

HAWAI'I PAPA O KE AO



HAWAI'I COMMUNITY COLLEGE CAMPUS REPORT

Ho'olulu Council
May 2015

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Introduction

Hawai'i Community College is a two-year tertiary institution on Hawai'i Island which serves the entire island community.

Hawai'i Community College celebrated its 70th anniversary in 2011. From its start in 1941 as the Hawai'i Vocational School, the College has provided access to higher education opportunities, trained a skilled workforce and supported economic development of the County. With the advancement in technology and expansion of educational opportunities into broader fields of technical training, the institution was renamed the Hawai'i Technical School in 1956. In May 1970, the institution joined the University of Hawai'i as a comprehensive community college with the name Hawai'i Community College. Other significant developments for the College were the offering of college degree classes in Kona beginning in 1982, and the establishment of the continuing education programs throughout the island of Hawai'i in 1992. Lastly, on July 1, 1997, Hawai'i Community College assumed administration of the University of Hawai'i Center, West Hawai'i located in Kealahou.

Kauhale

Hawai'i Community College embraces the concept of Kauhale that traditionally means the Hawaiian village. Kauhale is an 'ohana of administrators, faculty, staff, students, their families, and the Hawai'i Island community that contributes measurably to the success of our college's mission and outcomes.

Kauhale maximizes the "community" in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units.

Kauhale enables all members of the college 'ohana to recognize and celebrate our own individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others. Kauhale unites all components of Hawai'i Community College into an "academic village without walls" for the overall success of our learners, the learners' communities and their families, in the spirit of E 'Imi Pono (seeking excellence).

Kauhale

Mālama Ke Kula Kaiāulu o Hawai'i i Kauhale, he 'ike ku'una Hawai'i ia no ke kaiāulu. 'O Kauhale ke ka'ā e pa'a ai kākou, nā luna ho'oponopono, nā pū'ulu kumu kula, nā limahana, nā haumāna, ka 'ohana, a me ko ka Moku o Keawe kaiāulu i 'ohana ho'okahi. A e ho'olako a e ho'onui launa 'ole Kauhale i ka holopono 'ana o ko kākou ala nu'ukia a me ko ke kula kaiāulu nei mau hopena a'o. Na Kauhale e ho'omāhūhū ana i ko kākou nu'ukia ma o ke kūkākūkā'ana, ka ho'olālā'ana, ka 'imi mau 'ana o ka 'oi loa a'e, a me nā loiloi holomua 'ana ma waho a'e o ka mokuna kā lai'ike a me nā

ke'ena kākō'o ma'amau o ke ku'una kula kaiaulu e kū nei. Na Kauhale e ho'omana i nā lālā a pau o ko kē ia kula kaiaulu nei 'ohana e mea e 'ike a hō'ike a'e ai i ko kākou mau mā kau iho, ko kākou na'auao iho, a me ko kākou 'ike iho a hāpai pū ma ke ākea. 'O Kauhale ke ka'a e ho'opili ana i nā mahele like 'ole o kē ia kula kaiaulu nei i kaiaulu kā lai'ike me nā paia 'ole no ka holopono 'ana o nā kānaka 'imi na'auao, no ka honua 'imi na'auao a no ko lākou mau 'ohana ma o ka mana'o o "E 'Imi Pono".

Vision

To promote student learning, Hawai'i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Ka 'Ōlelo Nu'ukia

O ka ho'olako 'ia aku o nā 'ano pō'aiapili ho'onui 'ike like 'ole o ka mākaukau e ke Kula Kaiaulu o Hawai'i ka mea e paipai ai ka haumāna e pi'i a'e i ka pae kālai'ike 'oi kelakela. Ma ka nohona 'imi na'auao e ho'okele ana ka haumāna i ka wā 'ālo'alo'a o ke ao holo'oko'a ma kona 'ano he kanaka e papau ai kona no'ono'o i ka hana

Mission

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono" Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Ke Ala Nu'ukia

Ho'opai Ke Kula Kaiaulu O Hawai'i i ka 'imi na'auao o ka haumāna ma ka Ā lama 'ana i ka 'ike o ko ka Moku o Keawe mo'omeheu laha 'ole a ho'oulu pū'ia ka mākaukau ma loko o ka 'imi pono 'ana. Ma ka hana alu like pū'ia e kōai ke Ala Nu'ukia o Ke Kula Kaiaulu nei me ka Ō naehana Kula Kaiaulu o Hawai'i a he kū pa'a nō ho'i ma ka lawelawe 'ana aku i kēlā me kēia 'āpana o ko ka Moku o Keawe kaiaulu.

