Ka Hoʻokō Kuleana
Fulfilling Our Responsibility to Establish the
University of Hawaiʻi 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
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UNIVERSITY OF HAWAIʻI STRATEGIC DIRECTIONS (2015–2021)

As the sole provider of public higher education in Hawaiʻi, the University of Hawaiʻi (UH) is committed to improving the social, economic and environmental well-being of current and future generations. These University of Hawaiʻi 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 Hawaiʻi Papa O Ke Ao (PDF), a plan for the university to become a model indigenous-serving institution, the Pāko’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 HAWAIʻI AT MĀNOA (2011-2015)

As a land, sea, and space grant university, the University of Hawaiʻi 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, ʻohana, and ahupuaʻa 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.

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 moʻokūʻauhau (genealogy), the land is the ancient grandmother of the Hawaiian people. 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 to be in good pilina (relations) to hānai and ho’omalu (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 ʻo Kānewai, the piko (center) and puʻuhonua (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’omalu 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 ʻāina 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_
of Hawai‘i’s people have with the ʻāina. 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 ʻohana - 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 kaikuaʻana 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, ʻohana, and ahapuaʻa 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 kaikuaʻana because of their genealogical connection to the land and to the indigenous knowledge systems of Hawaiʻi. 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 Hoʻokō

Hoʻokō comes from the word kō, which translates to fulfill, complete, and succeed. It is a verb. To hoʻokō, then, refers to the act of causing something to be fulfilled. Thus, the title of this report, Ka Hoʻokō Kuleana, emphasizes the importance of fulfilling the kuleana we have as agents of the University of Hawaiʻi at Mānoa to Hawaiʻi’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

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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 hoʻokō our collective kuleana.

**GENEALOGY OF REPORTS**

This report, *Ka Hoʻokō Kuleana*, is situated within a genealogy of other reports that have focused on how to better serve Native Hawaiians and 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:


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


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:

Kaʻōmaka Aki
Nalani Balutski
Kinohi Gomes
Josh Kaʻakua
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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Outputs</th>
<th>Short-Term</th>
<th>Mid-Term</th>
<th>Long-Term</th>
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<tbody>
<tr>
<td>Outreach &amp; K-12 Recruitment</td>
<td># of NH students at UH Mānoa (increase by 3% each year)</td>
<td>NH families, students and communities are exposed to educational enrichment through university and K-12 collaboration.</td>
<td>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).</td>
<td>NH families, students and communities are able to understand the significance of higher education and chart out a successful degree completion pathway. The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community.</td>
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<tr>
<td>Activities</td>
<td>Outputs</td>
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<td><strong>College Transfer</strong></td>
<td># of NH students who transfer to UH Mānoa from other colleges</td>
<td><strong>Short-Term</strong></td>
<td><strong>Mid-Term</strong></td>
<td><strong>Long-Term</strong></td>
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<tr>
<td><strong>Summer Bridge Programs</strong></td>
<td>NH students are more prepared and confident, both academically and socially, to transfer to UH Mānoa. The university will support a needs assessment and research project on barriers and best practices for seamless community college transfer.</td>
<td>NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa. The university will institutionalize transfer and retention programs (like Summer Bridge Programs) for Native Hawaiian students, and improve transfer and articulation processes.</td>
<td>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. UHM is situated to provide the highest matriculation and graduation of Native Hawaiians in the world.</td>
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<td><strong>Pre-Transfer Support</strong></td>
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</table>

