

Ho'oulu Hawai'i Papa O Ke Ao: Inspiring UH Faculty and Staff to Practice Hawaiian Culture and Language

AUGUST 2020

Presidents Emerging Leaders Program Report

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Mahalo Nui Loa to Our Coaches for Sharing Their Expertise and Experience

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and

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Also, special thanks to the PELP staff and the previous HPOKA PELP group who shared their research with us and provided insight to guide our project.

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President's Emerging Leaders Program (PELP)

The President's Emerging Leaders Program (PELP) is a professional leadership development opportunity for two representatives from each UH campus per year culminating in system-level projects in specific content areas. One of these content areas is benchmarks of a model indigenous serving institution, which aligns with the Hawai'i Papa O Ke Ao Initiative (HPOKA), a presidential appointed work committee with representatives from each campus tasked with developing, implementing, and assessing strategic actions to make the University of Hawai'i a leader in indigenous education.

Two previous PELP projects in this area include *Indigenizing Strategies* (2015-2016) and *Hawai'i Papa O Ke Ao Student Perspectives on Making UH a Hawaiian Place of Learning* (2016-2017). These prior projects revealed that students felt it was very important to them that faculty and administration recognize their place in space and time, and that they have an understanding of place-based learning. They demonstrated that although respondents did not have an expectation that faculty would be scholars in Native Hawaiian culture or language, they did expect a level of familiarity with and respect for the history, language, culture, and values of Native Hawaiians. This provided the impetus for our project, creation of a resource guide to provide guidance in designing localized and indigenized professional development offerings that align with HPOKA values and respect the space and resources of individual campuses.

We would like to, in the words of our coach Taupōuri Tangarō, assist in “opening the doors” to provide skills, content, and experience to help employees, native and non-native alike, to more effectively serve our communities. It is our hope that this guide will facilitate and encourage increased offering and participation in these opportunities across the UH system, making it a part of the “fabric” of the university system. We anticipate a shift in the culture where participation is not seen as “extra” or “on the

side,” but rather as integral professional development for all in the UH system. This resource guide is designed as a starting place, a “platform to open many doors.” To that end, we have used surveys to collect data and documented current best practices, template suggestions, interests and constraints of potential participants, resources lists, and ideas for future directions to help inform design and choice of offerings on a campus by campus basis.

Hawai‘i Papa O Ke Ao

Hawai‘i Foundation of Enlightenment/Knowledge

HPOKA, as described at www.hawaii.edu/hawaiipapaokeao/, is made up of representatives from each UH campus and is a presidentially appointed work committee tasked with the development, implementation, and assessment of strategic actions to make the University of Hawai‘i a leader in indigenous education.

Since its inception individuals and groups across the UH System have worked to achieve the goals of the project in creative and enduring ways. This AY 2019-20 in the President’s Emerging Leaders Program, the four members involved in this report requested to work on the HPOKA group of our cohort.

“Since January 2012, the Hawai‘i Papa O Ke Ao Report set goals and objectives to address the higher education needs of our indigenous people—Native Hawaiians—by creating a model indigenous serving institution.”

Our goal was to carry on the work of the PELP HPOKA groups before us, to pick up where they left off and move forward in a meaningful way. This document represents the work we completed. In addition to collecting data through a survey sent to faculty and staff at all UH campuses, we presented our project at the Hawai‘i Student Success Institute 2020 and received valuable feedback from those who attended.

Finally, we spoke to campus representatives and collected the information on campus activities and events that is contained in this document. We hope that future PELP

members will choose to join the HPOKA group and continue our work to improve this document, collect new and updated information, and advance the project systemwide.

What you'll find here is just a snapshot of various campus activities. There was so much more happening on each campus than is depicted here. Hopefully, this will give you new ideas and fresh perspectives to take to your campus or organization.

Our Cultural Learning Survey has garnered, at the time of this writing, 243 responses from across the UH System. We hope to continue to collect responses, so please feel free to add yours by taking the survey here: <https://forms.gle/ZGsabdkEcxy28of48>

Mahalo for reading!