Ho'olulu Council

The vision of Ho'olulu Council is a kauhale of learners and their families, faculty, staff, administrators and community members who embrace Hawaiian culture and values in learning, teaching and interpersonal relations

Mission

The Ho'olulu Council's mission is to honor, empower, and advance Native Hawaiian people, culture, and language through excellence in higher education. The Council serves as an advisory body to the Chancellor of Hawai'i Community College. The Ho'olulu Council is a member of the University of Hawai'i's Pūko'a Council which serves as an advisor to the UH President on issues that have particular relevance for Ka Pae 'Āina o Hawai'i and Native Hawaiians.

Ho'olulu Council was established at Hawai'i Community College in 2006. Its members are from a cross-section of programs and units at Hawai'i Community College and include Native Hawaiians and non-Hawaiians who support its mission.

Status of Native Hawaiians at HawCC

In Fall 2013, 43% or 1,472 out of 3,406 students were Native Hawaiian. Women comprise 58% of the population. The average age of students is 27 years old. In all areas of academic achievement, Native Hawaiian students continue to lag slightly behind their non-Hawaiian classmates, although over time, since the Achieving the Dream initiative, the gap has narrowed. HawCC has consistently enrolled over 40% of Native Hawaiians since 2009.

There were 111 Instructional Faculty at HawCC in Fall 2014 of which 22 or 19.8% are Native Hawaiian or Part-Hawaiian (IRAO Website, 2015). Information is not available regarding the number of Native Hawaiians in non-instructional positions.

Relationship to Hawai'i Papa O Ke Ao

Ho'olulu Council was tasked with the creation of Hawai'i Community Colleges Hawai'i Papa O Ke Ao campus plan in 2012. The sub-committee which was formed to develop the plan developed a process which is guided by the Kauhale philosophy of the college.

Development Of The Hawcc Campus Report

The processes that were employed at Hawai'i Community College to inform and receive feedback from the entire Kauhale community are described below. The data

collected over a year are synthesized and reported in the narrative and in the addendum attached.

Hawai'i Community College was represented on the Hawai'i Papa O Ke Ao System Committee by Dr. Taupōuri Tangarō beginning in 2010. Subsequently, a campus task force was established to consider the development and implementation process. Members of the task force included Dr. Tangarō, Dorinna Manuel-Cortez, Kenoa Dela Cruz, Sam Giordanengo, Thatcher Moats, Marcy Martinez, Kalei Haleamau-Kam, Kehau Lee-Hong Mauga, Manaiakalani Kalua, Gail Makuakane-Lundin (UHH), and Marilyn Bader. A series of four meetings were held with campus stakeholders in Spring 2013 to inform them about the Hawai'i Papa O Ke Ao plan and to solicit input.

With further support from Chancellor Noreen Yamane, Ho'olulu Council was then tasked with developing a campus plan. A sub-committee was formed and members participated in a retreat in July 2013 in order to develop a process for creating the HawCC campus plan. The retreat was held at Kilauea Military Camp and was attended by Kamaka Gunderson, Chair of Ho'olulu Council, HPOKA Sub-Committee Co-Chair Kekuhi Kealiikanakaoleohaililani, and members Noe Noe Wong-Wilson, Sandra Claveria, Elizabeth Shaver, Pearla Ha'alilio, Donna Madrid, Donnalyn Kalei, Kehau Lee-Hong Mauga, Kenoa Dela Cruz, Monica Burnett, Ryan McCormack and Manaiakalani Kalua. The first draft of a campus plan was developed and in concert with Chancellor Noreen Yamane, a series of twelve Wala'au Sessions were conducted in Hilo and West Hawai'i in which faculty and staff were highly encouraged to participate. Nearly 50% of faculty and staff, more than 125 people, participated in these sessions.

In the Wala'au Sessions, the following questions were asked:

“What are the current efforts at Hawai'i Community College which support the goals of the Hawai'i Papa O Ke Ao plan?”

“What the the future goals that you would like to incorporate into the Hawai'i Community College campus plan?”

The intent of these questions and this process was to ensure that the plan incorporated as many current effort activities as possible and to provide an opportunity for the entire campus community to participate. This inclusive process ensured maximum participation and “buy-in” from the entire campus community. It also involves a much lengthier process in order to allow the scheduling of a large number of sessions. The sub-committee felt it was imperative that the Chancellor attend every session to show her support for the development of the plan, and to solicit participation from every sector of the campus.

