MEMORANDUM

TO: Maenette Benham, Dean
Hawai‘inuiākea School of Hawaiian Knowledge

FROM: Reed Dasenbrock
Vice Chancellor
for Academic Affairs

SUBJECT: Approved Authorization to Plan (ATP), Doctor of Philosophy (PhD) in Native Hawaiian Indigenous Knowledge, University of Hawai‘i at Mānoa

Chancellor Apple approved your ATP for the PhD degree in Native Hawaiian Indigenous Knowledge, Hawai‘inuiākea School of Hawaiian Knowledge. We look forward to receiving the program proposal in Fall 2014.

Should you have any questions, please contact Interim Associate Vice Chancellor Krystyna Aune, or Program Officer Wendy Pearson at ext. 67486.

Attachment

cc: Interim Executive Vice President and Provost Itano
Interim Associate Vice Chancellor Aune
Faculty Senate Chair Ericson
Associate Dean Maeda
Budget Office Director Nagao
Program Officer Pearson
ATP: Authorization to Plan an Academic Program – Final Application
UHM Graduate Council Approval 09-12-2013
OVCAA Reviewed Proposal w/HSHK 10-25-2013
Revised Text: January 7, 2014

1. Prior to completion of the ATP, proposers must consult with the Vice Chancellor for Academic Affairs (VCAA) of the interest in proposing the new degree/certificate.
Between 2009-2012, Dr. Maenette Benham, Dean of the Hawai‘inuiakåea School of Hawaiian Knowledge (HSHK), consulted with the UH Månoa Vice Chancellor for Academic Affairs, Reed W. Dasenbrock (VCAA), to propose the new Doctor of Philosophy (PhD) in Native Hawaiian Indigenous Knowledge. Subsequently, in the of Fall 2011, Dean Benham approached then Dean of the Graduate School, Peter Garrod and again in Spring 2012, with Dean Patricia Cooper expressing specific interest in proposing the new degree. Dean Cooper and Associate Dean Ken Tokuno then met with the HSHK PhD Task Force in January 2012 to provide guidance and insight into planning the ATP.

2. Identify the campus, school/college and department/division requesting the ATP.
The new PhD in Native Hawaiian Indigenous Knowledge (NHIK) will be offered at the University of Hawai‘i at Månoa (UHM), under the auspices of HSHK, which includes the Kawaihuelani Center for Hawaiian Language (KCHL), Kamakåtkotokalani Center for Hawaiian Studies (KCHS), the Native Hawaiian Student Services Kauhale (NHSS), and Ka Papa Lo‘i ‘O Kânewai (KPLOK). Established in 2007 by UH BOR, HSHK is the newest school of academic studies at UHM granting Bachelor of Arts and Master of Arts degrees in both Hawaiian Language and Hawaiian Studies.

3. List the planning committee chair(s) and members.
The members of the HSHK ATP PhD Task Force (planning committee) include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Position</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Andrade, PhD</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Director, Faculty</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Maile Andrade</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Director, Faculty</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Kimo Armitage, PhD</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Faculty &amp; ‘Aha Kuhina Representative</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Maenette Benham, EdD</td>
<td>Hawai‘inuiakåea School of Hawaiian Knowledge</td>
<td>Dean (Ex-Officio Member)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>April Drexel</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Faculty</td>
<td>2011-2013</td>
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<tr>
<td>Keoki Faria</td>
<td>Ka Papa Lo‘i o Kânewai</td>
<td>Staff</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Brooke Hutchins</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Graduate Student</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Kameu Ka‘Ahanui, EdD</td>
<td>Kauhale Native Hawaiian Student Services</td>
<td>Co-Chair, Faculty &amp; Advisor</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Pi‘ilani Ka‘alaoa</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Graduate Chair, Faculty</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Lia O’Neill Keawe, PhD</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Co-Chair, Faculty</td>
<td>2011-2013</td>
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<tr>
<td>Morris Lai, PhD</td>
<td>College of Education</td>
<td>Eider</td>
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<tr>
<td>Naomi Losch</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Elder</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Kauwela Valeho-Novikoff</td>
<td>Kamakåtkotokalani Center for Hawaiian Studies</td>
<td>Librarian</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Ulua Oliva</td>
<td>Hawai‘inuiakåea School of Hawaiian Knowledge</td>
<td>Graduate Programs Assistant</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Kapa Oliveira, PhD</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Director, Faculty</td>
<td>2011-2012</td>
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<tr>
<td>Jonathan Osorio, PhD</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Faculty &amp; ‘Aha Kuhina Representative</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Maya Saffery</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Faculty</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Kekeha Solis, PhD</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Co-Chair, Faculty</td>
<td>2011-2013</td>
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<td>Ka‘ano‘i Walk</td>
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<td>Graduate Student</td>
<td>2011-2012</td>
</tr>
<tr>
<td>No‘eau Warner, PhD</td>
<td>Kawaihuelani Center for Hawaiian Language</td>
<td>Interim Director, Faculty</td>
<td>2011-2012</td>
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</table>

HSHK PhD ATP, 01-07-2014
Please note that prior to the development of the ATP, HSHK hosted 5 open dialogue sessions with university and community stakeholders. Our purpose was to gather ideas, thoughts and concerns regarding the establishment of a Ph.D. program in HSHK. Data gathered from these conversations were analyzed then shared with the HSHK ATP committee.

4. Identify the degree and certificate proposed.
The proposed degree to be offered is the Doctor of Philosophy (PhD) in Native Hawaiian Indigenous Knowledge (NHIK). Please note that the “name” of the degree is tentative as more discussion during the planning period may lead to a more culturally and scholarly appropriate permanent name.

5. Describe the need for the program.
5.A. Provide a program description:

1) List the program learning outcomes
The new PhD in Native Hawaiian Indigenous Knowledge proposes the following student learning outcomes. Students who successfully complete the degree program will be able to demonstrate competency and skills for:

- Articulating advanced, in-depth, interdisciplinary knowledge and research experience in academic fields related to the role of Native Hawaiian Indigenous Knowledge and ways of knowing in the contemporary world.
- Conducting basic and applied research on social, political, educational, economic and cultural issues of concern to Native Hawaiian and Indigenous peoples and communities, with a particular emphasis on Hawai‘i and Pacific Island nations.
- Contributing to and expanding Native Hawaiian Indigenous Knowledge scholarship and publications in newly emerging bodies of academic scholarship that address the role of Indigenous knowledge systems in fields such as education, language revitalization, history, community development, sustainability and natural resource management, social work, health care, music, visual culture, media, and customary practices.
- Advocating for community engagement experiences and transformative leadership development that expands the pool of knowledgeable future leaders in the field of Native Hawaiian Indigenous Knowledge
- Leading within public and private sector organizations, to include state and federal agencies, higher education, the broader community, and the international arena.
- Explaining and critiquing the historical schools of thought that have shaped scholarly understanding of Indigenous knowledge systems.
- Articulating implications of research findings for explanatory and practice theory development and for practice/program implementation.

The above student learning outcomes meet the NHIK PhD proposed program objectives:

- To provide the programmatic infrastructure for advanced, in-depth, interdisciplinary graduate studies and research in academic fields related to the role of Native Hawaiian Indigenous Knowledge and ways of knowing in the contemporary world.
- To prepare graduates who are capable of conducting basic and applied research on social, political, educational, economic and cultural issues of concern to Native Hawaiian and Indigenous peoples and communities.

HSHK PhD ATP, 01-07-2014
communities, with a particular emphasis in Hawai‘i and Pacific Island nations.