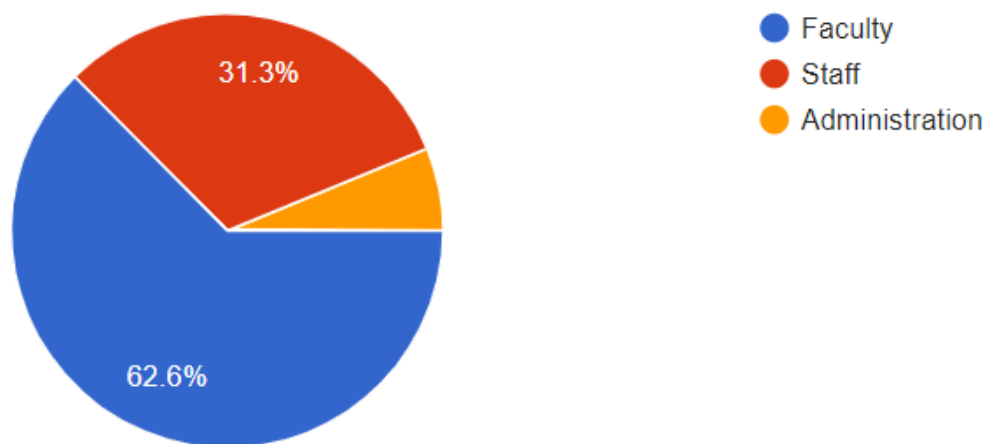
Cultural Learning Survey Results

Number of respondents: 243

Survey Data

It appears that faculty and staff share students' interest in culture and language training for faculty and staff. To gauge faculty and staff interest, we created a short survey that we distributed via email using the listserve for each campus. 243 members of the UH community replied, of which 152 were faculty (62.6%), 76 were staff (31.3%), and 15 were administration (6.2%). All ten campuses were represented.

Participants were asked to indicate about which topics they would be interested in knowing more. Topic choices included:



- `Ōlelo (Hawaiian language)
- Hula
- Traditional Hawaiian foods
- Lei making
- Spirituality

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- Waiho'olu'u (Dyeing)
 - Kala'au (Stick Dancing)
 - Hawaiian Plants
 - Geography
 - History
 - Oli (Chants)
 - Mele (Songs)
 - Lauhala Weaving
 - Kana (Cordage Arts)
 - Mo'oku'auahu (Hawaiian Genealogies)
 - Kalai La'au (Hawaiian Woodwork)
 - Hawaiian Mythology
 - Tattoo Traditions of Polynesia
 - La'au Lapa'au (Hawaiian Medicinal Herbs)
 - Hawaiian Astronomy and Navigation
 - Fishing Practices

Respondents were also asked to indicate the length of time that they would like to spend on each topic. Options included: A 1 hour or less session, a 2-3 hour workshop, a 1-day training, and a regular class for fac/staff.

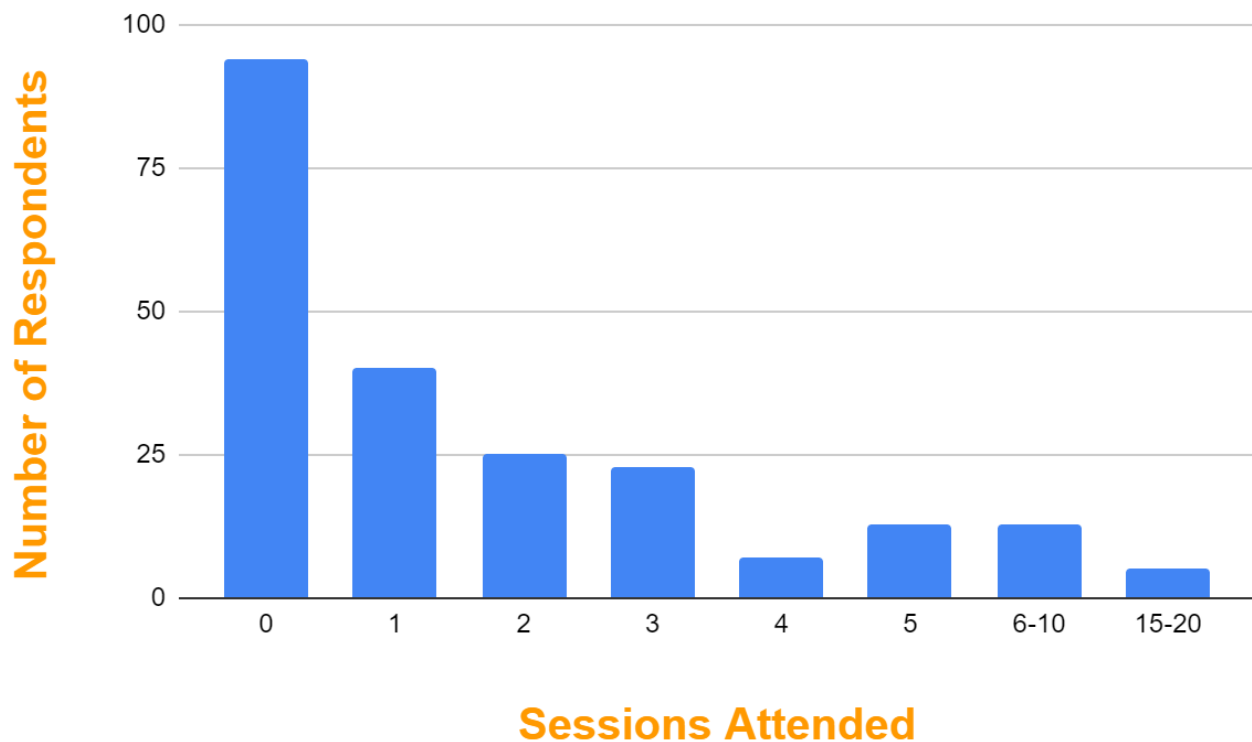
There was interest in all topics, at all levels of length. The ten most popular options were:

