

Hawai‘i Papa O Ke Ao

UH Hilo Report

2020-2021



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February 2022



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Introduction

**E mālama ho‘i i kānaka nui a me kānaka iki,
pēlā kākou e na‘auao ai, a pēlā nō ho‘i kākou e lawelawe ai i ko ke ao.**

*Tend to all people, great and humble,
for that is the path towards enlightenment and greater service to the world.*

Our *mākia*, or theme, created by the Hawai‘i Papa O Ke Ao report committee, serves as a focal point to culturally ground the efforts of the Hanakahi Council to form a unified perspective in how we approach the objectives and strategies for serving the University of Hawai‘i at Hilo community. This *mākia*, from Hawai‘i Island, is a historical *mo‘olelo* of Kamehameha I and his sense of humanity reflected in his actions for the good of all in his kingdom. Before examining external sources for guidance and identity as a council, we focus first on our *kupuna*, our *‘āina*, our language and cultural practices for a better understanding of what is most important to us in fulfilling our mission.

The story, printed in Hawaiian with an English translation, is found in “Kekahi Mau Hana Aloha A Kamehameha,” published by Hale Kuamo‘o, our Hawaiian Language Center at UH Hilo:

Ma hope koke o ke kaua ‘o Moku‘ōhai, e holo ana ‘o Kamehameha a me kekahi mau ali‘i ma luna o ka wa‘a. Aia lākou ma Pāpa‘i, Kea‘au, Puna.

Ua ‘ike ‘o Kamehameha i kekahi po‘e lawai‘a ma kahakai. Ua makemake ‘o ia e pepehi iā lākou. ‘O ka lele akula nō ia ona a alualu i kēia po‘e lawai‘a a hili i ke po‘o o Kamehameha i ka hoe. ‘A‘ole i hiki iā ia ke pakele. ‘O kahi i laki ai ‘o Kamehameha, ‘a‘ole ‘o ia i pepehi ‘ia a make.

Ua inaina nā ali‘i o ke aloali‘i o ua na‘i aupuni lā no kēia hili ‘ana i ko Kamehameha po‘o. Koi aku lākou e luku ‘ia ia po‘e lawai‘a a me nā kānaka o Puna. Akā na‘e, ma muli o ke aloha o Kamehameha, ua ola ko Puna po‘e.

Ma hope o kēia hana, kuahaua nō ho‘i ka Mō‘ī i ke kānāwai Māmalahoa*. Ua kūkala ‘o ia me kēia nei, “E nā kānaka, e mālama ‘oukou i ke akua a e mālama ho‘i i ke kanaka nui a me ke kanaka iki, e hele ka ‘elemakule, ka luahine a me ke kama a moe i ke ala, ‘a‘ohe mea nāna e ho‘opilikia. Hewa nō, make.”

English Version:

Soon after the war of Moku‘ōhai, Kamehameha was traveling with other chiefs on a canoe. They are at Pāpa‘i, in Kea‘au, Puna.

Kamehameha saw a few fishermen beachside. He wanted to attack them.

He then went toward them and chased this fisherman until Kamehameha was hit in the head with the paddle. He could not protect himself. Kamehameha was lucky as he was not beaten to death.

The chiefs of the court of Kamehameha were angered by the hitting of Kamehameha's head. They were ordered to slaughter the fishermen and the people of Puna. However, because of the empathy of Kamehameha, Puna's people were spared.

After this action, a decree was made by the King, the "Kānāwai Māmalahoa." It was decreed, "All people, care for the creator, and care for all people, old men, old women, and children shall be able to travel and not face any harm. If so, death is the penalty."

The Ka'ao Process is a framework for transformation using traditional Hawai'i myth and story culture as a framework to transform the student experience and the culture of academia in the University of Hawai'i system. As an institution, the UH system has an opportunity to use this indigenous process of transformation to actualize the University of Hawai'i as an indigenous institution. (For more information on the Ka'ao framework, please visit for personal narratives from faculty members of the UH system: <https://vimeo.com/showcase/7697840>.)

The story of Kamehameha Pai'ea and growing leaders at the University of Hawai'i at Hilo emphasizes the importance of the Ka'ao Process¹ in transforming the individual for the good of the community, for the *lāhui* or nation:

Hua (Catalyst): His noble rearing (nature) conditioned him (nurture) to understand and act, that as *mō'ī*, he is a caring parent to his people.

Ha'alele (Launch): The "Law of the Splintered Paddle," was established by Kamehameha I in 1782 in Puna, Hawai'i.

Huaka'i (Experience): His harassment of an innocent community resulted in the splintering of a paddle over his head by one of the villagers protecting the village. This near-fatal trauma triggered his higher calling to care for his people and to insure safe passage.

Ho'ina (Re-integration): The declaration made to all people under his rule was one out of a clear *aloha* for all humanity: "E nā kānaka, e mālama 'oukou i ke akua A e mālama ho'i ke kanaka nui a me kanaka iki; E hele ka 'elemakule, ka luahine, a me ke kama a moe i ke ala. 'A'ohē mea nāna e ho'opilikia. Hewa nō, make.

-Kamehameha I

Ha'ina (Legacy): Kumukānāwai Hawai'i, Mea 9, Paukū 10. Kānāwai is used in courts today against any development that impedes safe and thorough passage on traditional trails.

¹ As documented by Taupouri Tangarō, December 2021 and shared with Spring 2022 instructors of IS 194: Kuleana & Community Course of University of Hawai'i at Hilo.

With the goals of [Hawai‘i Papa O Ke Ao \[HPOKA\]](#) documented in the 2012 report of the UH System, in addition to UH-Hilo’s HPOKA *mākia*, we have inspiration and guidance in understanding our role at the University of Hawai‘i at Hilo, an Indigenous serving institution.

The University of Hawai‘i at Hilo is situated within a rich setting of Hawaiian language, cultural, and natural environment that provides multiple opportunities for its community to engage in academic study, research, and service. Through continued support and collaboration within UH Hilo, our campus has carved niches of expertise and leadership that are recognized locally, nationally, and internationally.

To further support its commitment to Native Hawaiians and Hawaiian language and culture in the UH system, in 2009 a new paragraph was added to the University of Hawai‘i Board of Regents Policy Section 4.201, C-3 which states that “...the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.”

In addition to this validation by the Board of Regents, areas of commitment that appear in the 2012 HPOKA System report include:

- providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
- encouraging increased representation of Native Hawaiians at the University of Hawai‘i;
- supporting full participation of Native Hawaiians in all initiatives and programs of the University;
- actively soliciting consultation from the Native Hawaiian community and specifically Pūko‘a, the system-wide council of Native Hawaiian faculty, staff, and students that serves as advisory to the President;
- providing for and promoting the use of the Hawaiian language within the University of Hawai‘i system;
- encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all University of Hawai‘i campuses and providing Hawaiian environments and facilities for such activities.

UH Hilo is committed to sustaining and promoting a Hawaiian world view in its academic and campus operations through both the medium of Hawaiian and English. The UH Hilo Strategic Plan 2011-2015 calls attention to this commitment as follows, “We seek to reflect Hawai‘i, its people, history, cultures, and natural environment, and to embody the concept of a Hawaiian university.”

The Hanakahi Council also recognizes that UH Hilo currently embodies many of the components of a model Indigenous serving institution, including a growing Native Hawaiian student population, academic programs rooted in Hawaiian language and culture, and a commitment to community collaboration. As expressed in Chancellor Irwin’s 2021 State of University address, “Hawai‘i is an Indigenous space, who’s original people are today identified as Native Hawaiians... The University of Hawai‘i at Hilo aligns with the University of Hawai‘i system’s commitment to fostering the well-being of Indigenous

communities through academic processes put into effect with its ten-campus, system-wide transformation called Hawai‘i Papa O Ke Ao....In order to create a student ready Hawaiian and Pacific-serving institution we will continue to ground our work in Hawaiian values.” As such, UH-Hilo is in a prime position to strengthen its campus community as an Indigenous serving institution as stated in the HPOKA 2021 report.

On behalf of the Hanakahi Council, Hawai‘i Papa O Ke Ao Strategic Planning Committee, we present to you this 2021 report. Within the report you will find our theme, and its foundation, the definition of an Indigenous serving institution as determined by our committee, and the three thematic goals and action plans of Hawai‘i Papa O Ke Ao: Leadership, Community Engagement, Hawaiian Language and Culture Parity, along with a Student Success measurement connected to each of these goals. We humbly put forth this report, documented strategies for our campus at the University of Hawai‘i at Hilo in alignment with the 2012 Hawai‘i Papa O Ke Ao report of the University of Hawai‘i system.



Hawai'i Papa O Ke Ao Strands



**E mālama ho'i i kānaka nui a me kānaka iki, pēlā kākou e na'auao ai,
a pēlā nō kākou e lawelawe ai i ko ke ao.**

*Tend to all people, great and humble,
for that is the path towards enlightenment and in greater service to the world.*

Student Success

← woven across strands →

Leadership Development

E lawelawe kākou no ka pono nui, he kuleana nō ia.

Service in benefit for the greater good, for that is our privilege and our responsibility.

Community Engagement

He lālā kākou no ko kākou kaiāulu, he kuleana nō ia.

I am a branch, a member of my community, for that is our privilege and our responsibility.

Hawaiian Language & Culture Parity

'O ka 'ōlelo a me ka mo'omeheu Hawai'i ko kākou kilohana, he kuleana nō ia.

*The Hawaiian language and culture is our prized possession,
for that is our privilege and our responsibility.*

High Level Recommendations

There are three (3) major strands of the Hawai‘i Papa O Ke Ao report that include leadership development, community engagement and Hawaiian language and culture parity. Each of these strands interconnect with each other and contribute to a broader understanding of the larger journey of work ahead for the UH Hilo campus. As a result of the many discussions, five (5) high level recommendations connect, cross and bring together the parts of the sail plan as described in the report. These recommendations and priority actions described in the high level recommendations and across the sections of the report should be addressed and implemented along with the campus strategic plan.



Recommendation 1: Administration shall commit to an increased representation of NH students, faculty and staff and its unique responsibilities to promote the study of Hawaiian language, culture and history.

UH Hilo has an explicit role to ensure it addresses the unique responsibilities of the State of Hawai‘i to promote the study of Hawaiian language, culture and history, actively support for participation of Native Hawaiians at the university, and perpetuate and strengthen Hawaiian programs and services into the future by committing to continued funding and resources.

Priority Action 1: Secure administrative commitment.

Priority Action 2: Design a plan that maps out operational changes that builds upon current programmatic, people and funding strengths and includes potential funding sources and external partnerships.

Priority Action 3: Advocate for sustained funding and resources for Native Hawaiian academic and student services programs, and other external support for Native Hawaiian students.

Priority Action 4: Administration shall actively solicit consultation from the Hanakahi Council.



Recommendation 2: Cultivate and amplify a distinct identity for the UH Hilo campus as an Indigenous serving institution through efforts including the campus strategic plans and campus policies.

As an Indigenous serving institution on the island of Hawai‘i, the campus along with its unparalleled natural environment and rich cultural and community resources is positioned to become a distinct model for Indigenous serving institutions. The *mauli* of our campus is our living spirit that is expressed through the diversity of cultures that shape our distinct identity. As a campus, this strength can be used to further address the education needs of Native Hawaiians, the State of Hawai‘i, and the world at large, in the areas of Hawaiian language, culture, and history through academic and applied outreach. Fostering and expanding space as an Indigenous serving institution can be guided by international Indigenous practices that can enhance the vibrancy of UH Hilo as a distinct Indigenous serving institution within the system through 8

R's - relationality, respect, responsibility, relevance, recognition, responsiveness, reciprocity, and resiliency (see appendix #6).²

Priority Action 1: *Align and integrate the HPOKA plan with the various campus strategic plans.*

Priority Action 2: *Develop a plan to phase implementation through campus coordination and collaboration.*

Priority Action 3: *Support the initiatives and provide incubator space for KH'UOK to advance its academic and outreach pathways and programs.*



Recommendation 3: Engage UH Hilo administration, academic, student service programs and student groups in developing and facilitating campus cultural events to encourage maximum campus wide participation.

While UH Hilo has been recognized as the most ethnically diverse campus among national universities for several years, attendance at a diverse campus does not mean a student will instantly become comfortable in engaging with others who are different or become aware or knowledgeable about Hawai'i's Indigenous people and culture especially if it does not occur in the classroom. Co-curricular activities provide an important role in educating, raising awareness, enhancing opportunities to learning and increasing a sense of community. By involving administrators, faculty, staff and students in the planning and development of cultural events on campus, it encourages greater campus-wide participation.

Priority Action 1: *Cultivate a campus "kuleana" mindset that will increase participation across colleges and campus programs.*

Priority Action 2: *Set aside an annual budget to support campus activities and cultural protocols.*

Priority Action 3: *Develop a policy with UHSA for a student amount set aside to support student costs for student campus activities and cultural protocols.*



Recommendation 4: Sustain support for majors and degrees where Native Hawaiian students are demonstrating success.

Currently, UH Hilo has the highest percentage of NH students among the four-year campuses at 34%. There is a diverse interest in majors and degrees among NH students that can further attract NH's to the discipline. Programs that attract NH students create learning relevance across the curriculum that cultivates connections between local and Hawaiian culture, language, perspective and place, elevates aspirations and engages NH students in meaningful applications and opportunities (including experiences, internships, employment).

Priority Action 1: *Consider possible redesign, interdisciplinary innovation, and improvement of current degrees that align with NH interests and aspirations and build upon our campus' strengths.*

Priority Action 2: *Investigate a more cost-efficient model for double-degrees that blend other degree disciplines with Hawaiian language and culture.*

Priority Action 3: *Increase coordination and workforce experiences that enhance marketability for Hawai'i-based workforce markets.*

² Additional references Galla, C. K., Keiki Kawai'ae'a, & Sheilah E. Nicholas, 2014; Kirkness, V., & Barnhardt, R., 2001; Tessaro, D. et al., 2018.

Priority Action 4: *Create and support new initiatives across the colleges that innovate in ways that build and expand new areas for workforce development and entrepreneurship.*



Recommendation 5: Cultivate Indigenous centered spaces on campus and expand partnerships to engage in authentic and respectful interdisciplinary opportunities around Indigenous knowledge, research, curriculum, pedagogy and practice.

As academic units and departments assess how they contribute to UH Hilo’s mission as a Native Hawaiian/Indigenous serving institution, units, departments and faculty are presented with unique opportunities to dialog, learn and work together to create and cultivate culturally relevant curriculum and engage in culturally appropriate and mutually beneficial partnerships with Native Hawaiian/Indigenous communities.