<p>| <strong>Graduate &amp; Professional School Preparation &amp; Matriculation</strong> | # of NH students who apply to and graduate from graduate and professional schools | <strong>Short-Term</strong> | <strong>Mid-Term</strong> | <strong>Long-Term</strong> |
| <strong>Graduate &amp; Professional School Preparation &amp; Matriculation</strong> | 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. 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. | Prospective NH students perceive UH Mānoa as more welcoming, and perceive themselves as more capable for transition, matriculation, and success at UH Mānoa. 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. | 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. UH Mānoa is situated to provide the highest matriculation and graduation of Native Hawaiians in the world. |
| <strong>Professional Development &amp; Experiential Learning</strong> | NH students, staff, and faculty gain experience and increase knowledge in conducting research and presenting their scholarship. NH students, staff, faculty and community members able to apply their academic learning to place-based and applied research and issues in the community. | NH students, staff, and faculty better equipped, more confident, better networked, and marketable for careers in research and their respective discipline. 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. | NH students are prepared for job placement and professional careers that contributes to the overall well-being of the lāhui Hawai‘i. The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community. |
| <strong>Lāhui Hawai‘i Think Tanks &amp; Colloquium</strong> | NH students able to apply their academic learning to critically analyze ‘ike/lāhui Hawai‘i issues and consider solutions. | White papers created from dialogue used to inform ‘ike/lāhui Hawai‘i policy and other efforts in the community. | The university is recognized as a Hawaiian place of learning, as both an extension and reflection of the Hawaiian community. |</p>
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<tr>
<td>NH Student-Faculty Mentorship &amp; Engagement</td>
<td>NH students and junior faculty gain experience and increase knowledge of scholarly research, writing, editing, and publishing.</td>
<td>NH students and junior faculty are more prepared for research careers and the tenure and/or promotion process.</td>
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<tr>
<td>Financial Aid, Tuition Waivers, Scholarships &amp; Funding</td>
<td>% of NH students who receive financial aid and scholarships (and # who still have an unmet need), including need and merit-based NH families, prospective students and current students are able to understand the expenses associated with higher education and the resources available to students. 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.</td>
<td>NH families, prospective students and current students are able to successfully navigate the financial aid and scholarship process. 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”.</td>
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<td>Partnerships with administration and funders to improve financial aid and scholarship awarding processes</td>
<td></td>
<td>NH families, prospective students and current students are financially prepared, confident and resourced for their college education, with improved persistence and graduation. The university will implement a funding model that optimizes access and success for all Native Hawaiian students.</td>
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Updated 01.31.2016
### 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.

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<tr>
<th>Action Steps</th>
<th>Responsible</th>
<th>Deadline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Result</th>
<th>Assessment Indicators</th>
<th>Notes</th>
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<tr>
<td><strong>What task will be done?</strong></td>
<td>Who will do it?</td>
<td>By when?</td>
<td>What do you need to complete this step? (People, money, tools, etc.)</td>
<td>What could get in the way of task completion? How will you overcome them?</td>
<td>What is the outcome of the task?</td>
<td>How will we know the action is successful/effective? (Targets &amp; Measures)</td>
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<tr>
<td>Financial Aid, Scholarships &amp; Tuition Waivers</td>
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<tr>
<td>1. Make the resident tuition exemption for non-resident Hawaiians more clear on the Tuition and Fees webpage and on the Hawaiʻi Residency Requirements Page, and instructions on how to claim the tuition exemption</td>
<td>Admissions, Financial Aid, Office of Graduate Education, Communications, Enrollment Management</td>
<td>Spring 2016</td>
<td>Staff members from Admissions, financial aid, and office of graduate education to write the text and add to website</td>
<td>Lack of time/staff. Make a priority</td>
<td>Clearer information on UH’s website re: resident tuition exemptions for non-resident Hawaiians</td>
<td>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</td>
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<tr>
<td>2. Improve NH student financial aid/funding mechanisms (financial aid, tuition cost waivers, scholarships, differential tuition, etc.) and needs.</td>
<td>UH-KS partnership committee</td>
<td>Spring 2016</td>
<td>Needs assessment - Policy changes - Allocation of resources pending recommendations</td>
<td>The university will implement a business model that optimizes access and success for Native Hawaiian students.</td>
<td>Financial support for NH students (increase); Financial Need for NH students (decrease); Enrollment of NH students (increase); # of NH awarded financial aid (increase)</td>
<td>Ke Au Hou, pp. 23 -25</td>
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<tr>
<td>1. Design, implement, and scale <a href="#">Pre-Transfer Online Course and Learning Community for NH transfer students that could be taught through Outreach College</a></td>
<td>NHSS UH System</td>
<td>Pilot Fall 2016 for UH Maui College students</td>
<td>- Instructor time</td>
<td>Cohort development; student interest; registration</td>
<td>Improved transfer and articulation processes</td>
<td>Course enrollment; Student learning outcomes; transfer numbers.</td>
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<td></td>
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<td>- Online portal and tools</td>
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<td></td>
<td></td>
<td>- Partnership with Outreach College</td>
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<tr>
<td>2. Institutionalize <a href="#">Post-Transfer Summer Bridge</a> and cohorted tracking program (including Learning Community) for NH transfer students at UHM.</td>
<td>NHSS UH System Kualii Council</td>
<td>Summer 2016</td>
<td>- Coordinator position</td>
<td>Budget cuts</td>
<td>Improved transfer and articulation processes</td>
<td>Higher rates of NH enrollment, persistence and graduation</td>
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<td>- Instructor time</td>
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<td>- Summer housing</td>
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<td>- Departmental coordinators</td>
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<td>- Other programs and colleges</td>
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<td>3. Work with Admissions and the College Opportunities Program to expand and institutionalize a <a href="#">New Freshmen Summer Bridge</a> and cohorted tracking program (including Learning Community) for NH freshmen students at UHM.</td>
<td>NHSS UH System</td>
<td>Summer 2016</td>
<td>- Coordinator position</td>
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<td>Improved NH access and enrollment at UHM</td>
<td>Higher rates of NH enrollment, persistence and graduation</td>
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<td>- Summer housing</td>
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Updated 01.31.2016