• To contribute to and increase Native Hawaiian Indigenous Knowledge scholarship and publications in newly emerging bodies of academic scholarship that address the role of Indigenous knowledge systems in fields such as education, language revitalization, history, community development, sustainability and natural resource management, social work, health care, music, visual culture, media, and customary practices.

• To provide a venue to sponsor seminars, conferences, symposiums, and cross-cultural exchanges and travel opportunities that facilitates research, collaboration and connections with national, international and especially Indigenous scholars worldwide on issues of concern to Native Hawaiian Indigenous Knowledge.

• To promote a Native Hawaiian and Indigenous model of education that advocates for community engagement experiences and transformative leadership development that expands the pool of knowledgeable future leaders in the field of Native Hawaiian Indigenous Knowledge to assume positions within public and private sector organizations, to include state and federal agencies, higher education, the broader community, and the international arena.

• To empower our identity as a “Hawaiian Place of Learning” that is deeply rooted in the wisdom of our kupuna or ancestors, by becoming a new force for change derived from foundations based upon Native Hawaiian research and scholarship where we can collectively achieve Hawaiian cultural vibrancy through integrated contexts that will bring tremendous benefits to the lāhui or nation, state and the university.

• To shape our collective vision as a transformative opportunity, that we believe will build upon Native Hawaiian Indigenous foundations and that confidently, comprehensively and convincingly fulfills the tenets of a transformative, culturally-based model that honors our past, strengthens our present lives and shapes our futures to become the change we wish to be.

2) Justify the program (include, as appropriate, evidence of internal and external factors driving need for the program; completion of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.

Our Rationale
UHM is the most appropriate academic venue to support the continuation, growth, and in-depth study (research, inquiry, engagement scholarship) of Native Hawaiian Indigenous knowledge through a premier doctoral program established at HSHK. This new program (NHIK) will be the first of its kind at UHM. In our view, it is our kuleana (responsibility, right and privilege) to develop, offer, and sustain this academic degree program. Our resources include our current (and future) faculty and staff, cultural practitioners throughout the islands (and internationally), graduates of HSHK and UHM, and our ‘aina momona (all that feeds and enriches our lives).

The Need for the Native Hawaiian Indigenous Knowledge PhD
The overtime impact of sociopolitical, historical, educative and economic policies and practices on our Native Hawaiian families and communities create unique needs that require language and cultural knowledge, discipline-specific expertise, and new ways of thinking that draw on both traditional knowledge and contemporary practices. The PhD in HSHK will provide the scholarly research; translational knowledge and practice that will prepare scholars and professionals to address the needs of our communities. Graduates of our Masters of Arts in Hawaiian Language and Hawaiian Studies are capable of continuing on to our PhD program (and many have indicated interest). Additionally, there is interest from graduates in related master’s degree programs at UHM, e.g., Pacific Island Studies, Indigenous Political Science, Teacher Education, JD in Law (Ka Huli Ao), Social Work, Indigenous Public Health, and so on.

HSHK PhD ATP, 01-07-2014
With such a diversity of expressed interests, the NHIK PhD has the unique potential to address a variety of needs that lead to innovative career pathways, while meeting pivotal community and statewide interests in economics, education, law, health care, social services, and environmental and resource management. We envision an empowered indigenous work force, which focuses on the long-term benefits that come with an earned, advanced degree in indigenous knowledge. The NHIK PhD proposes to add to the university’s momentum to helping Native Hawaiians and other indigenous scholars to become more economically, socially and culturally resilient. We endeavor to prepare our graduates for their careers by incorporating culturally-based development strategies as a driving force for change that impacts both the Native Hawaiian community’s economy and statewide markets. As a result, the NHIK PhD can positively add to the indigenous workforce with qualified and educated graduates, all the while enabling us to invest in our own human capital and to accelerate indigenous vibrancy and vitality as an immeasurable return to our communities and to our state.

If one considers the NHIK PhD as a viable model not only for educational change, but also for social and economic change, through our PhD program, we will provide hands-on project and research management, planning and implementation, volunteer labor, and decisively lend our expertise to assist with the building of supportive social and legal structures in the form of public policies, protocols and regulations, strategic planning and a variety of management plans to ensure the long term social and economic success for Native Hawaiians and for the state. As we cite later in this proposal, the State of Hawai‘i’s September 2012 Integrated Workforce Investment Act and Wagner Peyser State Plan reported that the following are Hawai‘i’s most promising growth industries in 2018: 1) health care and social assistance; 2) educational and administrative services; 3) waste management support; 4) remediation and consultative services; and 5) accommodation and food services. The NHIK PhD will offer our graduates a variety of career paths, which include positions that would support the top State forecasted industries for growth, specifically in these aforementioned areas, but also guide our students to discover the potential to imagine what is yet to be.

In sum, there is a growing community of scholars/students poised to enter the PhD in HSHK program. Note that while there will be focused, topical and discipline-specific lines of study within the NHIK program, it is hoped that the interaction among HSHK PhD candidates, and MA and BA students will lead to exciting partnerships, mentoring, and advanced research and community engagement (scholarship of engagement). We believe that HSHK is uniquely positioned to address the needs of Hawai‘i’s communities and future students through the NHIK PhD program. The absence of a PhD in Native Hawaiian Indigenous Knowledge means we often forfeit talented students to other programs and universities that may not have an Indigenous scope of studies, an aboriginal research focus, and/or an expectation of stewardship and service to Indigenous peoples.

* Please see appended emails/letters of support for the PhD program.

Meeting Historic Needs: Historical Perspective
Since Western contact, Native Hawaiians began to experience a collective Diaspora through the loss of our native language and displacement of our culture and traditions, resulting in a tragic collapse of our native culture and identity. This loss was accelerated after the 1893 overthrow of the Hawaiian Kingdom and the subsequent 1896 ban on the use of Hawaiian language as a medium of instruction in public schools. The social, health, economic, educational and political difficulties Native Hawaiians face today, are due in part to the systematic erasure of ‘Ōlelo Hawai‘i (Hawaiian language) and ‘Ike Hawai‘i (Hawaiian knowledge) from Hawai‘i’s public schools over 100 years ago. Today, only about 1% of the Native Hawaiian population speaks our native language and there are fewer than 100 native speakers of Hawaiian left outside of the Ni‘ihau community. Due to these staggering statistics, it is critical – now more than ever before – to re dedicate ourselves to preserving and reawakening those parts of our Hawaiian heritage that were once silenced. With the
establishment of an advanced PhD degree program we will fulfill such great expectations for our people. Otherwise, we risk the extinction of our native language and culture altogether.

Advanced academic research is needed in order for the Hawaiian language to expand into new domains such as native language revitalization that has emerged since the language was suppressed in 1896. The 21st Century has marked a worldwide movement of Indigenous peoples who are reclaiming their aboriginal rights and sovereignty with increasing force. The result is more native peoples renewing and revitalizing their cultures and languages. UHM, which is built on lands belonging to its Native Hawaiian hosts, is the most appropriate academic venue to support the continuation and growth of Hawai‘i’s Indigenous language and knowledge on all levels of academic inquiry.