Topic	Format	Numbers
`Ōlelo	Regular class	145 respondents (60%)
Lei Making	2 - 3 hour workshop	106 respondents (44%)
Hawaiian foods	2 - 3 hour workshop	104 respondents (43%)
Hawaiian history	Regular class	88 respondents (36%)
Hawaiian plants	2 - 3 hour workshop	87 respondents (36%)
Hula	Regular class	79 respondents (33%)

Lauhala weaving	2 - 3 hour workshop	79 respondents (33%)
La'au Lapa'au	2 - 3 hour workshop	76 respondents (31%)
Spirituality	1 hour or less session	72 respondents (30%)
Hawaiian Mythology	Regular class	71 respondents (29%)

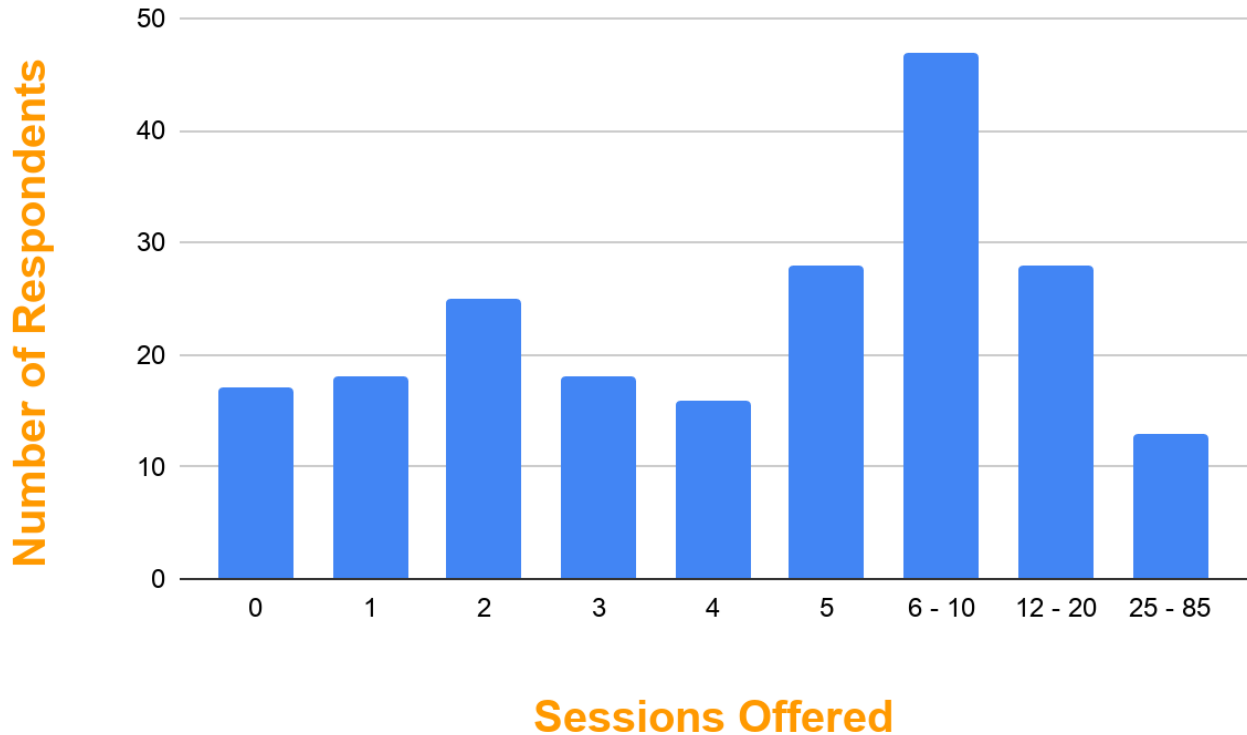
Regardless of the specific content and/or length of each training, **we recommend that each session end with taking time to reflect on how what was learned in the session could translate into one's classes/work.** That way, attendees leave not just with additional knowledge, but a clear plan for incorporating that knowledge into their role at UH.