Priority Action 1: *Ensure sustainability and support growth of current Indigenous knowledge degrees.*

Priority Action 2: *Increase the participation of Indigenous adjunct faculty.*

Priority Action 3: *Engage in partnerships with other Indigenous serving institutions that expand the networking and collaboration of faculty and students through Indigenous knowledge coursework, projects, leadership and community development.*

Priority Action 4: *Build campus capacity for Indigenous research - faculty, staff and students.*

Priority Action 5: *Investigate the creation of an Indigenous IRB process.*

Priority Action 6: *Create virtual, recorded events for professional development and extended student learning on Indigenous topics that elevate practice and application as an Indigenous serving campus.*

Priority Action 7: *Create a campus journal for Indigenous publications in Hawaiian and English.*

Priority Action 8: *Provide dedicated spaces that serve as symbolic places of practice and connection.*

With its rich cultural, campus and community history, and a strategic campus plan that aligns with the many parts of the Papa O Ke Ao report, UH Hilo Hawai‘i is positioned to become a model Indigenous serving institution. The recommendations and priority actions described in the high level recommendations and across the sections of the report should be addressed and implemented along with the campus strategic plan.

Leadership Development

E lawelawe kākou no ka pono nui, he kuleana nō ia.

Service in benefit for the greater good, for that is our privilege and our responsibility.

The natural pairing of higher education degree attainment and leadership development for Native Hawaiians at the University of Hawai‘i at Hilo (UH Hilo) stands to positively impact the institution and the broader community. It ensures graduates will be equipped to assume leadership kuleana in institutional decision-making and policy-building that fosters student success, leadership, and community and capacity building for UH Hilo, Native Hawaiian communities, and Hawai‘i as a whole. It also demonstrates UH Hilo’s unique commitment to the Indigenous people of Hawai‘i.

As UH Hilo conceptualizes how Native Hawaiian leadership can be elevated as a campus priority and woven into the fabric of campus culture, the following questions ought to drive future discussions to continue to create new leadership opportunities:

- *How is leadership defined at UH Hilo?*
- *What are the leadership qualities that students, faculty, and staff at UH Hilo possess?*
- *In what ways can campus culture support Native Hawaiian leadership development?*
- *What are some tangible ways through which UH Hilo can retain Native Hawaiian leaders?*
- *What types of leadership skills do Native Hawaiians leave UH Hilo with?*

Key Recommendation 1: Prepare students of Hawaiian ancestry to assume leadership at UH, within the discipline, and in the community.

How effective has UH Hilo been in preparing students of Hawaiian ancestry to assume leadership at UH and in the community?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Fund and staff a Native Hawaiian student leadership program using permanent sources of funding. Develop an internship program to be housed within the leadership program.	1.1 Assess and evaluate
2. Redesign UNIV 101 to reflect leadership development skills, to include building a pipeline for teaching UNIV 101.	2.1 Assess and evaluate
3. Recruit Native Hawaiian students to be involved in campus decision making processes (Hanakahi Council, Chancellor’s committees, high level search committees)	3.1 Assess and evaluate

Priority Action 1: Student Leadership Development Program.

The Kīpuka Native Hawaiian Student Center (Kīpuka) is the only program at UH Hilo that specifically lists Native Hawaiian student leadership development as an activity. A United States Department of Education Alaska Native and Native Hawaiian (ANNH) Title III Individual Grant was awarded in 2010, an ANNH Title III Cooperative Grant between UH Hilo and Hawai‘i Community College in 2015, and an ANNH Title III Individual Grant in 2020. All three grants include activities within Kīpuka devoted to developing Native Hawaiian student leadership.

The Student Development Coordinator position, which was situated in the Division of Student Affairs, focused on leadership training for the UH Hilo Registered Independent Student Organizations, orientation and leadership training relating to university policies, and organization support, as well as hosting the Ka Lama Kū, student leadership conference, and awards ceremony. This position, funded through temporary funding, was not institutionalized at the end of the funding period. Some of the leadership job duties from this position have been absorbed by the Campus and Community Service Coordinator housed in Campus Center. The main focus of the Campus Community Service Coordinator is on service learning opportunities, not necessarily on leadership development.

A general funded position in Kīpuka, the Student Development Coordinator’s job duties include developing and implementing an academic and Hawaiian education focused program that includes teaching student success and leadership development courses, facilitating mentorship and internship opportunities, and coordinating cultural leadership seminars, workshops, conferences and applied learning activities.

The UH Hilo Pacific Internship Programs for Exploring Science (PIPES) program is a 10-week internship program designed to connect under-represented undergraduate students, especially those who are Native Hawaiian or kama‘āina, to internship opportunities with agencies and organizations responsible for research, management, and education relating to environmental issues in Hawai‘i and throughout the Pacific region. The program has largely existed due to temporary grant funding and the institution has not committed to permanently funding this program. Examining the success of the students who participated in PIPES would contribute to the design and development of the internship program under this Key Recommendation.

Currently, there is no system-wide student leadership program, let alone one that focuses on developing Native Hawaiian students for leadership on a broad level or that espouses Native Hawaiian values. Additionally, current student leadership programs and initiatives operate on temporary funds, making the institutional commitment to leadership development contingent upon these funds on a yearly basis from grant to grant.

Priority Action 2: Design transitional student success course with Hawai‘i focus.

With an emphasis on building skills and aiding acclimation to campus life, Freshman student success courses have been offered at UH Hilo for several years. The current curriculum does not include cultural engagement and leadership development and relies heavily on co-curricular activities with minimal funding. We are recommending supporting UNIV 101 revised as Kuleana and Community and approved

as a GE course. We also recommend continuing the discussion to include this course as a required course for graduation. Supporting students through their transition to higher education and acclimating to life in Hilo is an important aspect of increasing our rates of retention. Building a pipeline for teachers of this course is imperative in developing eligible and engaging faculty who could teach this course. It is important for faculty members to engage in professional development opportunities to build their capacity to teach this curriculum.

Priority Action 3: Increase Native Hawaiian student involvement in campus decision making.

Native Hawaiian student input on campus decision making is an invaluable tool that can also serve to help increase student engagement and development of student leadership skills. Involving students in decision making processes will foster a sense of ownership on campus and important decisions being made that involves them. Potential areas of involvement will include Hanakahi Council, Chancellor’s committees, and high level search committees. Involved students will gain valuable experience which will better prepare them to assume leadership roles in our community.

Key Recommendation 2: Increase Native Hawaiian student recruitment and retention.

What does the recruitment, enrollment, retention, and graduation data for Native Hawaiian students tell us about UH Hilo’s ability to develop student leaders?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Create a comprehensive plan for UH Hilo students with emphasis on Native Hawaiian student recruitment, enrollment, retention, and graduation. Includes creation of institutional dashboard.	1.1 Assess and evaluate

Priority Action 1: Create a comprehensive plan for Native Hawaiian recruitment, enrollment, retention, and graduation.

UH Hilo’s Native Hawaiian student overall enrollment and achievement rates have steadily increased over the past 10 years as a result of the institution’s commitment to System graduation initiatives (see Appendix Table 1). Baseline data of Native Hawaiian student access, enrollment, achievement, and graduation were reviewed and now inform the recommendations pertaining to student leadership development. A comprehensive plan specific to Native Hawaiian students will include culturally sensitive best practices to positively affect retention and graduation.³ One approach to the comprehensive plan would be to focus on a phased plan around target population priorities (i.e. Hawai’i Island, Statewide, Out-of State).

With temporary federal CARES III funding, an institutional data dashboard to track and identify trends relating to academic success, including student employment, of Native Hawaiian students has been planned in collaboration between the Hanakahi Council and the UH Hilo Institutional Research Office.

³ http://hawaiidxp.org/files/datasummit2018/DXP2018_TitleIII_Evaluation.pdf

Key Recommendation 3: Prepare faculty and staff of Hawaiian ancestry to assume leadership within UH and in their community.

What opportunities exist at UH Hilo for faculty and staff to develop leadership?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Develop a leadership pilot program for cohorts of Native Hawaiian early professionals (1-3 years at UH), to be mentored by other faculty and staff in leadership positions.	1.1 Fund a professional leadership program using permanent funding and necessary staffing that focuses on building capacity across the entire campus. Such a program should provide faculty and staff leadership development opportunities geared toward those who are not yet in leadership positions
2. Secure funding component for the leadership pilot program for faculty to develop programming/courses focused on building leadership skills for students.	

Priority Action 1: Develop leadership pilot program.

UH Hilo does not currently offer an institutional leadership development opportunity for faculty and staff. The Uluākea Indigenizing Academic Process and Services program was created to inspire faculty to transform the University of Hawai’i at Hilo into a Hawaiian Place of Learning through integration of a process that focused on the cyclical relationship that lies in the interdependence between process and outcome. Involving a holistic approach toward observation, participation, and adaptability, with a focus on accountability to the environment, the program targets UH Hilo and HawCC faculty, staff, and students. The program, originally funded with Title III funds in 2005, has not been institutionalized by the University despite ongoing success. Various components of the program are currently carried out on campus by Kīpuka. This report recommends hiring a permanent position and institutionalizing the program, which would provide campus wide benefits. We recommend reviewing current UH Hilo courses that address this priority action to see whether we need additional free-standing courses or if the campus should modify existing courses (i.e. HWST 181). We also recommend looking at national high education professional association faculty and staff mentorship programs for mentorship program framework and ideas.

Priority Action 2: Leadership program includes funding component.

Faculty are often faced with lack of institutional funding to develop their innovative ideas and are forced to look for extramural funds which provide temporary funding. Funding will assist faculty in developing programming and courses focused on building leadership skills for students.

Key Recommendation 4: Ensure that NH values are practiced at all levels of institutional decision-making.

How effective has UH Hilo been at infusing NH values into institutional decision-making at all levels?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Lead campus wide discussions to develop collective values for our campus.	1.1 Implement campus values in institutional processes, practices, and decision-making.

Priority Action 1: Native Hawaiian values to be included at all levels of institutional decision-making.

UH Hilo does not currently have an institutional policy to ensure that the Native Hawaiian values it has adopted are practiced at all levels of campus decision-making. In the absence of such a policy, Hanakahi serves as an ad-hoc role to name buildings and facilitate Native Hawaiian protocols. There is a broader benefit in the community to have this role institutionalized across the entire campus rather than relying solely upon the Hanakahi Council.

In 2018, the Hawai‘i State Legislature approved funding for a UH Hilo Hawai‘i Papa o Ke Ao position to assist in campus wide efforts to indigenize the institution. This position would be situated in the UH Hilo Chancellor’s office and responsible for developing and implementing the Uluākea Hawaiian cultural engagement program for UH Hilo administrators, faculty, staff and students; and conduct and coordinate campuswide cultural training, workshops, and activities. After an unsuccessful job search in 2019, the position was “swept” by the Hawai‘i State Legislature in 2020 due to COVID-19 economic and budget shortfalls. The UH Hilo Chancellor’s office approved the use of CARES III temporary federal funding for a short-term (8 months) position. The institution has not committed to institutionalizing this position once the funding expires. See Community Engagement section for more details.

Key Recommendation 5: Increase Native Hawaiian faculty and staff recruitment and hiring. Hire faculty and staff who have a commitment to working in an Indigenous-serving higher education institution.

How effective has UH Hilo been in preparing faculty and staff of Hawaiian ancestry to assume leadership at UH and in the community?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Support current UH system DQ to position UH Hilo as a leading Indigenous-serving higher education institution.	1.1 Develop and implement a recruitment plan to increase faculty, staff, and administrators who successfully demonstrate the DQ. Collaborate with UHH EEO/AA

	1.2 Develop and implement a MQ to position UH Hilo as a leading Indigenous-serving higher education institution
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Priority Action 1: Implement DQ to position UH Hilo as a leading Indigenous-serving higher education institution.

UH Hilo has the ability to take advantage of existing and new partnerships to establish a “grow your own” professional development pipeline. In 2020, Native Hawaiian full and part-time faculty members comprised 9% (21 of 223) of the total faculty population (2020, UH Hilo Human Resources Officer). The UH Hilo Human Resources office reported that in Fall 2020, Native Hawaiians made up 26% (100 of 382) of non-instructional staff, including APT and Executive/Managerial positions. Combined instructional and non-instructional positions filled by Native Hawaiians represent 18.6% (121 of 650) and are disproportionate to Native Hawaiian student enrollment totalling 34.6% (2020 UH Hilo enrollment).

Through efforts by the 2018 President’s Emerging Leaders Program (PELP), and the HPOKA Advisory Committee, a proposal to include a Desirable Qualification positioning UH Hilo as a leading Indigenous-serving higher education institution is currently being reviewed by the Office of the UH System President. The proposed Desirable Qualification reads, “Commitment to, knowledge of and/or experience with the mission and purpose of the UH in positioning itself as a leading Indigenous-serving higher education institution.”

Community Engagement

He lālā kākou no ko kākou kaiāulu, he kuleana nō ia.

I am a branch, a member of my community, for that is our privilege and our responsibility.

Hilo is a rich and dynamic community firmly rooted in its Indigenous culture and is also complemented by a diverse array of ethnic groups that infuse additional traditions, perspectives, and values. Hilo provides a vibrant backdrop for higher learning and contributes key resources to the education that is offered. In turn, UH Hilo seeks to strategically develop reciprocal relationships with the community for the betterment of individual learners, faculty, and staff. UH Hilo is poised to provide its Native Hawaiian learners with a higher education experience, inclusive of traditional and contemporary cultural values, while also maintaining rigorous and relevant academic curricula. UH Hilo also embraces its institutional *kuleana* by committing to work in partnership with the larger community and to create and maintain healthy and resilient communities for future generations. The following key recommendations are presented within this context and aim to encourage a broader learning experience for Native Hawaiian students to become active community members and global citizens.

Key Recommendation 1: Build and sustain a dynamic UH Hilo campus community for Native Hawaiian students to thrive.

How does UH Hilo encourage and foster a dynamic positive sense of strong community for students?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Sustain funding for existing NH academic and student services programs and prioritize support for innovative academic and student services initiatives and programs that facilitate positive interaction between Native Hawaiian student learners.	1.1 Assess and evaluate the impact of academic and student services programs on Native Hawaiian student success.
2. Facilitate campus cultural events that foster campus engagement and student learning.	2.1 Assess and evaluate the impact of cultural events on Native Hawaiian student engagement and success.

Priority Action 1: Sustain existing and prioritize funding for successful Native Hawaiian academic and student services initiatives and programs.

Native Hawaiians have an inherent connection to place and recognize its ability to awaken one’s physical and mental capabilities. Native Hawaiian learners seek out places and student communities that support their academic, personal and professional growth, and where their values as contemporary Native Hawaiian individuals are respected. UH Hilo can transform into a Hawaiian place of learning by providing support and resources to sustain existing academic and students support programs and prioritize funding for successful grant and special funded Native Hawaiian initiatives and programs (‘Opihi, PIPES,

Keaholoa, Mōkaulele, Uluākea) that promote meaningful interactions between the individual and three spheres of community: 1) community of kin (‘ohana, hālau, etc.), 2) campus community, and 3) extended community (beyond UH Hilo).

Priority Action 2: Facilitate campus cultural events that foster campus engagement and student learning.

