

- *Continue review of programs to strengthen graduation efforts and to increase collaborations across campus.*

This recommendation to review our programs is timely as we proceed toward renewal of accreditation with the World Indigenous Nations Higher Education Consortium (WINHEC) Having just submitted a letter of intent to pursue renewal, we are step closer to committing to the completion of a thorough self-study by fall 2022 and a site visit by the accreditation team in 2023. Our letter of intent contains the following paragraph

We are also developing our own systematic program assessment that will be based in part on evolving university standards regarding enrollment, graduation rates and post graduation success and in equal part on our partnership with other departments and schools that share significant portions of our mission and educational perspective; on continuing our strong connections with Hawaiian communities; and with continuing our political advocacy for Hawaiian sovereignty and our obligation to protect our lands, resources and identity from the legacies of colonial exploitation.

Our three year journey toward accreditation with WINHEC commits us to the goals outlined in this first statement. I have begun the process by asking one of our faculty specialists and former center director Konia Freitas to guide the planning and execution of the self study and are putting our advisory council Aha Kuhina on notice

- *Consider developing cross-disciplinary BA/MA pathways to recruit students into the MA program and to encourage undergraduates to pursue graduate studies.*

In 2017, the Center for Hawaiian Studies under the leadership of Director Konia Freitas began working to create a BA/MA pathway with the College of Education's MEDT graduate program. Shortly after they began, Hawaiian Language initiated a similar collaboration under the guidance of specialist Maya Saffery. These initiatives were supported by our curriculum committees and both faculties. I have signed the initiatives and the proposals will be considered by the Graduate Council on Tuesday December 15, 2020.

In 2017, Dean Konan and I signed a Memorandum of Agreement allowing Department of Urban and Regional Planning graduate students to apply more than a dozen Hawaiian Studies undergraduate and graduate courses to their coursework as electives and to enroll in those courses without prerequisites. More can be done in this area through the creation of a professional masters diploma in Hawaiian Knowledge that combines a core of Hawaiian Studies and Hawaiian language graduate courses with the MA certificate in Urban and Regional Planning. I am hoping to have faculty support and design on this over the spring semester

- *Continue work with the College of Education and the state to provide more accessible Hawaiian language courses for pre-service and in-service teachers in Hawaiian language immersion schools.*

HSHK embarked on this path in 2019 with a strategic initiative award, Ho‘oulu Kaiapuni, designed to create an opportunity for immersion teachers to enroll in upper division Hawaiian courses at Mānoa through on-line and on-site evening courses at a designated Kaiapuni Campus. We feel that that the course offerings have been successful but efforts to create a synergy between our faculty and College of Education has been less successful. Reluctance to participate in this venture stems not from an aversion to the work, but very likely from the fact that very few of our faculty have any experience in Hawaiian immersion education.

I am proposing some new ventures to our faculty in order to promote a relationship between our centers and the DOE schools that are largely serving Kanaka Maoli students both in the immersion schools and in Hawaiian charter schools. One of these proposals would seek an Administration for Native Americans (ANA) grant in 2021 to provide our course work to juniors and seniors in a Hawaiian Charter School along with training for our faculty to be able to work with high school students, secondary school faculty and their administration. Ultimately we hope to develop a model for the creation of a healthy and effective interface between university faculty and DOE schools.

Another venture is in response to inquiries from private secondary schools on O‘ahu interested in the possibility of enrolling their juniors and seniors in our introductory courses in Hawaiian Studies and Hawaiian Language. I will be proposing a plan to the Provost and President that will allow us to offer a wide range of high demand courses through Outreach at a tuition rate that is sensible for high school students and funders, provides a return to the centers, and also may help provide opportunities to underfunded Hawaiian Charter Schools.