The majority of respondents had already made a demonstrated commitment to Hawaiian culture and/or language gains as evidenced by 57% of respondents attending at least one training, workshop, or class related to Hawaiian language, culture, and/or history in the 2019-2020 academic year.



It is worth noting that a number of the individuals who hadn't attended any sessions wrote that they would like to attend but their schedules did not allow it. **This suggests that short sessions are essential. This is not to discourage longer sessions and/or regular classes, for which there is clear interest.** These long sessions should be offered. But ensuring there are a number of short sessions in the mix will maximize the chance that faculty and staff can attend something. **Additionally, these time restraints suggest the need to incentivize attendance in some way,** be it acknowledgement from supervisors that this training is valuable, some sort of certificate individuals could submit with their self-evaluations/dossiers, and/or release time. These ideas are detailed in the Future Directions section on page 24.

Lastly, the vast majority of respondents (92%) were aware of their campus holding educational offerings this year. There was wide variability in the responses for this question with 72% of respondents reporting their campuses hosted between 1 and 10 such offerings, another 13% indicating there were between 12 and 20 offerings, and 6% indicating there were between 25 and 85 such offerings.



This disparity suggests either different campuses are providing differing numbers of offerings and/or faculty and staff are not always aware of what offerings are available. To this latter point, **we suggest creating one easily accessible website wherein individuals could receive up-to-date information on what is being offered on the various campuses.**

HISSI

A second way that faculty and staff interest was assessed was through an in-person seminar at Hawai'i Student Success Institute (HISSI) 2020, which was held March 6, 2020. We utilized the HISSI forum as an opportunity to collect data/ideas from our target audience for our project, staff, and faculty across the UH system (in this case, the Community Colleges). 22 attendees from 8 campuses (UH Manoa, Hawai'iCC, KauaiCC, HonoluluCC, LeewardCC, UH Maui College, KapiolaniCC, WindwardCC) self-selected our session. These attendees represent diverse departments (including College of Education, Financial Aid, Arts & Humanities, Student Affairs, Early College, EOC Trio, Extended Learning, Ka Kakine).

Our session, "Taking Action to Advance Hawai'i Papa o Ke Ao: Using Design Thinking to Create Culturally Relevant Professional Development Activities for UHCC Faculty and Staff," introduced attendees to the Design Thinking model, a new way of approaching problems described by its creators as "a process for innovation." The Design Thinking Process has 5 main steps: empathize, define, ideate, prototype, and test. We asked our participants to take the first two steps- empathize and define- to help us move onto the third step, ideate (come up with ideas).

The first step, empathize, involves participants taking on the roles of interviewee, moderator, and note taker to ask questions to try to mirror the expressions, opinions, and hopes of potential PD activity participants. The philosophy behind this step is that in order to create value for people (in this case, through PD offerings), one has to create something that fits into their lives and context, aligns with their beliefs and perspectives, and is something they will actually participate in. There is an emphasis on collecting quotes, stories, and feelings through an interviewer mindset of discovery rather than validation.

In the second step, define, the small groups synthesize the information, align, and focus to decide what is important. We tasked the groups with creating empathy maps by making lists of what the interviewee said or did and following that up with a guess at what the interviewer is thinking and/or feeling. Next, the groups worked on coming up with Point of View (POV) statements in which they combine the user, the need, and the insight into a single simple statement.