Providing all students with a foundational understanding of, and encouraging all faculty and staff to learn about, the unique heritage of Hawai‘i is a priority action in the UH Hilo Strategic Plan. Through the celebration of Native Hawaiian activities and events (ali‘i birthdays, significant accomplishments by notable Native Hawaiians, Lā Ho‘iho‘i Ea [Restoration Day], Lā Kū‘oko‘a [Independence Day], Merrie Monarch, etc.), learning about and experiencing wahi pana (noted places or landmarks of special interest and historical significance around Hawai‘i Island), and developing of Hawaiian campus traditions (incorporating kīpaepae protocols at the beginning of all special events and wearing of kīhei and singing mele at commencement), they become part of the UH Hilo culture and connects the campus community to Hawai‘i’s rich cultural and political history.

Key Recommendation 2: Formalize Hawaiian practices and processes that reflect a campus environment in the spirit of Hawai‘i.

What type of actions and support are necessary to ensure Hawaiian practices and processes are cultivated, sustained and reflected at UH Hilo?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Prioritize funding for a permanent Hawai‘i Papa O Ke Ao Cultural Engagement Specialist position to develop and implement cultural engagement programming for the campus.	1.1 Assess and evaluate the impact on UH Hilo faculty, staff, students and administrators’ and UH Hilo’s commitment to being an Indigenous-serving university.
2. Institutionalize the Hanakahi Council Protocols Committee and the joint UH Hilo and Hawai‘i Community College Kīpaepae Committee to facilitate the integration of Hawaiian practices and processes across the campus, e.g. ho‘okama‘āina, ka‘ao, Uluākea, kīpaepae, kīhei, etc.	2.1 Assess and evaluate the campus climate regarding the incorporation of Hawaiian practices and processes across the campus, the impact on student engagement, faculty, staff and administration professional development, and faculty pedagogy and scholarship.
3. Reconstitute a campus-wide building/facilities committee with representation from the Hanakahi Council, ‘Imiloa, Ka Haka ‘Ula O Ke‘elikōlani and Kīpuka Native Hawaiian Student Center and others to ensure campus buildings and landscape reflects the natural and cultural environment of Hawai‘i.	3.1 100% of all new landscapes shall include the appropriate use of Native Hawaiian plants and all new buildings shall incorporate cultural concepts and sustainable architectural designs.

Priority Action 1: Prioritize funding for a permanent Hawai‘i Papa O Ke Ao position.

To ensure commitment to the UH system’s mission, Hawai‘i Papa O Ke Ao (HPOKA) goals, and support recommendations in UH Hilo’s 2013 HPOKA plan, the Hawai‘i State Legislature funded a full-time permanent HPOKA position in 2018.⁴ An initial search to fill the position was unsuccessful and a second search was suspended in March 2020 when the UH system imposed a hiring freeze on all position searches and vacant positions were removed by the Legislature. In October 2020, a casual hire HPOKA Cultural Engagement Specialist position was established through extramural funds that will terminate in May 2021. Currently there is no institutional commitment to continue to fund a temporary or permanent position.

UH Hilo’s desire to sustain cultural onboarding programs for all new faculty, staff and students (ho‘okama‘āina) and cultural traditions such as kīhei at commencement and kīpaepae (a process to introduce and transition an individual or individuals into a new environment or understanding), requires a permanent full-time position to develop and implement cultural engagement programming for the campus.

Priority Action 2: Institutionalize a campuswide Hawai‘i Protocols Committee.

Protocols and traditions reflect the identity and values of an institution. Hawaiian protocols have been instituted on campus through the formation of a joint UH Hilo-Hawai‘i CC Kīpaepae Committee⁵ under the Office of the Chancellors and supported by an advisory committee of UH Hilo and Hawai‘i CC faculty and staff. The Committee hosts an average of 25 kīpaepae events annually including kīpaepae welina, welcome ceremonies for new faculty, staff, students and administrators and special guests who visit the campuses and kīpaepae ho‘oku‘u ceremonies for faculty, staff and administrators who retire or leave. The Committee does not have a budget to fund resources needed to execute kīpaepae events.

A Protocols Committee was recently reestablished under the Hanakahi Council. Several of the members serve on the joint Kīpaepae Committee advisory committee, participate and conduct protocol events in addition to their full-time positions and other responsibilities without a budget to support protocol events. For UH Hilo to truly be a Hawaiian place of learning, a standing committee under the Office of the Chancellor should be established to facilitate the integration of Hawaiian practices and processes across the campus along with a budget to fund resources needed to host protocol events.

Priority Action 3: Maintain a vibrant campus that reflects the natural and cultural environment of Hawai‘i.

Embracing the Hawaiian concept of mālama ‘āina in the physical and cultural environment of the campus, positions UH Hilo to develop into a Hawaiian place of learning through landscaping including the expansion of native gardens, architectural design, art, signage and the creation of dedicated spaces that serve as symbolic places of practice and connection (piko, pu‘uhonua, kauhale).

⁴ <https://hilo.hawaii.edu/uhh/hr/vacancy/1181>.

⁵ <http://www.hawaii.hawaii.edu/i-ola-haloa/kipaepae>.

Key Recommendation 3: Facilitate mutually beneficial and impactful partnerships between UH Hilo and Native Hawaiian communities, organizations, and agencies to provide applied learning opportunities for Native Hawaiian students, develop educational capacities, and respond to workforce needs within Native Hawaiian communities on Hawai‘i island.

What is UH Hilo’s role in Native Hawaiian and Hawai‘i Island communities? In what ways can UH Hilo support and be supported by Native Hawaiian and Hawai‘i Island communities?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Establish a position for Native Hawaiian Community Engagement to identify and advance UH Hilo Native Hawaiian community partnerships and ensure the existence of current and future community relationships.	1.1. Assess and evaluate impact on Native Hawaiian and other communities, Native Hawaiian student applied learning experiences and Native Hawaiian community workforce needs.
2. Support and expand campus engagement with Native Hawaiian communities, organizations and agencies	2.1. Assess and evaluate campus facility and resource use policies and processes.

Priority Action 1: Advance UH Hilo partnerships with Native Hawaiian communities.

UH Hilo is a valuable resource to Native Hawaiian communities because of its commitment to improving a variety of social, cultural, and economic areas and can actively participate in the collaborative development and dissemination of information that benefits Native Hawaiian communities. In turn, Native Hawaiian communities can support UH Hilo’s educational mission while working to address issues specific to Hawai‘i Island. To facilitate mutually beneficial and impactful partnerships between UH Hilo and Hawaiian communities particularly in areas of Native Hawaiian community needs, eg., health and wellness and to ensure the sustainable existence of current and future community relationships, a position to oversee community engagement in the area of Native Hawaiian student and community development is apparent as the desire for collaboration between UH Hilo and Native Hawaiian communities continues to increase.

Preparing UH Hilo students to contribute positively to their communities and a global competitive workforce by providing every student with an applied learning experience through internships and practica with local businesses/agencies, greater student involvement in faculty research, and artistic and creative endeavors was the goal and priority action in the UH Hilo Strategic Plan. Formal internships and practica exist within academic programs including Agriculture, Business, Education, Nursing, Pharmacy, Psychology and Sociology. There are applied learning opportunities campus-wide especially in STEM fields.⁶ UH Hilo has had several initiatives to create and sustain applied learning opportunities and community-university partnerships. The newest initiative, Center for Community Engagement (CCE)

⁶ <https://hilo.hawaii.edu/uhh/vcaa/opportunities.php>.

established in Fall 2019 emphasizes community-engaged teaching and learning that may include Native Hawaiian communities, organizations, or agencies.⁷

Priority Action 2: Support on-campus/virtual engagement with Native Hawaiian communities, organizations and agencies.

Native Hawaiian communities, organizations and agencies possess a wealth of knowledge and resources that can benefit UH Hilo students, faculty and staff and advance UH Hilo’s educational and institutional goals. More opportunities that bring Native Hawaiian communities, organizations and agencies to the campus or connect them to the campus virtually need to be developed as well as user-friendly policies and processes that make campus facilities and resources more accessible.

Key Recommendation 4: Develop and cultivate agreements and memorandum of understanding with Indigenous universities, programs, and organizations to promote cultural and educational exchanges and mutually beneficial teaching, research, and learning opportunities for Native Hawaiian administrators, faculty, staff, and students.

In what ways can UH Hilo support Indigenous partnerships to enhance teaching, research and learning?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Develop a minimum of one (1) articulation agreement with Indigenous universities locally, nationally and internationally and/or memorandum of understanding with Indigenous programs and organizations annually.	1.1. Sign a minimum of four (4) articulation agreements and/or MOU. Assess and evaluate the impact of the articulation agreements and/or MOUs.

Priority Action 1: Establish and Sustain Indigenous Agreements and Collaborations.

UH Hilo has exchange agreements with 48 schools in 17 countries.⁸ These agreements are at the department, college, and campus levels. There is only one Indigenous agreement between Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language and Sapporo University Ainu Studies department in Japan and a developing relationship with the Indigenous Studies Program at the University of Ryukyus in Okinawa. Native Hawaiian and Maori students have benefitted from an exchange agreement with the University of Waikato in Aotearoa (New Zealand). Establishing additional global Indigenous agreements and collaborations allows for the exchange, expansion and sustainability of Indigenous knowledge in research, practice, and learning for Native Hawaiian administrators, faculty, staff, and students.

⁷ <https://hilo.hawaii.edu/cce/>.

⁸ <https://hilo.hawaii.edu/studyabroad/outbound/partners.php>

Hawaiian Language & Culture Parity

‘O ka ‘ōlelo a me ka mo‘omeheu Hawai‘i ko kākou kilohana, he kuleana nō ia.

*The Hawaiian language and culture is our prized possession,
for that is our privilege and our responsibility.*

‘Ōlelo Hawai‘i was reinstated as an official language of Hawai‘i in the year 1978, after 82 years of being outlawed in both public and private schools, on the model of U.S. policy towards the use of American Indian languages in education (Act 57 Section 30 of the 1896 Laws of the Republic of Hawai‘i). Prior to the elimination of Hawaiian language schools in 1896, the Republic’s Education Report predicted the elimination justifying the outcome with this statement, “The gradual extinction of a Polynesian dialect, may be regretted for sentimental reasons but it is certainly for the interests of the Hawaiians themselves.”⁹ Evident in the multitude of Hawaiian language resource materials produced during this time, literacy rates among the Hawaiian people proliferated, amounting to those of Hawaiian ancestry having the highest rate of literacy, exceeding 90%, including bilingual literacy of all ethnic groups at the end of the 19th century.

Since 1978, Ka Haka ‘Ula o Ke‘elikōlani has been a leader in the reinstatement of Hawaiian language from early childhood education to primary, secondary, and tertiary levels. Given Hawai‘i’s distinct linguistic history and Ka Haka ‘Ula o Ke‘elikōlani’s role in trailblazing language revitalization efforts, UH Hilo has an inherent kuleana in the normalization and perpetuation in ‘Ōlelo Hawai‘i because the Hawaiian language and culture is our privilege and our prized possession.

Across its campus programs, UH Hilo’s students and faculty are engaging in Hawaiian language and culture through multiple disciplines and opportunities. UH Hilo has the potential to emerge as a comprehensive Hawaiian place of learning that embraces its unique kuleana to provide parity through Hawaiian language and culture pathways while strengthening its campus environment, programs, services, and leadership as an Indigenous-serving institution. Furthermore, UH Hilo is in a favorable position to develop a vibrant Hawaiian place of learning that 1) embraces the medium of Hawaiian and English and 2) provides authentic Hawaiian knowledge and learning experiences to reflect its Indigenous culture and worldview.

Although the institution has made great strides towards attaining parity across all six goals of the UH Hilo Strategic Plan, there is still much to be addressed and accomplished. Increasing internal capacity has potential to impact language parity well beyond this campus and community. As Native Hawaiians increasingly enter UH Hilo, it is important to continually develop diverse academic pathways grounded within a Hawaiian worldview and offered through the Hawaiian language.

⁹ Republic of Hawai‘i. (1895). *Biennial report of the Bureau of Public Instruction, 1894-1895*. Honolulu: author.

Key Recommendation 1: Vibrant language and culture programs of study at all UH campuses.

What type of actions and support should be set in place to ensure the growth and stability of Hawaiian language and culture programs of study at UH Hilo?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
<p>1. Fund existing vacant positions and establish additional regular, FTE faculty, administrative, and staff positions to stabilize and enable continued growth.</p>	<p>1.1 Fund (inclusive of tuition and fee waivers and funded positions) 5 Graduate Assistantships at KH‘UOK to assist in the delivery of a quality educational experience.</p> <p>1.2 Offer a broad range of courses conducted in the medium of the Hawaiian language that satisfies the general education requirement.</p> <p>1.3 Identify additional courses, which attract a high level of Hawaiian language speakers that can be offered in the Hawaiian language.</p>
<p>2. The current General Education standing committee of the UH Hilo Faculty Congress is to create a policy/process in determining which GE courses address language and cultural vibrancy.</p>	<p>2.1 The Faculty Congress is to amend its bylaws to include a representative from KH‘UOK.</p>
<p>3. Convene a Hanakahi Council committee comprised of: KH‘UOK Academic Division Chair, KH‘UOK junior faculty member(s), General Education Committee member, Advising Center, Registrar’s Office and Academic Curriculum Office, to review and recommend a standing low-level Hawaiian Studies course to satisfy a GE Integrative requirement requirement (a course designed to provide a base level Hawaiian cultural competency and acculturate students to our Hawai‘i island community)</p>	<p>3.1 Develop, pilot, and fund Hawaiian Studies course identified by the Hanakahi committee.</p>
<p>4. Establish honua ‘ōlelo Hawai‘i (both physical and virtual) on the UH Hilo campus to normalize ‘ōlelo Hawai‘i.</p>	<p>4.1 Increase the amount of honua ‘ōlelo Hawai‘i to expand efforts campus-wide.</p>

Priority Action 1: Appropriate Financial Support for Faculty and Administrative Staff of Ka Haka ‘Ula o Ke‘elikōlani.

UH Hilo offers select degree options in Hawaiian Studies, Indigenous Education, Linguistics, and Language and Culture Revitalization at the undergraduate and graduate levels through KH‘UOK. More than 80% of college support staff at KH‘UOK are currently funded through extramural grants, therefore current growth in this area has come at the expense of perpetual sustainability without the institutionalization of grant-funded activities and positions.

In order to continue developing Hawaiian language and culture programs through KH‘UOK, a strong financial commitment to the backfilling of vacant positions as well as the establishment of new regular, full-time faculty and administrative staff positions are needed. Funding must also be extended to graduate assistantships (teaching assistants and/or research assistants) that contribute to the delivery of a quality educational experience.

Priority Action 2: Implement General Education Hawaiian Studies Course.

UH Hilo does not currently have a low-level Hawaiian studies general education integrative requirement. At present, students have the option to choose to enroll in a Hawaiian studies course to fulfill the Hawai‘i Pan Pacific requirement which, “investigates major aspects of the culture, language, economy, history, or natural environment of Hawai‘i or another indigeneous culture or nation or region of the Pan-Pacific region (Oceania, Asia, the west coast of the Americas).”¹⁰ In order to establish a base-level cultural proficiency focusing on Hawai‘i Island for all UH Hilo students, a low-level Hawaiian studies course to satisfy a General Education Integrative requirement—designed to provide a base-level Hawaiian cultural competency and acculturate students to the Hawai‘i island community—must be identified, recommended, and implemented with the goal of creating a Hawai‘i Island-specific Hawaiian studies general education integrative requirement in the near future.

