustained and deep learning as well as student retention. As such, UH Mānoa will continue to be innovative in how we infuse civic engagement opportunities across the student experience.

Conclusion and Next Steps

Academic innovation and engaged learning is reflected throughout our programs and in the teaching, research and community engagement that drives our institution. To further our leadership in this area, UH Mānoa will focus efforts towards infusing and centering indigenous ways of knowing across the curriculum to deepen our position as a Native Hawaiian place of learning and solidify the UH Mānoa difference that defines our student experience.

A target next step includes the redesign of our General Education curriculum. The general education curriculum was last revised in 1999, meanwhile, the state of the world as well as of higher education has substantially transformed. Together with the rest of the UH System, we have embarked on a collaborative process to envision a new general education curriculum. From issues of civic engagement, sustainability, resilience, data analytics, critical thinking, effective communication, teamwork and much more, we need to ensure our students are prepared to flourish and lead in the wide range of possible worlds before them. With the support of faculty governance groups, [a System-wide working group convened in summer 2021](#) to develop a plan for reform of general education at UH both substantively, what skills and competencies comprise general education, as well as structurally, how general education is organized and the curriculum maintained. The key guidelines that structured the work of the UH General Education Curriculum Design Team, and will shape our future General Education curriculum, are:

- To make the general education curriculum more understandable and efficient for students (fewer credits required) without diminishing its effectiveness.
- To make administration of the curriculum less bureaucratic, reducing the work required by faculty to manage general education coherently across the UH System.

- To design a curriculum that scaffolds learning throughout matriculation.
- To design a curriculum that ensures the key 21st-century competencies and knowledge necessary for all UH graduates to succeed in the workplace and society.
- To emphasize an interdisciplinary and integrated approach to learning, with consideration of project- and problem-based learning.

Future efforts in the area of academic innovation and engaged learning hinge on institutional prioritization and the financial commitments needed to stabilize and expand support for those units assigned to implement and lead institutional efforts in these critical areas.

Highlights of our work may be found in the [Academic Innovation & Engaged Learning video playlist](#).

Component 9: Conclusion

Our review in support of the reaffirmation of our WSCUC accreditation has been an energizing and informative journey, with teams of faculty, staff and students working tirelessly to ensure that the final product accurately reflects our success over the last 10 years in several different aspects of our work. The fact that these teams persisted over a time period that included the worst health and fiscal crisis in the university's history speaks volumes about the dedication of these individuals. It also affirms our collective commitment to continue to move the university forward in accomplishing our mission and fulfilling our responsibility to the people of Hawai'i.

The accomplishments described under each of our themes demonstrate an approach to academic planning and organizational change that is grounded in our sense of place, and our sense of responsibility to our host culture and the communities we serve. These efforts have inspired and informed creative and innovative change across our campus, in areas as diverse as Interdisciplinary Studies, the Learning Assistants program, and the TRHT campus center. Of course, even positive change cannot be accomplished without challenges, and we have identified several areas where challenges persist, in most cases related to the need for additional human and financial resources. Our review, and the discussions that it has prompted, created opportunities for honest and transparent conversations among stakeholders in a number of units and offices.

The challenges produced by the pandemic brought into sharper focus the need for the university to build capacity in order to provide the comprehensive support that both our students and our employees need and deserve. Various initiatives related to academic program review and organizational efficiencies (our "Planning for Post Pandemic Hawai'i") were running in parallel with our preparations for the reaffirmation review, meaning that data and information emanating from each process could be shared across all participants if and when needed. The coming together of the campus community for the Planning exercise, combined with the ongoing work of the [WSCUC Reaffirmation Steering Committee](#), brought about a strong sense of purpose to all of these efforts. We list here a few of the primary challenges that emerged, and our plans to address them.