Through participation in these first two steps of Design Thinking, our participants generated a number of needs they had in regards to PD development as well as challenges encountered when trying to meet these needs and possible remedies for said challenges.

a. Needs:

- For UH faculty/administration/staff to develop cultural awareness, knowledge, and respect for Native Hawaiian culture
- Promote grassroots effort to develop Native Hawaiian leadership
- UH professionals are “hungry for more”
- Spread Hawaiian culture/values
- Chancellors’ buy ins
- To learn through practice and participation
- To sustain a program and expand long-term

b. Challenges:

- Motivation for faculty/administration/staff (incentives)
- What strategies are respectful of different stakeholders’ needs?
- How to bring HPOKA to other disciplines and areas like HAC?
- No funding
- No specialized position
- Lack of Hawaiian presence at particular campuses
- Must be a directive not an initiative
- Faculty/administration/staff buy in
- Not all systems are open to Hawaiian language and culture implemented in their programs
- Envision this initiative five years from now

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- Institutionalize across the system
 - Professionals are overworked, don't want more professional tasks/requirements
 - Pockets of HPOKA but not integrated across campus
 - Students question whether they belong
 - How to receive credit/bonus
 - How to use trainings for personal development to integrate into the classroom

c. Possible remedies:

- Offer ongoing professional development opportunities and workshops
- HPOKA theme for an academic year
- Apply for grants for place-based learning
- P-20 conference needs HPOKA opportunities
- Asynchronous online module opportunities
- Use peer mentors
- Utilize Ka'ao* model for professionals' and students' journeys
- Develop a cultural framework to bring HPOKA to other projects
- Offer UH conference for HPOKA
- Hire outside practitioners and conduct intentional trainings
- Ho'o kuleana people to take charge of this cause throughout campus
- Look within yourself, so it reflects in your work
- Restoration of fishponds for our own interest, not a professional day, or as a community service project
- Practice sustainability in ways the people of Hawai'i did it to see its new interpretation
- Teach protocols to have in place (chant in a circle, special place to give ho'okupu, just join in, no knowledge needed, good leader, thoughtful togetherness, nothing excluded)

* The Ka'ao model, a methodology created by Dr. Taupōuri Tangarō, consists of four stages (or nodes) of traditional rites of passage: HUA (the catalyst), Ha'alele (the launch) HUAKA'I (the journey) and HO'INA (the return). This model, applied to both

professionals' and students' journeys within HawCC, is also paired with AVID Learning for Higher Education strategies within the college's First Year Experience initiative.

Current Offerings by Campus

While not all campuses are represented here, and only a select number of activities are highlighted, this section shows the uniqueness of each UH campus and the variety of offerings available to faculty, staff and students. Our intention was to begin documenting these practices to inform and inspire one another.

Hawai'i Community College, Hawai'i

“Embracing our unique Hawai‘i Island culture”

The key to growing appreciation of Hawaiian language and culture at Hawai'iCC is continuity. Projects are ongoing throughout the year from weekly 'Ōlelo (Hawaiian language) tables to larger events, such as *Pālamanui Igniting Indigenous Arts* (PI'IA), a two-day conference celebrating Hawaiian art culture.

Frequent *Kīpaepae* ceremonies welcome visitors and those entering new positions to our campuses and send off kauhale members when they leave us. Our students, faculty, and staff join together to take part in *Wahi Pana* excursions, field trips to visit and learn about important places, as well as take *Pamaomao*, annual trips abroad to learn from other indigenous peoples.

Māla days to tend the traditional native garden and *Haakumalae* workshops on various topics (hei, kihei, myth) are conducted regularly. Ongoing projects, such as the digitizing of historical resource documents and grant projects keep the Hawaiian Life Styles staff and students busy throughout the year. Under the *Papae Ohua* program, Native Hawaiian student workers conduct tutoring and workshops.

Lā Ku'ōko'a, Hawaiian Independence Day, is celebrated with history sessions and fun activities on November 28. At the end of the school year in May, *Momoe* and *Maweke* sunset and sunrise ceremonies are special events marking graduation.



These activities and events are supported by the *Mānai-A-Maui Title III Cooperative Grant* (HawCC is the lead institution with UH Hilo and UH Maui College), the *Mokaulele Title III Cooperative Grant* (UH Hilo is the lead institution with HawCC), the *Ulu Kini Grant*, and the *Na'u Grant*.

Kapi'olani Community College, O'ahu

“Kulia I Ka Nu‘u - Strive for the Highest!”