- [Pre-Transfer Online Course and Learning Community](#): This initiative focuses on creating a pre-transfer online course and learning community for NH transfer students, which can be taught through Outreach College.

- [Post-Transfer Summer Bridge](#): This program institutionalizes a post-transfer summer bridge and cohorted tracking program for NH transfer students at UHM.

- [New Freshmen Summer Bridge](#): This initiative works with Admissions and the College Opportunities Program to expand and institutionalize a new freshmen summer bridge for NH freshmen students at UHM.
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<tr>
<td>1. Continue to support the direction of Admissions as they rethink, redesign, and reprint recruiting brochures to target residents and NH students, rather than non-residents for whom main appeal and priority of UHM has been traditionally.</td>
<td>Admissions to work in collaboration and partnership with key offices including NHSS, SEED, and other residents and NH students and staff</td>
<td>Start collaborative drafts in a timely manner with ample time to revise before printing.</td>
<td>- $ 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</td>
<td>- 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</td>
<td>Create recruitment resources/materials that offer a more appropriate appeal and welcoming to potential NH, as well as, HI resident students and their families</td>
<td>- 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</td>
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<tr>
<td>2. Establish partnership between NHSS and OVCS for UHM to connect with NH and Hawai`i resident families and potential UHM students in the community conducting collaborative events/meetings, etc.</td>
<td>Same group, or different people but representing same constituencies (SEED, NHSS, and other faculty/staff, NH students, OVCS staff)</td>
<td>Start work spring 2016, have a regular program in place by end of spring 2017 (?)</td>
<td>- $5 to sponsor events - Staff position (same as item #1, above)</td>
<td>- 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.</td>
<td>Increase the sense among NH and Hawaii resident communities that UHM/higher education is not just possible, but attainable.</td>
<td>- Same metrics as #1 - Survey follow-up with communities visited (?)</td>
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<td>3. Establish opportunities for NH families and potential UHM students to come to UHM campus for campus visits.</td>
<td>Same group, or different people representing same constituencies (HSHK and other faculty/staff, NH students, OVCS staff)</td>
<td>Same as item #2</td>
<td>- Staff position (same as in items #1 and #2, above)</td>
<td>- Same as listed for item #2 above (a., b., and c.) - Cost for those who come (parking, transportation, time)</td>
<td>Same as #2 above.</td>
<td>- Same metrics as #1 - Survey follow-up with those who come to events on campus</td>
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Updated 01.31.2016
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<tr>
<th>Action Steps</th>
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</table>
| 4. Create a subpage on the admissions homepage sidebar for Native Hawaiian Student Services that explains Hawaiian-related programs, resident tuition for Hawaiians who are not Hawaiʻi state residents, Hawaiian scholarship and financing opportunities, and student services for Hawaiians | Admissions with NHSS | End of Spring 2016 | Listing of:  
- 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 | Admissions not wanting to have a separate subpage on admissions homepage just for Hawaiians | A subpage for Hawaiians on the admissions homepage | 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. |
| 5. Better support incoming Hawaiian students (transfer, true freshmen and those from the U.S.) by implementing a Native Hawaiian Student Orientation 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 | NHSS with advising offices | Orientation for Fall 2016 | - Orientation coordinator  
- Space for the orientation  
- Funding for food and supplies  
- Academic advisors from different colleges/departments  
- NH graduate/upper undergraduates as peer mentors | Sustainability of orientation  
Allocation of funding/ coordinator | 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 | Track retention and graduation, follow up interviews after first semester to evaluate the effectiveness of the orientation |
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<tr>
<td>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.</td>
<td>Admissions with NHSS</td>
<td>Spring 2016 &amp; Summer 2016 to launch Fall 2016</td>
<td>Staff and funding from Admissions &amp; UH Marketing offices</td>
<td>Lack of staff time and funding. Make it a priority</td>
<td>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.</td>
<td>Measure the increase of NH transfer students</td>
<td></td>
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<tr>
<td>7. Waived application fee for NH transfer students from U.S. Continent colleges who demonstrate financial hardship or financial need.</td>
<td>Admissions</td>
<td>Spring 2016</td>
<td>BOR approval?</td>
<td>Need the revenue from the $70.00 application fee Establishing funding for Admissions for loss revenue from waived application fees</td>
<td>Remove one of the financial barriers that NH students face with applying to transfer to UH</td>
<td>Increase in transfer students from U.S. Continent Colleges</td>
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**Other Peer, Research & Institutional/Structural Support**