Even as Native Hawaiians begin to reclaim their native rights to self-determination, another consequence of Native Hawaiian Diaspora is a continued lack of resources, materials, curriculum, and advanced research in Hawaiian knowledge. There are many examples, including our Hawaiian immersion and charters schools that need native curriculum developed for their students; parents raising their children in Hawaiian who need Hawaiian language books, games, videos, technology, music, etc. to inspire their children to learn in their native language; families fighting for their native land and water rights and who need access to repositories, databases, and archives that house primary source documents and that require professional training to locate and decipher or translate information; our natural environments of sky, land, and sea that are in ecological danger and require innovative, sustainable solutions that include both Indigenous and western science perspectives working together; the health of our families who are in jeopardy and require knowledge of Indigenous medicine and food production to restore life to our bodies, minds, and spirits; millions of pages of Hawaiian language newspapers that are waiting to be read, digitized, and analyzed so that previously undiscovered evidence can be identified to answer accurately, questions of language, history, literature, poetry, politics, religion, science, land management, etc.; and the list goes on. Many of these needs cannot be met fully without establishing a doctoral program in Native Hawaiian Indigenous Knowledge led by HSHK.

Finally, the impact of colonizing structures, laws, policies and practices in Hawai‘i has left Native Hawaiians struggling for their right to be Indigenous—an inherent right to self-determination that recognizes and embraces their aboriginal language, culture, traditions, and spirituality. Like Indigenous peoples throughout the world, Native Hawaiians have an inalienable right to establish our own system of education that reflects, respects, and embraces our cultural values, philosophies, and ideologies. The following historical documents are testimony to initiatives that support Native Hawaiian ethical and moral demands for social justice and restoring native rights:

- The Coolangatta Statement on Indigenous People’s Rights in Education (ratified during the 1999 World Indigenous People’s Conference on Education in Hilo, Hawai‘i).
- The Constitution of the State of Hawai‘i (amended and enforced in January, 2000) that states that English and Hawaiian shall be the official languages of Hawai‘i (Article XV, Section 4) and that the State shall provide for a Hawaiian education program consisting of language, culture, and history in the public schools (Article X, Section 4).
- The University of Hawai‘i System Strategic Plan (addressed in depth later) that states that the University must recognize the important role it performs for Native Hawaiians by actively preserving and perpetuating Hawaiian culture, language, and values.
- The United Nations Declaration on the Rights of Indigenous Peoples 56/295 (September, 2007)

A PhD program in Native Hawaiian Indigenous Knowledge is the next logical and strategic step for HSHK and UHM.
3) Discuss how the program will impact campus, island and/or the state’s economic development.

The program would make Hawai‘i a hub for Indigenous studies, bringing conferences, individual scholars to Hawai‘i. The economic value of our advanced degree (GRE web site) in terms of taxable income is listed:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Lifetime Earnings</th>
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<tr>
<td>no high school diploma</td>
<td>$973,000</td>
</tr>
<tr>
<td>high school diploma</td>
<td>$1.3 million</td>
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<td>bachelor’s degree</td>
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<td>master’s degree</td>
<td>$2.7 million</td>
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<tr>
<td>doctoral degree</td>
<td>$3.3 million</td>
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</table>

As new knowledge is created through our NHIK PhD research agenda, the value-added potential for economic promise and benefits derived from the development of intellectual property rights is priceless as it will ensure the vitality of the Hawaiian language and worldview. To that end, it is an expectation that NHIK PhD faculty and students will seek grants or other funding opportunities from a variety of external resources (e.g., federal and state minority programs, Hawaiian agencies, international resources, privately funded internships and foundations, etc.) that can provide expertise in emergent areas of indigenous research and development.

4) Discuss how the proposed program addresses workforce needs.

The establishment of the NHIK PhD program directly aligns with both the UH BOR Mission Statement and the UHM Mission Statement and strategic plan (2011-2015). The BOR mission states, “As the only provider of public education in Hawai‘i, the University embraces its unique responsibilities to the Indigenous people of Hawai‘i and to Hawai‘i’s Indigenous language and culture.” The UHM mission (2011-2015) affirms that the university must be “dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, ‘ohana, and ahupua’a that serve to remind us of our responsibilities to family, community, and the environment.” This trust is bound in perpetuity through discrete programs that advance the development of Native Hawaiian Indigenous Knowledge. Under HSHK leadership, the PhD program’s establishment will take an instrumental role in fulfilling both missions as a demonstration of our Native Hawaiian communities and students.

The NHIK PhD will increase student enrollment in areas of discovery such as aboriginal epistemology, transformative native leadership, and reflective critique of Native Hawaiian and other aboriginal knowledge bases. The program will actively seek grant funding in the areas of Native Hawaiian Indigenous studies and language revitalization, it will also promote innovation through funded research, and it will support opportunities in Indigenous studies and language research that will enhance the University of Hawai‘i’s identity as the world’s center for Native Hawaiian scholarship and inquiry.

Throughout the State of Hawai‘i, there are diverse businesses in tourism, government, education and health care industries who seek out specialized consultation on Native Hawaiian knowledge, language, history, and culture in order to effectively serve their constituencies. The NHIK PhD has the potential to address these crucial statewide interests in economics, education, healthcare, and resource management. Our research, training and leadership in Native Hawaiian Indigenous Knowledge will focus upon addressing the research and community needs of these industry leaders.
needs of Native Hawaiians in government, law, criminal justice, education, social work, various health professions, sustainable economic development, and the training of students in land and resource management that is consistent with the culture, traditions, history, geography and evolution of these islands.

The State of Hawai‘i’s September 2012 Integrated Workforce Investment Act and Wagner Peyser State Plan reported that the following are Hawai‘i’s most promising growth industries in 2018: 1) health care and social assistance; 2) educational and administrative services; 3) waste management support; 4) remediation and consultative services; and, 5) accommodation and food services. The NHIK PhD will offer our graduates a variety of career paths, which include positions that would support the top State forecasted industries for growth, specifically in these areas (this is not an exhaustive list):

- Government Services: City and Urban Planning; Government positions (Bureau of Conveyances, State Archives, Department of Hawaiian Homes, Office of Hawaiian Affairs);
- Judiciary Services: Law and legal documents research (e.g., land title documents, etc.); Native litigation;
- Educational Services: Curriculum Development; Resource Development; Publishing and editing of Hawaiian language journals, books, articles, etc.;
- P-20 Education: Kula Koaapuni (native education); teaching and counseling (public schools, private schools, charter schools, colleges and universities);
- Social Services: social worker, clinical care provider, counselor, case managers;
- Health Services: nurses, physicians, researchers, educators;
- Consultant Experts: Hawaiian language and culture consultants for private organizations and businesses, including eco-tourism;
- Cultural Specialists: Hawaiian language and cultural specialists at the Bishop Museum, Queen Lili‘uokalani Children’s Center, Ali‘i, Office of Hawaiian Affairs, and other Hawaiian-based business firms;
- Land and Natural Resources: DLNR, DHHL, KS, OHA, fisheries and wildlife specialists, agricultural specialists, planners, conservation specialists, educators, researchers;
- Media Services: Journalism; Radio and Television Broadcasting; Computer Technology and Innovation; and Social Networking;
- Video, Film, Stage, Music and Theater Production;
- Human Life Management Research: Environmental Impact Studies; Anthropology; Archaeology; Ecology and Sustainability.

5) Demonstrate how the proposed program aligns with system and campus mission and strategic plan and outcomes.

Our Relationship To University Of Hawai‘i System Strategic Plan
The University of Hawai‘i Vision Statement states a commitment to “provide educational leadership in support of Native Hawaiians, their Indigenous culture, and Hawai‘i’s unique sense of pluralism” (p. 3). This vision aligns with the mission and core values of the NHIK PhD program at HSHK. The availability and access of resources for research in Hawaiian language and culture located at UHM, across other organizations located on O‘ahu, and via online databases that are shepherded, organized, and used by our UHM faculty is an asset to advanced graduate level students in the NHIK PhD. Our program will provide pathways through which students will learn to be educational, political, social, environmental, scientific leaders and innovators.

