A SELF-STUDY TO MOVE FROM PROVISIONAL TO ESTABLISHED STATUS

Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization

Ka Haka ʻUla O Keʻelikōlani

College of Hawaiian Language
University of Hawaiʻi at Hilo

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Introduction

The Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization (Ph.D. HILCR) has a unique status within the University of Hawai‘i system and the world; it is the first doctorate in a Hawaiian Studies field and the first doctorate in the world specific to the growing field of indigenous language and culture revitalization.

The primary mission of Ka Haka ‘Ula O Ke‘elikōlani (KHUOK) is the revitalization of the Hawaiian language and the traditional culture that is its heritage. Mandated by state law (Act 315), KHUOK implements outreach to other indigenous peoples on a national and international basis. KHUOK is widely recognized as the leader in indigenous language revitalization in the United States, and indeed the North Pacific Basin. The college is the locus of the largest and most developed Native American language-focused degree-granting program in the United States. In addition, Ka Haka ‘Ula O Ke‘elikōlani provides government sponsored outreach services to support indigenous languages throughout Polynesia and the United States.

Concentrated in Hilo is a preschool through graduate school Hawaiian medium educational system and key support offices that provide administrative, curricular, language planning, and technological support to programs throughout the Hawaiian islands. The task of integrating education from preschool to graduate school, or P-20 education, has become a major focus in Hawai‘i, the continental United States, and in other countries. The KHUOK system is unique and distinct in its use of Hawaiian as the language of instruction and has a proven record of producing college- and career-ready high school graduates. Participants in the system believe that such a revitalized system of Hawaiian medium education can reestablish Hawai‘i as a world education leader, as was the case in the 1800s.

In 2009 an international accrediting body, the World Indigenous Nations Higher Education Consortium (WINHEC), awarded its first P-20 system accreditation to KHUOK. Leaders of the Hawaiian language revitalization movement acknowledge this accreditation as a major milestone -- an educational "world’s first" recognition honoring UH-Hilo's Ka Haka ‘Ula O Keʻelikōlani College of Hawaiian Language and its P-20 component programs. In 2014, WINHEC chose KHUOK's Hawaiian medium early education laboratory schools—the Pūnana Leo—to pilot its new international Indigenous P-12 accreditation. The Ph.D. HILCR is a key component in developing the leadership for the KHUOK P-20 system and similar systems elsewhere in Hawai‘i and the world.

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1 The term medium is meant to emphasize that Hawaiian serves as the language through which classes, as well as the general administration of the schools, are conducted.
(1) IS THE PROGRAM ORGANIZED TO MEET ITS OBJECTIVES?

Program Mission Statement and Program Objectives

The primary mission of the Ph.D. program in Hawaiian and Indigenous Language and Culture Revitalization is to train well-rounded Hawaiian and other indigenous scholars who are prepared to take leadership roles within their communities in indigenous language and culture revitalization efforts. The primary goal of the Ph.D. HILCR is to serve the needs of the State of Hawai‘i for advanced academic training and scholarly research in the Hawaiian language. More specific Hawai‘i-focused objectives of the program are: 1) to assure doctoral expertise at a very high level in the Hawaiian language; 2) to use that doctoral expertise to solidify a P-20 system of Hawaiian language medium education beginning in the Hilo area; and 3) for the graduates of the HILCR Ph.D. to use the model P-20 system in Hilo to spread high quality Hawaiian language medium education throughout the state of Hawai‘i.

Secondarily, the program uses the successful model of Hawaiian language revitalization to provide other indigenous scholars and language educators with graduate-level education relevant to the revitalization of their own languages and cultures. As such, the program prepares individuals who can address similar needs in Native American, Pacific Islander and other indigenous communities to reach similar objectives to those for Hawai‘i in other parts of the world. The HILCR Ph.D. graduates students who demonstrate outstanding knowledge of their indigenous language, a unique perspective on global indigenous language revitalization, plus additional knowledge in other areas of specialization that provide the ability to teach and research indigenous languages in indigenous communities. By providing a forum for the exchange of ideas and research on the many issues faced in efforts to revitalize indigenous languages and cultures elsewhere, Hawaiian revitalization will also be further strengthened.

Program Administration

KHUOK administration of the Ph.D. HILCR is ideal for meeting its program mission because KHUOK itself operates through an endangered indigenous language and is fully focused on language revitalization. This is unique among colleges in Hawai‘i and the United States. Furthermore, the Ph.D. is a key part of a P-20 pathway administered by KHUOK that includes a P-12 Hawaiian medium laboratory school, a Hawaiian language medium B.A. in Hawaiian Studies, a Hawaiian language medium graduate certificate in teacher education, a Hawaiian medium M.A. in indigenous language and culture education, a Hawaiian language medium M.A. in Hawaiian Language and Literature, and finally the HILCR Ph.D.

Provided alongside the P-20 Hawaiian language medium system is a pathway for participation in KHUOK by those focusing on indigenous languages other than Hawaiian.
This pathway includes first an English medium B.A. in Linguistics with an associated certificate in indigenous language revitalization, an English-medium graduate certificate in indigenous language and culture revitalization, and the Ph.D. HILCR. While these programs are taught through English, the teaching faculty converse in Hawaiian, the operational language of KHUOK. There is the potential to expand further in serving other indigenous peoples, as the KHUOK graduate certificate program in teacher education and its M.A. in indigenous language and culture education were officially approved with the ability to serve indigenous peoples beyond Hawai'i.

The high interest of other indigenous peoples in the programs of KHUOK, including the Ph.D. HILCR, is evidenced by the approximately 100 visitors annually to the KHUOK P-20 program and by the interest of other universities throughout the world to work with KHUOK by sending faculty here for sabbaticals and visits to study our programming.

The program is a cohort program with a new class of students to be admitted every 3-5 years. The first two cohorts consisted of 5 and 4 students respectively, but due to increased interest from speakers of indigenous languages other than Hawaiian, we are planning to accept 8-10 students in our future cohorts.\(^2\)

**Program Description**

All students in the doctoral program are required to speak an indigenous language—their "language of focus"—and further develop their knowledge of that language in courses that explore the similarities and differences among such languages. In addition, students choose two specializations from among the four systematic fields offered in the program, a) Indigenous Language and Culture Education, b) Indigenous Language and Culture in Society, c) Language Planning, and d) Hawaiian Language and Culture. Thus, students who focus on a non-Hawaiian indigenous language will choose two specializations from areas a), b), and c); students who focus on Hawaiian language may choose among all four areas.

The Ph.D. HILCR adheres to UH-Hilo's graduate admissions policies. The priority application deadline is February 1 for admission to the following Fall semester. After February 1, applications are accepted on a space-available basis. The UH-Hilo Admissions Office receives all applications and supporting documents and maintains the applications through final notification. Applications that meet initial requirements are forwarded to the college's admissions committee for a comprehensive review and consideration for admission into the program. Specific criteria for admission and graduation are as follows.

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\(^2\) The figures in the cost-revenue attached to the end of this document are based on the addition of 8 new students per every 4 years, beginning with our next cohort in the summer of 2015.
Admission Requirements

1. Master's degree from an accredited college or university with a minimum 3.0 grade point average in an approved field of study (e.g., Hawaiian Language and Literature, Indigenous Studies, Anthropology, Languages, etc).

2. Proficiency in and academic knowledge of the applicant's indigenous language of focus, as demonstrated by a taped speech and written essay, with English translation. (The level of proficiency and academic knowledge required will depend on the status of the indigenous language, in terms of how endangered it is and how much linguistic description has been done.)