Priority Action 3: Establish Honua ‘Ōlelo Hawai‘i.

Currently, Ka Haka ‘Ula o Ke‘elikōlani and the Kīpuka Native Hawaiian Student Center are the primary spaces at UH Hilo where the use and normalization of ‘ōlelo Hawai‘i is actively promoted. ‘Ōlelo Hawai‘i is the medium of business in all of Ka Haka ‘Ula’s day-to-day processes to all levels of use in programmatic activities, while Kīpuka encourages the use of ‘ōlelo Hawai‘i through engagement activities and support services. As Ka Haka ‘Ula’s motto states, “‘O ka ‘ōlelo ke ka‘ā o ka maui,” ‘ōlelo Hawai‘i is intertwined in every aspect of life, and therefore is the first step in ‘ōlelo Hawai‘i normalization. In order to achieve ‘ōlelo Hawai‘i parity at UH Hilo, physical and virtual spaces beyond Ka Haka ‘Ula o Ke‘elikōlani and Kīpuka must be created to promote the use of ‘ōlelo Hawai‘i and serve as spaces where students are comfortable utilizing ‘ōlelo Hawai‘i across the campus.

¹⁰ <https://hilo.hawaii.edu/academics/gened/hpp.php>.

Key Recommendation 2: Hawaiian language at parity with English usage throughout the system.

What action steps must occur to build Hawaiian language parity at UH Hilo?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
<p>1. Prioritize the exclusive use of Hawaiian language in the naming of buildings, facilities, etc. in circumstances where an individual’s name is not under consideration.</p>	<p>1.1. Develop a policy and implementation plan that enables access to core university requirements and services conducted in the Hawaiian language and outlines an increase in the presence, usage, and operationalization of Hawaiian language on all common forms, documents, and general communication.</p>
<p>2. Convene a Hanakahi Council committee comprised of members from KH‘UOK, Student Affairs, Academic Affairs, and Administrative Affairs, who is tasked with developing the campus Hawaiian language implementation plan and policy.</p>	<p>2.1. The Campus Hawaiian Language Implementation Plan and Policy is developed by the Hanakahi Council committee.</p>

Priority Action 1: Prioritization of Institutional Use of Hawaiian Language in Naming.

Currently, of the 35 named spaces and facilities at UH Hilo, three are named after individuals and of the remaining 32 approximately 11 have Hawaiian language names. Since 2013, there has been some progress in the naming of buildings on-campus such as the naming of the University Housing’s newest residence hall ‘Alahonua; Hale‘ōlelo, Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language’s building whose signage is represented in the Hawaiian language; the repurposing and re-naming of the the old student services building to Wai‘ōlino, which now houses the College of Business and Economics (CoBE), and the newly built College of Pharmacy building, Kīho‘iho‘i. These efforts should be continued and formalized by developing a policy and implementation plan to ensure Hawaiian nomenclature will be prioritized for new buildings and facilities.

Priority Action 2: Develop Campus-Wide Hawaiian Language Implementation Plan.

At present, UH Hilo students can receive diplomas in Hawaiian, English, or both. There is also some usage of Hawaiian language on common forms and communication documents but is mostly demonstrated by KH‘UOK faculty, staff, and students. The University of Hawai‘i System has a fiduciary responsibility to promote and perpetuate dual language parity throughout its system-wide infrastructure. At its base, Hawaiian is an oral language and basic oral Hawaiian access to core university requirements (e.g. a selection of Hawaiian language medium general education courses) and core services (e.g. student advising and counseling) is essential to maintain parity. The visual presence of the Hawaiian language in everyday, critical forms and signage fosters UH Hilo’s Hawaiian identity as university participants and the community are able to interact with and be exposed to the Hawaiian language. The development of and commitment to an implementation plan that outlines an operational policy for Hawaiian language usage

will assure the continuance of Hawaiian language parity at UH Hilo. This plan should also address a broader UH System initiative to embrace the use of Hawaiian diacritical markings

Key Recommendation 3: Innovative programming (curriculum) using Hawaiian language and culture.

What kinds of innovative initiatives would close the Hawaiian language and culture parity gap and strengthen UH Hilo’s ability to operate and service its students that is impactful on student learning, applied research, and community outreach/service?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Identify areas in academic curriculum and student support services where remediation in Hawaiian language can increase student success.	1.1 Fund Hawaiian-speaking Graduate Assistants and student tutors for remediation services that boost Hawaiian-medium academic and leadership development.
2. Provide new “incubator” initiatives and innovations for the application of Hawaiian language, culture, and knowledge in academic, instructional, research, professional development, outreach, faculty and staff recruitment, retention, community partnerships, and pathways.	
3. Convene a Hanakahi Council committee to develop the Indigenous serving institutional prospectus, provided in the Hawaiian language and English, for the University of Hawai‘i at Hilo.	3.1 Develop an Indigenous serving institutional prospectus for UHH. 3.2 Implement the Indigenous serving institutional prospectus by being included in the UHH Strategic Plan and meeting with campus offices to roll out the plan.

Priority Action 1: Hawaiian Language Remediation for Student Success.

There are currently minimal remediation efforts for Hawaiian language in Ka Haka ‘Ula o Ke‘elikōlani’s academic curriculum partly due to lack of permanent funding for staff to plan, facilitate, and assess student needs supplementing the in-classroom learning experiences. As a uniquely positioned University specializing in Hawaiian language revitalization, UH Hilo has seen an increase in enrollment of students from Hawaiian immersion schools seeking to continue their Hawaiian language experiences to position themselves as leaders in the broader Hawaiian language community. As students who are coming in with prior Hawaiian language experience learning in a mostly Total Physical Response (TPR) environment, student support services should be made available and offered to these students to address learning deficits in linguistic analysis which is the teaching style employed at Ka Haka ‘Ula o Ke‘elikōlani.

Priority Action 2: Hawaiian Language and Culture Innovation.

The UH Hilo 2011-2015 Strategic Plan Goal 4.4 supported “UH Hilo’s position of international leadership in language and culture revitalization by structuring an education incubator for the development of ideas, practices, and qualifications relating to Hawaiian and Indigenous language and culture.”¹¹ Following the leadership of Ka Haka ‘Ula o Ke‘elikōlani, UH Hilo has a unique opportunity to address Hawaiian language and culture parity in its campus operations and serve as an example for advancing Hawaiian knowledge and leadership within the broader UH system and global academic arena. Currently, most “incubator” initiatives at UH Hilo which include language, culture, and knowledge in academic, instructional, research, professional development, outreach, recruitment, retention, community partnerships, and pathways are grant funded. As such, Native Hawaiian programs at UH Hilo have seen much success in being able to secure temporary funding for innovative initiatives, but many of these initiatives have faced difficulty in securing financial longevity through institutionalization. Assessment of these initiatives show the positive impacts on Native Hawaiian students, faculty, and staff at UH Hilo which necessitates its institutionalization as a permanent program of UH Hilo.

Priority Action 3: Development of the Indigenous-serving Institutional Prospectus.

As an Indigenous-serving institution with over 30% of a student population identifying as Native Hawaiian, UH Hilo has a firm commitment to prioritize and serve Indigenous populations through academic curriculum, support services, as well as infrastructure. The first step in positioning UH Hilo as such is the development of an Indigenous-serving prospectus to inform UH Hilo’s commitment to Indigenous populations while also depicting UH Hilo’s action plan in achieving this commitment. The development of this Indigenous-serving prospectus places UH Hilo as a leader in the UH System as a campus actively aiming to advance this commitment.

Key Recommendation 4: Support for Indigenous Research Infrastructure.

What is the validity of research if based on a framework incongruous with its foundation? What are the essential elements of Indigenous research? Are those elements represented in the current IRB processes?

Priority Actions (Within 3 years)	Next Step Actions (Within 5 years)
1. Convene a campus-committee to initiate with IRB to create the process to establish the Indigenous IRB.	1.1 Convene a UH System-level committee tasked with creating the process.
	1.2 Conduct a UH System-wide inventory of Indigenous research best practices.

Priority Action 1: Initiation of Indigenous IRB Process Creation.

As an Indigenous-serving institution, UH Hilo faculty, staff, and students have been at the forefront of research initiatives on Indigenous matters for the interest of Indigenous communities. Generations of research at UH Hilo have been subjected to a colonized framework, and have forced research initiatives

¹¹ <https://hilo.hawaii.edu/strategicplan/2011-2015plan.php>.

into a structure for which it was never intended. Choosing to allow this problematic framework to govern the standards by which Indigenous research is conducted, will continue to be incongruous with Indigenous ideologies of knowing and doing.

UH Hilo sits in a most opportune position at the forefront of an initiative to initiate an Indigenous Institutional Review Board (IRB) process in collaboration with UH System partners and other Indigenous groups. An IRB steeped in Indigenous epistemologies is best equipped to assess the ethics and efficacy of research conducted on Indigenous topics. As UH Hilo has observed growth in its graduate programs which includes and is not limited to Ka Haka ‘Ula o Ke‘elikōlani’s M.A. in Hawaiian Language and Literature and M.A. in Indigenous Education, as well as the Ph.D in Indigenous Language and Cultural Revitalization; the M.A. in Heritage Management; the M.A. in Counseling Psychology; the Ph.D in Pharmaceutical Science; the Doctorate in Nursing Practice; and the M.A. in Tropical Conservation Biology and Environmental Science (TCBES), the creation of an Indigenous IRB process in which research is conducted is imperative to produce quality Indigenous research supported by an Indigenous infrastructure which would then position UH Hilo as a model in the UH System for this type of work.

Key Recommendation 5: Embed Hawaiian culture and language understanding in the hiring of new employees.

What cultural and language skills should be part of the qualifications for new hires and what types of additional professional development support should be in place?

Priority Actions (Within 3 years)	Next Step Actions ((Within 5 years)
1. Establish a campus-wide committee that includes the Director of EEO/AA, Human Resources and College Dean/Director, Administration, Faculty Congress, and Hanakahi representative to determine a Hawaiian knowledge common criterion that would be included as a “desirable qualification” for new hires.	1.1. Implement the Hawaiian knowledge common criterion to be included on all new job descriptions as a “desirable qualification.” 1.2. Establish a supplemental minimum qualification for Hawaiian language and knowledge proficiency for all new faculty/staff hires.
2. Establish unique criteria for Ka Haka ‘Ula O Ke‘elikōlani hires using a committee that consists of a majority of highly-fluent Hawaiian speakers.	2.1 Implement criteria for Ka Haka ‘Ula o Ke‘elikōlani hires.

Priority Action 1: Hawaiian Knowledge Proficiency Common Criterion.

As a prerequisite, all new UH hires should possess an understanding of the Indigenous language, culture, and history of Hawai‘i. Although action at a system-wide level may require further discussion with human resource professionals, applicable union representatives, and legal counsel to determine appropriate steps, there are some internal actions that can be implemented through collaboration and cooperation with UH Hilo colleges, faculty, staff, Human Resource, and EEO/AA administrators.

Through addressing this objective, UH Hilo moves forward to ensure that all new hires possess a Hawaiian language, culture, and history understanding.

Currently, there is no Hawaiian knowledge criteria to assess an applicant's base level understanding of Hawaiian knowledge. As an Indigenous serving institution, this criterion is imperative in UH Hilo's ability to attract qualified candidates with foundations grounded in Hawaiian knowledge.

Priority Action 2: Establishment of Unique Hiring Criteria for Ka Haka 'Ula o Ke'elikōlani Hires.

KH'UOK was legislatively established as a Hawaiian language medium entity and requires specialized skills and services of their employees in the area of Hawaiian language and knowledge. It is essential that the inclusion of high-level fluency in the Hawaiian language and the heritage of that language be the primary requirement for faculty and staff within KH'UOK. Since all business is conducted in the Hawaiian language, a committee consisting of highly-fluent Hawaiian language speakers is essential to proper selection of a candidate.

Summary Recommendations



Leadership Development

- **Key Recommendation 1:** Prepare students of Hawaiian ancestry to assume leadership at UH, within discipline, and in the community.
- **Key Recommendation 2:** Increase Native Hawaiian Student Recruitment and Retention.
- **Key Recommendation 3:** Prepare faculty and staff of Hawaiian ancestry to assume leadership within UH and in their community.
- **Key Recommendation 4:** Ensure that Native Hawaiian values are practiced at all levels of institutional decision-making.
- **Key Recommendation 5:** Increase Native Hawaiian Faculty and Staff Recruitment and hiring.



Community Engagement

- **Key Recommendation 1:** Build and sustain a dynamic UH Hilo campus community for Native Hawaiian students to thrive.
- **Key Recommendation 2:** Formalize Hawaiian practices and processes to reflect a campus environment in the spirit of Hawai'i.
- **Key Recommendation 3:** Facilitate mutually beneficial and impactful partnerships between UH Hilo and Native Hawaiian communities, organizations and agencies.
- **Key Recommendation 4:** Develop and cultivate agreements and memorandum of understanding with Indigenous universities, programs, and organizations.



Hawaiian Language & Cultural Parity

- **Key Recommendation 1:** Vibrant language and culture programs of study at all UH campuses.
- **Key Recommendation 2:** Hawaiian language at parity with English usage throughout the system.
- **Key Recommendation 3:** Innovative programming (curriculum) using Hawaiian language and culture.
- **Key Recommendation 4:** Support for Indigenous Research Infrastructure.
- **Key Recommendation 5:** Embed Hawaiian culture and language understanding in the hiring of new employees.