At Kapi'olani, *Papa 'Ōlelo Hawai'i*, Hawaiian language table gatherings have taken place every semester since 2016 as a form of professional development for faculty, staff and administration. In Spring 2017, HAW 290: *Ma Ka Hana Ka 'Ōlelo Me Ka Ike 'Hawai'i* (Kau'i Keola) was launched for native, bilingual speakers, and the course was taught entirely in the

Hawaiian Language.
An Academic Subject Certificate in Hawaiian Language was established, and with the completion of HAW 290, students received their ASC in Hawaiian Language.



A wide variety of cultural professional development sessions are offered. One example is the *Kalāhū Professional Development Seminar* in May 2016, which was offered to assist faculty in contextualizing their course curriculum to be culturally relevant to students' cultural background and upbringing. The Kalāhū team strives to provide 'āina-based (place-based) educational experiences through an immersion style approach so that faculty can experience 'āina-based learning for themselves and develop a community-based research assignment that is more relevant to students' lives by grounding lessons in Native Hawaiian culture and values, incorporating indigenous ways of knowing, and building connections with the local community.

In July 2018, to instill the five Hawaiian values (Kūpono, Kuleana, Mālama, Kuloa‘a and Kūlia) of Kapi‘olani on the campus, original Hawaiian ‘ōlelo no‘eau (proverbs, traditional wise sayings) were created and imagery placed on pole banners around the campus. This initiative, *Nā Lawena Waiwai*, was also supported with a video explaining the values and meaning of each ‘ōlelo no‘eau.

Kaua'i Community College, Kaua'i

“A kahua (foundation) that inspires, engages, and empowers learners and educators to enrich our community and our world”

Ten faculty members at a time can attend a Hawaiian language pronunciation and spelling course through OCET (Office of Continuing Education and Training). Chant classes also prepare people to participate in the graduation ceremonies.

During the new faculty/staff orientation, employees make site visits to culturally important places on the island, such as the Alekoko Menehune Fishpond near the campus, which is being restored. They also attend presentations about Hawaiian culture and the student population. There used to be a new faculty/staff retreat for 2.5 days at Waipa Foundation (North Shore) where they would do service learning, such as working in the lo'i, and learn a lot about culture. There is hope this will be revived.



Kaua'iCC takes part in the *One Theme One Community Project*. Every year there's one theme that faculty can use as a theme for their classes. When it was started, a five-

day workshop was held during which faculty/staff visited various sites related to the theme (that year it was locally produced food). There were cross-class projects with an awesome fall ho'ike.

The Hawaiian Studies Club does workshops throughout the year. They work with the Hawaiian Studies faculty. At the beginning of each semester, everyone is invited to attend an Ahu (Hawaiian altar or shrine) ceremony.

Leeward Community College, O‘ahu

“Dedicated and responsive to our community, providing an open door to the world of educational opportunities”

Ka Wai Manomano is a 9-week cohort program that covers Hawaiian language, history, values, Native Hawaiian students, Hawaiian resources, student and cultural success, cultural pedagogy, mele (songs) and more. It’s open to everyone with a 25-person limit per session – it has a waitlist and will be offered every spring. There is currently no relief time or overload for the development or instruction. Mini grants support supplies and food.



During the new faculty/staff orientation, instruction is provided on the oli (chants) and Hawaiian culture.

At least once per semester, TGIF workshops are provided for faculty and staff. A committee determines the workshop topics on cultural pedagogy or place-based learning.

Windward Community College, O'ahu

“Embrace the study of Hawai‘i, its heritage, and environment.”

Each Monday at 8:30, faculty and staff gather at the Piko (navel, center) to start the week centered with oli (chant), song, and ‘ōlelo no‘eau (proverbs, traditional wise sayings). Every day at noon on the beach, participants enjoy the Noon Aloha ‘Āina Protocol.

WinCC holds Hawaiian Language workshops led by Tuti Kanahele on Wednesday and Thursday, 2:00 pm & 5:00 pm on the Hale A‘o lanai. The Uala Leaf Cafe, Ke Kumu Pali, and *Title III Kahua Ho'ona'auao* grant invite everyone to monthly *Mikomiko* workshops. The gatherings are designed to increase participants' Hawaiian language in a fun and interactive way around food.



Ke Kumu Pali Native Hawaiian Faculty and the entire WinCC campus share the Hawaiian Lonoimakahiki season opening beginning annually in late November with numerous schools who come to compete in the Makahiki annual festival of games.