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<tr>
<td>1. Design and implement a pilot campus culture/climate study on barriers, challenges and best practices for Native Hawaiian student success at UHM.</td>
<td>NHSS</td>
<td>Spring 2016</td>
<td>- NHSS Eia Mānoa grant funding - Student assistants to help with data collection;</td>
<td>Push-back UHM co-opting the intent and approach of study</td>
<td>Data &amp; findings on student perception to inform policy, creation and implementation of programs and services</td>
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| 2. Lāhui Hawaiʻi Student & Community Conference (Undergraduate and Graduate) | NHSS Other Partners on Campus | Fall 2016 | - 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. ʻŌlelo Hawaiʻi UH System Articulation Conference | UH Hilo and UH Mānoa | Summer 2016 | - 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 ʻōlelo Hawaiʻi 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.
Members of the staff & faculty development sub-committee included:
Rosie Alegado
Lilikalā Kameʻeleihiwa
Melody Mackenize
Nalani Minton
Kawika Tengan

THEME 2: STAFF & FACULTY DEVELOPMENT

EDUCATING AT ALL LEVELS (FACULTY, STAFF, ADMINISTRATION)

Problem statement
Overwhelming majority of faculty lack the cultural competency to engage Native Hawaiian (and kamaʻāina) students

Goal
Engender a campus environment that embraces Native Hawaiian people and place

Rationale
Educating faculty and staff will create a top-down campus ethos of aloha aku aloha mai and kuleana

Assumptions
1. A need exists for cultural orientation:
   - Various on campus groups already requested ad hoc cultural orientations, there is new faculty orientation every year (CTE)
2. Establishing core NH values will benefit university governance

Activities
Integrate NH perspectives, traditions, key historical dates into new faculty/staff orientation
Hawaiian language classes for faculty/staff/admin
Hawaiian culture classes for faculty/staff/admin
Cultural Competency workshops (regular and ad hoc)
Observing significant cultural and historical events

Inputs/Resources
CTE
NH cultural specialists
NH administration
UH IT/web/video

Outputs
# numbers of faculty versed in local issues
# numbers of faculty participation in community events/stuggles
# numbers of faculty aware of NH history

Impact
LONG TERM
- decreased racism
- validation and implementation of NH pedagogies in curricula
- shared governance
- Manoa is responsive to the needs of the NH community

INTERMEDIATE
1. increased engagement between students and faculty
2. integration of NH values in campus life

SHORT TERM
1. increased awareness and appreciation of Native Hawaiian culture
**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.

**Activities**
- Track retirements in next 3-5 to seize opportunities.
- Identify NH faculty/staff in non-TT positions.
- Create database to track NH PhDs.
- Establish Kuali council positions in areas without NH faculty.
- Request data for Kuali council positions in areas with NH faculty.
- Competitive recruitment package: annual fees, access to child care, mortgage assistance.
- Cluster hire initiatives.

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

**Outputs/Indicators**
- Establishment of NH candidate pools.
- # of NH faculty transitioned from temp to permanent positions.
- # of NH applicants.
- # of NH faculty interviewed.
- # offers for TT made to NH.

**Impact**

**LONG TERM**
- Reverse brain drain
  - See other logic models

**INTERMEDIATE**
- 1. Increased capacity and critical mass into STEM fields.
- 2. Fulfillment of NH initiatives.

**SHORT TERM**
- 1. Increased # of NH TT faculty.
- 2. NH faculty role models.
Problem statement
NH faculty have a more difficult time attaining tenure and take longer to be promoted than their peers.

