

Ka Ho‘okō Kuleana

**Fulfilling Our Responsibility to Establish the
University of Hawai‘i at Mānoa as a Hawaiian
Place of Learning**

**An Implementation Report for the
Ke Au Hou Recommendations**

**By the Hawaiian Place of Learning Implementation Task Force
January 2016**

MEMBERS: NATIVE HAWAIIAN PLACE OF LEARNING TASK FORCE

Ka'ōmaka Aki, ASUH student representative

Rosie Alegado, Assistant Researcher, Department of Oceanography, School of Ocean and Earth Science Technology

Nalani Balutski, Research and Assessment Specialist, Hawai'i inuiākea School of Hawaiian Knowledge

Kalani Evensen, Director, Lyon Arboretum

Kinohi Gomes, Director, Nā Pua No'eau,

Josh Ka'akua, Coordinator, Native Hawaiian Science and Engineering Mentorship Program, College of Engineering

Keawe Kaholokula, Full Professor & Chair, Department of Native Hawaiian Health, John A. Burns School of Medicine

Lilikalā Kame'eleihiwa, Professor & Director, Kamakakūokalani Center for Hawaiian Studies, Hawai'i inuiākea School of Hawaiian Knowledge

Willy Kauai, Director, Native Hawaiian Student Services, Hawai'i inuiākea School of Hawaiian Knowledge

Melody Mackenzie, Professor of Law, Richardson School of Law

Julie Maeda, Associate Dean, Office of Graduate Education

Nalani Minton, Director, 'Ike Ao Pono, School of Nursing and Dental Hygiene

Noreen Mokuau, Professor and Dean, Myron B. Thompson School of Social Work

Jackie Ng-Osorio, Assistant Specialist, 'Ike Ao Pono, School of Nursing and Dental Hygiene

Kapā Oliveira, Associate Professor and Director, Kawaihuelani Center for Hawaiian Language, Hawai'i inuiākea School of Hawaiian Knowledge

Kapena Shim, Hawai'i Specialist Librarian, Hamilton Library

Andy Sutton, Dean, School of Pacific and Asian Studies

Clifton Tanabe, Associate Professor in Educational Foundations, Assistant to the Chancellor

Kawika Tengan, Associate Professor & Chair, Departments of Anthropology & Ethnic Studies, College of Social Sciences

Kahunawai Wright, Assistant Professor, Department of Education Administration,

College of Education

Co-leads:

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

Robert Bley-Vroman, Chancellor, University of Hawai‘i at Mānoa

Support:

Kaiwipuni Lipe, Native Hawaiian Affairs Specialist, Hawai‘inuiākea School of Hawaiian Knowledge

UNIVERSITY OF HAWAI‘I STRATEGIC DIRECTIONS (2015–2021)

As the sole provider of public higher education in Hawai‘i, the University of Hawai‘i (UH) is committed to improving the social, economic and environmental well-being of current and future generations. These *University of Hawai‘i Strategic Directions, 2015–2021* build upon previous work outlined in the *Strategic Outcomes and Performances Measures, 2008–2015* and will guide the university’s priorities for the next three biennia to achieve the outcomes directed by the UH Board of Regents (BOR). *Productivity and efficiency measures* associated with these outcomes provide clear, measurable goals and the ability to effectively monitor progress over time. Interwoven in the strategic directions are two key imperatives embraced within the BOR-approved UH mission: a commitment to being a foremost indigenous-serving institution and advancing sustainability. To those ends, the directions embrace the work and input of *Hawai‘i Papa O Ke Ao* (PDF), a plan for the university to become a model indigenous-serving institution, the Pūko‘a Council, and the UH System Sustainability Task Force and their reports. In addition, the President’s Task Force on Title IX and Violence Against Women Act (VAWA) has provided recommendations on how to achieve compliance with emerging mandatory federal requirements. The university stands firmly committed to advancing these directions in concert with core values of the institution: academic rigor and excellence, integrity and service, aloha and respect.

MISSION STATEMENT OF THE UNIVERSITY OF HAWAI‘I AT MĀNOA (2011-2015)

As a land, sea, and space grant university, the University of Hawai‘i at Mānoa is dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, ‘ohana, and ahupua‘a that serve to remind us of our responsibilities to family, community, and the environment, Mānoa’s hallmark is a culture of community engagement that extends far beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students’ intellectual growth and success as contributing members of society.

Central to this mission is faculty dedication to a fertile, engaged, and ethical learning environment characterized by a free exchange of ideas, shared intellectual resources, cutting edge scholarship, and high academic expectations. With its unique geographic location bridging East and West, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and arts, earth, space, and ocean sciences, sustainable agriculture and land management, and technological advancement.

<http://www.uhm.hawaii.edu/vision/pdf/achieving-our-destiny.pdf>

KA HO‘OKŌ KULEANA: ESTABLISHING A FRAMEWORK

Ka Ho‘okō Kuleana, the title of this implementation plan and report, is also the framework by which the work for this report is grounded. Kuleana is a term that is often used and heard around campus and in our communities. Kuleana is often synonymous with the English term responsibility. Within the Hawaiian context, it means a bit more and is perhaps best described through an ancestral story.

Defining Kuleana

In Hawaiian mo‘okū‘auhau (genealogy), the land is the ancient grandmother of the Hawaiian people.¹ All the elements of the natural world including the winds, rains, rivers, mountains, and plants are also the kaikua‘ana (elder siblings) of the Hawaiian people. In the genealogical relationship between the Hawaiian natural world and Hawaiian people, the kanaka (humans) are the kaikaina (younger sibling). Because of this relationship, the kuleana of both the natural world, the kaikua‘ana, and the kanaka is to be in good pilina (relations) to hānai and ho‘omalū (nourish and protect) each other.

A classic example that we have come to know well at UH Mānoa is how the kalo (taro) has nourished the Hawaiian people for generations. We can recognize how the fresh waters of Hawai‘i quench our thirst and how our Hawaiian plants provide us food, medicines, and shelter. We have experienced this at Ka Papa Lo‘i ‘o Kānewai, the piko (center) and pu‘uhonua (place of peace) of our campus. The kalo can only thrive when the kanaka properly cares for the land and appropriately manages natural resources. In Hawaiian, this caring is termed mālama and is the kuleana of the kaikaina.

This reciprocal relationship extends to older and younger generations in our families. For example, parents or grandparents of a household have the kuleana to hānai and ho‘omalū their children. Just as the younger people of the house must tend to and care for their elders. Hence, the kuleana between the elder and youth is reciprocal and interdependent and necessary for both to survive and thrive. Because of the beloved relationship between generations, kuleana is not only a responsibility, but also a deep and profound privilege and act of aloha.

Kuleana at UH Mānoa

The executive summary of Ke Au Hou (2012) begins:

*E mau ke ea o ka ‘āina i ka pono.
The life, breath, spirit and sovereignty of the land is perpetuated and
protected by the right intentions and the right actions of the people.*

This statement relates the unique and profound relationship that the kānaka maoli and all

¹ The genealogy we refer to specifically comes from the Hawai‘i island version that follows the Ulu line (Fornander, 1969).

of Hawai‘i’s people have with the ‘āina. This bond is based upon ancestry and culture but also on kuleana. Herein resides the inclusivity of this report, that is, kuleana is a responsibility of every member of the University of Hawai‘i at Mānoa ‘ohana - kanaka maoli and non-Hawaiian. The ea (life breath) of this report is intended to enrich and engage kānaka maoli values in the work of the university toward the betterment of everyone’s experience.

It is important to link this action implementation plan with its preceding report to affirm the importance of kuleana as a standing value of our collective work. The responsibility of the 2015 task force was to think hard about “how” to implement goals in an inclusive and sustainable manner fully realizing that the university, as a source of knowledge, action, and opportunity, bears the role of kaikua‘ana to students and communities. Similar to the 2011-2012 Task Force, the activities recommend must “authentically reflect this university’s uniqueness as a Native Hawaiian place of learning, a world-class institution:” (p. 9). Task Force members, representing diverse disciplines and units, and committed to advance UH Mānoa as a land, sea, and space grant university “dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, ‘ohana, and ahapua‘a that serve to remind us of our responsibilities to family, community, and the environment” (UH Mānoa 2011-2015 Strategic Plan, 2011). All who work at UHM are privileged in our roles to nourish the communities we serve.