3. A statement requesting admission to the program that describes the applicant's:
   a) Academic objectives and research interests.
   b) Experience in educational service to his or her indigenous language of focus.
   c) Diversity experience with the contemporary status of an indigenous or threatened language and culture beyond the student's own indigenous language of focus. The social and political environment of this additional language should be different from that of the student's language of focus.
   d) Future plans regarding work to revitalize his or her indigenous language and culture.

4. A sample of written work (usually the master's thesis).

5. Course work of at least 6 credits in general linguistics, linguistic analysis, and sociolinguistics.

6. Complete taped interview either in person or by telephone.

7. Three letters of recommendation, at least one of which must focus on the applicant's background in the language and culture of an indigenous people and service to that indigenous community.

8. For second language speakers of English, passing scores on the TOEFL, IELTS or other evidence of English fluency.

Graduation Requirements

1. KIND 730 (3 credits) Research Methods in Hawaiian and Indigenous Language and Culture Revitalization

2. Eight Credits in Advanced Study of Language of Focus:
   a) KLAN 701 (1) Semantics and Pragmatics in Indigenous Languages
b) KLAN 702 (1) Stylistics and Domains in Indigenous Languages  
c) KLAN 703 (3) Semantics and Pragmatics of an Indigenous Language  
d) KLAN 704 (3) Stylistics and Domains of an Indigenous Language  
These credits are directed toward improved analytical and fluency skills in the student's language of focus and its culture. KLAN 701/702 are seminars taken by all students to develop common understandings and to form the basis for KLAN 703/704, which focus specifically on Hawaiian or other indigenous languages, depending on student interests.

3. Additional Language Requirement:  
a) For students whose language of focus is Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of any approved second language equivalent to the 102 level as taught at UH Hilo.  
b) For students whose language of focus is other than Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of Hawaiian equivalent to the 102 level as taught at UH Hilo.

4. Two Areas of Specialization:  
a) Students will focus on two of the four areas of specialization provided in the program:  
(a) Indigenous Language and Culture Education,  
(b) Indigenous Language and Culture in Society,  
(c) Language Planning, and  
(d) Hawaiian Language and Culture.  
Specific research themes to be addressed within these broad areas are diverse in order to allow maximum application to student dissertation interests. Examples of such areas are literacy in indigenous languages, indigenous language media, spirituality and religion in traditional Hawaiian thought, lexicon development, indigenous language testing and evaluation, colonialism and neocolonialism as factors in indigenous language and culture revitalization, technology in indigenous language revitalization, diversity in indigenous languages and societies, ecological planning for indigenous language and culture survival, etc.

b) The amount of course work in the two areas of specialization is dependent on the student's graduate committee, who will determine when the student is sufficiently prepared to take comprehensive examinations in the two areas. At a minimum, the student must complete two of the following courses (in addition to the prerequisites) listed below:  
- KED 794 (3) Indigenous Language and Culture Education.  
- KIND 794 (3) Indigenous Language and Culture In Society.  
  Pre: KIND 601 (3) Language Maintenance and Shift, KIND 602 (3)
Methods & Resources in Indigenous Language and Community Building, or equivalent.

- KLIN 794 (3) Language Planning.
  Pre: KIND 601 (3) Language Maintenance and Shift, KIND 602 (3) Methods & Resources in Indigenous Language and Community Building, or equivalent.

- HWST 794 (3) Hawaiian Language and Culture.
  Pre: HAW 631 (3) History of Hawaiian Language & Literature, HAW 654 (3) Advanced Hawaiian Grammar, HWST 663 (3) Traditional Hawaiian Literature, HWST 665 (3) Ethnological & Historical Narratives, or consent of instructor.

5. Students may take up to six semester credits (or equivalent) at another accredited university in courses pre-approved by the program chair and transfer the credits to the University of Hawai‘i at Hilo in place of any of the listed program courses.

6. Completion of all graduate courses with a grade no lower than “B.”

7. Successful completion of a comprehensive examination consisting of oral and/or written questions, after the student’s Graduate Committee determines the student has had sufficient preparation in the field of study to begin work on the dissertation.

8. Submission and approval of a portfolio which documents the student’s work to improve public opinion and/or government policy concerning the revitalization of the student’s language and culture of focus. The portfolio may include newspaper or periodical articles or oral presentations aimed at the student’s indigenous community or the larger public; it may include written material or oral testimony given at government forums concerned with indigenous language and culture revitalization.

9. Successful completion of a dissertation, with enrollment in a minimum of six credits of KIND 800(V) during the writing of the dissertation. A final oral examination in defense of the dissertation is then required upon completion of the dissertation.

Student Learning Outcomes

Student learning outcomes were developed in Fall 2008 after the first cohort had finished their regular classes and comprehensive exams. Those were then improved upon prior to the admission of the second cohort, in order to assist in guiding program implementation.

1. Describe and evaluate important current ideas and data in two of the four areas of program specialization: (a) indigenous language and culture education, (b) indigenous
language and culture in society, (c) indigenous language planning, (d) Hawaiian language and culture.

2. Integrate the fundamentals of these three areas—indigenous language and culture education, indigenous language and culture in society, indigenous language planning—to resolve real problems in maintaining and revitalizing indigenous language and culture in situations of varying status and socio-political contexts.

3. Analyze the indigenous language of focus in terms of its grammar, semantics and socio-linguistic variations.

4. Write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).

5. Write effective non-academic essays to inform public opinion concerning indigenous language and culture revitalization.


7. Apply various research methods appropriate to research in indigenous language and culture revitalization and carry out rigorous research in the field.

8. Exhibit leadership potential for revitalization of their indigenous language and culture.

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>HAW 631</td>
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<td>I/D</td>
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<tr>
<td>KED 662</td>
<td>I/D</td>
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<tr>
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<tr>
<td>Comprehensive exams</td>
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<tr>
<td>Portfolio*</td>
<td></td>
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<tr>
<td>KIND 800 (thesis)</td>
<td>M</td>
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I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated Mastery
The portfolio requirement has been added to the program for the next cohort of degree candidates. It will include documentation of newspaper or periodical articles or oral presentations aimed at the candidate's indigenous language community; documentation of such work aimed at the larger public; and documentation of written material or oral testimony given at government forums concerned with indigenous language and culture revitalization.

Course Sequencing

<table>
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<tr>
<th>Year 1 (14cr)</th>
<th>Year 2 (9cr)</th>
<th>Year(s) 3* (2cr)</th>
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<tr>
<td>Fall (7cr)</td>
<td>Fall (6cr)</td>
<td>Summer</td>
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<tr>
<td>KLAN 704:</td>
<td>KLAN 792:</td>
<td>Comprehensive</td>
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<td>Semantic/Pragmatic</td>
<td>Stylistics/Domain</td>
<td>Exam</td>
</tr>
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<td>Indigenous</td>
<td>Languages (1)</td>
<td>Languages (1)</td>
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<tr>
<td>Languages</td>
<td>*Seminar</td>
<td>(Specialization)</td>
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<tr>
<td>(1)</td>
<td></td>
<td>(3)</td>
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<tr>
<td>KIND 730:</td>
<td>KIND 794:</td>
<td>KIND 800V:</td>
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<tr>
<td>Research</td>
<td>Semantic/Domain</td>
<td>Doctoral</td>
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<td>Methods</td>
<td>Languages (3)</td>
<td>Dissertation</td>
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<td>in Hawaiian</td>
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<td>&amp; Indigenous</td>
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<td>A Prerequisite</td>
<td>*2cr per AcYr and 2cr every year thereafter</td>
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<td>Course to meet</td>
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</table>

(2) IS THE PROGRAM MEETING ITS LEARNING OBJECTIVES FOR STUDENTS?