Goal
Enable NH faculty to successfully navigate the tenure and promotion process

Rationale
Having more NH faculty at all levels of the professoriate is necessary for cultivating a Hawaiian place of learning

Assumptions
NH faculty are less aware of the cultural norms in their departments associated with tenure and promotion as compared to their peers

Activities
Conference money
National SS: Ford Foundation, NSF Tribal initiatives, NIH diversity grants
Local SS: OHA, Mellon, Hawai'i community foundation
NH mentoring programs
Help foster collaboration
Professional development training
Dedicated space on campus for writing
‘Oā leadership housing
NH faculty mentoring programs
Identify examples/models for indigenous faculty professional development at other institutions

Outputs/Indicators
# numbers of tenured NH faculty
# publications authored by NH faculty
# grants awarded to NH faculty
# numbers of tenured NH faculty

Impact
LONG TERM
1. Creating the next generation of NH leaders (for the lāhui and beyond)
2. Increase shared governance
3. UHM is the foremost authority on Hawaiian scholarship
4. NH faculty & staff are academic leaders at UH

INTERMEDIATE
1. Increased #s of tenured NH faculty
2. Increased % of faculty effort more directly benefits progress toward T/P

SHORT TERM
1. % of faculty effort more directly benefits progress toward T/P
2. Increased # of tenured NH faculty

NH FACULTY, RETENTION, TENURE AND PROMOTION
## ACTION PLANS: Staff & Faculty Development

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

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<td>How will we know the action is successful/effective? (Targets &amp; Measures)</td>
<td></td>
</tr>
<tr>
<td><strong>Track retirements, resignations, and unfilled positions from within UHPA, HGEA, Civil Service, and RCUH. As a beginning point, focus on UHPA and HGEA positions.</strong></td>
<td>Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council</td>
<td>March 2016 for all current vacancies; Each August thereafter</td>
<td>Nālani Balutski; Steve from IRO; Staff in HR; Chairs’, Deans’, Directors’, and Chancellor’s staff</td>
<td>Difficulty in tracking data and locating vacant positions; lack of support from administration</td>
<td>A pool of positions is identified to be used to recruit Native Hawaiian faculty and staff</td>
<td>30 new positions have been identified to be advertised with explicit focus on Native Hawaiians</td>
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</tbody>
</table>
| **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 Kūaliʻi 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
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 Kīali‘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 |

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.
## Action Plan Mid-Range

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

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<tr>
<td>In <strong>Initiate process of allocating 30 vacant positions a year to Native Hawaiians</strong></td>
<td>Chancellor, President, BOR, in collaboration with Kūaliʻi Council</td>
<td>August 2017</td>
<td>G funds, position numbers, political will</td>
<td>Lack of aforementioned resources and will</td>
<td>Native Hawaiian faculty will begin to approach parity in representation (in terms of % of population)</td>
<td>30 new positions are filled by Native Hawaiians in August 2017 and every year thereafter</td>
</tr>
<tr>
<td>In <strong>Initiate process of converting all possible NHs in non-tenure track positions to tenure track positions, with a schedule of 20 per year.</strong></td>
<td>Deans, Directors, Chancellor, in collaboration with Kūaliʻi Council</td>
<td>August 2017 for first 20 conversions; each August thereafter for next 20</td>
<td>G funds; Additional funds from Deans, Directors, and Chancellor</td>
<td>Lack of funding to convert positions; Confusion or dispute over process; Lack of support from administration</td>
<td>NHs currently stuck in non tenure track positions will have pathway to tenure track positions</td>
<td>20 NHs currently in non-TT positions will be converted to tenure track positions by August 2017</td>
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</table>
**Action Implementation Process: Staff & Faculty Development**

- **data needed**
  - capturing retirements
  - everyone else
  - retirements/resignations/unfilled (all)

- **New NH**
  - define parity (# students: # faculty)

- **NH non-TT at Manoa**
  - Conversion pathway
  - Goal: 20/year

- **NH TT at Manoa**
  - Leverage UHPA contract
    - after 5 annual > 3 year contracts
    - after 7 years and 75% G funds (article 13 section B)
    - exchange S to G funds
**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

<table>
<thead>
<tr>
<th>Theme 1: Researching Mānoa</th>
<th>Activities</th>
<th>Inputs/Resources Needed</th>
<th>Short</th>
<th>Intermediate</th>
<th>Long</th>
<th>Ultimate</th>
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</table>
| **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