In terms of genealogy of place and time, UH Mānoa, the institution, is also kaikaina to the Hawaiian people. Native Hawaiians, in this perspective, are the kaikua‘ana because of their genealogical connection to the land and to the indigenous knowledge systems of Hawai‘i.² The 2012 Native Hawaiian Advancement Task Force and this 2015 Hawaiian Place of Learning Implementation Task Force membership recognizes this kuleana. Hence, both resulting reports, seeks to share/teach Hawaiian ancestral knowledge and value systems within and across all the proposed initiatives/activities. It is important to note that the membership of both the 2011-2012 and 2015 task forces comprised both Native Hawaiian and non-Native Hawaiian members. It is essential that all non-Hawaiian partners and colleagues feel welcome and contribute to the work of making UHM a Hawaiian place of learning.

Understanding Ho‘okō

Ho‘okō comes from the word kō, which translates to fulfill, complete, and succeed. It is a verb. To ho‘okō, then, refers to the act of causing something to be fulfilled. Thus, the title of this report, *Ka Ho‘okō Kuleana*, emphasizes the importance of fulfilling the kuleana we have as agents of the University of Hawai‘i at Mānoa to Hawai‘i’s land, her first people, and to the communities who will mālama our beloved home for generations. The authors and task force members of this report want to highlight the necessity and invite each member of UH Mānoa to first recognize our kuleana and second to engage in the

² Ibid.

work to fulfill that kuleana, especially with respect to making UHM a Hawaiian place of learning. We believe this report provides a pathway to ho‘okō our collective kuleana.

GENEALOGY OF REPORTS

This report, *Ka Ho‘okō Kuleana*, is situated within a genealogy of other reports that have focused on how to better serve Native Hawaiians and create a create a Hawaiian place of learning across the University of Hawai‘i (UH) System and at UH Mānoa. The core set of documents that guide the work of this report include:

- The United Nations Declaration on the Rights of Indigenous Peoples
(http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)
- The 1986 Ka‘ū Report
(<https://manoa.hawaii.edu/chancellor/NHATF/pdf/kau-report-w-summary.pdf>)
- Ke Au Hou (2012)
(<http://manoa.hawaii.edu/chancellor/NHATF/pdf/NHATF-report-final.pdf>)
- Hawai‘i Papa o ke Ao (2012)
(<https://www.hawaii.edu/offices/op/hpokeao.pdf>)

In addition, this report is informed by previous strategic plans and guidelines including:

- 2011-2015 Strategic Plan: Achieving Our Destiny
(<https://manoa.hawaii.edu/strategicplan/vision-2011-2015/>)
- 2015-2021 UH System Strategic Directions
(<http://www.hawaii.edu/strategicdirections/>)
- 2015-2021 UH Mānoa Strategic Directions Matrix
https://manoa.hawaii.edu/strategicplan/pdf/stratplan_matrix_draft_03122015.pdf

A crosswalk of prior reports was completed to ascertain prevalent themes and initiatives. It was determined that prior report recommendations would serve as a roadmap for fulfilling the goals articulated in both the UH System Strategic Directions and UH Mānoa’s current strategic implementation matrix.

IMPLEMENTATION REPORT PROCESS AND REPORT ORGANIZATION

What follows is the implementation plan for the 2012 Ke Au Hou Report. The four thematic areas of focus include:

Native Hawaiian Student Success
Staff and Faculty Development
Cultivating a Hawaiian Environment
Community Engagement

It is important to note that early in the fall 2015 semester (August-October), the Task Force support team collected programmatic information from UHM schools and colleges who reported their activities in all four thematic areas.

Over the fall 2015 semester, task force members met to:

- (1) In a large group, overview and update the 2012 Ke Au Hou Report, i.e., redefining goals, benchmarks, and resources.
- (2) Self-selection into four sub-committees. Each sub-committee focused on one of the four thematic areas identified in Ke Au Hou: student success, staff and faculty development, fostering a Hawaiian environment, and community engagement.
- (e) Sub-committees reviewed programmatic information from UHM schools and colleges pertinent to their thematic area. Then worked to develop a logic model for the implementation strategy and implementation strategic action plan.

This report is an implementation plan based on the original recommendations made in Ke Au Hou that has been aligned to both the UHM Strategic Plan Matrix (2015) and the UH System Strategic Directions (2015). Presented in the report are the culminating documents presented by each sub-committee. The first document is a logic model that defines overarching goals and objectives and identifies activities to achieve objectives with short, mid-range, and long-term initiatives. The second document is a strategic action plan that maps what is required to realize ultimate outcomes. (Note: Some sub-committees created more than one logic model and action plan.)

THEME 1: NATIVE HAWAIIAN STUDENT SUCCESS

Members of the Native Hawaiian Student Success sub-committee included:

- Ka'ōmaka Aki
- Nalani Balutski
- Kinohi Gomes
- Josh Ka'akua
- Willy Kauai
- Andy Sutton
- Kapena Shim

LOGIC MODEL: Native Hawaiian Student Success

REFOCUSING EMPHASIS FROM STUDENT → INSTITUTION (identifying institutional barriers and removing them); emphasis on STRUCTURAL changes for the mid-term and long-term

Activities	Outputs	Outcomes		
		Short-Term	Mid-Term	Long-Term
Outreach & K-12 Recruitment	# of NH students at UH Mānoa (increase by 3% each year)	<p>NH families, students and communities are exposed to educational enrichment through university and K-12 collaboration.</p> <p>The university admissions office will commit to working in partnership with Native Hawaiian serving programs for community outreach and student recruitment plans and activities.</p>	<p>NH families, students and communities are more prepared and confident to navigate college (including admissions and financial aid) and the resources available at the university. The university will rework admissions and outreach approaches, strategies and tools to be more inclusive and less bureaucratic (considering waiving SAT and other educational equity barriers).</p>	<p>NH families, students and communities are able to understand the significance of higher education and chart out a successful degree completion pathway.</p> <p>The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community.</p>

Activities	Outputs	Outcomes		
		Short-Term	Mid-Term	Long-Term
<p>College Transfer</p> <p>Summer Bridge Programs</p> <p>Pre-Transfer Support</p>	<p># of NH students who transfer to UH Mānoa from other colleges</p>	<p>NH students are more prepared and confident, both academically and socially, to transfer to UH Mānoa.</p> <p>The university will support a needs assessment and research project on barriers and best practices for seamless community college transfer.</p>	<p>NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa.</p> <p>The university will institutionalize transfer and retention programs (like Summer Bridge Programs) for Native Hawaiian students, and improve transfer and articulation processes.</p>	<p>UH Mānoa perceived and recognized as attainable, a destination of choice, and a place of belonging by Hawaiian students, families and communities, resulting in higher rates of NH access and success.</p> <p>UHM is situated to provide the highest matriculation and graduation of Native Hawaiians in the world.</p>
<p>Graduate & Professional School Preparation & Matriculation</p>	<p># of NH students who apply to and graduate from graduate and professional schools</p>	<p>Prospective NH students are more prepared and confident (both academically and socially) and aware of processes and requirements for graduate and professional education at UH Mānoa.</p> <p>The university will support a needs assessment and research project on barriers and best practices for graduate education, ensuring a strong applicant pool and high quality experience.</p>	<p>Prospective NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa.</p> <p>The university will create inclusive environments (both social and academic) for prospective students, rework approaches, strategies and tools to be more inclusive and less bureaucratic.</p>	<p>UH Mānoa perceived and recognized as attainable, a destination of choice, and a place of belonging for graduate education by Hawaiian students, families and communities, resulting in higher rates of NH graduate student access and success, and the production of robust, high quality research and scholarship.</p> <p>UH Mānoa is situated to provide the highest matriculation and graduation of Native Hawaiians in the world.</p>
<p>Professional Development & Experiential Learning</p>		<p>NH students, staff, and faculty gain experience and increase knowledge in conducting research and presenting their scholarship.</p> <p>NH students, staff, faculty and community members able to apply their academic learning to place-based and applied research and issues in the community.</p>	<p>NH students, staff, and faculty better equipped, more confident, better networked, and marketable for careers in research and their respective discipline.</p> <p>NH students, staff, and faculty recognize the importance of regional, place-based, and culture-based ‘ike (knowledge) and work toward preserving those nuances in their work.</p>	<p>NH students are prepared for job placement and professional careers that contributes to the overall well-being of the lāhui Hawai‘i.</p> <p>The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community.</p>
<p>Lāhui Hawai‘i Think Tanks & Colloquium</p>		<p>NH students able to apply their academic learning to critically analyze ‘ike/lāhui Hawai‘i issues and consider solutions.</p>	<p>White papers created from dialogue used to inform ‘ike/lāhui Hawai‘i policy and other efforts in the community.</p>	<p>The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community.</p>