The responses were recorded and incorporated into this report. The next step in the development of the HawCC Hawai'i Papa O Ke Ao Plan is to close the loop with

the HawCC campus community. A series of wala'au sessions will be scheduled in November with campus faculty, staff and students to provide them with the Draft Action Plan and once again solicit their input and response. This is an important step in the process of open and transparent communication with the Kauhale and to provide one more opportunity for members to provide feedback. The Draft Action Plan will require more detail, a tighter timeline and honest discussion on the availability of funding and resources.

A timed plan for implementation is presented and is the top priority for Ho'olulu Council. Our plan of delivery includes:

- a full draft plan to Chancellor Yamane by Nov. 14, 2014. .
- Review and feedback due to Ho'olulu Council by Jan. 5, 2015.
- Final edits due to Chancellor Noreen Yamane by Jan. 12, 2015.
- Final plan to be announced at the Spring 2015 All College meeting.
- Final plan to be disseminated via website and through the Chancellor's Office.

Detailed Action Plan

The following action steps are the result of the information collected in the various meetings and wala'au sessions.

Leadership Development

Goal 1: Prepare students of Hawaiian ancestry to assume leadership at UH and in the community.

Action 1: Create a Native Hawaiian Student Center

Action 2: Within the Native Hawaiian Student Center, create a Native Hawaiian Leadership Academy for students at HawCC.

Timeline: Short-term and ongoing effort

Requirements: Personnel, Dedicated Space, Operating Funds

Background: Although 42% of students at HawCC are Native Hawaiian, there is no Native Hawaiian Student Center which can offer Hawaiian culture and language based services for student success. This strategy can be incorporated into future grant applications in order to develop and incubate a full-service student center with intent to impact this large population of students. The proposed Native Hawaiian Leadership Academy can be housed within the proposed Native Hawaiian Student Center. This initiative does not exist within HawCC's current structure.

Goal 2: Prepare faculty and staff of Hawaiian ancestry to assume leadership within UH and in their community.

Action 1: Create a Native Hawaiian Leadership Program to develop capacity for Hawaiian faculty and staff.

Action 2: Develop hiring policies which encourage the hiring of qualified Native Hawaiian faculty and staff in programs where there are few or none.

Action 3: Include Minimum Qualifications in hiring of all faculty and staff which include the following: "Familiarity with Native Hawaiian culture, language, values and Hawai'i Island communities".

Action 4: Create a Native Hawaiian Data Center for HawCC.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Background: In Fall 2013, there were 355 faculty and staff, of which 246 were full-time, including 160 women and 86 males. Unfortunately, IRAO reports do not break down the number of Native Hawaiian faculty and staff on each community college campus, however, it is evident that most Native Hawaiian faculty are employed in Hawai'i Life Styles (5 full-time faculty), Student Services (5 full-time counselors) and in the Social Sciences Department (2 full-time faculty). Other departments may have one Native Hawaiian faculty, and several have no Native Hawaiian faculty. Among the full-time faculty, There are initiatives which promote leadership for faculty and staff such as the Wo Leadership Initiative and Community College Leadership Program and HawCC representatives have included a number of Native Hawaiian staff. However, these initiatives are not grounded in Hawaiian culture, language and values. There is no leadership training effort which focuses specifically on training and developing leaders among Native Hawaiian faculty and staff and which incorporates Native Hawaiian culture, language and values.

Adding a Minimum Qualification for hiring of faculty and staff to determine if the candidates are "familiar with Native Hawaiian culture, language, values, and Hawai'i Island communities" will help ensure that personnel hired by the college will have better understanding of the cultural foundation on which the college Kauhale is based, and that there is sensitivity and better understanding of the communities in which the majority of HawCC students live and work.

Finally, developing a Native Hawaiian Data Center will provide the institution with more timely and accurate data regarding the status and success of Native Hawaiian students at all levels. The Native Hawaiian Data Center can also provide important data regarding the status and makeup of faculty and staff for each campus.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Goal 3. Ensure that Native Hawaiian values are practiced at all levels of institutional decision-making

Action 1: Embed Native Hawaiian values, such as the Kūlana Pa'a values which are adopted by Ho'olulu Council in faculty and staff training, as guiding values for bodies such as Academic Senate and College Council and through other Kauhale processes.

Background: Currently, the campus has adopted the Kauhale philosophy which embeds Native Hawaiian culture within the framework of the college. Increased effort to develop an understanding of cultural values, and processes for effective communication and decision-making can be introduced through New Student and New Faculty/Staff orientations, training committees such as the Academic Senate Executive Committee, College Council and other college professional entities.