Our Relationship To UH Mānoa Vision, Mission, And Strategic Plan

HSHK PhD ATP, 01-07-2014
In the Vision Statement of the UHM, it is clearly expressed that the flagship campus “will gain international recognition as among the nation’s leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice” (p. 4). The UHM research profile can be enhanced by new and innovative doctoral degree programs that draw from Native Hawaiian perspectives and that reflect institutional strengths, build capacity in the STEM disciplines, Arts and Humanities, Social Sciences (and so on) and that are competitive with nationally recognized land-, sea- and space-grant institutions.

By emphasizing and rewarding community engagement through teaching, learning and research, our new PhD program will enable UHM to expand its capacity to meet the larger State of Hawai‘i’s community-based needs by sharing Native Hawaiian knowledge in growth areas that increase cultural, economic, and environmental sustainability, nurture the health of our land and ocean, develop resources for families, support effective education from P–20, promote social justice and cultural pluralism, assist the development of ecologically responsible agriculture, and ensure food security and sustainability. An important way that HSHK can support the Mānoa campus in this effort is by developing and offering its new PhD program, which will be guided by the same values and concepts that guide our university and that requires all students to be morally accountable to the communities we serve.

5.B. Can identified need be met by existing UH Program(s)?

The need for the program cannot be met by existing UHM programs. As a Land-Grant institution, UHM is committed to establish and nurture host culture participation in the work of the university. Currently, independent and discreet programs work to meet this obligation. The NH1K PhD program will engage faculty, students, and community stakeholders in Native Hawaiian epistemology and Indigenous scholarship and inquiry through applied practices that go beyond those offered in our current programs. The NH1K PhD program, because it is deeply rooted in the wisdom of kupuna, will draw on this foundation as it partners with related disciplines across UHM to become a new force for change. In a new age of Ha‘ona—if you will—the NH1K PhD program can achieve Hawaiian cultural vibrancy by tapping into and gathering together current disparate programs. With this in mind, as a transformative opportunity, the NH1K PhD can change the way we think about doctoral studies at the academy as it meets the unique needs of our dynamic Hawaiian island communities.

1. List similar degrees or certificates offered in UH system.

The academic rigor, intellectual content, pedagogical diversity, and community engagements and service provided by Hawaiian Studies and Hawaiian Language programs throughout the UH System (i.e., UHM, UH Hilo, UHWO, and Community Colleges) enable the UH System and its campuses to meet mission goals. What links all the programs collectively is the integrity of our rich ancestral knowledge base and the mission to ensure the vitality of our language and cultural practices. At the present time, our system supports A.A., B.A., M.A., and one Ph.D. (at UHH) program. While each is deeply linked by the ‘a‘ina and our knowledge base, each program is unique in how they engage this knowledge given their institutional missions, regional responsibilities, and disciplinary expertise of their faculty. HSHK acknowledges the dynamic work of our colleagues in Ka Haka ‘Ula O Ke‘elikōlani, College of Hawaiian Language at the University of Hawai‘i at Hilo. Their programs “emphasize language acquisition, linguistics, traditional culture and education in a Hawaiian medium environment” (see website). The medium of Hawaiian also grounds their efforts to build teacher preparation programming in their P-12 Hawaiian language medium laboratory school program. A focus on the use of the Hawaiian language and other indigenous languages is also reflected in the PhD program in Hawaiian and Indigenous Language and Culture Revitalization, in which students are required to choose two of the following fields as areas of specialization: a) Indigenous Language and Culture Education, b) Indigenous...
Language and Culture in Society, c) Language Planning, and d) Hawaiian Language and Culture. As noted on the UH Hilo website, the program is designed to “advance academic training and scholarly research in the Hawaiian language. An additional goal is to use the internationally recognized 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.” While the themes of revitalization of Hawaiian language and culture are similar across our programs, HSHKs NHIK PhD program will differ given our faculty’s interdisciplinary approach, sociopolitical philosophy, critical transformation and social justice agenda, and engaged scholarship philosophy that will provide students with a distinctively different learning experience.

2) Describe the impact of the proposed program on current courses or programs at the campus and within the system (is it duplicative? Can resources be leveraged? Can a joint program be offered or campuses collaborate to offer one degree?)

AT THE CAMPUS LEVEL: The impact of the new PhD program on current courses and programs at HSHK is expected to be historic and transformative. It is anticipated to add rich research/inquiry, mentorship and internship experiences, and value-added global conversation to our current curriculum.

Regarding faculty/instructional resources/personnel, the present HSHK instructional pool provides a sufficient (albeit minimum) work force of faculty coverage for our existing academic programs. At it’s beginning, it is also anticipated that our current faculty pool will be able to teach effectively in the new PhD program. A total of 26 HSHK instructional faculty—4 Full Professors, 5 Associate Professors, 8 Assistant Professors, and 9 Instructors—are expected to, and directly share in the range of teaching, advising and service leadership activities offered each semester.

Currently, approximately 87 of 100 possible courses are offered each semester to our undergraduate and graduate students who major in Hawaiian Language and/or Hawaiian Studies. While additional doctoral courses and the attendant activities that complement the PhD research agenda and doctoral degree completion process may require more sophistication, experience and expertise, they are not beyond the scope and knowledge of our current HSHK faculty to confidently offer as part of our proposed PhD curriculum. It is also important to note that, on occasion, 5 Specialists can also be leveraged to teach courses within HSHK PhD program, as well as a variety of affiliated faculty.

Finally, we are confident that the new PhD program is intended to be a stand-alone program fully conceptualized, organized and administered within HSHK, and at this time, is not planned as a joint venture with any other entity.

AT THE UH SYSTEM LEVEL: As stated in 5.B.(1) above there are a diversity of pathways to teach, research, and serve our students and communities through Hawaiian Studies and Hawaiian Language programs across the UH System. A meeting (11-26-2013) between UHM Hawai‘inuiatkea and UH Hilo Ka Haka ‘Ula O Ke‘elikōlani administrators and faculty resulted in the following programmatic concurrence, that the UH System mission to be an “indigenous serving institution” requires that our 4-year and comprehensive post-secondary institutions offer a full slate of degrees (B.A., M.A., and Ph.D.). This HSHK NHIK PhD program will strengthen our unified and mission-driven goals.

3) If a similar program exists, consult with other campuses, identifying who has been consulted, what campus and date of consultation. Consultation will include:

HSHK PhD ATP, 01-07-2014
a) The VCAA of the other UH campuses with relevant programs by the VCAA of the campus proposing the degree/certificate.

See above responses.

b) Colleagues in related disciplines from other campuses have been consulted.

Since 2009, Dean Benham has visited with colleagues at the University of Hawai‘i at Hilo (Ka Haka ‘Ula o Ke‘elikōlani) to share with them that an ATP for the new PhD in Native Hawaiian Indigenous Knowledge at UH Mānoa was in progress for submission. The proposal for HSHKs PhD program was further discussed within the context of our WINHEC accreditation application (2011 Conference presentation in Cusco, Peru; 2012 Conference presentation in Taiwan, and again at the WINHEC General Meeting, August 2013, in Crownpoint, New Mexico). As a result, the final report of the WINHEC Accreditation Review Team (March 22, 2013) recommended, “Given the apparent strengths of the MA programs in addressing Kanaka Maoli aspirations, it would be to the University’s advantage to move the . . . School forward toward the implementation of a Ph.D. in Hawaiian Knowledge.” Hawai‘iniuʻiakua was honored that in August 2013, members of Ka Haka ‘Ula o Ke‘elikōlani, ‘Aha Pūnana Leo, INPEACE (and other educational institutions from Hawai‘i) stood in support of our WINHEC Certificate of Accreditation.