Activities	Outputs	Outcomes		
		Short-Term	Mid-Term	Long-Term
<p>NH Student-Faculty Mentorship &Engagement</p>		<p>NH students and junior faculty gain experience and increase knowledge of scholarly research, writing, editing, and publishing.</p>	<p>NH students and junior faculty are more prepared for research careers and the tenure and/or promotion process.</p>	<p>‘Ike, lāhui and ‘ōlelo Hawai‘i content, issues, research, pedagogies and epistemologies more highly visible in published research and scholarship in different disciplines and fields.</p> <p>UH Mānoa faculty, researchers, and students produce high quality, robust research and scholarship that is perceived as prestigious and informs contemporary social and political conditions in Hawai‘i and the world.</p>
<p>Financial Aid, Tuition Waivers, Scholarships& Funding</p> <p>Counseling & workshops</p> <p>Partnerships with administration and funders to improve financial aid and scholarship awarding processes</p>	<p>% of NH students who receive financial aid and scholarships(and # who still have an unmet need),including need and merit-based</p>	<p>NH families, prospective students and current students are able to understand the expenses associated with higher education and the resources available to students.</p> <p>The university will support a needs assessment and research project on financial aid/scholarships, extramural vs. permanent funding and positions, and other funding/ budget issues.</p>	<p>NH families, prospective students and current students are able to successfully navigate the financial aid and scholarship process.</p> <p>The university will explore current UHM financial aid and scholarship approaches,strategies, and policies to look for ways to become more efficient and streamlined to be in line with federal mandates while also engaging in funding/ budgetary approaches that are inclusive and aligned to UHM being a “Hawaiian place of learning”.</p>	<p>NH families, prospective students and current students are financially prepared, confident and resourced for their college education, with improved persistence and graduation.</p> <p>The university will implement a funding model that optimizes access and success for all Native Hawaiian students.</p>

ACTION PLAN: Native Hawaiian Student Success

Short-Range, Mid-Range, and Long-Range Action Plans

Ultimate Goal: Improved access (recruitment) and success (retention and more) for Native Hawaiian students at UH Mānoa, including better connection between the Hawaiian community and academic community, where UH Mānoa is truly seen as a Hawaiian place of learning, both an extension and reflection of the Hawaiian community.

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/effective? (Targets & Measures)</i>	
Financial Aid, Scholarships & Tuition Waivers							
1. Make the resident tuition exemption for non-resident Hawaiians more clear on the Tuition and Fees webpage and on the Hawai'i Residency Requirements Page, and instructions on how to claim the tuition exemption	Admissions, Financial Aid, Office of Graduate Education, Communications, Enrollment Management	Spring 2016	- Staff members from Admissions, financial aid, and office of graduate education to write the text and add to website	Lack of time/staff. Make a priority	Clearer information on UH's website re: resident tuition exemptions for non-resident Hawaiians	1. Process established to identify students who can benefit from in-state tuition policy. 2. Clarity established on website. 3. All non-resident Hawaiians at UH are indeed paying resident tuition	
2. Improve NH student financial aid/funding mechanisms (financial aid, tuition cost waivers, scholarships, differential tuition, etc.) and needs.	UH-KS partnership committee	Spring 2016	- Needs assessment - Policy changes - Allocation of resources pending recommendations		The university will implement a business model that optimizes access and success for Native Hawaiian students.	Financial support for NH students (increase); Financial Need for NH students (decrease); Enrollment of NH students (increase); # of NH awarded financial aid (increase)	Ke Au Hou, pp. 23 -25

Updated 01.31.2016

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
Learning Communities 1.Pre-transfer 2. Post-transfer 3. Incoming high school (“true freshmen”) 4. Transfers from U.S. Continent colleges							
1. Design, implement, and scale <u>Pre-Transfer</u> Online Course and Learning Community for NH transfer students that could be taught through Outreach College	NHSS UH System	Pilot Fall 2016 for UH Maui College students	<ul style="list-style-type: none"> - Instructor time - Online portal and tools - Partnership with Outreach College 	Cohort development; student interest; registration	Improved transfer and articulation processes	Course enrollment; Student learning outcomes; transfer numbers.	
2. Institutionalize <u>Post-Transfer</u> Summer Bridge and cohorted tracking program (including Learning Community) for NH transfer students at UHM.	NHSS UH System Kualii Council	Summer 2016	<ul style="list-style-type: none"> - Coordinator position - Instructor time - Summer housing - Departmental coordinators - Other programs and colleges 	Budget cuts	Improved transfer and articulation processes	Higher rates of NH enrollment, persistence and graduation	
3. Work with Admissions and the College Opportunities Program to expand and institutionalize a <u>New Freshmen Summer Bridge</u> and cohorted tracking program (including Learning Community) for NH freshmen students at UHM.	NHSS UH System	Summer 2016	<ul style="list-style-type: none"> - Coordinator position - Instructor time - Summer housing 		Improved NH access and enrollment at UHM	Higher rates of NH enrollment, persistence and graduation	

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
Outreach & Recruitment							
<p>1. Continue to support the direction of Admissions as they rethink, redesign, and reprint <u>recruiting brochures</u> to target residents and NH students, rather than non-residents for whom main appeal and priority of UHM has been traditionally.</p>	<p>Admissions to work in collaboration and partnership with key offices including NHSS, SEED, and other residents and NH students and staff</p>	<p>Start collaborative drafts in a timely manner with ample time to revise before printing .</p>	<ul style="list-style-type: none"> - \$\$ for redesigning and reprinting brochure and for outreach events - Outreach position in NHSS (working in tandem with OVCS recruitment team) tasked with NH student recruitment and community relations 	<ul style="list-style-type: none"> - Continued support of campus executives to prioritize recruitment of NH and HI resident students in all recruitment materials. - Cost of printing brochures - Demands on time of faculty, staff and students - Finding common theme for brochures that satisfies multiple stakeholders 	<p>Create recruitment resources/materials that offer a more appropriate appeal and welcoming to potential NH, as well as, HI resident students and their families</p>	<ul style="list-style-type: none"> - Range of metrics on NH student recruitment (absolute numbers, trends, percentages of incoming freshmen and transfers) - Survey on reactions/ impressions of those receiving the brochure 	
<p>2. Establish partnership between NHSS and OVCS for UHM to connect with NH and Hawai'i resident families and potential UHM students in the <u>community conducting collaborative events/ meetings</u>, etc.</p>	<ul style="list-style-type: none"> - Same group, or different people but representing same constituencies (SEED, NHSS, and other faculty/staff, NH students, OVCS staff) 	<p>Start work spring 2016, have a regular program in place by end of spring 2017 (?)</p>	<ul style="list-style-type: none"> - \$\$ to sponsor events - Staff position (same as item #1, above) 	<ul style="list-style-type: none"> - Cost (events could be modest, could be more) - Need to identify people at UHM who can make connections that will result in positive response. - Demands on time of UHM team involved. 	<p>Increase the sense among NH and Hawaii resident communities that UHM/ higher education is not just possible, but attainable.</p>	<ul style="list-style-type: none"> - Same metrics as #1 - Survey follow-up with communities visited (?) 	
<p>3. Establish opportunities for NH families and potential UHM students to come to UHM campus for <u>campus visits</u>.</p>	<ul style="list-style-type: none"> - Same group, or different people representing same constituencies (HSHK and other faculty/staff, NH students, OVCS staff) 	<p>Same as item #2</p>	<ul style="list-style-type: none"> - Staff position (same as in items #1 and #2, above) 	<ul style="list-style-type: none"> - Same as listed for item #2 above (a., b., and c.) - Cost for those who come (parking, transportation, time) 	<p>Same as #2 above.</p>	<ul style="list-style-type: none"> - Same metrics as #1 - Survey follow-up with those who come to events on campus 	