Timeline: Short-term and on-going

Requirements: Personnel

Community Engagement

Goal 1: Intra-campus development – Building community on each campus

Action 1: Establish an executive level position at HawCC and on each campus, such as Vice Chancellor of Native Hawaiian Affairs, whose responsibility is to oversee all issues which affect Native Hawaiian success, including student success, parity in Native Hawaiian faculty and staff throughout the campus, achievement of strategic goals and outcomes which affect Native Hawaiians, appropriate use of Native Hawaiian names, culture, values, and activities, connections and relationships with internal and external partners for the advancement of Native Hawaiians, communities, recruitment of Native Hawaiian students, Native Hawaiian Data Center, equitable funding, Native Hawaiian grants and the appropriate use of Native Hawaiian funds, etc.

Action 2: Embed Native Hawaiian cultural values in decision-making processes throughout the college, utilizing the Kauhale processes.

Action 3: Provide Native Hawaiian names for buildings and spaces on all HawCC campuses.

Action 4: Include “Minimum Qualification: Familiarity with Native Hawaiian culture and language, and with Hawai’i Island communities” in all faculty and staff hiring processes will ensure that all faculty and staff possess some affinity with the locale in which they work and with populations that they will serve.

Action 5: Develop and implement a plan for HawCC to recruit and hire qualified Native Hawaiian faculty in all disciplines.

Background: In order to achieve the strategic goals and outcomes of the University of Hawai’i system, the community colleges, and HawCC’s strategic goals and outcomes, there must be a high level position whose purpose is to oversee these pertinent areas and to ensure that there is sufficient support in all areas of the college and university system to ensure success. This is such a large goal that the achievement of these measurable outcomes does not seem possible without dedicated, specific leadership. This can only be achieved by each campus having their own Native Hawaiian leader and advocate at the executive level. This effort should also include a Vice President of Native Hawaiian Affairs at the UH System level. This position could be modeled after the Pro Vice Chancellor-Maori which is legislated at each government sponsored university in New Zealand and whose purpose is similar to the description included in this plan.

There are Native Hawaiian spaces on campus which are identified by everyone, including Papa'a Hale and Kapakapakaua Malae which is the Piko and ceremonial space on the Manono Campus, and Pi'o Pi'o Hale. Many buildings, however, are identified only by number. Giving Native Hawaiian names to spaces and buildings will not only normalize Hawaiian language on campus, but increase the general knowledge of Hawaiian language and culture by increasing usage of Native Hawaiian names and identifying words and provide a greater Native Hawaiian sense of place on campus.

In addition, as in Goal 1, adding the Minimum Qualification that applicants have a familiarity with Native Hawaiian culture and language, and familiarity with Hawai'i Island communities will ensure that new employees are knowledgeable about the culture and locale in which their students live.

Finally, developing a plan to increase the number of qualified Native Hawaiians who are hired in all disciplines is an important strategy for student success and will ensure that the large Native Hawaiian student population can identify role models in all areas of the college who can encourage their academic and personal success.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Goal 2: Inter-Campus Development – Building Community Connections with ALL campuses

Action 1: Develop opportunities for HawCC students to visit and meet with visiting Native Hawaiian scholars to encourage them toward achieving higher degrees.

Action 2: Create opportunities for HawCC students to attend conferences and symposia on other islands, on the continent and internationally, in order to encourage them toward achieving higher degrees.

Action 3. Apply for permanent status for the Associate of Arts in Hawaiian Studies in 2015.

Action 4. Develop more articulated degrees which provide smooth transfer opportunities between HawCC and four-year institutions, including UH Hilo, UH Mānoa, UH West O'ahu, and other baccalaureate institutions.

Background: HawCC students have limited exposure to institutions of higher learning. It is important that students have the opportunity to visit other campuses, meet Native Hawaiian academics from other institutions, develop more role models and mentors who can instill the desire to achieve beyond their limited scope within their own communities and within Hawai'i Island.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Goal 3: Broader Community – UH Bridging with the Broader Community

Action 1: Fund and foster the Hawai'i Pamaomao initiative which was begun in 2006 at HawCC.

Action 2: Provide opportunities and funding for faculty, staff and students to attend national and international conferences.

Background: The Hawai'i Pamaomao initiative was instituted at HawCC in 2006 and connected students, faculty, staff and community members with similar communities and institutions of higher learning on the U.S. Continent, in the American Affiliates and in other countries. This initiative brought international recognition to HawCC and provided immeasurable opportunities for students, faculty and staff to engage directly with international communities.

Providing opportunities for professional development by attending and presenting at national and international conferences is a high level success strategy for students, faculty and staff. Particularly because Hawai'i Island is far from the urban core of Honolulu, students, faculty and staff do not have many opportunities to experience travel to communities outside of Hawai'i. This is critical in order to ensure that students, faculty and staff keep up with new and emerging trends, best practices and success strategies and have the opportunity to bring these experiences back to the campus.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Hawaiian Culture And Language Parity

Goal 1: Vibrant Language and Culture Programs of Study at all UH Campuses

Action 1: Apply for permanent status for the Associate of Arts in Hawaiian Studies in 2015.