- [Continue efforts to increase hybrid and online Hawaiian language courses for students as well as the general public through collaborations with Outreach College.](#)

Conversations with Dean Chismar have been quite fruitful in terms of increasing our offerings of extension courses this fall and hopefully will continue into the spring. Obviously the move to distance education because of COVID allows us the opportunity to test the market for our courses with the wider world. I think there is much to be considered in Outreach’s suggestions that we create shorter, lower and no credit segments (that could be asynchronous) to appeal to a larger audience and create new revenues. But this takes us down a path that really requires careful analysis by our faculty. The climb to academic legitimacy has been a long and difficult one for our programs and that credibility is something we cannot afford to surrender. I will encourage that conversation in our Centers even as we work to make our general coursework more visible and available to the wider public.

Another major consideration regarding our ability to reach out to new academic audiences (secondary school students, teachers etc.) is the serious staffing problem we have seen with the loss of the Hawaiian language AO (President’s freeze) and

the Hawaiian language academic advisor (legislative sweep). We were able to hire a temporary academic advisor through the timely intervention of Native Hawaiian Student Services, but any plan that would invite high school students and teachers seeking professional development course work with us would lean heavily on the availability of experienced academic guidance

- • *Continue collaborating with other indigenous-serving institutions, including international institutions, on joint courses, programs, and exchange opportunities for students and faculty.*

I am quite determined to continue conversations between HSHK, Andy Sutton at OIEP and University of Auckland's Maori Studies to arrange an exchange of distance courses taught by our faculty and theirs. Professor Margaret Mutu of Auckland and Professor Kame'eleihiwa of Hawaiian Studies have indicated an interest and willingness to consider such an exchange. It would be necessary to work out on MOA and would almost certainly involve the Hawaiian Studies director and the Provost of Mānoa in its negotiation. Such an arrangement could be a model for future collaborations.

- • *Work with the Provost on a financial plan to support Native Hawaiian Student Services. Consider whether the program would be better supported under the Vice Chancellor (or Vice Provost) for Students.*

Having at one time suggested that it might be better for NHSS to be situated in a higher position and answering to someone like the Vice Provost for Students, I must withdraw that suggestion and insist that the proper place for NHSS is in Hawai'i nui ākea. The increase and support of Native Hawaiian students at this university continues to be the kuleana of our School unless and until the presence of Native Hawaiians on this campus is actually normalized, with a student body and a faculty that represents the population of Hawai'i.

The problem is whether the increase of Hawaiian faculty is actually the responsibility of either NHSS or HSHK. In fact, while the support of Native Hawaiian students on this campus is definitely NHSS' kuleana, it seems to me that every college and school on this campus has an obligation to recruit and retain more Hawaiian students. The NHSS director has pointed out to me that the School of Social Science actually institutionalized a Native Hawaiian program officer position from a NHSS authored Title III grant, and they are the only school to have done so, from the many programs that benefited from a NHSS grant.

What should happen this spring is for the Provost, the MBT, the NHSS faculty and me to sit together and consider a list of ongoing and institutionalized operations by NHSS that require ongoing funding and to prioritize those operations so that a funding plan for 2021 can emerge.

It is also a well accepted axiom that the presence of native faculty on a campus normalizes the presence and aspirations of native students. While the long term project of increasing Hawaiian faculty really depends on that increasing number of Hawaiian undergraduates and graduate students, so do the colleges and schools hospitality toward Native students and a clearly communicated willingness, even eagerness to bring them into the professoriate.

The responsibility for recruiting and considering Native academics cannot continue to fall on HSHK or programs like Indigenous Politics, Ethnic Studies or our ever friendly English department. We are letting good PhDs slip away to other universities in the physical and biological sciences, and while cluster hires under former Dean Benham began to address the noticeable absence of Kānaka in NREM and Public Health, it was a short-lived program and needs a new stimulus and a wider application. For academic departments with unfortunate and parochial ideas about the capacities of Native Hawaiians, the presence of Hawaiian faculty members at departmental meetings has the potential to change entrenched cultural notions and practices. Toward that end, NHSS and HSHK are working with Social Sciences and the College of Engineering on an AGEF grant to increase Native Hawaiians in the STEM professoriate at UHM.

At another meeting, perhaps including the Kūali'i Council, we should also discuss a plan for encouraging every college on this campus to examine its faculty recruitment and to at least consider how an increase of Native faculty in their program could lead to increases in Native students and the likelihood of their persistence.