Updated 01.31.2016

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
<p>4. Create a subpage on the admissions homepage sidebar for <u>Native Hawaiian Student Services</u> that explains Hawaiian-related programs, resident tuition for Hawaiians who are not Hawai'i state residents, Hawaiian scholarship and financing opportunities, and student services for Hawaiians</p>	<p>Admissions with NHSS</p>	<p>End of Spring 2016</p>	<p>Listing of:</p> <ul style="list-style-type: none"> - Hawaiian-related programs to highlight - Hawaiian scholarship and financing opportunities - Hawaiian student services - Clear information about resident tuition for Hawaiians who are not Hawaii state residents 	<p>Admissions not wanting to have a separate subpage on admissions homepage just for Hawaiians</p>	<p>A subpage for Hawaiians on the admissions homepage</p>	<p>Keep track of number of hits to the webpage and poll those who used the page to evaluate the effectiveness of the page to give information.</p>	
<p>5. Better support incoming Hawaiian students (transfer, true freshmen and those from the U.S.) by implementing a <u>Native Hawaiian Student Orientation</u> prior to the start of the semester to help students become more familiar with the physical space of UHM, support services. Have representatives from the colleges and departments students are entering in and academic advisors who can help students pick the right courses/paths</p>	<p>NHSS with advising offices</p>	<p>Orientation for Fall 2016</p>	<ul style="list-style-type: none"> - Orientation coordinator - Space for the orientation - Funding for food and supplies - Academic advisors from different colleges/departments - NH graduate/upper undergraduates as peer mentors 	<p>Sustainability of orientation</p> <p>Allocation of funding/ coordinator</p>	<p>Hawaiian students feel more comfortable at UH, know of the resources/ people that can help, and have an academic plan before the start of their first semester at UH</p>	<p>Track retention and graduation, follow up interviews after first semester to evaluate the effectiveness of the orientation</p>	

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
6. Continue to create brochures and advertisements that market the affordability (resident tuition for out of state Hawaiians) and opportunity of UHM for Hawaiian students here in key areas in the U.S. Continent with high Hawaiian populations, and the areas with schools many first year Hawaiian students attend.	Admissions with NHSS	Spring 2016 & Summer 2016 to launch Fall 2016	Staff and funding from Admissions & UH Marketing offices	Lack of staff time and funding. Make it a priority	Hawaiian students and families seeing the opportunities and financial/cultural learning incentives to come to UH. See UH as an opportunity to reconnect to Hawai'i.	Measure the increase of NH transfer students	
7. <u>Waived application fee</u> for NH transfer students from U.S. Continent colleges who demonstrate financial hardship or financial need.	Admissions	Spring 2016	BOR approval?	Need the revenue from the \$70.00 application fee Establishing funding for Admissions for loss revenue from waived application fees	Remove one of the financial barriers that NH students face with applying to transfer to UH	Increase in transfer students from U.S. Continent Colleges	
Other Peer, Research & Institutional/Structural Support							
1. Design and implement a pilot <u>campus culture/ climate study</u> on barriers, challenges and best practices for Native Hawaiian student success at UHM.	NHSS	Spring 2016	<ul style="list-style-type: none"> - NHSS Eia Mānoa grant funding - Student assistants to help with data collection; 	Push-back UHM co-opting the intent and approach of study	Data & findings on student perception to inform policy, creation and implementation of programs and services		

Updated 01.31.2016

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
2. Lāhui Hawai‘i Student & Community Conference (Undergraduate and Graduate)	NHSS Other Partners on Campus	Fall 2016	<ul style="list-style-type: none"> - NHSS Kekaulike Grant \$\$ initially, and institutional \$\$ after grant ends in 2020 - Assistance and buy-in from different organizations and departments 	Budget, facility availability	Increased student engagement, exposure to research; More involvement by Hawaiian community in different research initiatives in the academy	Increased student engagement, exposure to research; More involvement by Hawaiian community in different research initiatives in the academy	
3. ‘Ōlelo Hawai‘i UH System Articulation Conference	UH Hilo and UH Mānoa	Summer 2016	<ul style="list-style-type: none"> - Representatives, professors and instructors from all of UH’s campuses 	Disagreement amongst different campuses	A list and/or assessments that clearly identify what patterns are to be mastered for each of the ‘ōlelo Hawai‘i levels across different “halau” of instructions (i.e. Nā Kai ‘Ewalu, Nānā I ke Kumu, Conversational, etc.)	Comprehensive (amongst all campuses) “test out” opportunities	

Other Recommendations for Implementation:

1. Increase opportunities for Native Hawaiian students to participate in graduate internships and fellowships.
2. Increase multi-disciplinary opportunities for Native Hawaiian students to be employed and trained as Graduate Assistants (both Teaching and Research).
3. Hire and support a position to serve as a liaison to create linkages between different Native Hawaiian serving programs and services on and off campus.
4. Support of an annual Native Hawaiian Student Services retreat and conference for Native Hawaiian serving programs at UHM to discuss best and promising practices, challenges, plan next steps, advocacy, and implementing needed programs and services.
5. Increased space allocation for Native Hawaiian Student Services and other Native Hawaiian serving programs.
6. Study on the appropriateness of standardized tests (GRE and SAT), especially given trend at other institutions to get rid of standardized tests for college admissions requirements.
7. Waive the Graduate School application fee for Native Hawaiian students.

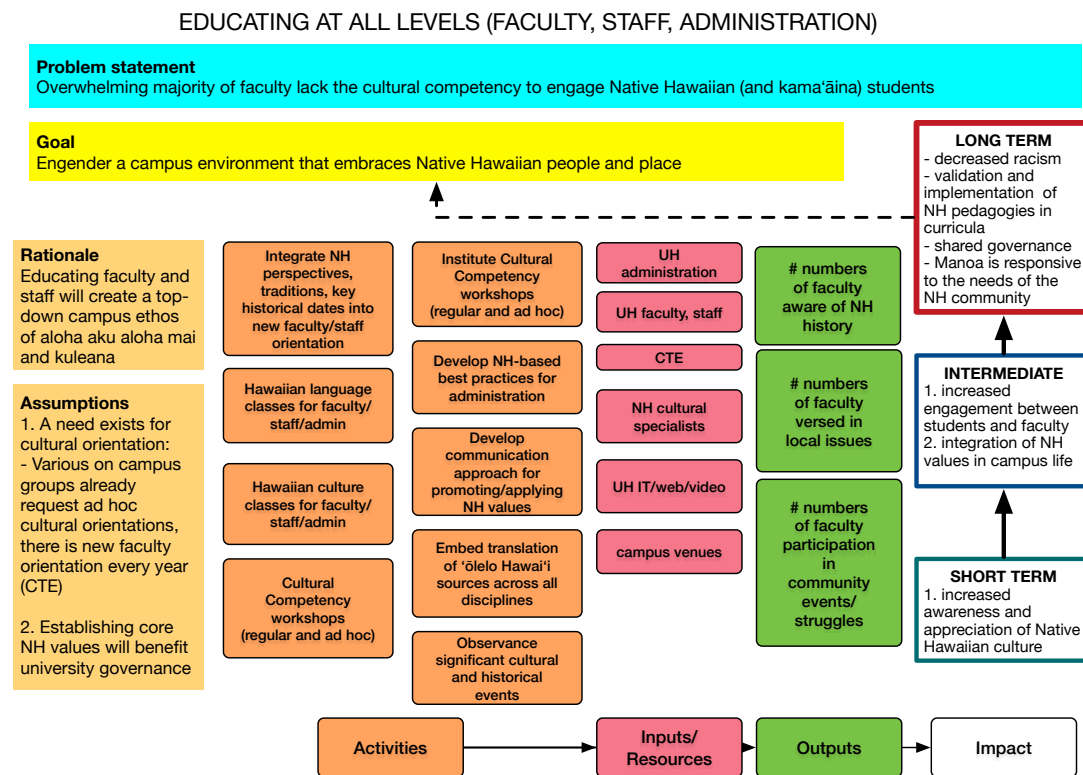
Updated 01.31.2016

THEME 2: STAFF & FACULTY DEVELOPMENT

Members of the staff & faculty development sub-committee included:

Rosie Alegado
 Lilikalā Kame‘eleihiwa
 Melody Mackenize
 Nalani Minton
 Kawika Tengan

THREE (3) LOGIC MODELS STAFF & FACULTY DEVELOPMENT



RECRUITMENT OF NH FACULTY AND STAFF

Problem statement
 Native Hawaiians represent 25% of the state population yet are only 4-6% of the faculty at UHM. These statistics are more exaggerated in STEM fields

Goal
 To retain and recruit the highest quality NH faculty and staff

Rationale
 The professoriate at UH should reflect the ethnic make up of the state. UHM should be an example of NH scholarship

Assumptions
 1. Many NH faculty are in temporary (non-TT) positions
 2. pool of qualified NH candidates is unknown.
 3. proactive recruitment should be instituted until NH faculty are represented in all schools/colleges

- track retirements in next 3-5 to seize opportunities
- identify NH faculty/staff in non-TT positions
- create database to track NH PhDs
- establish Kualii council positions in areas without NH faculty
- request addit'l Kualii council positions in areas with NH faculty
- create permanent positions for NH non-TT faculty identified as needed to implement Strategic Plan
- competitive recruitment package: spousal hire, access to child care, mortgage assistance
- Competitive packages for STEM hires
- cluster hire initiatives

- Chancellor
- Kualii
- Deans, Directors, Dept. Chairs
- VC Research
- OHA
- Scholarship granting institutions (Ford Foundation, NSF, NIH)
- Kamehameha Schools/ secondary schools with high NH enrollment

- establishment of NH candidate pools
- # of NH faculty transitioned from temp > permanent positions
- # of NH applicants
- # of NH faculty interviewed
- # offers for TT made to NH

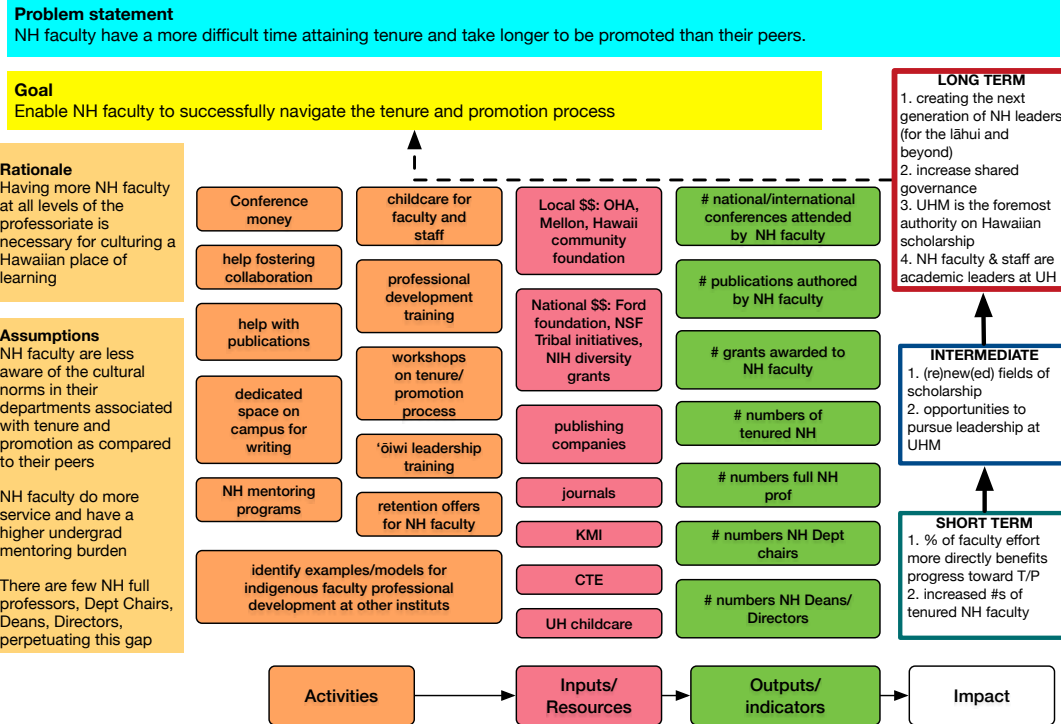
LONG TERM
 reverse brain drain
 >> see other logic models

INTERMEDIATE
 1. increased capacity and critical mass
 2. penetration into STEM fields
 3. fulfillment of NH initiatives)

SHORT TERM
 1. increased # of NH TT faculty
 2 NH faculty role models



NH FACULTY, RETENTION, TENURE AND PROMOTION



Updated 01.31.2016

ACTION PLANS: Staff & Faculty Development

Short-Term: Recruit and retain highest quality of NH Faculty and Staff

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/effective? (Targets & Measures)</i>	
Track retirements, resignations, and unfilled positions from within UHPA, HGEA, Civil Service, and RCUH. As a beginning point, focus on UHPA and HGEA positions.	Deans, Directors, Chancellor, in collaboration with Kūali'i Council	March 2016 for all current vacancies; Each August thereafter	Nālani Balutski; Steve from IRO; Staff in HR; Chairs', Deans', Directors', and Chancellor's staff	Difficulty in tracking data and locating vacant positions; lack of support from administration	A pool of positions is identified to be used to recruit Native Hawaiian faculty and staff	30 new positions have been identified to be advertised with explicit focus on Native Hawaiians	
Inventory all Native Hawaiians in non-tenure track positions, with data on service credited, and identify the process for converting them to tenure track positions	Deans, Directors, Chancellor, in collaboration with Kūali'i Council	March 2016	Nālani Balutski; Steve from IRO; Staff in HR; Chairs', Deans', Directors', and Chancellor's staff	Difficulty in finding records on NH non-TT faculty/staff, particularly outside of Hawai'inuiākea; lack of clarity on amount of service credited; lack of clarity on different processes for converting positions	Pool of potential NHs in non-TT established and process for converting to TT is clearly spelled out	20 NHs in non-TT have been identified as top priorities for conversion	Different processes for conversion were identified (to the extent of our working knowledge), including: non-TT faculty are eligible for rolling 3 yr contracts after 5 years of service; temporary faculty with 7 years service and 75% of funding through G funds are required to be

Updated 01.31.2016

							converted to TT positions per Art. XIII, Sec. B of UHPA contract; fulltime faculty with S funds could exchange for G funds within department. These and any other processes that are out there need to be researched and spelled out for all parties involved.
Define parity within units in terms of: 1) faculty/student ratio and other kinds of service to the University and community; 2) salary, promotion, and tenure including recruitment and retention offers; 3) representation of the population of Hawai'i	Deans, Directors, Chancellor, in collaboration with Kūali'i Council	March 2016	Nālani Balutski; Steve from IRO; Chairs', Deans', Directors', and Chancellor's staff	Lack of accurate data on faculty/student ration; lack of fair weighing of service; lack of support of administration	Establish clearer measures of parity so that resources can be properly allocated to support Native Hawaiian faculty and staff who typically teach higher numbers of students and are called upon to provide higher levels of service to the community yet are underrepresented in relation to Native Hawaiian population generally, leading NH faculty to struggle to stay at UHM	A new set of guidelines on parity based on teaching and service are established with specific consideration of Native Hawaiian faculty and staff	