Yes, this program is meeting its learning objectives for students. Students are receiving a broad education in the field, while allowing them to specialize in their areas of interest. In Spring 2009, a meeting was held to assess the Spring 2008 comprehensive exam results and process to determine how successful the questions were in measuring the learning outcomes of the program. College faculty Dr. William Wilson, Dr. Kalena Silva, Dr. Charles Langlas, Dr. Noelani Iokepa-Guerrero, and Dr. Larry Kaplan (University of Alaska Fairbanks, Linguistics) participated in the discussion. Responses to comprehensive exam questions demonstrated meeting student learning outcomes (SLO) #2 and #8. It was concluded that future exams should include a “macro” regarding student learning outcome #1. Student learning outcome #3 is best assessed upon completion of the KLAN courses given in the first year. The implementation of a portfolio requirement addresses student learning outcomes #4, #5 and #6. The dissertation addresses SLO #7. The students were given two exams. Only one student successfully passed all areas of the first exam and the other students successfully passed after completion of the second exam.

Additionally, the students produced dissertations that reflected groundbreaking research in the field of language and culture revitalization, especially for the Hawaiian language. The students and graduates are also key resources in producing the Hawaiian language medium P-20 educational system in the state of Hawai‘i and providing further support to language revitalization throughout the world.
Catherine Edmonds' dissertation "The Validity & Reliability of the Māori Language Writing Test" discussed (1) the decline of Māori language use in Aotearoa and its revitalization through the school system, (2) the ensuing need for a test of the language ability of those who learn Māori through the school system rather than through the home, (3) the creation and administration of a series of tests of Māori language ability (spoken, reading, writing), and (4) the need for determining whether the written language test was reliable and valid. She examined test results of a group of students; had the results rated by a group of teachers, and then tested the rating results statistically for reliability and validity. Catherine graduated Fall 2008.

Kauaʻnoe Kamanā's dissertation "Moʻokiʻina Hoʻoponoʻopono: Ke Ō o ka ʻIke Kuʻuna Hawaiʻi ma ke Kula ʻO Nāwahīokalaniʻōpuʻu" examined features of a method used in conflict resolution at Ke Kula ʻO Nāwahīokalaniʻōpuʻu, a K-12 Hawaiian medium school, and how they reflect traditional hoʻoponoʻopono (conflict resolution) within the family. She described (1) specific features of the experience in the two contexts, (2) the similarities and differences of the two processes, (3) how language conveys culture in the two contexts, and (4) the basic cultural understandings required. Kauaʻnoe graduated Fall 2010.

Hiapo Perreira's dissertation "He Haʻiʻōlelo Kuʻuna, Nā Hiʻohiʻona me nā Kīʻina Hoʻōla hou i ke Kākāʻōlelo - Classical Hawaiian Speechmaking: Aspects and Revitalization of Hawaiian Oratory" focused on the redevelopment of traditional Hawaiian oratory. The dissertation is a detailed study of formal oratory in Hawaiian, encompassing examples from the written archives, material from audio archives, interviews with recognized experts, and literature reviews of the study of oratory in two closely related language societies. It identified literary devices necessary for contemporary versions of formal oratory in Hawaiian and provided detailed examples. Finally, the dissertation provided examples of recent formal speeches, as well as reports on the author's teaching of this style of oratory to students at the secondary and tertiary levels of Hawaiian. Hiapo graduated Fall 2011.


Jason Cabral will be defending his dissertation on the kāhulu pepeke poke ki'a, the noun phrase relative clause. This research will strengthen the insight and knowledge of Hawaiian language speakers for use of this complex sentence structure, especially those learning it as a second language.
Student Survey Results

2012 Survey

KHUOK conducted a survey of students from the first cohort through a group discussion held on December 12, 2012. The students in the group had all been hired within their field and one of them, Dr. Katarina Edmonds, had been appointed to a prestigious New Zealand government position on the Māori Language Commission. The survey was conducted in the form of a group discussion with notes taken by Dr. Scott Saft.

The students all indicated that they decided to enroll in the program because of its unique language revitalization focus. Dr. Edmonds—the sole student from outside Hawai‘i—indicated that she chose this program because it offered a focus on language revitalization from the perspective of indigenous languages (as opposed to a western linguistic perspective). All students indicated that they found the entrance requirement that students already have experience in language revitalization an especially strong point. The students indicated that program courses provided them with a good overview of language revitalization throughout the world while also providing both theoretical and practical knowledge that could be incorporated into their work in revitalizing their indigenous language of focus.

The area that the students felt needed the most attention for further development was continued alignment of the program with indigenous perspectives and processes. Students appreciated that they were encouraged to write academic papers through Hawaiian and other indigenous languages, but felt that such writing had to move beyond a simple adoption of such common western models as “Chicago Manual of Style” and “APA” to something distinctively appropriate to the indigenous language used. Moving further from the question about a Hawaiian/indigenous perspective on research and writing papers, the students strongly suggested that the indigenous aspects of the program need to be further probed and clarified. Important questions were raised such as: How can we clarify the goals of the program not as just a doctoral program but as a program that approaches the educational process from an indigenous perspective? How can we work to fulfill those programmatic goals through practices that respect and are consistent with indigenous philosophical approaches to language and education? Given that it has often been western educational practices that have caused or at least contributed to the endangerment of indigenous languages, the program cannot just look to adopt and apply the approaches of western educational systems. All of the students agreed that while their experiences as students in the program were mostly positive, continued explorations of such questions are crucial to the continued successful implementation of the Ph.D. program.

Finally, at the end the discussion, all five students expressed a strong belief that their time as students in the program contributed to their work in the field of language revitalization. The four Hawai‘i students have remained in our state and are making major contributions to P-20 Hawaiian language medium education.
2013 Independent Review

On October 14-16, 2013, KHUOK brought Dr. Andrew Garrett, Chair of the Department of Linguistics and Director of the California Language Archive (focused on American Indian languages) of the University of California at Berkeley and Dr. Keren Rice, Chair of Linguistics and of Aboriginal Studies of the University of Toronto, Canada, to carry out an independent review of the P-20 work of KHUOK. Their work included interviews with students in the second cohort of doctoral students, as well as students from the first cohort. The reviewers’ comments on the graduate program and support for it reflect their interaction with students.

Dr. Garrett and Dr. Rice placed the overall program of KHUOK in a broader global context before discussing graduate education at KHUOK by recognizing its international leadership and closed with the statement “Ka Haka ‘Ula O Ke‘elikolani College of Hawaiian Language and all its programs have become a model around the world of what can happen with commitment, dedication, and expertise.”

Specific to graduate education, they stated:

Ka Haka ‘Ula O Ke‘elikolani College of Hawaiian Language has attracted a group of strong and dedicated graduate students. They are learning how to do research while also teaching, and are enthusiastic and dedicated in both roles. ... For readers outside linguistics and language revitalization, we want to emphasize the unique needs of Ka Haka ‘Ula O Ke‘elikolani College of Hawaiian Language graduate programs. For the immediate future, it is inevitable and essential that the faculty are “home-grown” in the sense that they have come out of the College’s own programs and may still be students until finishing their [doctorates]. We think appropriate policies have been set up to check any possible conflict of interest (see below), and we urge readers to think of the College’s structure as a strength rather than a weakness. It helps give the faculty their astonishing commitment to College programs and the mission of Hawaiian language revitalization, and it will serve as a model for other university-level programs elsewhere.

(3) ARE PROGRAM RESOURCES ADEQUATE?