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<tr>
<td>Create kīpuka of HPL throughout campus, the center of which is a piko.</td>
<td>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. Collaborative process to identify potential spaces to develop kīpuka and a piko.</td>
<td>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.</td>
<td>Plan is implemented. Build knowledge about what HPL means on the Mānoa campus through information sessions/workshops, temporary construction signs, etc. Increase knowledge of HPL by creating guidelines for the appropriate care, maintenance, and use of the kīpuka and piko.</td>
<td>Mānoa campus reflects an HPL in a thematic, cohesive, and functional way. Increased sense of belonging for Native Hawaiian students, staff, and faculty on campus. Increase opportunities for stakeholder involvement with each other and the natural environment. Increase campus usable spaces that are flexible and multipurpose. Increase campus pride among stakeholders.</td>
<td>UH Mānoa campus will physically and culturally (intellectually, spiritually, emotionally) embody a HPL</td>
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<tr>
<td>Resources identified and committed to develop HPL environment-focus initiatives on campus.</td>
<td>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.</td>
<td>Funding and other necessary resources are provided to successfully implement the plan. Bureaucracy improved to efficiently and effectively manage kīpuka and piko. Increase awareness of HPL initiatives on campus, in the Mānoa Ahupua'a, and in its extension properties.</td>
<td>UH Mānoa provides the institutional support for the care, maintenance, and improvements for these spaces across campus.</td>
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<td>Outcomes</td>
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<td>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.</td>
<td>Detailed research on the ahupua'a as well as the Mānoa campus. Integrated into the campus HPL plan.</td>
<td>Increased awareness of place names, significance, and place within the larger ahupua'a, moku, and mokupuni among stakeholders and campus visitors.</td>
<td>Increase knowledge of Mānoa’s ancestral, historical, and contemporary importance/value. Increase sense of belonging among Native Hawaiian students.</td>
<td>Recognition of the wisdom our kūpuna and its contemporary relevance in higher education</td>
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<td>Promote recognition of the Mānoa campus as a part of Mānoa Valley with the ahupua’a of Waikīkī, extending from Lyon Arboretum to Waikīkī Aquarium.</td>
<td>Develop and promote educational materials and tours of Welina Mānoa. Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (&amp; possibly Mōʻiliʻili in the future as KS/ UH partnerships develop)</td>
<td>Recognition of the history and places of importance in Mānoa.</td>
<td>Increased appreciation and sense of connection by students, faculty, and community with Mānoa as a Hawaiian Place of Learning.</td>
<td>Improved stewardship and purposeful planning of UH properties in Mānoa.</td>
<td>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.</td>
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<td>Utilize off campus facilities in Mānoa and, communities (eg Mōʻiliʻili), streams/ riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs.</td>
<td>Develop tours, curricula and possibly “field schools” for intensive, short-term, accredited courses.</td>
<td>Greater options for learning opportunities outside of classrooms. Give students hands on experiences to enrich their education.</td>
<td>Greater integration of UH Mānoa campus with off-campus facilities in Mānoa. Better utilization of off campus resources in support of research and education.</td>
<td>Expanded educational activities to include hands-on and ʻāina and kai-based education for UHM students &amp; faculty.</td>
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<td>Utilize off campus facilities of UHM statewide for ʻāina based education.</td>
<td>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.</td>
<td>Provide learning opportunities in different moku and ecosystems around the state.</td>
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<td>Develop deeper connections between UHM students and programs with Hawaiian communities statewide.</td>
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**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.

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<td>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)</td>
<td>Kapā Oliveira &amp; Kahunawai Wright leads</td>
<td>June 2016</td>
<td>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.</td>
<td>Lack of interested contributors. Contributors not meeting deadlines. Lack of funding for research.</td>
<td>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.</td>
<td>Priorities/phases, timelines and budgets determined.</td>
</tr>
<tr>
<td>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</td>
<td>Book editors and contributors</td>
<td>December 2017</td>
<td>Funding and other necessary resources are required to successfully implement the research agenda.</td>
<td>Faculty and staff are given insufficient time to participate discussion groups and to provide feedback about the types of resources that would be</td>
<td>Faculty and staff are given sufficient time to participate discussion groups and to provide feedback about the types of resources that would be helpful</td>
<td></td>
</tr>
</tbody>
</table>