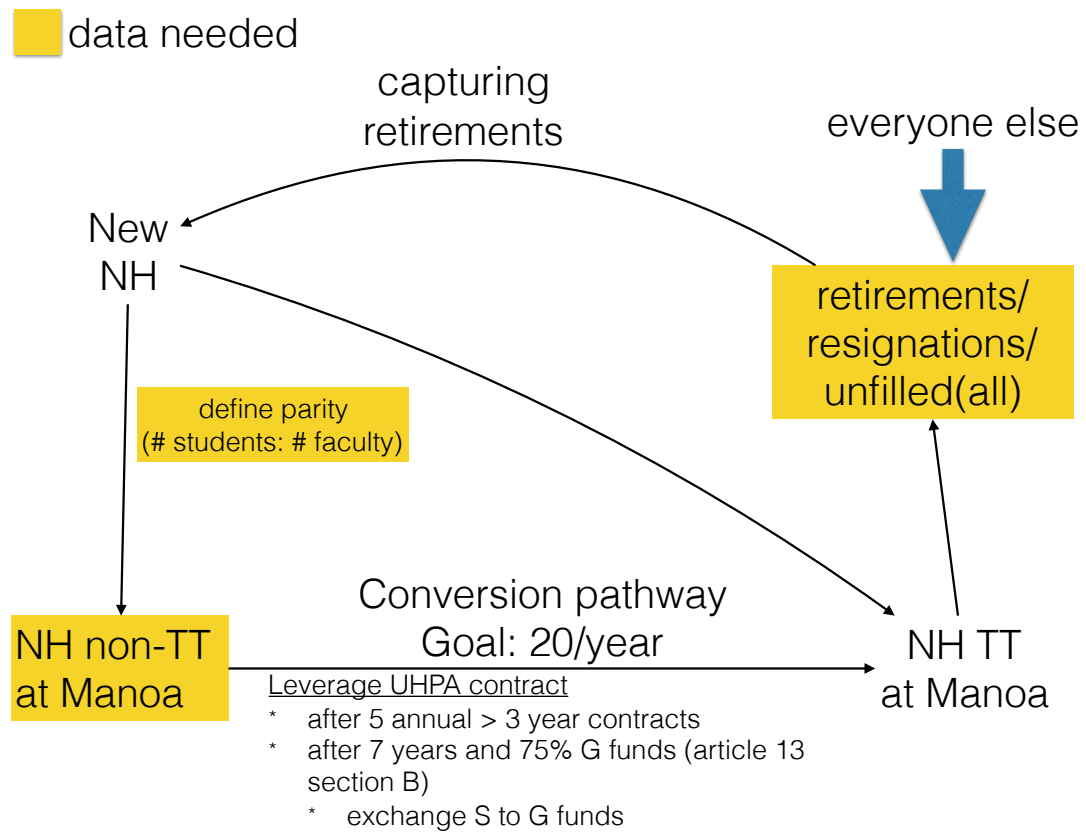
Updated 01.31.2016

Action Plan Mid-Range

Short-Term: Recruit and retain highest quality of NH Faculty and Staff

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/effective? (Targets & Measures)</i>
Initiate process of allocating 30 vacant positions a year to Native Hawaiians	Chancellor, President, BOR, in collaboration with Kūali'i Council	August 2017	G funds, position numbers, political will	Lack of aforementioned resources and will	Native Hawaiian faculty will begin to approach parity in representation (in terms of % of population)	30 new positions are filled by Native Hawaiians in August 2017 and every year thereafter
Initiate process of converting all possible NHs in non-tenure track positions to tenure track positions, with a schedule of 20 per year.	Deans, Directors, Chancellor, in collaboration with Kūali'i Council	August 2017 for first 20 conversions; each August thereafter for next 20	G funds; Additional funds from Deans, Directors, and Chancellor	Lack of funding to convert positions; Confusion or dispute over process; Lack of support from administration	NHs currently stuck in non tenure track positions will have pathway to tenure track positions	20 NHs currently in non-TT positions will be converted to tenure track positions by August 2017

Action Implementation Process: Staff & Faculty Development



THEME 3: CULTIVATING HAWAIIAN ENVIRONMENTS

Members of the Hawaiian environments sub-committee included:

- Kalani Evensen
- Clif Tanabe
- Kapā Oliveira
- Kahunawai Wright

THREE (3) LOGIC MODELS: CULTIVATING HAWAIIAN ENVIRONMENTS

Theme 1: Researching Mānoa		Outcomes			
Activities	Inputs/Resources Needed	Short	Intermediate	Long	Ultimate
Develop a body of knowledge on Mānoa as a HPL (by publishing a book about the cultural, geographical, and scientific histories of Mānoa)	Compose a Mānoa campus-wide team of committed and knowledgeable faculty (or select a faculty member to serve as the lead researcher) to develop a body of knowledge on Mānoa. (If the team route is chosen,) members will include individuals with expertise over the cultural, geographical, scientific histories of Mānoa. Funding and other necessary resources are provided to successfully implement the research agenda.	A committee is formed and develops processes to conceptualize, develop, vet, and implement a research plan with priorities/phases, timelines and budgets. Graduate Assistants are hired to assist faculty member(s) to conduct extensive research about Mānoa. Increased awareness about the cultural, geographical, and scientific histories of Mānoa.	Research conducted and information gathered for book publication. Hold campus-wide discussions about the types of information that would be useful to Mānoa faculty when incorporating HPL into their lesson plans.	Book on the cultural, geographical, and scientific histories of Mānoa released. Hold presentations to disseminate information about the book publication. Increased awareness of the uniqueness of Mānoa by students, staff, and faculty on campus.	UH Mānoa faculty and staff will have a readily available body of knowledge about Mānoa to incorporate into their classrooms. HPL included as a mandatory Mānoa campus student learning outcome.
Utilize the book/research material on Mānoa (see above) to develop a body of resource materials and sample curricula on Mānoa as a HPL for use by Mānoa faculty and staff.	Funding and other necessary resources are provided to successfully implement the research agenda.	Faculty and staff are given sufficient time to participate discussion groups and to provide feedback about the types of resources that would be helpful when incorporating HPL into their curricula.	Resource materials and sample curricula conceptualized, developed, vetted, and implemented as a pilot program.	Resource materials released to all Mānoa faculty and staff.	

Theme 2: Mānoa Campus		Outcomes			
Activities	Inputs/Resources Needed	Short	Intermediate	Long	Ultimate
<p>Create kīpuka of HPL throughout campus, the center of which is a piko.</p>	<p>Compose a Mānoa campus-wide team of committed students, staff, and faculty to develop and implement a HPL plan. Members will be individuals with kuleana over campus facilities and grounds as well as those knowledgeable about native plants/planting, structures, learning environments, etc. Maybe including community members and/or organizations with expertise in these areas as well.</p> <p>Collaborative process to identify potential spaces to develop kīpuka and a piko.</p>	<p>A committee is formed and develops processes to conceptualize, develop, vet, and implement an HPL plan with priorities/phases, timelines and budgets. Increase campus coordination between administration and planning committee to streamline bureaucratic processes for establishing kīpuka and a piko. Increase awareness about HPL and what these initiatives mean to the Mānoa campus.</p>	<p>Plan is implemented.</p> <p>Build knowledge about what HPL means on the Mānoa campus through information sessions/ workshops, temporary construction signs, etc.</p> <p>Increase knowledge of HPL by creating guidelines for the appropriate care, maintenance, and use of the kīpuka and piko.</p>	<p>Mānoa campus reflects an HPL in a thematic, cohesive, and functional way.</p> <p>Increased sense of belonging for Native Hawaiian students, staff, and faculty on campus.</p> <p>Increase opportunities for stakeholder involvement with each other and the natural environment.</p> <p>Increase campus usable spaces that are flexible and multipurpose.</p> <p>Increase campus pride among stakeholders.</p>	<p>UH Mānoa campus will physically and culturally (intellectually, spiritually, emotionally) embody a HPL</p>
<p>Resources identified and committed to develop HPL environment-focus initiatives on campus.</p>	<p>Committed resources to the HPL plan - people, funding, policies, space, time, etc.</p>	<p>Institutional resources are identified to support the planning phase; staff and faculty are given sufficient time to participate in the planning process.</p> <p>Increase knowledge of HPL among campus stakeholders on HPL.</p> <p>Grant/external resource opportunities are identified and applied for to further resource these initiatives.</p>	<p>Funding and other necessary resources are provided to successfully implement the plan.</p> <p>Bureaucracy improved to efficiently and effectively manage kīpuka and piko.</p> <p>Increase awareness of HPL initiatives on campus, in the Mānoa Ahupua'a, and in its extension properties.</p>	<p>UH Mānoa provides the institutional support for the care, maintenance, and improvements for these spaces across campus.</p>	

Theme 2: Mānoa Campus		Outcomes			
Activities	Inputs/Resources Needed	Short	Intermediate	Long	Ultimate
<p>Establish cultural and Hawaiian value-oriented and interpretive signs throughout the Mānoa campus. Emphasize 'ili names and other significant Hawaiian place names, historical functions, etc.</p>	<p>Detailed research on the ahupua'a as well as the Mānoa campus. Integrated into the campus HPL plan.</p>	<p>Increased awareness of place names, significance, and place within the larger ahupua'a, moku, and mokupuni among stakeholders and campus visitors.</p>	<p>Increase knowledge of Mānoa's ancestral, historical, and contemporary importance/value. Increase sense of belonging among Native Hawaiian students.</p>	<p>Recognition of the wisdom our kūpuna and its contemporary relevance in higher education</p>	