The program resources are adequate for the present level of periodic offering for a cohort of 4 to 10 students. This first cohort consisted of 5 students enrolled in Fall 2006 and the second cohort of 4 students enrolled in Fall 2013. The college has received inquires from potential students from elsewhere, including the Continental United States, Canada, the Pacific Islands and Europe and has plans to include such students in its next cohort. It is a cohort program with a new class of students to be admitted every 3-5 years. There is no full-time faculty dedicated entirely to this doctoral program; the majority of faculty serve more than one college program. The following diagram illustrates the multiple instructional and leadership duties faculty are currently responsible for within the College.
Diagram of Ka Haka 'Ula o Keʻelikōlani College of Hawaiian Language Faculty

Director: Keiki Kawaiʻaeʻa ½

Academic Programs Division
Chair: William Wilson ½

Hale Kuamoʻo
Hawaiian Language Center Division
Director: Alohalani Housman ½

Kula Mauli Ola Laboratory School Division
Coordinator: Kauanoe Kamanā*
Hiapo Perreira ½
Noelani Iokepa-Guerrero ½

Undergraduate Programs

Graduate Programs
Coordinator: Scott Saft ½

Kahuawaiola Indigenous Teacher Education Program
Coordinator: Makalapua Alencastre ½
Keiki Kawaiʻaeʻa ½ Alohalani Housman ½ Noelani Iokepa-Guerrero ½ (Kauanoe Kamanā)

Hawaiian Studies Department
Chair: Jason Cabral*
Larry Kimura*
Hiapo Perreira ½
Kalena Silva ½
William Wilson ½

Linguistics Program
Coordinator: Scott Saft ½
Yumiko Ohara*
(William Wilson)

M.A. Indigenous Language & Culture Education
Coordinator: Makalapua Alencastre ½
Keiki Kawaiʻaeʻa ½ Alohalani Housman ½ Noelani Iokepa-Guerrero ½

M.A. Hawaiian Language & Literature
Coordinator: Hiapo Perreira ½
Kalena Silva ½ William Wilson 1/6 (Charles Langlas)

Ph.D. Hawaiian & Indigenous Language & Culture Revitalization
Coordinator: William Wilson 1/6
Affiliate Faculty: John Charlot, Lawrence Kaplan, M. Puakea Nogelmeier

*Full-time
½ Half-time, ⅓ One-third time, etc.
( ) Occasional work in program
The following are faculty areas of expertise.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Degree, Field, &amp; University</th>
<th>Faculty Rank</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iokepa-Guerrero, BJ Noelani</td>
<td>Ed.D. in Educational Leadership U of Southern California</td>
<td>Associate Professor</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Kimura, Larry</td>
<td>Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization UH Hilo</td>
<td>Associate Professor</td>
<td>Hawaiian Lexicon, Ethnolinguistics, Hawaiian Culture</td>
</tr>
<tr>
<td>Langlas, Charles</td>
<td>Ph.D. in Anthropology UH Mānoa</td>
<td>Retired Associate Professor hired as a Lecturer</td>
<td>Pacific Island Ethnography, Oral History, Cultural Resource Management</td>
</tr>
<tr>
<td>Ohara, Yumiko</td>
<td>Ph.D. in Japanese Linguistics UH Mānoa</td>
<td>Associate Professor</td>
<td>Linguistics, Ideologies of Language, Language Endangerment and Revitalization in East Asia</td>
</tr>
<tr>
<td>Perreira, Hiapo</td>
<td>Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization UH Hilo</td>
<td>Associate Professor</td>
<td>Hawaiian Language, Literature &amp; Oratory</td>
</tr>
<tr>
<td>Saft, Scott</td>
<td>Ph.D. in Japanese Linguistics UH Mānoa</td>
<td>Associate Professor</td>
<td>Linguistics, Pragmatics of Indigenous Languages, Language Endangerment and Revitalization in Japan</td>
</tr>
<tr>
<td>Silva, Kalena</td>
<td>Ph.D. in Ethnomusicology, U of Washington</td>
<td>Professor</td>
<td>Hawaiian Music, Performing Arts, and Ethnomusicology, Culture-based Education</td>
</tr>
<tr>
<td>Wilson, William</td>
<td>Ph.D. in Linguistics, UH Mānoa</td>
<td>Professor</td>
<td>Hawaiian Language and Linguistics, Indigenous</td>
</tr>
</tbody>
</table>
(4) IS THE PROGRAM EFFICIENT?

The Program is efficient relative to its level of resourcing as described in the previous section. Due to several factors, including the state of the economy, and a desire to focus temporarily on the already existing M.A. programs, KHUOK voluntarily postponed the start of the second cohort and is optimistic future cohorts will be accepted on a regular basis.

It is difficult to clearly show program efficiency based on the financial data of the initial cohort and the second cohort in progress, however the Academic Program Cost and Revenue Template (Appendix 1) reflects a lower instructional cost than that of a similar program at UH Mānoa. The best comparison for the Ph.D. at Ka Haka ʻUla is the Ph.D. in Chinese in the Department of East Asian Languages and Literatures at UH Mānoa. The recent MAPS enrollment count lists 5 M.A. students and 8 Ph.D. students. (Page 10 - http://www.hawaii.edu/cgi-bin/iro/maps?semaf10.pdf) Also of interest is the large number of Chinese language specialist faculty in that program relative to our Hawaiian language specialist faculty. They have eight graduate Chinese language faculty and two other Chinese language faculty, while we have four Hawaiian language specialist faculty (Kimura, Perreira, Silva, Wilson) and two other Hawaiian language specialist faculty (Cabral and Harman). The Chinese Ph.D. also includes course work in other Asian languages and cultures. There is an additional huge resource of faculty in the larger Japanese and Korean sections of the department who provide additional support. For Ka Haka ʻUla, we have two Linguistics faculty and five education-focused faculty to provide additional support. Data on the East Asian Language Department Faculty are taken from the site: http://www.catalog.hawaii.edu/schoolscolleges/arts-sciences/departments/eall.htm. Data comparing the instructional cost with Fringe per student semester hour (SSH) from rows 43 thru 46 of the template are shown below.
(5) EVIDENCE OF PROGRAM QUALITY

The Ph.D. HILCR concentrates on enrolling students who are already leaders in their communities in their "indigenous language of focus." Its first cohort of five student graduates includes some of the pioneer leaders in Hawai‘i’s groundbreaking Hawaiian language revitalization movement and a member of the New Zealand government’s exclusive Māori Language Commission. The Ph.D. figured prominently in the accreditation of Ka Haka ‘Ula O Keʻelikōlani in 2009 as the first institution in the United States accredited by the World Indigenous Nations Higher Education Consortium, an international organization developed from the United Nations Declaration on the Rights of Indigenous Peoples that has also accredited institutions in New Zealand, Canada and Europe. KHUOK remains the sole college in the world that WINHEC has accredited as a P-20 integrated university coordinated program from preschool to the doctorate. Recently Hawai‘inuiākea School of Hawaiian Knowledge was also accredited by WINHEC.