Appendices

Table 1 - Native Hawaiian Student Enrollment at UH Hilo (2005-2019)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total All Students	3,422	3,507	3,573	3,773	3,974	4,079	4,139	4,157	4,043	3,924	3,829	3,666	3,539	3,406	3,372
Total Hawaiian Count	561	721	773	867	913	1,028	1,034	1,074	1,026	1,045	1,066	1,079	1,056	1,076	1,111
Total Hawaiian Pct	16%	21%	22%	23%	23%	25%	25%	26%	25%	27%	28%	29%	30%	32%	33%

Table 2 - Fall 2020 Headcount of Native Hawaiian Students by UH Hilo College

College	Total NH by College	Total College Enrollment	NH Percentage of Total College Enrollment
CAS/CNHS	714	2,183	32.7%
KHUOK	108	148	72.9%
COBE	124	346	35.8%
CAFNRM	40	109	36.6%
DKICP	46	253	18.2%
Unclassified	59	108	54.6%
UHH not home campus	6	18	33.3%
Totals	1,097	3,165	33.6%

Source: University of Hawaii System IRO, 2020

Table 3 - Native Hawaiian Academic Program Data

% NH Declared Majors UG¹²	% NH Declared Majors GR	% Degrees NH UG¹³ (General - (32)	% Degrees NH GR	Top Double Degrees NH, UG
Hawaiian Studies-Linguistics (66%)	KHUOK (83%)	Hawaiian Studies-Linguistics (59%)	KHUOK (88%)	Kinesiology-Kinesiology (15%)
Sociology (46%)	Heritage Mgt (59%)	Sociology (45%)	Heritage Mgt (56%)	Political Science-Adm Justice (7%)
History (43%)	Counseling Psychology (28%)	History (43%)	Education (25%)	Psychology-Communications (7%)
Psychology (37%)	Education (28%)	Performing Arts (38%)	Nursing Practice (21%)	Hawaiian Std-Anthropology (5%)
Geography (34%)	Nursing Practice (23%)	Geography (35%)	TCBES (19%)	Hawaiian Studies-Linguistics (5%)
Anthropology (33%)	TCBES (18%)	Psychology (32%)	Counseling Psychology (15%)	Communications-Psychology (5%)
Communications (33%)	Pharmacy (12%)	Anthropology (31%)	Pharmacy (9%)	Japanese Studies-Linguistics (4%)
Kinesiology (33%)		Communications (31%)		Kinesiology-Psychology (4%)
Political Science (33%)		Gender & Women's Std (31%)		Accounting-Business (3%)
Nursing (32%)		Nursing (31%)		Adm Justice-Political Science (3%)
		Political Science (30%)		Communications-Political Science (3%)
		Kinesiology (28%)		Environmental Science-Geography (3%)
		Art (24%)		Kinesiology-Communications (3%)
		English (24%)		Psychology-Sociology (3%)
		CoBe (23%)		Sociology-Adm Justice (3%)
		Chemistry (21%)		

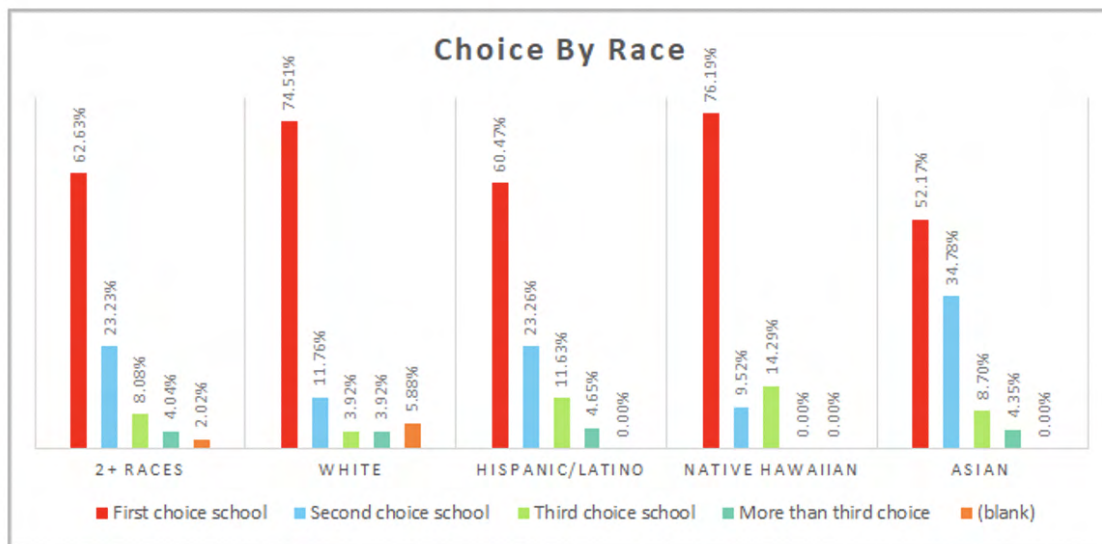
¹² Top 10 declared majors by Native Hawaiian students Fall 2015 through Fall 2020

¹³ Degrees awarded to Native Hawaiian students 2014 through Summer 2020

% NH Declared Majors UG ¹⁴	% NH Declared Majors GR	% Degrees NH UG ¹⁵ (General - (32))	% Degrees NH GR	Top Double Degrees NH, UG
		Mathematics (21%)		
		Biology (20%)		
		Philosophy (18%)		
		Computer Science (18%)		
		Marine Science (15%)		
		Geology (11%)		
		DKICoP (9%)		
		Physics & Astronomy (7%)		

Source: University of Hawai'i at Hilo IRO, 2020

Table 4 - UH Hilo Entering Student Survey, Fall 2019



Note: Races were charted if responses reached a critical level.

¹⁴ Top 10 declared majors by Native Hawaiian students Fall 2015 through Fall 2020

¹⁵ Degrees awarded to Native Hawaiian students 2014 through Summer 2020

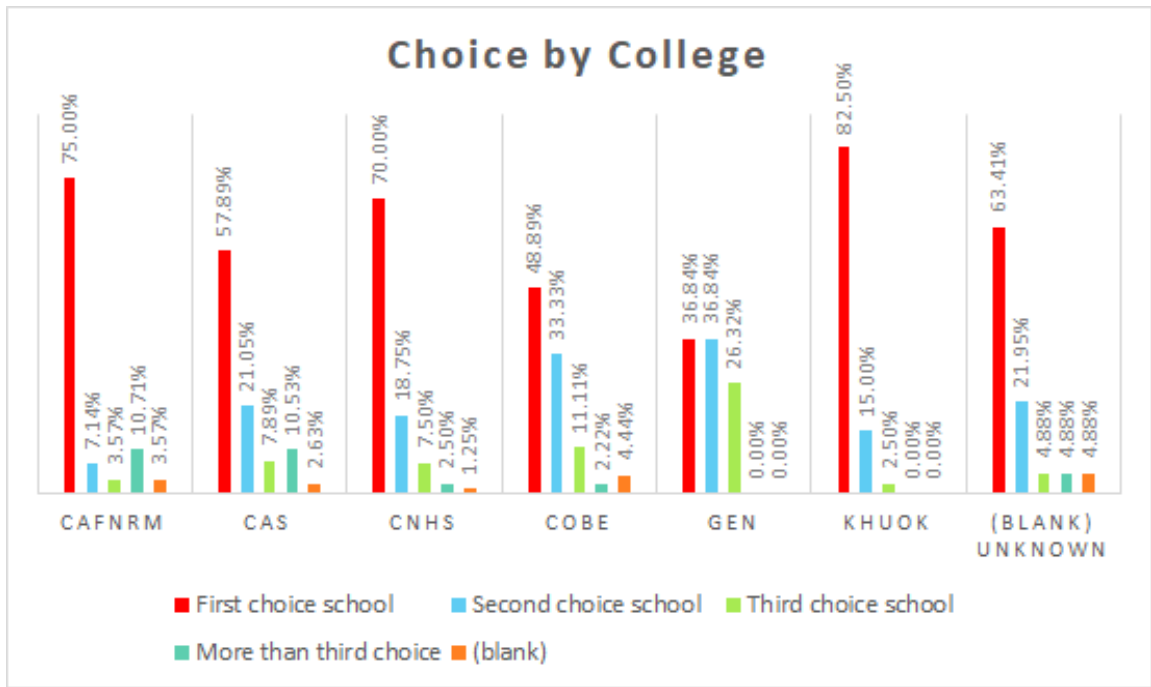
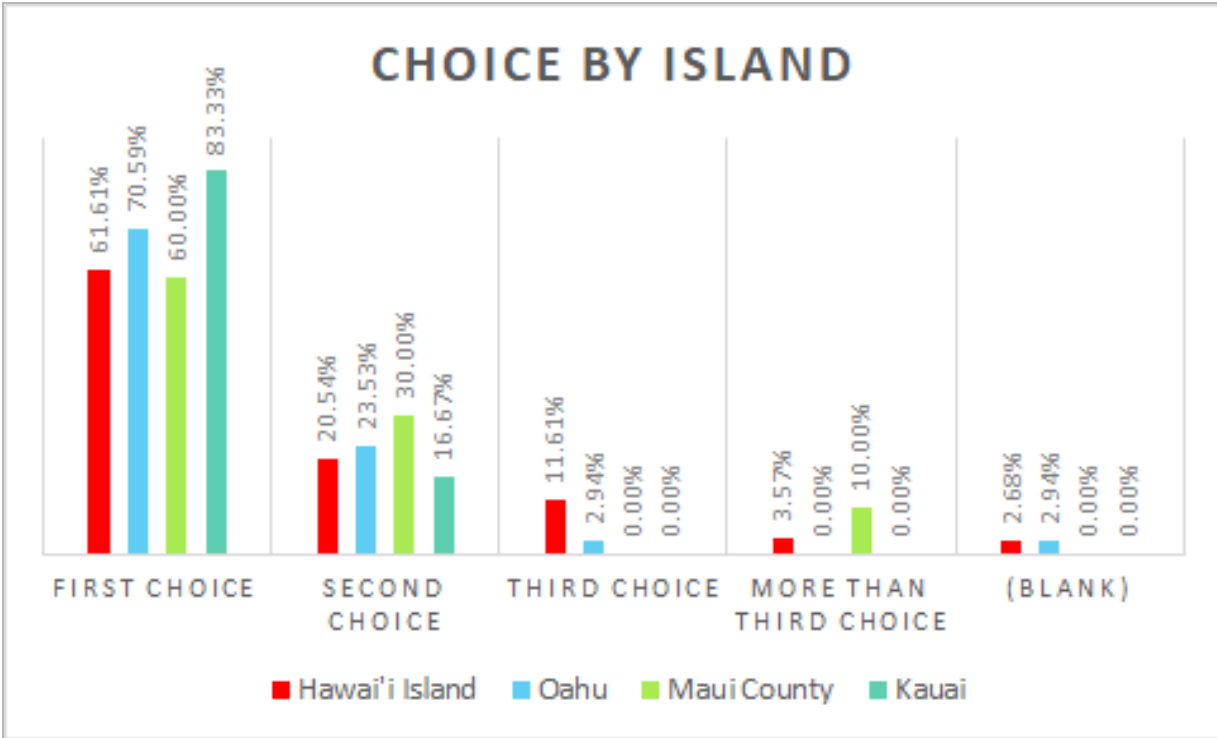
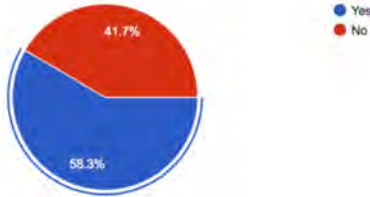


Table 5 - Hanakahi Council Hawai'i Papa O Ke Ao Survey Results, September 2018

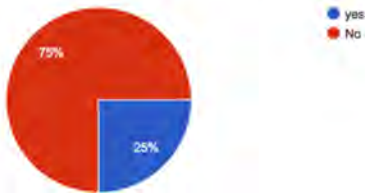
Have you prepared students of Hawaiian ancestry to assume leadership positions at UH and in the community?



Describe type of activity, location of activity and number of students that participated in the activity

Indigenous Leadership Through Hula (HWST 194)	50
In my opinion our college Ka Haka 'Ula and its laboratory school does that!	950
Pre-med club, officer roles.	5
Informally, through mentoring	3
everything related to Ulu'ukea	30
New sociology track, new advisory board of indigenous graduates in sociology	50
Hawaiian forest and forest bird conservation	50

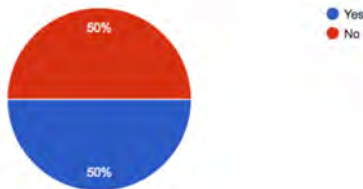
Have you developed, implemented or expanded a system-wide leadership program for pre-college, college and post-college Native Hawaiian students ?



What was the name of the program? How many students participated in the program?

P20 Ka Haka 'Ula O Ke'elikōlani and laboratory school	625
Makalapua Na'auao Scholarship Program	130
developing internship tied to NH ngos, indigenous student advisory board in sociology, new island and indigenous sociology track	50

Have you formalized commitments to ensure Native Hawaiian students are prepared to assume leadership positions within UH and their community?



Describe the activity

Efforts to diversify faculty to ensure have experience with Native Hawaiian or indigenous students for best student learning/leadership outcomes

I was successful in securing a general funded position through UH system budget request process to the legislature to implement activities in support of HPOKA including recruiting NH students into degree programs that meet the needs of the NH community particularly in Hawaiian language and culture, retaining NH students by engaging them in high impact applied learning experiences including internships, community-based learning, undergraduate research and work-based learning and graduating NH students to assume positions of leadership with their communities.

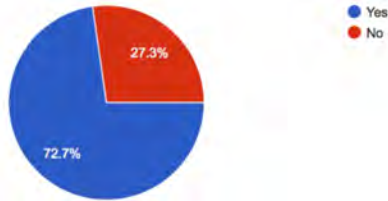
Held medical school application workshops in cooperation with Imihoola program at John A. Burns Medical school (UH Manoa). Usually every spring.

Na Pua Nōeau had developed several programs servicing K-12 students over the years and prepared these students for higher education. By raising self-esteem, enriching educational expectations and guidance, introducing them to peers and mentors has had long term effects as students become of age and make career decisions for the betterment of Hawaiians and the community.

All students are organized in mo'okū'auhau the traditional Hawaiian structure for leadership

Same, our new programming, and also having department faculty commit to a percent of their content focus on indigenous groups.

Are Native Hawaiian values practiced within your department at UH Hilo?



Describe how the values are practiced

All programming is designed with cultural context in mind, Hawaiian concepts, values are integrated into education to make connections and make relevant to all students; values of ohana, community, aina, being pono, responsibility, etc. are utilized regularly

I support and incorporate traditional Hawaiian protocols in several activities I host for the campus including visits by international dignitaries or special guests and our Fall and Spring commencement. I've participated in several kipaepae events including New Student Orientation.

Hawaiian values has always been a major part of our model and philosophies. Na Pua No'eau has incorporated and practiced Hawaiian values to develop and nurture the students with Hawaiian culture and integrate it into the western style of education.

all values in Kumu Honua Maui Ola, official philosophy of college and Nāwahī

We rganize activities and events for students, staff, and faculty that is Hawaiian cultural-based on campus and in the community, we collaborate with HawCC | Ola Haloa to offer protocols engagement activities

Chair is student at HCC in Hawaiian lifestyles temporary instructor also a student of Indigenous practices. Utilize indigenous perspective - see ho-omanwanu's recent book. Presentation of information from various angles and methods - visual, huaka'i, NH guest speakers. Collaboration with HCC faculty to co-instruct or help instruct our courses.

how we approach our teaching, research and service

How could Native Hawaiian values be strengthened in your department?

We can all learn more about the values and think creatively about how to integrate in the day to day

Better understanding and training for my administrators.

We have recently formed a committee to address this.

I'm not sure, difficult to answer for me.

First by continuing our program and second by letting us continue to show other departments how to integrate Hawaiian values into their teaching.

In my opinion the administration has not sufficiently supported Ka Haka 'Ula's distinctive pathway for serving Native Hawaiians and the larger Native Hawaiian community

Encourage more of the staff to participate in activities events to strengthen their knowledge and development.

Indigenous faculty hire in Sociology- also the uluakea programming that was monthly in 2014-15 is extremely valuable for new faculty.

Have strategic Native Hawaiian events (classes, talks, collaborations) for faculty. Nurture closer ties between existing successful initiatives and offices (e.g. Kipuka) and faculty. Invite UHH Native Hawaiian leaders (faculty, staff, students) to department activities.

more collaborations with supporters across campus

How can administration at UH Hilo support these efforts?