Theme 3: Mānoa Ahupua'a & Statewide Outreach		Outcomes			
Activities	Inputs/Resources Needed	Short	Intermediate	Long	Ultimate
Promote recognition of the Mānoa campus as a part of Mānoa Valley with the ahupa'a of Waikīkī, extending from Lyon Arboretum to Waikīkī Aquarium.	Develop and promote educational materials and tours of Welina Mānoa. Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (& possibly Mō'ili'ili in the future as KS/ UH partnerships develop)	Recognition of the history and places of importance in Mānoa.	Increased appreciation and sense of connection by students, faculty, and community with Mānoa as a Hawaiian Place of Learning.	Improved stewardship and purposeful planning of UH properties in Mānoa.	UH Mānoa will improve integration and collaboration with communities throughout Mānoa Valley and Waikīkī Ahupua'a as well as statewide. Student experience will be enriched by this broadened Hawaiian sense of place.
Utilize off campus facilities in Mānoa and, communities (eg Mō'ili'ili), streams/ riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs.	Develop tours, curricula and possibly "field schools" for intensive, short-term, accredited courses.	Greater options for learning opportunities outside of classrooms. Give students hands on experiences to enrich their education.	Greater integration of UH Mānoa campus with off-campus facilities in Mānoa. Better utilization of off campus resources in support of research and education.	Expanded educational activities to include hands-on and 'āina and kai-based education for UHM students & faculty.	
Utilize off campus facilities of UHM statewide for 'āina based education.	Use CTAHR's extensive network of Experiment Stations for research and classes. Develop cultural histories of each off campus site and curricula tailored to its resources.	Provide learning opportunities in different moku and ecosystems around the state.		Develop deeper connections between UHM students and programs with Hawaiian communities statewide.	

Updated 01.31.2016

ACTION PLANS: Cultivating Hawaiian Environments

Short-Range/Quick Win

Ultimate Goal: UH Mānoa campus will physically and culturally (intellectually, spiritually, emotionally) embody a Hawaiian place of learning.

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/effective? (Targets & Measures)</i>
Develop a body of knowledge on Mānoa as a Hawaiian Place of Learning (leading to publication of a book about the cultural, geographical, and scientific histories of Mānoa)	Kapā Oliveira & Kahunawai Wright leads	June 2016	Compose a Mānoa campus-wide team of committed and knowledgeable faculty to develop a body of knowledge on Mānoa. Funding and other necessary resources are provided to successfully implement the research agenda.	Lack of interested contributors. Contributors not meeting deadlines. Lack of funding for research.	A committee is formed and develops processes to conceptualize, develop, vet, and implement a research plan with priorities/phases, timelines and budgets. Graduate Assistants are hired to assist faculty member(s) to conduct extensive research about Mānoa. Increased awareness about the cultural, geographical, and scientific histories of Mānoa.	Priorities/phases, timelines and budgets determined.
Utilize the book/research material on Mānoa (see above) to develop a body of resource materials and sample curricula on Mānoa as a HPL for use	Book editors and contributors	December 2017	Funding and other necessary resources are required to successfully implement the research agenda.	Faculty and staff are given insufficient time to participate discussion groups and to provide feedback about the types of resources that would be	Faculty and staff are given sufficient time to participate discussion groups and to provide feedback about the types of resources that would be helpful	

Updated 01.31.2016

by Mānoa faculty and staff.				helpful when incorporating HPL into their curricula.	when incorporating HPL into their curricula	
Create kīpuka of HPL throughout campus the center of which is a piko.	Facilities and Grounds Maintenance	June 2016	Compose a Mānoa campus-wide team of committed students, staff, and faculty to develop and implement a HPL plan. Members will be individuals with kuleana over campus facilities and grounds as well as those knowledgeable about native plants/planting, structures, learning environments, etc. Maybe including community members and/or organizations with expertise in these areas as well.	Students, staff, and faculty given insufficient time to develop and implement a HPL plan. Lack of funding.	A committee is formed and develops processes to conceptualize, develop, vet, and implement an HPL plan with priorities/phases, timelines and budgets. Increase campus coordination between administration and planning committee to streamline bureaucratic processes for establishing kīpuka and a piko. Increase awareness about HPL and what these initiatives mean to the Mānoa campus.	
Resources identified and committed to develop HPL environment-focus initiatives on campus.		June 2016	Committed resources to the HPL plan - people, funding, policies, space, time, etc.	Lack of committed resources to the HPL plan - people, funding, policies, space, time, etc.	Institutional resources are identified to support the planning phase; staff and faculty are given sufficient time to participate in the planning process. Increase knowledge of HPL among campus stakeholders on HPL. Grant/external resource opportunities are identified and applied for to further resource these initiatives.	

Updated 01.31.2016

<p>Establish cultural and Hawaiian value-oriented and interpretive signs throughout the Mānoa campus. Emphasize 'ili names and other significant Hawaiian place names, historical functions, etc.</p>	<p>Kapā Oliveira</p>	<p>January 2017</p>	<p>Detailed research on the ahupua'a as well as the Mānoa campus. Integrated into the campus HPL plan.</p>	<p>Lack of time and resources to conduct research. Lack of HPL plan.</p>	<p>Increased awareness of place names, significance, and place within the larger ahupua'a, moku, and mokupuni among stakeholders and campus visitors.</p>	
<p>Promote recognition of the Mānoa campus as the center of the Mānoa Ahupua'a, extending from Lyon Arboretum to Waikīkī Aquarium.</p>	<p>University Relations</p>	<p>June 2016</p>	<p>Develop and promote educational materials and tours of Welina Mānoa. Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (& possibly Mō'ili'ili in the future as KS/UH partnerships develop)</p>		<p>Recognition of the history and places of importance in Mānoa.</p>	
<p>Utilize off campus facilities in Mānoa and, communities (eg Mō'ili'ili), streams/riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs.</p>		<p>June 2016</p>	<p>Develop tours, curricula and possibly "field schools" for intensive, short-term, accredited courses.</p>	<p>Lack of exposure and marketing.</p>	<p>Greater options for learning opportunities outside of classrooms. Give students hands on experiences to enrich their education.</p>	
<p>Utilize off campus facilities of UHM statewide for 'āina based education.</p>		<p>June 2016</p>	<p>Use CTAHR's extensive network of Experiment Stations for research and classes. Develop cultural histories of each off campus site and curricula tailored to its resources.</p>	<p>Lack of exposure and marketing.</p>	<p>Provide learning opportunities in different moku and ecosystems around the state.</p>	

THEME 4: COMMUNITY ENGAGEMENT

The members of the community engagement sub-committee included:

- Keawe Kaholokula
- Julie Maeda
- Noreen Mokuau
- Jackie Ng-Osorio

LOGIC MODELS: COMMUNITY ENGAGEMENT

Resources	Activities	Outcomes			
		Short-Term (1-2 yrs)	Mid-Term (3-5 yrs)	Long-Term (5 and more)	Ultimate
UH Faculty, Staff& Students	Provide internship/practicum and service learning opportunities in diverse communities, including NH communities.	Assess community capacity and critical areas of need	Students in X% of the UHM departments successfully engage in opportunities across diverse communities	UHM wide system to place students in field based (e.g., research or practicum) experiences in NH communities.	As a land, sea and sky grant institution along with being an indigenous serving institution, the provision of high quality education is anchored in our engagement and contribution of all communities, with particular attention to the host culture, Native Hawaiians.
NH community partners on education.	Provide culturally relevant educational models for NH communities to build capacity and enhance growth.	Knowledge of the components of culturally relevant educational models.	Successful educational programs that work with community partners on capacity building.	Institutional infrastructure and support, such as the Office of the Vice Chancellor of Hawaiian Affairs with directive for community engagement.	
	Convene people on culturally relevant issues for NH communities that build the kauhale.	Awareness of issues identified by NH communities as essential to the kauhale.	Successful educational programs that support networking and building the kauhale.	Institutional infrastructure and support, such as the Office of the Vice Chancellor of Hawaiian Affairs educational with directive for community engagement.	
Recommendations (Policies?) and protocol on NH community engagement.	Convene a working group to develop recommendations and protocols on community engagement. Group should have community partners represented.	Recommendations and guidelines are completed and disseminated to all units.	Evaluate the efficacy of these recommendations across units. Modify as necessary.	Institutional infrastructure and support, such as the Vice Chancellor of Hawaiian Affairs with directive for community engagement.	