As mentioned previously, on October 14-16, 2013, KHUOK brought Dr. Andrew Garrett, Chair of the Department of Linguistics and Director of the California Language Archive (focused on American Indian languages) of the University of California at Berkeley and Dr. Keren Rice, Chair of Linguistics and of Aboriginal Studies of the University of Toronto, Canada, to carry out an independent review of the P-20 work of KHUOK. Their work included interviews with students in the second cohort of doctoral students, as well as students from the first cohort. The reviewers' comments on the graduate program and support for it reflect their interaction with students. Reviewers stated: "Overall, the graduate programs are innovative in design, with an integration of historical and current resources." Dr. Noence Silva stated regarding Hiapo Perreira's dissertation, "The dissertation does make an original contribution to knowledge in Hawaiian." She further commented, "Mokuna (Chapter) 7 is an excellent and very valuable analysis of literary devices that can be drawn upon not only for speechmaking but for understanding literature and for the writing of new literature. Mokuna 8 is the author’s suggested format for contemporary oratory; this too is publishable but also needs revision for visual clarity."

Moreover, the work produced by graduates of the Ph.D. program has already begun serving an important role in furthering research and teaching in the areas of Hawaiian and indigenous language revitalization. Based on one of the chapters of his dissertation,
Hiapo Perreira published a paper in 2013 entitled He Kī'ina Ho'okuana'i'ike Mauli Hawai'i ma ke Kālailai Mo'okalaleo in the journal Hōlili: Multidisciplinary Research on Hawaiian Well-Being. This paper was included as part of the reading list for the Ph.D. course KLAN 702: Stylistics/Domain Indigenous Languages offered in Spring 2014 to the latest cohort of students. Also, some of the findings of Larry Kimura's dissertation are being used by one of our faculty, Dr. Scott Saft, in presentations at international conferences—one at the University of California at Berkeley in January of 2013 and one to be held in Antwerp, Belgium in July of 2015.

(6) ARE PROGRAM OUTCOMES COMPATIBLE WITH THE OBJECTIVES?

Yes, the program outcomes are compatible with the program objectives. The students in the program are all working in language and culture revitalization. The students in the group are all employed within their field and one of them, Dr. Katarina Edmonds, had been appointed to a prestigious New Zealand government position as board member of the Māori Language Commission. Dr. Kauanoe Kamanā, Dr. Hiapo Perreira, and Dr. Larry Kimura are all serving as tenured faculty in KHUOK. (See preceding faculty diagram.) Although they were already tenured, their completion of the Ph.D. benefits the Ph.D. program immensely. They are now able to mentor succeeding cohorts of Ph.D. students. Their dissertations will serve as models for those students who come after, both in terms of their scholarship and as models of academic writing in the Hawaiian language. (There are virtually no other models, other than books written in the nineteenth century.)

(7) ARE PROGRAM OBJECTIVES STILL APPROPRIATE FUNCTIONS OF THE COLLEGE AND UNIVERSITY?

Yes, the program objectives are still appropriate functions of the college and university. The legislative mandate for the Ka Haka 'Ula O Ke'elikōlani College is to focus on Hawaiian language revitalization with outreach to other indigenous peoples. The most recent strategic plans of both the University of Hawai'i system as well as the University of Hawai'i at Hilo stress a commitment to the areas of Hawaiian language and culture, as well as a goal of leadership in indigenous education. Furthermore, a university system-wide program called Hawai'i Papa O Ke Ao also calls for strengths in Hawaiian language and teaching through Hawaiian.

(8) GRADUATE PROGRAM NEED FACTORS

A. Direct Relevance to Needs of Hawai'i

The Ph.D. has a special focus on the revitalization and maintenance of the Hawaiian language, an official language of our state, a key component of the unique identity of our state, and a highly important tool in accessing the early documentation of the history of our state. The Hawaiian language, furthermore, has an important role in education described later in 8(d) below.
B. Direct Relevance to National Needs

The Ph.D. is aligned with federal recognition of a unique national government responsibility for the survival of the indigenous languages of the United States, including Hawaiian (Native American Languages Act of 1990 and other related legislation). The Ph.D. is part of a larger P-20 effort within the College that is the leading national program in Native American language medium education and a model visited by Native American educators and political leaders from throughout the United States. The students in the Ph.D. produce original research and leadership for the overall effort to revitalize Native American languages and serve students in Native American language medium/immersion schools. For example, past and present KHUOK doctoral students have played an important role in assisting the Cherokee Nation of Oklahoma in developing its Cherokee Immersion Program and associated tribally funded Cherokee Language Education B.A. at Northeastern State University modeled after the programs at KHUOK. Graduates of the Ph.D. HILCR play important roles in serving as resources on best practice in language revitalization for a coalition of Native American language immersion schools in thirteen states.

C. Direct Relevance to International Needs

The Ph.D. is aligned with the United Nations Declaration on the Rights of Indigenous Peoples, specifically those several sections that deal with the right to revitalize and maintain indigenous languages and cultures, as well as use those languages and cultures as the media of education for indigenous children. KHUOK Ph.D. faculty and former Ph.D. students have especially strong relationships in the Pacific and in indigenous minority populations in East Asia.

D. Relevance to Basic Education Needs for Hawai’i’s Population

Hawaiian is recognized in Hawai‘i state law as a valid medium of preschool, K-12, and tertiary level education. The Ph.D. provides unique resources in terms of research and leadership for a system of education that is not otherwise available to the state and its people. For example, KHUOK Ph.D. faculty and students have played key roles in the development of Hawaiian language-based educational practices at the KHUOK laboratory school Nāwahiokalani‘ōpu‘u, which has produced fifteen straight years of 100% high school graduation and 80% college attendance, in comparison to 81% and 63% respectively for the general public school population and 71.2% and 38% respectively for the Native Hawaiian public school population. HILCR faculty and students have also been active in the development of the majority of hard copy and on-line resources for schools taught through Hawaiian under the auspices of KHUOK’s Hale Kuamo‘o Center.
E. Relevance as Support for Programs Serving Hawai‘i, National and International Needs

Research and leadership in indigenous language and culture revitalization, including education, is of major importance to developing high quality systems of education, social development, and culturally-based economic development for Hawai‘i and areas of high indigenous population in the United States and the world at large. In addition, research into the Hawaiian language and culture allows for access to a large volume of written and taped documentation of Hawai‘i’s history that is increasingly informing research in a wide variety of public and private services to Hawai‘i’s people, as well as in academic disciplines within the University of Hawai‘i system.

The Hilo area has a unique leadership role in the international field of language revitalization. Much of that leadership is due to a grassroots movement to revitalize the Hawaiian language as a medium of education that began in the 1980s with faculty from KHUOK being key players as advocates, researchers, curriculum developers, teachers, parents, and language users. The movement to revitalize Hawaiian as a medium of education began for Hawai‘i at UH-Hilo. The first use of Hawaiian as a medium of education since the 19th century began with an experimental B.A. program at UH-Hilo in the late 1970s. That first Hawaiian language medium B.A. program was then institutionalized for UH-Hilo by the Board of Education (BOE) in 1982. The B.A. program was immediately followed in 1983 with leadership from UH-Hilo Hawaiian Studies faculty in the founding of the non-profit ‘Aha Pūnana Leo, Inc. to reestablish education through Hawaiian for children beginning with preschools. The preschools matriculated students into the public school system, with an experimental off-site Hawaiian language medium kindergarten program in Hilo in 1986. That experimental kindergarten was then adopted into public school campuses in 1987. Hilo was also the site of the first middle school and high school taught through Hawaiian and also the site of the first charter school taught through Hawaiian.

In the 1990s, Hawaiian language revitalization activity in Hilo expanded to include a dedicated Hawaiian language research and curriculum development center—the Hale Kuamo‘o—and a consortium relationship with the ‘Aha Pūnana Leo, Inc., whose state office is in Hilo. The work then expanded to include the Hawaiian Lexicon Committee at the Hale Kuamo‘o and the development of the Ulukau Electronic Hawaiian Library. The next steps included the Kahuawaiola Indigenous Teacher Education Certificate and the M.A. in Hawaiian Language and Literature, both firsts for any indigenous language in the United States.