Action 2: Review and modify existing Hawai'i Life Styles degrees and certificates.

Action 3: Institutionalize grant funded personnel to ensure Native Hawaiian programs are consistently offered, including the establishment of a Native Hawaiian Student Success Center which includes a transfer component.

Background: HawCC has offered Associate in Applied Science degrees in Hula, Mahi'ai and Lawai'a since 2006. The Associate in Arts in Hawaiian Studies has been offered as part of the UH Community College System wide degree (Provisional Status) since 2012. The UHCC system degree will be submitted to the UH Board of Regents for permanent status in 2015. In 2014 and 2015, the Associate of Applied Science and the Academic Subject Certificate is undergoing revision.

Timeline: Short-term and on-going

Requirements: Personnel, Funding

Goal 2: Hawaiian Language at Parity with English Usage throughout the UH System

Action 1: Continue Ka 'Īkoi Leo Committee on Hawaiian Language at HawCC whose purpose is to encourage the use of Hawaiian language throughout the campus.

Background: This committee was established in 2011 and temporarily suspended. However, it has now been revived, and its mission has been restated. The purpose of the committee is to encourage the use of Hawaiian language throughout the campus, including naming buildings, creating signage in Hawaiian language, providing opportunities to introduce Hawaiian words and phrases into everyday use, and providing translation of documents and collateral materials into Hawaiian.

Goal 3: Innovative programming (curriculum) using Hawaiian Language and Culture

Action 1: Increase Hawaiian language instruction for students as well as faculty, staff and community.

Background: It has always been an objective of the college and Hawai'i Life Styles program to expand the opportunities to learn Hawaiian Language. This needs to be driven by student need and requires additional funding and personnel in order to achieve its purpose.

Timeline: Short-term and on-going

Requirements: Personnel

Goal 4: Embed Hawaiian culture and language understanding in the hiring of new employees

Action 1: Create workshops for Orientation for new faculty and staff includes basic Hawaiian words, pronunciation, and learning the songs which have been written for the college campuses, Lei O Hilo, and Palama Nui. In addition, teach three verses of Hawai'i Pono'i. These songs are all used in annual graduation ceremonies at HawCC.

Background: There have been opportunities for faculty and staff to learn the two songs, but they have not been systematically embedded in the New Employee Orientation. This can be instituted within a short time, however, personnel needs to be identified for this purpose, and the effort must be coordinated with Human Resources and the Kauhale Program.

Timeline: Short-term and on-going

Requirements: Personnel

Conclusion

The Hawai'i Community College "Hawai'i Papa O Ke Ao" Plan is a roadmap to ensure that this institution becomes and sustains itself as a world-class Native Hawaiian and Indigenous serving institution. The University of Hawai'i recognizes Native Hawaiians as the host culture and first people of this land and has committed to the education and promotion of Native Hawaiians, their culture and language.

The University of Hawai'i System's "Hawai'i Papa O Ke Ao" Plan which was written and adopted in 2010 serves as the model for the HawCC plan. The plan was formed after a careful effort to include all facets of the campus in wala'au sessions in order to gather input. A team of individuals from across the HawCC campus was convened to review the information and develop the plan. Recommendations are made in three thematic areas which were established in the original plan and incorporated into the campus plan. They are:

Leadership Development – recommends the establishment of the Native Hawaiian Student Center, a leadership training program for Native Hawaiian faculty, staff and students to prepare them for leadership positions on the HawCC campus, within the university and in the community and recommends policies and plans to increase the number of Native Hawaiians employed in areas where there are few or none.

Community Engagement – recommends the establishment of an executive level Vice Chancellor of Native Hawaiian Affairs on each campus to oversee Native Hawaiian issues, embeds Native Hawaiian cultural values in decision making processes and builds community between campuses and with communities.

Hawaiian Language and Culture Parity – recommends the application for permanent status of the Associate of Arts in Hawaiian Studies and strengthening the Hawai'i Life Styles program, establishing a Hawaiian language committee and providing Hawaiian Language instruction to faculty and staff.

While some recommendations will require an investment of resources, both personnel and financial, other recommendations can be successfully implemented

utilizing current campus assets. This accomplishment of these tasks will move Hawai'i Community College and the University of Hawai'i much closer to fulfilling its potential as a Model Indigenous Serving Institution and its commitment to the education of Native Hawaiians, their language and culture. Working together, we can make these goals a reality.