To ensure transparency and that our programs are not duplicative, but instead enhance and enrich the diversities and depth of Native Hawaiian Knowledge, Dean Benham shared a draft of the HSHK PhD ATP with Dr. Keiki Kawaiae‘a, Director UH Hilo Ka Haka ‘Ula o Ke‘elikōlani and Gail Makuakane-Lundin, UH Hilo Assistant to the Chancellor (email sent: Tuesday, November 5, 2013). Additionally, the co-chairs of the ATP committee along with Dean Benham met with representatives of UH Hilo and Ka Haka ‘Ula on Tuesday, November 26, 2013, and again via polycom on January 7, 2014. Our discussions—while supporting the strength of this proposal—was more significantly focused on strengthening Kanaka ‘Oiwi knowledge and learning through conversation and collaboration throughout the UH System. We will ensure that our colleagues and appropriate UH Hilo officials are included in the review of our final PhD program proposal at the appropriate time and level of review.

6. Planning the new program.

6.A. Planning period. Describe the:

1) Planning period (not to exceed two years or reapplication is necessary)
2) Activities to be undertaken during the planning phase
3) Anticipated submission date of program proposal

(Nota bene: The following table is the combined response to questions 1, 2, & 3 above)

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>MAY-AUG</td>
<td>PhD Input Conversations from the Community</td>
</tr>
<tr>
<td></td>
<td>SEP-NOV</td>
<td>Analysis of the Community PhD Input Conversations (Transcriptions)</td>
</tr>
<tr>
<td></td>
<td>DEC</td>
<td>Dean’s Charge to the School Curriculum Committee (SCC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean’s Appointment &amp; Charge to the PhD Task Force (TF)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appointment of PhD TF Co-Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ATP PLANNING PERIOD BEGINS</td>
</tr>
<tr>
<td></td>
<td>JAN</td>
<td>Meeting with the Dean of the Graduate School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary &amp; Analysis of Emerging Themes from the Community PhD Input Conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TF Meeting Schedule &amp; Planning Calendar</td>
</tr>
<tr>
<td></td>
<td>FEB-DEC</td>
<td>Authorization to Plan (ATP) Write-Up for PhD Prototype &amp; Recommendations (Review of ATP Samples, Analysis of Indigenous and Non-Indigenous PhD programs, Rubrics, etc.)</td>
</tr>
<tr>
<td></td>
<td>SEP-NOV</td>
<td>ATP 1st Draft Form Submitted to TF for review</td>
</tr>
<tr>
<td></td>
<td>DEC</td>
<td>ATP 2nd Draft Summary Review Conducted by TF Members in Units</td>
</tr>
</tbody>
</table>

HSHK PhD ATP, 01-07-2014
4) Workload/budget implications during planning period

The planning activities will be undertaken by planning committees composed of HSHK faculty, staff, students, and invited kūpuna as part of their service workloads. These activities are considered service to the school and university and are rendered without additional compensation during the planning period. Minor to little impact is expected on current faculty and staff workloads, including instruction and teaching, advising, research, university-related service and community service.

An HSHK faculty member will be assigned to provide administrative and academic leadership during the planning period. In addition, clerical support, office and meeting space, supplies, equipment, student help, etc. will be made available through the deans office and contributed by each academic unit.

During the ATP planning period, two community resource persons (kūpuna) gracefully serve as unpaid volunteers on the PhD Task Force. The kūpuna bring a priceless expertise and wisdom with them as renown, retired Native Hawaiian faculty of the academy. We will continue to tap into our community stakeholders/kūpuna for this guidance over the planning process.

5) How program will be economically sustainable

During the planning periods, no additional funds or compensation will be expended for current faculty and staff salary involved in the planning process. Reasonable expenditures associated with other costs will be absorbed by existing operational budgets.

6) Impact proposed program may have on accreditation

Beginning in August 2011, through a Memorandum of Agreement with the UH Mānoa Office of the Vice Chancellor for Academic Affairs, two concurrent processes of review were being conducted: HSHK WINHEC Accreditation and UH Mānoa Program Review. Both focused the aspiration for a new PhD program to meet or exceed the certification criteria. The two-accreditation agencies are:

- The World Indigenous Nations Higher Education Consortium (WINHEC) accreditation application process. The self-study report was completed in the summer 2012 and was followed by a site visit in March 2013. This resulted in a 10-year award, the highest given. The site visit team recognized HSHK for our focus on Indigenous cultural vibrancy and meeting as well as exceeding WINHEC Standards.
- The WINHEC self-study serves as an accreditation complement to The Western Association of Schools and Colleges (WASC) of which UH Mānoa is a member. Completed in Fall 2012, the self-study focused on current undergraduate, graduate and certificate programs that also met or exceeded WASC Standards. Our student services programs were complemented for its value and credited for increasing the number of NH applicants and graduates.

Evaluation/assessment meetings will be scheduled throughout the planning period for each program to document how accreditation criteria will be met, assessed, refined and forecasted. It is our goal to fully align
the learning outcomes for the new PhD program with the mission and core values of the school, university, WINHEC and WASC accreditation organizations.

7) How program will fit within campus and/or system organizational structure
The new PhD program will be organized under the governance of Dean of the UH Mānoa Graduate School, which will provide academic authority afforded to all of the university’s approved PhD programs. Similarly, the program will be organized under the graduate programs of the Hawai‘i‘nui‘akea School for Hawaiian Knowledge, founded in 2007. It is anticipated that a new position of “PhD Chair” will be established to provide administrative leadership and supervision over the faculty, staff and students of the new PhD program. The new PhD Chair will report directly to the Dean of Hawai‘i‘nui‘akea School of Hawaiian Knowledge. The HSHK Executive will sit as advisory to the PhD Chair and program (consists of the Directors of Hawaiian Studies, Hawaiian Language, Native Hawaiian Student Services, and Ka Papa Lo‘i ‘O Kānewai).

6.B. Description of resources required:

1) Faculty (existing and new FTEs)
The existing HSHK Graduate Faculty available to teach at the PhD level consists of the following faculty, which includes: 4 Professors, 5 Associate Professors, and 8 Assistant Professors. Additionally, there are 5 tenure-stream Specialists (3 with tenure). All have or are completing doctorate/terminal degrees in their respective disciplines. The current faculty are adequate to begin the program, in light of the projected 1st cohort enrollment of 7-11 PhD candidates. Admissions will occur every other Fall Semester, hence, we anticipate that over the first 4-5 years, the program will need to add at least 3 - 1.0 FTE 1-Faculty and 1 - 1.0 APT support.

In keeping with the University’s commitment to promoting faculty diversity across the disciplines, Hawai‘i‘nui‘akea recognizes the benefits of engaging affiliate faculty who bring with them expertise, experience and knowledge as tenure-stream/tenured faculty in other established disciplines. For our NHIK PhD program, we welcome the engagement of qualified affiliate faculty, many of whom who are indigenous scholars themselves, from the humanities, sciences, and arts. We look forward to also including many who are non-indigenous scholars, but who may willingly share with us their invaluable intellectual resources, proven intercultural perspectives and a record of solid scholarship and research, in order to help us achieve our goals for transformation and change. We also recognize that in order to effectively engage promising affiliate faculty as an integral part of the NHIK PhD program, which our future planning will need to address specific role expectations, duties and outcomes to secure their commitment as affiliate faculty.