In 1997, the BOR approved transforming the UH-Hilo Hawaiian Studies into the state Hawaiian Language College. The BOR approved plans for the College to include a Ph.D. program, as well as a new M.A. in Indigenous Language and Culture Education, a P-12 laboratory school program, and an outreach to indigenous peoples through a graduate certificate in Indigenous Language and Culture Revitalization. This was followed in the early part of the 21st century by the incorporation into the College of the UH-Hilo B.A. in
Linguistics (now focused on language revitalization) and the development of the Hawaiian/English bilingual ‘Imiloa Astronomy Center which has close ties to the College.

The language revitalization activity in Hilo has close relations to similar efforts in New Zealand, the sole area outside Hawai‘i that has a more well-developed K-12 program in indigenous language revitalization. The language revitalization efforts at KHUOK also have very strong connections to growing efforts in language revitalization among American Indian and Alaska Native communities. It provides leadership in a national consortium of Native American language medium/immersion schools. Additional ties in language revitalization stretch out to East Asia (e.g., Ainu in Japan, Austronesian aboriginals in Taiwan), Australia, the Pacific Islands, Latin America, Africa, and Europe. Together with the UH-Mānoa Linguistics Department, KHUOK hosts a biannual international conference on endangered languages, with the Mānoa component of the conference focusing on language documentation and the UH-Hilo component of the conference focusing on field applications in language revitalization. In 2014, as part of moving into its new, dedicated building, KHUOK hosted the 21st Stabilizing Indigenous Languages Symposium over a five-day period. Conference participants came from ten different countries and thirteen states, with KHUOK Ph.D. students and graduates hosting and presenting at the conference.

KHUOK has built its strengths in conferencing through a long history of working internationally. Among its international relationships are ties to other national and international universities with which KHUOK offers joint distance education graduate courses in language revitalization and indigenous education. Among those universities are the University of Arizona, the University of Alaska - Fairbanks, the University of Waikato (New Zealand) and the University of British Columbia (Canada).

There are a number of highly unique features in the teaching of the Hawaiian language and culture due to a long history of federal suppression of the Hawaiian language under the long territorial period and later neglect by the state in the initial years of statehood. However, in 1978, amendments to the State Constitution recognized the unique indigenous features of Hawai‘i and called for hiring individuals with “community expertise” to teach Hawaiian language, culture, and history (Article X. Section 4). Similarly a decade later, the federal Native American Languages Act of 1990 also recognized a need to hire teachers for Native American languages (including Hawaiian) outside the standard qualifications otherwise expected by federal funding entities (Section 104 [2]). Developments such as the above in Hawai‘i law and federal law resulted in UH-Hilo hiring highly-skilled independent scholars of Hawaiian without Ph.D. degrees as faculty for KHUOK.

Within the context of the unique mission of the Ph.D. HILCR relative to the needs of the University of Hawai‘i system, including the Hilo campus, and distinctive state and federal policies relative to hiring indigenous language teachers without standard qualifications such as the doctorate, a proposal for the enrollment of faculty from within the University of Hawai‘i system, including faculty at the Hilo campus, was included in the feasibility study for the development of KHUOK. When the Ph.D. HILCR was established, it included
those provisions. It also included those provisions in its application for accreditation by Western Association of Schools and Colleges (WASC). A number of further safeguards were suggested by the WASC visitation team and incorporated into the program. Those features provide a national model for supporting the growth of indigenous and language culture teaching at the tertiary level using “community expertise.” The 2013 external review team from the University of California Berkeley and the University of Toronto described in Section (2) above also supported those features. Among those features are requirements that enrolled faculty take a set number of courses to be taught by faculty external to KHUOK, a set number of external members on all doctoral committees, external reviewers of dissertations, and an external “watchdog” within UH-Hilo.

In closing this section, we note again the international recognition of the leadership of KHUOK in indigenous language revitalization as stated by Dr. Garrett and Dr. Rice in our most recent review:

Ka Haka ‘Ula O Ke‘elikolani College of Hawaiian Language is a very unusual unit that is held in the highest regard in the global context. In many places around the world, transmission of indigenous languages from one generation to the next markedly slowed down during the 20th century, with much accompanying loss of traditional knowledge. Programs in language maintenance and language revitalization have begun around the world. Such programs are difficult to develop — they face a wide range of barriers — and the Hawaii program is looked to as a model of what is possible with a vision, persistence, hard work, and support. The program that has developed in Hilo is active from preschool through the Ph.D. (a genuine strength), and for many language maintenance and revitalization programs, it represents a dream that they wish for.
APPENDIX A: COST AND REVENUE TEMPLATE AND SUPPORTING DOCUMENTATION
<table>
<thead>
<tr>
<th>Campus</th>
<th>University of Hawaii at Hilo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Ph.D. in Hawaiian and Indigenous Languages and Culture Revitalization</td>
</tr>
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</table>

**Academic Program Cost and Revenues Template: Provisional to Established (Updated 10/31/12)**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Students &amp; SSH</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
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<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>5</td>
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<td>21</td>
<td>7</td>
<td>11</td>
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<td>5</td>
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<td>Direct and Incremental Program Costs Without Fringe</td>
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<td></td>
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<td>C. Instructional Cost without Fringe</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>47,448</td>
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<tr>
<td>D. Institutional Cost</td>
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<td>5,784</td>
<td>4,206</td>
<td>3,132</td>
<td>1,808</td>
<td>17,894</td>
<td>15,030</td>
<td>10,538</td>
<td>8,622</td>
<td>62,270</td>
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<tr>
<td>E. Other</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>F. Total Direct Incremental Costs</td>
<td>41,595</td>
<td>5,948</td>
<td>4,206</td>
<td>3,132</td>
<td>1,808</td>
<td>17,894</td>
<td>15,030</td>
<td>10,538</td>
<td>8,622</td>
<td>62,270</td>
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</tr>
<tr>
<td>G. Tuition</td>
<td>15,018</td>
<td>4,356</td>
<td>1,948</td>
<td>3,212</td>
<td>4,190</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Total Revenue</td>
<td>15,018</td>
<td>4,356</td>
<td>1,948</td>
<td>3,212</td>
<td>4,190</td>
<td>3,132</td>
<td>1,808</td>
<td>17,894</td>
<td>15,030</td>
<td>10,538</td>
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<tr>
<td>J. Net Cost (Revenue)</td>
<td>26,775</td>
<td>155</td>
<td>(1,848)</td>
<td>(3,212)</td>
<td>(4,160)</td>
<td>(3,132)</td>
<td>(1,830)</td>
<td>(14,204)</td>
<td>2,214</td>
<td>(13,086)</td>
<td>(15,312)</td>
<td>(10,538)</td>
</tr>
</tbody>
</table>

**Program Cost per SSH with Fringe**

| K. Instructional Cost with Fringe | | | | | | | | | | | | |
| K1. Total Salary/Faculty, Lecturers | 15,092 | 5,121 | - | - | - | - | - | - | - | - | - | 47,448 |
| K2. Cost including Fringe of K1 | 37,695 | 5,121 | - | - | - | - | - | - | - | - | - | 47,448 |
| K3. Total Salary PT Lecturers | 4,328 | 5,121 | - | - | - | - | - | - | - | - | - | 47,448 |
| K4. Cost including Fringe of K3 | 5,122 | 5,121 | - | - | - | - | - | - | - | - | - | 47,448 |
| L. Support Cost | 330 | 447 | 465 | 460 | 462 | 442 | 442 | 442 | 442 | 442 | 442 | 442 |
| M. Total Program Cost | 1,066 | 703 | 465 | 460 | 462 | 442 | 442 | 442 | 442 | 442 | 442 | 442 |
| N. Total Campus Expenditure | 1,066 | 703 | 465 | 460 | 462 | 442 | 442 | 442 | 442 | 442 | 442 | 442 |