Provide more opportunities like Uluakea

Support workshops and training opportunities.

Maybe support more educational workshops for faculty and staff to learn more about Native Hawaiian values.

Keeping Na Pua No'eau as a functioning program and letting us continue developing programs for Native Hawaiian.

Provide distinctive funding support for Ka Haka 'Ula to lead and provide training in a variety of areas through the medium of Hawaiian, one of the two official languages of the state, and a traditional and customary right of Native Hawaiians.

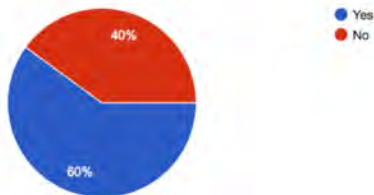
Administrators need to be trained about, immersed in and be able to practice NH values.

New faculty hires should be funded, given course releases, to participate in uluakea type training.

Nurture collaborations and provide venues for these activities (early evening, weekend).

to honor it and making it a clear criterion for example in tenure and promotion process

Are there any programs that strengthen Native Hawaiian values in your department?



Describe the program

Uluakea, Language classes, encouraging new apps with olelo Hawai'i

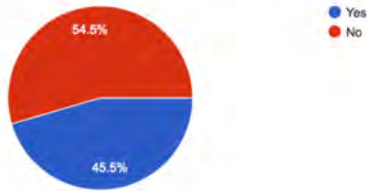
Answered in previous question

Continued strengthening of various mo'oki'ina through Hawaiian, e.g., 'aha piko, 'aha ho'omoloa kihei, la kulāia o Ke'elikōlani, etc.

see prior answers - the island and indigenous sociology track developed from the ground up - students' interest.

Internship programs with community partners

Have Native Hawaiian values impacted major decision making in your department?



Describe how Native Hawaiian values impacted decision in your department

I have directed my employees to integrate culturally relevant examples, values, etc. into training programs; We have also advocated for use of cultural competence in advertising and hiring processes; I encourage my staff to participate in any training or other events related to Native Hawaiian culture, awareness, education, etc. on their work time.

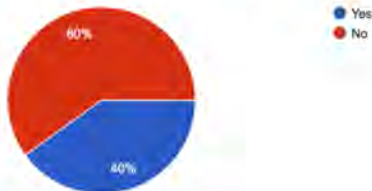
Hawaiian Values are built into our model and philosophies which guides us.

Again we are a college not a department. We have adopted the Kumu Honua Maui Ola and conduct all our administrative functions through Hawaiian based on the Kumu Honua Maui Ola

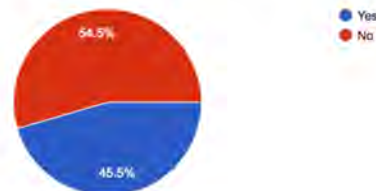
new track - also Hula through Leadership is co-listed as an elective.

everything we do we trying to do from a Native Hawaiian worldview perspective. impacted for example are all new searches for faculty

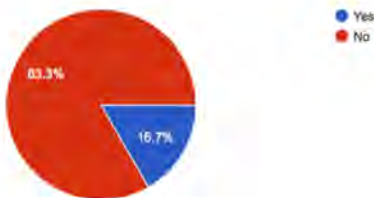
Does your department have a designated Native Hawaiian place or space?



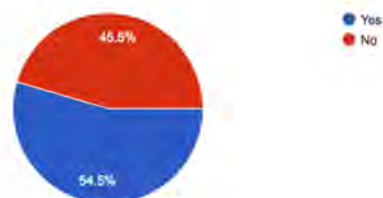
Does your department build or create a community of learners by utilizing Native Hawaiian activities or experiences?



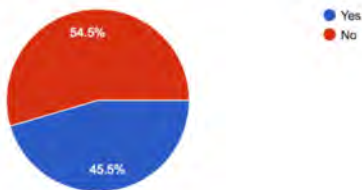
Have any official documents in your department been translated to Hawaiian?



Have any new and innovative curriculum been created in your department that implements Native Hawaiian language and/or culture?



Has your department implemented any requirements for Native Hawaiian culture or language in hiring new employees?



Describe new requirements

We ask questions specific to their experience working with NH and/or indigenous students. We also ask specifically why they want to work at UH Hilo to hear if there is a commitment to working with Native Hawaiian students

I will not call this entirely new, but we require all new employees to be fully proficient in Hawaiian and conversant with the Kumu Honua Maui Ola.

If the opportunity arises for a hire and uluakea we would require faculty training and may even reduce the teaching load ourself.

Table 6 - UH President’s Emerging Leaders Program Hawai‘i Papa O Ke Ao Survey, 2017
Making UH Hilo a Hawaiian Place of Learning

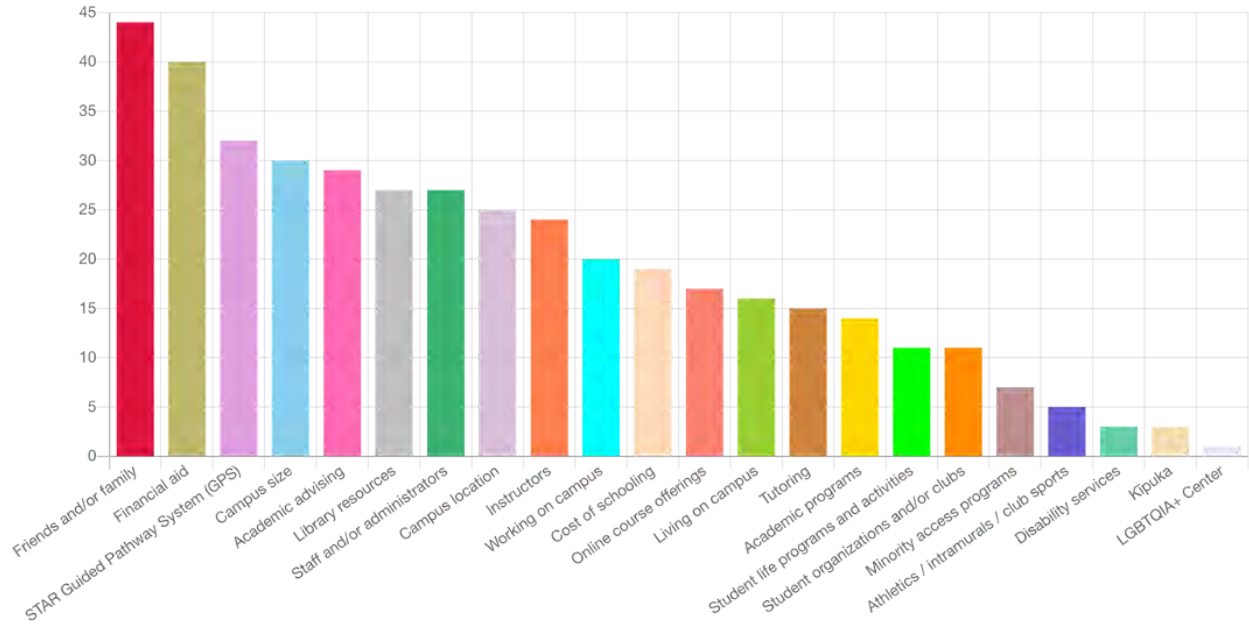
Student Responses to Questions 1 - 5



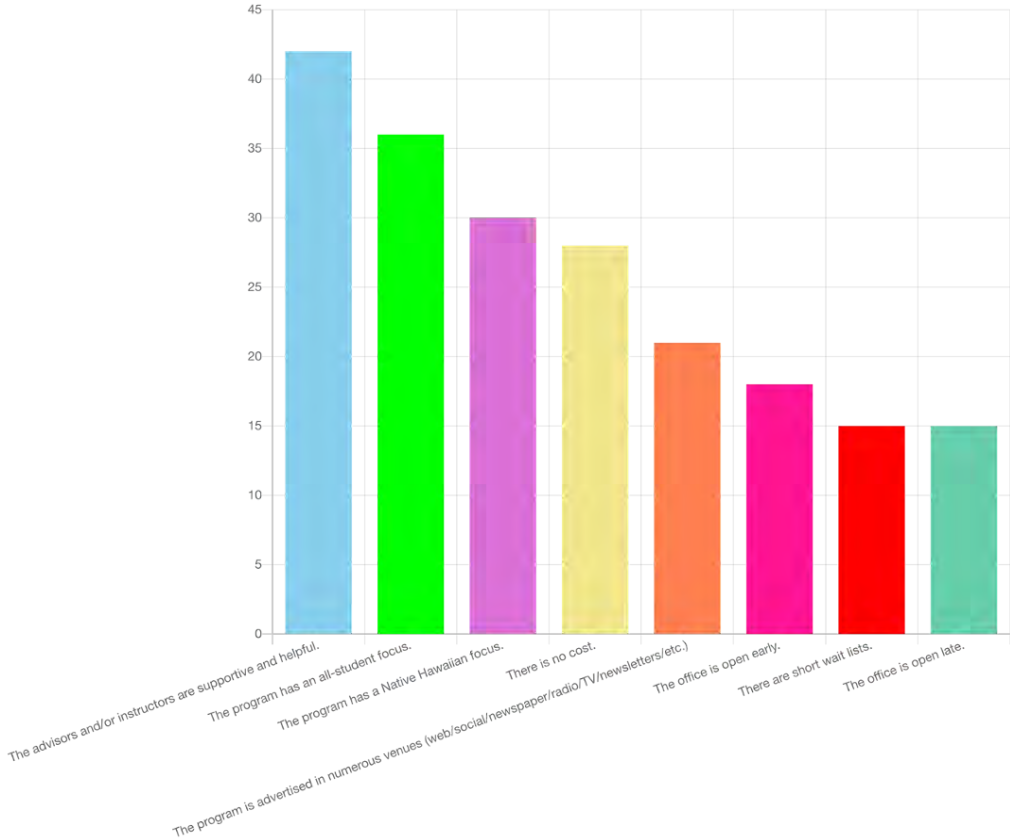
(6) The top three values that are important to me on my campus are:

- integrity, family, relationships
- Hoomau, haahaa, Ike Pono
- Kuleana, aloha, aina
- Ha'aha'a, 'imi na'auao, ku'ikahi
- Respect, integrity, honesty
- Culture expression, Quality , fairness.
- Kuleana, Ha'aha'a, and 'Imi 'ike
- acceptance, perserverence, and open mindedness
- to feel welcome, comfortable, and friends and/or family
- Aloha, Malama, 'Āina
- Hoihi, Aloha, Lokahi
- ka 'oia'i'o, ka hana nui, ka ho'okō kuleana
- Professionalism, community oriented, inclusiveness
- Respect, responsibility, and safety
- safety, sense of aloha, laid back
- Respect, empathy, ambition
- Hō'ihi (respect), laulima (working together), mālama (taking care of one another)
- respect, aloha, and a privacy.
- Respect, Trust and Honor
- (1) Being respectful, (2) taking care of my campus, community, and everyone in it, and (3) to never give up on my goals.
- Aloha, respect and laulima (everybody helping each other)
- Respect, Community, Appreciation
- respect trust aloha
- Love for our land, love for our waters, love for our people and communities of Hawaii
- Family, equality and unity
- awareness, helpfulness, cleanliness
- Safety,
- Inclusiveness, personable, caring
- safety, diversity, integrity
- safety, community, valor
- kokua, aloha, malama
- education, safety, cultural awareness
- aloha, 'auamo kuleana, pono
- teaching of Hawaii's history is historically accurate; permanent instructors reflect Hawaii's demographic - especially regarding native Hawaiian instructors; researchers recognize and respect that they are part of the community and not some fly on the wall observing it
- A place where i can be with fellow Native Hawaiians, Support, and Advising
- Resources, Facilities , Staff
- Respect, Community, Honesty
- Respect, Consideration, Worth
- Representation, transparency & equality
- Honesty, respect, reliability.
- Honesty, fairness, respect
- Respectful, Welcoming, Affirmative
- Aloha, Respect, Trust
- Sense of Community, Aloha 'Āina, & Mālama
- Pono, Aloha, Ha'aha'a
- A brighter future, finding myself, and choosing what you'd like to do in life.

(7) The following factors on my campus have contributed to my success



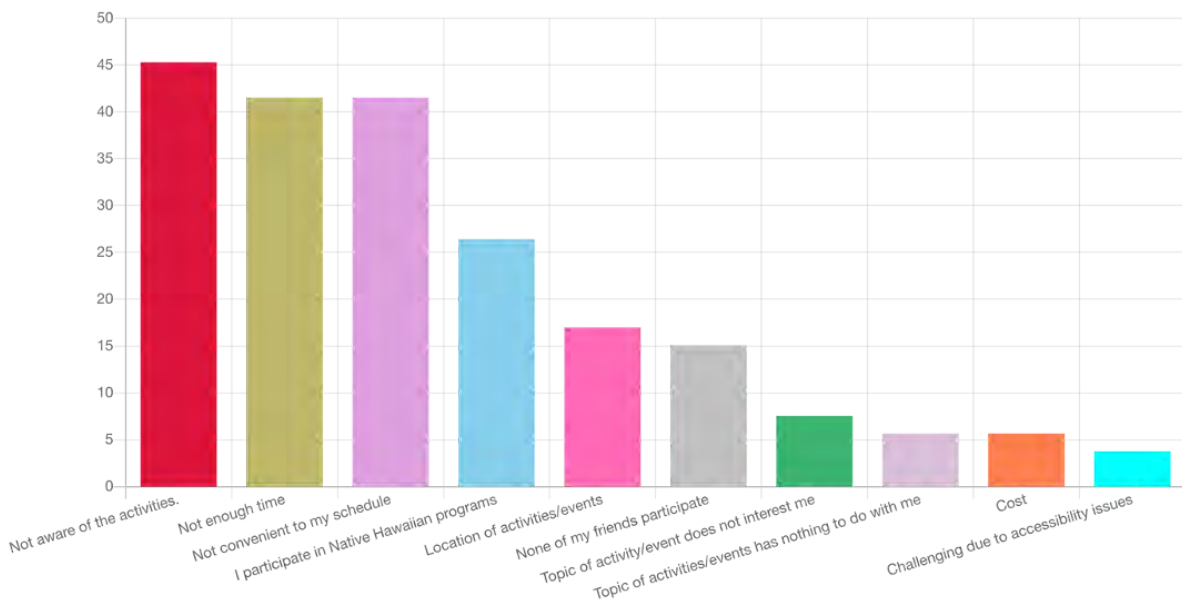
(8) I feel the following characteristics make programs on my campus successful:



(9) The top three programs that are important to me on my campus are:

- Premed program, keanakoi, PIPES
- GWS, DS, student services
- Counseling, advising, financial aid
- Student support services program, Living learning community, Student Life Center
- SSSP, History, Hawaiian
- Kipuka Native Hawaiian Student Center, UHSA, Hawaiian clubs
- RISOs, directed studies, kipuka
- Student services, Tutoring, Advising
- Kipuka, University Housing
- ALEX... (I don't know of other programs)
- Kipuka, Adopt a Beehive with Alan Wong, Agriculture Club
- Kipuka, Kilohana
- Kilohana, kipuka
- all-student focus, supportive faculty, advertisement
- SAC, Kipuka, Kilohana
- Kipuka
- pharmacy
- Keaholoa STEM, Kipuka
- Ke aho loa
- Kipuka, Ho'okele, and Counseling Services
- Tutoring services, Clubs
- Native Hawaiian-focused programs, Financial-focused programs, etc.
- Leadership, relaxation and counselors.
- Kipuka, faculty advisors, financial aid
- Kipuka
- Ka Haka 'Ula o Ke'elikōlani, New Student Programs, & Student Life Center
- Student Life Center, Kipuka, Mailroom
- Kipuka and Financial Aid
- Kipuka and Marine Science-

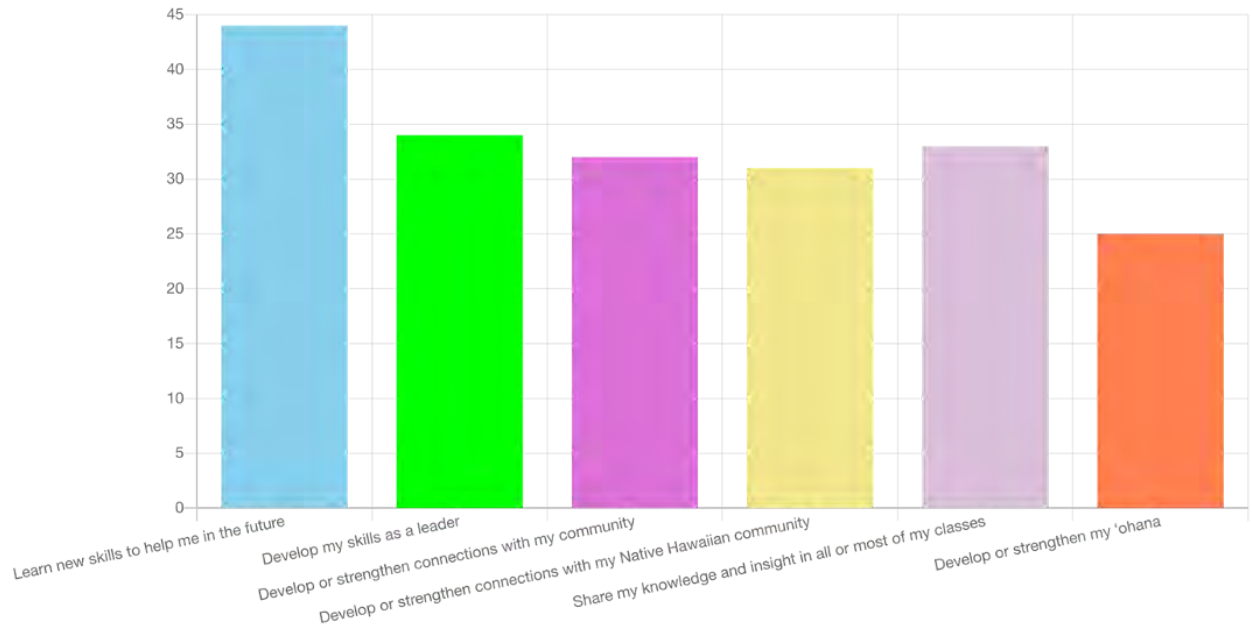
(10) I have not participated in Native Hawaiian programs on my campus for the following reasons



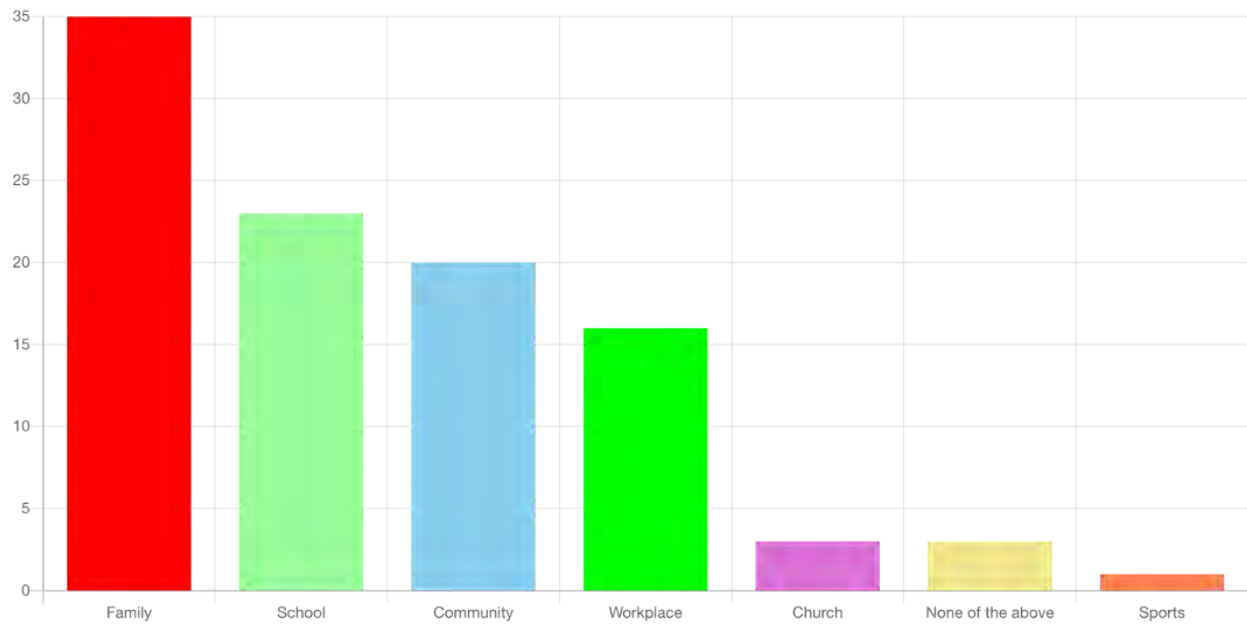
Student Responses to Questions 11 - 14



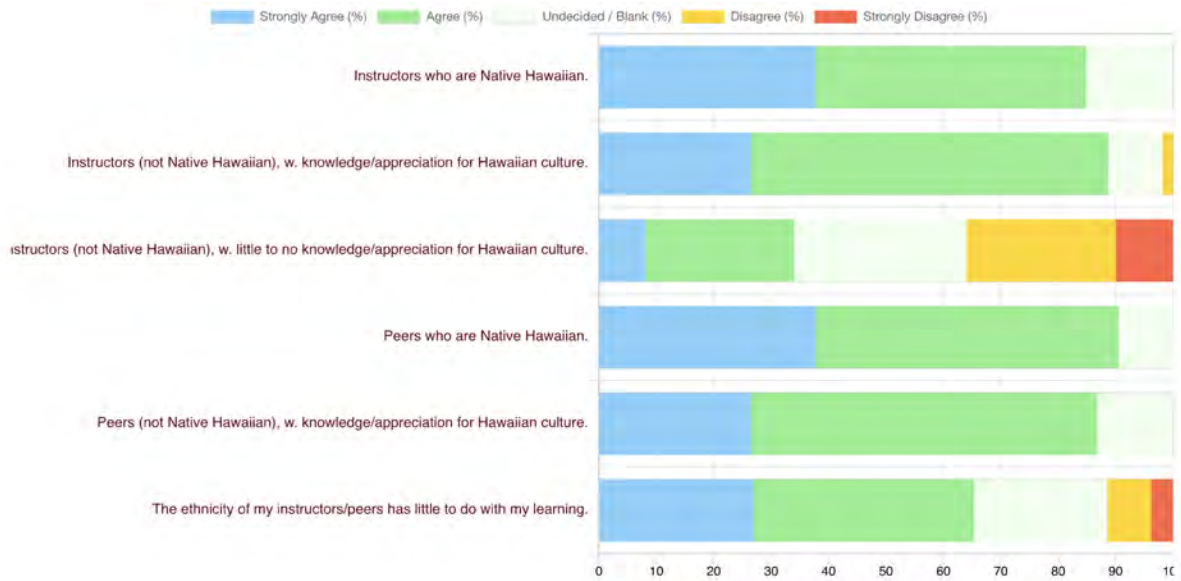
(15) At my campus, I have the opportunity to:



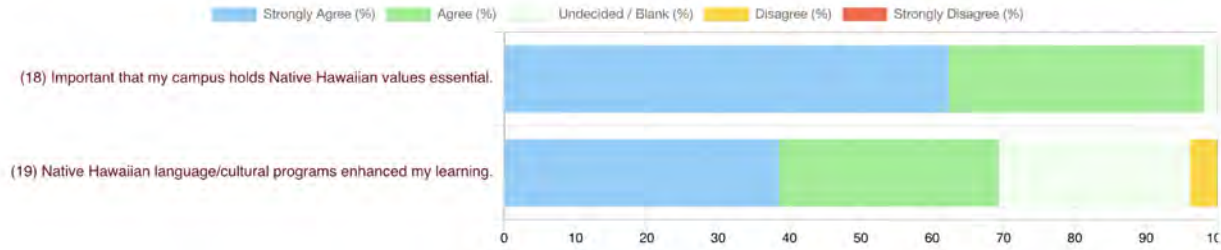
(16) I consider myself to be a leader in my:



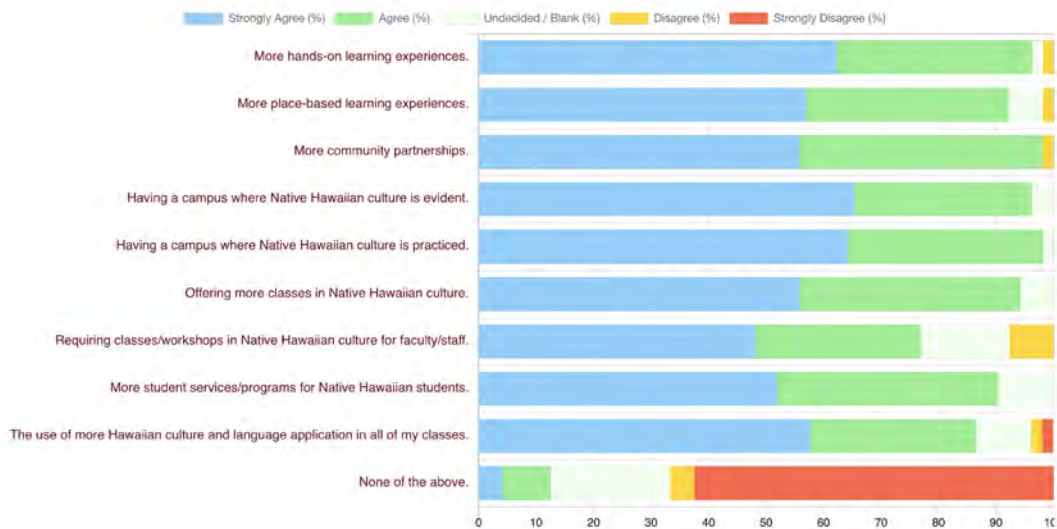
(17) I work and/or learn effectively with



Student Responses to Questions 18 - 19



(20) I believe student achievement can increase through



UH President's Emerging Leaders Program Hawai'i Papa O Ke Ao Survey, 2017 Making UH Hilo a Hawaiian Place of Learning

Survey Recommendations

- (21) **Recommendations to increase enrollment of Native Hawaiian students at UH Hilo:**
- Visibility at all local schools.
 - Offer more variety in the lower-level division HWST classes. This can help with student enrollment in the university and in our Hawaiian Studies courses.
 - Work to increase involvement in Hawaiian or culture based activities in every department. Encourage student participation and cultural events. Apply cultural norms or practices to major events.
 - More Financial support for the students who are not financially stable, or the students whom the FAFSA says that they can afford to come up with some much money to enroll but that money isn't used openly. More community involvement.
 - Outreach to high school juniors and seniors in public schools, immersion schools, charter schools and private schools. Topics should include: applying to the university, applying for financial aid, strategies for success.
 - Lower tuition costs!! Have UH participate at high school events and advertise or have a booth for high schoolers for those that are interested in University at home instead of flying to far lands.

- Giving more motivation to incoming students that the Hawaiian culture is still alive and it's going to get stronger and stronger with their help of coming and sitting down with a group of locals and understanding how maika'i we are to keep our culture good.
- Pilot a regular outreach program, at the beach, in the gardens, etc. Provide and encourage more field trip type activities. Provide more conferences for Native Hawaiians.
- Well for me personally, I would like the Hawaiian Language to possibly be incorporated in a few of the degrees that are not affiliated with the Hawaiian degrees. Or just to have the language become stronger and stronger by the day and practiced.
- Highlight the Native Hawaiian student services (Kipuka), Ka Haka 'Ula/Hawaiian Lifestyles programs, UHH Hawaiian Living Learning community, scholarships, and events (Eia Hawaii). The programs are amazing beyond belief, but not many people especially those on outer islands know that they exist. UH Hilo also has a super low tuition rate, cheaper housing, smaller classes, lots of class availability, and a closer knit community than that of many other colleges across the State. I grew up on O'ahu and had no idea that the Native Hawaiian services and community here at UHH was this great, until I came for a different reason. More outreach is necessary across the State to get the message across to incoming freshmen and transfers.
- Native Hawaiian students need the opportunity to be able to not only succeed in Hawaiian culture but other areas of education as well. I think they need to feel more welcome.
- Work with our high schools. Offer courses in which native Hawaiians can connect to. Create more outreach programs. Show the community that our Hawaiian culture and history means something to the college. Support native Hawaiian initiatives and issues.
- Visit High Schools all around the Island, talk with high school students, talk with community college students. Get out and talk! Help Native Hawaiians know that an undergraduate degree is achievable.
- Free tuition for Native Hawaiian students, and/or Native Hawaiian students should be able to enroll in Hawaiian language/culture classes for free, without worrying that financial aid will not cover costs.
- Make as many activity time schedules to fit as many student schedules as possible. Sometimes late afternoon activities do not fit the schedule of commuter students.
- Have faculty demographics reflect community demographics. Use alternative outlets for advertising. Engage Jrs and Sr's in Hawaii high schools in college programs. Provide free tuition for Hawaiians. Teach an accurate history of Hawaii.
- The recognition of the disparity of Native Hawaiians and the many obstacles they face to be equal to their Non - Hawaiian Peers. The return of the Ho'okele program, for much-needed support of Native Hawaiians.
- Make it feel like a community and a home away from home.
- Food!!! (x2)
- More scholarships/financial aid opportunities.
- More native Hawaiian scholarships particularly for my university.
- Restoring Kipuka to what it used to be, the resources that were cut and the changes that were made have negatively impacted the Native Hawaiian community.
- Developing the Hawaiian Studies program. Advertising (making aware) of different Native-Hawaiian programs. Financial opportunities for Native Hawaiian students.
- Reduce Cost and provide more hands-on learning for students who typically do not do well in a classroom setting.
- Reach out to Hawaiian classes in DOE mainstream schools, public and private charter schools, and private academies with Hawaiian culture and/or language focus. Having a physical presence in these places and speaking face to face has a real impact on these students.
- Incorporate Hawaiian values or somehow make even non Hawaiian classes relevant to Hawaiian culture. Educate staff and faculty about Hawaiian values. Educate staff and faculty about the learning styles of native Hawaiians more native Hawaiian professors/faculty and staff.