The māla (garden) is our place to reconnect to our ‘āina (land), to give back in service and engage in hands on, ‘āina based learning. There is a wide range of topics that are covered at the māla.

In January and February in the library, visitors learn from the Kalaupapa Hawaiian history exhibit, including talks by local experts.

University of Hawai‘i - Maui College, Maui

“Emphasizes community engagement, life long learning, sustainable living, Native Hawaiian culture, and global understanding”

At UHMC, *E Ho‘ohuli Ka Lima I Lalo* in celebration of Mahina ‘Ōlelo 2020 (Hawaiian Language Month, February) took place including the Kekaulike Internship Mural Presentation and a panel discussion on ‘Ōlelo Hawai‘i (Hawaiian language) and art. Other smaller language offerings are offered as well, such as “lunch and learns.”

New faculty attend different Hawaiian culture teachings each year, such as *UH Core Values - Ka Hikina O Ka Lā, Hawai‘i Papa O Ke Ao, Maui the Demi-God Hawaiian Mo‘olelo* (story, myth), *Hula Workshop, Mo‘olelo in its Many Forms, Vision for Education and Ka‘ao, Kanahā* (Wildlife sanctuary and pond near Ka-hului, Maui), *Waiola Cemetary, Kapu Aloha: An Outlook and Way of Life, History of Hawaii, and Understanding the Ka‘ao Framework and Student Success Within the Context of the Hawai‘i Papa O Ke Ao Initiative.*



The UHMC Wellness Hui also offers fitness activities including *Hula as Exercise* and *La‘au Lapa‘au: Native Plants & Their Medicinal and Nutritional Uses*. Dr. Manulani Meyer was invited to speak on *Holographic Epistemology: Native Common Sense* and Dr. Kiana Frank spoke on *Mo‘olelo & Microbes: A cultural approach to frame the scientific process*. These are just a few of the public speaking events that faculty, staff, and students are invited to

attend. Dr. Punihei Lipe held a *Dissertation Hui* (club, group). *Equity Reflections & Discussions* bring people together to talk about equity.

These activities and events are supported by the *Mānai-A-Maui Title III Cooperative Grant* (HawCC is the lead institution with UH Hilo and UH Maui College).

University of Hawai‘i - Hilo, Hawai‘i

“Our *kuleana* (responsibility) is to improve the quality of life of the people of Hawai‘i, the Pacific region and the world.”

Lohe ‘Ia is a podcast for students to learn Hawaiian language. Visit <http://www.olelo.hawaii.edu/olelo/hoolele101/index.php> to link to audio files. Ōlelo Hawai‘i Classes for UH Hilo and Hawai‘iCC Faculty and Staff provide applied Hawaiian language lessons for beginners, while ‘Ōlelo Hawai‘i Classes for Kūkū‘ena* teach applied Hawaiian Language through hula. *Hula as a Sustainable Practice* an article by Charlotte Cheek (<https://bit.ly/30862VJ>) features the Kūkū‘ena hula group (shared with Hawai‘iCC) and describes the beauty and importance of this ancient practice.

The *‘Aha Haumāna Student Leadership Conference**, a one-day leadership conference for UH Hilo and HawCC Native Hawaiian students, takes place annually in September. *Ho‘okama‘āina*, orientation for new faculty that includes a *Wahipana O Hilo* visit to storied places of Hilo, happens every fall and spring. Kīhei (rectangular tapa garment worn over one shoulder and tied in a knot) workshop, orientation and tying ceremony for graduates participating in Fall and Spring commencements. Māweke*, the graduation sunrise ceremony, is held every spring in May.

Kīpaepae* are ongoing throughout the year, Hawai‘i protocols for Ho‘oku‘u - send off; Ho‘onoho - new position; and Welina – welcoming. Monthly, one can attend the *Community of Hei*, workshops to introduce hei, traditional string figures for personal, professional and community well-being; the *Eia Hawai‘i Lecture Series* aimed at developing a Hawaiian worldview at UH Hilo; *Māla Days*, community work days in the Kīpuka Hawaiian garden; and *Mālama Kaiāulu*, culturally relevant community engagement service activities within Native Hawaiian communities and natural environments.



The *Makalapua Na‘auao Scholars* is a select cohort of Native Hawaiian students who receive a 4-year scholarship and are required to participate in leadership and cultural development activities twice per semester. *Pāmaomao**, cultural exchanges with indigenous communities and

institutions of higher education around the world, are conducted several times per year with faculty, staff, and students attending.