**Instruction Cost with Fringe per SSH**

| O. Instruction Cost | | | | | | | | | | | | |
| O1. Total Instruction Cost | 756 | 256 | - | - | - | - | - | - | - | - | - | 47,448 |
| O2. Comparable Cost | 804 | 256 | 1,123 | 1,058 | 563 | 1,068 | 1,068 | 1,068 | 1,068 | 1,068 | 1,068 | 1,068 |

Reviewed by Campus, VC for Administration Affairs

Date 3/17/2015

Vice Chancellor for Administration Affairs - Music School
### Academic Program Cost and Revenues Template: Provisional to Established (Updated 10/31/12)

**Campus:** University of Hawaii at Hilo  
**Program:** Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization

<table>
<thead>
<tr>
<th>Entering Academic Year (E.g., 2011-2012)</th>
<th>Provisional Years (adjusted as needed to show all provisional years)</th>
<th>Projected Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
</tbody>
</table>

- **Instructional Cost without Fringe (automated calculation):** Direct salary cost for all faculty and lecturers teaching in the program. Formula: for column E = IF(OR(E25;"";E30;"";E31;"";E29;E31;""))
- **C1. Number of full-time faculty and lecturers:** 0.5 FTE
- **C2. Number of part-time lecturers who are 0.5 FTE:**
- **D. Other Personnel Cost:** Salary cost (part or full-time) for personnel supporting the program (APT, clerical, library, support, advisor, etc.). Includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. 4% per year for inflation thereafter.
- **E. Unique Program Cost:** Cost specific to the program (equipment, supplies, insurance, etc.). For provisional years, this would be actual cost. For established years, this would be projected cost using amortization for equipment and sold 4% per year for inflation thereafter.
- **F. Tuition:** Total Direct and Incremental Costs: C + D + E. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **G. Tuition Annual:** Incremental costs for resident tuition. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **H. Other:** Includes revenue including grants, program fees, etc. This should not include indirect contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.

- **I. Total Revenue:** G + H. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **J. Net Costs:** F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of costs). If there is a net cost, please explain how this cost will be funded. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))

- **K. Instructional Cost with Fringe:** K2 + K4. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **K1. Salaries without Fringe of Full Time Faculty or Lecturers who are 0.5 FTE:** 0.5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% increase per year for inflation thereafter.
- **K2. K1 X 1.5**. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **K3. Salaries without Fringe of Lecturers who are 0.5 FTE:** 0.5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% increase per year for inflation thereafter.

- **K4. K3 X 1.5**. Formula for column E = IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **L. Support Cost:** The Support expense SSS + Systemwide Support + Organized research (UHM only) as provided by UHEXpenditure Report. Located at: http://www.hawaii.edu/uhfin/exp.aspx
- **M. Total Program Cost:** IF(OR(D12;"";E15;"";E16;"";E12;E15;"";E16;"";E16;""))
- **N. Total Campus Expenditure:** Taken from UHEXpenditure Report. For example, for 2010-11: http://www.hawaii.edu/uhfin/exp.aspx?sub=1011

For example, from the 2010-11 Expenditure Report: http://www.hawaii.edu/uhfin/exp.aspx?sub=1011, the Support Expense is $435 per campus:

- **UHM:** $507.00 + $56.00 + $23 for organized research = $435
Methodology for Cost/Revenue Template

The following explanations apply to provisional years.

A. Headcount Enrollment: Data for the headcount enrollment of all graduate students came from:
   1. UHAPP_IROFZ_IRO_BASE for fall semesters only at census
   2. For 2007-08 Only: data provided by D. Kapono; added one graduate student to the IRO_BASE figures because the student had difficulties registering for the program and was not reflected within the census figures.

B. Annual SSH:
   1. Listed below are UH Hilo’s 2014-15 Catalog identified courses for the PhD in Hawaiian & Indigenous Language & Culture Revitalization program, used to extract SSH:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIND</td>
<td>730</td>
</tr>
<tr>
<td>KLAN</td>
<td>701</td>
</tr>
<tr>
<td>KLAN</td>
<td>702</td>
</tr>
<tr>
<td>KLAN</td>
<td>703</td>
</tr>
<tr>
<td>KLAN</td>
<td>704</td>
</tr>
<tr>
<td>KED</td>
<td>794</td>
</tr>
<tr>
<td>KIND</td>
<td>794</td>
</tr>
<tr>
<td>KLIN</td>
<td>794</td>
</tr>
<tr>
<td>HWST</td>
<td>794</td>
</tr>
<tr>
<td>KIND</td>
<td>800</td>
</tr>
<tr>
<td>KED</td>
<td>800</td>
</tr>
<tr>
<td>KLIN</td>
<td>800</td>
</tr>
<tr>
<td>HWST</td>
<td>800</td>
</tr>
</tbody>
</table>

   2. Data for SSH was extracted from UHAPP_IROFZ_IRO_SOCAD at census.
C. Instructional Cost without Fringe (Auto-Calculation): K1 + K3

C1 and C2. Number (FTE) of FT/PT Faculty/Lecturers were determined by:

1. For each academic year, identifying all FT or PT instructors assigned to teach any of the program-required courses.
2. For each academic year, obtaining identified instructor’s employee type from HR Datamart.
3. Identify the instructor’s semester hours taught towards the “program” distinct from total semester hours taught, then summing the instructor’s semester hours taught toward the program, for each academic year, and dividing it by 24 to determine the academic year full-time equivalency (FTE) for sections C1 and C2.
4. Defining “Number (FTE) of FT Faculty/Lecturers”:
   EMPLOYEE TYPE CODE:
   i. “F” and/or “E” or
   ii. “L” only when Lecturer satisfies definition of FTE ≥ 0.5 FTE.

5. Defining “Number (FTE) of PT Lecturers”:
   EMPLOYEE TYPE CODE: “L”, “G” and/or “A”

D. Other Personnel Costs: None reported

E. Unique Program Costs: None reported

F. Total Direct and Incremental Costs (Auto-Calculation): C + D + E

G. Tuition (Auto-Calculation): B × G1

G1. Resident tuition rate per credit hour for graduate students.

1. Data obtained from: UH System IRAO Website >> MAPS/INSTITUTION REPORTS >> Finance >> Tuition and Fees Schedule

H. Other: None reported

I. Total Revenue (Auto-Calculation): G + H

J. Net Cost (Auto-Calculation): F – I

This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.)

K. Instructional Costs with Fringe/SSH (Auto-Calculation): (K2 + K4) / B

K1 and K3. Defining “Workload Unit Cost”:

a. For each academic year, identifying all FT or PT instructors assigned to teach any of the program-required courses.

b. For each academic year, obtaining the instructor’s salary information from HR Datamart and/or the Office of Human Resources Webpage (url: http://www.hawaii.edu/ohr/hris/).

c. For Faculty: taking the instructor’s annual salary and dividing it by 24. 24 is chosen to reflect the 24 instruction/research units, per academic year a faculty member is contractually expected to fulfill.

d. For Lecturers: From the Office of Human Resources Website, obtained “Lecturer’s Pay Schedule” for each academic year (url: http://www.hawaii.edu/ohr/docs/borschedule.htm). Multiplied
the per credit hour salary rate by the number of credit hours taught for the program, by the appropriate lecturer pay ranking.