2) Library Resources (estimate of current resources and additional resources required)
Coupled with the resources and support located at Hamilton Library, a modest inventory of resources is currently located at the Kamakakōōkalani Resource Center for Hawaiian Studies and the Mary Kawena Pukui Hale in the Kawaihuelani Center for Hawaiian Language. It is important to note that our resources are not duplicative of the Hamilton collection. Instead, our collections include a hearty print compendium in Hawaiian, English and other languages, Hawaiian recordings and accompanying data base, electronic book collection, video collection, professional journals, land use document collection (tax key maps, indices, cartography, etc.), Hawaiian/Pacific cultural collection, Office of Hawaiian Affairs collection, Indigenous collection, curriculum materials, computer and on-line resources, the complete Ka Leo Hawai‘i radio recordings and a robust collection of Hawaiian artifacts.

It is anticipated that an electronically based cataloging system designed to unify existing resources into a single, on-line accessible HSHK data base of library resources, with a level of long-term sustainable funding for the purchase of new books, materials, computers, office equipment and furniture appropriate to sustaining the

*HSHK PhD ATP, 01-07-2014*
HSHK PhD program will be requested in the proposed budget (see 6C, 5-Yr. Business Plan).

In addition, requests for the funding of a dedicated librarian for the PhD program will be part of the new FTE faculty request to manage the library and teach/work with PhD candidates. Additionally, a request to establish permanent student assistants (work study) in the library is planned.

3) Physical resources (space, equipment, etc.)
Currently, the Kamakakōlānani Building serves as the central office, library resource, classroom facility and community venue (Hālau 0 Haumea) for the current programs in Hawaiian Studies and related programs at the Ka Papa Lo‘i ‘O Kanewai. Community and university groups also use Kamakakōlānani during the evenings and on weekends; hence, high demand use of the facility is a constant budget and staffing consideration.

Contrastingly, Kawaihuelani Hawaiian Language courses and programs are dispersed throughout the UH Mānoa campus, with central offices and the Mary Kawena Pukui Hale resource library located in Spalding Hall, 2nd Floor. Even so, current demands and use of available space are greater than what can be effectively accommodated in this arrangement.

With the increase in FTE faculty, support staff and student assistants in the PhD program, (see below) it is anticipated that additional offices, storage space, PhD student work space and even university-wide classroom space will need to be planned in order to functionally operate and deliver the program. We would suggest expansion of HSHK in Spalding Hall.

4) Other resources required (staff, graduate assistantships, etc.)
As with most developing initiatives, new FTE positions for support staff (Administrative Assistant, Administrative Officer, Specialists, etc.) are a normal expectation for similar PhD programs. Each position will require office space, furniture, computers, equipment and other position-related materials and supplies.

Due to the full lives our students have outside of school, it is also possible that the HSHK PhD program may be delivered in extended evening hours after the work day, or through cohorts meeting during intensive weekends. As a result, besides faculty, the budgeting for support staff and related services (e.g., office, custodial, security) is essential. Since UHM has set high expectations to sustain PhD candidates for the duration of their term of study (7-8 years maximum), graduate assistantships (in teaching and research) are also part of the planned budget. Scholarships from UH and community resources are also a necessary part of financing the total HSHK PhD experience.

What will make this program unique will be opportunities for research abroad, conference participation and travel funding, and/or funded fellowships to support Hawaiian-based research activities. Additionally, because 700-900 PhD Indigenous studies courses are scarce, from time to time, the hiring of renown, local and international Indigenous faculty with specialized expertise, research or publications will be invited as faculty-in-residence is planned for the HSHK PhD program. Similarly, non-degreed cultural experts and aboriginal elders will be invited as scholars-in-residence as part of our “living treasures” program, an integral component of the total HSHK PhD scholarly experience.

We anticipate that PhD candidates will be supported by a wide array of student support services experts, both existing and new. Each position will require funding, office space, furniture, computers, equipment and other position-related materials and supplies.

5) Other Resources: ‘Ohu’ohu ‘o O‘ahu

HSHK PhD ATP, 01-07-2014
HSHK is fortunate that the majority of viable Native Hawaiian archival resources are located on O'ahu. For example, we have immediate access to the specialized and comprehensive Hawaiian and Pacific collection at UHM’s Hamilton Library, the repository at the Hawai'i State Archives, the Bernice Pauahi Bishop Museum library and archives, the Hawaiian Historical Society archives, and the Hawaiian Mission Children’s Society archives and library. We are also active partners in Native Hawaiian education initiatives with established Native Hawaiian agencies such as Kamehameha Schools, the Office of Hawaiian Affairs, Queen Lili‘uokalani Trust, ‘Aha Pūnana Leo, Alu Like, Inc., Association of Hawaiian Civic Clubs, Hawai'i Community Foundation, Department of Hawaiian Home Lands, and many other organizations. These invaluable resources, all O‘ahu-based, afford us ready access to extensive collections of Hawaiian primary source material that are necessary for advanced research in our NHIK PhD program.

UH Mānoa, the system’s Research University (RU/VH) campus, attracts the greatest number of Native Hawaiians students and scholars. The areas of expertise of the current HSHK faculty extend beyond Hawaiian language and studies to include law, education, history, political science, anthropology, geography, art, theater arts, music, English, linguistics, urban and regional planning, business administration, and so on. This wide range of disciplines that our faculty represent will allow us to offer a diverse, transformative and integrative curriculum that can be scaled to meet the specific interests of our PhD students and the unique needs of our community, state, nation and world. Additionally, we are enriched by a growing number of Kanaka Maoli scholars across UHMs faculty who will (as affiliate faculty) provide robust perspectives to the PhD in NHIK (e.g., History, Arts & Humanities, English, Religion, Education, Engineering, Marine Biology, Natural Resource Management, Soil Science, etc.).

Of particular importance, our faculty’s breadth of research coupled with doctoral studies will result in additional research and scholarly contributions that will strengthen and expand our Indigenous knowledge base. Creating a vibrant native epistemology and an emerging body of literature that emanates outward from the academy will result in positive connections and will provide support for parallel efforts being made in the broader Native Hawaiian community and other aboriginal communities throughout the nation and world.

In addition, we are fortunate at HSHK to benefit from two mānaleo (native speakers of Hawaiian) from the island of Ni‘ihau who teach courses as well as coordinate our mānaleo native language discussion lab. Our mānaleo speakers are valuable assets as their contributions strengthen our knowledge base, our capacity to ensure the revitalization of the 'Olelo Hawai'i, and sets our programs apart from other Native Hawaiian Language programs across the UH System.

A. Five-Year Business Plan. Provide a five-year projected budget for the program that answers the following questions and includes a completed Mini Cost Revenue Template:

1) **What will be the annual costs to implement the program?**

(See page 17, HSHK PhD Mini Cost Revenue Table, “Program Costs”)

Note: The ATP was shared with Chancellor Apple email attachment on Tuesday November 5, 2013.