The *Kalākaua Technology Lab* is available year round in the Learning Center for Native Hawaiian students to access computers, printing, a library of Native Hawaiian books and resources; receive peer mentoring and tutoring in Hawaiian language and STEM; and participate in peer mentor organized and led cultural workshops and activities

Nā Pua No‘eau-Ho‘olei is an ongoing outreach program and activities for Native Hawaiian Pre-K to grade 12 students and families in literacy, STEAM-related fields, college-career pathways and residential summer institute.

The *Uluākea Faculty Development Project* trains faculty to teach, conduct research and provide service from a Hawaiian worldview using indigenous place-based educational approaches. Annually in November, *Lā Ku‘ōko‘a**, the Hawaiian Independence Day celebration features speakers, workshops. The *Lei Hali‘a O Kalaupapa*, also an annual event, assists in the making of lei for the burial sites of former residents of Kalaupapa on Moloka‘i.

These activities and events are supported by the *Mānai-A-Maui Title III Cooperative Grant* (HawCC is the lead institution with UH Hilo and UH Maui College and the *Mokaulele Title III Cooperative Grant* (UH Hilo is the lead institution with HawCC).

(*Collaboration between UH Hilo and HawCC.)

University of Hawai'i - West O'ahu, O'ahu

“Embraces Native Hawaiian culture and traditions, while promoting student success in an environment where students of all backgrounds are supported”

At UHWO new faculty orientation, employees learn the lyrics to an oli (chant) that was written specifically for this campus. Typically, at the beginning of the academic year, *Pili 'Aina* takes place, which is targeted to new faculty, but anyone is welcome to go. They are taken around to various locations that have significance along the Leeward coast so that they get connected to the area and the people that the university serves.

Also geared toward new faculty and held several times, a panel discussion on teaching in Hawai'i has been offered. Panel members are Native Hawaiian along with senior faculty members. A hui (club, group) lead by a faculty member for about a year and half was called *Teaching in Hawai'i*. It offered training in Hawaiian language, culture.



The 'Aina Aloha Event has been held the last three years in January. The focus is on connecting the community and sustainability of the 'aina (land).

Future Directions

It is apparent that faculty and staff are interested in learning more about Hawaiian culture and language. We hope that we have provided useful suggestions regarding what kinds and lengths of offerings in which individuals would be interested. As educators, it's fair to claim that the majority of us are interested in undertaking this education for the betterment of our own self-knowledge and to improve our instruction to our students. But we are also well aware of feasibility concerns as both faculty and staff already have significant workloads. As such, we think it would be beneficial for UH to incentivize these undertakings.

Incentivization can take numerous forms, depending on the level of training and feasibility restraints:

- TEs (for faculty) and/or approved time away from regular duties (staff)

Ideally, individuals who enrolled in a semester long class for faculty and staff would receive TEs for taking said class (the current plan of tuition waivers for fac/staff to enroll in semester long classes is helpful from a cost to fac/staff perspective, but it doesn't free up the time these individuals need in their workloads to take said courses). We recognize that assigning TEs would be a significant commitment for UH, one which might not be financially feasible, especially given the current COVID-19 pandemic. Nonetheless, TE assignment would underscore the significant value UH administration sees said trainings as providing.

Staff should be not just allowed, but encouraged, to take semester long classes inside their working hours.

- Certificates

In lieu of or in addition to release time, faculty and staff who attend a specified number of trainings and/or complete a certain number of hours in trainings could receive recognition in the form of a certificate, signed by both their Chancellor and UH President Lassner. The signatures of both President Lassner and the individual's chancellor would underscore how valuable UH finds these trainings.

We would advise that the certificate not be called a "certificate of cultural competency" as that phrasing does not make sense in a Hawaiian cultural context.

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- Supervisor support

At the most basic level, supervisors can acknowledge that these offerings confer value and be supportive of faculty and staff attendance.

- Centralized Website

As another suggestion for continuing this project, we recommend creating a website or blog that contains information on what each campus is offering in terms of trainings, workshops, and classes. Having one centralized source would make it easier for faculty and staff to be aware of which offerings are available, as well as providing up-to-date ideas for campuses on what additional offerings they might bring to their respective campuses.

UH has stated our wish to be a “Hawaiian Place of Learning.” Hopefully these resources will assist us in making this designation a reality

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