K2. Cost including Fringe of K1 (Auto-Calculation): K1 x 1.35
K4. Cost including Fringe of K3 (Auto-Calculation): K3 x 1.05

L. Support Cost/SSH (Auto-Calculation): L1 + L2 - L3
   L1. Non-Instructional Exp/SSH
   L2. System-wide Support/SSH
   L3. Organized Research/SSH

M. Total Program Cost/SSH (Auto-Calculation): K + L

N. Total Campus Expenditure/SSH: Obtained from UH Expenditure Studies Report

O. Comparable Cost/SSH: Obtained from UH Expenditure Studies Report

O1. Program used for comparison
   University of Hawaii at Manoa/College of Languages, Linguistics, & Literature/East Asian Languages & Literature Graduate Program – per D. Kapon
The following explanations apply to projected years.

A. Headcount Enrollment: The program plans to accept a new cohort every 3 – 5 years, for this template we used an average of four (4) years. The projected headcount (HC) enrollment is as follows:

<table>
<thead>
<tr>
<th>Provisional Years (actual)</th>
<th>Projected Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Year 8</td>
</tr>
<tr>
<td>Total HC</td>
<td>5</td>
</tr>
<tr>
<td>2013-14 Cohort</td>
<td>5</td>
</tr>
<tr>
<td>2015-16 Cohort</td>
<td></td>
</tr>
<tr>
<td>2018-19 Cohort</td>
<td></td>
</tr>
</tbody>
</table>

B. Annual SSH: As noted within the narrative (p. 8), the course sequencing is as follows:

<table>
<thead>
<tr>
<th>Year 1 (14cr)</th>
<th>Year 2 (9cr)</th>
<th>Year(s) 3+* (2cr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (7cr)</td>
<td>Spring (7cr)</td>
<td>Fall (6cr)</td>
</tr>
<tr>
<td>KLAN 701 (1)</td>
<td>KLAN 702 (1)</td>
<td>HWST-KIND-KLIN-KED 794 (3)</td>
</tr>
<tr>
<td>KLAN 703 (3)</td>
<td>KLAN 704 (3)</td>
<td>A Prerequisite Course to meet Spring Specialization Course (3)</td>
</tr>
<tr>
<td>KIND 730 (3)</td>
<td>A Prerequisite Course to meet Fall Specialization Course (3)</td>
<td></td>
</tr>
</tbody>
</table>

Applying the course sequencing to the HC, the breakdown is as follows:

<table>
<thead>
<tr>
<th>Provisional Years (actual)</th>
<th>Projected Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Year 8</td>
</tr>
<tr>
<td>Total SSH</td>
<td>46</td>
</tr>
<tr>
<td>2013-14 Cohort</td>
<td>46</td>
</tr>
<tr>
<td>2015-16 Cohort</td>
<td></td>
</tr>
<tr>
<td>2018-19 Cohort</td>
<td></td>
</tr>
</tbody>
</table>
C. Instructional Cost without Fringe (Auto-Calculation): K1 + K3
C1 and C2. Number (FTE) of FT/PT Faculty/Lecturers was determined by the course sequencing schedule, as noted within “B. Annual SSH”. Because KIND800V is a Doctoral Dissertation Research course, no credits are counted towards the faculty’s teaching load. This is the reason for zero (0) FTE faculty/lecturers in Projected Year 3 (2017-18) and Year 4 (2018-19).
The breakdown is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AcYr</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>Total SH Taught</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>AcYr Course Load</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>FTE Calculation =</td>
<td>0.46</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
<td>0.46</td>
</tr>
<tr>
<td>(SH Taught / AcYr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Load)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Course</td>
<td>KIND 800</td>
<td>KIND 800</td>
<td>KIND 800</td>
<td>KIND 800</td>
<td>KIND 800</td>
</tr>
<tr>
<td>Offering</td>
<td>KLAN 701</td>
<td>KLIN 794</td>
<td>KLIN 794</td>
<td>KLAN 701</td>
<td>KLAN 701</td>
</tr>
<tr>
<td></td>
<td>KLAN 702</td>
<td>KLIN 794</td>
<td>KLIN 794</td>
<td>KLAN 702</td>
<td>KLAN 702</td>
</tr>
<tr>
<td></td>
<td>KLAN 703</td>
<td></td>
<td>KLAN 703</td>
<td></td>
<td>KLAN 703</td>
</tr>
<tr>
<td></td>
<td>KLAN 704</td>
<td></td>
<td>KLAN 704</td>
<td></td>
<td>KLAN 704</td>
</tr>
<tr>
<td></td>
<td>KLAN 730</td>
<td></td>
<td>KLAN 730</td>
<td></td>
<td>KLAN 730</td>
</tr>
</tbody>
</table>

D. Other Personnel Costs: None reported
E. Unique Program Costs: None reported
F. Total Direct and Incremental Costs (Auto-Calculation): C + D + E
G. Tuition (Auto-Calculation): B x G1
G1. Resident tuition rate per credit hour for graduate students.
   a. Data obtained from: UH Hilo Website>>Business Office>>UH Hilo Tuition Schedule
      (url: http://hilo.hawaii.edu/uhh/bo/cashier/tuition_schedule.php), extracted on 2015-03-11
   b. Data held constant for projected Years 2 – Year 5.
H. Other: None reported
I. Total Revenue (Auto-Calculation): G + H
J. Net Cost (Auto-Calculation): F – I
   This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.)
K. Instructional Costs with Fringe/SSH (Auto-Calculation): (K2 + K4) / B

K1 and K3. Defining "Workload Unit Cost":

1. The following faculty members have the area of expertise within the program (pg. 12-13 of narrative):
   - Ioakepa-Guerrero, Betty-Joann "Noelani"
   - Kimura, Larry
   - Ohara, Yumiko
   - Perreia, Hiapo
   - Saft, Scott
   - Silva, Glenn "Kalena"
   - Wilson, William "Pilla"

2. From HR Datamart (extract month: 10; extract year: 2014): obtained the annual salaries for said faculty members and calculated the mean salary; $88,491.43.

3. Took the mean salary amount and multiplied it by "C1. Number (FTE) of FT Faculty/Lecturers".
   This gives us the proportion of salaries paid towards the program.

4. Adjusted for 4% inflation, per the Cost-Revenue Template Instructions.

The breakdown of the calculation is as follows; highlighted yellow cells were selected for the cost-revenue template:

Mean Salary=$88,491.43

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>AcYr</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>Mean Salary x FTE</td>
</tr>
<tr>
<td>FTE=0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>FTE=0.25</td>
<td>$22,122.86</td>
</tr>
<tr>
<td>FTE=0.46</td>
<td>$40,558.57</td>
</tr>
</tbody>
</table>

K2. Cost including Fringe of K1 (Auto-Calculation): K1 x 1.35
K4. Cost including Fringe of K3 (Auto-Calculation): K3 x 1.05

L. Support Cost/SSH (Auto-Calculation): L1 + L2 - L3

L1. Non-Instructional Exp/SSH
L2. System-wide Support/SSH
L3. Organized Research/SSH

Obtained from UH Expenditure Studies Report

M. Total Program Cost/SSH (Auto-Calculation): K + L

N. Total Campus Expenditure/SSH: Obtained from UH Expenditure Studies Report

O. Comparable Cost/SSH: Obtained from UH Expenditure Studies Report

O1. Program used for comparison

University of Hawaii at Manoa/College of Languages, Linguistics, & Literature/East Asian Languages & Literature Graduate Program—per D. Kaponono