Faculty

When the new NHIK PhD program in HSHK begins, the allocation of existing HSHK funds used to finance current levels of HSHK faculty salaries (without fringe) for those who will teach in the new PhD program is expected to be unchanged. As a result, there is no additional funding of faculty instructional positions during the planning period. However, it is an expectation that a permanent, faculty HSHK PhD Chair (I or S w/PhD degree) be appointed to provide both administrative (to include planning and budgeting, fundraising, and assessment) and academic leadership (to include research, teaching, advising, interdisciplinary planning,

*HSHK PhD ATP, 01-07-2014*
engaged scholarship) for the program. New "I" faculty should be hired in Year 3 of the program. The planning team will further determine the potential hiring of new "I" faculty in years 4 and 5.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Faculty Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1 Professor/Director + .50 APT</td>
</tr>
<tr>
<td>3</td>
<td>2 Professors</td>
</tr>
<tr>
<td>4-5</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Other Personnel Costs GRA Fellows**

The new program hopes to build endowments (with UH Foundation) that will fund at minimum a total of 8 Graduate Research Assistant (GRA) fellows. Each fellowship will be for a 3-year time period. This is in keeping with UH Mānoa’s goal to fund PhD students throughout graduate school and to ensure their timely matriculation towards degree completion. We anticipate that other PhD candidates will bring their own funding and that faculty research will support other PhD GRAs.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>GRA HSHK Funded Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 Funded</td>
</tr>
<tr>
<td>3</td>
<td>4 Newly Funded (Total 8 Funded)</td>
</tr>
<tr>
<td>4</td>
<td>4 Newly Funded (Total 8 Funded)</td>
</tr>
<tr>
<td>6</td>
<td>4 Newly Funded (Total 8 Funded)</td>
</tr>
</tbody>
</table>

**Library**

When the new HSHK PhD program begins, the allocation of existing HSHK funds used to finance current levels of HSHK library related services, personnel, supplies and equipment is expected to be the norm. Additionally, HSHK will work in partnership with Hamilton and other libraries/archives across UH System, and in the community. As a result, there will be no additional funding for the library or related services in the first year.

We will be seeking grants and to allocate resources from other funding streams (e.g., summer school) to hire a consultant server/IT specialist plus an initial funding to build an online research infrastructure that links to important databases. In the 5th year, we propose hiring a permanent .50 FTE, Faculty Librarian/Archivist, dedicated to NHIK program (faculty and student research).

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Library Services Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>Grant/other funded Consultant IT Specialist</td>
</tr>
<tr>
<td>3</td>
<td>Grant/other funded to develop research infrastructure</td>
</tr>
<tr>
<td>4</td>
<td>Grant/other funded to develop research infrastructure</td>
</tr>
<tr>
<td>5</td>
<td>Proposed NHIK Librarian/Archivist $37,000</td>
</tr>
</tbody>
</table>

**Equipment/Supplies**

When the new HSHK PhD program begins, the allocation of existing HSHK funds used to finance current levels of equipment and supplies is expected support the program initially. As a result, there is no additional funding for the purchase of new equipment and supplies in the first year. Thereafter, a sustainable budget of between $1000-$2000 annually is projected for equipment and supplies (maintenance).
Other
See our response to No. 4 for details. A detailed budget (which includes new faculty, staff, student services, facilities, equipment, supplies, materials, community resources, etc.) will be developed and by the planning team and the newly appointed faculty Chair for the NHIK PhD program.

2) What will be the projected enrollment and estimated tuition revenue?
(See HSHK PhD Mini Cost Revenue Table, “Revenues”)

Projected Enrollment
When the new NHIK PhD program begins, it is proposed that projected enrollment of new students remain conservative. The program will admit 7-11 students in the first cohort. The next cohort to begin in the 3rd year will also admit 7-11 students. The third cohort, to be admitted in the 5th year, will also maintain the conservative number of 7-11 students. When the new HSHK PhD program begins, tuition and related costs for students will be assessed at tuition levels determined by UH policy.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Projected Enrollment By Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Cohort 1: 9</td>
</tr>
<tr>
<td>3-4</td>
<td>Cohort 1: 9 + Cohort 2: 9</td>
</tr>
<tr>
<td>5-6</td>
<td>Cohort 1: Graduates + Cohort 2: 9 + Cohort 3: 9</td>
</tr>
</tbody>
</table>

Number of courses
It is proposed that the number of core courses in the program remain conservative. Over the planning year, Graduate/PhD teaching faculty, who will comprise the graduate curriculum planning team will develop 4 new core courses, which will be offered during the first year. While the planning committee will determine the scope and sequence of coursework and how they will be rolled-out, the initial proposal is to add 2 new core courses in the second year for a total of 6 new core courses. There will be new courses developed for subject areas, which the planning committee will define as well as determine when they will be offered. In addition, the curriculum planning team will frame research, community engagement, and teaching and learning pedagogy to meet the diverse demands and learning needs of PhD student scholars. Again, the new HSHK PhD program will be built on interdisciplinary, integrated, and culturally based transformative models for learning. Note that appropriate PhD course work offered outside of Hawai‘i will be invaluable learning opportunities for our NHIK PhD students’ growth and development (e.g., law, education, health, social sciences).

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Projected No. Of New Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 New Core Discipline Courses</td>
</tr>
<tr>
<td>2</td>
<td>2 New Core Discipline Courses</td>
</tr>
<tr>
<td>3</td>
<td>New Core Subject/Dissertation Courses and TBD New Courses in Subject Area</td>
</tr>
<tr>
<td>4</td>
<td>New Core Subject/Dissertation Courses and TBD New Courses in Subject Area</td>
</tr>
</tbody>
</table>

3) How will the program be funded?

When the new PhD program begins, the allocation of existing HSHK funds used to finance current levels of
faculty, staff, student services, library resources, equipment and supplies, materials, facilities, etc., are expected to be the norm, especially in the first two years. A funded-permanent position will be sought to ensure the appointment of a permanent faculty Chair for the HSHK PhD program and APT support. It is an expectation that PhD faculty will seek grants or other funding opportunities from a variety of external resources (e.g., federal and state minority programs, Hawaiian agencies, international resources, privately funded internships and foundations, etc.) to support PhD operations, student fellowships/GRAs, program internships, professional travel, scholars-in-residence, and so on. As the program matures and develops over time, it is a long-term expectation that the program become fully funded by permanent university funds in parity with other flagship doctoral programs that serve Hawai’i’s diverse students.

4) Does the current or proposed budget (Department/College/Campus) include the funds or a request for funds for the proposed program? Please provide details.

Currently, the proposed budget at Hawai‘inuiākea does not include a request for funds for the proposed new HSHK PhD program. (For details, please see our response to No. 3).

5) Given a “flat budget” situation or if anticipated enrollment does not materialize, how will the proposed program be funded?

Given a "flat budget" situation, the financial burden for tuition and related costs may fall directly on student tuition. Where possible, other budgetary costs (e.g., faculty, staff, student services, library resources, equipment and supplies, materials, facilities, etc.) will be operationally deployed internally at Hawai‘inuiākea through reorganization, re-budgeting and restructuring initiatives (e.g., hiring of lecturers to provide course releases for professors supervising PhD candidates, etc.). Our goal is to ensure that even in times of fiscal challenges, the HSHK PhD program is functionally operational and academically stable so that scholarly excellence, competency in teaching and leadership in Indigenous research -- all qualities expected of our faculty and students -- remain as our highest expectations and benchmarks.

Our preliminary data projections for the anticipated enrollment indicate that starting with a conservative enrollment in the first two years is a strong indicator that the enrollment will materialize, and therefore, we remain positive to meet our goals. (For details, see our response to No. 2, "Projected Enrollment.")