Resources	Activities	Outcomes			
		Short-Term (1-2 yrs)	Mid-Term (3-5 yrs)	Long-Term (5 and more)	Ultimate
Innovative & culturally-anchored programs.	Apply new or modify existing theories and models including Community Engagement for working with Native Hawaiians.	Each unit develops/adopts a culturally-anchored model of community engagement.	Establish “best practices” for community engagement.	UHM wide leadership in culturally-informed and community-anchored frameworks/models	
Multi-campus coordination & collaboration.	Creating educational partnerships/opportunities with/in NH communities to strengthen the pipeline for NH students	For units with none: Identify and develop partnerships around shared aspirations. For units with partnership/programs: identify key components/factors of the partnership associated with success.	Implementation and evaluation of educational opportunities in the community to identify “best practices.”	UHM system to maintain a NH community network for linking within and between academic and CBOs	
Policies and protocol on NH community engagement.	Establish organized groups and implement strategies to facilitate NH community engagement	For units with none, identified and developed opportunities for NH community engagement by UHM groups. For units with organized groups, implement strategies to facilitate NH community engagement.	Allocated resources for growth in opportunities and sharing of strategies for reciprocal learning and community engagement between UHM and NH communities.	Institutional infrastructure and support, such as the Vice Chancellor of Hawaiian Affairs with directive for community engagement.	
Data and documentation; contract and grants.	Implement services that develop and support a database for NHs and conduct research	Share NH research projects, grants, and contracts that are available and received by UHM	Develop a database for NH research projects and raise awareness of the research as well as services that are outcomes of this research	UHM system to maintain a NH community network for linking within and between academic and CBOs	
Contracts and grants.	Institute contracts and grant opportunities enhancing UHM and NH community partnerships	Identify communication pathways and partnerships between UHM and NH communities.	Increase and grow partnerships between UHM and CBOs for collaborative grant and research opportunities	UHM system to maintains NH community network for linking within and between academic and CBOs	

ACTION PLAN: Community Engagement

Short-Range AND Mid-Range

Ultimate Goal: Creation of educational partnership/opportunities with/in Native Hawaiian communities to strengthen the pipeline of NH students to UHM.

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>	<i>How will we know the action is successful/effective? (Targets & Measures)</i>	
Internal UH Community	This is limited to the academic program community at UHM. It doesn't include the extracurricular, student affairs community at UHM.						
Assess UHM for practicum/service learning needs	UHM: Faculty, Staff, and Students	Year 1	Money FTE <ul style="list-style-type: none"> • Department • Campus (Coordinator) Sites/Organization MOA Community Network Assessments <ul style="list-style-type: none"> • Site • Students Evaluation <ul style="list-style-type: none"> • Site 	<ul style="list-style-type: none"> • Lack of participation amongst fac/staff/admin/students 	Clarity around practicum/service learning needs	List created of the needs of UHM for practicum and service learning	Facilitate more coordination between UHM programs
Assess NH and larger community capacity for practicum/service learning experiences		Year 1		<ul style="list-style-type: none"> • Money • Competing priorities • Lack of alignment and shared values • FTE • Time schedule (UH, Community, Faculty/Staff mentors) 	Developed network of community-based organization for practicum/service learning experiences	List of capacity and wants from the community	
Identify partnerships between UHM academic units and NH communities		Year 1		<ul style="list-style-type: none"> • Lack of participation 	Student in appropriate departments will engage in practicum/service learning experiences	MOAs signed Number of sites	Facilitate more coordination between UHM programs
Identify community based organizations for practicum/service learning experiences		Year 1			Increased opportunities for students to interact with diverse communities	<ul style="list-style-type: none"> • % of students engaged • Database developed and utilized • Feedback survey <ul style="list-style-type: none"> ◦ Useful ◦ Site - meet goals? 	<ul style="list-style-type: none"> • Facilitate more of a collaborative, shared approach to learning opportunities for students. • Can connect to communities' view of the perspective and kuleana to the next generation.

Updated 01.31.2016

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
External Community	This is the NH community surrounding UHM. Included would be the NH community organizations and groups that work collaboratively now with UHM as well as the relationship building UHM is cultivating with new groups.						
Assess community for needs and assets, shared values, aspirations for pipeline	UHM advisory council (to be created)	Year 1	Money FTE <ul style="list-style-type: none"> UHM Task force Sites/Organization MOA Community Network Assessments <ul style="list-style-type: none"> Site Evaluation Site 	<ul style="list-style-type: none"> Money Competing priorities Lack of alignment and shared values FTE Time schedule (UH, Community, Faculty/ Staff mentors) Liability 	Developed list of potential collaborators with contact information and designated UHM liaison	List of capacity and wants from the community	<ul style="list-style-type: none"> What is their vision for such a pipeline? Where do they see themselves in this pipeline?
Identify current programs associated with UH that are working with DOE P-12		Year 1				List of the current programs	<ul style="list-style-type: none"> Coordinating initiatives, programs, and efforts between UHM and all P-12 schools. Coordinating efforts between UHM programs too.
Identify current programs associated with UH that are working with Charter schools		Year 1					
Identify current programs associated with UH that are working with Hawaii Association of Independent Schools (HAIS)		Year 1					
Determine list of schools to collaborate with (phase in schools)		Year 2	MOA		Plan to phase in schools to work together	<ul style="list-style-type: none"> Database developed and utilized MOAs signed 	
Establish with schools a dual credit system to support high school students in earning college credit prior to entering	UHM and schools VCAA - AVCAA D. Halbert	Year 2	Money MOA FTE: faculty	<ul style="list-style-type: none"> Lack of alignment Limited number of faculty available to teach Students not enrolling Liability 	Dual credits offered in high schools	<ul style="list-style-type: none"> MOA signed Increased number of students earning dual credits Established benchmark created as to number of dual credits students enter UHM 	There are currently schools with a dual credit program with UH need to find what schools these are as a start.
Work with NH organizations to increase financial aid/scholarship support for NH students	UHM and NH organizations such as Legacy organization (e.g., KS, QHS)	Year 2	MOA Money	<ul style="list-style-type: none"> Lack of alignment Competing priorities Limited funds 	Increase scholarship/ financial aid for NH students	<ul style="list-style-type: none"> MOA signed Increased funds available to NH students 	

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
Form collaborations with community partners to help increase academic & related support for students in the communities	UHM, schools, NH and community organizations in highly populated areas of NH	Year 2	MOA	<ul style="list-style-type: none"> • Lack of alignment • Competing priorities • Limited funds • Liability 	Increase number of support programs offered	<ul style="list-style-type: none"> • Increased number of students utilizing these programs • Feedback survey from students informing the utility of these programs 	<p>UH partners with NH community organizations to nurture and help pre-UH students to go to UHM (Pre-UH student = middle/high school student)</p> <ul style="list-style-type: none"> • Practicum/service learning sites that work with UH already might also include ways to more directly help, guide, & mentor pre-UH students • To complement services provided to NH students once they're at UHM. • Maybe NH alumni in different organizations would mentor pre-UH students
Educate and inform NH communities about UHM and the programs that are offered	UHM advisory council (to be created) and community	Year 2-3	FTE: UHM designated staff	<ul style="list-style-type: none"> • Limited time and funds 	UHM attends college fairs, increase number of touches to schools	Number of touches	Share information about programs at UHM – academic – degree/CR/NC courses as well as research and service learning community-related projects. Partnering w/ NH communities to encourage participation in research, but also in working w/ students?(e.g., guest speakers, in projects w/ students, etc

Updated 01.31.2016

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result	Assessment Indicators	Notes
Create policies that support the pipeline from P-12 into UHM for NH students	UHM Administration	Year 3	Policies enacted	<ul style="list-style-type: none">• Bureaucracy• Administration not supportive	Policies that support these activities	<ul style="list-style-type: none">• Increased number of NH students attend UHM• Increased number of NH graduates from UHM	