Updated 01.31.2016
<table>
<thead>
<tr>
<th>Created</th>
<th>Facilities and Grounds Maintenance</th>
<th>June 2016</th>
<th>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.</th>
<th>Students, staff, and faculty given insufficient time to develop and implement a HPL plan. Lack of funding.</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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.
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Responsible Party</th>
<th>Start Date</th>
<th>Details</th>
<th>Challenges</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Kapā Oliveira</td>
<td>January 2017</td>
<td>Detailed research on the ahupua’ā as well as the Mānoa campus. Integrated into the campus HPL plan.</td>
<td>Lack of time and resources to conduct research. Lack of HPL plan.</td>
<td>Increased awareness of place names, significance, and place within the larger ahupua’ā, moku, and mokupuni among stakeholders and campus visitors.</td>
</tr>
<tr>
<td>Promote recognition of the Mānoa campus as the center of the Mānoa Ahupua'a, extending from Lyon Arboretum to Waikīkī Aquarium.</td>
<td>University Relations</td>
<td>June 2016</td>
<td>Develop and promote educational materials and tours of Welina Mānoa. Focus on UH properties at Lyon, Magoon, Kānewai and Aquarium (&amp; possibly Mo‘ili‘ili in the future as KS/UH partnerships develop)</td>
<td>Recognition of the history and places of importance in Mānoa.</td>
<td></td>
</tr>
<tr>
<td>Utilize off campus facilities in Mānoa and, communities (eg Mo‘ili‘ili), streams/riparian areas, hiking trails, conservations lands, etc. as outdoor learning labs.</td>
<td>June 2016</td>
<td>Develop tours, curricula and possibly “field schools” for intensive, short-term, accredited courses.</td>
<td>Lack of exposure and marketing.</td>
<td>Greater options for learning opportunities outside of classrooms. Give students hands on experiences to enrich their education.</td>
<td></td>
</tr>
<tr>
<td>Utilize off campus facilities of UHM statewide for ‘āina based education.</td>
<td>June 2016</td>
<td>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.</td>
<td>Lack of exposure and marketing.</td>
<td>Provide learning opportunities in different moku and ecosystems around the state.</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Faculty, Staff &amp; Students</td>
<td>Provide internship/practicum and service learning opportunities in diverse communities, including NH communities.</td>
<td>Assess community capacity and critical areas of need.</td>
</tr>
<tr>
<td>NH community partners on education.</td>
<td>Provide culturally relevant educational models for NH communities to build capacity and enhance growth.</td>
<td>Knowledge of the components of culturally relevant educational models.</td>
</tr>
<tr>
<td>Recommendations (Policies?) and protocol on NH community engagement.</td>
<td>Convene people on culturally relevant issues for NH communities that build the kauhale.</td>
<td>Awareness of issues identified by NH communities as essential to the kauhale.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outcomes</th>
<th>Ultimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Short-Term (1-2 yrs)</td>
<td>Mid-Term (3-5 yrs)</td>
</tr>
<tr>
<td>Innovative &amp; culturally-anchored programs.</td>
<td>Apply new or modify existing theories and models including Community Engagement for working with Native Hawaiians.</td>
<td>Each unit develops/adopts a culturally-anchored model of community engagement.</td>
<td>Establish “best practices” for community engagement.</td>
</tr>
<tr>
<td>Multi-campus coordination &amp; collaboration.</td>
<td>Creating educational partnerships/opportunities with/in NH communities to strengthen the pipeline for NH students.</td>
<td>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.</td>
<td>Implementation and evaluation of educational opportunities in the community to identify “best practices.”</td>
</tr>
<tr>
<td>Policies and protocol on NH community engagement.</td>
<td>Establish organized groups and implement strategies to facilitate NH community engagement.</td>
<td>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.</td>
<td>Allocated resources for growth in opportunities and sharing of strategies for reciprocal learning and community engagement between UHM and NH communities.</td>
</tr>
<tr>
<td>Data and documentation; contract and grants.</td>
<td>Implement services that develop and support a database for NHs and conduct research.</td>
<td>Share NH research projects, grants, and contracts that are available and received by UHM.</td>
<td>Develop a database for NH research projects and raise awareness of the research as well as services that are outcomes of this research.</td>
</tr>
<tr>
<td>Contracts and grants.</td>
<td>Institute contracts and grant opportunities enhancing UHM and NH community partnerships</td>
<td>Identify communication pathways and partnerships between UHM and NH communities.</td>
<td>Increase and grow partnerships between UHM and CBOs for collaborative grant and research opportunities</td>
</tr>
</tbody>
</table>

Updated 01.31.2016
**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.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible</th>
<th>Deadline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Result</th>
<th>Assessment Indicators</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What task will be done?</strong></td>
<td>Who will do it?</td>
<td>By when?</td>
<td>What do you need to complete this step? (People, money, tools, etc.)</td>
<td>What could get in the way of task completion? How will you overcome them?</td>
<td>What is the outcome of the task?</td>
<td>How will we know the action is successful/effective? (Targets &amp; Measures)</td>
<td></td>
</tr>
</tbody>
</table>

**Internal UH Community**

This is limited to the academic program community at UHM. It doesn’t include the extracurricular, student affairs community at UHM.