HSHK PhD ATP, 01-07-2014
## HSHK PhD Mini Cost Revenue Table

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent I-Faculty(^1)</td>
<td>39,000</td>
<td>78,000</td>
<td>78,000</td>
<td>156,000</td>
<td>156,000</td>
</tr>
<tr>
<td>Permanent APT(^2)</td>
<td>0</td>
<td>27,600</td>
<td>27,600</td>
<td>27,600</td>
<td>27,600</td>
</tr>
<tr>
<td>G.R.A.(^3)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37,000</td>
</tr>
<tr>
<td>Operations Equipment/Supplies</td>
<td>0</td>
<td>2,000</td>
<td>1,000</td>
<td>1,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Other</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
<tr>
<td><strong>TOTAL Expenses</strong></td>
<td>39,000</td>
<td>107,600</td>
<td>106,600</td>
<td>184,600</td>
<td>222,600</td>
</tr>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Enrollment</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Total No. of Core Courses/Credits (minimum)(^4)</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>No. of Core Credits (minimum)</td>
<td>12</td>
<td>12</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Total No. of Specialty/Cognate Courses</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
<tr>
<td>SSH</td>
<td>108</td>
<td>108</td>
<td>432</td>
<td>432</td>
<td>432</td>
</tr>
<tr>
<td>Tuition Rate/Credit</td>
<td>$637/cred</td>
<td>$637/cred</td>
<td>$637/cred</td>
<td>$637/cred</td>
<td>$637/cred</td>
</tr>
<tr>
<td>Total Revenue from Tuition</td>
<td>68,796</td>
<td>68,796</td>
<td>275,184</td>
<td>275,184</td>
<td>275,184</td>
</tr>
<tr>
<td>Other Sources of Income/GRA Fellowships(^5)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
<tr>
<td>Other Sources of Income(^6)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
<tr>
<td><strong>TOTAL Revenues</strong></td>
<td>68,796</td>
<td>68,796</td>
<td>275,184</td>
<td>275,184</td>
<td>275,184</td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>(39,000)</td>
<td>(38,804)</td>
<td>(37,804)</td>
<td>90,584(^7)</td>
<td>52,584(^7)</td>
</tr>
</tbody>
</table>

\(^1\) FY 2015 is for Planning. We will assign an I-Faculty .50 FTE/recurring funding ($39K) to chair the planning committee (.50 UG/MA teaching, service, & research). FY 2016: The first year of the cohort program we anticipate that at least 2 I-Faculty will commit .25 FTE/recurring funding of their time to program teaching (add $39K). FY 2018: The third year of the program and admission of second cohort, we anticipate adding 2 – I-3 Faculty @ .50 FTE/recurring funding (add $78K) (.50 UG/MA teaching, service, & research). Faculty in HSHK and affiliate faculty will be teaching curriculum as part of their regular load, which includes UG & MA teaching, service, and outreach.

\(^2\) APT position - .50 FTE/recurring funding to provide clerical support; merit increases included.

\(^3\) We are working with community partners to endow Ph.D. Fellowships (3 year fellowships). We will work with UHM during our planning year to leverage commitment to permanent funding of at least 2 3-year GRAs (one with a focus on HAW and one with a focus in HWST) at .50 FTE 11-mo. Step 10 + Fringe = $23,952.

\(^4\) Proposed Year 2 to substantively add to the research resources for the doctoral program and to grow Years 3-5, during which time grant funds and a permanent line of funds will be sought to support the graduate library. Year 5 we would hire a NHIK Graduate Librarian/Archivist at .50 FTE.

\(^5\) FY 2016 is the First Year of the Program. We plan to admit students every 2-years. We anticipate admitting between 7-11 students the first year, then adding 7-11 students in FY 2018. For purposes of projecting our budget we base SSH on 9 students the first two years and 18 students years 3 & 4.

\(^6\) Our proposed plan for each cohort: 4 core courses each AY (2 per semester) over 4 academic years. This includes: core coursework, internships & independent study, doctoral orientation & capstone, and some dissertation/advising credits/learning experiences.

\(^7\) Planned UHF Endowments and Research Grants

\(^8\) Development work to build gift giving to support the operations and academic programs of NHIK PhD.

\(^9\) In anticipation of a healthier revenue stream with the admission of a second cohort (FY2018), our hope is to utilize these resources to reinvest in the Graduate Program (e.g., online IT and Library support, building internship/mentorship opportunities, support professional conferences, increase faculty and staff time, and so on).

**HSHK PhD ATP, 01-07-2014**
This program requires an investment from UHM for the first 4 years at which time the program, through student credit hours and extramural funding should be self-sustaining.

7. **Describe the impact on current courses or programs.**
When the new NHIK PhD program begins, the impact on current courses and programs at HSHK is expected to be minimal. As a whole, the present HSHK instructional pool provides a sufficient initial work force of faculty coverage for both existing and the new academic programs. (See 5.B.2 and 6.B.1 above.)

8. **If the curriculum includes courses that are offered at other UH campuses, describe how articulation of these courses will be assured prior to the program proposal submission.**

This articulation requires more thorough examination and discussion that will occur during the planning period. At this time, the proposed HSHK PhD program is not anticipated to be designed to include enrollment in courses at other UH campuses. Instead, the HSHK PhD program is fully conceptualized to be administered by HSHK with possible partnerships with affiliated colleges/schools within UH Mānoa as well as colleges/schools across the UH System and other post-secondary institutions.

9. **If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals to participate.**

This articulation also requires more thorough examination and discussion that will occur during the planning period. At this time, the proposed HSHK PhD program is not planned as a joint venture with other UHM programs. However, the interdisciplinary nature of the program would provide students opportunity to take coursework in other disciplinary areas as well as allow faculty in other disciplines to teach courses in the NHIK program.
This is to certify that the ATP has completed the campus approval process prior to review by the Council of Chief Academic Officers.

Reviewed by:

Campus Chief Academic Officer:

☐ Recommend

Comments:

Signature
Reed Dasenbrock 1/31/14
Print Name
Date

Chancellor:

☑ Approved  ☐ Disapproved

Comments:

Signature
Tom Apple 2/20/14
Print Name
Date

Council of Chief Academic Officers (Systemwide Consultation):

Comments:

Signature
Joanne Itano 2/12/14
Print Name
Date

(A copy of the signed document is provided to the Office of the Executive Vice President of Academic Affairs/Provost)

HSHK PhD ATP, 01-07-2014
MEMORANDUM

TO: Reed Dasenbrock  
Vice Chancellor for Academic Affairs

FROM: Patricia A. Cooper  
Dean

SUBJECT: Establishment of a Ph.D. in Native Hawaiian Indigenous Knowledge at the University of Hawai‘i at Mānoa

The Hawai‘inuiākea School of Hawaiian Knowledge has proposed a new Doctor of Philosophy degree in Native Hawaiian Indigenous Knowledge (NHIK; attached). This would be the first such doctoral degree offered by the University of Hawai‘i at Mānoa.

This request for Authority To Plan (ATP) follows many meetings with the planning committee and stakeholders in the University Community. Consultation regarding the nature of the course of study has been very broad. This program will provide the scholarly research, translational knowledge and practice that will prepare scholars and professionals to address the needs of the University Community and advance the development of ‘Native Hawaiian Indigenous Knowledge.’ High demand exists for graduate training in areas of discovery such as aboriginal epistemology, transformative native leadership, and reflective critique of Native Hawaiian and other aboriginal knowledge. The proposed program addresses the societal need for specialists in these areas, and the relative advantages for providing such training at this institution. Therefore, the Graduate Council formally approved the ATP for establishment of the NHIK Ph.D. program on September 12, 2013 (see attached Draft Minutes).

Capacity building is a complex, multidimensional challenge. The proposed program addresses a critical need to build research capacity to ensure the future of indigenous knowledge. The University of Hawai‘i at Mānoa is uniquely positioned to excel in offering a graduate program in Native Hawaiian Indigenous Knowledge.