The [UH Mānoa Planning for Post-Pandemic Hawai'i](#) was initiated in Spring, 2020 with the goal of configuring UH Mānoa to help lead Hawai'i through the greatest financial and health crisis of our lifetimes and to advance the development of a strong, diversified economy while providing essential support and services to our communities. As the review of individual programs and the overall campus

organization continued through 2020, with nearly 100 separate meetings with faculty, staff and students, we realized that there was a need to clearly define the strategic priorities of the campus and the metrics by which each unit's contribution to achieving these goals should be measured. A committee of executives, faculty, staff, and students was assembled in Fall, 2020 and a [guidance document](#) was posted in June, 2021. As indicated in the document, the campus priorities were distilled into 5 major areas, including:

1. Native Hawaiian Place of Learning
2. Student Success
3. Research & Creative Work
4. Responsive to the Needs of Hawai'i
5. Outreach/Engagement with the Community

At the time of this writing, we are reviewing faculty hiring requests from the academic units, each of which provided a detailed document describing their efforts in these priority areas and the prospects for success should the requested hires be approved. These documents, along with data regarding program performance and efficiencies (e.g., enrollments, majors and minors, faculty/student ratios, multi-unit collaboration) are being employed in the review and approval of faculty hires. It is our expectation that we will engage with the original committee, as well as the deans and directors of our academic units, to review the process, identify challenges, and refine the process prior to implementation in the Spring of 2022.

Throughout the document, we have tried to frankly share the complicated and often unsatisfactory relationship between the university and its host people and culture. We have identified areas in which progress has been made and we have also identified areas requiring significant additional work. These areas include:

- Native Hawaiian student success, from K-12 engagement to recruitment to degree completion and career success. The work of developing and promoting Native Hawaiian student success will require investment from the campus level in offices and programs that support a holistic approach to student success.
- Native Hawaiian faculty and staff recruitment and development. We believe that success in this area will have important associated outcomes, including the recruitment and retention of Native

Hawaiian and other underrepresented ethnic groups, and the strengthening of the ties between our academic programs and our host people, culture and history.

- Expansion of our role with the Native Hawaiian and Pacific Islander communities. We have learned throughout the pandemic that health and fiscal challenges are significantly magnified in these communities. The university and the state must build trusted partnerships to address the very real and urgent problems of our day.

Our review under Transformational Student Success revealed two critical needs for future development: 1) the need for consistency in how we evaluate and assess the effectiveness of our student success efforts; and 2) the need for sustainable, permanent funding for our critically needed and effective programs. A diverse mixture of federal, state, research, and tuition funds support the programs featured in this report; and while all programs are evaluated and assessed, a more systematic and consistent approach to program review will better inform our efforts. The establishment of the Office of the Vice Provost for Student Success positions us to leverage our retention and graduation efforts and resources for efficiency. Tackling these issues over the next few years will help us ensure sustainability and improved student outcomes in the future.

Among the most significant next steps in Academic Innovation and Engaged Learning include the redesign of our General Education curriculum. The general education curriculum was last revised in 1999, meanwhile, the state of the world and the state of higher education have substantially changed. Together with the rest of the UH System, we have embarked on a collaborative process to envision a new general education curriculum. From issues of civic engagement, sustainability, resilience, data analytics, critical thinking, effective communication, teamwork, and more, we resolve to ensure that our students are prepared to flourish and lead in the wide range of possible worlds opening before them. With the support of faculty governance groups, we aim to design a curriculum that ensures the key 21st-century competencies and knowledge necessary for our graduates to succeed in the workplace and society.

In the introduction to our report, we cite the Polynesian voyager Nainoa Thompson's comment that the University of Hawai'i is the canoe, the most important means to navigate the challenges facing both Hawai'i and the region. Thompson's words emphasize the importance of the knowledge that the university provides for solving the most intractable problems facing the planet today. The work accomplished over the last decade, as outlined in this report, demonstrates that our compass, our guiding principles and values, is set in the right direction to reach our goals, our destination. As we have

also noted throughout the report, the journey ahead is still long and requires continued effort. In setting our course for the next decade, we find motivation in the ‘olelo no’eau (Hawaiian proverb, wisdom) “E kaupē aku nō i ka hoe, a kō mai;” we must put forward the paddle and draw it back; we must go on with the task that is started and finish it.¹³

¹³ <https://www.hookuaaina.org/%CA%BBolelo-noeau-hana-pono-working-hard/>

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