- Giving more motivation to incoming students that the Hawaiian culture is still alive and it's going to get stronger and stronger with their help of coming and sitting down with a group of locals and understanding how maika'i we are to keep our culture good.

(22) Recommendations to increase the number of Native Hawaiian graduates at UH

Hilo:

- Visibility at all Hawaii schools For Ka Haka 'Ula haumāna, maybe keep checking back with the hō'ike pae komo to see if it is testing the students efficiently.
- Actively seek and foster a positive working environment that encourages students of Hawaiian ancestry to participate and complete their education.
- Creating an environment where anyone feels comfortable and encouraged to learn will create a place that has an overall increased number of graduates.
- Continue to provide outlets for tutoring, mentoring. Keep students on campus.
- More tutoring, and out of classroom help for students who aren't up to date with what is going on or those coming from Hawaiian immersion, seek the help that is needed to graduate successfully with the assistance of outside help and mentoring.
- Maintain community. I think that UH Hilo does a great job at fostering the Native Hawaiian community, especially now with their own building for the Hawaiian college. Also, Kipuka provides the perfect place for Hawaiians of all disciplines to work together, make friends, practice language, and build each other up. Many Native Hawaiians leave because of family problems, money issues, loss of interest in academia. If you have a strong community they will continue to uplift and encourage each other when times get hard, producing a more resilient student base. From there they will find support from friends/mentors, apply to other scholarships they may not know about, and find encouragement from peers to continue to excel in their studies.
- \$\$\$ - most Native Hawaiian students are not aware of the excessive amount of financial resources available to them. There is money, they just need to be guided in the process of applying and earning it.
- Do not require unnecessary classes like World History, etc.
- Food!!! (x2).
- Teach more programs that will meet this statement.
- Continue to network.
- Provide support in academic areas. Keep native Hawaiians engaged in their learning by implementing native Hawaiian epistemology in the curriculum. Give topics of research projects dealing with native Hawaiian interests. Connect with the community. Implement a sense of place during discussions. Compare and contrast historical points of views from native Hawaiians perspective in relation to other forms of thought (eastern and western). Recognize the potential of native Hawaiian students.
- Advisors are not very good so forcing Native Hawaiian students to go to advising is not the way to approach this. Better advisors please.
- Provide partial/full financial support. More Native Hawaiian instructors in courses other than Hawaiian focus.
- Free tuition. Applicable courses & appropriate teachers.
- There needs to be direction.
- Provide more information on what they can do with their degree besides becoming a teacher.

- Continue to foster this amazing atmosphere. I feel like there are plenty of opportunities and people just need to stop being intimidated or fearful of not being "native enough" because whenever I take the chance, I am always welcomed.
- Better support of non-traditional students, including on campus child care and more flexible class times.
- Expanding General Ed courses so that they can be taught in a Hawaiian medium, and same for the Hawaiian Culture & Language Living Learning Community.
- More native Hawaiian scholarships particularly for my university.
- Promotion and more support of programs such as the Kīpuka Native Hawaiian Student Center. Have more post grad support for native Hawaiians. Help graduates network with other native Hawaiians who have graduated from UH Hilo.
- Have programs and facilities that stay open late, especially during midterms, and finals.
- Have more programs and resources available to Native Hawaiians.
- Provide more financial support programs/scholarships geared towards Native Hawaiians.

(23) Recommendations to increase knowledge and awareness of Native Hawaiian culture and make campus a place of Hawaiian learning:

- Email, post and announce all gatherings, more Posters, events.
- Showcase more Hawaiian culture and events/activities outside of Kīpuka and Ka Haka 'Ula.
- Utilize cultural practices at major events and throughout the semester to highlight the culture of the host campus.
- We can start by renaming the buildings on campus, then move forward to making the environment of the classrooms more Hawaiianized with posters on the walls with Hawaiian sayings, a more broad look on assignments and try to incorporate something Hawaiian in assignments whether its using Hawaiian name places, using different terminology, to using Hawaiian grammar.
- Use student skills and ideas to further Native Hawaiian agenda.
- Mandate educational classes that introduce and cultivate Native Hawaiian concepts within university faculty. Community leaders and university faculty can lead these classes, which can serve as a means to build a connection between departments and between the university/community.
- Faculty & staff should be encouraged to enroll in Hawaiian language/culture classes.
- More Native Hawaiian staff within the colleges! My college has leaned more towards this direction and for me to see that, it really motivates me.
- Signages in 'ōlelo Hawai'i. More orators that approve the signage if incorporating a Hawai'ian concept in names, learner outcomes, etc. Have more classes for students and teachers teaching 'ōlelo Hawai'i or Hawai'ian Philosophy classes based on Kumu Honua Mauliola -Hula classes to inspire Native Hawai'ian Leadership.
- I think UHH is doing a great job of integrating Hawaiian culture into the campus. I loved the idea of turning the campuses into a native landscape. I come from an environmental science background, so I really don't like the use of ornamentals, especially rubbish trees and invasive species. I think that there are hundreds of native plants that would work just as well and are even more beautiful than some of the foliage I see around campus. Not only that, but these native plants also have uses.
- This creates ways for the community to interact and learn from their environment as well. I love the fact that UH Hilo also has mala everywhere through the Sustainable ag. class. I think this is great to be able to work the land you go to school at and this beautifies the

campus. I think this could also be done with Hawaiian mala just like one by Kipuka and Kanilehua dorms. I also think that using more Hawaiian art and murals around campus with educational signs would be amazing and a way one can learn about Hawaiian mythology and thought through art placed around areas we frequent everyday. Also, there should be more cultural workshops I think that are open not just through Kipuka, but the larger UHH community as well. We need to incorporate people of all cultures, places, and disciplines to increase awareness of our thriving culture. Whether it's through making pa'i 'ai, learning to weave lauhala, teaching a hula, or making lei. All of these things will allow people who are not Hawaiian to connect with a culture in real-time and NOT from afar as if it was something only practiced in the past.

- Hawaiian History days that are participatory in today's society like the King Kamehameha parade or march, Merry Monarch week have events that explain what they all mean.
- Connection of Hale Olelo to the main campus.
- Having more workshops, events, activities for people to learn and gain knowledge and awareness. Train staff, professors, faculty and administration to be native Hawaiian friendly. Be a bridge that connects ancient knowledge to modern knowledge with values that are centered around native Hawaiian culture and traditions. Make sure we have the opportunity to learn the campus song/chant before we graduate. Appreciate the ancient knowledge of our people. Protect our Hawaii from over development- support the movements in Hawai'i that are involved in these efforts to preserve our land, waters and people (protect Mauna A Wakea). And support students who are involved in these issues in which UH Hilo values should represent and respect. Don't put business before our learning such as the business on the Mauna and leasing of science reserves. Support our people. Think about the next seven generations we are going to educate and prepare for what's ahead by implementing native Hawaiian ways of life, values, culture and traditions in all academic areas. Promote research involving Hawaiian history and knowledge in classes. Decolonizing our thinking in the box allows us to go outside our comfort zones which is learning what we have been taught to unlearn in our history, allowing us to learn who we are as a native Hawaiian peoples in relation to the rest of the world.
- Set aside a place on campus (location in areas of "heavy" student traffic) where Native Hawaiian plants are grown to be used. Provide Hawaiian music (student/community) entertainers during the mid-day hour.
- Have more input from the Hawaiian Dept and their students in the student newspaper and mainstream media.
- Require a basic Hawaiian language course for all students. Language was the first thing taken away from our culture. It is the backbone and foundation. Hawaiian culture cannot ever be understood without an understanding of its language.
- Have more events that teach people about the culture using hands-on activities.
- Certain fields (bio, marine, geo, etc.) have a mandatory assignment/project focused on Hawaiian culture/identity while at the same time incorporating its use in that field.
- More presence in the plaza or library lanai...visibility and accessibility.
- There first needs to be recognition by the faculty/staff/administration of Native Hawaiian culture which can be done by getting them to learn the history, culture, and people of Hawai'i.
- Pull out of the TMT Project and take a real stand for Aloha 'iina and the Hawaiian culture.

- Make mandatory workshops for all faculty and staff of UHH to be aware of the importance of diversity and cultural identity. Workshops where they can become more educated of the importance of perpetuating Indigenous values and lifestyles.
- More outreach with the community from UH Hilo.
- More promotion of Kīpuka.
- Open it to the entire Hilo community and the entire state as well.

Additional comments about your campus as a Hawaiian place of learning:

- It is amazing! 'O Hilo nei ka 'oi!
- Have public events for Hilo's community to join in, and work together so that the Hilo Community and High Schools as well like Makahiki events (during the Makahiki constellation). Or even have Papaku Makawalu workshops! (Edith Kanaka'ole Foundation).
- Aole no nui ke ao ana i na mea Hawaii ma waho o ke koleke olelo Hawaii a me Kipuka.
- I really appreciate the questions of this questionnaire.
- It already offers many opportunities, but could offer more.
- UH Hilo is definitely making way for integrating culture into the University space. I think for Native Hawaiians it is great, but we need to do more to integrate non-Hawaiians in order to truly make it a Hawaiian place of learning.
- Continue working towards UH Hilo as the "flagship" in the system that focuses on Hawaiian culture for all students.
- Overall, just keep it up and open it up to the world. Make the Hawaiian culture more known and teach the upcoming generations about the importance of our culture and teach it to those willing and able to learn, remember to follow protocols and pray to ask permission to share our knowledge with the world and if you are able to then do so and if not, don't grumble cause what you will teach will be bad and not pure because of your bad energies.
- A lot of work needs to be done. We are the minority.
- The very least we can do is require students in Hawaii to learn Hawaiian language.
- I love that our culture is growing and I love to see others come to our home campus and want to learn where they come too.
- I'm an observer and I often miss out because I'm busy watching other people's interactions. Not until this, my final semester, have I seen so much engagement from my Native Hawaiian classmates. Having a Native Hawaiian kumu for two of my courses has been incredible. People I've had several classes with before, who were silent and uninterested, are verbal and involved. I just feel like the perspective, and appreciation of Hawaiian culture plays a key role in our success as Hawaiians. It's also very motivating to see Native Hawaiian administrators and to have kumu's who have PhD's. It's something that feels so unattainable, yet here they are.
- The Kīpuka Native Hawaiian Student Center has done so much for me as a Native Hawaiian College Student. Because of this program, I have strengthened my roots as a Native Hawaiian. I was more exposed to the culture and it has shown me how you can be successful as a Kanaka in Western Education. I have also become very involved in the Native Hawaiian community and have created many relationships because of this program. I feel like Kīpuka needs more exposure on UH Hilo campus.
- I would not at this time refer to my campus as a Hawaiian place of learning, they offer classes in the culture. But the campus as a whole doesn't embrace the culture.

- My assigned academic advisor told me that I was wasting my time taking Hawaiian Language because it did not fit into my degree. My main reason for coming to UH Hilo was to become more educated in my culture and a big part of that was learning Hawaiian language. I've since changed degrees and utilize the general advisors that my University has to offer.

Feedback on 'Ōlelo Hawai'i
1. 'Ōlelo Hawai'i everywhere.
2. More 'Ōlelo Hawai'i on school websites, forms, emails, etc.
3. Offer free language classes that will enhance native students to learn more about their culture, religion, subsistence and much more.
4. Support 'Ōlelo Hawai'i by recommending that language classes become mandatory, or that UH offer more.
5. Convocation to be translated from 'Ōlelo Hawai'i to English.
6. Continue to increase the use of Hawaiian through mo'olelo, mele in signage, marketing collateral materials, etc.

Feedback on Faculty, Administration and Human Resources
1. Increase Native Hawaiians in leadership roles on campus. They must have at least 2-3 years of 'Ōlelo Hawai'i.
2. Mandate with Human Resources that each screening committee as Chair should be a Native Hawaiian Faculty or Staff member.
3. Mandate in every PD (Job Description) for all jobs have input from Native Hawaiian Faculty and Staff before the ad is posted on Work at UH.
4. Respondents did not have an expectation that faculty would be scholars in Native Hawaiian culture or language, but they did expect a level of familiarity with and respect for the history, language, culture and values of Native Hawaiians.
5. There is a general consensus regarding the need for faculty and administrators being trained in the culture and/or language.
6. A recommendation was made that cultural competence should be built into performance evaluation measures, as well as into UH hiring practices.
7. Faculty and administration recognize their place in space and time, and have an understanding of place-based learning.
8. Faculty should respect students' culture and assign value to non-western ways of learning in addition to their widely used and "accepted as standard" western approach to education.

Table 7 - 8 R's for Indigenous Well-Being Amidst a World of Pandemics, 2020

Relationality – *Ua hilo 'ia i ke aho a ke Aloha.* (Braided with the cords of Aloha). Held in the bond of affection. Pukui #2786. *He pili wehena 'ole.* (A relationship that cannot be undone). Pukui #896. It's all about relationships. We are all connected to everything and everyone around us. This is part of being in the Circle of Life.

Respect – *Eli 'eli kau mai.* (Descend, deepen the revelation). *Ka Honua Ola / The Living Earth: Eli 'eli Kau Mai / Descend, Deepen the Revelation,* book title by Aunty Pualani Kanakaole Kanahale (2011). Respect ancestral knowledge and wisdom. Mainstream knowledge is just that – a stream. While ancestral knowledge and wisdom represents the deepest part of the deepest ocean. All streams flow into one Ocean.

Responsibility – *Ua lehulehu a manomano ka 'ikena a ka Hawai 'i.* (Great and numerous is the knowledge of the Hawaiian people). Pukui #2814. Ours is the privilege and responsibility to carry on this great legacy.

Relevance – *'Ike no i ka lā o ka 'ike; mana i ka lā o ka mana.* (Know in the day of knowing; mana in the day of mana). Mana is the Hawaiian word for divine or spiritual or miraculous power. Pukui #1212. Relevant education and learning increases knowledge and spiritual power. Our kupuna (Elders) expect no less.

Recognition – *'Ike aku, 'ike mai, kōkua aku, kōkua mai; pela iho la ka nohona 'ohana.* (Recognize and be recognized, help and be helped; such is family life). Family life requires an exchange of mutual help and recognition. Pukui #1200. Recognition awakens the senses to the needs around us.

Responsiveness – *Ua ola loko i ke Aloha.* (Love gives life within). Love is imperative to one's mental and physical well-being. Pukui #2836. Once needs are known, aloha compels us to respond appropriately without expectation of return.

Reciprocity – *I kanaka no 'oe ke mālama i ke kanaka.* (You will be well served when you care for the person who serves you). Pukui #1185. The Giver chooses to give. The Receiver chooses to receive. It is well for the Receiver to also choose to give in kind or to give it forward. The Giver gives regardless.

Resiliency – *Ho 'omoe wai kāhi ke kāo 'o.* (Let us travel together like water flowing in one direction). Pukui #1102. Kanaka go with the flow. Whether over smooth places or rough, it matters not. For we endure until victorious.

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