Aloha Michael

My responses to the summary recommendations are narrated below. I am pleased that there were no recommendations for “stop out” or mergers with other schools of any of our programs. But it will take some time to map out and implement a larger strategy for engaging with faculty to redesign programs and create new courses, including team-taught courses to broaden our missions and appeal to students who are facing social and economic changes in our homeland.

I have worries that the administration is not prepared for the faculty response that is building in many departments, responses that reflect faculty worries that they or their disciplines are being phased out. It will not be easy for a different message to be heard above that more fearful one, but this Fall my office will be attempting to spur conversations between our faculty and, at first, familiar faculty in other schools and colleges to collaborate on new curriculum development that can be team-taught and cross listed. To that end

- We will be working to help meet the demands of teacher preparation in the College of ED to provide pathways with Hawaiian Language and Hawaiian Studies to train teachers for careers in Hawaiian Language immersion education and Hawaiian Studies at the Middle and Secondary levels.

- We would like to work closely with faculty in the sciences including Natural Resources Management and SOEST to develop courses that train professional land managers for government work and to work in forestry, agriculture and fisheries with a strong grounding in traditional Hawaiian knowledge that conserved and enhanced resources for the highly developed society that Hawaiʻi was before contact.

- We want to open conversations with faculty in the social sciences who teach about how societies emerge and change, and explore team taught courses with Indigenous Politics, Ethnic Studies, Women’s Studies, Economics and Sociology that focus on the interactions of Kānaka Maoli with the many diverse languages and cultures that have made their homes here, as well as the institutions that have grown and prospered in Hawaiʻi.

- It is crucially important that we not set aside the cultural, creative and imaginative parts of the human beings that we are educating at this university. HSHK will partner with faculty in the Arts Humanities and Languages to develop multi-perspective approaches to literature, music, dance, visual arts, and historical narratives with the intention of strengthening the grounding of our students in the history, languages and arts of these islands.

- We are a small school and we have our own philosophies and traditions that define us just as faculty have in every other discipline. We will accomplish perhaps only a part of what we are setting out to do, but I will be calling on our directors, faculty, staff and students to extend invitations across the campus and create new courses and programs from the bottom up that utilize the immense talents and experience of the Mānoa faculty.
HSHK has been tasked to work with the administration and with other deans to provide support for Native Hawaiian Student Services, a center in Hawaiʻinuiākea that has overseen the rapid increase of Kānaka Maoli students on the Mānoa campus, largely through the successful management of federal Title III grants. The vast majority of these undergraduates major in programs outside of Hawaiʻinuiākea and contribute to the indigenization (and numbers) of every program they enter. There needs to be a commitment of operational funds for NHSS from this university, and while other schools and colleges could surely contribute to the continued success of NHSS, it is the Provost of Mānoa who needs to actually commit that support.

There were no recommendations made regarding the Taro garden, Ka Papa Loʻi ʻo Kānewai. Their expertise along with a longstanding strategy of community volunteerism and partnerships with institutions like Kamehameha Schools provides an astonishing benefit to this campus, students and the wider community, and a Hawaiian place of great value.

Finally, I believe it is time that faculty engage in a more meaningful conversation of what this university should be in five years time. I would warn our faculty and administration not to expect that this epidemic and its economic problems are merely a temporary blip on the society, but are contributing along with climate change and deep rifts in the American empire, to a new and very different world. We need to move into that world as contributors and leaders, not as frightened stakeholders.

We should be working with each other, faculty to faculty, and dean to dean to let loose our imaginations and the creative spirit that drew us to this profession and make something new. There is no time like the present to begin.