<table>
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<tr>
<td>Assess UHM for practicum/service learning needs</td>
<td>UHM: Faculty, Staff, and Students</td>
<td>Year 1</td>
<td>Money FTE • Department • Campus (Coordinator) Sites/Organization MOA Community Network Assessments • Site • Students Evaluation • Site</td>
<td>• Lack of participation amongst fac/staff/admin/students</td>
<td>Clarity around practicum/service learning needs</td>
<td>List created of the needs of UHM for practicum and service learning</td>
<td>Facilitate more coordination between UHM programs</td>
</tr>
<tr>
<td>Assess NH and larger community capacity for practicum/service learning experiences</td>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td>Developed network of community-based organization for practicum/service learning experiences</td>
<td>List of capacity and wants from the community</td>
<td></td>
</tr>
<tr>
<td>Identify partnerships between UHM academic units and NH communities</td>
<td>Year 1</td>
<td></td>
<td></td>
<td>• Lack of participation</td>
<td>Student in appropriate departments will engage in practicum/service learning experiences</td>
<td>MOAs signed Number of sites</td>
<td>Facilitate more coordination between UHM programs</td>
</tr>
<tr>
<td>Identify community based organizations for practicum/service learning experiences</td>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td>Increased opportunities for students to interact with diverse communities</td>
<td>• % of students engaged • Database developed and utilized • Feedback survey + Useful • Site - meet goals?</td>
<td></td>
</tr>
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<tr>
<td><strong>External Community</strong></td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Assess community for needs and assets, shared values, aspirations for pipeline</td>
<td>UHM advisory council (to be created)</td>
<td>Year 1</td>
<td>Money FTE</td>
<td>• Money FTE • UHM Task force Sites/Organization MOA • Community Network Assessments • Site Evaluation • Site</td>
<td>Developed list of potential collaborators with contact information and designated UHM liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify current programs associated with UH that are working with DOE P-12</td>
<td></td>
<td>Year 1</td>
<td>MOA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify current programs associated with UH that are working with Charter schools</td>
<td></td>
<td>Year 1</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Determine list of schools to collaborate with (phase in schools)</td>
<td></td>
<td>Year 2</td>
<td>MOA</td>
<td></td>
<td>Plan to phase in schools to work together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish with schools a dual credit system to support high school students in earning college credit prior to entering</td>
<td>UHM and schools VCAA - AVCAA D. Halbert</td>
<td>Year 2</td>
<td>MOA</td>
<td>• Lack of alignment • Limited number of faculty available to teach • Students not enrolling • Liability</td>
<td>Dual credits offered in high schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with NH organizations to increase financial aid/scholarship support for NH students</td>
<td>UHM and NH organizations such as Legacy organization (e.g., KS, QHS)</td>
<td>Year 2</td>
<td>MOA Money</td>
<td>• Lack of alignment • Competing priorities • Limited funds</td>
<td>Increase scholarship/financial aid for NH students</td>
<td></td>
<td></td>
</tr>
</tbody>
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Updated 01.31.2016
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<tr>
<td>Form collaborations with community partners to help increase academic &amp; related support for students in the communities</td>
<td>UHM, schools, NH and community organizations in highly populated areas of NH</td>
<td>Year 2</td>
<td>MOA</td>
<td>• Lack of alignment</td>
<td>Increase number of support programs offered</td>
<td>• Increased number of students utilizing these programs</td>
<td>UH partners with NH community organizations to nurture and help pre-UH students to go to UHM (Pre-UH student = middle/high school student) • Practicum/service learning sites that work with UH already might also include ways to more directly help, guide, &amp; 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</td>
</tr>
<tr>
<td>Educate and inform NH communities about UHM and the programs that are offered</td>
<td>UHM advisory council (to be created) and community</td>
<td>Year 2-3</td>
<td>FTE: UHM designated staff</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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)
<table>
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</table>
| Create policies that support the pipeline from P-12 into UHM for NH students | UHM Administration | Year 3   | Policies enacted | • Bureaucracy  
• Administration not supportive | Policies that support these activities | • Increased number of NH students attend UHM  
• Increased number of NH graduates from UHM | Updated 01.31.2016 |

**Updated 01.31.2016**